

**ADDRESS ON UNIVERSITY
PROGRESS: DELIVERED
BEFORE THE NATIONAL
TEACHERS' ASSOCIATION**

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Address on University Progress: Delivered Before the National Teachers' Association by John W. Hoyt

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JOHN W. HOYT

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PROGRESS: DELIVERED
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ADDRESS
ON
UNIVERSITY PROGRESS.

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NATIONAL TEACHERS' ASSOCIATION,

At Trenton, N. J., August 20, 1870.

BY
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*President of the Wisconsin Academy of Sciences, Arts and Letters,
Etc., Etc.*

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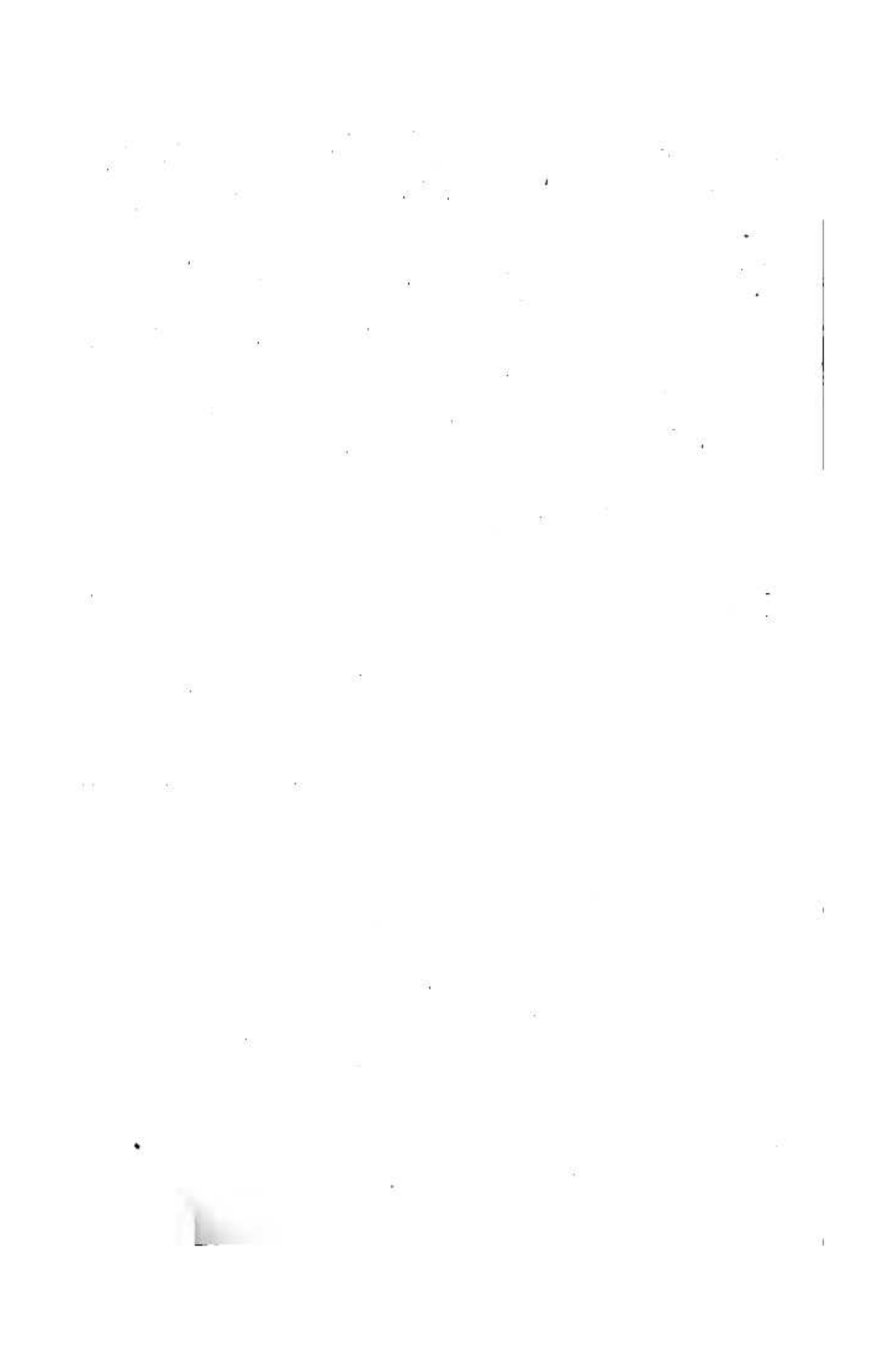
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UNIVERSITY PROGRESS.

- I. THE UNIVERSITY OF THE PAST.
- II. THE UNIVERSITY OF THE PRESENT.
- III. THE UNIVERSITY OF THE FUTURE.



ADDRESS.

The term *university* has been so variously applied, since its first educational use, that one is half warranted in grouping under it a great variety of institutions, which, if compared with any proper standard, would not be entitled to inclusion. And, on the other hand, many institutions have existed to which this designation, although never applied, would have been entirely appropriate.

Such were the early schools at Athens, in which was taught all that was then known of language, of literature, of philosophy, and of civil law—in which the most gifted poets, the all-persuading orators, the profoundest natural and ethical philosophers, and the unequalled artists of ancient times were teachers—where, as pupils, were found troops of Greek youths of various genius—to which, as pilgrims to some holy shrine, went those immortal Romans, Cicero, Virgil, Horace, Lucretius, and others, for instruction and inspiration, and whence, also, in good time, they bore away, as the precious fruit of their study, that learning and grace with which they so enriched

Portions of the Address, as printed, were necessarily omitted in the delivery.

and adorned their native tongue. Such were the schools of Tarsus, and Pergamus, Berytus, and Alexandria; the later-established Athenæum of Rome, where Quintilian and other distinguished rhetoricians and philosophers taught; the still later Auditorium, established in the fourth century, at the Byzantine capital, by Constantine, and in which there were, in the succeeding century, no less than thirty-one professors of grammar, eloquence, philosophy, and law; and, finally, the Saraccenic schools of western Asia, northern Africa, and Spain, in which almost exclusively was kept alive the taper-light of learning during the Dark Ages, and in which were taught with a zeal and completeness never known before, nor, in Europe, for centuries afterward, not only grammar, eloquence and philosophy, but likewise geometry, algebra, astronomy, natural science, jurisprudence and medicine. All these, as being the most advanced and the most comprehensive schools of those times, were universities to all intents and purposes, though not known by that name.

The first use of the term university appears to have been non-educational, and to have belonged to the time of Justinian, when it was synonymous with guild, being applied to various associations of tradesmen. The idea entertained was purely the etymological one of completeness; and hence the seeming propriety of its application to whatever association or society sub-

stantially embraced all the individuals of any locality whose interests and aims were common.

In this sense, the term may have been applied to the original medical school of Salernum, or to any body of students or professors united for mutual advantage, or for the promotion and diffusion of learning. In each of these senses, and in both of them, it was used at an early day in the revival of learning; and some individual schools with a single professional object, — as, for instance, the law school at Bologna, — numerous attended by students of different nationalities, banded together for mutual convenience and advantage, have thus actually embraced several “universities.”

Subsequently, this term was used to designate the entire grouping of associations of students, professors and officers gathered together at one place for educational purposes, as at Paris and Bologna. And finally it came to be referred to the subjects taught, and thus to imply an association of faculties or schools of superior rank and various aims — a signification it still bears in those countries where the university, as a distinctive institution, has attained its highest development.