

Now let us notice the manner in which a State is benefitted by educating her citizens.

In the first place, an educated man, because of his general knowledge and the training which he has undergone, is more suited to superintend or to govern others. He is, in consequence, more fitted for obeying, for only those who can govern know *how* to obey. We thus see that he makes the most valuable and obedient citizen when in authority or when submitting to authority.

Then again the knowledge which a man has acquired in the process of becoming educated, will, in the hope of pecuniary reward or of honorable renown, be directed in such channels that mankind, and his state in consequence, cannot fail to receive substantial benefit therefrom. Owing to his technical knowledge, he knows how to make an intelligent use of the gifts of nature, He knows the scientific principles which underlie the various changes and phenomena which are constantly occurring in nature, and thus, is able to turn many things to his advantage which the uneducated man would pass by with a casual glance of idle curiosity.

And right here does the broadest power of higher education manifest itself. When it enables men to wrest from Nature—that mysterious incomprehensible something which no man can define and which is but the outward manifestation of an omnipresent Creator—those secrets which have remained hidden for ages, and apply them for the benefit of mankind, it proves itself to be the mightiest power which was ever controlled by the hand of man.

We see by these facts that higher education improves the condition of the state by giving to it a body of men who are capable of administering justice impartially, and of running the machinery of state government with the least possible amount of friction. At the same time the state is furnished with a corps of men, who so thoroughly understand their respective vocations, that the commonwealth is permanently enriched by their productions.

Now considering the effect of higher education on any one state, and considering each state as a unit, and the Union one grand magnitude composed of these units held together by their affinity for each other, who shall dare to measure or calculate this combined effect in enriching the nation and in strengthening the power and permanence of the government?

When we reflect on this infinite and everlasting benefit accruing to the government of the United States through the higher education of her citizens, we can truthfully assert that the money which has been expended by the general government and by the several state governments for this purpose, was "bread cast upon the waters which is returned a hundred fold."

This then is the effect of higher education upon the people taken collectively as a nation. Nothing deteriorating, pernicious or injurious, but everything beneficial, advantageous and profitable.

In view of these facts may we not say that, that person—be he lawmaker or constituent—who willfully opposes the judicious expenditure of public moneys for the purpose of higher education, is maliciously striking at the great tap root through which this Flower of Republics draws its most vital sustenance?

SNYDER.

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#### GOV. HOARD AS A STORY TELLER.

Of course all who attended the lecture, recently delivered in the chapel of the College by Ex-Gov. Hoard, of Wisconsin, on the subject of "Temperament in Farm Animals," must have been entertained by the dry humor which spiced his remarks. The fact is that the Governor has a national reputation for his sense of humor as well as for his horse and cow sense.

A year or so ago one of his best yarns made the rounds of the newspapers. It appeared first in the *Chicago Tribune* and afterwards found its way into the *Youth's Companion*. It runs as follows: