



THE LIBRARY OF THE  
UNIVERSITY OF  
NORTH CAROLINA



THE COLLECTION OF  
NORTH CAROLINIANA

---

0378  
UK3  
1849G

UNIVERSITY OF N.C. AT CHAPEL HILL




00036720940

**This book must not  
be taken from the  
Library building.**

---

---

--	--	--



Digitized by the Internet Archive  
in 2010 with funding from  
University of North Carolina at Chapel Hill





A D D R E S S

DELIVERED BEFORE THE

TWO LITERARY SOCIETIES

OF THE

UNIVERSITY OF NORTH CAROLINA,

June 6, 1849,

BY HON. WILLIAM A. GRAHAM.

---

PUBLISHED BY ORDER OF THE DIALECTIC SOCIETY.

---

RALEIGH, N. C.  
PUBLISHED BY SEATON GALES,  
1849.

DIALECTIC HALL, *July 29, 1849.*

SIR :

The undersigned have been appointed a Committee, to tender to you the grateful acknowledgements of the Dialectic Society, for the very instructive and appropriate Address which you delivered before the two Literary Societies, in Gerard Hall, on the day preceding our Annual Commencement, and to request a copy for publication.

Permit us, sir, personally to express our wishes that you will comply with the request of the body which we represent.

With very high respect,

WASHINGTON C. KERR,  
HENRY HARDIE,  
SAMUEL E. WHITFIELD.

Hon. WILLIAM A. GRAHAM.

---

HILLSBOROUGH, *August 13th, 1849.*

GENTLEMEN :

I have had the honor to receive your favor, expressing the acknowledgments of the Dialectic Society for the Address delivered by me, under their appointment, at the late Commencement of the University, and requesting a copy for publication.

Actuated by the sense of duty which prompted the undertaking of this task, I do not hesitate to comply with the request you have so politely communicated, though satisfied that the Society has estimated the Address above its merits.

I am, Gentlemen, with high respect,

Your obedient servant,

WILL: A. GRAHAM

Messrs. WASHINGTON C. KERR, }  
HENRY HARDIE, } Committee.  
SAMUEL E. WHITFIELD, }



# ADDRESS.

---

GENTLEMEN OF THE DIALECTIC AND  
PHILANTHROPIC SOCIETIES :

I come to acquit myself of an obligation I could not disregard, and to attest my sense of the distinction you have been pleased to confer, however much I regret that the cause of letters, and this occasion of ever recurring interest, have not a more fit representative. Though poor must be my contribution to the annual festival of the friends of learning, so redolent of pleasant, but mournful remembrances of the past, and joyful hopes of the future, so cheering to our country and our University, in view of the intellectual harvests which have been here gathered, and of those which are in promise, I could not decline the grateful office of welcoming forth those, who, having finished with approbation their course here, now go forward to the duties and trials of manhood, and of speaking a word of encouragement and counsel to the ingenuous youth, who continue in these peaceful shades, pursuing the same liberal studies.

It would, doubtless, be a most agreeable communication, could one, who after a long separation, returns to bear a part in the ceremonies of this day, and finds in these classic halls, a new generation, emulous in every ennobling quality, announce any discovery or improvement, in an age so abounding in wonderful changes, by which the student could be relieved of the toil and labor now deemed indispensable for his discipline, and by which, youth could be at once invested with the wisdom and learning, thus far attainable only by long years of industrious application.

Insomuch as might depend on the suffrages of Collegiates, such an improvement would certainly entitle its author to a place in the most delightful region of those Elysian fields, which VIRGIL has consecrated to Heroes and Sages and the inventors of other useful arts. But however sincere would be the pleasure enjoyed, as well as imparted, by the bearer of such tidings, I am charged, my young friends, with no such mission. It was the consolation of the scholar, under the afflictions of neglect, persecution and poverty, in the monarchies of the old world, that "there was no royal road to learning." Whatever other advantages we have gained under our freer institutions, we have found it equally true, that there is no popular road. The acquisitions of liberal scholarship are neither elective nor hereditary, but the results only of the patient toils of genius. Neither place, nor power, nor wealth, can bestow them—no canons of succession transmit them. They are the purchase only of the ingenuous mind. Yielding, therefore, to that necessity which is our common lot, let us not lament nor despond: but rather rejoice, that they are prizes held out for the free competition of all, and endeavor to alleviate our labors, and illumine our path, in their pursuit, by a cursory review of the objects of a liberal education. The subject has no claim to novelty, but it may not be unprofitable, occasionally to examine the grounds of our opinion and practice, though they challenge general approbation.

The objects of a Liberal Education! Why the endowment of Colleges, and establishment of Professorships, and the tedious and laborious course of studies required for graduation? When OMAR, the Mahometan Caliph of Egypt, was entreated not to consign to the flames the magnificent Library at Alexandria, the repository of the productions of the human mind for forty-six centuries of the world's history, he replied: "If there be that, contained in these books, which accords with the Koran, the latter is all sufficient without them; but if there be any thing repugnant to that sacred book, we can have no need of them. Order them, therefore, all to be destroyed." The historian informs us, that they were accordingly made to supply fuel for the luxurious baths of that Capitol, for more than six months, until the whole were consumed. Perhaps, in impatience and despondency of mastering the ponderous volumes prescribed to him, the modern student may sometimes indulge a momentary

regret, that a summary, alike compendious with the Koran, had not been digested of the discipline and knowledge required for his instruction, and that all other books, if not doomed to the fate of the Alexandrian Library, had been at least postponed from his tasks, until, with a more matured mind, and greater conversancy with the world, he could perceive the advantage, utility or pleasure he was to derive from learning their contents. If we, like the fanatical and destructive Caliph, aspired to nothing more than a life of conquest, rapine and violence here, and sensual indulgence hereafter, we might readily content ourselves with like views of the extent and utility of study and information.— But formed for a nobler destiny, we are impressed with the necessity of cultivating our powers for its fulfilment, as reasonable and immortal creatures.

The design of all education being to prepare the young for the duties and employments of life, the system has no doubt varied with the phases and progress of society in different ages. When the strongest arm, the most dextrous spear, lance or scimitar, or even the successful combinations of embattled hosts, were the tests of human excellence, and HERCULES or ACHILLES, SAMPSON or RICHARD CŒUR DE LION, were the impersonations of all that commanded the admiration of men, there was but little need of a refined taste, a critical knowledge of Languages, of Mathematics, or of Physical or Moral Science. Even in times and countries where learning was esteemed and cultivated, the zeal and energies of its votaries were too often wasted in futile speculations and vagaries, and the aspiring youth, fired with a noble ardor for intellectual distinction, was doomed to wear out his life in the intricacies of a vain philosophy, or a false theology, which has been dissipated, as the mists of the morning, before the light of the Christian and reformed religion, or in the labyrinths of metaphysical disputation, serving no other end than to whet the mental appetite, without furnishing it any appropriate food. And since the establishment of Universities, which were unknown to the Ancients, and have arisen consequently to the revival of letters, after the dark ages of history, much that once engaged their attention, and procured for their sophisters high Academic honors, has been found unequal to the scrutiny of common sense, and of that new philosophy of which Lord BACON was the founder, and has been exploded as obsolete pedantry.

Having our lot cast in a period favored beyond all others, because blessed with the light of their experience, and the researches and inventions of our own, our scheme of instruction is, of course, designed to fit us to act well our parts, in the maturity of knowledge, and the higher civilization which it is our privilege to enjoy. With Governments of vast and complicated affairs, appealing to justice, truth and reason, instead of force, in every step of their administration; with systems of Law, attempting to define every individual right, and the appropriate remedy for its infraction;—a Medical Art, which puts in requisition a knowledge of the minutest functions of our bodily organs, and calls on all the kingdoms of nature for its remedies;—a Theology, which, though simple and easily intelligible in its essential features, runs back in its details and history, through all the learned languages of the world, to the very origin of our race;—with a Literature, preserving for our use the wisdom and learning of past ages;—when Commerce brings us into acquaintance and friendly competition with all the nations of the earth, and every Art is becoming illustrated, adorned and dignified by the discoveries of Science; a system of Education, corresponding in its provisions with this stage in the progress of mankind, is obviously necessary. And modern nations, sensible of this necessity, instead of leaving such provision to be made by the voluntary and unaided efforts of the friends of learning, as was the case even in the most polished ages of Greece and Rome, have established Universities in their fundamental systems of Government. Not to supersede inferior Schools, but as a part of the same system; to supply the wants of the noble aspirants, whose thirst for knowledge has not been quenched at these humbler fountains of learning. Not that it is expected that every youth can participate in their teachings, however desirable it may be among a free people that all should, but because the State will be remunerated for their endowment, if those who do, shall become worthy representatives of their age and country, in useful and elegant erudition and good morals.

If, in the estimation of CICERO, himself “a sublime specimen of the perfection to which the best parts, with the best culture, can exalt human nature,” the education of an Orator, the finished scholar of his day, should comprehend “a knowledge of every thing in nature or art, worthy to be known,” this standard ought, at least, to be kept in view, in an age near two thousand

years subsequent, and enriched by the prodigious advancement in knowledge of things human and divine, which has been made in the mean time. Tried by this standard, the systems of our Universities are rather deficient than redundant. For, although it were extravagance to suppose, that he expected an education to be completed in the period allotted for graduation with us, yet the foundations here laid, in all their length and breadth, are barely sufficient for the superstructure which he recommends, and of which he afforded so brilliant an example. But if such a model of a thorough education is to be reached, or approached even, in the course of a studious life, it can only be after the mind has been strengthened and furnished for the work, with all due preparation. The course of Collegiate instruction, therefore, while it expands the thoughts, stores the memory with useful truths, and forms and corrects the taste, is carefully arranged by a series of gradations, to discipline the understanding to the habit and the love of study, so that it may acquire the power to labor with perseverance, if not with pleasure, on whatsoever subject its faculties may be employed. And although in its pursuit, we may often stand in need of the consoling advice of Sir EDWARD COKE, to his pupil in the Common Law, that "albeit the student shall not at any one day, do what he can, reach to the full meaning of all that is here laid down, let him no way discourage himself, but proceed, for on some other day, in some other place, his doubts will probably be removed," we must constantly bear in mind, at least in the earlier stages of our progress, that these exactions have not been made by the fancies of pedantic schoolmen, but have been devised with care and deliberation by the concurrent opinions of the scholars and statesmen of our own age, as well as those who have gone before us; and that they being judges, he who hopes to excel in any intellectual employment, will be helped forward to the goal of his ambition by complete proficiency in this course of preparation.

The time would soon fail us, to pass in review the branches of study it embraces, and to vindicate the claim of each, to the place it occupies in the system. But avoiding such tedious recital, and without presuming to invade the province of the learned and zealous Instructors, whose enlightened labors are enjoyed by this Institution, I may be permitted to say, that so much as is here taught in any department, is useful, nay, impor-



tant to be learned, by every one who aspires to liberal scholarship, without reference to the idea he may have formed of the peculiar adaptations of his genius, or the course in life he may contemplate. Those who consider this a mere Procrustean process, and contend for fostering only the natural inclinations of the mind, must be reminded, that, as the first rudiments of learning are to be overcome by all, these are but rudiments to him who would attain to the higher departments of knowledge, and the generous culture of his faculties. Independently of the difficulty of pronouncing too early, and without sufficient trial, on the peculiar powers we have derived from nature, true genius will not be impeded in her celestial flight, nor shine less brightly in her destined orbit, for having disciplined her strength in the circuit of science, and adorned her plumage with the graces of general literature. That many of these studies have no immediate connexion with the actual business of mankind, makes them no exception. It has been strikingly remarked by a writer of our own day, (in vindication of the study of the ancient classics) that a course of education for the young, "should form a distinct mental character, from which the professional character of after years may derive liberality and warmth, to correct its natural selfishness and exclusiveness." If some of them be found dry, uninteresting, severe and difficult, it must be recollected that they are exercises which may qualify us to grapple with the more abstruse branches of knowledge, or for the exigencies which await us in life; as the Roman soldier of those armies which conquered the world, was always trained in arms of double the weight, required in real action, and these trainings were so unremitted in all seasons and under all circumstances, that the very name of army became identical with that of *exercise*. It is the duty of instruction to endeavor to awaken interest and curiosity in their pursuit, so as to render them as attractive as possible to the novice mind, and I doubt not that office is well performed now, as heretofore, within these walls. It has been the reproach, however, of collegiate learning, that it is acquired too much as a task and by rote, and that graduates even want the familiar and dextrous use of it, which shows it to have been thoroughly incorporated with their stores of knowledge. And it seems to be reserved for the philosophic Germans, with whom the *art of teaching* (not the quantum of acquirement in the teacher) is

among the highest objects of ambition to discover and apply the true corrective for this defect. But with all the adventitious aids of Professors and Universities, the acquirements of the Student must depend, at least mainly, upon himself, and unless he shall master these studies, and make the knowledge, spirit and taste of the authors of his text-books his own, his labor will be in a great measure in vain. I by no means design to inculcate, that the attention to these studies should be so exclusive that no other knowledge should be sought during the collegiate term; on the contrary, in the intervals of leisure enjoyed by the diligent Student, much may be added to his treasures of various information, without encroachment on his hours of recreation and amusement. But I have been thus emphatic in the expression of my conviction, that they should be the primary object of pursuit, because I doubt whether there be any error more injurious in its effects to the literature of our country, than the too frequent one of the early choice of profession or pursuit in life, by young men of genius, and their consequent neglect of all liberal studies, unless their direct connexion with this one pursuit is obvious and manifest. Where this mistake has been committed, a liberal education, if attempted by, or forced upon, the impatient aspirant, is not sought with the alacrity which his natural parts and spirit would inspire. He devotes no more attention to those branches of which the utility to him is not clearly perceived, than is necessary to obtain a degree, and narrows the energies of his capacious mind to a single end. To him Professorships, and all the appliances of instruction, beyond his chosen field, are of no value; and his favorite studies could be carried on with almost equal advantages elsewhere as here. The effects of such a course are too visibly before us everywhere, to require mention. It makes us artisans in our several callings, not scholars—useful men, of intellectual acumen and professional intelligence, but without the varied learning and polite accomplishments we might have acquired by a proper improvement of our opportunities. It perverts the intention of our system of instruction, and gives it a wrong direction. It has been objected to the Grecian system, of which the Roman was but an imperfect copy, that it bestowed too much attention on mere elegance and accomplishment, while the pursuit of useful knowledge was neglected. Ours, intended in its theory to embrace both of these objects, tends in its actual prosecution to the merely mechanical and utilitarian.

Most persons excuse themselves for the curtailment of their course of preparatory study, and taking this nearer way to fame and fortune, by their supposed want of time for greater attainments. And considering the briefness of our active life, and the necessary interruptions to which the most vigorous plans of application are subject, it is important that none of it be wasted. But by acting on the sentiment of the Italian philosopher, mentioned in one of the essays of the Rambler, that "time was his estate," which yielded nothing without culture, but made rich returns to diligence and labor, much more may be accomplished in the space allotted to us, than is generally imagined.

Others apprehend that such a course of mental exercise and discipline, is calculated to

"Freeze the genial currents of the soul,"

and doom them to austerity and servitude—forgetting that a life of diligence and industry, is not by any means a life of drudgery. Labors, it is true, are demanded; but they are the labors of Hercules, triumphing over obstacles—not the ineffectual exertions of Sisyphus. And although they were multiplied twelve-fold, they would be well imposed, did they but subdue sloth, that wicked foe to all generous effort and enterprize, and give us active, intrepid, and well furnished minds. But as every advance in knowledge opens a new scene of delight, the toils so appalling to indolence and despondency vanish away in our progress, *et labor ipse est voluptas*.

But the eager desire to leap into the arena of affairs, and participate in the stirring events of the learned professions, or of politics, is in our young and adventurous country, one great obstacle to the liberal culture of the mind. In such a country, life itself is a school in which practical affairs are practically taught with but a limited course of previous education, and with its keen competitions and excitements daily before us, it is difficult to command the patience and perseverance necessary to profound and extensive erudition. And unless the habit of study and taste for generous learning has been established in early life, it will be in vain to look for them afterwards. It is in the department of public speaking that the candidate for distinction usually makes his *debut* before the world. It has been said of the British empire, that since the restoration of the second CHARLES and the practical



changes wrought in the Constitution by the Revolution which preceded it, eloquence has usurped the place of wisdom, and the Government has been under the control of Parliamentary debaters, many of whom have been profoundly ignorant of the departments of the public service, which, on account of this species of talent alone, they have been called to administer, and that "a Premier who can make a successful speech, need trouble himself little about an unsuccessful expedition." Making every abatement for the overdrawing of this picture, it must be admitted that in that country, and in this, public affairs are in a great measure controlled by oral discussion. Hence the natural wish among us to excel in this qualification; and although but few, comparatively, have attained to the higher grades of eloquence, no nation probably ever presented so great an array of ready public speakers. But by far the greater part seem content with this one acquirement, and push their intellectual exercises no further. We abound much more in speakers than writers—satisfied with the temporary success and renown obtained with the freest indulgence of the Oratorical license, the larger number have little claim to the taste, discipline and accuracy of thought required for correct and elegant composition. Both speaking and writing, however, are but arts, designed to pourtray the productions of the mind. Unless it has been inspired with a true taste, enlarged and exercised by study, and stored with generous knowledge, no rhetoric can supply its deficiencies, nor give excellence to its effusions. And although the public and professional affairs, to which allusion has been made, may be conducted without liberal learning, yet he who aspires to high eminence or permanent fame in these pursuits, will be greatly advanced by its aid. BURKE had many rivals among his contemporaries, who successfully contested with him the palm of eloquence on the floor of Parliament, but from the inexhaustible resources of his philosophic and cultivated mind, and his brilliant attractions as a writer, he has left them far behind in the race for posthumous distinction, and has embalmed even the ephemeral party controversies of his day in a diction which will preserve them to future ages. Other examples of the advantages derived to statesmen and men of affairs from liberal learning, will readily occur to the reader of the history of all enlightened nations. And he who neglects it in our country, under the impression that it will be

needless to him in these pursuits on which he is so anxious to enter, usually discovers his mistake at too late a period of life for its correction.

By spending the collegiate term in the generous culture of all the faculties, and the acquirement of a liberal store of knowledge, the horizon of the emulous Student becomes enlarged, the field for selection of a path in life is extended; perchance that once contemplated is not found best suited to his capacities and tastes, and he enters upon the journey in whatever direction, *animis opibus que paratus*, for noble exertion and continued improvement. He regards his collegiate exercises as but a preparation for self-education, and impressed with the true dignity of science, he continues his devotions at her shrine, no matter where necessity or choice may demand his chief attention. Only such a course of education deserves to be styled "liberal;" by such only is the intellectual character of our country to be elevated, and our *alma mater* to be "honored in her children."

No system of education, however, would be complete, which aimed merely at intellectual culture and attainments, and neglected the morals, the heart and the affections. Fortunately for us, the culture of these is attended with no difficult and painful study, but is taught in the pages of revealed truth. Commencing in infancy around the knees of the mother, our duties are learned in the precepts of the decalogue; and the heavenly charities of imperfect obligation inculcated in the maxims and parables of the New Testament. All the ethics of the schools, and pure systems of morality among men, but confirm and illustrate these sublime doctrines. And the virtues which are their fruits give to the human character all its loveliness and real dignity. While, therefore, generous studies are assiduously pursued, an enlightened moral sense, and an inflexible determination to conform your conduct to its dictates, should be habitually cultivated. In this connexion, perhaps it is not below the dignity of the occasion, to commend to your attention the culture of the "lesser morals," or a proper standard of manners and conversation, for the same reason assigned by ARISTOTLE, for the study of music by the young Greeks, "that so the mind may be taught how honorably "to pursue business, and how creditably to enjoy leisure; for "such enjoyment is, after all, the end of business and the boundary of active life."

The time will not permit us to enlarge on the boundless fields of knowledge which lie open to the man of liberal culture, or the fame, satisfaction or advantage to be derived from reaping the harvests they afford. Suffer me, my young friends, to conclude these undigested remarks, with the expression of my sincere hope, that each one of you may realize the fond desires of his parents, by attaining the highest excellence in all generous learning and good morals, and that our University may long continue the nursery of genius, the pride and ornament of the State.

GENTLEMEN OF THE GRADUATING CLASS :

Though it is near a quarter of a century since I was honored with the degree you are about to receive, and quitted these scenes for the active pursuits of life, I well remember the emotions of that day, and can readily participate in your hopes and apprehensions, your joys and sorrows. Thus far, you have lived under the kind direction of your parents and of the authorities of this Institution. You are now to be segregated from the College community of which you have formed an important part, and to assume the control of your own conduct, as members of civil society. Each one of you is an object of affectionate regard to his family and friends, who have looked forward to this period of his life with deep interest, and from the certificate of liberal scholarship and good morals, now conferred, becomes at once an object of mark and distinction in his sphere of acquaintance.— Bearing the testimonial of superior opportunities of improvement enjoyed, you will be expected to possess corresponding acquirements and qualifications. Favored beyond most of your contemporaries in the enjoyment of those opportunities, they will be regarded as a talent committed to your charge, of which you must render an account in your subsequent life. At such a point in your existence, I would that I could furnish any precepts to be chronicled in your memories, that might direct you with safety, honor and usefulness in the scenes through which you are to pass. In the ever varying circumstances which attend us, the principles of moral and religious truth, in which you have been so often instructed in this place, afford the only reliable chart for your guidance. These, I may not presume, “can come inended from my tongue.” There are a few suggestions, however, on other

topics, which may not be wholly useless. In our stirring, active, energetic nation, with every thing tending to the practical affairs of life, we have not as yet, and are not likely soon to have, a body of Professors of literature and science merely. And if we wait the coming of JOHNSONS, GOLDSMITHS, HUMES, or MACAULEYS, exclusive devotees of learning, to establish a literary character for our country, we shall probably enact the fable of the rustic described by HORACE, who sat by the river's side, and expected it to ebb away. Without pensions or patronage from Government, with the engrossing demands of public affairs of the professions and of business, calling for new employes in their departments, liberal learning among us, for a long time to come, at least, is to be cultivated not by a separate order of writers, but by those who snatch time from other avocations for its pursuit; and its chief dependence for preservation at all must be upon the *alumni* of our Universities. I conjure you, therefore, for "the studies' sake," to which you are indebted for your present distinction, not to permit your tastes in letters to become extinct, but to add to your present acquirements on every fitting opportunity. This will be an easy task, if undertaken with a moderate degree of attention now, but will become more and more difficult the longer it may be deferred. I fear it argues, however, a gross negligence of generous studies, or that our courage is unequal to our capacities, that there is not a more general diffusion of polite learning among the men of education in our country. Instead of apologizing for the want of it, by necessary attention to the demands upon our time by public trusts, our professions or business, we ought to remember that some of the most eminent votaries of elegant and profound learning were persons, who, at the very time when pursuing these studies, bore their full share in similar employments, and equally laborious. Not to recur again to CICERO, (whose excellent biography by MIDDLETON cannot be too often read by men of affairs, to overcome sloth and revive their courage for mental labor) it may be sufficient to particularize BACON, BURKE and BROUGHAM, in English history, LAMARTINE, GUIZOT, THIERS and ARAGO, at the present day, in France, and omitting many others in our country, MURPHY, TAYLOR and GASTON, in our own State. These were persons not slothful in business, but who adorned business as well as leisure, with the charms of polite erudition. Whatever, therefore, be your plans

of life, whether to embark in the Professions, in Agriculture, Commerce or other business, or whether you entertain an honorable desire for distinction in public employment, a true taste, love of learning and a desire for further advancement in knowledge, should be habitually cherished.

But if these be neglected or deemed impracticable, and the fair flowers which have been here nourished should bear no such fruit, remember, that there can be no excuse for a failure to illustrate your lives by enlarged views of integrity, justice, truth, honor and benevolence, in your several spheres of action. Not by an abstract and outward admiration of these virtues, but an inflexible adherence to their impulses, under every variety and change of circumstances. And your education will have proved defective in its most essential object, if with the precepts of religion and of reason, and the examples of history, it has not imparted to you the force of will to maintain right and resist wrong, come what may.

As citizens of a Republic who have been by your studies made acquainted with the Constitution and Government of your country, and who have also been

“By ancient learning, to the enlightened love  
Of ancient freedom warmed,”

you feel a natural admiration of her noble Institutions, and a just pride in her fame. It will now devolve on you to bear your parts in giving direction to her Government, and in upholding these Institutions. The study of her history, the trials, perils and sufferings through which she has passed, and of the characters of the sages and patriots who founded her Governments, and under the Providence of God, conducted her affairs to the most favorable results, will engage your attention, not only as subjects of liberal knowledge, but of personal interest and duty. In these you will learn what sacrifices were required to achieve our National Independence, and what anxious days and sleepless nights it cost the Father of his Country, and his associates, to establish our National Union. You will thus be inspired with true loyalty and attachment to that country, and prepared to hold fast to that Union “as the sheet anchor of our peace at home, and safety abroad.” For sixty years it has secured to us justice and domestic tranquility, and conferred on us a renown and pros-

perity unexampled in the history of nations. If cherished and defended in the spirit of sincere patriotism, wisdom and forbearance which characterized its framers, it will preserve the blessings of liberty to our remotest posterity. Such of you as may be called to administer its public trusts, should bear always in mind, that they are designed to confer only "the power to do good," the "true and legitimate end of all aspiring." But whether in public or private station, from your course of education you will exercise an agency in the formation of public sentiment, and will be in some measure accountable for results. May you so appreciate this responsibility, as to keep always in view the precepts of justice, wisdom and patriotism, and to derive additional lustre to your own characters, from the brightness of that career which, under the blessing of heaven, we trust awaits our country.















