

may purify their spirit or contribute to their stability. The founders of the Republic have therefore wisely recommended that which alone can insure its permanency—a general republican system of education. They know that if the laws were to be dictated by the intelligence and executed by the spirit of the people, it was essential to purify at once the source of power, to qualify the youth of the country for the rich inheritance of its freedom, and to communicate those early impressions which gave the government of our native country so commanding an authority over our effectuations as well as duties. They felt that if the slavery of a country be always caused or followed by its ignorance, it is not less true that no country, whose inhabitants are enlightened, can long submit to arbitrary power, a foreign violence might hazard the existence of a free government, or domestic dissensions might modify its forms, but the buoyant spirit of an intelligent educated people would soon survive these disasters; nor can the total overthrow of freedom be ever accomplished but by the decay of virtue and the corruption of public sentiment.

The advantages of education are, however, by no means confined to the security of the government; it confirms the industrious habits, it purifies the morals and increases the resources of every part of the community. To give to the citizens education is, in fact, to give them health, because it supplies the means of acquiring riches, and more than wealth, because it teaches the means of enjoying them. Without such instruction, moreover, many of the political advantages of the Constitution cannot be extended to the people."

"This report presents to the people in a most striking way the benefits to be derived from a thorough system of popular education. To-day, as we dedicate this building, may agencies be developed which shall hasten the time when a public system of education in Pennsylvania shall extend from the primary through the graded school to the public university. Large sums are annually expended for the advantages derived from university education. All concede its service. By reason of its cost it is given to but a few to enjoy. If it avails so much to those who

are able to pay for it and contributes so largely to public prosperity, then it becomes the duty of the State, by proper aid, to bring it within the reach of all. As a Commonwealth we cannot plead poverty. Heaven has blessed us in abundance. Out of our storehouse we can well afford aid in this direction. The students in the private universities and colleges of the country will not exceed one hundred thousand. On the other hand the public graded schools contain more than twelve millions. By giving to those in our public schools an opportunity to gratify their thirst for knowledge in a more extended course, we would be encouraging the benefits of a higher education, which would ultimately end in untold blessings to the country. I might continue, but my time is already exhausted. I must apologize to the speakers who are to follow me. As our great founder believed in man's capacity for self-government, and our institutions are dependent upon this principle, our government will be intelligent and vigorous in proportion as knowledge is disseminated. We never were so dependent upon the educational interests in our land as we are to-day. Let then, from this assemblage, go out that influence which shall be exerted in the establishment of a higher public system of education to the end that freedom and knowledge and morals and religion, as they are, our birthright, may be the birthright of our children to the end of time.'"

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#### AN APPEAL FOR THE SILVER MINER.

[Although the Silver Repeal Bill has become a law, the question is still in the minds of all, and we print the following article as sent us by Mr. C. K. Cartwright, a former student of this institution. Mr. Cartwright is not the author but is without doubt of the same sentiment as the following.]

There is a belt of country extending from the British Possessions on the north to the Rio Grande on the south, comprising over one million square miles or one third of the area of the United States inhabited by over two million people who depend almost entirely upon the production of silver for the means of subsistence. A belt which has given more money to the age than any other section of the globe. A land that has had a history stirring and unique, that has inspired poets, and has furnished novelists with characters and scenes.

This territory that has done so much to stimulate commerce, and enrich the nation, that has built and beautified our cities, has been condemned by the cities it has made and the country it