

SCIENCE

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TO WHAT EXTENT SHOULD THE UNIVERSITY INVESTIGATOR BE FREED FROM TEACHING?¹

THERE can be no single, direct answer to this question. The answer depends on the man; on what he is doing or how he is trying to do it. And if the man be really a capable investigator, he will be most competent to answer this question for himself. There is then no collective problem admitting of a single answer. The important element lies in the premise that the university must foster research as an integral part of its work, for its own sake as an institution, and for the good of humanity. It is research which has made universities possible, and they must provide for the continuance of the succession. Again, teaching without research is not university teaching. In this sense, we must give a broad definition to the word 'research.' Teaching from second-hand sources is never good teaching.

It is the duty of the university to discover, to coordinate and to disseminate truth; and with this, to train scholars and workers, and to develop personality and character. In this many-sided work all members of the university should take some part, but this part in the nature of things must be very unequal; not many men excel in all phases of university usefulness. Some rare men are useful in the highest degree—but in one line only. Around those preeminent in the discovery of truth, chairs of investigation may be built up.

¹ Read before the Seventh Annual Conference of the Association of American Universities, held at San Francisco, Berkeley and Palo Alto, California, March 14-17, 1906.