

ships or prize fellowships which would do otherwise than stimulate those more amply possessed of means to attain an equally high grade of preparation. Nor do I believe that appropriations by the State would operate disadvantageously to the institutions receiving them, in the matter of loss of private benefactions.

It is undoubtedly true that if higher education is to win in this way the approval and support of the people and their representatives, the scheme of such education must be so broad and well considered as to merit that approval. It was a principal merit of Franklin's proposals, in which indeed, as in many other matters, that remarkable genius was far ahead of his day, that he thought to introduce the more thorough study of English, the study of French and German, the study of Spanish, so that we might promote reciprocity with the South American countries, and the study of many of those branches now so widely pursued as being practical. He supported these novel proposals in his own humorous way as usual. "Many of you will remember," he said, "that when our ancestors wore wigs, rode in coaches, trod on carpets in passing from their carriage to their mansion they still carried a hat under their arm, so that it was called a '*chapeau bras*;' and although likely enough many of them rarely had hats on their heads, still it was an indispensable appurtenance to their costume." "So," said Franklin "at a former date it is true 'that,' Greek and Latin were necessary, but as life has now come to be organized, they are scarce more than the '*chapeau bras*' of an education, and among the majority of students a superfluity whose place might be filled by studies of greater utility." He did not use this as an argument against a deep and thorough study of the classics by those who had a taste for them or whose future occupations would require a knowledge of them. No such argument certainly is needed to-day in this institution, which, in the language of its foundation, is "for the promotion of the liberal and practical education of the industrial classes in the several pursuits

and professions of life." "Liberal and practical,"—that surely implies all. "Industrial classes,"—who is there among us who is not proud to be so classed? "In the several pursuits and professions of life,"—what broader charter and scope could be sought? It is not enough that we have Engineering and Chemistry in their various branches so well provided for as in the admirable buildings you have recently erected. We must have Greek and Latin and Hebrew and Sanscrit and the higher mathematics and every subject that can stimulate and enlighten the minds of men taught here and taught to the very highest point; but not forced upon any one; not forced, only offered. I realize perfectly that if this claim is to be made, it means that the results shown by our colleges shall merit the approval of the people. Unless work is being done here and in other colleges which commends itself to you, as thoughtful and impartial judges, as being well worth the money spent upon it,—and worth far more than that—it is needless to say that the fountains of generosity will dry up at their sources.

In speaking as I have done, I have viewed the higher educational facilities of the entire State as constituting what in reality, though not now in name or in form, they actually do, the University of the State of Pennsylvania. All great institutions, which without denominational restrictions, aim at giving impartially a broad and high education are the component parts of this University. In some places certain subjects will be more fully equipped and may be pursued to greater advantage than at others, but the spirit which pervades and which affiliates all will be one and the same.

In such a Republic as ours, I would say that some system must exist by which every child in every grammar school in the State shall feel the stimulus of a great opportunity; and that the entire curriculum or course of education shall be so arranged that there shall be no break between the successive stages from the grammar school up to the department of philosophy, in which the post-