

The Pittsburgh Gazette.

BUTTERFLY AND THISTLE. The following poem, by Julia Ward Howe, appears in the September number of Hours at Home:

Oh! delightful butterfly
With wings so trim and light,
Like some fairy craft that flies
Where smooth-entranced Venice lies,
Wings that thrill and flutter ever,
Mocking every rude endeavor,
With the position of the spot
That beyond thy insect reach
After gold, or glory's dash,
It has found a better trust,
For thy feathers are but dust—
"Heavenly above but in God's distance."
This purple thistle is to thee
As the sun in the summer
That makes thee bright
As a golden butterfly
The poor life morning's verse
Here thy anchor holds to meet
And thy best system dramatize.
Breezyephyr sweeps the fields,
And the butterfly comes fast
As a sailor in the blast,
Which, when the breeze ceases to fold,
Firmest still its pro-d slave holds.
I who picture thee, this hour
Thus am clinging to my dream
Wanted on thy strand
Question thy honey where thy song?
Bee or bird thou dost wrong.
But I seek one laster's love
O'er more breath of joyousness
Oh! my flower, in your heart
Bolly in soul hath passed
When the happy summer days
Were the sun's smile away,
When love's bloom had hurried by,
For thy butterfly
Bearing to some gentler zone
Thy lost heart with her own.
Thee how soon may I behold
Lilies in thy strand of gold
Singing in thy melody's breath
Welcome nature's sweetest
Noisy chorus, with health of life,
The little wings are still,
Vain the breeze his challenge blows:
From the sterner meadow-shore.
Might I, when my day is done,
Fall like thee, on winged one,
No contagion leave, nor soil,
A pure and harmless one,
One might keep with politics rare,
Bying to the state's best
"This she was, and she was fair."

STATE AID FOR THE CAUSE OF HIGHER EDUCATION.

Remarks of President R. AUDLEY BROWNE, of Westminster College—Delivered August 12th, at Greensburg, Pa., before the Pennsylvania State Teachers' Association.

I congratulate myself that I address the teachers of Pennsylvania, representing the interests of a million of children of the school age and students in public and private schools, academies and colleges, and that I am one of your number myself. It is a growing sense of community of interests between teachers in all these various schools. The conviction grows that we aid our own departments and the common cause by unity of action between all. Jealousies are giving way, and, though where thought is free, differences will and must exist, yet our differences are such as left honest and earnest men and women.

My subject is "State aid for higher education." I was associated with the State Superintendent in one of the measures of the government, I in another—in the proposed measure to secure closer union of the various schools of the Commonwealth and render aid on certain terms to colleges. This end will undoubtedly be reached. Men who originate great measures are sometimes so unfortunate as to have been born before their time. This hope may be the case with Mr. Wickham. His is a measure to accomplish a grand object and deserves speedy success, namely, the establishment of unity among the educational institutions of the State and stimulating the efficiency of them all, and I hope judicious legislation will soon give it effect.

The greatest work of the present generation is the education of the next. It is a greater work than rearing fine stock, making improvements in arts and manufactures. The community and commonwealth that devote their energies to the great work of improving the men and women of the coming generation, will in the march of improvement, lead those who chiefly devote their energies to the development of material interests. It is said of certain districts in New England, that their soil being too poor for profitable agriculture, the people build school houses and churches and raise men. And it is the boast of the citizens of the small town of Lebanon, that they raise butter and cheese for the Norwich market, and Governors for the State of Connecticut—the latter pre-eminence being attributable to their excellent schools. They have raised five Governors since 1780, Trumbull, Russell and Buckingham, and no doubt will rear more. It is to be hoped that our noble State may not cultivate the wealth of her soil and neglect the culture of her mountains to the neglect of the culture of her children, or allow sister States to excel her in their institutions of learning and labor in the department of education. For here, after all, the greatest results are to be obtained. The development of the material wealth itself on the larger development of the intellectual.

What is education? Not the mere knowledge of facts; but the training of minds. The knowledge is important, but the training is much more so. Education creates nothing, but it does more; it develops the creative power in the mind of man. Upon whom devolves the responsibility of educating the coming generation? Upon parents, the church and State. Parents stand first, and of parents, the mothers of the race are, foremost of all, its natural instructors. Upon the Christian Church also devolves a responsibility, of which, however, I do not here speak. But the State is also responsible to provide a suitable education for those who are soon to be mature citizens invested with the solemn responsibilities of manhood and womanhood. The time was when this responsibility, with consequent right to tax the reality of the Commonwealth for purposes of education, was a question. It is not a question now. A question of the Constitution provides for it, and the system of common schools gives it effect.

But where shall this education stop? Shall we be content to give just so much education as shall after all leave the ignorant? Shall the State assume the business of education and allow the provision to place citizens in the way of progress? Shall we give to the children of the State the highest point really gained in the three R's—Reading, "Rit"

and "Rhythmic." The system of public instruction in general, good, is crippled by its defective administration. The school directors upon whose wisdom its efficiency so largely depends, too often endeavor to do as much as possible for as little as possible. It is sparingly assessed they expend parsimoniously, so that our children, instead of being educated, are kept in ignorance. They are too frequently men of that class who will have economy no matter what it costs, and their economy is the costliest thing we pay taxes for. The result is seen in the multiplication of small school houses, in which as little as possible is taught, for as short a period. These school houses are sometimes called the Peoples' Colleges. I used to see several of these colleges on a short walk from my own door. The more we have of the sort I now speak of, the more ignorant will our children be. Our money will be misapplied in the name of education and our children will remain untaught. But little grain is raised where corn is planted twelve grains in a hill—a poor soil. Our splendid State system of education will be what it is designed to be when enough money is assessed, and expended wisely, to bring educated culture to the masses. If necessary, let us have fewer schools, but let those who have give to the men and women who are soon to follow us the education needed for the times. We would have hopes for the future. If instead of 800 teachers of Pennsylvania present here to-day, there were 600 Pennsylvania school-directors, imbued with the same zeal and enthusiasm for the common cause as our present ones, we would have a more powerful and more energetic body of men to be our aid and encouragement, depends after all upon their willingness. We shall have a system worth what it costs when the school-directors will be chosen through our Commonwealth shall have learned that "there is that giveth and yet increaseth, and there is that withholdeth more than is meet, and it tendeth to poverty." [Applause.]

There are adequate graded schools and a higher course of education under our present common school system.

I also boldly take position that the State, in connection with its present common school system, should return to its ancient policy, now suspended for twenty-five years, of stimulating a higher education, by fostering academies and colleges.

The entire plan includes the following where practicable: Graded Schools and High Schools at public expense. And State aid to Academies and Colleges, on certain terms, wherever these institutions are established by the people. I argue for this State aid, because it is an economical expenditure of money. It requires no school houses to be erected, nor professors to be maintained. This is already done at the expense of popular liberality. The State is not required to found, but only to aid. I argue for it further, because of the greatness of the result to be secured. The child of the humblest citizen would be stimulated in the lowest forms to win his way upward to the attainment of the highest intellectual and literary training, by a system of free scholarships provided and arranged so as to be the rewards of diligence and merit. Our institutions of learning, thus fostered, would be made more powerful to diffuse a higher education among all ranks and classes.

And I argue for it further, because east and west of us sister States, by liberally endowing their higher institutions of learning, have helped to stimulate on our own side the institutions an increased liberality by the general public. Munificently endowed, by State and popular benefactions, these colleges attract even our own students from our own borders, and cannot be expected successfully to compete with these in the department of education unless by the same means. The three thousand dollars proposed to be appropriated annually to each of our common schools, to be used in part to meet the necessary conditions, and amounting to thirty or forty thousand dollars in all, would be one of the most economical investments ever made by the State.

To this State aid for higher education certain objections present themselves. It is objected that the State ought not to tax the real estate of the Commonwealth to make lawyers, doctors and preachers. The objection grows out of a mistake regarding the object of academies and colleges. These are chiefly training schools, just as are infant schools—just as are common schools. To communicate professional or technical knowledge is not their object. There are Law schools to make physicians, Theological seminaries to make ministers of the Gospel, Agricultural schools to make farmers, and Polytechnic schools to make engineers and machinists. Colleges no more teach men to be lawyers, doctors and preachers, than they teach farmers or to equip them for any profession. If the objection has any force, then little boys ought not to be admitted to the Common schools because some of them will become preachers, lawyers or doctors.

But it is urged, the State ought not to teach boys Greek and Latin. And why not? The objection, however, grows out of false views of the college curriculum in general, and of the learned languages in particular. The course in our academies and colleges embraces, in connection with these languages, the elements of the modern sciences. Students take simply such of these studies as are chosen, though a full course in language and the sciences is a condition of the degree of Bachelor of Arts. Our academies and colleges are indeed the institutions to teach the elements of everything a progressive community requires to be taught.

There is a dispute as to the importance of the classical languages in a liberal course of study. In view of the debate on this subject by learned members of this Association, this forenoon, any discussion of it here by myself might seem of temerity. I am reminded of the charge of the Light Brigade—"Cannon to the right of them, cannon to the left of them, cannon in front of them!" I hesitate to venture in, and especially as the issue has been factually made between scientific and scientific study. But I venture to say—the knowledge of a scientific fact is one thing—the training of faculties to secure such knowledge is more important thing; and the further training to use that knowledge is still more important thing. Here lies the advantage of literature. Knowledge is the product of thought. But we think in words, and only have full use of our own thoughts when we see them in the dress of language. To learn language is to learn to think. There never has been any better logical training than the

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