EDUCATIONAL

4,000 SCHOOL CHILDREN IN PROCESSION.

THE CEREMONIES.

10,000 Persons Present.

The laying of the corner stone of the new High School building, at the corner of Bedford avenue and Fulton streets, in the Eighth ward, which took place with appropriate ceremonies yesterday morning, was an event in the history of our glorious Common School System long to be remembered, not alone by those who participated in, but by every friend of free education throughout the State. A more delightful day for the ceremonies could not have been desired, and the programme, notwithstanding it was a lenthy one, was gone through with without the occurrence of a single incident of a nature calculated to mar the pleasure of the occasion. The interest manifested by the public generally, exceeded the expectations of the most san-

guine friends of Common Schools and Free Colleges. THE PROCESSION. The programme included a procession of the children of the Public Schools of this city, which was one of the grand and imposing features of the day. At an early hour in the morning the streets and sidewalks along which the procession was expected to move, were literally crowded with people anxiously awaiting the first sound of the music to warn

them of the approach of the army of school children. The procession formed under the direction of Mr. R. H. Kelley, Chief Marshal, assisted by Prof. Eaton, on Penn street, with the right resting on Sixth street, in the following order:

A detachment of twenty-six police-men in full uniform, under charge of Superintendent Wickersham and City Superintendent Luckey.

The members of the Central Board of The Iron City Brass Band under

charge of Julius Moore.

The Faculty of the High School and the Professors of Music.
Puplis of the High School, with flags and banners. The pupils number about three hundred. Duquesne School, First ward, one hun-

Duquesne School, First ward, one hundred and fifty strong; Forbes School, numbering three hundred; Franklin School, two hundred and fifty; Grant School, two hundred and twenty-five; Howard School, one hundred and four; Howard School, one hundred and four; Lawrence School, one hundred; Lincoln School, sixty-two; Minersville School, eighty-six; Moorhead School, three hun-dred; North School, one hundred and fifty; Oakland School, two hundred and twenty-four; O'Hara School, two hun-dred and fifty; Germania Turners' Brass Band; Ralston School, two hundred and five; South School, one hundred and seventy-five; Washington School, two hundred and twenty.

At ten o'clock the column moved by way of Sixth street to Market, thence to Fifth avenue, up Fifth avenue to Wood street, along Wood to Liberty, countermarched to Fifth avenue, up the avenue to Wylie street, up Wylie to Fulton, where the procession again counter. where the procession again counter-marched and thence to the site of the High School building at the corner of Bedford avenue and Fulton street. The several schools were designated by near and beautiful silk banners, bearing in addition to the name of the school, ap-propriate mottos, and many of the children were badges upon which was in-scribed the name of the school to which they belonged. In addition to the ban-ner described, each school carried a beautiful stand of our national colors. The little girls were neatly and tastefully dressed and many of them carried beautiful boquets and wreaths of flowers.

ON THE GROUNDS. The proparation at the grounds were simple yet appropriate. A beautiful arch of evergreens was erected over the entraice to the lot from Fulton street and a commodious platform was con-structed on the foundation of the buildstructed on the foundation of the building, upon which were six of Estys cottage organs. When the right of the procession reached the entrance, the police formed in open order and the column marched through, the members of the Central Board of Education, the orators of the day, focutly and schollars of the High School and the Allegheny Quartett Club took places assigned them on High School and the Allegheny Quartett Cinb took places assigned them on the platform, while the schollars of the public schools arranged along the hill side above the building. The gates were then throwen open and the vest multitude which had assembled on the outside was admitted, until the entire lot was a vast sea of human being's numbering fully ten thousand persons, and the whole presenting one of the and the whole presenting one of the grandest and most imposing specng spectacles ever witnessed in this city.

ORGANIZATION. On motion of G. J. Luckey, City Superintendent, Mr. John Wilson, President of the Central Board of Education, was called upon to preside. Mr. Wilso called the meeting to order, and at his request Rev. Alexander Clark delivered a feeling and impressive prayer, after which an appropriate anthem was sung by the children of the schools, under the ection of Prof. Walter Slack.

LAYING THE CORNER STONE. The Chairman introduced Professor Philotus Dean, Principal of the High School, who had been selected by the

Committee of Arrangements to lay the corner stone.

MR DEAN said: It is a custom of men to mark the commencement, as well as the completion, of important structures, with ceremonies and symbols comporting in character with the enterprise, and exhibiting in form their respect for its purpose. With like interest we have assembled here. This broken ground, these massive foundations, bespeak the design of a large and intelligent community.

Makes cur nation noble. God bless the Commonwealth of Pennsylvania, and make her sous the peers in intelligence of convented to excess. The result is, labor is deprived of his services, and the number of non-producers is greatly increased." I answer that in this land every man should have the opportunity of being material postessions, but also in the higher riches of the soul.

The scholars, at the conclusion of Mr. Dean's address, sang "America," led by Laying of the Corner Stone of the New High School Building.

with ceremonies and symbols comporting in gharacter with the enterprise, and exhibiting in form their respect for its purpose. With like interest we have assembled here. This broken ground, these massive foundations, bespeak the design of a large and intelligent community to erect a noble structure and this design of a large and intelligent community to erect a noble structure and this great assemblage, gathered here from all quarters, with flashing banners and martial music, attests that the purpose of this structure touches widely and deeply vast numbers of individual interests. The representatives of thousands are here to solemnize the beginning of that which, they fondly hope, will prove to multitudes the gateway of a higher and a nobler life. Gray headed guardians of the public welfare are here to seal and sanctify the corner stone of an edifice

ans of the public welfare are here to seal and sanctify the corner stone of an edifice to be consecrated to the cause of public education. The honored head of the peple's schools of the Commonwealth of the noble Penn is here, to rejoice in one more opportunity of carrying out those admirable provisions of her constitution which make it the duty of her legislature to provide for free public instructure to provide for free public instruc-tion, and to promote the arts and sciences in seminaries of learning. A toiling, devoted, yet honorable, and ever-to be-honored band of educators is here, to smile upon an effort which promises to assist the ripening of the fruitage of their continuous labers. Here are those upon whom, as parents, rests the responsibility of having given to the human race a representative, to society a member, to the State a citizen, to the world an intellect, and to God a soul. Here they lift their hand to consecrate that which is designed to help them for

have come here to smile upon those who have not yet reached it, and to beckon

them forward.

As the mouthpiece of all these repre As the mouthpiece of all these representatives of interests and hopes, past, present and future, your speaker is, in the providence of God, permitted to be here, after an identification of two jubilees of years with the enterprise now beginning to culminate. Time has not abated the force of his early desire the abated the force of his early desire that any institution which the people have may combine in itself every practicable excellence. Procrastination and delay for the cause of popular education. The obluseness of the lukewarm and the opposition of the hostile have not changed his conviction that what ever is worth having at all is worth being made good; that the people's schools should be capable of imparting to the people's children that which is, in the world's estimate, an education; that an educational system which the people pay for and sustain, shall not be despicable in the quantity of its products, when compared either with what the world wants or with what the world enjoys: wants or with what the world enjoys: that the people themselves, who must be educated in their own system, if at all, shall not be looked upon as a pariah caste in education, shut out from knowledge held only by a favored few; that the talented of the people shall have a chance

of development in the people's own in stitutions.

Having been appointed by a Committee of the Central Board of Education to the duty of laying this corner stone, at their command I deposit within its crypt a box of documents, memorials of the past history of the High School, significant of its character and expressive to future generations, who may open it, of the purposes of its founders. This receptacle also contains evidences of the titutions.

lies and monthlies published in Pittsborgh. 2. List of members of Central Board of Education.

3. Pittsburgh Educational Directory.
4. Copies of the Pittsburgh School Law 5. List of text books in use in the Pubic Schools.
6. Schedule of the grades in the Public

o. Schools of the grades in the Public Schools.
7. Specifications of the High School Building.
8. Schedule of salaries of Teachers.
9 Copy of rules and regulations of High School.
10. Printed blanks and Same and Schools.

14. Copy of Bible, without note or com-

At this point Prof. Dean descended from the rostrum, and placed the box in the cavity prepared for it. Coment was then spread over it, and the stone slowly lowered into position. Taking a mallet, three blows were struction the top, after which Mr. Dean continuad: which Mr. Dean continued: By this solemn act the guardians of the Public Schools of the city of Pittsburgh name and cocsecrate the structure that

shall rise over this corner stone-A PUB-In it they deposit the evidence of their In it they deposit the evidence of their intentions and their hopes. In their behalf, and in behalf of the people whom they represent, we invoke upon these beginnings the prospering smile of the great benificent Father of all. May this become a building which shall give to the community that erects it its pay in intelligent and valuable citizens, to the State that fosters it a proud sustaining column of capable intellects and loyal hearts, to the country that protect it a column of capable intellects and loyal hearts, to the country that protect it a bulwark and battlement of freedom, truth and right. God bless our common country, and make her sons the peers of those of any nation in anything that

Esty organs by the teachers or mucic in the city schools. The rendition of the piece was excellent, considering the number of voices engaged in it, and it produced a thrilling effect upon the vast

THE ORATION OF JOHN H. KERR, ESQ. Ladies and Gentlemen-It is with hesitation that I raise my poor voice to break the eloquent silence of God and Nature. tation that I raise my poor voice to break the eloquent silence of God and Nature. I am cheered, however, by the evidence of Divine approval and human sympathy. I gather inspiration from beholding this large assemblage of the reholars, teachers, and friends of popular education, and felicitate myself, that I am not only of you but with you all in heart, feeling and sentiment in your grand and glorious work of human improvement.

Leaving the school room deserted, the counting house neglected, the workshop forsaken, roseate youth, mature manhood, venerable age, matron and maiden, wisdom, beauty and labor have come uphere in numbers hard to estimate, with forsaken, roseate youth, mature man-hood, venerable sige, matron and maiden, wisdom, beauty and labor have come up here in numbers hard to estimate, with banners raised aloft and music vibrating age of their continuous labors. Here are those upon whom, as parents, rests the responsibility of having given to the human race a representative, to society a member, to the State a citizen, to the world an intellect, and to God a soul. Here they lift their hand to consecrate that which is designed to help them furnish to the race an improved representative, to society a better member, to the State a more useful citizen, to the world a higher intellect, and to God a more exalted soul.

A great congregation of the hopeful and happy young are here to represent that wast human tide which ever sets in from the mysterious eternal past toward all gateways of a promising future. And there are also here, warm with the heart fires of a grateful remembrance, those who have passed this gateway, and are now speeding onward and upward in the path that iles beyond. From the other side of this rainbow spanned arch of hope the alumni of this institution of hope the alumni of this institution have come here to somety upon which rests all lave come here to somety upon those who the air, to celebrate with appropriate thing so much for the welfare of that common humanity upon which rests all that is true and good and best in society. For providing for the masses a temple of education, that will rise like the Temple of Fame respect by the imagination of Chaucer and perfected by the genius of Pope, to enshrine the contributed wis-

doin of all the ages of the past. For in he structure that we rate Time is with materials filled. Our to-days and yesterdays Are the blocks with which we build.

Although Wm. Penu, in the first school not drowned in bitterness his love instruction is better than riches;" alinstruction is better than riches; although it was written in our State charter ithat the Legislature, as soon as conveniently may be, shall establish free schools throughout the State," it was not until 1834 that a general system of free schools was established in our own great Commonwealth. In 1835 an organized effort was made to overthrow that system, but Thaddens Stevens came to the resone Thaddeus Sievens came to the rescue and performed the greatest act of his life in defending it. May we not pay to him the tribute which the gifted Junjus paid to the great Chatham: "Recorded honors gather round his monument and thicken over him. It is a solid fabric and will support the laurels that adorn Our fathers established the Common

Schools, but upon us devolves the responsibility of their maintenance and improvement. In 1855 the High School was a step in the march of progress—and we are gathered here to-day to hear the first sound of the hammer upon the walls of a permanent structure for free academic education. This age is progressive, we must not stand where our fathers stood. We must not open the portals of the future with the rust-stained key of the past, we must advance the tandard of the schools onward and upward, and plant it upon higher ground. The age demands "higher edu-cation." The citizens of Pittsburgh representing millions of wealth, fel-ing a just pride in their wast re-sources and unrivaled manufactories, should manufact best should manifest a local pride in making this city as renowned for intellectual culture as it is for material interests. They should open to the vast congregation of should open to the vast congregation of noble souls here to day a school that will compare favorably with the Latin High School of Boston and the Free Academy of the city of New York, or any other common school in the land. An institution that will prove a studio of the soul, where the rough, blocks of huthe soul, where the rough blocks of hu-manity may be moulded, chiseled and polished into graceful, living persona-tions of science and art, faith, love and 9 Copy of rules and regulations of High School.
10. Printed blanks and forms used in High School.
11. Programme of exercises at the laying of the corner stone, and orders of the Marshal of the day.

12. Manuscript History of High School, with lists of Faculty and graduates.

13. Topy of rules and regulations of the same high attainments of knowledge, and hand in hand struggle for the victor's crown. The influence of the High School upon the inteligent and industrial character of society cannot be adequately measured. From many obscure and 12. Manuscript History of High School, with lists of Faculty and graduates.

13. Manuscript History of Alumni of High School, by the Secretary of the Association. 14. Copy of Bible, warned and the sum of the hangs over humanity and cause wealth, industry and a refinement to flourish in its light. It approaches that true idea its light. It approaches that true ideal of public instruction where the schools shall be free to all, and attended by the children of all. Such will be the High School when this structure shall reach completion, when its amplitude of grounds shall be beautified, when its walls shall be hung with paintings, when its scientific degreement shall. when its waits snatt be many with rings, when its scientific department shall be supplied with philosophical apparatus and chemical larbratory, when literature

The scholars, at the conclusion of Mr.

Dean's address, sang "America," led by Prof. Slack and accompanied on the six freest and best, there does the labor of the hand most flourish. That, whenever education is freest and best, there does the labor of the hand most flourish. That, whenever education and considering the school of the hand most flourish. of the hand most flourish. That, whenever education, and especially higher education, is circumscribed and confined to class, there manufactures languish, and men of thought and men of action are seldom found. That society is best which has in the workshop men of culture and education, and more of such will be found in work-shops where culture and education is

It is the crowning glory of our freeborn, unsceptred Empire, that the humblest individual in it, if endowed with a noble mind may rise above his with a noble mind may rise above his obscure origin to stand among the great and illustrious of earth. Here, from the common materials of poverty, a sublime architecture may be reared that will stand pyrnid in the solitude of time. Here, under the free school system, the poor child of genius, burning with inninortal inspiration, and animated by a mortal inspiration, and animated by a holy striving, may divest himself of the beggarly habilaments of earth, and find

a light, a lane mark on the cliffs of fame the nation." Teach the rising youth the the sacred fires that burnt on the summit of the Teocalli—whose extinguish-

freedom-the sanctuary of your faiththe shrine of your devstion. rom this high eminence, this edifice nay rise in unadorned grandeur-lofty thousands may enter its portals, and passing beyond with minds enlightened nd hearts purified, shall mingle with the great throng of humanity that is pressing up to that diviner scholarship fame has withered, after the taste of pleasure has palled, after nature, after life, after death, we reach at last the leasant lands.

Where the philosophy of the mind awaits at the foot of the Cross from a Wisdom A PORM.

Mr. George W. Dithridge was then in-troduced and read the following beauti-ful poem, the production of his own gifted pen written expressly for the occa

Not with the best of rolling drum, Or sabres originity gleaming.

Or sabres triginity gleaming.

Not with the bound of war we come.

To the 'illade proudly streaming.

From sombre mine and noisy mil.

From store and school and forum;

From home and hall, with royal will,

And sovereign might the l'eople com No more we swarm to stay the blows Of Treason's arm descending:

of Treason's arm described by We meet to cleave the deadler focation for country's steps attending.

Our country's steps attending.

With trimph song on this high, we found A school for our warriors training.

Whose arms of Tutut and Hight shall wour The hosts of Error waning. Firm lay the stone on the rock-ribbed more With heart-beats slow and tendent With heart-beats slow and femieri Raise high these wais! They'll e'er be found Our country's au e de ander! Build broad and high on mind and mound, Point skyward will an appirit; And truth-armed warriors, vanward bound, Our country shall theers.

And year by year, adown this hight,
Train's champions will be streaming;
With tongue and pen to stay the blight
of Erro's subtle sentming.
B'en now their youthful forms we see
Their triumph-voices areet us;
They soon in the foremost ranks will be—
On the bittle-feld they 'll meet us.

beggarly habitaments of earth, and find in "knowledge the wings wherewith to soar to Heaven." Here, "some mute in glorious Milton," may first feel the divinity that stirs within him; seme Webster become first conscious of the power that will lead captive at his will a nation's throng and tion's throng, and

Here may be nortured in some ingenious youth a grand thought that will stand the creed of ages. Here in quiet meditation and dreamy toyhood, may breathe some dormant reformer, who in after years will revolutionize society, shake the pillars of the throne, and shove the dogma of the "divine right of kinga" raise the labarum of the imprescription rights of man. Here may be heard some still small voice that will be repeated in some oratorio of song, some outburst of eloquence that will fill the soul of humanity with a "bodiless enjoyment"—That thence some Herschel may zecond to sweep through the circle of the stars as with an angel's privilege, or some self-taught Frankiin to tame the fury of the lumbal stars as the fury of the lu lightning and cend it a servile messen ger obedient to his will-that from this place may go forth some missionary who will carry the torch of civilization, and frighten the slumbering heathen god rom his repose on the banks of the upper Ganges. Here Religion shall have a sanctuary and Truth an altar, and man, breathing the spirit of both, be redeemed from self, redeemed from sin, and an-nointed for the championship of his high destiny. Other monuments of greatness may pass away, but the Common School seems from its very pature imperishable.

I read on your banners to day "that
education fosters patriotism"—I read that he "common schools are the hope of value of their great privileges. As citizens and patriots, guard your common schools. Guard them as the ancient Aztec guarded with superstitious, zeal

ment presaged wrath and ruin to the nation. Guard then as the angels of the Lord stood watch and ward around the ark of the Covenant. Guard them as the paliadium of your civil and religious Lifting our eyes heavenward, let us invoke the aid of the Divine Architect that may rise in unadorned grandeur—lofty in purpese as it shall be elevated in position—the crowning glory of our city, kissed by the first rays of morning and gilded by the last beams of sunset. That pressing up to that diviner scholarship beyond the realins of material things, when, to use the eloquent language of Everett; himself a graduate of the Common Schools, "after the bloom of the cheek has faded, after the wroath Sweet fields beyond the rolling ficods.

higher than its own, the complete solution of its momentous problems."

At the conclusion of Mr. Kerr's able and elequent address, an ode, written by one of the faculty of the High School appropriate to the occasion, was sung by the scholars, to the air "Work for the night is coming.'

Here are taught and practised the cor-Here are taught and practised the cordial principles underlying every creed and profession. Here flourish industry and high intelligence. Here the youth of our city are taught the useful sciences and are fitted and prepared for the active pursuits of life. The hopes of the people are centred here. They have sent their children to be educated under its fostering care. It has proyed a blessing to many who are now among you to sing its praise, and under Divine Providence it will prove an Alma Mater to thousands. This is a peoples' school because it is em.

In the growing diwn of the coming years. We see the conflict dimiy:
Fair match for a myriad each appears.
Who grapples Error grimt.
Yonder are they who will dithe Pr. ss.
With its million snow dakes failing.
That which they do of men, and bless
Our race, in darkness or awing.

Behold a fer those minds profound.
Their mant e-Wisdom-girding.
God's timeles, low the, strive to so
In time-born nodes and wording.
And near us see the true and tried.
The skilleri healer-fitting.
As teacher now-diseases a tide.
Only the vice-permitting.

On every side, in every walk

Of human life, we'll find them:—
But, ere the years of stiffs shall look
The door of youth tehind them:
That their hearts may know no fainting
Thersters no backward turning:
We bid a lise—the people cre—
These training-halls of learning.

And to you, young hearts, the people breathe A low a: d tender warning;
Around your brow we hope to wreathe An immortelle adorning.

May word or deed unworthy you have red im your brightening glory;
To truthsteating to duty true—
Be your live, andying story.

Then go ye forth, to nobly cope
With Falsehood, Wrong and Errer:
Go ye smid the coult that groje
In darkness groom anterer.
Speed ye the whee so of the lightning Pre
hour brain-cou is the Nation's.
Your bear 's deep freeing bolely dress
in soul inspired oration;

There are worlds unfound, rich mines un There are works unitarily, then minds sought.
And fields that await your tilling:
There is waith until of deen and thought.
For earnest hearts and willing.
Then toll, oh Youth, in your morning years.
At manhood's non-time stay not;
Unheeding Pleasure, scorning Fears,
Your Life's brief work delay for.

The pricon-door, by boit unspanned,
On antised him; seep standing?
Be the rangman's rope, a rope of sand:—
Man's law no blood de manoing.
Ceas- Lot till every in no more
Small roverty's rod by slassing:
Nor the hand of til from Pienty's door
Be thrust with rude dismissing.

Cease not till toold free thought shall find
In every clime ex resison:
Tits priest, nor power from mind shall grind
God's pure, Divine inspression:
Till sun and pain no longer stain
and sin-wrecked body ever:
And lir, as the setting sim, shall wane,
on a field of crow, ed endeavor.

Till men no more refuse to clad
The f et of their toiling sisters.
And "unworthy" shour with voices glad,
When their feet are it in with blisters:—
Then close to them the college hall,
Close every door of labor.
Tis we man's sphere to yield to all
The bodily wants of hir neighbor.

Cease not, fair youth, till the drunk at cries;
This siumbering nation waken.
In the gutter's fifth debased he lies,
Drink-marred and man-forask-v:
In the darkness dim what friend drawsnigh,
The cloated hand spraising?
The winan heeds his mosting cry,
With tenderest pity gazing.

oth. Woman! tender, loving, true!

(th. Woman pure and hols!
This God-like work is worthy you,

to raise your brother low!!
Then the bailst a rest from his trembling hand
And with it—a mighty I-ver—
This hell-lit brand from our dear, dear land,
Cast out the still forever!

ADDRESS BY GEO. N. MUNROE, ESQ. At the conclusion of the reading of the Poem, the President introduced Prof.

We meet here to-day to raise another column in support of the grand edifice of public education.

To this fair spot now to be dedicated the inspired Word beyond the seas and have come from the confines of this great city earnest friends, lovers of popular education, and with them the bright and intelligent youth and happy chit-dren for whose benefit this edifice is to

be reared.

With joyous songs, and with beautiful bauners and glad hearts, they have come; rejoicing because the work of education is going forward; rejoicing because to day is laid the corner stone of another temple for the moral and intellectual elevation of man. be reared.

lectual elevation of man.

What convincing evidence is this of the powerful hold that popular education has on the popular heart. Not many years have passed since our system of common schools began its great mission amid strenuous opposition from mis-taken men, who little dreamed of the signed poucy kept in view by the sup-porters of the system; they re-fused to recognize the interest that every good and well regulated State has in the education of her children. They saw not the grandeur of the po-tition to be won for our country among the other nations of the world, their minds did not attain a comprehension of the idea that the education of the people citizens, and manfully bore back the tide of opposition and established upon a firm basis the common schools of our land.
Little by little the end of the system began to show itself. It was invariably the observation of those who took an the observation of those who took an interest in the work that in those parts of the State where already the people were most intelligent there most eagerly was the sytem received and appreciated, was the sytem received and appreciated, while in the strengholds of importance its. He stated that notwithstanding growth was slow and it was met with disfavor and opposition. Even here, however, it won its way to the affections of the people, and through the blessing of God success has at last attended upon

old leaven, who still gainsay and resist as far as their little power extends the onward movements of these, our peo-The speaker then spoke of the demand for a higher culture which sprung up as the outgrowth of a higher education and led first to the establishment of the Cen.

On motion of Prof. tral Board of education, in 1855, and sub. sequently to the organization of the High School which met with such favor that in 1863 measures were taken toward the erection of the new building for the accommodation of the increasing demands of the school.

noble band of men who are giving their talents and energies and time to make the school such that no better education can be received anywhere. So that rich and peor shall find it to comport with their interests to send their children here, and while the rich man's child is being taught that with cqual advantages of education the son of the son man is taught that with equal advantages of education the son of the poor man is every way his equal, the latter may, by a sound mental and moral training, be so taught that all his powers may be developed.

oped, and his strength and capacity brought to light. The advantages of such a school can not be calculated. No country can afford to dispense with country can afford to dispense with them, cost what they may. Short as the time has been since the organization of this school, its pupils have nobly illus-trated its uses and have amply repaid for all the care and labor spent on their education. They have in turn become teachers of the men of their day. Some are found in the Chris-tian ministry; some are working up to their day. Some are found in the Christian ministry; some are working up to high position and reputation at the bar. At the call to arms in the day of the country's peril many were found in the front, others winning their way as leaders of the thought of the day in that great school of Public Instruction—the Public Press. Public Press. Many more have become teachers of the youth of our city and country, and in their quiet and inobtru-

sive life are contributing their skill and talent to advance the grand work of edu-Let your eyes dwell for an instant on the seen before you to day. Before us, floating side by side with our countrys flag and the beautiful banners of the flar and the beautiful banners of the school, reared by children's hands, upon them are enscribed motioss, descriptions of the aspirations of youth, their love and praise of education mingled with sentiments of true patricular feelings, nothing can senerate these otic feelings, nothing can seperate these sentiments in the warm hearts and honest impulses of the young. The sublime sentiments of gratitude prompts them to look to their country who as a tender foster mother cares for them with emotions of the deepest love, while their minds enlightened by instruction, recognize that the best and dearest of all lands is the land of nativity or their adoption. Where the state is educating such material as this the future of the

country is secure. Lay then the corner-stone of our building and doubt not that Heaven smiles upon your work. It is cemented well with the good wishes and prayers of these assembled thousands of innocent young hearts. The puble and earnest men who assembled thousands of innocent young hearts. The noble and earnest men who have come to join in the completion of their lators, the men and women, the laborers in the vineyard, the earness working teachers, are here, and from all arcund this vast city, from the workshop and the fireside, converging to this spot borne by wings of love, come the hopes and desires that this people's school may prove a blessing to the land. guide and direct that our building shall prove a blessing to the Republic, a grati-dication to her citizens and an instrument or working out the moral and intellectual elevation of our young, and in everything redound to the honor and praise of the great Master Builder.

THE STATE SUPERINTENDENT. Prof. J. P. Wickersham, State Super-intendent of Public Schools, was then introduced by Prof. Luckey: Mr. Wickersham said:
Mr. President, Ladies and Gentlemen.

If time would permit it, I might make you a speech, but owing to the lateness of the hour and the great length to which these interesting exercises have already been continued. I will be brief in what I have to say. The speaker said he had a deep interest in the exercises, in fact a personal interest. He had all his life been battling in the cause of free schools and free colleges; when but a boy of ten years, he had seen good accomplished through its intru-mentalities. They saw not in the future; they looked only at the present expense; they saw not the wise, patrictic and far-sighted policy kept in view by the sup-porters of the system: they re-porters of the system: they re-porters belong the importance of a system of fire-schools, and since that time he had been working for the cause. He felt an in-terest in the ceremonies in which he was now participating, not because of its im-portance to the cause of education in Pittsburgh glong, but on account of the the importance of a system of fires portance to the cause of education in Pittsburgh alone, but on account of the beneficial effect it would have throughout the State. The progress made by those having in charge the schools of the city have already been of in-calculable benefit throughout the State, and he was thankful to Pitts-burgn for it. After referring brief-ly to the progress of the Common was of vital importance to the stability of the State. But the advocates of our common shools, men in the highest sense of the term, clearly comprehended their duty and that of the State to her future clizens, and manfully bore back the vital. and that was that the scholars of the Colored Schools were not in the procession. He was apposed to the system of separate schools. The schools were not and never would be what they were represented until they were free to all. This sentiment was applauded enthusiastically by his hearers. The speaker thanked the conditions for their sitentian and closed

dress. He stated that not withstanding the almost universal favor with which the Common Sehool system was received in this State, and the in this State, and the rapid progress it had made toward perfection, there was of God success has at last attended upon its every step, and only rare, individual the public good were more or less in dancases are to be found, leavened with the old leaven, who still gainsay and resist as far as their little power extends the Bible from the Common Sci would warn those who in future years would control the schools to guard A VOTE OF THANKS.

On motion of Prof. Lucky, a vote of thanks was tendered to Prof. J. P. Wick-ersham, State Superintendent, for his presence on the occasion, and for his able and eloquent address.

CONCLUSION. The closing ode was then sung by the after which the long metre doxology was sung, and the assembly dismissed with a benediction by Rey. Alex. Clark.

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The vast assemblage quietly dispersed, the scholars of the several schools in charge of their respective principals, marching to their school houses, and the parents and friends of education, who participated in the interesting and long to be remembered ceremonies, seeking to be remembered ceremonies, seeking their respective homes. So ended one of the grandest movements for the mavancement of free education, free schools and free colleges, that has yet been made This is a peoples' school because it is emained in this State, the beneficial results of the model in the mo class distinctions that in time would in which will be felt not only in Pittsburgh evitably rot and destroy the essential but throughout the State, and will be rich and the poor alike are educated here, and it is the great policy of that jected the enterprise.