

Negative,—As regards security our National system is a vast improvement over the old state and "wild-cat" banks. Our paper money is convertible at sight and in no other country are the securities so great. The great degree of publicity required is one of the best checks against irregular methods of business. Our system secures a uniform monetary standard,—a factor of great importance in a commercial country. The banks are under the direct control of the government, but responsible to the people, and thus a sentiment of nationality is promoted. Compared with state banks and systems in operation in other countries, our system is not a monopoly. The profit on circulation is comparatively unimportant, and it is not this that keeps a bank in the system but the credit and stability secured. Even if it were necessary to maintain a national debt, it were better to do so than to lose the benefits of our national banking system. Let the surplus from taxation be used for education and internal improvements. To give the right of issue to government would be to make the currency a party power, than which few things could be more detrimental to the best interests of our country.

The vocal solo by Miss Lillibridge was then announced. Miss Lillibridge reflects credit upon herself and her department here, in these appearances before the public.

"Influence of Painting on Church and Christianity" was the subject of an oration by Miss Stratton. Miss Stratton's effort was by many considered the best of the evening.

INFLUENCE OF PAINTING ON CHURCH AND CHRISTIANITY.

We are seldom brought to limits of the difference which exists between church and christianity; yet we are conscious of a distinction, the church being an outward sign of the real and invisible spirit of christianity. In the Middle Ages this distinction was very apparent.

With the history of church and christianity is intimately connected the history of painting. In associating them we most frequently think of the artist as an agent or as a slave and we seldom inquire what has been his influence on his protectors, the church and christianity. Yet the power of influence was on the part of painting. In the Middle Ages the talent of the painter made possible the despotic power of the church. Or later in the Renaissance the creations of the artist gave strength and support to christianity. The greatest strength of painting came from those inherent qualities which so characterize the art: the power of perspective, the power of creating the ideal, of picturing in the faces the play of passion, the workings of the soul and the thoughts and feelings of man. But besides these it possessed in the Middle Ages the power of an education, for there was then but one effective way to teach the masses and that was through the creations of the artist. The paintings which covered the walls and ceilings were their only books—their Bibles. It was through such powers that the church had secured the minds of men in bondage. And it was through the same powers later that the spirit of christian freedom was spread through all the land.

The closing number was a declamation, "The Prisoner of Chillon," by Mr. Spurlock. Mr. Spurlock hesitated somewhat and was at some disadvantage in the delivery, but he showed no little talent, and otherwise acquitted himself well, and reflected credit upon his society in his appearance on this program.

PALLADIAN EXHIBITION.

The Palladians held their fifteenth annual exhibition on Saturday evening, June 12th. Appreciating the disadvantages of carrying their program too far into the evening, they rais-

ed the curtain at the specified time, notwithstanding the fact that the auditorium was not more than half filled. This action, although praiseworthy in most respects, placed the first performers at a decided disadvantage.

A piano duet, "Les Grelots," by the Misses Pershing, opened the entertainment. The rendition of this selection was very spirited, and though short showed great ability. Undaunted by the stir and bustle incident to the seating of the many tardy comers, Miss Helen B. Aughey read in an easy manner, but not strong voice, a paper on the "Influence of Ideals."

This essay was one full of thought, showing that much work had been done in preparing it. We, unfortunately, cannot give our readers a synopsis of it.

"National Aid to Education" was very spiritedly discussed, H. P. Barrett speaking in favor of aid.

NATIONAL AID TO EDUCATION.

The right of the nation to extend aid to the states for any object of national importance is sustained by the Constitution in that clause providing for the general welfare of the United States. The first interpretation of that clause is shown by the opinions of Washington, Jefferson and others, who named education as the most sacred trust of the nation. The constant precedent of a century makes further proof as to the constitutional meaning unnecessary.

But to round out the argument for national aid, not only must the right of governmental donation be proved, but also the need on the part of the people for a national grant. Such need exists in the south where vast numbers of freed slaves and low whites, ignorant, vicious, degraded, add to the burden of an already impoverished country. In other parts the communistic and socialistic foreign elements can only be met by vigorous education. Other countries have waked from a lethargy into which they had fallen and are becoming close rivals in the race for supremacy. If we shall keep our place in manufactures, in inventions, in trade, we must educate more vigorously.

Education has also a civilizing power, and if we are to solve the questions of state which confront us, and make use of the opportunities which the future holds out to a civilized and enlightened people our success must be found in education.

Nor will such a grant for education chill local enthusiasm. Every example shows that with the possession of education the desire for it is increased. The progress of education in the South is a guarantee of honesty in the use of funds given by the government. Thus the three essential parts of the argument—the right of the nation to give, the need for the gift and its expediency are proved.

D. T. Smith, in the opposing argument said

The south was isolated by the war. In its desolation four million slaves were made citizens. The burden of educating them was a test of southern metal. The south undertook the work manfully. By 1880 every state had a free school system for both blacks and whites. Education, moved by a constant force, is progressing with a constant acceleration.

Communities are prone to shift their burdens. Federal aid will deaden local interest and limit progress. Self support will create an interest and progress will be limited only by the demands of society.

If congress can grant aid it can control its distribution. Congress is sovereign in those powers which it exercises. If it can control education it can control police regulations. Congress cannot deprive the state of its sovereignty.

The disposal of public lands is allowed by special permission of the Constitution. Money can be raised by taxation

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