of the environment of our seats of learning, and that men, along with the training of their minds, should grow into some sort of an appreciation of their duties to the state and come to know that courage and patriotism and devotion rank higher in this world’s service than scholarly finish or brilliant intellectual power.

When we look back on our own history as a nation we can but realize that in the crises of our national life this truth has been forced home to us. In the darkest hours of the Revolution it was the courage, the never-failing patience, the unselfish devotion, in a word, the civic virtue of George Washington which was the real power upon which the people leaned. In the agony of our Civil War, when the fate of the nation trembled in the balance, the character of Abraham Lincoln, his devotion, his hopefulness, above all his knowledge of and his faith in the plain people, counted more than all else in the decision. Neither of these men were the products of university training, nor did they grow up in an academic environment; but each had learned in a school where devotion to the state was the cardinal virtue. When next a great crisis comes, no doubt there will be a Washington or a Lincoln to meet it, but will he come from a university?

When Washington came toward the close of his life he thought deeply over the dangers of the new state, and the necessity for the cultivation of a spirit of intelligent patriotism. As a best means for inculcating this spirit he conceived the idea of a great National University. One of the main objects of this university was to afford to the youth of the country the opportunity for “acquiring knowledge in the principles of politics and good government.” The idea was a splendid one, and while the need for a National University no longer exists, in my judgment (unless, indeed, one is needed to teach the principles of good politics), Washington’s idea that the university is a place which should train not only the intellect but the character; that it is a place where the student should find an atmosphere adapted not only to the development of accurate thought, but also to a wise and tolerant spirit; that in the university he should gain not only intellectual strength, but also a just concep-