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EDUCATION AS A UNIVERSITY STUDY.

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WHAT has been said of constitutions may as truly be said of universities, that they are not *made* but *grow*.

The modern university is the lineal descendant of the first solitary thinker who, inspired by a great thought of his own moulding, provoked in another mind a love for thinking. In process of time these solitary thinkers drew around them little bands of affectionate disciples, and so the circles of light became larger. Then, when scholars had a past behind them, when there had come to be accumulations of knowledge, there arose the impulse of diffusion, and so instruction was organized, and the inherited wisdom communicated to those who had just espoused the scholarly vocation.

This organized effort to distribute accumulated knowledge was the beginning of that corporation now known as the university. This institution, therefore, has come to us in the fulness of time as an evolution, or a growth.

Universities are like constitutions

in another respect, they not only *grow*, but they grow *slowly*. Systems of education are the products of the times, they follow in the wake of political and social changes, and as civilization itself is a thing of slow growth, universities ever have been, and must continue to be, conservative.

But, nevertheless, university progress is a constant phenomenon, and we may be sure that when an innovation has been made, it has a justification somewhere in the nature of things; it is either the development of some historic factor that had fallen out of sight, or it responds to some new need. In whatever case, the new idea has a right of domicile and the right of explaining the cause and the purpose of its appearance. The greater part of the world's progress is instinctive. The forward step is made by an involuntary effort, but we at once pause in a reflective mood, adjust ourselves to the new state of things, and thus involuntarily prepare for another forward step.