

24
FORMAL OPENING

OF

FRANKLIN AND MARSHALL COLLEGE,

IN THE

CITY OF LANCASTER,

June 7, 1853:

TOGETHER WITH

ADDRESSES

DELIVERED ON THE OCCASION,

BY HON. A. L. HAYES, REV. J. W. NEVIN, D. D.,
AND RIGHT REV. ALONZO POTTER, D. D.

LANCASTER, PA:
PUBLISHED BY ORDER OF THE BOARD OF TRUSTEES.

1853

JNO. H. PEARSOL, PRINTER,
'Saturday Evening Express' Office, Lancaster, Pa.

FORMAL OPENING.

It is known that Franklin College, organized in 1787 and located at Lancaster, and Marshall College, organized in 1836 and located at Mercersburg, have, by an Act of the Legislature of Pennsylvania, been consolidated into one Institution under the title of "*Franklin and Marshall College.*" According to previous arrangement, this new Institution was formally opened in Lancaster on the 7th of June. At 7 o'clock in the evening, a procession was formed at the Franklin College building, composed of the Board of Trustees, the Faculty, and the Students, which proceeded to Fulton Hall, where seats had been reserved for them. About the same time, the Clergy of the city, the Mayor with Select and Common Council, together with the Directors of the Public Schools, all of whom had been formally invited, entered and took possession of seats reserved for them. These, in connection with the citizens who crowded in to witness the interesting exercises, filled the spacious Hall to its utmost capacity.

After appropriate music from the Philharmonic Society, Hon. James Buchanan, President of the Board and presiding officer on the occasion, called upon Rev. H. Harbaugh to offer prayer.

The President, then, in a neat and pertinent address, introduced to the audience, Hon. A. L. HAYES, who delivered an Address of Welcome on the part of the citizens of Lancaster to the Faculty and Students of the College.

After some appropriate music, the President introduced Rev. J. W. NEVIN, D. D., former President of Marshall College, who delivered an address in behalf of the Faculty.

The interval was again agreeably filled out with enlivening music, after which the President introduced the Right Rev. Bishop POTTER, who spoke in behalf of the Board of Trustees.

The exercises closed with the Benediction by Rev. S. BOWMAN, D. D.

Long will these interesting exercises be remembered by those who were present; and longer still, it is believed, will the College, opened in the midst of such countenance and favor, exert a happy influence upon the cause of Science and Religion, in the State and in the land.

ADDRESS OF WELCOME
TO THE FACULTY AND STUDENTS.

BY HON. A. L. HAYES.

The Trustees of Franklin and Marshall College have deemed it proper, that the establishment of the Institution in this City, should be celebrated with circumstances of welcome, which may signalize the event as one to be remembered.

You are convened, fellow citizens, to give assurance to the Professors and Students of the College, of the cordial satisfaction with which their advent is hailed, and of the hope of mutual benefit to redound from their arrival and residence amongst us. True, after your generous fulfilment of the requisition for the consummation of the Charter, it might have been well supposed, that no event could be more desirable to the citizens of Lancaster county; yet, a definite expression of welcome to the learned Faculty and the ingenuous pupils by whom they are attended, is not less appropriate as proceeding from you, than, we trust, it may be gratifying to them. For this purpose, I have the honor to have been deputed on behalf of the community, to assure these worthy and distinguished gentlemen, as I do, of the kind feelings and respect with which they are regarded, and of the desire and belief entertained, that they will find their new domicile agreeable and happy, as their association will be beneficial to the society with which they are about to be blended.

Advantages, it is thought, are offered with respect to a residence here, that, in regard to material comfort, are not elsewhere surpassed—a healthy climate, an abundant and a cheap market, a large supply of all commodities and conveniences which contribute to furnish subsistence, raiment, and shelter, with every means, either at hand or readily attainable, for the prosecution of science, literature, and the arts, as well as for the exercise of all the legitimate duties and laudable purposes of active life.

The surrounding community is populous and wealthy. Lancaster county contains one hundred thousand inhabitants, re-

markable for their industry—for their enterprise—for their prosperity. Whoever ascends our cultivated or wood-crowned hills, passes into our beautiful valleys, or traverses our wide-extended and fertile plains, will not fail to recognise a splendid picture of riches and comfort, which would seem to indicate the possessor to be a peculiarly favored people.

O fortunatos nimium, sua si bona norint.

“How has kind Heaven adora’d this happy land,
And scatter’d blessings with a lavish hand!”

So long as we are bound by sympathy to our fellow men, our own felicity must be greatly affected by the condition of those around us. Hence, these circumstances are adverted to, the enjoyments of others having a reflex influence upon ourselves, refreshing the imagination and warming the heart. Such is the position of the central community, with which the College will be most intimately associated—the city of Lancaster. There are within its precincts not less than fifteen thousand souls. In point of industry and successful enterprise, they fairly represent the general characteristics of the county. Few towns of the interior, exhibit more striking manifestations of progress and improvement. We may not, indeed, boast of our architectural taste; yet we can safely assert, that few have a larger proportion of comfortable dwellings, or a greater number, compared with the families they accommodate. Our repositories of merchandise of all descriptions, suited to the wants of the public, are numerous and rich in their assortments; and their supplies are furnished at such moderate profits, as commend them to the economy of purchasers.

Throughout the course of the week, the stranger who may sojourn here, will see how few of the inhabitants are unemployed. The population of Lancaster is, in fact, devoted to business. But he will also observe, on the Sabbath, the contrast which the religious disposition of our people exhibits, with the activity and stir of the six days appointed to labor; first, in the solemn stillness and quiet pervading the town, and then, at the proper hours, in the throngs that are to be seen repairing at the summons of “the church-going bell” to their respective and numerous places of divine worship. The general attendance at Church and Sunday School, is a most commendable custom

of our city, affording one of the best proofs of a well-ordered and religious community.

A part of this brief sketch, may possibly suggest the recollection of a remark, made by an eminent English traveler, Mr. Buckingham, that the Americans dedicated themselves too exclusively to their industrial pursuits, giving but little time to necessary amusement and recreation, or to higher and more essential aims. Whatever truth there may be in this observation, it must not be supposed that the citizens of Lancaster have heretofore been inattentive to the cause of education. Fifteen years ago, the Common Schools, in accordance with legislative provisions, were organized in this city. Salaries, liberal for the time, were provided, and great care was exercised in the selection of competent instructors. A body of school directors, chosen from the most active and intelligent citizens, applied themselves conscientiously and diligently to this work; and they have continued their labor with such success, that it is probable the Common Schools of Lancaster, are, at this day, second to none in Pennsylvania.

Some there may be, who think that these institutions are sufficient for the intellectual wants of our people. They have indeed secured a solid basis for the mental improvement of the rising generation. But far from satisfying the demands of useful knowledge, they are rather to be regarded as paving the way to more extensive and important acquisitions. They lay a good foundation, nor is their value, in this respect, easily overrated. They may qualify their pupils well for the ordinary routine and details of affairs; but, from the necessary restrictions of time and of the numerical force of instruction incident to their organization, they are inadequate to the severer investigations requisite to the comprehension of the abstruse principles of science and the profound *arcana* of the Universe—some of the recent developments of which, have so multiplied the lights of this age and increased the activities and power of our race.

The action of our community, in reference to Franklin and Marshall College, demonstrates that these views are in unison with the public sentiment. For my own part, I believe the establishment of a College, in which literature and science of

the highest grade, may be inculcated and pursued under the instruction of men of the first order of intellect, thoroughly trained by early, systematic, and long-continued discipline, and competent to dispense the accumulated fruits of their learning and studies, was a proper and natural consequent to the completion of our Common Schools. It is, in short, the entablature—the crowning grace of the structure, which we have been, for the last fifteen years, laboring to build up for the public good. Both institutions may well stand together; indeed, much better than alone, supporting and supported by the same interests, and harmoniously co-operating in the improvement and progress of the society by which they are cherished.

Viewing the state and condition of things in this city—the rapid advance in population and the useful arts, and the increasing attention to the education of the young, it does appear, that just such an institution, as we trust, Franklin and Marshall College will prove, is the complement of our prosperity. We trust, it will diffuse a taste for learning throughout this community; that it will give us a more exalted appreciation of the value of those large attainments in science, whose triumphs are so magnificently displayed over every element, subjecting to our use the air and earth, fire and water, with that subtile and all-pervading fluid, which wings the red lightning, and causing them, as willing servants, to do our bidding; that it will also imbue us with a taste for that higher literature, whose lofty mission is to infuse into the soul the admiration and love of the beautiful and the true.

With this just expectation and confident hope, I now, on behalf and in the name of the people of Lancaster city and county, salute the learned and excellent President and Professors—the Faculty of Franklin and Marshall College—and the pupils under their charge, with our cordial greeting:

Welcome, thrice welcome, to our hearts and homes!

ADDRESS ON BEHALF OF THE FACULTY.

BY REV. J. W. NEVIN, D. D.

The State of Pennsylvania has been not unaptly compared to a *Sleeping Giant*. The trope finds its application and significance in three points of resemblance. In the first place, the State, in itself considered, is of large size and strength. By its extent of territory, its fertility of soil, its mineral resources, its facilities and opportunities of trade, the peculiar character of its vast and sturdy population, its solid material wealth, and its commanding geographical position in the midst of the general American Union, it possesses a greatness and importance which must be at once acknowledged by the whole world. Politically, it forms the key-stone of the arch, on which rests the structure of our glorious Republic. No President of the United States has ever been made without the vote of Pennsylvania. By its conservative weight emphatically, the nation is held together and kept to its place. In the second place, however, this great giant is still to no small extent asleep. It has not yet come to the full apprehension, and proper free use of its own powers and resources. Much of its strength has never been developed; and such force as it has come actually to exercise, is too often put forth in a comparatively blind way, without the waking insight and self-conscious purpose, that should go along with it, to make it of complete account. In politics, for example, the State, good-natured, dozing giant, as she is, sells her birth-right for a mess of pottage; and with the power of giving the nation a President in the person of one of her own distinguished sons, in all respects worthy of the station and entitled to its high honor, quietly foregoes the prerogative belonging to her by universal consent, and by her obsequious, but powerful and decisive patronage, turns the choice in favor of a comparatively unknown stranger from New England. But our figure implies, in the third place, that the giant which is now sleeping, will, in due time, awake. The torpor which we see here, is not that of death. It is the rest rather of living powers, which may be expected to break forth hereafter, with a force proportional to the long restraint that has gone before.

The secret strength and hidden resources of this great Commonwealth, as yet only beginning to come into view, may be expected before long to reveal themselves in another and altogether different way. The State will not only possess her present rich elements and vast capabilities of power, but these elements and capabilities will be understood and turned to account. Her greatness will be no longer a slumbering fact simply. The possible will be all actual. She will know and feel her proper strength, and she will be able so to use it, we may trust, that the whole nation may know and feel it also for its own good.

The undeveloped wealth of the State is at once both material and moral. It is only of late, as we all know, that the physical resources which it carries in its bosom, have begun to be properly understood and improved; and who shall say what treasures richer than the gold mines of California or Australia, are not still reserved in this form for its future use? But it is not too much to say, that the latent spiritual capabilities of the State are fairly parallel with this condition of her natural resources, quite as full of promise, and of course much more entitled to our patriotic interest and regard. In comparing one country or region with another, intellectually, it is not enough to look simply at the difference of culture which may exist between them at a given time. Regard must be had also to the constitutional character of the mind itself, the quality of the moral soil, if we may use the expression, to which the culture is applied. A comparatively uneducated man may surpass in capacity and fitness, another who in point of actual education leaves him far behind; and just so it is possible that one people may be thrown into the shade for the time by another, though capable all the while in truth of a better order of cultivation, and carrying in itself thus both the possibility and the promise of a better spiritual future. In this view, we think it not absurd to magnify the mind of Pennsylvania, although it be fashionable in certain quarters, we know, to treat it with disparagement and contempt. We are persuaded, for our part, that the State has no reason to shrink here from a comparison with any other section of our flourishing and highly favored land. She may fall behind some parts of New England in the machinery of education, and she may have less to boast of just

now, in the way of general knowledge among her people. Her schools and colleges are not equal to those of Massachusetts. She may not vie, in point of intellectual culture, with Connecticut. But it does not follow from this, by any means, that she is inferior to either of these States in the matter and quality of her intelligence itself; nor even that her particular culture, such as it is, and so far as it has yet gone, may not be intrinsically worth quite as much, to say the least, as that with which it is thus unfavorably contrasted. That growth is not ordinarily the best, which is most rapid and easy, and which serves to bring into view with the greatest readiness all it has power to reveal. It is by slow processes rather, that what is most deep and solid, whether in the world of nature or in the world of mind, is ripened and unfolded finally into its proper perfection. There is room for encouragement in this thought, when we look at the acknowledged deficiencies and short-comings of our giant State, with regard to education. She has proceeded with slow and heavy course thus far, in the development both of her spiritual and her physical resources. In the case of the first, however, as well as of the last, it is possible that there may have been an advantage in this delay. Time, and a certain progress in the general life of the country, may have been needed to make room for the development under its most promising form. An earlier, more active cultivation, might have proved possibly more artificial, and therefore less vigorous and free, as being the result of foreign outward influences, rather than the true product of our proper provincial life itself. This would have been a lasting and irremedial calamity. It was far better, we may believe, that the peculiar constituents of our life, the elements from which was to be formed in the end the common character of the State, should *not* be forced into premature activity, but be left rather to work like the hidden powers of nature for a time, without noise or show, in the way of silent necessary preparation for their ultimate destiny and use. In such view, they are like the mineral wealth that lies buried so largely beneath our soil, whose value is created to no small extent by wants and opportunities which time only could bring to pass. All that is wanted now to make them a source of intellectual and moral greatness is, that they should be subjected to educational processes answerable to their own nature, a

into such form of general culture as this may be found to require. And may we not say, that the hour of Providence has at length struck for the accomplishment of this great work? With the mighty strides the State of Pennsylvania is now making in outward wealth and prosperity, is it too much to cherish the pleasing belief that she is fully prepared also for a corresponding development of the rich energies that have thus far slumbered to a great extent in her moral and spiritual life; and that intellectually as well as materially, from this time onward, her course is destined to be like that of the rising sun, which shineth more and more unto the perfect day?

What has now been said of the general intellectual character and condition of the State, may be referred with special application to the *German* element, which has entered so largely from the first into the composition of its life.

For years, as is well known, this element has weighed like a heavy incubus among us on the cause of education, both in its lower and higher forms. The fact has often been noticed and quoted, as a reproach upon the German mind itself. Rightly considered, however, it carries with it no fair room for any such reproach. So far as Pennsylvania may seem to have suffered, in this way, from the prevailing German character of her population, the evil has resulted, properly speaking, not from the constitution at all of the German mind, as such, but from the circumstances only of peculiar disadvantage in which this mind has stood here from the beginning. It was doomed in the nature of the case, we may say, to remain rude and inactive for a long series of years, with little or no participation in the onward movement of thought around it. A very large proportion of the original emigration from Germany to this State, consisted of persons who were comparatively poor, and who found it necessary, therefore, to devote their attention, almost exclusively, to occupations and cares immediately connected with their own personal subsistence. Their language, at the same time, formed a barrier to their free communication with the English community, in the midst of which they dwelt. At the present time, no such barrier can long stand. The relations of business, politics, and trade, soon sweep it out of the way. But in the earlier period, to which the case before us belongs, it was of far more serious

account. It gave rise to separate German settlements, which produced a permanent isolation of interest and life, by transmitting the German tongue from one generation to another, and thus shutting out those who used it from the reigning social system of the country. No situation could well be more unfavorable for intellectual activity and improvement. There was no room in truth for action and progress in any such form; and so the energies of this part of our population became devoted almost entirely to agricultural pursuits, and to the service of purely material interests, with little or no regard to the social culture of their English neighbors. The result was, with their habits of industry and economy, that they soon rose above their first condition of want, and gained property more and more; till at length, as is well known, a large proportion of the wealth of the State is found in the hands of their descendants. But this outward favorable change brought with it no corresponding moral enlargement; had no power of course, in the circumstances, to do any thing of this sort. It served to produce rather an undue attachment to money for its own sake; and along with this, as a necessary consequence, a low appreciation of all that pertains to the proper care and culture of the mind. Thus the German mind of Pennsylvania has become, with many, in a way most false and treasonable, certainly, to the true original German mind, itself, the proverbial type of narrow-minded ignorance and close-fisted avarice combined. No part of the community has needed education more; and yet, from no quarter, unfortunately, has the cause of education, in time past, been so much discouraged and withstood.

The evil, too, has had a tendency to fatten itself upon its own bad fruit. The want of knowledge can never fail to make itself felt as a want also of power, and to carry along with it, for this reason, a more or less uncomfortable sense of weakness and inferiority. In this way, the relation of the German to the predominant education around him, has been too generally of a sort to create in his mind a prejudice against it, as involving in some way an unfavorable distinction at his expense. Then the bad purposes which such education has been found palpably to serve in many cases, have come in as a plausible show of reason to clothe their prejudice with still greater force.

An intimate association was unhappily established in his mind thus between learning and mischief, very much akin with the union of smartness and fraud that goes to make up the character of a pettifogging lawyer. Scholar and Yankee, grew to be terms of nearly the same sense. The prejudice has operated seriously against all education ; but especially, of course, against education in its higher forms. Whatever might be thought of common schools, prudently held within proper bounds, all seminaries of a more advanced character were to be frowned upon and discouraged as productive of evil rather than of good. Colleges in particular, have been brought in this way, extensively, into the very worst odor. In the eyes of the German farmer, they have appeared, very generally, to be nurseries of idleness, extravagance and pride, or schools of fair-faced knavery and over-reaching art and wit, something worse in truth than an unprofitable vanity, an actual burden upon society, rather than a source of blessing and strength.

It is not easy to express the disastrous bearing of this widespread indifference and prejudice, in various ways, on the cause of education thus far in Pennsylvania. The evil has not limited itself to the German portion of our citizenship as such. This has been too large and powerful to be a simply negative factor in the life of the State. It has lent a vast positive force to the formation of its character. We are emphatically a German State. The whole spirit and conduct of the State in regard to education, as well as in other directions, have been influenced and determined to no considerable extent by the German habit of thought. All our educational movements accordingly, have been heavy and slow. Especially have our colleges been left to contend with all sorts of discouragement and difficulty. A number of such institutions have been established ; but none of them can be said to rest on any proper foundation, or to be possessed of much real strength. The State has indeed made them, to some extent, the object of her patronizing care ; but it has been in such a way, for the most part, as to defeat, in a great measure, the purposes of her own liberality. Her patronage has been administered, with variable, unsettled, fitful policy ; or one might say, perhaps, capriciously, with no policy at all. The colleges have been left, generally, to take care of themselves.

In these circumstances, the number has become twice as great as the actual wants of the State require; while the resources of the whole of them thrown together, would not be sufficient to make one institution fairly equal to what is required by its honor. In the midst of such public neglect, itself the fruit and sign of the prevailing popular sentiment in regard to the interest concerned, but little was to be expected for the support of such seminaries of learning, in the way of private munificence. In the history of the colleges of Pennsylvania, we hear of no rich donations or legacies, to erect buildings, found libraries, or endow professorships, lasting and noble monuments of a truly large zeal for the cause of letters. The only thing which may look like an exception, perhaps, to the remark, is presented to us in the magnificent Orphan College of Stephen Girard; but this most wasteful charity is no monument, properly speaking, of any real liberal interest in favor of letters, just as little as it can lay claim to the character of any such interest in favor of religion; it is but the glaring expression rather of a narrow and illiberal mind, with regard to both. Thus it is, that our colleges have been left to build themselves up as best they could, without any such endowment as was needed to make them properly strong and independent over against the low and false views of education with which they have been surrounded. They have been doomed, in consequence, to a sickly existence, the unfavorable influence of which, has extended itself to the universal cause of knowledge in the State. For common schools will never flourish, where no suitable provision is made for education in its higher character; and it must be visionary, of course, to expect in such a case, that any general intelligence or cultivation, can be brought to have a place, by any means, in the community at large.

Altogether, it is evident enough, that the German element in our midst has had much to do with the somewhat proverbial sluggishness of our State, thus far, in the march of intellectual improvement; and much reproach has been cast, in certain quarters, upon the *Pennsylvania Dutch*, as they are vulgarly called, for this very reason, as being a sort of Bœotian drawback and drag on the whole life of the State, greatly to its dis-

paragement, especially as compared with its more smart and forward neighbors of the East and North. But what we have said of our moral composition, as a whole, is particularly true, we believe, of just that part of it which is subjected to this reproach. If the German mind of Pennsylvania has stood in the way of letters, heretofore, and caused her to lag behind other States, in the policy of education, we may see in it, at the same time, the fair promise and pledge of a more auspicious future, that shall serve hereafter, to redeem her character, on this score, from all past and present blame. So far as this large mass of mind is concerned, it is owing, certainly, to no constitutional inferiority, that it has not yielded more fruit in the way of knowledge and culture. The fact, as we have just seen, is sufficiently explained by other causes. Regarded as material, simply, no body of mind in the country is more susceptible of education, or more favorably disposed for the reception of it, in its most healthy and vigorous form. Who that knows anything of the literature and science of Germany itself, will bear to be told that there is no native affinity between the spirit of such a people and the cause of knowledge, or that it can require anything more than proper opportunity and encouragement, in any circumstances, to bring this affinity finally into view? It is a slander upon the German mind of Pennsylvania, to stigmatize it as constitutionally inactive and unproductive, or as naturally narrow and illiberal. We have no right to charge upon its nature, what at worst is to be considered only the fault of circumstances. The condition in which it has been placed, has been such, as to consign it for years, to general ignorance, and along with this to much moral and spiritual rudeness in other respects; and this has had the effect of seriously retarding the progress of the whole State in the cause of education. But it has not destroyed or impaired, in the mean time, the capabilities of the State for a generous and vigorous self-development in this form, at a later period. Nay, it is quite possible, that something may have been gained for the force of this development at last, by the very delay which has thus been put upon it in past years. An earlier awakening of the proper German life of Pennsylvania, might have been more untimely, and so less favorable to the drawing out of its powers in their

best form. It may be well, that these powers and possibilities have lain buried for the most part until the present time, when the opening, as it were, of a new era in the history of our country might seem to make room for their being unfolded with such effect as was not to be hoped for before. In this view, we have no reason to be ashamed of the German character of our State. There is a blessing in it, with all its faults; and the time has now come, we may trust, when the secret power of this blessing will begin to make itself extensively felt. The hindrances which have heretofore stood in the way of its moral and intellectual advancement, are happily fast disappearing. Our German population has begun to free itself everywhere from the thralldom of an isolated and, therefore, comparatively stagnant and dead social position, maintained heretofore through the use of a foreign tongue, and is entering more and more into free, active communication with the general life of the State. With the falling away of this middle wall of partition, old prejudices, and old occasions of prejudice, are rapidly losing their power. A new interest is beginning to make itself felt on all sides, in favor of education. Much of course, very much, still remains to be desired, in this respect, especially as regards education in its higher forms; but never before has there been the same room for encouragement, that there is now, in the way of what may be regarded as fair preparation at least, and promise here in the right direction. The field is white already to harvest. What is wanted, is, that the rich opportunity should be rightly understood, and vigorously, as well as wisely improved. Let us have faith and confidence in the German nature itself; let us believe, that in these circumstances it will not fail to show itself spiritually worthy of its own pedigree and race. The Low Dutch nature, extensively prevalent in New Jersey and New York, might have been considered, constitutionally, a much less promising element for the process of social cultivation; although we find it now actively associated in fact with all that belongs to the cause of education in those States. Only let the unnatural restraints fall away, which have heretofore done violence to the German heart and German soul of Pennsylvania—an emancipation which, as we have just seen, is now fast taking

place—and we may reasonably anticipate a still more cheering result. With all the deterioration it may seem to have suffered for the time, in the captivity of more than seventy years, through which it has been called to pass, the mind of Germany still lives in the posterity of her children transplanted to America during the last century ; to some extent modified, no doubt, by the new influences to which it has been so long exposed, but ready still to wake in the power of its now properly distinguished qualities and attributes, just as soon as fit occasion may be afforded for such purpose.

In this view then, we repeat it, there is no reason to be discouraged with the prospects of our State, as regards education and learning. Our population contains at least the elements of a greatness in this respect, which may be expected to bear favorable comparison, in due time, with that of any other section of the country. Our mountains are not more full of buried wealth, than the spirit of our people. Let us be true to ourselves, in constructing schools and colleges for the one interest, as well as rail-roads and canals for the other, and all will be right. Pennsylvania may yet become the soil of the most thriving and vigorous literature in the land.

It is not only, however, for the purpose of encouragement and hope, that we need to understand the genius of our State, and to have proper faith in its spiritual resources and capabilities ; such knowledge and confidence are of indispensable account also for the right ordering of what may be done or proposed in the way of education, for the due development of its moral life.

To insure a truly efficient system of culture, regard must be had to the nature and quality of the soil to which it is to be applied. Every intelligent farmer knows this to be true, in the common tillage of his fields. It is, however, not a whit less true in the moral world. The education of any people, politically, morally, religiously, or in the way of literature and science, is a problem in which account must always be made of the constitutional nature and temper of the people itself, and of its actual origin and history, as given conditions which can never be left out of sight, if the problem is to be solved in a really

satisfactory way. The training that suits England or Scotland well, may not be desirable for Italy, France, or Spain. And just in the same way, we say, different sections of these United States may call for different systems of education, as really as they require different systems of agriculture; and if this be so, nothing, of course, can be more important, in the business of social and intellectual culture throughout the nation, than that it should be made, as much as possible, conformable everywhere to the actual character of the particular population for which it is designed.

Pennsylvania, in particular, it is easy enough to see, requires for the full proper development of her hidden spiritual life, something more than the form of education which prevails in New England. The two regions embrace two different orders of mind; and this difference is not accidental simply, but constitutional; it enters in each case into the very life of the people. However excellent the reigning life of New England may be in itself considered, it is not the proper life for Pennsylvania; and it would be both unnatural and unwise to insist on making it so by educational force. No such violent process can ever produce a natural, harmonious, and truly vigorous evolution of the inward powers on which it is brought to act; and it is hardly necessary to say, that without this no intellectual or moral culture deserves to be regarded as worthy of the name. If our great State is ever to rise to her proper high position in the world of mind, she must have an order of education in some measure peculiar to herself, and answerable to her own order of life.

It is to be expected, indeed, that some common national character, will, in the course of time, impress itself on the mind of the country as a whole; and we should be sorry to encourage any such provincial or sectional distinctions, as might fairly serve to stand in the way of this final result. But there are two things here to be considered and kept in mind. Such national unity of character must not be confounded with the idea of monotonous sameness. That would be the uniformity of death; whereas, the very conception of life implies variety, diversity of powers and operations, the union of the manifold for

the representation of some common idea, and in the service of some common end. Then again, in a country like ours, no such unity of national life and spirit can ever be reached, by the mere outward triumph of any one single form of mind over all other forms of mind embraced in the general process; and much less is it to be imagined, of course, that it is the prerogative of any particular fashion and type of thought already at work among us, to set itself up in this way, as the last standard and whole measure of all that is to be included hereafter, in our American civilization. The time has gone by, when it might have been dreamed that the law of this civilization, under its last and most universal form was to be regarded as a fact already given in the social constitution of any part of the country, as it now stands. Even New England, with all its power of ubiquitous self-multiplication, must now be content to give up every pretension to any such legislative authority in this view, whatever reason there might have seemed to be for it twenty or even ten years ago. Deserving as it may be of all honor and respect, it is becoming more and more plain every year, that the mind of New England is destined to be, after all, a partial factor only, a single element merely, and nothing more, in the constitution of what is to be known hereafter as the proper nationality of this mighty republic. This nationality has not yet appeared; it is a problem which still remains to be solved by the course of history; and the universal movement of things, at the present time, shows that the solution is to come, not by man's forethought or plan, in any way, but by the action of forces which God only is able to control.

In such circumstances, the true idea of education for any particular portion of the country, should be felt to involve much more than a blind outward following, merely, of such modes and habits of intelligence as may have come to prevail in some other part. The case requires rather, that every section of the land, north and south, east and west, should fall back as much as possible upon the true ground of its own life, and aim at a culture which may as far as possible, correspond with this, and thus serve most effectually to bring out its proper capabilities in their best and most perfect form. In this way only can each

part of the nation do justice to itself, and contribute its due share at the same time to the formation at last of a true national life ; since this can be brought to pass only as the product of a general process, in which shall be comprehended all the constituent factors of this life, and not simply a part of them ; and in which full room and scope shall be allowed to these different forces, so that each shall be properly represented in the final result.

Never was there a time then, when it was more necessary and proper, than it is at present, that the State of Pennsylvania, in particular, should propose to herself, in the way of social, intellectual, and moral cultivation, the natural development of her own distinctive resources and powers, instead of consenting to follow simply in the wake of Massachusetts or Connecticut, New Jersey or New York. Let her learn now especially to understand and respect her own nature, her own constitutional genius. The time has been, when it was not easy to do this ; when it may have seemed hard for any such self-respect on the part of the Commonwealth to sustain itself, over against the more advanced culture, and more active intelligence, of some other parts of the country ; and it is perhaps fortunate, as before suggested, that the way was not then open, in the State, for any general movement in favor of education and knowledge, just because from the known pliancy of the German mind, and its readiness to yield itself passively to foreign influences, it is not unreasonable to suppose, that in such a case, as things then stood, the true and proper character of the State might have been sacrificed altogether to the power of a life different from its own. But this time has passed away. We live now in a different period, stand in the midst of new relations, and see ourselves surrounded on all sides with a new horizon. It is not longer difficult to set a proper value on the distinctive character of our State, or to see that it is capable of taking a form in the way of education, answerable to its own native and peculiar constitution, which may be of far more account to the country than any that could possibly be borrowed for its own use from abroad. In such circumstances, it becomes the duty of all to seek the elevation of the State in this way. Let her know her-

self; let her have faith in the capabilities of her own population; let education be made a truly home interest within her borders. In this way, and only in this way, may she be expected to rise, to come into the full waking possession, finally, of her own rich interior life, and to fulfil, successfully, the great mission that seems of right, to belong to her, politically and morally, in the coming history of the United States.

No system of education then, taken as a whole, can be regarded as complete for Pennsylvania, in which account is not made practically of the German mind and German character as such. Whatever else such a system may need to include that it may be answerable to the original and natural genius of the State, this point is indispensable; it must be in a certain sense German as well as English. An exclusively English training, an education representing only English modes of thought, can never be taken as fully sufficient to meet the wants of a community, which is to so great an extent of German origin and descent. We do not mean by this, of course, that the German tongue must be retained in common use, or that the German national usages and customs are to be carefully carried forward from one generation to another. The sooner the language as it is now commonly spoken among us may go out of date, the better. This is a corrupt and barbarous dialect, which stands in no proper organic connection at present either with the life of Germany, or with that of the United States; the whole influence of which for this reason is unfavorable to everything like free mental development. Nor could any important end be answered, by trying to substitute for this the German in a pure form. It is far more easy to substitute for it the English tongue, which is commonly spoken in the country, and which in the nature of the case must ever be on this account also of far greater value and use. Those are no true friends of our German population, whatever they may pretend to the contrary, who endeavor to foster in it a prejudice against the English language, and thus do as much as they well can to exclude it from the social and educational advantages which are fully accessible only through the use of this language. We have reason to congratulate ourselves, that the day for such

prejudice has now nearly come to an end, and that through the influence of our public improvements and common schools the bad German dialect of Pennsylvania is in a fair way finally of being forced to retire from the field. This revolution must involve also necessarily the passing away of many old customs, handed down by tradition from the fathers. To insist on holding such things fast, as mere dead relics of a by-gone time, would be pedantry only of the poorest sort. But this is a low view to take of nationality, by which it is regarded as at once coming to an end by any such change of language or merely outward and accidental life. When we speak of the German character of Pennsylvania, we mean something much deeper than this. We refer rather to the nature of the German mind as such, its distinguishing spirit, its constitutional organization, its historical substance and form. It is true indeed, that this has undergone a certain modification by the influences to which it has been subjected thus far in the new world; and it may be expected to undergo still greater change in time to come, when the old language shall have gone entirely out of popular use. But no alteration of this sort is sufficient to pull down the whole genius of a people and build it up again in new style. The German order of mind still survives in Pennsylvania, and will long continue to survive the wreck of German speech and German customs. It enters largely, as a lasting constituent, into the universal character of the State, and it is in this view especially, we say, that it is entitled to continual practical regard in our schemes of intellectual and moral improvement. Our Anglo-German character demands an Anglo-German education.

From what has already been said, it is plain that this requirement is one which cannot be met adequately by our common schools. If it were wanted simply to keep up the use of the German language, we might indeed call in their powerful machinery to our aid. But this is not wanted; and it is no business of our schools now, accordingly, to teach German. But beyond this, their province can have little to do directly with the interest now under consideration. What they teach, Arithmetic, Geography, Grammar, and other such particular studies,

so far as the main matter of them is concerned, have as little to do with one nationality as another. There may be a difference indeed in the spirit with which such things are taught, in the governing idea and ruling soul of the instruction itself. But this is something, which these common schools are not able of themselves to produce. Viewed as a matter of education, the spirit that should rule them must descend into them from a higher quarter, from the university or college. Here we see the true relation between the college and the school, between education in its higher and education in its lower character. Nothing can well be more foolish and absurd, than to think of exalting one of these interests at the cost of the other, or to imagine that there exists between them any sort of real contrariety and opposition. A true system of education for any people must embrace both ; and it must embrace both always in this relation, that the spirit of the college shall give tone and character to the spirit of the school, as it ought to make itself felt indeed in the spiritual life of the entire community. It is to our colleges then we must look mainly for the proper solution of the problem now before us, an educational culture that may be fairly answerable to the wants of Pennsylvania, as an Anglo-German State. If they are not brought to provide for the case, it will be in vain to expect that suitable provision can ever be made for it in any other way.

Is it asked now, how a college may do its part towards this object? We may answer, that case does not require of course a system of instruction carried forward in the German language. Some have been disposed indeed to insist on something of this sort, as being the only effectual way, in their view, of maintaining the interest in question. But no surer course could be taken, in fact, to overthrow the interest altogether. A German college established in any part of Pennsylvania on this plan, even if its professors might rival those of Halle or Berlin, would carry with it almost no weight or influence whatever. On the other hand, however, the case requires something more than a course of instruction in German, or a regular department even of German literature, hung as a sort of outward appendage simply, on the general scheme to which it is attached: An in-

stitution suited to the character of Pennsylvania, and carrying in it a proper relation to its educational wants, particularly at the present time, needs to be English altogether in its general course of studies, and yet of such reigning spirit that both the German language and German habit of thought shall feel themselves to be easily at home within its bosom. The presence of this element will be cherished with true congenial sympathy and respect. The power of a natural affinity with it will be felt and acknowledged on all sides. A living communication will be maintained with the literature and science, philosophy and religion, of Germany itself, serving to promote, at the same time, an intelligent regard for the German life at home, with a proper insight into its merits and defects, its capacities and wants. Such an institution will have faith in the resources of this home life, as such, will understand the true sense of it, the sterling qualities, that lie hid beneath its rude and rough exterior, and will address itself honestly and heartily to the task of developing and drawing out these qualities in their own proper form; in the full persuasion that no better material, no more worthy sphere of service, and no surer promise of success in the end, could be offered to it from any other quarter or under any different form. Making itself one in this way, and feeling itself one, with the natural spirit of the State, so far as it is German, an institution of this sort must carry with it at once a passport to the good opinion and confidence of our German citizenship; for it is wonderful how soon like makes itself intelligible to like, and the sense of a common nature and spirit serves to draw the most different orders of mind together, causing children even, for instance, to feel themselves familiarly at home with age and authority in one case, while they shrink from their presence in another. Such fellow feeling, in the case before us, must open the way immediately for the happiest results. The German mind of Pennsylvania, seeing and feeling the real significance of its own nature reflected upon it in this way from an institution of learning really and truly belonging to itself, cannot fail to be inspired with a new sense of independence and becoming self-respect. No object deserves to be considered more important than this, for the cause of education

in our State ; and if a college may be so constituted and ordered, as by its relationship with the German mind among us to become an interpreting key that shall serve to make this mind in any measure rightly intelligible to itself, it will by such good office alone have done more for the State than can well be expressed. With self-knowledge and proper self-reliance, may be expected to appear more and more movement and decided action also in favor of knowledge. A proper patronage will be called forth, in support of a system of education which is thus appreciated and understood. It will become more and more the fashion for German families to send their sons to college ; and the influence of the college will be made in this way again to reach forth more and more extensively upon the community. The case will be one of continual action and reaction ; and so long as the institution remains true to its original character, and tries to carry out faithfully, as it ought to do, its proper mission and task, as a college for Pennsylvania and not for some other State, working thus in harmony with the natural spirit of the State itself, and finding in it a congenial element, it will make itself felt upon this more and more as a source of general education, giving tone and character to its universal life. Such we conceive to be the general process by which it might be possible to realize the conception of a reigning education, properly adapted to the German character of Pennsylvania, and which every true friend of the State should be willing to approve and encourage for this purpose. We do not see how it is possible for the object to be accomplished in any other way.

This being so, those among us who love the German nationality, and who wish to have its just rights maintained in the process of amalgamation which is slowly but surely hammering out what is to be hereafter the finished character of the State, are the very last surely who should look with a cold or unfriendly eye on our higher institutions of learning. If these rights are ever to be successfully asserted and upheld, it must be by this agency rather than by any other. It is in vain to look to our common schools for any such service as this ; and it is worse than in vain to imagine, that any possible form of social exclusiveness will be of the least avail to ward off the evil which

is to be apprehended. The tide has already set in, which will soon sweep down all that may be opposed to it in any such purely outward and helpless style. The German language must soon pass out of popular use, and along with it will disappear with inevitable necessity much of the outward show and fashion of our good old Pennsylvania German life, as it now stands. The time is fast coming on, think of it as we may, when this good old life will exist only in story or in song, like that which Diedrich Knickerbocker has rendered so illustrious in his ever memorable history of New York. In this approaching revolution and wreck, if anything is to be saved it can be only the soul, the spirit, the inward genius and power, of what is thus in every other view doomed to destruction. But, as we have now seen, the spiritual conservatism which is needed for securing a victory of this sort over such a crisis, is a power that can be exercised effectually only by our colleges. To them it belongs of right, to determine and represent the course that shall be taken by the general intelligence of the State, and to give law and tone thus to its reigning education. How important, then, that such an agency should be clothed with a proper character in reference to the interest here in view, and that it should be properly supported in such form by those especially to whom this interest is dear. Let this be well considered by our German citizens generally; and they will soon see that they of all others ought to be concerned to have colleges, and to have them in a form and shape also to answer their wants. In no other way have they it so much in their power, to maintain the credit of the German name, to make their language honorable, and to perpetuate the force of their own life in the future history of the country. All depends indeed on the spirit with which such institutions may themselves be animated and ruled. But for this very reason, they ought not to be surrendered into wrong hands, and placed under false direction. Let our German population see to it, while they have power to do so, that an agency so potent for good be brought in some proper measure under their own patronage and control, and thus be wielded for the conservation of these interests and not for their destruction.

It is hardly necessary to remark, that what we have now

said looks in no way to the idea of any thing like an exclusively German spirit, in our system of college education. The life of Germany, as such, can never, and should never, become the life of any part of these United States; just as little as the life, in any like view, of England, Italy or France. All we mean, is, that the German mind among us should come in for its just share of regard, as a vast and mighty element in the composition of our State. Respect must be had also, of course, and in the nature of the case always will be had in more than full proportion, to what may be denominated the natively English side of our life. What the case demands, as we have already intimated, is an Anglo-German education—a form of intellectual and moral culture, in which the English and German nationalities shall be happily blended together in the power of a common spirit fairly representing the mixed character of the State. The two orders of life are eminently well fitted to flow in this way into one; and the combination, we believe, would give a result which in the end must prove itself to be better than either. Towards the accomplishment of this great object, the patriotic wishes of all good Pennsylvanians should be actively turned. Now especially, when the fullness of time might seem to be at hand for it in the course of God's providence, it ought to be the aim and scope of our whole educational policy.

The interest and importance of this celebration turn altogether, we may say, on the relation it bears to the cause, whose claims I have thus far been endeavoring to explain and enforce. The opening of Franklin and Marshall College in the city of Lancaster, is an event, which deserves to be publicly proclaimed in this way, and which is destined, we trust, to be held in long remembrance hereafter, not simply because a new institution of learning is thus introduced under favorable auspices to the attention of the world; but especially and mainly for this reason, that the institution in question is one, which, by all its connections and relations, stands pledged to sustain such a true Anglo-German character, as we have seen to be needed for Pennsylvania, and may be expected to do much towards solving, practically, the problem of a right education for the State in this form.

The new college is formed by the consolidation of two other chartered institutions, both of which were intended from the beginning, to serve the cause of learning among the German part, more particularly, of our population. The funds of Franklin College were created by the Legislature of the State, expressly for this purpose and could never have been devoted to any other object without a solemn breach of trust. Marshall College was established at Mercersburg in the year 1835, under the patronage of the German Reformed Church, for the same end; and it is not saying too much to affirm, that its energies have been faithfully and successfully devoted to this object from first to last. It has aimed to be an Anglo-German institution, and to adapt itself, in this respect, to the genius and wants of Pennsylvania, as well as of other parts of the country in which the English and German elements are similarly united; and in the prosecution of that end, has steadily refused to be a copy or echo simply of systems of thought elsewhere established, which might carry in them no reference whatever to any such order of life. Having this character, and pursuing this course, the college has in fact done much, during the comparatively short period of its history, to encourage and promote a proper zeal for education in the German community, as well as to show how much of promise for this cause is contained in our American German mind, just so soon as proper pains may be taken to turn it to account. No other college has done more, none perhaps, as much, to call out the qualities of this American German mind, in the case of its students, in a form answerable to its own historical nature; to inspire it with a confidence in itself; to wake within it the felt sense of a living connection with Germany; to make it, in one word, strong and honorable in its own eyes, and also in the eyes of others. Marshall College has a history in this view, possesses a name, forms an important fact, carries with it memories and associations, which must be regarded of lasting account for the cause of education in Pennsylvania. The whole worth and weight of this moral character and property, including the favor of its alumni, and other pupils, at this time widely scattered over the land, pass over now along with the college itself

to the new institution established in Lancaster. By the act of consolidation which we are met to celebrate on the present occasion, these two German interests, Franklin College and Marshall College, are here at length happily formed into one; the future history of which, thus carrying in its bosom the united force and purpose of both, will prove to be a stream, we may trust, worthy of such twofold source, that shall continue for ages to diffuse far and wide the blessings of education, in a form suitable to the genius, and worthy of the character of this great Anglo-German State.

In the second place, this new institution derives additional importance, in the general light now presented, from the consideration that it stands under the care of the German Reformed Church, and may expect to enjoy its perpetual patronage and support.* The denomination is bound to it, on both sides of the union from which it springs; in virtue of the interest it has had all along in Marshall College, and in virtue also of its interest in Franklin College; since by original title and recent purchase together, two-thirds of the whole property of this last, as is well known, belonged of right to the Reformed Church before the union took place. From its membership also, no doubt, has been drawn a large proportion of the subscription raised in this county, to indemnify in the way of new buildings here the large sacrifice that was to be made, in the nature of the case, on the buildings which have been left behind in Mercersburg. All around, the transaction is to be consid-

* It is hardly necessary to say, that this denominational character of the institution implies nothing exclusive or offensively sectarian. All who have given the subject any sort of serious consideration know very well, that no college can go forward vigorously in this country, which is not placed under the reigning control of some particular religious body, so as to be entitled in this way at the same time to its special patronage and care. The fact of such a relation in the case before us, made perfectly clear and sure from the start by the terms of the college charter, should be regarded as a consideration greatly in favor of the whole enterprise. Without this, there could be no proper guaranty that it would be consecrated to the service of religion at all, or that it would be animated by a prevailingly religious spirit; a gross defect, which must at once render it altogether undeserving of confidence: since all godless education, high or low, all education which is not subjected throughout to some positive system of religious faith, can never be a blessing, but only a curse. It is well, therefore, that this new college stands in decided connection with a particular branch of the Protestant Church. In the character of this branch of the Church itself, however, as well as in the general organization of the institution, the best security is given that no narrow spirit of sectarianism will be allowed to turn the enterprise from its proper object, but that it will continue to go forward always hereafter in the same liberal and catholic spirit with which it has been commenced.

ered thus far mainly, as a consolidation of separate German Reformed interests, which have thus been wisely thrown together now for the establishment of a college that shall be worthy of the Church at this point. But this is only a small part of what the institution may be said to possess, by its relation to the Church. Of far more account, is the friendship, and favor, and lasting patronage of the large and respectable German denomination which it is made in this way to represent. It will be the center of education for the whole body, at least on this side of the mountains; towards which, from every side, will be directed its eyes of expectation and hope, and on which must depend in fact all its future prosperity and success.

Finally, we have much to augur in favor of this new institution from its location. This may be said to be all that could be desired, especially for the full realization of what we have found to be desirable in the case of a college, designed to act properly on the German mind of Pennsylvania. In any view, the city of Lancaster offers a fine situation for such a seat of learning. Its immediate local advantages are too well known, to require any notice or mention. By its position, in the midst of the new facilities for travel and trade which are opening on all sides, it is easy of access from almost every quarter. Especially may it be regarded as in this view likely soon to become, if it be not in fact already, the very heart and center of the German Reformed Church, and of what may be termed the German region in general of the Middle States. A college of good character established here can never fail to be in full sight of this broad and ample territory, and to command more or less of its attention and respect. But it would be hard to name any place at the same time, which might seem to have less need or occasion to look abroad in this way for encouragement, in the case of any such enterprise. The city and county of Lancaster ought to be considered a host in themselves, most fully sufficient for carrying it forward alone, if that were at all necessary. The county, for size, and population, and wealth, might pass respectably for an independent State; and if the cause of education within it stood in any sort of proportion with its prosperity in other respects, it would be found to require no

doubt, as it would also abundantly sustain, a flourishing college simply for its own use. No such patronage indeed is to be asked of it, or expected from it now. The time for it has not yet come. But who will say, that it may not come hereafter, or that it may not begin to come soon? The field itself, at all events, is full of hope and promise. It derives additional importance also, as related to our present enterprise, from the fact that it is so thoroughly German. It is altogether right and fit, that Franklin and Marshall College, along with its other German affinities and connections, and proposing, as it does, to make common cause with the natural Anglo-German spirit of Pennsylvania in the business of education, should be planted in the bosom of Lancaster county, where the German element still prevails in full strength, and is able to make itself felt politically and morally over the whole State. Here precisely is the place for a seat of learning, which may be made under German auspices, and in the midst of German associations, to accomplish in part at least the service that is needed, to do justice to the mixed character of the State, and to bring out its peculiar capabilities in the best form. And may we not trust, that the fit and right time also has now come for such an institution to enter upon its work, and that the way is open for carrying it forward with success! A new impulse has begun to be felt in the life of the county, as well as in the spirit of the city, in other respects. May it not be hoped, that the benefit of this awakening will not be confined wholly to material interests; will not exhaust itself in rail-roads, and cotton mills, and other such machinery of business and wealth; but that some portion of it at least will find its way to the far more important interest of learning, and make itself felt auspiciously in favor of the great and noble enterprise, whose claims and hopes and prospects are before us at the present time?

Let the enterprise only prove true and faithful to what we have now seen to be the object which should be aimed at in a system of education for this State; let it be carried forward vigorously in the spirit of the idea, which would seem to be prescribed for it by all the conditions in the midst of which it

starts; and we see not how, with these favorable auspices and omens, this field of opportunity and promise, it should fail of being crowned in time with the largest and most triumphant success. Never was the way more fairly open before, certainly, for the creation of a literary institution, which might be brought to represent and express worthily the true character of the State, while it should serve also to make it respectable, by calling out effectually the resources which are comprehended in the German side of its life. In such view, the present occasion deserves indeed to be regarded one of no ordinary significance and interest. The whole State is concerned in the opening of this new college in Lancaster; and has a right to expect that such a movement, put forward in favor of so great an object at such a point, will not be allowed to come short of its proper purpose and end. It will not do so, if the citizens of this county, if the people only of this city, choose and resolve to have it otherwise. Let us hope and trust, that such determination will not fail to rally itself around the enterprise more and more, until there shall be no room for even a shadow of doubt in regard to its success. Let us accept as an omen and pledge of this, the public welcome with which the arms of the community are thrown open, to receive the institution into their midst on the present occasion. The whole State knows, we might almost say the whole world knows, that if Lancaster county and the city of Lancaster see proper, Franklin and Marshall College may soon be made the ornament and glory, not only of this city and county, but of the entire Commonwealth of Pennsylvania. And who will pretend, that the ambition and zeal of this old German community, now rolling as it does in wealth, would not be well and worthily laid out, if they were turned in fact towards the realization of so grand an object? One cannot be satisfied indeed, to think of such a community stopping short with anything less high and honorable, in an enterprise of this sort. A mere second or third-rate college, a college of no character or force, might answer for other places, or might have answered well enough perhaps for Lancaster itself in other times; but for the Lancaster that now is,

and still more for the Lancaster that is to be some ten or twenty years hence, no thought of this kind should be for one moment endured. Better no college here at all, with the greatest deliberation we say it, better no pretension whatever on the part of the place to be known as the seat of any such literary institution, than to have the German name disgraced, and the literary character of our German State turned into a perpetual proverb and by-word, by the mere sham or shadow of a college in no right keeping with the central and solid character of the place in other respects. Lancaster should either have no college at all, or else have one that may be in all respects worthy of the name. Let the powerful citizenship of the county, and especially its German citizenship, lay this well to heart. It is a case which calls for their care and zeal, and that may well be allowed to rouse into action their honest pride. It is a case that involves, to no small extent, the honor and credit of the German name. It is such an opportunity as may never be had, we believe certainly never will be had, under any other form for making this name respectable, and for securing to it its just rights in the educational history of Pennsylvania. Let the county see to it, that the opportunity be not neglected and in the end lost. And let it be the ambition of the city to do faithfully its part also in building up an interest, which may be made externally as well as morally to redound so much to its embellishment and praise. The most beautiful location in the immediate vicinity of the town has already been secured for the use of the institution, with ample room for all improvements that may be required for its service and accommodation. It would be unfortunate indeed, if so commanding a situation, exposed from all sides to the widest public view, and looking out continually upon the world of travel that passes by, should not be occupied in proper course of time with buildings and other arrangements worthy of such a position, and fit to appear as the standing advertisement of what is destined to become hereafter, we trust, so great a college. I beg leave, in conclusion, to commend *this* point in particular to the attention and care of the city. It concerns the taste and pride of

the city upon its own account. Lancaster should see to it, that Franklin and Marshall College be not permitted to perpetrate the *bathos*, of surmounting for all time to come the most magnificent site in her neighborhood with a mere twenty five-thousand dollar scheme of public improvement !

ADDRESS,

BY RIGHT REV. ALONZO POTTER, D. D.

MR. PRESIDENT, LADIES AND GENTLEMEN :

I have accepted an invitation to appear here this evening, with no purpose of delivering a formal Address. I recognise the claim which such an occasion has on every good citizen, and especially on every friend of Education; and I come simply to say, God speed Franklin and Marshall College. I hold no official relation to it, but these are times in which it becomes the duty of every one to regard himself as a Trustee, on the one hand, of the rising generation; on the other, of the interests of true and generous culture. The gentleman who preceded me has spoken of Pennsylvania as a sleeping giant. That she is a giant I can, as an impartial eye-witness, affirm boldly. That she sleeps, is a proposition which may come, with good grace, from a native Pennsylvanian—but hardly from me. My friend, born near her geographical center—a Scotchman by descent, a German by adoption, and whose feeling of State pride will not easily be questioned—ought to be well informed on such a question. I, at least, shall not presume to contradict him. I would rather aid him in the pious work in which he has engaged of rousing the giant from inglorious slumber; and should that giant turn with displeasure on those who disturb her, I shall find shelter behind a favorite son.

The occasion is auspicious. It has just been presented to you, as it stands associated with the interests of Pennsylvania, and especially with the welfare of one section of her population. The views which have been urged, seem to me most just—and I devoutly hope they will receive your earnest consideration. I cannot but flatter myself, however, that I discern, in the event you celebrate, a higher and wider significance than any that pertains to our own commonwealth merely, or to her German citizens. It seems to me to furnish an omen of national interest;

may I not add, of world-wide interest. As connected with higher education—with the administration of Colleges and Universities—it appears to furnish, at least, some hope that several movements, which I believe are imperiously needed, may, at no distant day, be secured.

In the first place, this is a consolidation of two independent collegiate institutions, and as such, I hail it as an event which might be repeated in our own State, and throughout the land, with the utmost advantage. Hitherto the tendency has been to multiply colleges, and to isolate them. There are now some hundred and fifty colleges in the United States. They all claim to stand on the same level, to teach the same branches, and to have the same right to public confidence and support. Resources which, if concentrated, would have been ample for the thorough endowment of a few institutions, have been so scattered, and so large a part of them have been so improvidently expended, that nearly all our colleges are crippled for want of libraries, apparatus, and a competent staff of accomplished Teachers. In their relations to each other, there is neither affiliation, subordination, nor—except casually—even co-operation. With a population greater than that of Britain, we are without one University proper. Our college system is now, in respect to organization, where our common or public school system was before the establishment of High Schools. The citizens of Lancaster know how that one measure infused new life and vigor into the whole school system of this town—how, by a proper distribution and gradation of work, the teaching has been improved in every department; and a portion of the pupils carried forward much farther than formerly. What has thus been done for common schools needs to be done for colleges. If they would not be distanced in the work of progress and improvement, they must no longer remain in a state of estrangement from each other. They must contemplate the necessity of hearty co-operation, if not of combination and consolidation. They *must prepare the way for the open University* which, like the Universities of London and France, may be merely an organic center for purposes of supervision; or it might be constituted by a Board of Professors delegated from different colleges, and giving, personally, higher courses of instruction at some convenient point.

I hail the union of Franklin and Marshall College, in the hope, that we are on the eve of a general movement among similar institutions towards more of centralization.

II. In another respect, this event seems to me to be auspicious. I observe among your Professors, one gentleman, at least, who was reared in a Foreign University, and who has held an honorable post as teacher in a College in Southern Europe.* I hear, too, that a distinguished German Professor, who, several years since, was invited to leave his fatherland for a chair in the Theological Faculty of Marshall College, has been invited to become your President.† Though I have not the honor of his acquaintance, and can presume to have no opinion of his qualifications for such a post, yet there is one reason why I earnestly hope he may accept this place. I desire to see the example followed which Marshall College has given. In almost every country of Europe, there are men of high endowments, of admirable erudition, capable of giving instruction to the most advanced students, who are yet languishing in obscurity and poverty. Such talent exists in Germany to so great an extent, that the intellectual and scholastic market is actually glutted. Here it is far otherwise. Pursuits of a more exciting and engrossing nature absorb, with us, the energy and enthusiasm which are given among the laborious earnest-minded Germans to literary toil. We import their laboring population by thousands—we import their accomplished artizans and agriculturists—we import from all the countries of continental Europe, teachers in the rudiments of their respective languages. Why should we not have a portion of their illustrious scholars and *savans* also. Where can they find a larger field, or the promise of better pecuniary remuneration?

This policy is recommended by various considerations—and there are special reasons why it should originate in Pennsylvania. This State has one characteristic, till recently, almost peculiar to it, but which is fast growing to be the characteristic of our nation. It is the somewhat heterogeneous nationalities that are represented in its population. Not only Old and New

* Professor Kæppen, a graduate of the University of Copenhagen, and for several years Professor in the University of Greece.

† Professor Schaff.

England, but Germany, Scotland, Wales and Sweden, have long had within this Commonwealth colonies of their people. This will soon be the case with every part of the United States. Ingredients, which have hitherto been regarded as incongruous and discordant, are seething in our great national cauldron, and we confidently expect to see them fused and blended into one harmonious whole—penetrated by the one American spirit. This result will be sure and speedy, in proportion as the culture which we apply to the rising generation is large-minded and liberal!—having respect to national peculiarities and combining, in a wise eclectic spirit, the methods of different fatherlands. Where can such a policy originate so properly or so readily as in Pennsylvania?

There is another reason why it appears to me desirable that our higher instruction in this country should have an infusion from Germany. That country has given to the world an open Bible, the common school and the printing press. Wherever these its gifts are fully enjoyed—there a reading and thinking people must be formed. Combined, as they are in this country, with a free political system and with prodigious industrial activity, they make a nation of readers, a nation of workers and to some extent a nation of thinkers. Our intellectual activity is widespread and intense, and it associates itself most intimately with active practical life. But the predominance of that life with us is not friendly at present to deep erudition or to profound and comprehensive thinking. We have literature, but we want ripe thorough scholarship. We have philosophies, but they are crude, presumptuous and narrow. Errors and extravagancies—whether pertaining to speculation or to practical questions—swarm over the land, and in the absence of vigorous habits of investigation and of a copious learning they perpetuate themselves to the equal injury and disgrace of our national character. To her other gifts, then, let Germany add one more. Let her scholars teach us the patience, the thoroughness, the unquenchable zeal and lofty enthusiasm with which subjects should be considered; and the manly frankness and boldness with which results should be announced. Let her assist in putting into our hands the true Ithuriel spear, one touch of

which will suffice to unmask pretentious sophisms, and one-sided schemes, and ambitious unscrupulous sciolism.

Would the German scholastic mind be injured by such an association with ours? No wise German will think so. I am not prepared to adopt the saying of a distinguished scholar (I think) of the fatherland, that while the English ruled over the sea, the French over the land, the sway of Germany was over the air. I honor the passion for the ideal, and the stern enthusiasm with which the most abstruse philosophical questions are discussed among that noble people. But no candid observer will deny, that while the Anglo-American is too much given to empiricism, the German is rather too much addicted to speculative dogmatism—too impatient of qualifying theories by practice—too disdainful of the wisdom which comes only from a combination of high thought with active efficiency. Could the speculative tastes and liberal enthusiasm of the one be combined with the robust sagacity and indomitable enterprise of the other, we might inaugurate a form of culture, nobler and more beneficent than the world has yet seen. May we not hope to that promote that such a blending and interpenetration of these national characteristics will be one of the cherished objects of Franklin and Marshall College?

III. I cannot but anticipate another benefit from this movement. The teaching in this college, I trust, will always be the result of earnest thinking, of profound research. It is time we had done with the notion that superficial men make the best teachers. It is a notion which has been quite too prevalent in this country; the effect of it has been not only to emasculate our teaching, but to paralyze the studies of our professors and instructors. It has taken from them that stimulus to daily effort, to continued freshness of thought and ardor of inquiry, which ought to have been supplied by their profession. The universities of Germany contain a great practical refutation of this pestilent heresy. Their most popular teachers have been their ablest thinkers and profoundest scholars. They—and the remark applies in some measure to the professors of Scottish universities—have shown that a talent for elementary exposition is perfectly compatible with habits of the most devoted

and intricate research—that, in truth, each promotes and is promoted by the other.

And the same lesson has been taught in the public schools of this city. There are those present who remember well a modest, unobtrusive teacher, in one of those schools, who was always assiduous and successful, especially in the department of mathematics. He left here a few years since to become a teacher of the same branch in the Academy at Pottsville; and scarcely had he departed, before the scientific men of both hemispheres were startled by the tidings that from that remote and obscure institution had emanated a discovery which was to rank forever by the side of those which have made the names of Kepler and Newton so illustrious. While a resident of Lancaster, Mr. KIRKWOOD was slowly but surely elaborating that law or principle which bears his name. Let his example teach us then, that clear and interesting teaching in the class-room, is not inconsistent with profound thinking in the closet. Let it imprint upon the soul of every professor a sense of the debt which he owes, as an original inquirer, to the department of science or letters which he has in charge. Let it inspire all—teachers and pupils—with the generous ambition to make colleges, here and now, what they were in the days of Abelard in Europe—places all alive with mental activity, places consecrated to the most earnest and independent inquiry.

IV. There is one more feature which will, I trust, always characterize the influence sent forth from Franklin and Marshall College. An institution bearing such a name would be recreant to all the promises its name implies, if it did not encourage public spirit and a large-hearted sympathy with humanity in all its forms and interests. Franklin began every day by asking himself, "What good can I do to my fellow man to-day?" he closed it by asking, "What good that I might have done to my fellow men to-day, have I left undone?" He who lived by such a rule could not be less than the benefactor of all men. He came to Philadelphia a poor apprentice boy. He lived to found its great Library, its Philosophical Society, its University, with many provisions for its material prosperity. He lived to be the almost idolized citizen of his adopted town.

and State, and the profoundly honored and trusted sage of the whole land. Yet never, when wearing his highest honors, did he forget the humble origin from which he sprang; never did his heart fail to beat with kindness and consideration towards all who needed his succor or his counsel. And John Marshall, too, how kindly and genial was his spirit? How free from arrogance? Be this the spirit that shall ever reign here. Not our Pennsylvania Germans alone, many others have dreaded colleges as nurseries of a silly aristocratic pride—as places where young men, coming from plain but respectable and worthy homes, would learn to despise them; as schools where they would be taught to put scorn upon the institutions of their country or the demands of their age. The gentleman who preceded me has adverted to these impressions. Erroneous as they are, they have continued to live because the follies of young men, and the mistakes of their teachers, have sometimes given countenance to them. Colleges in our land, like Universities in England, have sometimes been slow to feel the progress of society. They have fallen back upon their privileges; they have cultivated too little sympathy with the public mind which it is their office to guide and instruct. They have asked the people to sustain and cherish them; but they have sometimes forgotten that “love is the loan for love.” They would have the masses feel great interest in the colleges, but they do not always think it necessary that the colleges should care much for the masses.

Here, we trust, is an institution where such a spirit will be unknown. If there are men who, more than all others, should have pulses throbbing with a large humanity, with a generous patriotism; it is they who are in contact with the fountains of thought, and whose business it is to trace the history of our race in its literature, and in all its struggles for a fairer and happier lot. Let teachers and pupils emulate each other in love for their kind, and in quick sympathy for every effort which would promote the greatest happiness of the greatest number. Let them honor that which is most worthy of honor; and when they go out to mingle with the sons of toil, let them put no slights upon it. Let them own its intrinsic dignity; let them strive

that it may be associated with a higher culture; let them so bear themselves that it shall be seen that a college is the true home for large minds and large hearts—for spirits that are enlightened and refined enough for the highest, and kindly and courteous enough for the lowliest in the land.

V. I cannot conclude without expressing my devout hope that this college may be administered in the spirit of *faith*. “If thou can’st believe, all things are possible to him that believeth.” Aim, friends, at *great things*. Doubt not, that if true to yourselves, God will empower you to do great things for yourselves and for mankind. Lancaster has her model farms and her model mills: why should she not have her model college? not one where there shall be many students badly taught and badly governed; but where there shall be at least a few so taught and so guided that they shall be *model students here* and *model men abroad*. Young men, who form the first classes in Franklin and Marshall College, be models of diligence—be models of self-respect—be models of scholar-like enthusiasm. You shall thus kindle a spirit here which will burn on steadily from class to class, and which will make you benefactors to this college, and to your successors, beyond the bounds of your utmost ambition. Gentlemen of the Faculty! let *nil desperandum* be your motto. Never despair of your pupils, of your Trustees, of yourselves. Let no obstacles dishearten, no failures weary. Be enthusiastic students, that you may be attractive and powerful teachers. Be vigilant, but loving and long-suffering disciplinarians, that you may knit these young hearts to you as with hooks of steel. And, gentlemen of the Board of Trustees, doubt not that, with a liberal steady policy, with unyielding enthusiasm, you shall find your fondest hopes and wishes realized. Cherish this seat of letters, this home of liberal arts; endow it largely with all means of instruction. Let its libraries, its museum, its halls of apparatus, teem with appliances for the best teaching illustration. As individuals, imitate the noble benefactions which men of successful enterprise in New England think it a privilege to bestow upon their seminaries of learning; and do not permit yourselves to close your eyes on life, without having left behind you here some honorable memorial of your zeal in behalf of Religion and of Learning.