Reprint of

Commencement Address

State University of Kentucky

By President James Kennedy Patterson

Delivered June 4th, 1908
Lexington, Kentucky

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I think it not inappropriate, before the conclusion of these exercises, upon this auspicious occasion, to say something in reference to the State College of the past. This will form the necessary prelude to a brief reference to the present and may form the basis of a reasonable forecast for the future.

During the presidency of James Buchanan, a bill was introduced into the Congress of the United States by Justin S. Morrill, then a member of the House of Representatives, the object of which was to appropriate a part of the rapidly diminishing domain then known as the public lands to endow and to build up a system of schools throughout the Union, which should devote themselves to the education of the industrial classes, especially in agriculture and the mechanic arts. In 1857 Agriculture in America may be said to have been in its infancy, and the great manufacturing establishments which have become sources of untold wealth to the people of the United States were also in their infancy. The plea could then very well be made that they required the fostering care of the Government to protect them from injurious competition with the products of foreign countries. The object of Mr. Morrill was to build up an intelligent and industrious citizenry, who should utilize to the utmost the inexhaustible resources of the great agricultural communities of the United States of America, and to lay an in-

telligent basis upon which to establish and maintain productive industries through educated and intelligent artizans. This measure, although passed by both Houses of Congress, was vetoed by President Buchanan. During the second year of the Civil War, Mr. Morrill again re-introduced his bill, and although the country was then engaged in the most gigantic struggle that had ever taken place on this continent, Congress found time to legislate upon matters of far-reaching import, not only to that generation, but to the generations to follow. Mr. Morrill's measure carried with it an allotment of public lands, 30,000 acres for each representative in Congress to the several states of the Union, the proceeds of which should be applied to found and to endow colleges in each state, "wherein should be taught those branches of learning related to agriculture and the mechanic arts, without excluding the classics and other scientific studies, and including military tactics, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Provision was made that when the states then in revolt had been re-established as members of the sisterhood of states, they also should be made the beneficiaries of this munificent provision. Upon this foundation all the great institutions of the country founded since 1860, with the exception of Johns Hopkins, Leland Stanford, and the University of Chicago, have been established.

In almost all the states of the Union, these agricultural and mechanical colleges became the nuclei around which have grown up institutions of a scope and compass much wider and much more representative of educational necessities in their respective states than was originally intended by Mr. Morrill. The agricultural colleges of Michigan, Kansas, Pennsylvania, Massachusetts and Iowa have been content to remain agricultural and mechanical colleges pure and simple. Their states have voted large sums of money for their upbuilding and they have attained a degree of excellence comparable with the oldest established

and best managed agricultural colleges of the Old World. They have given to mechanic arts, however, an interpretation far beyond that originally contemplated in the organic law of Congress. While giving instruction such as would enable the mechanic to become an expert journeyman in carpentry and a skilled worker in metals, they have gone far beyond these simple conceptions. They have developed into technical schools of a high order, embracing engineering in all its phases and in all its relations, Mechanical, Electrical, Civil, Mining, Sanitary and Municipal. Many of them have equalled and not a few of them have surpassed the famous schools of technology of the East. With this interpretation of the principles of science as related to the mechanic arts and the principles of science as related to agriculture, they have been contented and have gone no farther. Other institutions, such as the Universities of Illinois, California, Missouri, Ohio, Wisconsin, Minnesota, and Cornell, have added to instruction in agriculture and the mechanic arts, classics, modern languages, elaborate courses in history, economics and sociology, English literature, biology, botany, physics, endowed and equipped upon a scale enabling them to do work of equal value with those of the older universities of the nation. They have expended thousands and millions of dollars upon the establishment of libraries and the creation of laboratories and the collection of museums whereby original research has been encouraged and prosecuted with a degree of success far surpassing the expectation of their promoters. A large number of these institutions have likewise added professional schools, law, medicine, dentistry and pharmacy, their object apparently being to embrace within the scope of their educational activity and resources all the knowledge of the time and to make provision for extending the boundaries of knowledge in every possible direction.

Kentucky made no effort to establish an agricultural and mechanical college until after the close of the war. The land scrip allotted to this state, amounting to 330,000 acres, would

if it had been judiciously located among the vacant lands of the west, have formed the basis of an endowment fund, large and ample for the necessities of the institution, especially during its earlier years. The Commonwealth, however, in the management of this delegated trust, committed two great mistakes. The land scrip representing this magnificent domain was turned over by the Legislature to the Sinking Fund Commissioners, who employed an agent to dispose of it for what it would bring upon the market. It was sold for fifty cents an acre and the proceeds of the sale invested in Kentucky State bonds, the interest of which, amounting to $9,900 per annum, was applied for the maintenance of the Agricultural and Mechanical College. This sacrifice of the fund given by the general government was the first mistake. The second mistake consisted in attaching the Agricultural and Mechanical College to a denominational school, making it a branch of Kentucky University, instead of placing it upon an independent footing. This was done by the Legislature of 1865. The Legislature, in forming the partnership with Kentucky University, reserved the right to withdraw the Agricultural and Mechanical College at any time that the public interests might demand. The relationship continued for thirteen years, namely, until 1878, when the General Assembly intervened and dissolved the connection, placing it in 1880 upon an independent footing and providing additional means through the imposition of a tax of one-half of one cent on each one hundred dollars of taxable property for its maintenance. The institution was when detached from Kentucky University, in the condition of a bankrupt, who through an ill-omened partnership of thirteen years had lost both time and money and when liquidation was ended, emerged from the partnership with nothing at all.

When the College began operations as an independent institution in 1880, its faculty was small, only six in number, its matriculates few and ill prepared for college work. Indeed, five out of every six were unfitted for college work and had to be pre-

pared in the Academy before entering the Freshman Class. $9,900 per annum, accruing from the congressional scrip fund, added to $17,500 per annum received from the proceeds of the tax, made a fairly good working income with which to begin. Indeed, the amount seemed so large that ere two years the denominational colleges of the Commonwealth took alarm and insisted that the Legislature of 1882 should repeal the tax and compel the College to limit its operations within an income of $9,900. After a fiercely fought contest, extending over three months, the movement to repeal was defeated. That was the first contest and the greatest contest in which the State College was during its history of twenty-eight years, involved. Its very existence, pending the legislative struggle, hung in the balance. Both its present and its future were by many of its friends despaired of. The belief prevailed that in the course of a few years it would have to close its doors and hand back to the general government the miserable pittance of an income which was all that the gross mismanagement of the Commonwealth got from an endowment of 515 square miles of public lands,

The City of Lexington had given the ground upon which the State University now stands. In addition to that, the city and county had given $50,000 for the erection of buildings. These buildings were in process of erection when the legislative contest opened. Misled by the architects employed, the amount of money at their disposal was found to be wholly inadequate to the completion of the college building and old dormitory. Their progress was arrested half-way, the college treasury was exhausted and the income from the State in imminent danger of being cut off. At this juncture the Board of Trustees were at their wits' end, they knew not which way to turn. An effort was made to obtain a loan from one or more of the banks of the city, to enable them to complete the buildings. They were met by the objection that the College had nothing to offer as security, either as realty or collateral. At this juncture, I intervened.

By economy I had succeeded in putting aside a small margin every year to the credit of profit and loss, and these assets, not very large, but representing about all I had, I placed at the disposal of the College. I went to the Northern Bank, put up my own securities, borrowed the necessary amount of money for the completion of the buildings and placed it in the hands of the Executive Committee. This tided over the difficulty so far as buildings were concerned, and to the surprise of the friends of the College and the discomfiture of its assailants, the House of Representatives laid the motion to repeal upon the table. The College was saved and its future apparently assured.

Pending the motion to repeal the tax, the opposition believed that they had discovered that the tax was unconstitutional, "that no money could be raised by taxation or otherwise for purposes of education other than in the common schools." This constitutional provision appeared upon its face to be absolutely prohibitive. An elaborate argument was made by Judge Lindsay, the attorney of the associated colleges, before the joint committee of the House and Senate. At the conclusion of his argument, the case of the College appeared absolutely hopeless. The Executive Committee had made overtures to some of the most distinguished lawyers in the Commonwealth, among others, John G. Carlisle, to defend the constitutionality of the Act. He declined to undertake the defense, because he believed that it would be impossible to sustain the constitutionality of the tax, either before an inferior court, or the Court of Appeals. Though not a lawyer, I ventured to make an argument before the Committee, at the conclusion of which the opinion of the large majority of those present was that Judge Lindsay had failed to make good his plea.

After the Legislature adjourned, the question of the constitutionality of the tax was raised in Louisville, Mrs. W. W. Hill refusing payment. The case came into the Chancellor's Court; the six protesting colleges were represented by Judge Lindsay, Alexander P. Humphrey, Bennett H. Young and James Trabue.

I was allowed by the Court to file as a brief the argument in reply to Judge Lindsay which I had made before the legislative committee and when the case came to the Court of Appeals, a like courtesy was extended. The composition of the Court was manifestly hostile to the College, but through the good offices of Judge Pryor, the case was held up until 1890, when its constitutionality was affirmed, Judge Holt delivering the opinion. He did me the honor to say that he decided the constitutionality of the Act upon the lines which I had laid down and upon the argument which I had presented in my brief.

Between 1882 and 1890, the College grew, not rapidly, but steadily, a better class of matriculates entering year by year, a smaller proportion in the Academy and a larger proportion in the college proper, but we were not left undisturbed. Efforts were made during every meeting of the Legislature in the intervening period to procure the repeal of the Act. The judgment of the court affirming its constitutionality in 1890, discouraged these efforts. Thereafter the biennial motion to repeal was introduced for several successive Legislatures, but the opposition grew less and less, until in 1898 it practically ceased. Meanwhile the income from the half-cent tax had been growing from year to year.

In 1887 the Congress of the United States passed an Act establishing Experiment Stations and appropriating $15,000. annually therefor. The State College of Kentucky shared in this beneficence of the general government. The Experiment Station was put upon a substantial footing, the income from the Station in connection with the income from the fertilizer law, provided the necessary funds for its effective operation. These two sources of income have been enlarged in subsequent years by the passage of the pure food act, the management of which is vested in the Station, and by the passage of the Adams Act by Congress, giving an additional annual increment of $15,000 per annum.

In 1890 a measure was introduced by Hon. Justin S. Morrill of Vermont for the further endowment of Agricultural and Mechanical Colleges. $25,000 per annum was given to each state which had availed itself of the benefits of the Act of 1862, but the full amount of $25,000 did not come to the State College. By the terms of the Act two alternatives were presented, either to admit colored students upon a footing of equality with the white, or to divide the appropriation of 1890 with them upon the basis of population. The College, of course, chose the latter, and 14½ per cent of this fund was and is applied to the maintenance of the colored school at Frankfort. In 1906 a further annual appropriation of $25,000 was made by the general government to each state upon identical conditions with those of the Act of 1890. In 1900 the Legislature appropriated $60,000 for the erection and equipment of a gymnasium and for the construction of a home for young women. Two years later $30,000 was added for the young women's home, and out of this fund, namely, $60,000, a very handsome and commodious building has been erected and equipped for boarding and lodging the young women matriculates of the College. In 1904 an additional $15,000 was appropriated annually by the State Legislature for income, and in 1908 $20,000 more, making in the aggregate from all sources, tuition fees included, a total income of about $125,000.

The city and county gave the grounds and the money in 1880 for the erection of buildings. Since then additional buildings have been added, until now, instead of two, there are fourteen buildings upon the college campus, with the prospect of two more during the present biennial period. The equipment for Mechanical and Electrical Engineering is the best south of the Ohio River. The Departments of Chemistry, Physics, Botany, Biology, Geology, Anatomy and Physiology, Languages, Ancient and Modern, Metaphysics, Ethics and Physical Culture, are second to none in the South. The faculty of instruction numbers nearly fifty persons. The heads of departments rank

among the ablest in the country, while the majority of the assistants are developing a talent for instruction which places them in the line of promotion. In the meantime, 250 acres of land have been bought for experimental purposes, representing an actual outlay of about $100,000, and an actual present valuation of about $130,000. The College Campus, with buildings and equipments, represents about $850,000.

All this, you will observe, has been created and developed within the last thirty years in the face of the fiercest and most determined opposition. Indeed, I make bold to say that no land grant college in America and no institution East or West, North or South ever encountered so many obstacles and survived. Through all its vicissitudes, its friends never faltered, and while at the close of each session of the General Assembly, they hoped that they had encountered and overcome the last assault, they had learned by experience, while secure of the past, to distrust the future and prepare for whatever the next succeeding Legislature might have in store for them.

A wholesome impetus was given to the College by the passage of the Ferguson Bill in 1893, making provision for the payment of traveling expenses and free tuition to county appointees. This wise legislation disarmed the opposition of the outlying counties and secured for the College a continuous supply of most excellent material. Some years thereafter, the affiliation of the best high schools of the Commonwealth with the State College brought annually a large number of well prepared students, honor graduates of their respective schools, and representative of the best culture and traditions of their respective cities and counties. Increasing income, as indicated above, enabled the College to strengthen its existing departments and accomplish larger and better results than had been possible before 1890. Moreover, the success attained by the alumni and the facility with which they obtained good positions with remunerative

compensation added largely to the prestige of the College and increased its matriculation list from year to year.

Thus, when the transition from the style and title of State College to State University took place, the University had a solid foundation upon which to rest and an honorable background behind it. The antecedent period had been stormy, the clouds from above frequently lowered, casting a shadow and a gloom over its present possibilities and its future prospects, but these from time to time lifted and through the rifts the sun shone ever and anon, indicating that even the darkest day may have gleams of light to cheer those who had been sitting in the shadows.

And now a word or two with reference to the future. I find that by looking over a report which I made to the Trustees in 1889, after making a tour of some of the Universities and Colleges in the North and West, that their endowments and income and prospects at that time, though bright as compared with ours, were not by any means so bright as are ours today. The income of the Ohio State University at that time, exclusive of the expenditure for the maintenance of the Experiment Station, amounted to $68,000. It is now $450,000. The income of the Agricultural College of Michigan was $63,000. It is now $288,000. The income of the University of Wisconsin was then $190,000. It is now $1,100,000. The income of the Agricultural and Mechanical College of Kansas in 1889 was $45,424. It is now $203,000. The income of the Missouri University was then $70,000. It is now $556,000. The income of the State College of Kentucky was then about $30,000. For the next fiscal year it will be $125,000. While we have not kept pace in growth of income with these other institutions, we have still, considering the undeveloped interest in education which obtained then and which to some extent obtains still, made very commendable progress. From this comparison, I think that we may anticipate with some degree of confidence a future for the State University of Kentucky commensurate with the successes of the past and with a

well grounded belief that in the no distant future we will far surpass them.

One word, before we pass to the distinctive feature of University work. After the establishment of the Normal Department in 1880, as one of the integral departments of the State College, wherein provision was made for education of teachers, I brought the question of admitting women to the State College before the Board of Trustees. Judge W. B. Kinkead, to whom I had previously communicated my views, gave me his cordial support. I represented that inasmuch as a large number of the teachers of the Commonwealth were women, that they could not, upon any fair interpretation of the statute, be excluded. On the contrary, that they must be included within the scope of the instruction given by the College. The Board of Trustees somewhat reluctantly acceded to my view and the doors of the Normal Department of the College were opened to women. Ere long it was found expedient no longer to confine them to the privileges of normal school work, but to open all the departments of the institution to them. Since that time they have formed a very appreciable percentage of the matriculation of each year, on the average, say, about twenty per cent. No distinctive courses for women have been provided, but all the courses of instruction leading to a degree and all the departments thereof have been made available to them upon identical conditions with males. A very considerable percentage of each graduating class consists of young women, whose education has embraced as wide a scope and has been of as thorough a character as that gotten by young men.

And now the State University stands before you strong, vigorous, symmetrical, disciplined by adversity, but victorious in every contest, "with charity for all and enmity to none", ready to set the pace for advanced education, for research, for discovery, it opens wide its doors and invites all to enter. In its history, setting out from small beginnings, the first twenty-five years of

its life a constant struggle for existence, the State University is a conspicuous example of survival of the fittest. Esto perpetua.

"Ours is no sapling, chance sown by the fountain,
Blooming at Beltane, in winter to fade,
When the whirlwind has swept every leaf from the mountain,
The more shall Clan Alpine exult in his shade.
Moored in the rifted rock,
Proof to the tempests shock,
The firmer he roots down,
The ruder it blows."

Now that the transition has been made from State College to State University, it is pertinent to inquire what the distinction between college and university may be. Stated in general terms, the function of the college is to teach; the function of the university is to discover. Collegiate instruction consists mainly in communicating to students the contents of knowledge already discovered and verified. The function of the university, on the other hand, is to extend the boundaries of human knowledge, to proceed from the known to the unknown, using the former as a basis for the discovery of new truths. Research then may be described as the characteristic and distinctive feature of university work. Investigation, experiment, discovery, verification, are the essential features of research. A new truth discovered may or may not profoundly modify our conceptions of the body of truth hitherto known and accepted. Induction from accepted conclusions leads either to new principles or to a modification of the old. That is to say, to co-ordination with accepted conclusions in collateral lines of research and discovery. These frequently lead to an adjustment of conclusions heretofore accepted in other systems of knowledge more or less intimately connected with each other. For example, the theory of the age of the earth and the duration of animal life, formerly believed

to be not more than 6,000 years, by discoveries in geology, palaeontology, embryology, biology, physics, chemistry, astronomy, and language, in fields closely related and in fields remotely related, all of which point in the same direction, is no longer tenable. The old system of chronology has been completely overthrown and while nothing definite has yet been discovered to replace it, it is quite certain that the period of terrestrial life cannot be embraced within less scope than millions of years.

It will be seen, therefore, that the honest investigator, the honest seeker after truth, must divest himself of all preconceived prejudices and as Prof. Huxley says, animated only by a fanaticism for truth, proceed with the work of research, altogether untrammeled by pre-existing views, following resolutely wherever the torch of science may guide him, even though it be through darkness and gloom.

The eighteenth and nineteenth centuries have been preeminently the period of discovery. The wonderful awakening of European thought which preceded and accompanied and followed what is commonly known as the Renaissance, has resulted in the discovery of a body of knowledge such as could not have been dreamed of or anticipated three centuries ago. Roger Bacon in the distant past dimly apprehended the cloud upon the horizon no bigger than a man's hand, and in a wonderful forecast which seemed almost prophetic, he indicated in general terms some of the most wonderful triumphs of modern scientific research. Copernicus followed, after a long interval, and demonstrated the true theory of the universe. Galileo still later and Leuwenhoeck, the one with a very rudimentary telescope, and the other with an equally rudimentary microscope, took the first steps in disclosing the infinitely large and the infinitely small. The earth was no longer the centre of the universe, but one of the smallest of the planets, revolving around a mighty solar centre, distant millions of miles. Animal life was no longer limited to visible forms, but millions upon millions of tiny ex-

istences found a local habitation within the compass of a drop of water.

The interpretation given to geological phenomena within the last hundred years has laid the foundations of the rational system of geology which now obtains. Physical causes by which the earth was gradually fitted to become the abode of animal life are now recognized to be identical with causes silently operating and with which we are quite familiar today. The more or less intelligent forecast of Democritus and Lucretius nearly two thousand years ago had no philosophic ground-work upon which to rest, but the ideas to which they gave expression found a prolific soil in the anticipations of Buffon, Wallace and Darwin, who established upon a firm basis the doctrine of evolution as now accepted and held by all the intelligent scientists of modern times. Those who remember the storm of dissent and invective which these alleged revolutionary views then encountered could scarcely anticipate the intelligent acquiescence with which they are now regarded. The Church of today feels no more endangered by the acceptance of the doctrine of the survival of the fittest than did the Churchmen who lived a century after Copernicus, Kepler and Newton feel that the foundations of their belief were shaken by abandoning the geocentric conception of the universe. The researches and discoveries in the domain of biology, chemistry, and physics have been specially prolific of good in these modern days. No one can measure the value of the impetus given to discovery in these realms of investigation by the far-sighted policy which induced Justin S. Morrill of Vermont fifty years ago to devote a part of the public lands of the United States to found and endow institutions of learning wherein those branches related to agriculture and the mechanic arts could be taught. These sciences were thus invested with a new dignity and a new significance. Hitherto pursued for their own sake, they now came to be pursued for the practical results certain

to follow their further application to the creation and development of wealth in agriculture and in manufactures.

The researches of John Dalton, early in the nineteenth century, led him to the conclusion that ultimate elements which he called atoms formed the foundation stones upon which the chemical and physical sciences are built. Davy, Farady, Tyndall and Kelvin stimulated further effort and discovery by their laborious investigations and brilliant generalizations.

The origin of life from a single cell and the growth of animal and physical structures from the multiplication of these cells introduced a new era in the conception of animal and vegetable structures and the application of science to the healing art. The discovery of anaesthetics by Warren and Simpson and of antiseptic surgery by Lord Liston have rendered possible the successful treatment of diseases which had been beyond the reach of human skill. And still later the discoveries of Koch and Pasteur enabled the modern practitioner to combat some of the dreadful scourges of humanity by the introduction of artificial cultures which render the patient immune to small-pox and hydrophobia, tuberculosis and scarlet fever. While these lines are being written, there is a well-grounded belief that tetanus and meningitis will soon be brought within the beneficent scope of these wonderful discoveries.

The most remarkable feature of the work of the chemist and the physicist is that however academic their results may at first sight appear, ere long they find a practical application in agriculture, in manufactures, in industrial enterprise, in physiology and hygiene and what is more important still, in the prolongation of human life, by enabling the medical profession to understand the etiology of disease and to apply a rational treatment for its removal.

Now it may be said that the function of the university is to afford facilities for discovery in these and kindred lines of scientific work. The discoverer works thoughtfully, patien tly

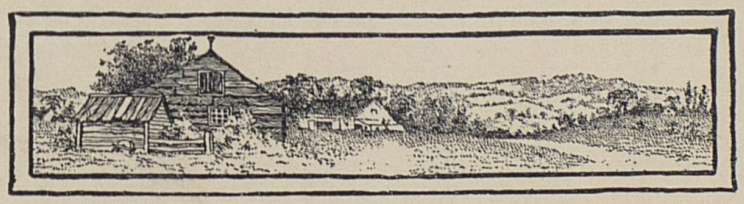
unremittingly, making use of, but holding in restraint while using it, his scientific imagination, actuated by the desire to discover truth and stimulated by the reputation which his discoveries may give him, he labors year in and year out for the enlargement of the domain and the boundaries of human knowledge and for the application of his discoveries to the well-being of his race. I believe that great as have been the discoveries of the fourteenth, fifteenth, sixteenth, seventeenth, eighteenth and nineteenth centuries, that the twentieth century, the century upon whose threshold we now stand, is destined to surpass and eclipse all the eras of scientific discovery which have gone before. I believe that before this century closes, human life will be lengthened, human comforts multiplied, the foundations of religious belief not overthrown, but established upon a firmer basis than ever heretofore, because resting upon the rock of scientific truth. Philosophical theories and religious dogmas will each be purged and purified, the dross and the tin will be removed and the pure gold remain. It will still be true that in the beginning God created the heavens and the earth; it will still be true that man is the ultimate goal of all sublunary creation; it will still be true that life and immortality have been brought to life in the Gospel of the Son of God; it will still be true that this life is only a prelude and an introduction to the immortal life beyond.

"Thou wilt not leave us in the dust,
Thou madest man, he knows not why,
He thinks he was not born to die,
And thou hast made us, thou art just."

In this onward march of human progress, what part will Kentucky play in the wonderful drama? Drama is action; drama is progress. Will Kentucky take up her role and play her part? And will the State University of Kentucky lead the Commonwealth in this onward movement to the realization of a glorious destiny? Laboratories will be provided, enthusiastic

men and women will apply themselves to unlock and to reveal and to disclose the secrets of nature. Every university in America will be a busy workshop, wherein the crucible and the telescope and the microscope and the spectroscope will be making new conquests every day. Will Kentucky in that ceaseless activity of correlated universities, play the part worthy of this Commonwealth and worthy of her traditions and her dignity?

The State University is the youngest of all the Universities of America, scarcely yet three months old, still in her swaddling clothes; but fifty years hence will see a mighty growth and a mighty development. Long before that period is reached, these grounds upon which we now stand will have been covered with buildings, each one a temple of science, each one with its own distinctive shrine, each one with its own group of worshippers. Instead of a thousand students, as enrolled last year, there may be ten thousand students grouped within these walls. Instead of a population of two and a half million from which to draw her student body, her army of workers, eager, energetic and indefatigable, there will be within the limits of this Commonwealth perhaps twenty-five millions of people. The agricultural resources, the mineral wealth, the manufacturing industries and the immense possibilities of Kentucky will invite population from east and west, from north and south. This will be the home of freedom, of industry, of enterprise, of men and women, stalwart in frame and beautiful in mind and in body. Will the Commonwealth of Kentucky and will the University of Kentucky rise to the height of this great conception and realize the destiny to which nature and God have called her?



COMMENCEMENT ADDRESS

TO THE

Graduating Class of Clemson Agricultural College

DELIVERED BY

JAS. K. PATTERSON, Ph. D., LL. D., F. R. S.
President Emeritus, Kentucky State University

Memorial Hall, June 13, 1911

THE R. L. BRYAN COMPANY
COLUMBIA, S. C.
1911

Commencement Address

DELIVERED BY

DR. JAS. K. PATTERSON, PH. D., LL. D., F. R. S.,
President Emeritus Kentucky State University,

TO THE

Graduating Class of Clemson Agricultural College,

June 13, 1911—Memorial Hall.

Mr. President, Gentlemen of the Faculty and Board of Trustees, Members of the Graduating Class:

I am gratified by the evidences of thrift and prosperity which I have seen since coming within the boundaries of South Carolina. I feel today that I am standing on hallowed ground. This college occupies the homestead of one of the mighty trio, who, during the first half of the last century, made this Commonwealth famous, whose public utterances thrilled and swayed millions of his fellowmen.

In the providence of God it is peculiarly appropriate that this domain, the Mecca of South Carolina, should be devoted to the education of the men who will control its destinies and build up the industrial and material developments of a State which, out of all proportion to its area or population, has impressed itself upon the thought and the life of the nation.

On the western shore of Loch Lomond, in Scotland, is the ancestral home of the Conquhouns, from whom the illustrious statesmen whose memory South Carolina delights to honor, sprang. For centuries there has been a baronetcy in the family. I have been over the estate, and a magnificent one it is. Within a few miles of it, the domain of the Colquhouns, my father and mother were born. You can then readily imagine the thrill of pleasure which it gives me to be present

today in intimate association with the memories of one of the greatest men of all times. Great in intellect, great in moral power, great in his devotion to the well-being of his people, and great in the conspicuous ability with which he fought on the Hustings, and in the halls of Congress the battles of his State and country, he remains to you an everlasting memory and an everlasting possession. The Sumters, the Pickenses and Marions and Rutledges; the Haynes, the Butlers, the Colquhouns and the Hamptons, and last of all, the distinguished statesman, whom I see here today, Senator Tillman, to whom, on behalf of Kentucky, I present my respectful homage,—may a kind Providence deal gently with him, restore his physical strength and spare him long to wear with honor and with dignity the mantle of his distinguished predecessors,—these present to the historian a succession of men worthy your everlasting admiration. South Carolina, after the terrible experiences of the war, has risen again like the Phœnix from its ashes in brighter plumage than ever. The sap swells high in her veins today and will swell higher still tomorrow.

I have been greatly impressed with the magnitude of Clemson, its splendid expanse, its ample domain, the number and variety and excellence of its buildings and its equipments,—the material appliances which make education effective. I have been impressed with the manifest ability and patriotism of its Board of Trustees, with the intelligence and economy which have characterized their expenditures, and their administration of the responsible trust committed to them—all testify to honesty, capacity, economy, and integrity of the highest character. No wonder that with such administration your institution is growing daily in the affections of your people. that its roots are striking deep into your Commonwealth, and that in the near future it will be second to none within the length and breadth of the land.

In the nature of things agriculture must, for ages to come, be the predominant occupation of your people. The statistics of the Department of Agriculture show that the era of improvement has begun. Under the impetus of the leadership of Clemson, its Board of Trustees, its faculty, and its educated sons, industrial progress in agriculture, engineering, and in

textile fabrics is going rapidly forward. Manifestly a new era has begun.

Agriculture is an ancient and an honorable occupation. Its foundations are almost coeval with the birth of the human race. Before the expulsion of mankind from the Garden of Eden, we are told that the Lord God took the man and put him in the Garden of Eden to dress it and to keep it. From that day to this, men have been largely dependent for subsistence upon the products of the soil. It is true that in the early history of the world, before its population had become dense, men were able to obtain a subsistence by appropriating the spontaneous productions which nature afforded. The use of the rude implements of offensive warfare made the labors and the pleasures of the chase subsidiary to their maintenance and well-being. Later on the pasture lands of the east afforded abundant subsistence for flocks and herds. Then agricultural operations, gradually introduced, became one of the few human industries that occupied at least partially the attention of mankind. As population multiplied and as the spoils of the chase diminished, the occupiers of the soil found it necessary to depend more largely upon the products of the field for the maintenance of themselves and of their flocks and herds. This led gradually to stationary instead of nomadic residence. It led, furthermore, to well-defined occupation of the soil and proprietary interests therein and what at first was comparatively an unimportant feature in subsistence gradually became the most important factor of all. For ages progress was necessarily slow. The range of human intelligence was comparatively narrow. Men thought and acted within circumscribed boundaries and the limitations imposed upon them by the force of circumstances it was found difficult to transcend. They lived in almost complete ignorance of the laws of nature, although its operations were manifest all around them. The sun shone, but they knew nothing of the source of his power. The rains of heaven fell and watered the lands, but they knew nothing of the meteorological conditions which determined the supply of water necessary for the irrigation of their fields. With the rude implements of husbandry then at their command, they were able to rear and reap harvests from a virgin soil, but of the origin of

soils they knew nothing. Of the constituent elements of plant life they knew nothing. Of the constituent elements of animal life they knew still less. They knew neither how seeds germinate, how crops feed, nor how crops grow, and then these products of the soil were fed to sheep and cattle and horses; they knew nothing of the processes of digestion, or the elements of nutrition by which they developed from birth to maturity.

Thousands of years passed before even the rudimentary truths which lie at the foundation of intelligent agriculture were apprehended and when apprehended, could be intelligently applied. And yet agriculture, though slow in its development, kept pace with advances along other lines. The traveler upon a swift steed could cover many miles in the course of a day, but movement in masses was necessarily slow. Ages passed before those who lived upon navigable rivers, or upon the shores of the ocean could make headway even in smooth waters, much less against wind and tide. The healing art was among the earliest developed applications of human knowledge, and yet little was known of the causes of disease and still less of their effective remedies. The sense of justice was implanted in the human soul and was coeval with the introduction of man upon the earth. Hence the elementary principles of law soon found expression in determining the relations of men, their rights and their duties. Under all these adverse conditions, with abundant experience, but a limited knowledge of the material laws by which they were surrounded, the generalizations of mankind were slow and conclusions were oftentimes reached which were necessarily modified from time to time as human knowledge widened and deepened. But as one by one these laws became known and as experience led to their tentative application, the foundations of a rational system of procedure were gradually laid and in the end a well-reasoned body of knowledge, drawn from experience and observation, became available for the development of human industry.

Notable among these was the discovery of the utility of steam as a motive power. After many years of laborious effort, successive inventors advanced step by step, until, in the latter part of the eighteenth century, the genius of James Watt made its utility and control an everlasting possession for the

benefit of mankind. Within fifty years after this discovery, it was no longer limited to stationary application, but became available for locomotion by land and by sea. The introduction of the railway has superseded all other means of transportation by land and the application of steam to trans-oceanic navigation has in like manner almost entirely supplanted, except for coasting purposes, travel and transportation by the sailing vessels of the olden times. Co-operative activity has played a very important part in this application of energy. A line of stage coaches was easily within the possession of a single person. A sailing vessel of five hundred tons burden was quite within the means of men of average individual wealth, but the construction of a railway, even for a short distance, was altogether beyond the power of even the wealthiest men of the times, and the construction and navigation of the iron built steamer of 25,000 and 30,000 tons capacity propelled by triple expansion engines was equally beyond the reach of the average possessor of wealth. But what could not be accomplished by individual enterprise was easily within the power of associated wealth and co-operative energy. The more energetic and the more far-sighted pioneers of industry easily gathered together in joint stock companies hundreds of millions for the building of railways and the construction of ocean steamers. It is not too much to say that the introduction of steam has revolutionized the industrial activity of the age.

During the ages to which the terms antiquity and medievalism are properly applied, educational institutions representing the knowledge of the time had sprung up in the centers of civilization and had become the exponents of the learning and intelligence of the age. These dealt largely with subjects relating to the cultivation and development of the human intellect, mainly along deductive lines. Metaphysics and moral philosophy were cultivated with as much energy and with as keen a zest by Aristotle and Plato and their followers in the ages preceding the Christian era as they are today. All the energy of the human intellect was concentrated upon these subjects, both for themselves and in their relation to law and theology. The modern sciences founded upon observation and experiment and which are generally known as inductive rather than deduc-

tive, were then practically nonexistent. Education, until the foundation for a knowledge of the inductive sciences was laid by Francis Bacon, in the early part of the seventeenth century, was consequently mainly confined to the deductive sciences and their application, but from the time of the great Chancellor onwards, some of the greatest intellects of the human race have been laying the foundations and building up laboriously the more recently organized departments of human knowledge, known as the natural sciences, physics, chemistry, comparative anatomy, biology, astronomy, geology. Within the last two centuries, and more notably, within the limits of the nineteenth, the individual and united energies of the greatest intellects of modern times have devoted themselves assiduously to a rational interpretation of the laws of nature in all these varied relations. The result has been that whole systems of knowledge have been built up and placed upon an enduring basis and that superstructures have been raised thereon which will endure through all the ages.

In this awakening of human activity, and in these fields of discovery, agriculture finds at last a rational and intelligent basis upon which to rest, and from which to conduct her varied operations. The progress of geology revealed the origin of soils. The discoveries of chemistry made manifest the constituent elements thereof. The processes of germination have been carefully studied and reduced to a science. How plants feed and how plants grow, the processes of development and nutrition, have been wrought out painfully and experimentally in the laboratory, and now find practical application in the fields of the agriculturist. The relations of insects to vegetation, beneficial and destructive, have been carefully studied and brought within the compass of practical application. The principles of stock-breeding and the development and growth of animals from embryonic conditions to maturity have been patiently investigated and the results made available for the stock feeder and stock breeder. The behavior of plants and of animals in disease as well as in health have been studied, formulated and are now within the reach of every intelligent farmer.

These conditions determine important changes in the educational institutions of the country. A little over forty years ago a new departure took place in education in America. Until then, classics, literature and philosophy had been the dominant features of college work. The natural sciences were still, comparatively speaking, in their infancy. Scientific men had for more than half a century been working along scientific lines. A priori deduction had given place to induction founded upon observation and experiment. The atomic theory of Dalton, the correlation of physical forces worked out laboriously and brilliantly by Helmholtz, Joule and Tyndall, the spectroscopic analysis of Kirschoff, the uniformitarian hypothesis of Sir Charles Lyell, and above all, the far-reaching generalizations of Wallace and Darwin, had made a new epoch in scientific discovery. It recalled the spirit of adventure which roused into feverish activity the boundless energy and endurance of Henry, the navigator, Vasco Da Gama, and Christopher Columbus, four centuries before. A new world of ideas seeemed to dawn upon mankind with the introduction of the telegraph, of railway construction, of steam navigation, and the application of science to the industrial arts. The age of the Utopia of Sir Thomas Moore and the new Atlantis of Bacon seemed to have dawned again upon mankind. The stimulus given to emigration brought hundreds of thousands annually to our shores and the impulse given to trans-continental migration through the development of the railway system east of the Mississippi transferred thousands upon thousands annually from the Atlantic and Middle States to the fertile lands stretched out in forest and prairie and ready to receive and to reward the hardy and industrious pioneer with comfort and plenty. The long pent-up energies of a young, vigorous self-reliant people broke beyond the geographical limits which had hitherto bounded their vision and their labors, and swept a living tide of humanity over hill and valley, over mountain and plain, from the Alleghenies to the Mississippi and Missouri, and from the Mississippi and Missouri to the Great American Desert, the Rocky Mountains and the shores of the Pacific. And thus the wave of settlement, adjusting itself to peaceful industry, laid the foundations of new States, planted new industries, brought vast stretches of

hitherto unproductive lands under cultivation, opened up the treasures of the mine, multiplied the lines of communication and poured the agricultural and mineral wealth of the great West into the commerce of the world.

The demand for a system of education adapted to the needs of the time, which should go beyond the requirements for classics, law, medicine, divinity and letters, an education which should utilize for the public good the known and discoverable laws and processes of nature, for the production and the multiplication of the comforts and necessities of life—this demand the Morrill Law, passed by Congress in 1862, was intended to satisfy, and upon this foundation more than fifty State colleges and universities were established, of which the Agricultural and Mechanical College of South Carolina is one. Mr. Morrill saw that in the rapid alienation of the public lands through settlement and gratuitous allotment to railway corporations, the public domain was being rapidly exhausted. He accordingly determined to dedicate a part of this rapidly diminishing public domain to the education of the American people along new lines and according to the necessities imposed by geographical and economic conditions peculiar to the western hemisphere. He provided that land scrip should be given to the several States in proportion to population, for the endowment of institutions of learning, wherein should be taught those branches of learning related to agriculture and mechanic arts, without excluding classics and other scientific studies, and including military tactics, for the education of the industrial classes in the several pursuits and professions of life. This was a radical departure from the old idea of education. It was a conception of college and university work such as had never yet been thought out by any thinker and whose realization had never yet been attempted. The existing body of human knowledge, whether of mind or of matter, was to be made available for appropriation by the learner, and the far greater domain of nature, unknown or partially known, invited the investigator, through observation and experiment, to new fields of discovery.

Many of the States, partly through mismanagement, realized comparatively little from the splendid benefaction of Congress. This is particularly true of the States south of the Ohio River.

Kentucky, for example, squandered her allotment. The scrip, representing 330,000 acres of land, an area equal to 1,500 square miles, was sold for fifty cents per acre. The proceeds, $165,000, invested in State bonds, is all that the State University has to show for its participation in the land grant of 1862.

But whether the States realized much or little, the land grant legislation of Congress, with the subsequent money grants of 1887, 1890, 1905 and 1907 by the Federal government, formed the basis of the splendid array of State colleges and State universities founded upon the original act. I do not know of any State which has not supplemented by liberal legislation the beneficence of the Federal government. The statistics of land grant colleges issued by the Department of the Interior for 1910 show the annual income from all sources of these institutions, a few of which I present herewith:

University of California	$2,720,000
University of Illinois	1,639,000
Cornell University	1,624,000
University of Wisconsin	1,697,000
University of Minnesota	1,415,000
Ohio State University	915,555
University of Missouri	684,000
University of Texas	539,000

These are the rich State universities of America. A large number, with much smaller incomes, follows:

The Michigan Agricultural College	$404,000
Mississippi Agricultural College	381,000
University of Tennessee	209,000
Clemson College	231,000

The compass of work done by the institution whose incomes are relatively small is necessarily circumscribed by financial limitations, but the quality of the work is equally good, equally thorough. They do not and cannot, however, educate so many persons, but their alumni take equal rank with those of the richer institutions, and in competition with them are quite able to hold their own.

These institutions founded upon the land grant, are rapidly becoming the great educational centers of the several States of the American Union. They have grown so rapidly that they are now recognized as the chief exponents of the higher education, coupled with the practical education which finds expression in ever multiplying bushels of wheat and bales of cotton and tons of steel, an education which conditions and renders possible the supremacy of America in productive activity and commercial enterprise. But our scientific achievements and their translation into material wealth are not to be content with these triumphs. The last forty years, a period coincident with the life of these institutions, have witnessed an increase in population and in wealth, such as the dreams of the most sanguine could not have ventured to anticipate. No parallel for it exists either in ancient or modern history, either in the old world or the new. In this mighty onward march, the State colleges and universities will lead the van. What part will Clemson College play in this mighty development of intellect and its application to material industrial production? That is the problem with which you have been confronted and which so intimately concerns you here today.

I have briefly indicated the education which a farmer should have. He should know the origin of his soils, their chemical constituents, the chemical constituents of the plants which he grows and the animals which he rears. He should know the processes of growth and development and adapt his cultivation and care to meet these necessities. He should know the conditions of crops in health and in disease, the conditions that determine the health of his stock, and the conditions which produce disease and their remedies. He should thus be somewhat of a geologist, a chemist, a botanist, a zoologist, a veterinarian, a meteorologist. He should bring all the circle of the sciences to bear upon the lines of production and conservation in which he is specially interested. Agriculture is sometimes described as a science. That is not quite correct. Agriculture is like medicine, not a science but an art, but like medicine, it is dependent upon each of the contributory sciences and their intelligent application to the healing art on the one hand and to agricultural production upon the other. He will become

learned in those sciences which relate to agriculture, taking a pleasure therein, because of his increased knowledge of nature and natural processes and because of their economic application to the enrichment of his soil, the multiplication of his crops, and the improved condition of his stock. Now, where is this learning to be obtained? Manifestly not at the old type of college whose special function it is to prepare men for law and medicine and theology; but all these sciences and an acquaintance with them are to be found and obtained in the agricultural colleges of the country.

The student who matriculates in the Clemson Agricultural College there becomes acquainted, in the course of a few years, with chemistry and physics, botany and geology, biology, bacteriology, and their application to agricultural production. When he returns to the cultivation of his paternal acres, he thus carries with him a body of systematized and digested knowledge which he can immediately apply and in addition, he becomes a center of intelligence and information for all those in his neighborhood, in his precinct and in his county. He becomes a source of light and of leading to his friends and his neighbors, and they catch the spirit of enterprise and intelligent activity which he infuses into his own operations and are eager to give their sons and their daughters the benefit of the education which they see its fortunate possessor able to transform into dollars and cents.

Up until 1862 the various phases of engineering, viz., civil, mechanical and mining engineering, were yet in their infancy. Indeed, for many years thereafter, this continued to be the case. But since 1875 these professions and the preliminary courses of collegiate and university training which prepare men for these professions have made rapid advances. In the meantime electrical engineering has been created and now finds itself closely allied with the other departments of engineering. The same is true of hydraulic engineering, sanitary engineering, municipal engineering, and notably of chemical engineering. All these find their development on the instructional side mainly in the land grant colleges. I do not forget or ignore the Massachusetts Institute of Technology, and the Van Renssalear Institute, of Troy, the Stevens Institute, of Hoboken, but it is susceptible

of easy demonstration that the Engineering Schools of Cornell, of Wisconsin, Michigan, Illinois, Kentucky and Purdue Universities, Iowa and South Carolina State Colleges, are far in the lead in thoroughness, practical efficiency and in numbers.

The demand for educated men, highly educated men in these professions, has been unprecedented. These land grant colleges possessed the resources for supplying these demands and have promptly met them. They have purchased and created equipments for instruction in engineering science far surpassing those of the older institutions. They have established courses of instruction based upon extended attainments in mathematics, physics and chemistry, supplemented by large practice in the class rooms, in railway shops and in the field. They have worked out laboriously and successfully original problems from original data upon which theses are based for graduation, showing oftentimes marvellous originality in detail. I make bold to say that in no institution in this country or in the world are advantages to be found superior to those offered in some of the larger universities and colleges of the North and West.

In the domain of pure science likewise, these institutions take the lead. Chemistry has advanced by leaps and bounds. Let anyone compare the meager equipment and meager course of instruction given at Yale and Harvard half a century ago with the splendid laboratories and large staff of instructors in chemical science in the land grant university of today. The scope and compass and value, theoretical and practical, of the original work done would fill volumes. In the arts, in manufactures, in all the manifold applications of chemistry to modern industries, the chemist is in demand and indispensable.

And, so I might deal with botany, which concerns itself with the laws and processes of vegetable life, with biology, which concerns itself with the laws of animal life, variation, cross-fertilization, the physiology and pathology of all that lives and breathes. With the crucible and the microscope thousands of workers are attacking the problems of life and being, extorting from nature her secrets and forcing her to disclose her hidden treasures, pushing back every year the boundaries of the unknown and enlarging correspondingly the boundaries of the known.

You, ladies and gentlemen, citizen of South Carolina, are interested in this wonderful era and area of progress. You possess thousands of square miles of agricultural lands and much valuable but undeveloped mineral wealth. These material resources are capable of making you one of the richest communities in America. Manchester and Bradford, Lowell and Fall River have no such illimitable resources for manufacturing industry as those which Providence has given you. They will be developed in time. Will you do this for yourselves, or will you allow others to do it? In the former case, home-educated talent and home-created capital will do the work and your dividends will remain at home to enrich you. In the latter the brain and the capital of the alien and the foreigner will do the work and your dividends will go hence to enrich those with whom you have no interests in common. South Carolina will become a field of exploitation, but not for you.

This is the plea which I have to make to you in the interest of agricultural and technical education, coupled with the plea that you stimulate your Legislature, the men who manage your public affairs, to a wholesome and generous liberality in providing for the Agricultural and Mechanical College of South Carolina all that it needs to build up a well-rounded and symmetrical body of trained men and women who shall aid in lifting up these great and predominant industries to the position which they ought to occupy in this Commonwealth. But this is not all. The men who own the farms and cultivate the soil of South Carolina must be educated, not only as agriculturists and scientists, but as citizens. You have a great political inheritance in these federated States, nearly fifty in number, now forming the American Union. You possess an inheritance such as the world has never known. You are the heirs of no ignoble heritage; though there are many contributory elements from other sources which go to make up the eighty or ninety millions of people now resident within the boundaries of the great American Commonwealth, the basis of your blood and your traditions and your inheritance is the stiff old Anglo-Saxon imperial race, which has been working out its destiny in the old world within the four shores of Britain for a thousand years, a branch of which was transplanted to this western

hemisphere nearly three hundred years ago, and has now grown to be, if not the mightiest, among the mightiest nations of modern times. The great American nation has today an area of over three millions of square miles, exclusive of her transcontinental domain, a population of ninety millions of souls, the material for the greatest and most effective army upon the face of the earth, able, if she limit her activity to defensive operations, to defy the world in arms, if united with the arms and fleets of the mother country, to impose her will at no distant date, and to dominate the international relations of the world. The greatest possible individual freedom compatible with the well-being of society exists in the mighty nation of which you form a part, but there are grave problems which confront the statesman today. Somehow or other, I have an abiding confidence in the sense of justice and the self-regulated activity of the great American people.

The unequal distribution of wealth is a grave menace to the perpetuity of republican institutions. An hundred and twenty years ago, there was not a millionaire upon the American continent. They now number, not only hundreds, but thousands, many of whose wealth runs away up into the hundreds of millions, some of them even nearing the limit of a billion of dollars. The aggregation of such enormous wealth in corporate enterprise, in the ownership of railways, the ownership of industrial plants, the ownership of lines of steamship navigation, operates and must operate with tremendous energy and effect upon the legislation of the country. Less than 25,000 persons within the limits of the United States own more than half the wealth of the whole American Union. But while wealth exists in such enormous proportions in the hands of the relatively few, there are millions of men and women within this broad domain who live practically from hand to mouth. Within all the great cities of the country, existing side by side with the possessors of thousand of millions, there are found hundreds of thousands of men and women and children who are upon the very verge of starvation, and under the stress of commercial disaster and commercial crisis, when these large masses of people are thrown out of employment, they become a dangerous element and a perpetual menace to the well-being of

organized society. Between these two extremes, happily, there is a large middle class, neither very rich nor very poor. This substantial middle class constitutes the strength and the bulwark of the nation, and here it is comfortable to note that a large proportion of this substantial middle class consists of the farmers, the agriculturists of the South, of the near West, and of the trans-Mississippi region. This class of population is the steadying element, the conservative element, the ballast of the country. They are opposed to class legislation, because inimical to their interest. They are opposed to the excessive aggregation of capital controlled by irresponsible companies and by trusts, because the pressure weighs so heavily upon them that they are unable to realize the legitimate fruits of their industry. They are opposed to ignorance, because upon intelligence rests the basis of American institutions. In times of civil commotion, and these perhaps may come, sooner than we anticipate, they are the only conservative element of the nation. Within the large cities are found the explosive elements which may at any time, in times of commercial and economic distress, produce an explosion. The moneyless millions have nothing to lose and possibly something to gain by civil convulsions. They can then wreak their vengeance upon the physical embodiments of the wealthy whom they regard as their natural enemies, but the bulk of the wealth of the millionaires, consisting largely in stocks and in bonds, is easily transferable beyond the reach of danger. On the other hand, in times of civil commotion and upheaval, the agriculturist, the bulk of whose wealth consists in his buildings and in his stocks and in his barns, and in the produce of the fields, is exposed to the fury of the anarchist and the revolutionist, and the carefully accumulated results of years may vanish through the torch of the incendiary in a single night. He is thus specially interested in the perpetuity of civil government, conceived and executed along just and equitable lines.

Under these conditions, I think you will agree with me that the education of the farmer and the artisan not only as agriculturists and mechanics, but as citizens, is one of the most important problems of the day. They must be educated not as producers only, but as citizens to whom is committed, under Provi-

dence, the destinies of the greatest gift to humanity, in the embodiment of civil government, which the world has ever seen. They are free, but they must know how to preserve their freedom. They must know how to maintain the two elements which make human government possible in all time, namely, the greatest possible individual freedom, with wholesome and salutary restraint. In other words, they must learn to know the principles underlying civil government and how best to co-ordinate liberty with authority. Liberty unstrained becomes license, anarchy. Authority unrestrained becomes despotism. The business of the statesman is to know how properly to co-ordinate the two. The agriculturist is numerically superior; the urban, though rapidly gaining at the expense of the rural population, is still but twenty-five per cent. of the whole. These relative proportions must be maintained. We must endeavor, by all proper agencies, to make farm life attractive. This can be done by making it more remunerative than it has been heretofore, and this idea, coupled with the wholesome sense of independence which the farmer enjoys, will retain the vigorous young blood which now has a tendency to drift towards the towns and the cities, at home, where it may enjoy in connection with an active and vigorous life, the comforts of a wholesome independence which cannot be enjoyed elsewhere.

To you, citizens of South Carolina, today, in conclusion, I desire to say that you possess a noble heritage; the purest Anglo-Saxon blood of this continent is found within the limits of Kentucky, and Tennessee and the Carolinas. This is the race which has been working out laboriously the principles of human freedom and of self-government for hundreds of years. In the mother country, it found expression in the Magna Carta, in the establishment of parliamentary and responsible government. The settlers who came from Old England and to Virginia and the Carolinas 250 or 300 years ago, brought with them the inheritance and the traditions of human freedom which had been laboriously wrought out by their ancestors and transplanted these upon the American continent, where, under altered conditions, they have grown up into a vigorous maturity. And the Magna Carta of the home of your ancestors finds parallel expression in the magnificent Declaration of Independ-

ence, embodying the conception of the rights of men and of the true and genuine principles of human freedom, not only for the eighteenth century, but for all the ages to come.

From a glorious past, through a marvellous present, to an illustrious future, the transition is natural and easy; if the growth and prosperity witnessed within the memory of living persons have been unexampled, it is because conditions intellectual, moral, social, material and political existed among us, such as never existed before.

While we must educate, then, for the increase of the material comforts of life and for the development of a material civilization, we must not be content to stop there. We must educate for higher and nobler ends than can be measured by bushels of wheat, bales of cotton and tons of steel. We must educate in order to obtain a mastery over the powers of nature, subordinating them to human control and human utility. We must educate in order that the visible embodiments of the collective will in the civil government, executive, legislative and judicial, shall be applied for the upbuilding and maintenance of the great free institutions which form the noblest political heritage ever possessed by man. But it is not to be forgotten that these are only subordinate to still higher ends. Upon the moral and religious life of the future will depend the future greatness of the great republic. If there be wholesome, vital, intense and strong social and political convictions, these must rest upon a moral basis and be controlled by a moral sanction. The moral and religious tone of the country upon which the greatness of the nation will depend will be influenced largely by the moral and religious tone which pervades the educational and religious institutions of the country. Let us see to it, then, that the God of our Fathers, reliance upon whom carried them through the throes and perils of the birth of the nation, is not forgotten, that there is a "Divinity that shapes our ends, rough hew them as we may;" that there is a power controlling human forces which works for progress and for righteousness, and that the great lesson of all history, specially emphasized in our own, is that the divine dominates and controls the human, the infinite the finite, and the eternal the temporal, and that the great lesson of all history, specially emphasized and exemplified in our own,

is the realizing of the divine in the human, of the infinite in the finite, of the eternal in the temporal, that

"Not in vain the nation strivings,
Nor by chance the currents flow;
Error mazed, yet truth directed,
To their destined goal they go."

MEMORIAL EXERCISES

AND

ADDRESSES

IN HONOR OF

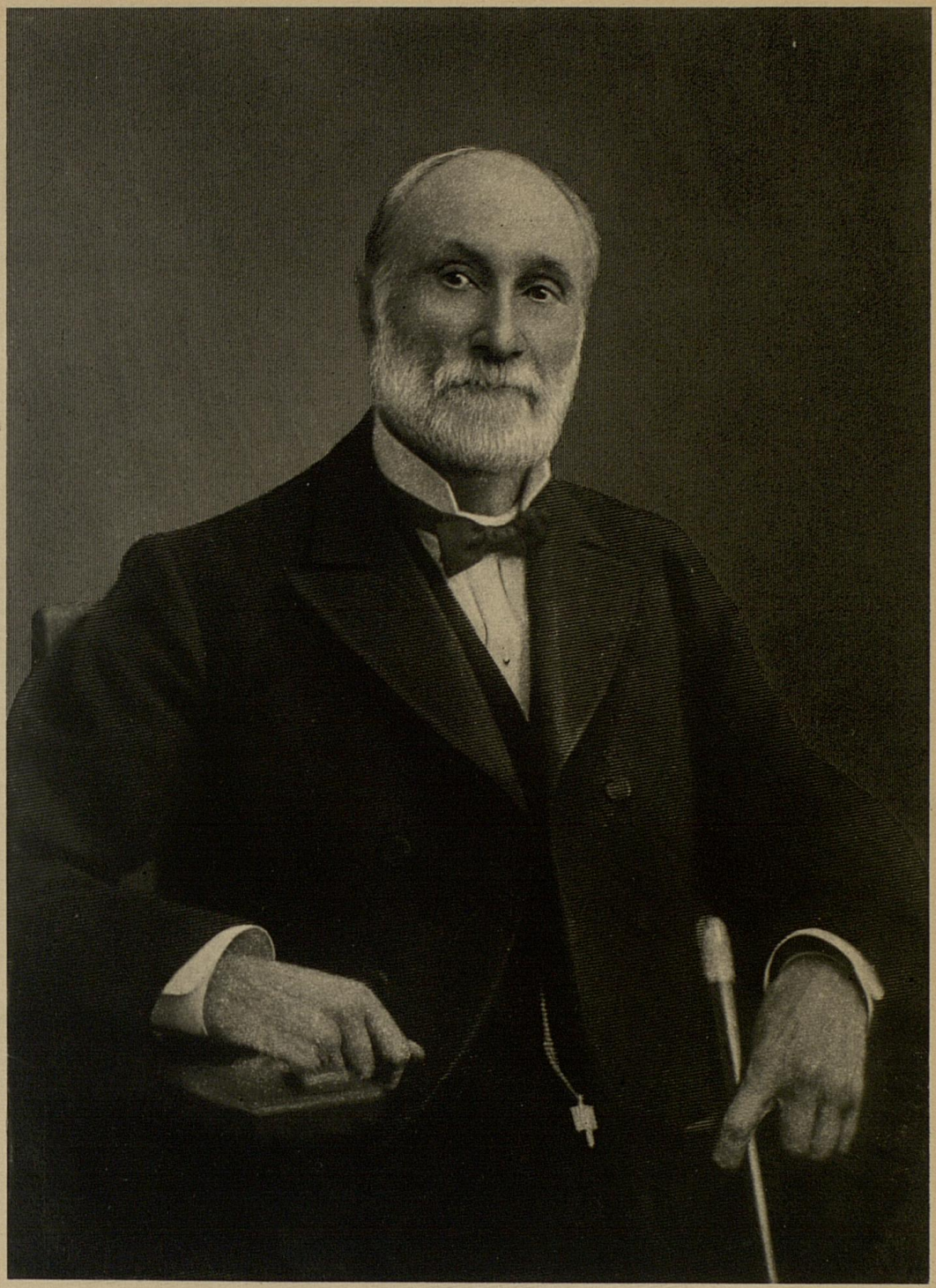
JAMES KENNEDY PATTERSON

President of the University of Kentucky
1869-1910

At the Patterson Home
On the Campus of the University of Kentucky
Sunday, June 1, 1924

LEXINGTON, KENTUCKY

1924



James K. Patterson

MEMORIAL SERVICES

IN HONOR OF

JAMES KENNEDY PATTERSON

(A.M., Ph.D., LL.D., F.S.A.)

President of the University of Kentucky
1869-1910

At the Unveiling of the Memorial Tablet,
placed on the front wall of the former
Residence of President Patterson, on the
Campus of the University of Kentucky,
Sunday, June the First, 1924.

τὸ γὰρ γέρας ἐστὶ θανόντων

LEXINGTON, KENTUCKY
1924

ORDER OF EXERCISES

Doctor Frank Le Rond McVey,
President of the University
PRESIDING

Music	The University Chorus
Invocation . . .	Rev. Dr. Bunyan McLeod
Opening Remarks . . .	President McVey
Address on Behalf of the Alumni	Rev. Walter L. Brock
Music	The University Glee Club
Memorial Address .	Honorable Samuel Mackay Wilson
Presentation of Memorial Tablet	Mr. Charles N. Manning
Acceptance of Tablet .	Honorable Richard C. Stoll
Closing Remarks	President McVey
Benediction	Rev. Mark Collis

INSCRIPTION ON MEMORIAL TABLET

THIS HOUSE

FOR FORTY YEARS THE HOME OF

JAMES KENNEDY PATTERSON

PRESIDENT

OF THE

UNIVERSITY OF KENTUCKY
FROM 1869 TO 1910

IS DEDICATED

BY THE BOARD OF TRUSTEES

TO COMMEMORATE HIS LIFE AND SERVICES
TO THE UNIVERSITY

"HÆC OLIM MEMINISSE JUVABIT"

INVOCATION

By REV. BUNYAN McLEOD, D. D.

Almighty God, who hast planted the day-star in the heavens and scattered the night, restore unto us at this time thy heavenly light. We recognize the divine fact that our hearts need Thee. The body can be satisfied by external things, but they can never satisfy the human soul. Only the eternal God can satisfy the longings of the human heart.

We thank Thee for the gracious memories of this man of God, the late President of this great University, which linger in our minds. Loyal, upright, faithful to duty, and true to convictions, high in his ideals for the noblest and best in the University of Kentucky, we may well emulate his example. And may it not be that these memories may become to this institution in the coming years a more precious heritage than his actual living would have been. May the young men and women of this University incarnate in their hearts his aspirations and ideals that will never die. Thus will they have a new vision of Thy truth, a fresh quickening of their spiritual consciousness, and an exaltation of their whole being in communion with Thee. Amen.

OPENING REMARKS

By FRANK LeROND McVEY, Ph. D., LL. D.
President of the University of Kentucky

ALUMNI, MEMBERS OF FACULTY, STUDENTS AND FRIENDS:

We are met for the purpose of paying homage to James Kennedy Patterson and to unveil to his memory a tablet dedicating this house where he lived for forty-one years.

For nearly a half-century he fought valiantly for public education in his adopted State. Born in Scotland, he came to America as a lad and cast his fortunes with Kentucky. A teacher of youth and a statesman of education, he laid the foundation and erected the structure for a great university. It is well that we have met together on this Baccalaureate Sunday to listen to the deeds and the accomplishments of President Patterson.

The program will begin with an address by Reverend Mr. W. L. Brock, of Lexington, who is to speak in behalf of the Alumni of the University of Kentucky.

ADDRESS ON BEHALF OF THE ALUMNI

By REV. WALTER L. BROCK

I have the honor to represent that great body of Alumni, which, if assembled, might constitute a respectable State. They have followed the call of duty to the ends of the earth. They cannot themselves say what it is in their hearts to say at this hour. But I believe that I shall voice, though, of course, very inadequately, their sentiments, in the few words that I am permitted to speak.

We rejoice over every monument erected to the memory of James Kennedy Patterson. We rejoice because these monuments will have a message for coming generations. And what, let me ask, will be the spiritual significance of this and every other memento of that great and abounding life which has blessed us all?

They will keep to the fore the standard of scholarship which he exemplified. The thoroughness and universality of his learning will be held aloft. As the founder of a great institution of learning, he exhibited the imperial qualities of a great statesman. As the inspirer of legislation looking to the growth and expansion of this darling of his heart, he measured arms with the most astute political leaders of his day and emerged victorious from many a field of battle. As an executive, he demonstrated capabilities which would be an honor to the mightiest kings of industry.

But upon none of these attainments did the great President depend for his leadership. The first President of this great University was a scholar and it was his scholarship that gave to this institution, in its infancy, "a local habitation and a name." In coming times it may be worth while to be reminded of the old-fashioned college president, who considered scholarship as the *sine qua non* of fitness for his exalted position.

These monuments, in so far as they shall inspire a closer study of the life of this great man, will put into bold relief his great and massive moral character. The men of this Commonwealth who sent their sons here for a course of study were not mistaken in believing that in the President there was a moral force calculated to make *men* of those boys. At a time when the president of an outstanding university in this country has cast his influence on the side of evil, it is invigorating to come from a fresh review of this great life without the remembrance of a single moral blemish.

And these monuments will serve another great purpose, if they lead to an intimate acquaintance with Dr. James K. Patterson. He was a man of deep religious convictions. Why should one say in tones of surprise

that his vast learning was only ancillary to his belief in the Bible and in the God of the Bible. The fact need excite no surprise. President Patterson was a man of vast learning and of much wisdom. It is the fool, not the wise man, that says, "No God."

I recall a most pleasing incident. I had brought a visiting minister to see the President. The conversation turning in the direction of theology, this scholar of international reputation, this man whose name was familiar in every seat of learning throughout the English-speaking world and beyond, gave us a confession of his faith. It was the confession of a faith which admitted no doubts and inserted no interrogation points.

Any monument which perpetuates the outstanding facts of this great life will to coming generations be worth its weight ten thousand times in gold.

May the voice of him, who "being dead yet speaketh," never be stilled!

MEMORIAL ADDRESS

By SAMUEL M. WILSON

President McVey, Ladies and Gentlemen:

It is nothing in the nature of a character sketch or of a "spiritual autopsy" that I shall attempt to pronounce in your hearing this afternoon. Only in a qualified sense may my remarks be described as an appreciation.

We come to pay tribute, not a final or exhaustive tribute, but what we may well believe is the first of many recurring tributes, which those who gather here, from year to year, will gratefully compose as they enter this historic dwelling and gaze upon this mural tablet, which notifies the visitor that it was for forty years the abode of a great and a greatly beloved citizen, James Kennedy Patterson, and is dedicated to commemorate his life and services as President of this University, from 1869 to 1910.

The familiar line from the Latin poet, which furnishes the key to the inscription upon the wall of this building, is a prophecy of the perennial joy and exultation which must fill the hearts of all who treasure the memory of the words and deeds of the great teacher, who has gone, and who in times to come shall repair to this spot as pilgrims bent upon doing homage at a hallowed shrine.

I need not tell you that President Patterson was a many-sided man, and there are many angles from which his character and accomplishments might be scrutinized. But on this occasion I shall ask you to direct your thoughts to but a single aspect of his career, and that may be scanned only in the most cursory fashion. Briefly, let us seek to delineate and measure his leading contributions to the development of public education in Kentucky.

Born in the city of Glasgow, Scotland, on the 26th day of March, 1833, and breathing his last, in his ninetieth year, on the 15th day of August, 1922, it is merely to state what all men know to affirm that three-quarters of a century of this long life was devoted earnestly, unremittingly, and most usefully to the cause of education.

Before he was out of his teens, he had placed in his hands the ferule of a teacher, and this emblem of magisterial authority he continued to wield, in one capacity or another, until the infirmities of age caused it to drop from his withered grasp. The training which he acquired in his youth as an instructor and disciplinarian in the school-room provided the practical experience upon which his exceptional attainments in after years in the field of education were securely based. Few of those who have served mankind acceptably in this department of human activity have ever attained eminence who had not, at the outset, passed through an arduous apprenticeship, such as that which fell to the lot of the great teacher whom we commemorate and honor today.

It would be aside from the purpose of this address to recount in detail the trying vicissitudes of his earlier years or to trace the successive steps by which, at length, he arrived at a position of acknowledged pre-eminence in the sphere of public education. Such details, indeed, are unnecessary to the development of the theme, which chiefly engages our thoughts at this hour.

His residence in Lexington dates from the year 1861, when he became Principal of the Transylvania High School, or "Patterson School," as it was then commonly called. This role he filled until 1865, when, upon the absorption of Transylvania by Kentucky University, lately moved from Harrodsburg to Lexington, he became Professor of Latin, History, and Metaphysics, in the new

consolidated institution. In 1869, he was named President of the Agricultural and Mechanical College, established in 1865 as an adjunct of Kentucky University, under the Morrill Law of 1862, by which, through the wise and far-sighted bounty of the National Government, the so-called "Land Grant" Colleges of America came into being. The A. and M. College had actually been in operation only since 1866, and, to pay for the handsome estates of "Ashland" and "Woodland," which were provided for its use, the 330,000 acres of land scrip, received from the United States, was sold, pursuant to an Act of February 28, 1865, for what now seems to have been a wholly inadequate sum, to wit: $165,000.00.

When the ill-starred union between Kentucky University and the A. and M. College was dissolved, in 1879, the "Ashland" and "Woodland" properties (title to which had been vested exclusively in Kentucky University) were sold, and, in spite of most vehement protests on the part of the friends and patrons of the A. and M. College, who had made substantial donations to its endowment, no part of the proceeds arising from this sale was turned over to the latter institution. A misapprehension in the minds of some has long prevailed regarding the relation of Doctor Patterson to these transactions. The fact is he had not a thing in the world to do with either of them, nor is he to be held in the slightest degree responsible for what all may now agree was an injudicious and improvident, not to say a reckless, misuse and dissipation of the original endowments. However much we may deplore the culpable folly and the incalculable loss of it, none can justly lay the blame for the sacrifice at the door of President Patterson.

Upon the separation of the two allied institutions, President Patterson was left as sole guardian and con-

servator of the younger and more helpless of the estranged and disunited pair. Without lands, without buildings, without endowment, and almost stripped of its meagre patrimony, the Agricultural and Mechanical College, with James Kennedy Patterson at its head, was ruthlessly cast adrift and thenceforward had not merely to build anew, but to struggle for its very existence. I shall not, at this time, descend to particulars beyond saying that, through the generous beneficence of the city of Lexington and of a number of its public-minded citizens, these grounds were provided as a site for the homeless college, and the nucleus of a fund wherewith to erect buildings was slowly created.

But grounds and buildings alone were less of an asset than a liability, and it was imperative that some dependable source of revenue should be found, whence the income needed to equip the college and maintain its faculty might be obtained. To meet this need, President Patterson, with the aid of friends, procured the passage, on April 28, 1880, of what was known as "the Half-Cent Tax" levy. This, of itself, was a radical departure in the treatment of the subject of higher education in Kentucky, and provoked instant and extended outcry and opposition on the part of taxpayers and the heads of rival institutions.

This opposition soon took a concrete and aggressive form. Resistance was first made before the State Legislature. The alleged oppressive burden of the tax, the claim that it was contrary to the settled public policy of the Commonwealth, and the assertion that it meant disaster to the privately owned and denominationally controlled colleges of the State, were urged with all possible force and fervor. Not only was it denounced as discriminatory, but, to cap the climax, the point was raised that

the tax was unauthorized and invalid, because unconstitutional.

Undismayed by this clamorous hue and cry, Doctor Patterson resolutely undertook to answer and overthrow every objection thus raised by the formidable and inflamed opposition. Failing in his effort to secure the services of competent legal talent to contend for the validity of the tax and to vindicate the cause of the college, he bravely essayed the task himself, with the result that, in spite of the fact that the opposing argument was presented by no less a person than Judge William Lindsay, a former member of the Appellate Court, and one of the ablest constitutional lawyers of the State, the Legislature refused to repeal the obnoxious law and it presently went into effect.

Baffled and repulsed but not, as yet, utterly defeated, the forces of the opposition next turned their attention to the courts, and again sought to annihilate the tax by demonstrating its unconstitutionality. Although reinforced by a strong array of able and astute counsel, Judge Lindsay, in the Court of Appeals, fared no better than he had before the law-making branch of the Government, for once more did President Patterson appear as leading advocate for the much-maligned college, and his masterly presentation of the case proved once and for all to be unanswerable and invincible.

So far as his record as a promoter of public education is to be judged by external appearances, this was the crowning achievement of President Patterson's career. Yet something more than a mere matter of dollars and cents was involved. Something of weightier import than the mere imposition of an insignificant, almost trivial, tax lurked in the stormy controversy, which was waged for nearly a decade over this innocent-looking piece of

State legislation. The issue at stake was the principle of State support for schools of higher education. Whatever might have been the conceded duty of the State to its elementary and common schools, never before in Kentucky had the equally incumbent duty of maintaining a seat of higher learning by means of taxation been asserted and upheld as a proper and legitimate exercise of governmental power.

While it is little more than a third of a century since this battle was fought out to a victorious finish by President Patterson, even now we pause and wonder that such a self-evident proposition could ever have been seriously called into question. One need not cite great names or marshal venerable authorities to substantiate the truth that the first duty of the government of a free people is to educate its citizens, and to such education no arbitrary limit can safely be fixed, for assuredly the highest education is not unworthy of a free and enlightened Commonwealth.

By this signal victory in both the Legislature and the courts, an incalculable contribution was made by President Patterson, not only toward the material well-being and even the salvation of the State College (now the University of Kentucky), but a principle of priceless value and infinite importance was forever settled as a part of the organic law of the land.

In a sense, it was a political and not an educational axiom that was thus brought to so happy and so impressive a vindication. But with that victory won, all was won, and the way was opened for the ultimate realization of the high conception President Patterson from the very first entertained of the scope and aims of a true University. This bold and far-reaching conception had been admirably stated by him in his Report upon the

International Congress of Geographical Sciences, at Paris, in 1875, to which he had been commissioned as a delegate by the then Governor of Kentucky. What Kentucky sorely needs, declared the broad-minded educator, "is a first-class University, adequately endowed, where all her youth may obtain as good an education as can be had anywhere in America or out of it. She requires a University where not only the classics are taught, but modern languages in their widest extent; mining, engineering, history, political economy, mental and moral science, chemistry, physics, geology, mineralogy, botany, zoölogy; in short, the whole circle of knowledge and the whole circle of science."

No "pent-up Utica" in the realm of education sufficed to fulfill his radiant dream of what a real State-founded and State-supported institution of higher learning ought to be. True it is that his expansive views and his seer-like vision had frequently to be curbed and circumscribed and contracted by considerations of economy and policy; and, while the ideal formulated and proclaimed by the father of the University of Kentucky half a century ago may never be literally or completely realized, yet that ideal must ever remain the goal toward which those who teach and those who learn within these halls and amid these classic surroundings must unceasingly and religiously strive.

It is said of Agassiz, the great Swiss-American naturalist, that he was so in love with learning that once, when offered a position as an executive at a highly remunerative salary, he replied: "I have no time to make money." This same distinguished votary of scholarship desired that the one word "teacher" should be engraved upon his tombstone. Unlike Agassiz, however, President Patterson was a man of action as well as a man of

thought. His busy life verified the view, once expressed by President Woodrow Wilson, that it is far more fascinating to enact history than to write it, and he strove mightily to obey the ancient precept: "Be ye doers of the word, and not hearers only."

He was not only a good business man, an excellent administrator, an all-around man of affairs; also he was a great thinker and a great teacher. Beginning with Socrates, Plato and Aristotle, and running down through the ages to our own day, the vast body of teachers, high and low, great and small, renowned and obscure, constitute a mighty episcopate, in which it is an honor to be enrolled in any grade, from the highest to the lowest. James Kennedy Patterson was one of the princes in this age-old and world-wide order. He was worthy to have stood by Socrates, when he drank the hemlock, to have conversed with Plato in the academy, or to have entered the lists of disputation with Aristotle.

President Garfield once avowed, at a public dinner, that he would rather be taught in a college where Mark Hopkins was teacher, though the buildings had nothing but pine slabs to cover them, than to occupy a seat in the largest and best endowed university of the country under ordinary teaching. And as a seasonable warning against the fatal error of confounding structural bigness and amplitude of equipment and richness of monetary endowment with the more important elements essential to a great seat of culture and inspiration, a gifted scholar, who was himself a pupil of President Patterson, in the morning of his career, has truly observed:

> "It is not impossible for the most imposing temples of learning to change imperceptibly into intellectual and spiritual mausoleums."

No single fact or circumstance more convincingly attests the far-seeing sagacity of the great man, who for so long occupied this home and who presided with such extraordinary acceptability and success over the destinies of this institution, from infancy to maturity, than the remarkable provision in his last will, by which a School of Diplomacy is eventually to become an integral part of this University. Within less than a month past, identically the same project has been enthusiastically launched, in the metropolis of America, by a large and representative gathering of educators, business men, and publicists, and soon it is proposed to establish at Johns Hopkins University the "Page School for Diplomats," in memory of Honorable Walter Hines Page, our wartime Ambassador to the Court of St. James.

President Patterson rendered an especially valuable service to the cause of education by furnishing in his own person a fine example of a high standard of scholarship, a standard, let me say, which is faithfully reflected and finds a worthy counterpart in the talents and attainments of the present distingished incumbent of the presidential office. He was an omnivorous reader and he took all knowledge to be his province. He "ripened early, and he hung long upon the bough." His mind was ever alert, active, and acquisitive. Like nature, he abhorred a vacuum. He believed in an open mind, but never in an idle or an empty one. His power of assimilation was enormous, and his retentive memory was so trained and disciplined as to place any or all of his mental resources at his command, on a moment's notice. Few writers of the English tongue have ever excelled him in the use of the pen. Clear, fluent, energetic, incisive, his sentences gushed forth with crystalline brilliance and reached their predestined mark with the celerity and sureness of a

lightning flash. So long as he retained any active official connection with this renowned school, which he had nursed and nurtured through the years, like the Chieftain McGregor, wherever he sat was bound to be the head of the table. In calling the roll of the great educators of modern times, which includes the names of such men as Thomas Arnold, of Rugby, of Jonathan Edwards, the first Timothy Dwight, and Mark Hopkins, of New England, of James McCosh, Basil Gildersleeve, and Andrew D. White, of the Atlantic States, and of Horace Holley, John C. Young, and Robert J. Breckinridge, of our own beloved Commonwealth, with a host of others not now mentioned, it is undeniable that the name of James Kennedy Patterson must always take rank somewhere near the top of the list.

As I reflect upon what has thus far been said, none can feel more keenly than I how scanty and inadequate is this attempt to summarize merely the major contributions of President Patterson to the advancement of education in Kentucky. But lay the deficiencies in this respect, I beg you, not to any lack of good intent, nor to any conscious desire to omit or suppress, but entirely to my inability to condense within reasonable compass the accumulated mass of materials, which lie ready to our hand, and of which all here possess more or less intimate knowledge.

To every one at all conversant with the life-history of this master-workman, it must be clear that his great central contribution to the development of education in this beloved homeland of ours was the establishment of the idea of State aid to higher education. And with that basic principle recognized and approved, can we feel aught less than wide-eyed wonder as to how the strong heart of the valiant defender of the petty "one-half cent

tax'' would have thrilled at the bare possibility, much less the actual prospect, of a five-million-dollar gift to this child of his life-long toil, from the State which he served so faithfully and so well!

The city of Lexington has quadrupled in size and population and has grown many times richer in wealth and commercial importance since Doctor Patterson first came to the presidency of this institution. But with all of its growth in wealth, in size, and in population, and with all of its commercial expansion, the city of Lexington has today no other single asset of greater present or greater future potential value than the magnificent plant we see about us here. This it owes, in common with our State and our country, in a preponderant degree, to one whom we delight to honor and acclaim as a public benefactor. But for him, the College would never have been organized, but for him it would never have been sustained, but for him it would never have survived. He fought for it, in season and out of season, whether men would hear or forbear, through good report and through evil report, through the Legislature, through the courts, on the platform, and in the columns of the press. He was jealous of its rights and jealous of its good name, but it was a jealousy born of an innate and undying love. From start to finish, he was determined and persistent and tenacious of the single, all-absorbing aim and ambition to found and to foster a great State institution of higher learning.

The house we this day dedicate as a memorial to the life and services of James Kennedy Patterson is justly set apart to that sacred purpose, but standing alone it is but a partial and fragmentary reminder of what that life and those services have meant and still mean to this institution and to this community, and scarcely less to

the outside world. If you would behold his monument, go not to yonder city of the dead, where his frail and afflicted body is taking its last rest by the side of loved ones, who had gone before, but look around you, on every hand, across the broad sweep of this beautiful campus, and note the landmarks of progress which are traceable to him. And, starting from here, wherever in the wide, wide world, may be found a graduate or a former student of the University of Kentucky, there will be found, in his mind, in his character, and in his daily life and conduct, a living memorial to the great preceptor, philosopher, and guide, whom we gratefully commemorate today.

Doctor Patterson was a great scholar, a great metaphysician, a great teacher, but he was, above all, a good, a godly man. As a Presbyterian, he was proud of his church and proud of its history, proud of the heroic part his ancestors had played and of the sacrifices they and their kindred had made in defense of the Kirk and the Covenant. It is not, of course, pretended that he was without fault, a paragon of perfection, or an immaculate saint. There be those who, in Tennyson's phrase, may be described as:

"Faultily faultless, icily regular, splendidly null."

Such, however, was not the noble-hearted, iron-willed, red-blooded man of whom we speak. He was a human being and, like all men, exhibited the defects of his qualities. Yet, whatever its complexities and contradictions, it was, in the main, a sincere, transparent, high-hearted, noble life, and judged by whatever human standard, he was emphatically a good man, no less than a great one.

Strange as it may sound to the sophisticated ear, he did not shrink from pronouncing the words "soul" and "spirit" and "God" and "faith" and "Heaven" and

"immortality." He felt it no disgrace to discourse at will upon the eternal verities, or to indulge, as occasion offered, in the profoundest philosophical speculation. He walked always "as beholding the invisible," and shared, no doubt, the rapture of the character, in Milton's "Comus," who exclaims:

> "How charming is divine philosophy!
> Not harsh and crabbed, as dull fools suppose,
> But musical as is Apollo's lute!"

Deeply enamored as he was of all forms and manifestations of scientific truth, he perceived that "facts do not of themselves constitute the truth; that no mere inventory of items will ever represent the truth; that truth is abstract, not concrete, subjective, not objective; the just idea, the right revelation of what *things* mean." No one, therefore, can ever invoke the authority of his great name to give tolerance or sanction to what some overzealous critics have impiously or thoughtlessly described as "the godless college." It was characteristic of the essential consistency of the man that he always cherished the hope that the future relationships between the University of Kentucky and the denominational colleges and theological seminaries would serve to "Christianize secular education, and liberalize theological culture and training."

On his death-bed, Sir Walter Scott said to Lockhart, his son-in-law, "Bring me the book." "What book?" inquired Lockhart. "There is but one Book," replied the great Scotsman. So with President Patterson; he was a "man of one book," and that book, the collection of sacred documents which have been nurture to the mind and manna to the soul of countless myriads of our race, was passionately loved and reverently pondered by the

"founder and the father of the University of Kentucky" to the hour of his death.

With serene and confident trust in the comforting assurances of that blessed Book, the profound student, the learned scholar, the masterful executive, the splendid teacher, the great constructive champion of higher education in the Commonwealth of Kentucky, responded to the last call:

"With heart as calm as lakes that sleep,
In frosty moonlight glistening,
Or mountain torrents where they creep
Along a channel, smooth and deep,
To their own far-off murmurs listening!"

PRESENTATION OF TABLET

By CHARLES N. MANNING.

Mark Antony was only partly right when he exclaimed:

> "The evil that men do lives after them;
> The good is oft interred with their bones."

The good is imperishable; "we are immortal till our work is done."

In a recent magazine I read an interview with a Scotchman, now the president of one of the largest corporations in America, who is quoted as saying: "When a Scotch lad of the right sort gets an idea firmly fixed in his head, dynamite wouldn't dislodge it."

As I read it, I thought of a crippled Scotch lad who, in 1842, at the age of nine years, emigrated with his parents from Scotland to America, having no other inheritance but poverty and health, the noble traditions and high ideals of his people; who got the idea in his mind that he should acquire an education, and who never allowed the dynamite of adversity, meagre resources, hardship, and unremitting toil to dislodge it; who became known for his erudition and was one of the most learned men of his time; who, later, firmly fixed in his head the idea that the State should educate its citizens, that democracy without popular education is not only unstable but dangerous, and who never permitted the dynamite of prejudice, bigotry, indifference, opposition, and hatred to dislodge it; until out of that mental mustard seed, assiduously watered and tended by him, has grown this great university, in which he, "being dead, yet speaketh," and which stands as a monument to him "more durable than brass, that time cannot destroy."

What "hands of invisible spirits swept the strings of that mysterious instrument, the soul, and played the prelude of his fate" by bringing him to Kentucky in his early years, we may never fully know. We do know that he learned to love Kentucky as her native sons love her; that he lavished upon her that pride and affection which the Scotchman often reserves for the land of his birth alone. We know that the services he rendered to Kentucky have never been surpassed by any of her sons, and that Kentucky loved and honored him as her very own, acclaiming him "the grand old man of education."

His life, always pure in purpose, was from the double compulsion of duty and necessity, strong in strife, but before the end, asperities were softened by the lapse of time:

> "So his life has flowed
> From its mysterious urn a sacred stream
> In whose calm depths the beautiful and pure
> Alone are mirrored."

It is altogether fitting and proper, then, that here on the campus of this University, at once the source and the scene of his most fruitful labors; here at this seat of learning, the noblest achievement of his life; here at this house where for forty years he lived the frugal, simple, yet exceedingly active life of a man of thought and action; here where he built up from its small beginnings, in the face of apparently insuperable obstacles, with tremendous energy, toil, sacrifice, courage and faith, an institution which stands firmly rooted and grounded in the lives, the characters, and the affections of thousands of men and women who are today and will be tomorrow leading the van of civilization and progress in Kentucky and elsewhere—I say it is eminently appropriate that we should here and now pay our tribute to the memory of

James K. Patterson and mark the house which he called home, to be regarded as a sacred spot by those who know the services he rendered to this University, to Kentucky and to mankind. And may even those who knew him not in the flesh, but are the beneficiaries of his spirit and his labors, hereafter delight to remember these things!

And so, Mr. President, with pleasure not untinged with sadness and a deep sense of the honor and privilege conferred on me as the representative of his estate, I present to the University of Kentucky this tablet to the memory of James K. Patterson who, looking down from the abodes of the blest upon the work of his hands and brain, may well exclaim:

"With aching hands and bleeding feet
We dig and heap, lay stone on stone;
We bear the burden and the heat
Of the long day, and wish 'twere done;
Not till the hours of light return
All we have built do we discern."

ACCEPTANCE OF TABLET

By HONORABLE RICHARD C. STOLL

James K. Patterson taught my father, and from him I learned what manner of man he was. I knew him when I was a child; I knew him when a student at this University; I knew him as a man and as a member of his Board of Trustees; I knew him well, and I think I can say, without contradiction, that no more learned man and no greater scholar ever lived in this or any other community.

He chose teaching as his life's work, and he made a great teacher. He would have made a brilliant lawyer; he would have been an ornament to any of the learned professions.

Perhaps without him this University would never have been established—certain it is that he devoted to its establishment and to its growth that superb brain and great energy with which he was so greatly endowed, and it is peculiarly fitting that this tablet should be erected upon the building which was so long his home, and so, on behalf of the University of Kentucky, I accept this Memorial Tablet, knowing full well that it has been erected by loving hands in memory of the University's great man.

CLOSING REMARKS

By PRESIDENT McVEY

On the tablet is the phrase, "Haec olim meminisse juvabit." The fact that, looking back through the years, each generation can see its own accomplishments does not satisfy us. We want the students, teachers, and friends of the years to come to recall the labors of President Patterson, not for his fame, but for the lessons taught by the life of a courageous gentleman who gave his life to the advancement of education in Kentucky. To that end, the tablet, unveiled today, may bring to mind the things of the past, when memory fades and the deeds of an older time are forgotten.

BENEDICTION

By REV. MARK COLLIS

Almighty God, we thank Thee that our hearts have been stirred this afternoon, as we have listened to the worthy tributes that have been paid to the memory of one whom we loved and revered. We thank Thee that by Thy good providence he was permitted to erect such a monument to his memory by the part that he played in the founding and the building of this great university; but still more do we thank Thee, O God, for the imperishable monuments that he erected in the noble characters of the men and women, scattered to the very ends of the earth, who were brought under his influence and who were morally and spiritually enriched by it.

While not being unmindful of his broad scholarship, of his marvelous gifts as a teacher, of his superior executive ability, of his courage and his fixedness of purpose, we do especially thank Thee for the simplicity of his faith in Thee as his God and his Father, and in Jesus Christ as his Savior and Lord; for his belief in Thy Word and his devotion to it; for his prayerful and consistent Christian life; for his love for young men and young women, and his desire to counsel them and to direct them in those paths that lead to happiness and usefulness in life and to immortal joy hereafter.

We thank Thee for the assurance that, having spent his life so well here, he is now engaged in higher service with the saints of all ages and with so many of his loved ones and of his comrades who had preceded him into that land where there are no shadows.

Comfort those who were especially dear to him while he was here. May they be faithful to the end of the jour-

ney and then may they enjoy an abundant entrance into that everlasting Kingdom where he now abides.

God of all Wisdom, direct and bless the President, the Faculty, and the Trustees of this University, that it may ever stand for sound scholarship, for the highest morality, for good citizenship, and for pure and undefiled religion.

And may the love of God, the grace of our Lord Jesus Christ, and the fellowship of the Holy Spirit, abide with us, both now and forever. Amen.

ADDRESS ON COMMENCEMENT DAY
BY
JAS. K. PATTERSON, Ph. D., F. S.A.
PRESIDENT OF THE STATE COLLEGE OF KENTUCKY.

In the absence of Governor Knott, who was invited to address you, I propose to occupy your time for a few minutes with a brief retrospect. It is the custom with all engaged in mercantile pursuits and in manufacturing enterprise, to take an inventory of stock at stated periods, and from conclusions, based upon trustworthy data, to determine whether their business be prosperous or the reverse; whether they be holding their own, advancing or losing ground, and in the light of the information thus obtained, to determine the policy of the future.

This is not, by any means, the first time that the College has taken a retrospect of its operations. This is done by the Board of Trustees annually, but on no previous occasion have the public been taken into the confidence of the College authorities as I propose to do to-day.

Twenty-one years have elapsed since the Agricultural and Mechanical College was established. These Colleges owe their existence to the act of Congress of 1862, donating lands to the States for this purpose, in proportion to representation. The allotment to Kentucky was 330,000 acres- a magnificent endowment if it had been judiciously and economically managed. The State committed the mistake of attaching the College created under the act to one of the denominational colleges of the Commonwealth, instead of putting it at once upon an independent basis. The land scrip was sold for fifty cents per acre, the proceeds invested in Kentucky six per cent, bonds, of which the State Treasurer became the custodian, and the income from this invested fund was directed to be paid over annually to the Trustees of the Kentucky University, the institution to which it was attached, so long as

the connection existed. The Legislature reserved the right to dissolve the relation at any time. The Legislature required that the Kentucky University should provide, within a reasonable time, a farm worth not less than $100,000, for the use of the Agricultural College for experimental purposes, and a Mechanical Department for practical instruction in the Mechanic Arts. The first condition was in part met by the citizens of Lexington and vicinity, who subscribed the money for the purchase of the farm. The second was in part met by a donation for the erection of buildings and the equipment of a Mechanical Department. The State, moreover, advanced $20,000 to set the Institution going. In 1866, twenty years ago, the Agricultural College opened. Its matriculates increased from year to year till, 1869-70, the maximum was reached. From that year its attendance began to decline, owing to causes the discussion of which are not appropriate to this occasion. In 1878, the Legislature of that year sent a committee to Lexington to investigate the condition of the College--its relations and its work. They found the number of students to be about 75. They found that its Mechanical Department had practically closed. They found that its Agricultural Department consisted of ordinary farming and gardening, with no attempt to do experimental work, They found that adequate College buildings had never been provided; that the title to the estate purchased as its site was vested in the Kentucky University. The committee unanimously reported to the Legislature, advising the dissolution of the relationship at the end of the collegiate year then current. When the dissolution was effected, the Agricultural College was just where it had been thirteen years before. It had its endowment fund in the custody of the State Treasurer, viz, the proceeds of the sale of 330,000 acres of land at fifty cents per acre. But it had nothing else. It had no buildings, no laboratories,

library, museums or physical apparatus. It had no farm, no shop. The State found that the $20,000 which it had advanced was irrecoverably gone. The question then came up, what shall the State do with it? The Legislature appointed a commission of eleven men to do three things: to make arrangements for its provisional existence till the meeting of the next Legislature; to advertise for and receive bids from those towns which desired to have the College established in their midst; and to prepare and present to the next General Assembly the outlines of an Institution, such as the dignity, the traditions and the educational wants of the Commonwealth required. These duties they discharged. Bowling Green and Lexington were competitors for the location of the College. The latter offered to the Legislature of 1879-80 the City Park, the present site, and $30,000 in city bonds, to be used for the erection of buildings, which offer the County Court supplemented by $20,000 in county bonds, to be used for the erection of buildings or the purchase of land. Bowling Green offered $30,000 and a connection with a local institution, Ogden College, such as the State had formerly made with the Kentucky University. The commission accepted the offer of Lexington, and the Legislature accepted and ratified the recommendation.

The Legislature then proceeded to re-organize the College upon a basis entirely undenominational. It gave it a broad and liberal foundation. It provided for its internal growth and expansion. It provided for such departments as its income, present and prospective, could adequately sustain, with additions, enlargements and specializations, such as future conditions might make possible. It made provision for a board of twelve trustees, who are appointed by the Governor and confirmed by the Senate. It required that a full and complete report be made to the Legislature biennially within one week after it convenes.

The Legislature of 1879-80 also sent a committee to Lexington to ascertain and report the probable expenditure necessary for the effective operation of an Institution such as by charter they had created. It was confessed on all hands that the income from the prodeeds of the land scrip was entirely inadequate for this purpose.

The committee unanimously recommended the further endowment of the College by means of a tax of one-half of one cent on each one hundred dollars of taxable property in the Commonwealth. This recommendation was embodied in a bill which passed both branches of the Legislature and received the signature of the Governor. Under these provisions, with this prospective income, the College was re-organized.

During the collegiate session of 1880-81, the following departments were constituted: Mathematics and Astronomy, Natural History, Civil History, Mental and Moral Philosophy, English Language and Literature, Latin and Greek Languages and Literature, French and German Languages and Literature, Chemistry and Physics, Agricultural Chemistry, Practical Mechanics, a Normal School Department, a Commercial Department and a Preparatory Department, with a Principal and Assistant. Contracts for the College buildings were let within the proceeds of the city and county bonds given for that purpose. As the buildings advanced in their construction, it became painfully apparent that the estimates and contract prices would be largely exceeded, mainly on account of the failure of some of the contracting parties, and the necessity of reletting the contracts under circumstances disadvantageous and onerous in the extreme. Still the Board of Trustees and the Faculty were not discouraged.

Our embarrassments were happily known only to ourselves, and the Trustees believed that an economic management of their resources would enable

them to come out all right. The departments were well filled; the attendance had more than trebled in comparison with that of the last years of our connection with Kentucky University. Every point was strained to provide machinery for the Mechanical Department, chemical and philosophical apparatus, and to lay the foundations of museums and to provide such other material appliances as were indispensable to make instruction effective.

Meanwhile a storm was brewing of which we had little dreamed. In October, 1881, it became known that the synod of Kentucky, controlling Centre College, had taken measures adverse to the State aid given by the Commonwealth to the State College. Later on it was surmised that the authorities of Central University were disposed to make common cause with Centre College, and later still, ominous indications came from another college in a neighboring county and town.

It was expected that the new College buildings would be completed and ready for occupancy late in the autumn. The Legislature was to convene on the 28th of November. Hon. Henry Watterson, of the Courier-Journal, had been invited to deliver the address upon the dedication of the College, and the intention was to invite the Legislature to be present. The correspondence with Mr. Watterson made it doubtful whether, on account of his business engagements, he could accept the invitation, and on the 17th of November, I went to Louisville to confer with him in person. On the morning of the 18th, while in Louisville, I read in the columns of the Courier-Journal a manifesto issued by the denominational colleges of Kentucky, six in number, assailing the principle of State aid to the State College, and calling upon the people of the Commonwealth to insist on the repeal of the tax levied for its benefit. It is not my purpose to discuss this paper. I concluded that I could not do better than to remain in Louisville one day longer, and to an-

swer in the next issue of the Courier-Journal the appeal of the presidents of the Colleges and presidents of boards of trustees whose names were appended to the document. The arguments in favor of repeal appeared on the 18th. On the 19th the plea for the maintenance of the State College likewise appeared. The Senators and Representatives, who were expected to receive and digest the appeal of the colleges against aid to the State College in the brief interval between its reception at their homes and their departure for the seat of government, had only one day less in which to consider the plea of the State College for the continuance of State aid.

On the assembling of the Legislature, it soon became manifest that the State College question would be one of the questions of the session.

Shortly after the Legislature assembled, a bill was introduced to repeal the tax levied for the benefit of the College. Early in January the subject was brought before a committee of the House in an elaborate argument by Dr. Beatty, of Centre College, to which argument reply was made by the President of the College a few days later. In addition to the question of expediency and justice of State aid to an Institution owned and controlled by the Commonwealth, the question of the constitutionality of the tax was raised and argued before the committee by an ex-Chief-Justice, one of the ablest lawyers at the bar. Reply was made by counsel. For weeks and months the assult and defense went on with unflagging energy. When finally the matter came before the House for action, the motion for repeal was laid on the table by a handsome majority, and thus the famous legislative contest of 1881-2 ended. After the adjournment, however, suit was brought in the Chancellor's Court in Louisville to test the constitutionality of the act. Simultaneously a test case was made in the Circuit Court of Magoffin county. The decision of the Chancellor's Court and of the Magoffin Circuit

Court both affirmed the constitutionality of the tax. Appeal was taken, and the case argued before the Supreme Court in the Spring of 1883. But no decision has yet been reached by the Court of Appeals.

The cause of the College, the cause of superior education for the industrial classes, has thus far triumphed all along the line. Three successive Legislatures have refused to disturb the settlement of 1879-80.

Let us now look at the relative status of the College in 1882 at the conclusion of the great legislative contest and to-day. Had the assailants known our financial embarrassment, it would materially have compromised our prospects and weighted us in the struggle. On the completion and equipment of our buildings we found ourselves $35,000 in debt. Nearly half of this amount was due to the professors of the College, whose salaries remained for that year unpaid. $7,000 were borrowed from the Northern Bank on personal security to meet the most pressing obligations and notes executed for the balance. So stood the case at the close of the fiscal year 1881-2. How stands the case to-day? Every cent of the obligations of the College, principal and interest, has been paid. Thousands of dollars have meanwhile been expended in addition for laboratory equipments for microscopes, spectroscopes, polariscopes and other material. Three well equipped laboratories for general chemistry, organic chemistry and agricultural chemistry, and for the experimental station, have been provided. Within the last year the Normal School has been strengthened by doubling the effective work of the department proper. Within the last year, too, the most important step which has ever been taken towards realizing the idea of agricultural training and experiment was taken by the Executive Committee, viz, the establishment of an experiment station for work exclusively experimental. Under the charge of a competent director

its bulletins have already attracted attention from widely different quarters and have taken rank among the best publications of the kind in the country. Under the auspices of the director a measure requiring all fertilizers used in the Commonwealth be analyzed at this station, and by the officers of this College, with safeguards for the protection of the farmer, was passed by the Legislature. Every package sold henceforth in Kentucky will bear the imprimatur of the College and bring the fact of its existence and its work home to every purchaser in the State. Moreover, the effective work of the Preparatory Department an indispensable feature of the Institution, has been largely increased since 1882.

We have no controversy with the denominational colleges of the land. We bid them God-speed in their work. There is room for them and for us. We believe that the net result of the contest has done them good as well as us. It has stimulated them to provide for the necessities of the youth of Kentucky by the effort to increase their endowments, to lengthen their cords and to strengthen their stakes. Under a mistaken apprehension of injurious competition resulting from the free scholarship, cheap tuition and enlarged facilities provided by the State College, they assailed the justice, the expediency and the constitutionality of State aid to a State Institution. These fears were groundless. Their patronage instead of diminishing has grown, and they, as we , are more prosperous now than they were four years ago.

Twenty-one years is the limit of minority. The State College has attained its majority. It stands erect to-day, having passed through a struggle for existence the severity of which no one knows so well as he who now addresses you. There have been periods when for weeks at a time, I did not know the satisfaction of a sound night's sleep, undisturbed by the difficulties and

dangers which beset the State College. That period is past. The State College has survived all and is here to stay. Its Trustees never despaired. Its Faculty bore privation, and borrowed money to supply the want of unpaid salaries. We have survived our perils, paid our debts, enlarged our sphere of educational activity. This is the net result of twenty-one years, and with pleasure and pride I present you this balance sheet to-day. We are, so far as we know, in peace and charity with all. This much we know, we are not voluntarily, and never intend to be, a disturbing element in the educational interests of Kentucky. Our mission is to extend the boundaries of human knowledge by instruction and experiment, to aid the youth of the Commonwealth, especially the hardy, the industrious, the energetic, whose means will not provide an education elsewhere, with an education equal to the best that can be gotten within the limits of Kentucky or out of it. The State College has made a good beginning in this direction . It will, while not excluding classical instruction, address itself mainly to those branches of learning which are most nearly related to industrial enterprise. While not neglecting those sciences which relate principally to the cultivation of the mental faculties, it will address itself mainly to the work of instruction and discovery in those departments which concern themselves with Nature and natural processes, with the physical sciences, with the laws of matter, with the laws of organization, animal and vegetable. It will, moreover, endeavor to prepare its students, by means of a sound disciplinary training in civil history and in moral and political philosophy, for entering upon the privileges and responsibilities of citizenship in this mighty nation.

I can not allow this occasion to pass without saying a few words suggested by the circumstances in which we find ourselves to-day. In one form or other questions connected directly or indirectly with education meet us

on every hand. They met us in the newspaper, on the platform, in the Legislature, and in the halls of Congress. They are discussed in the pulpit, in the class-room, by the fireside, and by the way side.

The well-being of the present and the security of the future depends upon the views which we entertain respecting them. There never was a time in the history of the world when more depended upon the morality of men. The aggregate of material wealth, with all the potent influences associated therewith, has grown within the present century out of all proportion to any increase which ever preceded it. The diffusion of knowledge, which is by no means convertible with education, has created hopes and stimulated desires such as never existed before. Questions have arisen and problems have presented themselves which were never dreamed of centuries ago, except in the cell of the recluse, or the study of the philosopher, and then in relations and under conditions which differ widely from the environment of to-day.

The growth of free institutions, the inalienable birthright of the English speaking stock has changed the whole structure of modern society. More than six centuries have elapsed since Magna Charta was extorted from King John, the "ablest and most worthless of the Angevin Kings." That piece of barbarous Latin with its rude signatures of illiterate barons has done more for the divine plant of human liberty than all the classics of antiquity. To it England owes her House of Commons, America her Declaration of Independence and her Constitution, and the States of modern Europe their dearly bought and highly prized systems of parliamentary government. To the same parentage belongs the derivative freedom of the Dominion of Canada, and the other great dependencies which form the most magnificent colonial empire which the world

has ever seen, each one in various stages of development, containing the germ and potency of an independent nationality whose influence will profoundly affect the civilization of the future.

One hundred years ago the English tongue was spoken by 12, 000,000 of people, now it is the language of 100,000,000, and they the noblest, the freest and the mightiest peoples in the world. Among other nations and other races, free institutions may still be said to be on trial with by no means anything like certainty what the issue will be. But among the English-speaking stock on the other side of the Atlantic and on this, and in the far-off but thrifty and vigorous and ambitious young States of the South Pacific, well-grounded hopes exist that the roots of a genuine, healthy freedom have struck so deep, and the plant has attained, under circumstances of great trial, such healthy, vigorous growth, that the question of the capability of man for self-government is now under proper conditions, no longer a problem but a cerfainty. I have said "under proper donditions," and I use this language advisedly. No people can long be free unless on these conditions --intelligence and morality-- that is, they must know their rights, and they must, in their action, be guided by a sense of duty. There are fanatics, whose zeal outruns their intelligence. There are hypocrites, who simulate a sense of duty in order that they may trade upon the credulity and patriotism of their fellow men. When these in any considerable numbers are invested with the privileges of the franchise, they endanger the existence of the fabric of society and of the nation. When these constitute a majority of those who are invested with the privileges of the franchise, they make self government impossible.

Now, I believe the English-speaking stock to be capable of self government. Why? They have been addressing themselves to the solution of this

problem for seven hundred years. During the age of Henry and Frederick Barbarossa, while the Emperor of Germany was on his way to Canossa to place his crown in the hands of the Roman Pontiff, the barons of England were extorting civil freedom from their kings and refusing to allow the intervention of the Pope in the religious affairs of the kingdom. While Louis XLV was exhausting the treasure and wasting the blood of his people and abolishing their parliaments, the English parliamentarians and the Scotch Covenanters were bringing one Stuart to the block because he encroached upon the privileges of Parliament, and sending another into exile because he overrode the barriers of the Constitution.

And later still, when the French republic, having exhausted itself under the ruthless tyranny of Robespierre, Danton and Marat, was handing itself in weariness and despair over to the victor of Marengo, bound hand and foot in chains of its own forging, the American people were putting their Constitution into working order, and consolidating the great Republic under George Washington and Alexander Hamilton. Why this difference? The French republic owed its existence to the principles enunciated by Diderot and Rousseau and Helvetius and Thomas Paine; the American Republic to the rights of man, as evolved in Magna Charter, Habeas Corpus and the Bill of Rights, and to the duties of man as evolved in that greatest of all books, the Bible.

But the enemy is coming in like a flood. The Socialism of Most and Fischer and Spies is akin to the Nihilism which assassinated Alexander of Russia, and to the Commune which attempted to wrap Paris in conflagration, while the French people were writhing in the agony of mortal conflict. This is an un-English and an un-American doctrine. How shall we counteract it? By educating the head and the heart of America. If we cannot assimilate

and make good citizens of the Socialist and the Communist when he comes to our shores, we must tie his hands that he do no mischief. We must make the lump of such quality and character by building on the basis of intelligence and religion and morality, that the mischievous leaven which these enemies of society and of mankind seek to infuse shall be harmless. To this end the school-house and the church must exist in every district and township, from the pine forests of Canada to the orange groves of Florida. This magnificent tongue of ours the tongue of Shakspeare and Milton, of Burke and of Webster, of Byron and Tennyson, the noblest development of human speech ever spoken on this planet, must be in the future as it has been in the past, the vehicle for thoughts, noble and virtuous and loyal. It must continue to be the tongue of a people who inherit the spirit as well as the traditions of Runnymede and Bannockburn, of Saratoga and of Waterloo.

In these schools our youth must be taught to know themselves; they must be taught to know Nature, of which they form a part; they must be taught to know God, the author of Nature and of man. We owe it to ourselves and to posterity, so to educate the children of this generation that the lamp of intelligence shall be transmitted with a brighter light and a ruddier glow, that the ideas of obligation and of duty may be strengthened and enlarged, and that power and wealth may be subordinated to beneficence. No country in the world had made more rapid progress in providing all the requisite conditions for a broad, liberal education than these United States have done within the last forty years. This is especially true since the close of the late civil war. Her great institutions of learning have within that period "gone forward by leaps and bounds." Within the limits of this Commonwealth substantial progress has been made. But what has been done is only an earnest and an augury, I trust, of what is to follow.

Ere long we shall follow the example of the older States, and cultivate science and literature, not for their money value only, but for their own sake, to expand the faculties, enlarge the range of mental vision, and widen the domain of human knowledge. In this asupicious present, I see the promise of a yet more auspicious future. May it be ours to aid to roll away the stone in order that intelligence, ennobled by virtue and inspired by duty, may rise to rule the world.
