

I call attention to this historical fact to show that the ancient universities were, by their very intent and constitution, teachers' seminaries.

The thousands of pupils who flocked to Oxford and Paris there received the highest literary culture that the age afforded; and, on the completion of their studies, they were returned to the world as its accredited teachers. When, therefore, it is proposed to shelter the profession of teaching under university walls, it is, in fact, but restoring to universities their ancient privilege, and, at the same time, requiring of them the highest duty they owe to the world, that of the diffusion of the best results of human thinking. The universities have long since ceased to impose on their graduates the obligation to teach. It must have happened from an early date, that all the doctors or licensed teachers could not be employed in scholastic work; so that, in process of time, the obligation ceased, and the graduate was at liberty to adopt whatever vocation he might prefer. But while all who were graduated did not teach, all who taught were graduates. This was literally true during the earlier part of university history, and has remained substantially true down to the present day. For as Mr. Fitch says: "The great function of a university is to teach, and to supply the world with its teachers." The University of Wisconsin is doubtless an illustration of this statement. The men who are moulding the education of the State through the secondary schools, are doubtless, as a rule, the bachelors, masters and doctors of this great university. Such, at least, is the general fact in the State of my adoption, and this is doubtless the general fact throughout this country and the world.

The relation of a State university to the general educational system of the

State, has never been more accurately stated than by Chancellor Tappan, and I cannot forbear to quote from one of his annual reports: "The highest institutions are necessary to supply the proper standard of education, to raise up instructors of the proper qualifications, to define the principles and methods of education, to furnish cultivated men to the professions, to civil life, and to the private walks of society, and to diffuse everywhere the educational spirit. The common school can be perfected only through competent teachers. These can be provided only by institutions like the Normal schools, which belong to the intermediate grade of education. But the teachers of the Normal schools, again, require other and higher institutions to prepare them, such, at least, as the academy, gymnasium or college; and these, the highest forms of the intermediate grade, can only look to the university for a supply of instructors.

"He who has passed through the Common school is not fitted to teach a Common school. He who has passed through a Normal is not prepared to teach a Normal school. He who has passed through a union school or an academy is not prepared to teach it. The graduate of a college is not prepared to become a college professor.

"But the direct object of a university is to prepare men to teach in the university itself, or in any other institution. Hence, those who in the universities become doctors, which simply means teachers, are by that very degree admitted to the vocation of a university instructor."

If we were to make a summary and concrete statement of Dr. Tappan's thought, it would be as follows: The great function of the university of Michigan, or of Wisconsin, or of Minnesota, is, directly and indirectly to supply the State with its teachers.