

MODERN UNIVERSITIES.

Education is a business. The colossal proportions of a business which touches every child of the world's leading nation give it rank at the head of the organized activities of our time.

Education moves. Harvard has taken 250 years to grow to its present proportions. The University of Virginia was the pet of Jefferson. Colleges which were prominent when Jefferson died have fallen behind while Harvard, Yale and Princeton were advancing.

Everything in education must be up with the times. If up with the times the element of age does not affect very materially the usefulness of the school. Each state and city establishes its graded schools, and the latest western system is often ahead of the best in old eastern towns. Methods, teachers and text books can be located wherever the call for them is backed with liberality of money and spirit.

In higher education the process of growth is equally rapid. Johns Hopkins opened on fresh ground a few years ago, and now is among the most noted schools in the country. Cornell and Vanderbilt, Vassar and Wellesley have sprung since the war into rivalry with the greatest and have thrown into the shadow of inferiority a host of small colleges whose only possession was age.

What the Leland Stanford school will do for the Pacific coast will be seen after it is fully under way. Magnificent as its endowment is, the real phenomenon is yet on this side of the western mountains. Today THE TIMES gives a history of the rise of the Chicago university and a descriptive account of the work laid out by President Harper and his advisers. Anywhere but in America and in any American section, except the central basin, the almost instantaneous jump from the commonplace to the splendid in education would be astonishing. In Chicago it is only an example of what enlightened public spirit will do when it is awakened. Cornell,

England has Harvard and Yale. The middle states have Columbia, Princeton, Pennsylvania, Cornell and Johns Hopkins. The south has Virginia and Vanderbilt. The northwest has Chicago and Ann Arbor. The Pacific slope has California and Leland Stanford.

Missouri turned over to its state university an endowment of \$600,000. The sum seems large, but beside the resources of the great modern institutions it is poverty. Kansas has been fairly liberal toward the Lawrence school but the facilities are limited.

Here we have two states entering upon a destiny of greatness. Oklahoma is about to burst into the full bloom of statehood. Northern Arkansas is the natural ally of Missouri. St. Louis and Kansas City are commercial and railroad centers which attract travel from Iowa, southern Illinois, Colorado, New Mexico, Texas and Nebraska.

We are not competing in higher education. We are not preparing to educate our own youth. The northwest is challenging New England and we are doing nothing to achieve distinction and not enough to hold our own.

Every state should have its great university. Not to minister to a spirit of provincial pride but to place its children on an equality of opportunity with those of other states. A few parents can send their sons to the distant advantages of the east. The majority can not as a matter of money, and as a matter of preference choose to keep their families nearer home.

In the story of the Chicago university the southwest can read what contemporary enlightenment, wealth and business ability do in the work of education. Ancient small things will no more compete than the antiquated will compete in other lines of business organization. The best is not too good for the boys of Kansas and Missouri. To give them the best, public appropriations and private liberality must set aside the requisite share of our surplus earnings.

Other sections are moving. The world is moving. The southwest is moving faster than any region in commercial development but in higher education we are not up with the leaders.