Friday, August 5, 1904.

The State University and Research.*

It is the privilege of the private school, the denominational institution and the independent university to select the phases of education to which they shall devote themselves; but the appropriate sphere of a state system of education is predetermined by the inherent relations which the state sustains. The function of all state institutions is the welfare of the commonwealth. By first intention, the state is not concerned with the individual, but with the aggregate body of its citizens. The state must necessarily deal with individuals, but rather as integers of the aggregate body than as individuals. State education, therefore, in the strictest construction, and in the highest ideal, is the education of the aggregate body that forms the commonwealth. Education from the view-point of other institutions may deal primarily with the individual, and only secondarily with the aggregate. State education deals primarily with the aggregate, and only incidentally with the individual as a constituent of the aggregate. Obviously I am defining the ideal rather than the actual fact of practice; rather of the goal to be at length attained than any present achievement.

In its earliest stages, formal education seems to have been altogether individual. Gradually it grew to be the privilege of select classes, and at length, but only at a late day and among the foremost peoples, it has come to be a possibility for all.

* One of the two convocation addresses given on the occasion of the semicentennial jubilee of the University of Wisconsin.