produce the best practical results. Of one thing we may be assured: the old exclusive classical system, in which we and our fathers were trained, cannot long hold its place in American

system, in which we and our fathers wers trained, cannot long hold its place in American colleges under the present conditions of American life. Whether this is to be regretted, is not the question. We are concerned with the undoubted fact. If we propose to control the growing American mind, if we are to bring it under the power of a liberal culture at all, we must employ for that purpose a different form of liberal culture from that in which former generations have been trained.

Now the Trustees of this University, recognizing this tendency of the popular mind, with which it would be hopeless, even if it were wise to contend, have recently endeavored to meet the unmistakable demand by modifying, after the example of other colleges, the course of study pursued in their own collegiate department. This they have done not with the view of lowering the standard of a liberal education, but rather of giving it a wider, deeper, and more comprehensive basis, and especially of associating it more intimately with the practical arts of life. In order more fully to understand what is proposed by this system, and wherein its alleged advantages consist, it will be necessary to glance at some of the forms of education which are presented to the choice of American youth. Perhaps in such an examination he may be able to find an answer to the question we hear so often asked around us—"What, after all, is the use of a college education?"

Every American child, as is well known, is now provided with a certain kind of education

we hear so often asked around us—"What, after all, is the use of a college education?"

Every American child, as is well known, is now provided with a certain kind of education at the public expense. This education, as is also well known, is wholly elementary in its charscter, embracing none of those higher branches of knowledge essential to the training of scholars in the highest sense, for which the most enlighten d governments of Europe have long since made abundant provision. Still, elementary as it is, a proficiency in it has now become essential as a foundation for success in all the pursuits of life, except the very lowest. To maintain such a system vast sums are raised by taxation, and for no object is taxation borne so cheerfully. For such purposes the city of Philadelphia pays more than a million of dollars annually, out of which thirty-five thousand dollars, or the interest of nearly six hundred thousand dollars, are expended every year for the support of a single High School. But valuable as this system is, and vast as are the funds raised for its support, it covers but a very small portion of the field of education in any true or broad sense. Its object, and its only object, is to provide for the masses that which in the conditions of American life is as indispensable to them as the food which nourishes their bodies. It leaves to other agencies the provision for those higher intellectual wants which must be them as the food which nourishes their bodies. It leaves to other agencies the provision for those higher intellectual wants which must be supplied in some way, or the body politic starves. In any given country, the number of those who have the capacity, the inclination, or the opportunity to train their minds by a liberal culture bears, of course, but a small proportion to those who have been instructed in the mere rudiments, but still it forms the salt which preserves the mass from decay. Unless, therefore, the higher schools are maintained with the same vigor and earnestness which therefore, the higher schools are maintained with the same vigor and earnestness which now characterize the support of the Public School system, the result will be a dwarfed, one-sided, and wholly superficial training, which may render a community very keen at money making, but will leave it totally destitute of all that tends to dignify, adorn, or elevate human life. A wide spread but most mistaken impression seems to prevail, especially here, that a college education may be a suitable luxury for the few, but that it is useless, and even pernicious, to the future career of the many. It is a lamentable fact that there are fewer of our Philadelphia young men receiving a liberal education in the various colleges of the country than those of any other city which approaches it in wealth and population. I cannot proaches it in wealth and population. I cannot enter now into a discussion of all the causes which have produced a state of things certainly not very creditable to us, but I may refer to one or two of them, especially to the overesti-mate which is placed upon the value of ordi-nary grammar school instruction, and of the mate which is placed upon the value of ordinary grammar school instruction, and of the anxiety manifested by parents to place their children under special instruction without adequate preparation for that career in which they are to earn their future livelihood. No schools have been more largely attended of late than those which promise to turn a young man, at the shortest possible notice, and with the least exertion on his part, into a money-making machine. The rage is now for special, technical instruction, not merely in the ordinary trades and occupations of business, but in those higher branches of experimental science a successful pursuit of which requires at least as thorough and liberal training by way of preparation as is needed in any department of professional life. Out of this blind belief in the necessity of an early and exclusive devotion to mere money-getting has grown an exaggerated estimate of the value of ordinary school education. Many there are who are forced by their necessities to forego the advantages of a higher education for their children, but there are also alsa! to forego the advantages of a higher education for their children; but there are also, alas! too many who, from well-meant but misdirected zeal to give their children what is called "a start in life," deliberately sacrifice to Mammon those immortal powers which may be destined, if properly trained, to elevate, instruct, and govern mankind. The least harm that can happen to a boy thus suddenly and early taken from his books is, that he may become from his books is, that he may become a mere specialist in his particular vocation. Happy is he if, with the disuse of his powers in purely intellectual pursuits, he does not soon lose all taste for cultivating his mind, and become as narrow and contracted in his views of all the great subjects of life as the limits of the particular trade or occupation in which he may engage. The excuse for thus dwarfing and cramping by deliberate choice the faculties of the young is, that such is the only sure road to wealth, and that wealth, at least in this country, is the great end and object of life. It is not true that an educated man, one gifted with the highest form of culture, must necessarily fall in gaining the best prizes of life. To believe fail in gaining the best prizes of life. To believe
it would be to distrust the providence of God,
and all experience proves that it is false doctrine. In cannot be, after all, worth while to
stunt a boy's mind in order that he may certainly grow rich. An American child should
be trained above and beyond everything else
as an American citizen. What would become
of the country if all our young men were
trained as mere specialists; if those who take
part in our public affairs were mere lawyers,
or mere doctors, or mere merchants, or mere or mere doctors, or mere merchants, or mere mechanics? Where, may I ask, would the American nation be to-day if the College and the Church had not taught its citizens their duty? No, no! we cannot move a siep in this world without encountering problems which require for their solution minds educated in a way wholly uslike this. An imperious necessity always exists for men of general ideas; for those who have acquired a trowledge of first principles who are able to general ideas; for those who have acquired a knowledge of first principles, who are able to take comprehensive views of the great questions of truth, interest, and duty with which our life is filled; men in whom that masterquality of the mind, the judgment, is sure and well balanced; men who act wisely, or who teach others to act wisely, because they think accurately. The history of civilization is the history of the operations of minds like these. The world must have a certain corps d'eille who The world must have a certain corps d'elite who do the brain-work of their generation, and such can never be produced in a condition of society in which an exaggerated value is placed on the pursuit of mere material interests. I beg you will observe that in advocating the highest, the most generous, the widest culture as the best for young men. I have confined myself cultiraly for young men, I have confined myself entirely to the practical aspect of the subject, as it relates to this country and to the present generation. I believe that such a system is eminently a prac tical system, if the attainment of the highest end by the best means be the true test of what constitutes the practical value of any system of edu-cation. Perhaps I may be permitted to refer to another test of its practical value, equally trustworthy—that of the experience of those who have been trained under a different sys-tem. While many misdirected parents blindly seek to provide for the welfars of their children by withdrawing them at an early age from onseek to provide for the welfare of their children by withdrawing them at an early age from opportunities of liberal study, the history of our country has been recently illustrated by the noble munificence of many, who; having received a limited education, and afterwards acquired wealth, have given by their acts the most emphatic condemnation of such a system, and have done all in their power to deter others from follo ving their example. If there is one feature in our American life of late years more creditable to it and more characteristic than another, it is the vast contributions which have been made for the endowment and support of higher education. These contributions, amounting within the last five years to more than fifteen millions of dollars, have been made, not by men who have had the advantage of a classical training, by alumni of made, not by men who have had the advantage of a classical training, by alumni of colleges, but almost wholly by self-made men, as they are called—by capitalists who, in their prosperity, have feit that no amount of money can supply the defects of early training, and who have proved the sincerity of their belief by taking case that future generations shall not suffer from the same cause. Thus we find a Peabody dispensing his wealth not to endow schools of technical instruction, but for the establishment of great libraries, for galleries of art, for the purchase of collections which shall illustrate the higher departments of science and the study of history. So a Correll founds a university in

of history. So a Coraell founds a university in

the true sense of the term, in which instruction shall be given in all the sciences which go to make up the wide circle of numan knowledge. So in our own State you find a Packer or a Parso in our own State you find a Packer or a Pardee establishing courses of instruction, with
reference, it is true, to a cer ain limited field of
inquiry, but recognizing fully the truth that
these fields cannot be properly explored without
a thorough and comprehensive scientific train
ing. The experience of the richest men in the
country is uniform against the evils of a narrow
and technical training for young men. No our
version of the truth is more strange than that
which is so common with the untinking, and
which is shown in the habit of pointing to these
wealthy men as illustrations of what can wealthy men as illustrations of what can be done in this world without a thorough edu cation. These men are held up as examples to the young to abandon their books and plunge at once into the strife of money-getting; but they themselves being the judges, the chief use of the wealth with which they have been biessed is to deter others from following in their of the weath with which they have been blessed is to deter others from following in their footsteps. We have now to consider the counteracting tendencies which exist in our American life against the narrow and erroneous views of education to which I have referred. These are chiefly found in a system of liberal education, so called, meaning thereby a pursuit of those studies which are ordinarily taught in this and other colleges of the country. This institution is, technically speaking, a university, and not a college. It trains young men for the professions of law and medicine in faculties provided for that purpose; but those who study these are presumed to have been prepared for their work in the Faculty of Arts, or Collegiate Department, as it is popularly called, or by some equivalent means of instruction. We are now principally concerned with the education afforded in this Collegiate Department. It professes, then, to be a liberal education. By our charier we have the right to confer academical degrees in artibus therefore. right to confer academical degress in artibus tiberatibus. We call it liberal, because its object is rather to train and develop all the faculties, to instil into the mind the germs at least of to instill into the mind the germs at least of general truths, to show a young man the nature of the weapons with which he must fight the great battle of life, and how to use them. It recognizes the fact that the condition of the human mind, like that of the body, between the ages of ten and twenty years is that of growth, and that the great aim should be to give it during that period the kind of nutriment which shall insure a healthy maturity. It regards the period between these two ages as essentially one of preparation, to be employed essentially one of preparation, to be employed not merely in laying a solid foundation, but in ascertaining the peculiar talent or capacity of the individual. It does not seek to stimulate a zeal for study merely from a love of knowledge in itself, but rather with a direct aim constantly In view, namely, success in future life. No doubt there have been periods in the world's history when the lottiest objects presented to the student's ambition had no concern what ever with the practical aims of life, when indeed the scholar and the man of busines; could have nothing in common in their pursuit of knowledge. The abstract speculations of the Greek philosophy in regard to the good and the beautiful, as well as a vast deal of the ponderous learning of mediaval times, had designedly no concern with the ordinary business of life. But now, the great end of every system of higher education, however defective any system may be in wholly attaining that end, is utility in its highest sense. If we advocate a liberal cul-ture, it is not because it is the traditional systure, it is not because it is the traditional system, or because it keeps up a learned class or a species of intellectual aristocracy, or even because it promotes a love of learning for its own sake, but because we conscientiously believe that it makes better clergymen, better lawyers, better physicians, better merchanis, better manufaccuters, and, above all, better, truer, more valuable citizens than any other. It is because we hope thus, to use the words of one of the ablest of living writers. "It train men whose intellect shall thus, to use the words of one of the aclest of living writers, "to train men whose intellect shall
be a cold, clear logic engine, with all its parts of
equal strength, and in smooth working order,
ready, like a steam engine, to be turned to any
kind of work, to spin the gossamer as well as to
forge the anchor; whose minds shall be stored
with the great fundamental truths of nature
and the laws of her operations; who, no stunted
ascetics, shall be full of lite and fire, whose passtons, kent under by a vigorous will, shall be sions, kept under by a vigorous will, shall be the servants of a tender conscience, learning to love all beaty, whether of nature or art, to hate all vieness, and tor spect others as them-

selves."

If you ask, then, why teach young men those things which do not pertain specially to their future profession—why teach him who is to be a clergyman, for instance, mathematics or natural science, or embryo doctors or lawyers the dead languages or history—the answer is easy. It is because, as all experience shows, the faculties of the mind are most successfully employed in any pursuit which requires the the faculties of the mind are most successfully employed in any pursuit which requires the exercise of its highest powers when those powers have been trained in a knowledge of general truths, and especially in the true method of reaching thems. It is because a complete mastery of any one science necessarily involves a general knowledge of the relations which it bears to all others. We hear a great deal said of the uselessness of much that is learned in college by men in after life, because they may have forgotten their Latin and Greek; and yet every sentence written by these men, almost every idea expressed by them, bears testimony to the unconscious training which they have received from these despised studies. You can no more get rid of the influence of a college atmosphere in after life, than the robust and healthy man can escape from the effects of base ball and cricket in which he delighted when a boy when a boy.

Let us, if possible, get clear ideas on this sub-Let us, if possible, get clear ideas on this subject of liberal education. It is not a fixed system cast in some iron mould. It has a standard which varies with the varying wants of the community, and, of course, is of very little value unless it is in perfect sympathy with the living realities of the time. It the principle of giving the best training for the work to be done is maintained, the methods employed in that training may be infinitely varied according to the needs of any given age. Scarcely any term the needs of any given age. Scarcely any term has changed its meaning more frequently in history than that of liberal studies. Of the unpractical character in the modern sense of much of the higher Greek philosophy I have already spoken. In mediæval times instruction was given in the universities in grammar, rhetoric, and logic, and these studies constituted what was called the *trivium*.

Music, Arithmetic, Geometry, and Astronomy

were taught in a more advanced stage, and these four subjects formed the quadrivium. A strange form of liberal education, certainly, according to our present notions; and yet, says an English author, "the trivium and quadrivium were so much admired by our ancestors that they imagined they comprehended all wisdom and learning. For whoever understood the trivium could explain all manner of books with out a teacher; while he who was farther advanced, and was master also of the Quadrivium, could answer all questions and unfold all the secrets of nature." Since the Reformation, the Latin, Greek, and Mathematics have been, in England at least, not merely the foundation of a university education, but proficiency in them has been its great end and aim. But as the nineteenth century differs not only from the middle according to our present notions; and yet, says teenth century differs not only from the middle age, but also from the sixteenth, in many essen-tial respects, so also there must be a correspondtial respects, so also there must be a corresponding change in the system of education to train men now to act well their part in life. It cannot be too often repeated that any system of education is worthless if it be not in harmony with the active life around it, unless it be, indeed, the express reflex and image of that life. Upon this principle the American college system has always been based, and the constant effort has been to watch the changing needs of the country, and to adapt itself to them. We have now reached a point when it may be said that two fundamental changes in the system have been generally agreed upon: First, a wider base of instruction; and, secondly, a recognition of the truth that to accomplish the highest results different minds must be trained in different ways; that while one class produces the best different minds must be trained in different ways; that while one class produces the best fruit when nurtured by a purely classical course, another is most successful when, in addition to an elementary course in the classics and the mathematics, a portion of the time is given to the study of the modern languages, history, and literature, and of the practical application of science to the arts. The system founded upon this principle is called the "Elective System." It is the one which has been recently adopted here with very great success, as shown not merely in the increased number of students, but also by the greater interest manifested by but also by the greater interest manifested by them in their work. It has at least this ob-vious advantage, that it affords to young men a choice of two parallel courses of study, both of which aim at common ends while striving to meet the different capacities of different indi-

I have said that the authorities of this institution, in their efforts to enlarge its usefulness, desire to make it a University in fact as well as in name, embracing within its range instruc-tion in all those departments of knowledge which help to make the useful man and the valuable citizen. I need not tell you that in one sense the number of such subjects is bound-less; but practically we are confined, for the present, at least, to those whose distinguishing fea-ture is their manifest utility. Hence we main-tain a preparatory or collegiate department, bacause, in the truest sense, it seems the most useful for the object in view. So we maintain

faculties of law and medicine, because lawyers faculties of law and medicine, because lawyers and physicians are among the most useful necessaries of our modern life. There is another faculty in the University, established some years ago, with the same wise end in view and of which we hear little—that of Arts, Mines, and Manufactures. This school, I am some to finiadelphia, has never gone into practical operation, simply for want of suitable endowment. It is a burning disgrace and sname that this, the largest manufacturing city in the country, the metropolis of a commonwealth try, the metropolis of a commonwealth the number of whose citizens engaged in mining enterprises is greater than that so employed in any other State, should not provide for the young men who are hereafter to direct her vast industrial resources that thorough systematic and scientific training which is essential to any true success. We have thorough systematic and scientific training which is essential to any true success. We have here machine snops and industrial establishments of all kinns in abundance, where the practical details of the arts may be observed to advantage; but what we want is a scientific knowledge of the principles upon which these aris depend, and what we do not want is to be forced to send elsewhere for those who have gained the knowledge requisite to conduct intelligently our great enterprises. I am not unmindful of what has been done by the enlightened gentlemen who control the Frank'in Institute, and, perhaps, by some other agencies in this city; but all that has been done has been limited in its extent, and necessarily imperfect in its system. These scientific schools have now become the indispensable appendages of every college in the country worms of ages of every college in the country worthy of the name; and is it too much to ask of that wealthy class among us whose prosperity has been mainly due to success in manufacturing. mechanical enterprises, that it should endow here a school which would place our industrial supremacy upon a sure and permanent basis?

supremacy upon a sure and permanent basis? I have endeavored to present to you what I conceive to be the actual condition of things in Philadelphia in regard to higher education, and the relations which the University of Pennsylvania now sustains towards it. I have given but a sketch; you can readily fill up the outline. I have pointed out the evil; it is for you to apply the remedy. I am emboddened by the conviction that I am not the advocate of the private interests of a particular corporation. conviction teat I am not the advocate of the private interests of a particular corporation, but that I plead for the common advantage of all when I ask you to support the only organized agency of a wide and liberal culture among us. This is an affair of city interest and city pride. The trustees of the University are only the agents of the community in this matter. It is for you to decide whether your children shall enjoy here those opportunities of the highest training which are abundantly offered to the youth of many communities of not oneto the youth of many communities of not onefourth the population nor one tenth part of the wealth of this metropolis. It seems to me that it is a just cause of reproach to us that, with a population of 600,000 sous, there are certainty not four hundred of our young men recei/ing at any one time a college education, or a thorough scientific training in our own schools or elsewhere. This is a less number in proportion to the population. I venture to say, than is to be found in any large city in the civilized world. It is about half that which exists in most of the countries of Europe, and less than that which is found not only in New England, out in the vigorous and flourishing commonwealths of the West, where the opportunities of education are steadily increasing with the increase of It is a just cause of reproach to us that, with a the West, where the opportunities of education are steadily increasing with the increase of their material prosperity. Philadelphia has been called by one of her most gifted sons the Paradise of Mediocrity, and although there may be something cynical in such an opinion, there is also some truth in it. We have shown but little ambition to rise above the average standard in all we attempt. We have been content to produce average men, and for such productions average means have sufficed. Of late tent to produce average men, and for such productions average means have sufficed. Of late years, I am proud and happy to say, a better feeling has been awakened. Public spirited citizens have come forward, and devoted all their energies to proving that they at least do not believe that numbers and wealth alone constitute a great city. To such men we owe our public parks, present and prospective; the efforts that have been made to refine the public taste, to provide healthful recreation for the masses, to extend the usefulness of our public libraries and our scientific collections. All these things, let us nope, an sounce the dawn of a better era. While we hall its advent with gratitude, let us not forget, bowever, that all that can be done by these efforts is merely to add the Corinthian columns to the edifice of our municipal prosperity. Its foundation must be laid broad and deep in minds trained by a liberal and enlightened culture, or sooner or liberal and enlighten d culture, or sooner of later the whole structure must crumble into In what I have said of the importance of sus-

In what I have said of the Importance of sustaining here a learned institution of the very highest class, I am prompted by na local or petty leafousy; I des re only that Philadelphia should assume before the world her proper position. I cannot, it is true, express too strongly the convictions I enterisin of the solid advantages accruing to a city like this from the periodical absorption into the municipal body of a large number of highly educated men. But I large number of highly educated n do not put my plea on this ground. purposely from saying anything which would ask for the support of learning here, from a sense of its innate worth and dignity, nor do I hold up the example of cities whose proudest title in history is, not that they were rich, but that they loved and honored scholars. I con-fine myself to the more practical and obvious benefits of such institutions upon the commubenefits of such institutions upon the commu-nities in which they exist. Happily, I need go no further for an illustration of what I mean than to one of the departments of this very University of Pennsylvania, whose cause I am now advocating. Let me ask you whether it is possible to overrate the importance of the Medical Department of the University during the century of its existence to even the most vulgar and common business interests of this city. Surely, we have all a right to be proud this city. Surely, we have all a right to be proud of its long-established fame, which has placed it at the head of the medical schools of the country: but we may, if we choose, calculate the value to the material prosperity of the city of those vast numbers who have been and are still attracted hither by that fame in the pursuit of their medical education. I sometimes speculate their medical education. I sometimes speculate upon the probable effect on this community had the Collegiate Department of the University been as successful in attracting students within its walls as the Medical Department has been. I do not think I go too far when I say that could we have sent every year, for the last lifty or sixty years, one hundred and fifty well-trained young men into this community, its whole aspect would have been changed, and a higher and truer civilization would by this time have penetrated into every fibre of its life.

There is one peculiar feature in the solid

There is one peculiar feature in the solid guarantees offered by this University for the education of your children which I must not omit to mention. I refer not now specially to the distinguished ability and high reputation of my learned and honored colleagues of the Faculty of Arts, nor to the advantages which a liberty of choice in the subjects of study gives to the pupil, but rather of the opportunity our position affords of preserving home influence over a loy during the most critical period of bis life. Amidst the universal decay of the oldbis life. Amidst the universal decay of the old-fashioned restraining powers over young men, the influence of home still preserves atmost alone something of its original vitality. It is a most precious means of influence, and when faithfully exercised has, perhaps, more to do with the true education of a boy than all which he can learn from his books. We cannot be too careful, it seems to me, how we value it lightly, or substitute for it any other means of forming the character of the young. There are advan-tages unques ionably, so far as stimulating a boy's ambitton is concerned, in separating him from his family, and forcing him to associate for four years with those engaged in a common purfour years with those engaged in a common pur-suit. It must not be forgotten, nowever, that this common pursuit embraces not merely study and improvement, but all those occupations, some of them harmless, but very many of them hurtful, which boys when left to themselves are apt to indulge in. The sample question is, whether at this period of life home associations do not form a better, purer, more conceivative influence in the formation of character, than the exclusive companionship of immature and unrestrained boys. There is nothing magical, let it be remembered, in the results of that sort of college life in which the students dwell under the same roof, and are subject at all times to college discipline. This system was originally adopted in this country not from deliberate choice, but from necessity, for in the villages in which colleges were first established there were no suitable accomminations villages in which colleges were first established there were no suitable accomm lations for the residence of students. In the great English Universities it is an attempt to adapt a pian originally devised for purposes of monastic discipline to the uses of modern life. But elsewhere in Europe, young men are ardent and successful in the pursuit of liberal studies in universities where the dormitory system does not prevail in Scotland, in France, throughout Germany, in Holland, Denmark, and Sweden, there is no Holland, Denmark, and Sweden, there is no lack of enthusiasm for learning among the students in the universities. These students do not live together, college discipline, in the sense in which the term is used here, is unknown, and yet they form relatively a far more important and powerful class in the community that they do in this country. I need only nity than they do in this country. I need only remind you that almost every measure of liberal political reform in the justications of

the Continent, since the downfall of Napoleon,

has bad its birth in the universities, and that

has bad its birth in the universities, and that the un-cloistered and non-community system which prevails in them has produced the greatest scholars of the age.

On the thirtieth of September, 1791, seventy-eight years ago to-day, the Legislature of this Common waith passed an act granting to the Trustees of the University of Pennsylvania its present charter. By that act the powers which had been conferred by the Colonial G veroment in 1755 opon the begins of the grant to have been "a desire to encourage the picus, useful, and charitable designs of the foundats of the C llege; hoping that it would prove, through the biessing of Almighty God, a nursery of wisdom and virtue, and be the means of raising up men of dispositions and qualifications beneficial to the public in the various occupations of Ilfe." Those who now manage its affairs have precisely the same plous, useful, and charitable designs in view as those which animated its founders more than a century ago; and they appeal with equal confidence to the community in which they live for the means of carrying out those designs. I trust that their appeal will meet with the same success as that of their illustrious predecessors. If contributions are now made for this purpose hearing anything like the same proportion to our present wealth as those made before the Revolution bore to the means of people in that day, we shall soon have here one of the best Revolution bore to the means of people in that day, we shall soon have here one of the best endowed institutions in the country, offering opportunities of instruction of the highest and most comprehensive Rind. For reasons which I have endeavored, in part at least, to explain, the liberality of our miles and deriver the country of the miles a I have endeavored, in part at least, to explain, the liberality of our citizens during the last three-quarters of a century has not flowed in this channel, and hence the Trustees have been forced to sustail the University on the maagre and insufficient means water have come to them from a former generation.

The fleid to be occupied by an institution like this is at least ten-fold greater than it was a hundred years ago, the cost of occupying it has increased at least to equal proportion, while no means have been supplied by the public for

nundred years ago, the cost of occupying it has increased at least in equal proportion, while no means have been supplied by the public for supplying this increased need. It is time that the citizens of Philisdelphia should deaply pender this condition of things, and apply the remedy without delay. A university, like a hospital, can employ, usefully, a vast sum of money. Human ignorance, like human suffering, exists everywhere in this world, and money is certainly never better invested that in efforts to enlighten the one and relieve the other. The Trustees of the University are about making strenuous exertions to seaure here a permanent endowment of half a million of dolers. This is a large loan in itself, but it is not large when compared with the amount contributed eisewhere for similar purposer. We are in need of much here that money can purchase. We want room to grow in, the means to supply, as the need arises, new courses of instruction. We are growing now, and we want new and more commissions buildings, an enlarged curriculum, a scientific school of the highest character, additional professors in departments of instruction when school of the highest character, additional professors in departments of instruction which we are now forced to leave incomplete. We went a good library, the best scientific apparatus and all the modern means of illustration for our practical teaching. We want, in short, here a University in fact as well as in name. We ask you to give us such a university, one worthy of Philadelphia, as the best gift you can make to your children, and doubt not that they and their children's children shall "rise up and call you biessed."

CARPETINGS.

#### ALL OPENING.

CARPETINGS

ELEGANT WILTONS, VELVETS,

TAPESTRIES,

3-PLYS AND INGRAINS. PARLOR, HALL, AND STAIRS TO MATCH,

# LEEDOM & SHAW,

No. 910 ARCH STREET, 9 16 wfn 2m Between Ninth and Tenth S'reets.

1868. FALL.

"GLEN ECHO MILLS." M'CALLUM, CREASE & SLOAN

MANUFACTURERS AND IMPORTERS

# CARPETINGS

Wholesale and Retail Warehouse,

# No. 509 CHESNUT STREET,

Opposite Independence Hall.

CREAT BARGAINS IN

FURNITURE, ETC.

# FURNITURE.

We will a ffer for the next SIXTY DAYS

Our Large, Elegant, and Fashionable Stock of FURNITURE,

At such prices as will INSURE SPEEDY SALES to

ATWOOD & HOPPER,

No. 45 South SEC IND Street, 9 21 mwfim5p Above Chesnut street, East side.

TAMES S. EARLE & SONS. No. 816 CHESNUT Street, Invite attention to their stock of

LOOKING-GLASSES, Which they offer at the very LOWEST PRICES The best manufacture only.

NEW CHROMO-LITHOGRAPHS Of every character. Works of Birket, Foster, Richardson. New Chromo after Preyer, etc. ENGRAVINGS

> PICTURE FRAMES, WINDOW CORNICES, ETC

ROGERS' GROUPS,

War and Humorous Subjects Sole Agency. Gallery of Paintings on free exhibition. 925 fmw3m5p

# GROCERIES, ETC.

MUSTARD SEED, SPICES ETC.

DURE WHITE WINE & CIDER VINEGAR GREEN GINGER,

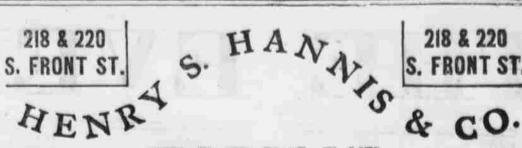
All the requisites for Preserving and Pickling pur-

ALBERT C. BOBERTS.

Dealer in Fine Groceries, Cor. ELEVENTH and VINE Streets

# TRUSSES.

"SEELEY'S HARD RUBBER TRUSS.
No. 1847 Chebrut Street. This Truss correctly applied will care and retain with ease the most difficult repture; always clean, light, easy, cafe, and comfortable, used in bathing, fitted to form, never rusts, breaks, solls, becomes limber, or moves from place. No strapping, Hard Rubber Abdominal Supporter, by which the Mothers, Corpulent, and Ladies suffering with Female weakness, will find relief and perfect support; very light, neat, and effectual. Pile Instruments Shoulder Braces, klassic Stockings for weak firsts Suspensions, stc. Also, large stock best Leather Trussee, half usual price. Lady in attendance. "SEELEY'S HARD RUBBER TRUSS



OFFER TO THE TRADE, IN LOTS,

FINE RYE AND BOURBON WHISKIES, IN BONDS Of 1865, 1866, 1867, and 1868. ALSO, FREE FINE KYE AND BOURBON WHISKIES,

Of GREAT AGE, ranging from 1864 to 1845.

Liberal contracts will be entered into for lots, in bond at Distillery, of this years' manufactore.

#### EDUCATIONAL.

EILDON SEMINARY (LATE LINWOOD HALL), opposite the York Road Station, North Pennsylvania Baitroad, seven miles from Paliadelphia.
The Fifteenth Session of Miss CARR'S Select
Boarding School for Young Ladies will commence at
the above beautiful and healthful situation, Septemher 15, 1898,
Increased accommodations having been obtained
by change of residence, there are a few vacancies,
which may be filled by early application to the Principal, Shoemakertown P. O., Montgomery County, Pa. Circulars, and every information regarding the school, given at the Office of JAY COOKE & CO., Bankers, No. 114 S. THIRD Street, Philadelphia, or as a subject, and the cooking street.

T. FRANCIS' COLLEGE, IN CARE OF Franciscan Brothers, LORRITTO, Cambria County, Fa. four miles from Cresson. Chartered in 1888, with privilege of conferring degrees. Location the most healthy in the State, the Allegheny Mountains being preverbial for pure water, bracing air, and picturesque scenery. Fondastic year commences lated September and ends 29th of June. Land Surveying apparatus furnished grasis. Students admitted from eignt years to manhood. Board and tuition, payable in advance, \$100 per session. Conssical and modern lasguages extra, \$10, References—Right Rev. Bishop Wood, Panadelphia; Right Rev. Bishop Domenec, Pittsburg; and Rev. T. S. Reynalds, Loretto, Music (plano and use of instrument), \$25.

HAMILTON INSTITUTE DAT AND BOARDing-School for Young Ladies, No. 3310 CHESNUT Street, Philadelphia, will reopen on MONDAY, September 7, 1868. For terms, etc , apply to

8 24tf PHILIP A. CREGAR, A. M., Principal, TANE M. HARPER WILL REOPEN HER School for Boys and Girls, No. 1723 CHESNUT street, September (ninth wonth) 21st. As plication for admission can be made at the room on the 17th and 18th, from 10 to 12 o'clock, or after the school commences.

CHESNUT STREET FEMALE SEMINARY,
Miss BONNEY and Miss DILLAYE will reopen
their Boarding and Day School (Thirty-seventh
-egsion), S-ptember 10, at No. 1615 (the shut street.
Particulars from directions. A COPAL CHURCH, LOCUST and JUNIPAR

The autumnal Session opened on SEPTEMBER 7.
The autumnal Session opened on SEPTEMBER 7.

97 mw/4w JAMES W. ROBINS, A. M.,
Head Master.

MISS ELIZA W. SMITH'S FRENCH AND
ENGLISH BOARDING AND DAY SCHOOL
FOR YOUNG LADIES,
No. 1324 SPRUCE Street,
will reopen on MONDAY, September 14. 8 29 6w

AW DEPARTMENT, UNIVERSITY OF PENNSYLVANIA. - A term will commisce on DIURSDAY, October 1. Introductory by Processor E. SPENCER MILLER, at 8 o'clock P. M. 9 11 9t THE MISSES JOHNSTON'S BOARDING SPRUCE Street, will reopen (D. V.) september 14, 1868.

### MUSICAL INSTRUCTION.

MISS JENNIE T. BECK, TEACHER OF PIANO-FORTE, No. 746 FLORIDA Street, between Eleventh and Twelfth below Fitzwater. PROFESSOR E. BARILI WILL COMMENCE has Singing Lessons on the 14th of September. Adoress No. 102 CHESAUT St eet, Croulars can e obtained in all Music Stores. 97 mwftm\* SIG. P. RONDINELLA, TEACHER OF SING-ING. Private lessons and classes. Residence, No. 388 S. THIRTEENTH Street. Residence, 8 19 2m\* PIANO.-MR. V. VON AMSBERG HAS REomed his Lessons, No. 254 south 15th st. 9151m\* T BOWERS, TEACHER OF PIANO AND SINGING, No. 548 E. TENTH Street. 911 tf BALLAD AND SIGHT SINGING.-T

# LEGAL NOTICES.

IN THE DISTRICT COURT OF THE UNITED

IN THE DISTRICT COURT OF THE UNITED STATES FOR THE EASTERN DISTRICT OF PENNSYLVANIA.

In the matter of WILLIAM H. BAKER and THOMAS FARLEY. Copa.thers, Bankrupts, trading as Baker & Fariey.

Eastern Districts, of Pennsylvania, as.

A warrant in Bankruptcy has been issued by said Court against the Estate of WILLIAM H. BAKER and THOMAS FARLEY. Copariners as Baker & And Farley, of the county of Philadelphia and State of Pennsylvania, in said district, who have been duly adjudged bankrupts upon petition of their creditors, and the payment of any debts and the delivery of any property beinoging to said bankrupts to them or to their use, and the transfer of any property by them, are forbidden by law. A meeting of the Creditors of said bankrupts to prove their deb a and choose one or more Assignees of their estate, will be held at a Court of Bankruptcy, to be holden at No. 538 WALNUT street. Philadelphia, in said District, on the 12th day of October, A. D. 1868, at 8 o'clock P. M., at the Office of WILLIAM McMICHAEL, Esq., one of the Registers in Bankrup upon 23 wat

IN THE DISTRICT COURT OF THE UNITED STATES FOR THE EASTERN DISTRICT OF PENNSYLVANIA.

IN BANKRUPTCY.

28th day of July, 1868, at Philadelphia.

The undersigned hereby gives notice of his appointment as Assignee of LORENZO FAIRBANKS, of Philadelphia, county of Philadelphia and the State of Pennsylvania, within said District, who has been adjudged a bankrupt upon his own petition by the District Court of said District.

THOMAS W. PRICE,

No. 506 MINOR Street,

To the creditors of said Bankrupt.

9 15 was

# STOVES, RANGES, ETC.

NOTICE.—THE UNDERSIGNED

would call attention of the public to his

NEW GOLDEN EAGLE FURNACE.

This is an entirely new heater. It is so constructed as to at once commend itself to general favorbeing a combination of wrought and cast fron. It is very simple in its construction, and is perfectly airtight; self-cleaning, having no ploes or drams as be taken out and cleaned. It is so arranged with upright fines as to produce a larger amount of heat from the same weight of coal this any furnace now in tise. The hygrometric condition of the air as produced by my new arrangement of evaporation will at once demonstrate that it is the only Hot Air Furnace that will produce a perfectly healthy atmosphere.

Those in want of a complete Heating Apparatus would do well to call and examine the Golden Eagle.

CHARLES WILLIAMS.

Nos. 1132 and 1134 MARKET Street,

Philadelphis.

A large assortment of Cooking Ranges, Fire-board

A large assortment of Cooking Ranges, Fire-board Stoves, Low Down Grates, Ventilators, etc., alway n hand, N. B.—Jobbing of all kinds promptly done. 5133

# BOARDING.

No. 1121 GIRARD STREET, CENTRALLY located, within two squares of the Continental and Girard House-An unfurnished SECOND-STORY FRONT BOOM,

with first-class Board, Vacancies for Gentlemen and Table Boarders. Reference required.

# GAS FIXTURES.

G A S F I X T U R R S.—
MISKEY, MERRILL & THACKARA,
No. 718 CHESNUT Street,
manufacturers of Gas Fixtures, Lamps, etc., atc.,
would call the attention of the public to their large and
alegant assertment of Gas Chandellers, Pendants,
Brackets, etc. They also introduce gas pipes into
divelibes and public buildings, and attend to extending, altering, and repairing gas-pipes,
All work warranted.

5,112

# WINES, ETC.

JAMES CARSTAIRS. JR. Nos. 126 WALNUT and 21 GRANITE Sts.,

IMPORTER OF Brandles, Wines, Gin, Olive Oll, Etc. Etc.,

COMMISSION MERCHANT:

FOR THE SALE OF PURE OLD RYE, WHEAT, AND BOUR-BON WHISKIES.

LUMBER SPRUCE JOIST, SPRUCE JOIST, HEMLOCK, REMLOCK. 1868. 1868.

1868. SEASONED CLEAR PINE. 1868. CHOICE PATTERN PINE. SPANISH CEDAR, FOR PATTERNS, RED CEDAR.

FLORIDA FLOURING.
FLORIDA FLOURING.
CAROLINA FLOURING.
VIRGINIA FLOURING.
DELAWARE FLOURING.
ASH FLOURING.
WALNUT FLOURING.
FLORIDA STEP BOARDS,
RAIL PLANK.

1868. WALNUT BUS AND PLANK, 1868. WALNUT BUS AND PLANK, 1868. WALNUT BUS AND PLANK.

1868. UNDERTAKERS LUMBER 1868. WALNUT AND PINE 8. SEASONED POPLAR. 1868. WHITE OAK PLANK AND BOARDS. HICKORY. 1868.

1868. CIGAR BOX MAKERS' 1868. BPANISH CEDAR BOX BOARDS, FOR SALE LOW.

CAROLINA SCANTLING. 1868. NORWAY SCANTLING. OFFICE SHINGLES, UYPRESS SHINGLES, MAULE, BROTHER & CO., No. 2560 SOUTH Street. 1868. TINITED STATES BUILDERS' MILL."

Nos. 24, 26, and 28 S. FIFTEENTH St., PHILADELPHIA.

# ESLER & BROTHER.

MANUFACTURERS OF WOOD MOULDINGS, BRACKETS, STAIR BALUS-TERS, NEWELL POSTS, GENERAL TURN-ING AND SCROLL WORK, ETC.

The largest ascortment of WOOD MOULDINGS in this city constantly on hand.

FLAGS, BANNERS, ETC.

# 1868.

PRESIDENTIAL CONTEST. FLAGS, BANNERS, TRANSPARENCIES, AND LANTERNS,

Campaign Badges, Medals, and Pins, OF BOTH CANDIDATES.

Ten different styles sent on receipt of One Dollar and Fifty Cents. Agents wanted everywhere.

Flags in Muslin, Bunting, and Silk, all sizes, wholeale and retail. Political Clubs fitted out with everything they m

equire. CALL ON OR ADDRESS

W. F. SCHEIBLE.

No. 49 SOUTH THIRD STREET. PHILADELPHIA.

CHROMO-LITHOGRAPHS. A REGAL DESSERT."

A new and beautiful Chromo-Lithograph, after a

painting by J. W Peyer, just received by A. S. ROBINSON.

No. 910 CHESNUT Street, Who has just received

NEW CHROMOS. NEW ENGRAVINGS. NEW FRENCH PHOTOGRAPHS,

NEW DRESDEN ENAMELS, LOOKING GLASSES, ERC. FREE GALLERY. DRUGS, PAINTS, ETC.

ROBERT SHOEMAKER & CO. N. E. Cerner of FOURTH and RACE Sts. PHILADELPHIA.

WHOLESALE DRUCCISTS.

IMPORTERS AND MANUFACTURERS OF White Lead and Colored Paints, Putty,

Varnishes, Etc. AGENTS FOR THE CELEBRATED

FRENCH ZINC PAINTS. DEALERS AND CONSUMERS SUPPLIED AT

LOWEST FRICES FOR CASH.

SOAP.

QUEEN OF ENGLAND SOAP.
QUEEN OF ENGLAND SOAP.
For doing a family washing in the best and cheapest manner, Gustanteed equal to any in the world!
Eas all the strength of the old rosis soap, with the mild and lathering qualities of genuine Casilla. Try this spiendid Soap. Sold BY THE
ALDEN CHEMICAL WORKS, NO. 48 NORTH
FRONT ST. PHILADELPHIA. [6 29 3 mlp

WILLIAM S. GRANT,
COMMISSION MERCHANT,
Nr. 88. DELAWARE Avenue, Philadelphia.

Dupont's Gunpowder, Retined Nitre, Charcoat, Etc.
W. Baker & Cre's Choco ate Occos. and Stroms.
Crocker, Bros. & Co.'s Tellow Metal Shesthing.
Botts and Nalls.