Commemorative Oration.

BY PRESIDENT JAMES B. ANGELL, LL. D.

We celebrate to-day the Jubilee of this University. Her years are indeed few when compared with those of Heidelberg University, which last year kept her five hundredth anniversary, or with those of the University of Edinburgh, which recently observed her tercentenary, or even with those of Harvard University, which last autumn gathered an illustrious assembly to celebrate the two hundred and fiftieth year of her prosperous life. But in this country, where we judge men by their achievements rather than by their lineage, we properly judge of institutions by their deeds rather than by their age. When we consider what we must in all soberness of language call the extraordinary development of this University, especially during the last thirty-five years, when we remember that men are living who have shot wild deer upon the grounds which now form our campus, when we see that from the number of her students and from the extent, variety and excellence of her work, she is deemed by the public not unworthy a place by the side of the oldest and best endowed universities of our country, and that she has sent out more than eight thousand graduates who are adorning all honorable vocations in all parts of the world, we may well pause for a day even at this early stage in her history to rejoice at the unparalleled rapidity of her growth, to acknowledge our grateful appreciation of the men, who laid her foundations with prescient wisdom, and of the equally wise men who builded thereon in the broad spirit of the founders, and to stimulate our hearts with fresh hope and courage for the future. The

vigorous and virile life of the West, which within the memory of many now before me has reared immense cities on the prairies and has builded States that are empires all the way from the Great Lakes to the Pacific, has also poured its currents through the veins of this school of learning, and has hurried it in a few brief years to the development which the strongest of the New England Universities took two centuries and more to reach.

We might in a very just sense celebrate this year the centennial of the life of the University. For the germ of that life and of the life of all the State Universities in the west is found in that great instrument, the Ordinance of 1787, which was adopted just a hundred years ago the thirteenth of next month. You remember that memorable Article, whose first sentence we have placed here upon our walls, a sentence, which should be engraved in letters of gold on fitting monuments in every State, that was carved out of the Northwest Territory; "Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Within a fortnight after the adoption of the Ordinance Congress acted up to the spirit of the imperative *shall* in that Instrument by making appropriations of lands for a university and schools in Ohio, the first of the long series of appropriations of lands by the general government for educational purposes. The precedent then established has been uniformly followed in the admission of new States. Well, therefore, might not only this University, but all the public schools and the State Universities in the northwest, join in grateful observance of the hundredth anniversary of the Great Charter of freedom and intelligence for this region. Well might they together commemorate the centennial of the inauguration of that fruitful policy, which has endowed institutions of learning, from the lowest to the highest, by the gift of public lands.

It was in strict accordance with the spirit of the great Ordinance that Congress took action, March 26, 1804, reserving for a seminary of learning a township in each of the three divisions of the Territory of Indiana, one of which became in 1805 the Territory of Michigan and so received the grant. And on this day when we gladly recall the names of our benefactors, let us not forget to acknowledge that our endowments were materially enlarged by the generosity of the aboriginal inhabitants of this region. By the Treaty of Fort Meigs, negotiated in 1817, the Ottawas, Chippewas and Pottawatomies granted six sections of land to be divided between the Church of St. Anne, in Detroit, and the college of Detroit. This College of Detroit, which was the lineal ancestor of the University, was not established until a month after the Treaty. When steps were taken in 1824 to select the lands ceded by the Indians, such difficulties were encountered in complying with the conditions of the Act of 1804, that Congress in 1826 made the location of lands practicable and authorized the selection of a quantity equal in amount to twice the original grant. The entire endowment of lands thus became equal to two townships and three sections. There is something pathetic in this gift of the Indians, who were even then so rapidly fading away. They doubtless hoped that some of their descendants might attain to the knowledge which the white man learned in his schools and which gave him such wonderful power and skill. Their hope has never been realized, so far as I know, by the education of any full-blooded Indian at the University. We cannot rival Harvard which has on her roll of graduates the unpronounceable name of one of the aborigines. But we should never forget the generous impulses of the men of the forest who gave of what was dearest to them an amount surpassing in its ultimate value the gifts for which the names of Nicholas Brown and Elihu Yale and John Harvard were bestowed on colleges in New England. We may perhaps be grateful

also that in their modesty they did not ask that their names should be given to their beneficiary.

It has been said, and doubtless with truth, that the Congresses which adopted the Ordinance and made the earlier gifts of lands for educational purposes did not at all appreciate how great were to be the beneficent results of their action. How was it possible that they should? For achievement has in this western country outrun the prophecy of the most sanguine seer. The wildest dreams of the future development of this region which were cherished by the most enthusiastic settlers of Ohio a hundred years ago seem tame and prosaic by the side of the romantic facts of the history itself as we read it to-day. How could they have imagined that by this time there should be in the Northwest Territory, a large part of which was then an untrodden wilderness, a population four times as great as that of the whole United States in their day, and that over the whole of it schools, academies and colleges should be sown multitudinous as the stars of heaven. If they builded better than they knew, there was in the scope of their far-reaching work a happy augury of the broad and generous wisdom which by some good fortune has presided over the various and successive plans for the organization and development of a university in this State.

The original plan which was drawn by Judge Woodward in 1817 was characterized by remarkable breadth, though sketched in language ridiculously pedantic. In the development of our strictly university work we have yet hardly been able to realize the ideal of the eccentric, but gifted man, who framed the project of the "Catholepistemiad or University of Michigania," with its "thirteen didaxum or professorhips." Even while amusing ourselves at his Greco-Latin vocabulary, we may remember that our statesmen of early days carried on their discussions under classical pseudonyms, that Mr. Jefferson suggested names for the western States hardly

less remarkable than the formidable title with which the University was burdened at its christening, and that the classical dictionary was fairly emptied on the towns of central New York. Judge Woodward, apparently mindful of the fact that universities had in every land grown up before the lower schools and had been the chief instrumentality in nourishing them, provided in his scheme that the President and the Professors of the University should have the entire direction of collegiate, secondary and lower education. They were to have the power,—I quote his comprehensive language—"to establish colleges, academies, schools, libraries, museums, athenæums, botanic gardens, laboratories, and other use ful literary and scientific institutions consonant to the laws of the United States of America and of Michigan, and to appoint officers, instructors and instructrixes, in, among, and throughout the various counties, cities, towns, townships, and other geographical divisions of Michigan." The instruction in every grade was to be gratuitous to those who were unable to pay the modest fees fixed. Fifteen per cent of the taxes imposed and fifteen per cent of the proceeds of four lotteries were to be devoted to the support of this Institution thus charged with the conduct of all public education in Michigan. Whatever criticisms may be made upon this scheme, it certainly showed in its author a remarkably broad conception of the range which should be given to education here, a conception, it may be believed, which was never lost from sight, and which doubtless made easy the acceptance twenty years later of the large plans of educational organization that were then readily adopted. It was a happy prophecy of the truly liberal spirit, which was subsequently to guide in the conduct of the University, that the first Professors appointed for the "Catholepistemiad" were the Rev. John Monteith, the Presbyterian minister in Detroit, and Gabriel Richard, the Roman Catholic Apostolical Vicar of Michigan. They established

primary schools, and also the college in Detroit under the name of The First College of Michigania. For the aid of the Institution some few thousands of dollars were raised by subscription, and the unused balance of a fund given by citizens of Montreal and Mackinaw to help the sufferers from the fire which destroyed a large part of Detroit in 1805 was, at the request of its donors, turned into its treasury.

In 1821 the Governor and Judges translated Judge Woodward's charter into modern forms of speech and modified it in some particulars. They gave to the Institution the simple name of The University of Michigan. Repealing the Act of 1817, they yet retained in the Act or Charter of 1821 the grant to the University of the power to establish colleges and schools so far as the funds, which were no longer to be furnished by taxation, would permit. The catholicity of this charter of 1821 is shown in this memorable article:

"*Be it enacted*, that persons of every religious denomination shall be capable of being elected trustees; nor shall any person, as president, professor, instructor, or pupil be refused admittance for his conscientious persuasion in matters of religion, provided he demean himself in a proper manner and conform to such rules as may be established."

The Trustees maintained in Detroit for some time what was known as a Lancasterian school, and until 1837 a classical school, but their chief business consisted in caring for the lands. In those early years, when the population of the Territory was small, the college was not yet needed. But what we want to keep distinctly in mind to day and to state with clearness and emphasis is that in both the Act of 1817 and in that of 1821, those two early charters of the University, what we may call the Michigan idea of a system of education, beginning with the University and stretching down through all the lower grades to the primary school, was distinctly set forth.

While we are celebrating to-day the semi centennial of the present form of the organization of the University, let us not forget that without impropriety, a semi-centennial celebration might have been held twenty years ago, that there is, as the Supreme Court of the State has declared, a legal and corporate continuity from the University of 1817 to that of 1821, and again to that of 1837, that a just conception of the functions of a university was at least seventy years ago made familiar to the citizens of Michigan, that what may be termed the Michigan idea of a university was never entirely forgotten from that day until now, and therefore that the memory of the fathers who framed the charter and nourished the feeble life of those earlier Universities should be cherished by us to day and by our descendants forever.

On the admission of Michigan to the Union as a State, broad plans for public education were taken up with a more vigorous spirit than ever before. The men who framed the first Constitution and shaped the early legislation of the State were men of large views, great enterprise, and marked force. They had come mainly from Ohio, New York and New England, though a few conspicuous leaders were from Virginia. A considerable proportion of them were college bred, and all appreciated the importance of a well organized system of public education. Isaac E. Crary, a graduate of Trinity (then called Washington) College, in Connecticut, was Chairman of the Committee on Education in the Constitutional Convention, and drafted the Article on that subject, which was incorporated into our first Constitution. Fortunately he had made a study of Cousin's famous Report on the Prussian System of Education, and under the inspiration of that study sketched in the Article a most comprehensive plan. It provided for the appointment of a Superintendent of Public Instruction, an officer then unknown to any one of our States, for the establishment of common

schools, of a library for each township, of a university, and in general for the promotion by the legislature of intellectual, scientific and agricultural improvement.

What a noble and statesmanlike conception those founders of Michigan had of the educational outfit needed by the young State, which they foresaw was destined to be a great and powerful State. What a rebuke is their action to some of the theorists of our day who would confine the action of the State in providing for education to elementary instruction. Would that these men of narrow vision would study the words and the acts of the men who framed our first Constitution and shaped our early legislation on education, and would thus learn what was the original and genuine Michigan spirit and temper concerning the support of all our educational institutions.

Through Mr. Crary's influence his friend, the Rev. John D. Pierce, a graduate of Brown University, who had placed Cousin's Report in his hands, and had discussed with him at length the plans of education needed in Michigan, was appointed the first Superintendent of Public Instruction. It was a singular good fortune that befell the State when Mr. Pierce was selected in that formative period for that important office. I cannot here pause to recognize what he did for the common schools. But I will say that Henry Barnard did not do more for the common schools of Rhode Island nor Horace Mann for those of Massachusetts, than John D. Pierce did for those of Michigan. But to-day we are primarily concerned with what he did for the University. Having after his appointment made a journey to the east for the purpose of conferring with Edward Everett, President Day, Gov. Marcy and other prominent men upon educational topics, he sketched with a free, bold hand. in his first report, presented in January, 1837, a plan for the organization of the University. He provided for the government of the Institution by a Board of Regents, a part of whom were always to be certain State officers, and a part of whom were to be

elected by the Legislature. There were to be three Departments: one of Literature, Science and the Arts, one of Law, and one of Medicine. The scope of instruction was to be as broad as it was under Judge Woodward's scheme. Our means have not as yet enabled us to execute in all particulars the comprehensive plan which was framed by Mr. Pierce.

Anticipating the question which might be asked in this little State of two hundred thousand souls, "can an institution on a scale thus magnificent be sustained," this man full of faith in the future of Michigan and in the intelligence of the people, bravely replied: "To suppose that the wants of the State will not soon require a superstructure of fair proportions, on a foundation thus broad, would be a severe reflection on the foresight and patriotism of the age. * * * Let the State move forward as prosperously for a few years to come as it has moved for a few years past, and one-half of the revenue arising from the University fund will sustain an institution on a scale more magnificent than the one proposed, and sustain it with merely a nominal admittance fee. * * * The institution would present an anomaly in the history of learning, a University of the first order, open to all, tuition free."

Moreover, he foresaw plainly what would be the advantages both to collegiate and to professional education in having professional schools established as a part of the University. He quoted most aptly that striking passage from Lord Bacon: "To disincorporate any particular science from general knowledge is one great impediment to its advancement. For there is a supply of light and information which the particulars and resistances of one science do yield and present for the framing and correcting the axioms of another science in their very truth and notion. For each particular science has a dependence upon universal knowledge, to be augmented and rectified by the superior light thereof."

The Superintendent's lucid and intelligent report made a deep impression upon the legislature, and was adopted with scarcely a dissenting voice. On March 18, 1837, the Act establishing the University was approved. It followed in all important particulars the suggestions of the Superintendent. On the 20th of March the Act was passed which located the University at Ann Arbor, where the forty acres of land now constituting our campus had been gratuitously offered as a site by the Ann Arbor Land Company. Three of the members of that Company are still living in this city, E. W. Morgan, Charles Thayer and Daniel B. Brown, and have been invited to be present as our guests to-day. The Company purchased this land with the intention of presenting a part of it to the state as a site for the State House, in case this place were chosen for the capital. On the 5th of June, fifty years ago this month, the Board of Regents held their first meeting in this town. That day may perhaps with as much propriety as any be considered the natal day of the present organization of the University.

The infancy of the Institution was not unattended with perils and with some disasters. A bill once passed the Senate and was defeated in the House by only one vote to distribute the income of the fund among various colleges which were planned or which might soon be planned. Mr. Pierce tells us that by his personal effort he secured the defeat of that bill. He had obtained from leading administrators or colleges in various parts of the country, and had incorporated in his annual report opinions strongly urging the concentration of strength in one vigorous institution. Yet so powerful were the private and local interests appealed to by the bill that the frittering away of the endowment and the establishment of a brood of weak and impoverished colleges were barely prevented.

Again, the first Board of Regents made the mistake of adopting so magnificent a plan for buildings that the

execution of it must have crippled the resources of the treasury for a long time. But here again the vigilant Superintendent, Mr. Pierce, came to the rescue. He exercised the power he then had of vetoing the measure. He justified his act, which temporarily excited a strong feeling againt him, by pointing out the fact so often overlooked even in these days, that not bricks and mortar, but able teachers, libraries, cabinets, and museums make a real university.

A third peril, which the University did not wholly escape, was the sacrifice of much of the value of the lands which constituted the endowment. The power to sell the University lands were originally vested in the Superintendent of Public instruction, and the minimum price of them was fixed at twenty dollars an acre. In fact the average price secured by the State in 1837 was twenty-two dollars and eighty-five cents an acre. Could the lands have been sold at the prices originally fixed, the endowment from the land grant would have been nearly double what it is. But in 1839 an act was passed, authorizing the sale at one dollar and a quarter an acre of any lands located for University purposes, if it were proved that before their location by the State they were occupied and cultivated in accordance with the preemption law of Congress. The friends of the University were filled with alarm at this prospect of so great a reduction of the expected income. The Regents suspended all operations for organizing the University and appealed to Governor Mason to protect its interests. He interposed his veto of the bill and justified his veto by a stirring message, and so saved the endowment. In the grateful recognition of this act and of the warm interest he always manifested in the University, we gladly hang his portrait on our walls with those of our other benefactors and friends. Already in 1831 and again in 1834 the Trustees had made a grave mistake by disposing at a low price of lands which under the United States grant had been chosen in the territory

now occupied by the city of Toledo, and which of themselves, if kept until now, would have formed a large endowment. From 1838 to 1842 there was much legislation, reducing the price of lands below the minimum of twenty dollars an acre originally established. One act authorized a reappraisal of lands already sold at stipulated prices, in order to scale the prices down for the benefit of the purchaser. It was pleaded and doubtless with some truth that the financial disasters of 1837 and the years immediately following made it difficult, if not impossible, for most purchasers to fulfil their contracts at that time. None the less the calamity to the University treasury was most serious. We can see now that it would have been far better for the University and perfectly just to the purchasers to extend the time of payment, but not to reduce the price. The general result of the management of our lands has been that instead of obtaining for them the sum of $921,000, which at twenty dollars an acre Mr. Pierce in his first Report showed they would bring, they have yielded $547,897.51, and one hundred and twenty-five acres remain unsold. It is not easy to guess how much more the Toledo lands would have added to our fund, if they had been retained for some years, but certainly some hundreds of thousands of dollars. Still, we may at least temper our regret at the sacrifice which was made by remembering that no other one of the five States formed out of the Northwest Territory made the land grant of the United States yield so much to its university as Michigan did.

A step taken by the Regents at the very outset was not without its perils to the University, though it also brought some needed help to the Institution and to the State. It was the establishment of branches in various towns. These branches served as preparatory schools for the University, and as training schools for teachers of the primary or district schools. They also awakened a widespread interest in higher education, and led ultimately to

the establishment of the excellent high schools, for which Michigan is so distinguished. But they made so heavy a drain on the treasury of the University that they seriously embarrassed it, and had they been multiplied, as was at first intended, they would have absorbed the entire income. They did so desirable a work in our principal towns that there grew up a sentiment in favor of making the support of them the main object in the use of the University funds. Gov. Barry in his message in 1842 affirmed that the branches were to be more useful than the University, and that they ought to be multiplied, though he recommended less expenditure on each. It is amusing to notice that they were objected to by some as aristocratic institutions, since a small tuition fee was charged. It is now pretty generally agreed that the support of the branches was by an illegal use of the University funds. After a few years the Regents found themselves obliged to cut down the appropriations to the branches, and finally in 1849 to refuse them altogether. So this peril of frittering away the funds on schools like the earlier one of frittering them away on numerous colleges was happily escaped.

Meantime from the date of their accession to office the Regents had been busy in preparing to launch the University. Their difficulties were very great. The management of the lands was not in their hands. They could not know, even approximately, in any one year how much money they could rely on having the next year. They had no power to appoint a President. They had many discouragements in unwise legislation. But we owe them a debt of gratitude for the courage with which they pushed on. Our scientific friends will observe with interest that among their very first acts was the purchase of the Baron Lederer collection of minerals, and a copy of Audubon's Birds of America. The very first professor they appointed was Dr. Asa Gray, to the chair of Zoölogy and Botany, the distinguished botanist, who, crowned with laurels from both hemispheres, is still laboring with untiring activity in

the freshness of a vigorous old age. They received in March, 1838, a loan of $100,000 from the State, and by September, 1841, had completed the erection of four dwelling houses, absurdly planned by a New York architect, and of the building which now forms the north wing of this edifice. They first called this north wing the "main building," and afterwards in honor of Governor Mason, Mason Hall, a name which unfortunately did not remain in use. And so now, in September, 1841, four years after the Regents had begun their work, we find the doors of the University really open for the reception of students, and Professor Whiting and good Doctor Williams, as we learned to call him afterwards, welcoming to their class rooms five freshmen and one sophomore. It is to be presumed that there was not much hazing of freshmen by the sophomore class. All but one of those six students are still living, to march at the head of the long procession of graduates who have since left these halls. In spite of financial distresses, which threatened to suspend the life of the Institution in 1841 and 1842, the two zealous Professors bravely held on to their work; and by 1844 the Faculty was enlarged in number, so that in 1845 the first class of students, numbering eleven, was graduated with the degree of Bachelor of Arts.

From this time until the accession of Dr. Tappan to the Presidency, the work of the college classes was carried on after the methods and in the spirit of the typical New England colleges. All colleges of standing, except the University of Virginia, were so conducted. The professors were men of creditable attainments and were faithful to their duties. The substantial success of the men whom they trained, a good proportion of whom have rendered eminent services in various professions, is the best testimony to the excellence of the instruction they gave. But the number of pupils was small. The maximum number during that period was eighty-nine, reached in 1847–8. From that time, owing no doubt to the suspension of the

branches, the attendance declined. In 1850 the report of the Board of Visitors states that only fifty students were actually in attendance, and inquires with earnestness why, when the tuition is free, students are not attracted in larger numbers to the University. After discussing the facts, it concludes that the reasons of the lack of prosperity are the lack of a President, a want of unity in the Faculty, and the presence of professors chosen on other grounds than those of fitness. This last remark evidently refers to the policy which had been followed of endeavoring to distribute the professorships among the several religious denominations.

Meantime, though the work of the college was so limited, the Regents had not lost sight of the broad plan, which was originally contemplated for the University. In 1847 they gave careful consideration to the subject of establishing Medical and Law Departments. The result was that in 1850 the Medical Department was opened in the building which, much enlarged, still accommodates it, and a class exceeding in number the students in the Literary Department, was in attendance during the first year. The services of Dr. Zina Pitcher, who had been on the Board since the organization of the University, though valuable in every way, were of special value to the Medical Department at this time and until his death. That department speedily took that rank, which it has ever since maintained, among the leading medical colleges of the country. Like the Literary Department, it has been fortunate in retaining in its chairs for more than a generation at least two of its accomplished teachers, Palmer and Ford, whom hundreds of their grateful pupils delight to greet here to-day. The graduates of the early classes have special cause for thanksgiving in the fact that three of the professors who opened the school are still living to receive their gratulations, Dr. Gunn, Dr. Douglas, and Dr. Allen.

The Constitution adopted by the State in 1851 provided for the election in that year of Regents by popular

vote. The new Board at once addressed itself to the task of finding a President. The choice fell upon Dr. Henry Philip Tappan. No better man could have been selected for the special exigencies of the University at that time. A man of commanding presence, of marked intellectual endowments, already proved by the authorship of books which had won for him reputation on both sides of the Atlantic, of large familiarity with the history of education, of experience as a college teacher, of broad and well defined views on university policy, of the warmest sympathy with Crary and Pierce and the founders of this Institution in their admiration of the Prussian system, of remarkable power of impressing others with his views whether by public speech or by private intercourse, he took up the work here with a vigor and earnestness that speedily kindled in all hearts the hope of that brilliant success which soon crowned his labors. He confessed that he was attracted to Michigan by the broad views embodied in the plan of the State system of education. In the spirit of that plan he brought to his work the most generous conception of the function of the University, and he soon awakened in the public an enthusiastic sympathy with his own large ideas. He aroused people to an appreciation of the fact that our State system of education could not reach its proper development without a well equipped University as its heart to send the energies of its life down through the schools. Not yet have we filled in the sketch which he drew of the ideal University for Michigan. He maintained that a real University ought to give instruction not only in the studies ordinarily pursued in colleges in that day, but also in the Fine Arts, in Agriculture, in the Industrial Arts, in Pedagogy, and in the preparation for the so-called learned professions. He desired that students should have graduated in the Literary Department before they were admitted to the Professional Schools. Abandoning the idea which had prevailed that professorships should be distributed among the various religious denominations, he

maintained that no sectarian or political tests should be considered in making appointments, but only character and moral and intellectual fitness. By his counsel the dormitory system was abandoned, and the vast sum which would have been needed to provide lodging houses for students was saved, and the students to their advantage have for the most part enjoyed the wholesome influence of the home life of our citizens. He stoutly opposed the separation and dispersion of the various parts of the University, and maintained that the very idea of a university supposes the concentration of books, apparatus and learned men in one place. He looked forward to a day when the merely gymnasial work should give place here to genuine university work. These and other kindred ideas, now familiar to us, but new to many in those early days, Dr. Tappan advanced and vindicated with a stirring eloquence before the legislature, before the students and faculties, and before the public; until they were understood and widely appreciated. With equal zeal he pushed the internal development of the University. He added to the Faculty a corps of brilliant scholars, two of whom, Dr. Winchell and Dr. Frieze, abide with us even now, and have builded their fruitful lives into the life of the University. He introduced the scientific and the partial course of instruction to afford facilities to those who did not wish to pursue the classical curriculum. He secured funds for the Astronomical Observatory, which, under Brünnow and later under Watson, was destined to win so much renown for the University. A new life, a new enthusiasm were awakened throughout the whole Institution. Both teachers and students were full of zeal and of hope. They caught the spirit and re-echoed everywhere the stimulating words of the new leader until every one not only saw that a real University was growing here with unprecedented vigor, but was full of faith that a much more brilliant development in the near future was secured. This ardent faith was itself a guaranty of the success for

which it looked. I doubt if in the fifth decade of this century any other university in the land was administered in so broad, free, and generous a spirit as this was under Dr. Tappan and his large minded colleagues in the faculties. Most of the colleges were in bondage to old traditions. Dr. Wayland, with his herculean strength, rose up in rebellion against exclusive devotion to the old ways, under which the colleges were pining away, and made an effort for larger freedom of action even before Dr. Tappan came here. But his effort was only partially successful and for a limited time. But this University having once started upon the new path, blazed out by Dr. Tappan and his associates, never once faltered in its progress, but has gone bravely on to larger and larger successes.

In 1850 occurred that important event in the history of the University, the opening of the Law School. Perhaps never was an American Law School so fortunate in its first Faculty, composed of those renowned teachers, Charles I. Walker, James V. Campbell, and Thomas M. Cooley, all living, thank God, to take part in this celebration, and to receive the loving salutations of the more than three thousand graduates who, as learners, have sat delighted at their feet. The fame which these men and those afterwards associated with them gave to the school was a source of great strength to the whole University. It is a significant fact, deserving of special recognition, that the establishment of the Medical and Law Schools contributed very much to the rapid increase in the number of students in the Literary Department. Every graduate of each of those schools became instrumental in turning hither the steps of students who desired collegiate learning.

When Dr. Tappan closed his official career, after eleven years of service, the Literary Department had more than quadrupled the number of students it had on his accession to office, the Medical College had two hundred and fifty students, the Law School one hundred and thirty-four, the total attendance was six hundred and fifty-two, and the

University was recognized on both sides of the Atlantic as a great and worthy school of liberal learning.

While in a certain very just and emphatic sense the University rests on foundations laid seventy years ago, and in the form in which we know it has been builded on the lines traced during the administration of the first President, under the wise and tactful direction of his successor, President Haven, it moved on rapidly in its career of prosperity. Additions were made to the Observatory building, to the Medical Building and to the Chemical Laboratory. A course in Pharmacy and the so-called Latin and Scientific course were established. The number of students rapidly increased, until in 1866–7 it reached twelve hundred and fifty-five. Dr. Haven's genial and conciliatory temperament, his felicity of address, his versatile adaptability, and his broad and generous theories of education won favor for himself and for the University. To the great regret of students, Faculties, Regents and the public he resigned after a brief administration of six years.

During the two years in which Dr. Frieze occupied the executive chair two most important measures were adopted, which broadened very much the influence of the University. These were the admission of women to all departments, and the establishment of the system by which students are on certain conditions received from high schools without special examination. In respect to both of these measures we may say that seventeen year experience has justified most, if not all, the expectations of those who advocated them, and has removed the doubts and fears of those who opposed them or who supported them with hesitancy. Hundreds of women have availed themselves of the privileges offered them here, and have gone forth, several of them to foreign lands as missionary teachers or missionary physicians, many to various parts of our country as teachers in high schools, academies and colleges, and the rest to those various duties, whether in professional careers, official positions, or in

domestic life, which women of culture are fitted to discharge. The success of the experiment of admitting women to this Institution was very influential in opening to them the doors of many colleges in this country, and was not without effect abroad.

The establishment of the "diploma relation with the high schools" was one of the most important steps ever taken to bring unity into the public school system of this State. Superintendent Pierce had in his first report wisely urged that all grades of schools should be equally under the care of the state and supported by it. He was strenuous for the organization of the branches of the University, so that high school education might be furnished in them and teachers might be prepared for the primary schools. His only mistake was in throwing upon the University fund the expense of this secondary school work, when it would have been wise to provide for it at least in part from the common school funds. The branches having finally been severed from the University, the union schools or high schools grew up as separate, local organizations, and not as an organic part of one system. The voluntary establishment of the "diploma connection" between the University and the high schools set up a quasi-organic relation between them, bridged over the space which had separated them, and so left the road plain and open for every child to proceed easily from the primary school up through the high schools and through the University. There is therefore now a substantial, if not in all respects a perfectly formal, unity in the educational system of the state. The plan adopted here, which was an adaptation to our needs of the German method of receiving students from the gymnasium into the university, has been widely imitated both in the east and in the west, though sometimes with modifications which have diminished its efficiency.

During recent years, with an ever enlarging conception, both on the part of the State and of the University,

of the functions, opportunities, and duties of this Institution, its development has heen rapid and striking. The work of the long-established departments has been elevated, broadened and enriched, new departments have been added, commodious buildings have been multiplied, and the power of the University has been largely strengthend.

In the Literary Department then has been a great increase in the number and variety of courses of instruction offered, the application of laboratory methods to the teaching of the sciences has become general, the students of engineering have been provided with facilities for shop-work, a well adjusted elective system of studies has been introduced, and to advanced students large opportunities for specializing their work have been fnrnished. These measures, cooperating with other causes, have increased the enthusiasm for study, have brought new stimulation to the teachers, have made the relations of students and teachers intimate and friendly to a degree formerly unknown, and have brought the Department to a most gratifying degree of efficiency.

The list of Professional Schools has been enlarged by the organisation of the School of Pharmacy, the Homœopathic Medical College, and the Dental College. In these, as in the older schools, the requirements for admission and for graduation have been gradually raised so that the education imparted in the several schools is more comprehensive than ever before. The number of teachers and assistants now reaches eighty-three and the number of students fifteen hundred and seventy-three.

As upon this glad day we gratefully trace the remarkable growth of the University. we find the inquiry constantly forced on our minds, to what is this wonderful growth due? The answer has, I trust, been in some degree suggested in what has been said. But it may be well to set forth more sharply the causes of the great development, which we so rejoice to see.

1. First I would name the broad conception which

has for the most part been held with distinctness, of the function and methods of a University. The custodians and administrators of this Institution have striven to build on a large and generous plan. They have happily followed in general the German rather than the English ideal of education, but have always aimed to adapt the plans to the real wants of our time and our country. They have filled out the large plan originally sketched as rapidly as the means at their disposal would permit. With a prudent courage in experimentation and innovation they have introduced methods which have been widely approved and imitated even by institutions which were at first severe in their criticisms of them. This large and free and generous spirit, in which the University has been conducted, has commended itself, especially in the west, and has been a source of great power.

2. The authorities of the University have been guided throughout its history by the wise principle enunciated early by Superintendent Peirce, that men, not bricks and mortar, make a university. Certainly there is nothing in the beauty or elegance of most of our buildings to awaken any special vanity on our part. But from the opening of the University there has never been a time when the faculties did not contain able and eminent men, and for more than thirty years now passed, men of national and of European reputation have always been found giving instruction in these halls. The marvel is that with their meagre salaries such men have been willing to remain here. But there has been among them an *esprit du corps*, an appreciation of the largeness of the work which falls to this University, an enjoyment of its free spirit, and a consequent devotion to its interests, which have fortunately retained some of our most gifted teachers in the face of the strongest pecuniary temptations to go elsewhere. The fame of these faithful teachers has been an inestimable endowment of the University and has drawn pupils from every State and Territory of

the Union, and from every continent of the globe. May the day never come when the governing body of this Institution shall lose sight of the vital truth, that it is on the ability and attainments of the teacher more than on any or on all things else that the fortune of the University depends.

3. It has doubtless been conducive to the growth of the University that the founders organized it on the plan of bringing education within the reach of the poor. The early settlers of the State, though many of them were well educated, were generally men of limited means. They appreciated intellectual training, and desired that it should, if possible, be secured by their children. They knew that the rich could send their sons away to eastern colleges. But if college education was to be gained by their sons, it must be at small cost. They therefore naturally and wisely provided that instruction should be afforded at a nominal rate. This was a most democratic and salutary plan. There could have been no greater misfortune to this State than such an organization of the higher education that it should have been accessible to the rich alone. Society is now sufficiently shaken by the antagonisms and frictions between the rich and the poor. But suppose we had the poor hopelessly doomed to comparative ignorance by the costliness of advanced education to the pupils, and so had society divided into two classes, the one rich and highly educated, the other poor and with limited education or none, how much more fearful would be their conflicts, when they met in the shock of battle! But here the rich and the poor have always sat side by side in the class-room. They have associated on terms of perfect equality. Brains and character have alone determined which should be held in the higher esteem. There is no other community in the world so wholesomely democratic as one like our body of University students. The whole policy of the administration of this University has been to make life here simple and

inexpensive. And so a large proportion of our students have always supported themselves in whole or in large part by their own earnings. They have flocked hither in great numbers because they believed that an excellent education could be obtained here by students of very limited means. This has always been, and we are proud of the fact, the University of the poor. From these halls the boys born in the log cabins of the wilderness have gone forth armed with the power of well disciplined minds and characters, to fight their way to those brilliant successes, which mere wealth could never have achieved, to the foremost positions in Church and State.

4. We gladly recognize the fact that the success of the University is largely due to the efficient aid of the schools of the State. While the University has done much to elevate the character of the schools, by sending them as teachers its thoroughly trained graduates, it is also true that but for the hearty coöperation of the schools, but for the continual and rapid improvement in their work, it would have been impossible for the University to push up its standard of work from decade to decade, as it has done. Especially has there been a helpful improvement in the high schools, since the diploma relation between them and the University was established. There is now a certain unity in the scholarly spirit of the schools and that of the University, which is serviceable to the University and, we believe, to the schools. But without this fine spirit in the schools the University would be seriously crippled. The child who enters the primary school is now stimulated to hope for the highest education, since the way lies open, straight, and clear from his school house to the very doors of the University, the way which has been trodden by many as poor and as humble as the poorest and humblest in the rudest school house in the northern woods.

5. The loyalty and the success of our graduates of all departments have also been most helpful to our rapid growth. More than eight thousand in number, they have

gone to all parts of this land and to foreign lands, speaking with loving praise the name of their Alma Mater, and illustrating in their lives the value of the training they had received under our roof. In the great struggle for the nation's existence they did their full part, and some of the choicest and best, whose names are starred on our General Catalogue, poured out their young lives on southern battle fields. Our graduates are found engaged in every worthy pursuit. By their achievements they are commending their dear mother not only for the mental discipline she gave them, but for the brave, earnest, manly spirit which by her free methods and by the character of her teachers she has nourished in them. The sap and vigor of this western life have always characterized this young University and the great body of her alumni, and so the earnest, ingenuous youth of the west have come here almost instinctively to find a congenial home. If sound learning has been imparted here, we believe that we may yet more emphatically claim that manliness of character has always been developed in these halls.

While studying to-day the history and development of this Institution, it is pleasant to remember that it has not been without a creditable influence upon other colleges and universities. Every good institution of learning by its life helps every other good one. And while in the presence of so many honored delegates from other schools of learning, who rejoice us by their presence at this hour, we gratefully acknowledge the inspiration we have received from our sister institutions, we may be permitted to recall the testimony which some of them have borne to us of the assistance they have found in our experiences. Particularly have the State Universities which have been established in all the western and some of the southwestern States builded to a considerable degree on the model of this University. The same causes which contributed to our prosperity are now crowning them with success. Whatever perils may have beset any of them in their

earlier days, their existence is now assured. Not infrequently they have turned hither for counsel and naturally enough have often adopted methods which had here been proved wise. As we see these State Universities attaining to higher usefulness and eminence and rejoice in their progress, we think it not presumptuous to believe that one of the useful services which this Institution has rendered is found in the guidance and help which she has providentially been able to furnish to these sister institutions of the west.

In the bright history of this Institution we joyfully read a happy augury for her future. With such rapid strides has she come forward into the front rank of American Universities that we instinctively look for continued and brilliant progress in the second half century of life, upon which she is now entering, We often delight ourselves with imagining what the next generation will find here when the celebration of the centennial of the University shall be held.

While we do not suffer ourselves to doubt that the development of the University is to continue, we do well to keep in mind even in these days of exuberant joy the essential condition of her prosperity. That condition is the hearty sympathy and support of the State of Michigan. The proceeds of the United States land grant and the fees of students no longer suffice to meet the current expenses of the University. We are obliged to have constant aid from the treasury of the state. If the University is to grow under the present organisation, that aid must be, not rapidly perhaps, but steadily and surely increased. Should that aid be withheld, the Institution would at once shrink from a great University with a cosmopolitan constituency and a cosmopolitan fame to a local school with a limited constituency and a fading reputation. The vital question therefore is, if the University persists in her old habit of growing, will this Commonwealth stand by her and meet her pressing needs? All these fifty years Cassan-

dras have not been wanting, who have predicted that the state would in weariness abandon the University. Happily these predictions have never been fulfilled. Never before, I believe, was the University so strongly intrenched in the affections of the State. But the sons and daughters and friends of the University may even in their exhilarating celebrations of this week lay it soberly to heart, that the prevalence of an intelligent public opinion upon the value of the Institution is absolutely essential to her perpetuity, and that on them it mainly depends whether such a public opinion, appreciative and sympathetic, shall prevail. The great majority of our citizens, the great majority of our legislators, never see the University. They must know of the scope and worth of its work and of the considerable sums needed to maintain it even on our most economical methods mainly as they learn all this from you. In a very just sense and in a large degree, then, the fortunes of the University are committed to your hands. That you will be faithful to this great trust we do not for a moment question. Therefore we confidently cherish the hope that this great and prosperous Commonwealth will, with just pride in the renown and usefulness of this school, continue in all the years to come to meet her reasonable requests for support.

The munificent gifts which during the last few years we have received from private benefactors also encourage us to believe that the generosity of the State will be supplemented by that of large-hearted individuals. There is abundant room for the most appropriate exercise of private beneficence. We cannot doubt that some of our citizens, especially some of our alumni, will wish to leave here memorials of their abiding interest in the University.

And so, full of that faith in the future growth of the University, which is begotten by the contemplation of her inspiring history of fifty years, by our confidence in the

appreciative generosity of this great, wealthy, and growing Commonwealth, and by our assurance of the loyalty and devotion of her sons and daughters, with joyful enthusiasm, with abounding hope, with loving hearts, we bid her Godspeed, as she enters now upon the second half century of her life.

