

something more than walk and stand alone; he must be able also to *think* and *talk* alone. But we will let Mr. MITT. answer him.

This question whether we should be taught the classics or the sciences, seems to me, I confess, very like a dispute whether painters should cultivate drawing or coloring, or, to use a more homely expression, whether a tailor should make coats or trousers. I can only reply to the question, Why not both? If there were no more to be said, than that scientific education teaches us to think, and literary education to express our thoughts, do we not require both? and is not anyone a poor, maimed, lopsided, fragment of humanity who is deficient in either?

Again, Mr. FRODGE says, in ridiculing the idea of seeking a general education in the hopes of making such knowledge useful in active life:

In everything which we do, or we aim to do, the first condition of success is that we understand clearly the result which we desire to produce. The house builder does not gather together a mass of bricks and timber and mortar and trust that somehow a house will shape itself out of its materials. Wheels, springs, screws, and dial-plate will not constitute a watch, unless they are shaped and fitted with the proper relations to one another.

Is it not possible for the university student, in the broadest sense of the word, to have an end or "result" in view—a plan of life-work—to the accomplishment of which he means to make every particle of the general knowledge he acquires apply?

We affirm that upon this depends the superior value of a general education—it is the duty and the privilege of every young man or woman, who is fitted to enter college, to have his profession or life-work chosen. Who, that has done this, has not been astonished to find how much knowledge he could find everywhere, at all times, under all circumstances, which would apply to the realization of his ideal? How easily every portion and particle of knowledge falls into its appropriate place in the structure we are building when we have such a structure!

If that theory which teaches that the true aim of education is to accumulate a mass of miscellaneous facts, without a definite result in view, but with a vague, dreamy hope that somehow a noble career of usefulness will "shape itself out of the materials" thus collected, be dangerous and pernicious, that other theory which would have us learn to do and to act, without this general knowledge is far more pernicious. 'There is nothing so terrible as activity without insight,' says GOETHE. 'I would open every one of ARGUS' hundred eyes, before I used one of BRIAREUS' hundred hands,' says LORD BACON.

Mr. FRODGE'S metaphor of the house builder does not seem to be altogether a perfect one. The building of the intellectual temple is very like the building of the Temple at Jerusalem. First, you should receive your "plans and specifications" from the great ARCHITECT himself, as did SOLOMON. By this is meant that God-given aspiration to become something, or to accomplish a certain end, the realization of which, by means of severe labor, receives the name of Genius. Then you must gather the materials for your structure. While you are cutting out the solid granite of modern science for the foundation, and hewing the live oak of recent thought for the framework, let not the fragrant cedars of Lebanon, or the cunning workmanship of Tyre, the costly dyes of Phœnicia, the jewels and precious stones of Colchis and India, the pure gold of Ophir and Parvaim, or the

golden candlesticks which illumine the pages of ancient lore, be neglected. You will need these to ornament each column, minaret, and spire, to overlay each chapter, plinth, and architrave, and to adorn the inner sanctuary of the heart, the sacred oracle, where Divinity within us sits enthroned, gently whispering to us the sweetest of knowledge, that of our inner selves, through the medium of the soul's longings, passions and sensibilities. Like the Temple of the Jews, without these costly adornments, the temple of the MIND, in which each one of us must offer up the only adoration and praise that will "be pleasing to the gods," would be just as imperfect, as if it were deprived of pillar, column, or foundation stone. Search the pages of modern thought and experience for your models of government and self-government; but do not despise those models of matchless symmetry and beauty which the wise old philosophers moulded, or which lie buried beneath the classic soil of Greece and Rome. Trust not this work to others. Delve for yourself, and learn to unlock the hidden storehouse with your own hand. Much that is most beautiful and valuable in the dead languages, no translation can adequately convey to the mind. We must learn to *feel* their force and beauty, by inhaling the breath and spirit of them. When a goodly store of material has been collected, then build; and the labor of building should be life-long.

There is an organization in this country of recent origin, which is exerting a powerful influence on all our material and educational interests. The Grange was organized for a good purpose; its mission is praiseworthy; but its practical workings have been, in many instances, unfortunate. The *accidental* influence of this element has been more potent even than that of professional schools, in subverting the best interests of *literary* education. The manifest reason is, that the majority of its voting members are men of little or no culture; consequently far-reaching views, and sound policy in regard to educational matters can not be expected from them. But incapacity endowed with power is blind to its own defects, and where it triumphs, wisdom and experience must take a lower seat or be trampled in the dust through very jealousy and envy. The result is that the people are beginning to demand shortened courses of education, and to prefer men of superficial attainments and rudimentary knowledge as their leaders. A mere reference to this point must here suffice. If you would test the truth of our statement, you have only to study the history of legislation for the last three years, in those states where the Grange element has prevailed.

Behold, then, here is a glorious work for us to do! Shall we suffer the antagonism existing between ignorance and culture to imperil the glory of our political institutions? How shall it be counteracted? Plainly by moulding a healthy public opinion. If we would not have our liberties endangered, our material prosperity impaired, and our institutions destroyed, the voters of the land must be taught to respect talent and learning; to prefer men of culture and breadth of thought for their leaders; and to carefully exclude office-venders and quack politicians from the exercise of authority. Allow us to repeat, that the only sure way to create a correct public sentiment in this respect is to guard, magnify and glorify our facilities for acquiring the higher scientific and lit-

erary education. Let our professional and industrial schools be reconstructed, and the standard of scholarship required for admission be greatly raised. If this be done, we may hope to see our country honored among nations for her sound wisdom, revered for her liberty, and loved for the beneficence of all her institutions.

ANNIVERSARY EXERCISES.

THE PALLADIAN ENTERTAINMENT.

The Palladian entertainment transpired on Monday evening, June 21. The evening was favorable, except that the atmosphere was sultry and oppressive. The chapel was well filled with a select audience at an early hour. The first thing that attracted one's attention on entering the room, was the decoration, consisting of the portraits of Charles Sumner, Horace Greeley and others, and the Society motto wrought in letters of evergreen, and placed above the stage. The surroundings were thus rendered very pleasing and agreeable.

The salutatory of J. O. Sturdevant did not depart greatly from the usual course and character of such productions. It consisted of a pleasing portraiture of the student's work, of the society work in general, and a few words of greeting and welcome. The production was very creditable to Mr. S., although his rendition was not perfect. There was too much cadence in the voice, too much declamation in the speaker's style of delivery. Too great care cannot be exercised in making an oration sound fresh and natural. Cheat the audience out of the idea that your speech is committed, if possible.

Howard Caldwell recited the beautiful poem, "Cover them over," with marked effect. There were defects in his rendition, yet he brought out the pathetic force and beauty of many passages in admirable style.

The humorous recitation of W. A. McAlister, 'The Lavin,' was well rendered, and elicited rounds of applause. Notwithstanding the fact, that these gentlemen did themselves great credit in their recitations, *in themselves*, probably no member of the society would have excelled them, yet this portion of the programme was a little out of place in a society entertainment. The people came to listen to the original talent of the Society, not to declamation. It will not do to disappoint your listeners. If they come to hear a reading or recitation, all the original eloquence in the world will not satisfy them. If they come to hear a foreign lecturer or *prima donna* home talent, though infinitely superior, will not appease their disappointed expectations. The same audience that would listen to an hour-and-a-half sermon on a sultry Sabbath, with Christian resignation, would hiss the student off the stage, for a twenty minutes' address, superior in both thought and eloquence to the prosaic homily. The *MANY* is a very eccentric and capricious beast, which requires a deal of petting.

The literary merit of A. W. Field's oration, published in this issue of the *STUDENT*, will speak for itself. Mr. Field spoke in a clear, manly voice, yet very fast, and in too declamatory a style. His production was among the best of the evening, and was well received.

The debate on the "Civil Rights Bill" was in some respects the most interesting portion of the Palladian entertainment. We unhesitatingly pronounce it the best public debate ever given in the University. Mr. Wooley, who considered the Bill un-

just and unconstitutional, did himself much credit. Mr. W. has a fine style of delivery. He labored under the disadvantage, however, of advocating the unpopular, if not the weak, side of the question. Mr. G. M. Sturdevant made a strong and admirable reply to Mr. Wooley. No performer of the evening excelled Mr. S. in thought or style. In spite of the grace and elegance of Mr. Sweet's oration, or the sound logic of Mr. Field's, we are inclined to give Mr. S. the mead of our warmest praise.

The oration of Willis Sweet was a splendid production, delivered in the easy, polished style of an experienced speaker. Mr. S. is very popular. The people always expect something good from him; on the present occasion he more than met their expectations. He chose "Compulsory Education" for his subject. He advanced nothing new or startling in argument, but the pleasing style, and the beauty and elegance of the adornment employed was excellent and fascinating.

The valedictory of Frank Raymond was a neat address, which did the speaker credit, and was a pleasing *finale* to the excellent entertainment.

The music was furnished by the Orchestra. We have little to say in its praise. It merited but little.

The entertainment was the best ever presented by the society, and its grand success was a meet reward for the energy and zeal manifested by the society in its preparation.

THE ADELPHIAN ENTERTAINMENT.

The evening of June 23. was the time appointed for the Adelpian entertainment but unfortunately a heavy shower of rain made it necessary to defer it until the following evening. This evening was also unfavorable, as it was the occasion of the grand banquet of the Masonic fraternity. Notwithstanding this, and the fact that many of the students had departed to their homes, the largest audience of the week was present at an early hour. The hall was beautifully decorated with a profusion of emblems, mottoes, and many portraits and paintings. If the adornment of the hall surpassed that of the Palladians, it must be accounted for from the superior taste of the young ladies of the Adelpian.

The oration of C. A. Hardy was the first literary exercise of the evening. His subject, "The Last Century," was one which gave him an opportunity to recount our national progress in the mechanic arts and inventions, as well as our intellectual progress, compared with that of the old world, for the past hundred years. Mr. H. has a very attractive and animated style of speaking, and gained much praise on this occasion.

The essay of Miss Cora Thomas was a carefully written and well read production. Although her subject was "Life's Romance," the essay was entirely free from romantic flights. She described in beautiful language the true aims and objects of a noble life, and the dangers which must be encountered in realizing them. Miss T. is one of the most talented members of the Society, and gained for herself and it much honor on this occasion.

We will not pause to comment on the oration of Emma L. Williams, which will be found in this issue of the *HESPERIAN*. We need only state that Miss Williams delivered her oration in her usual graceful attitude, and with remarkably clear and distinct enunciation. Among all the exercises of the two societies, we would select Mr. Sweet's oration as an example of what adornment and the apt use of illustration and extraneous matter will accomplish; while Miss Williams' oration is a fine ex-