Mr. President, Faculty and Students of the Leland Stanford Jr. University:

I desire to state that in the few remarks I am about to make I speak for Mrs. Stanford as well as for myself, for she has been my active and sympathetic co-adjutor and is co-grantor with me in the endowment and establishment of this University. In its behalf her prayers have gone forth that it may be a benefactor to humanity and receive the blessing of the Heavenly Father.

On the 14th day of May, 1887, the corner stone of this quadrangle was laid, and on the first day of October, 1891, we meet to formally throw open the doors of the institution. Of those present at the laying of the corner stone many are here today, but some of them are with us only in spirit and in memory.

For Mrs. Stanford and myself this ceremony marks an epoch in our lives, for we see in part the realization of the hopes and efforts of years,—for you Faculty and Students the work begins now, and it is to commemorate this commencement of your labors that we are here assembled.

That which we have bestowed upon the establishment and endowment of this Institution we have been more than once advised to turn into other channels. It has several times been suggested to us that there was a limit to the beneficence of education,—that that limit has been reached in this country, and that the public, private and endowed schools and colleges, already more than supplied all the needs of the community,—but we have thought differently. We do not believe there can be superfluous education. As man cannot have too much health and intelligence so he cannot be too highly educated. Whether in the discharge of responsible or humble
duties he will ever find the knowledge he has acquired through education not only of practical assistance to him, but a factor in his personal happiness, and a "joy forever."

It is through education that the possible future of man is to be ascertained and attained. The Creator has not given man rational wants without the means of supplying them. He has given us an all bountiful earth that yields inexhaustible supplies for our use. Men have only to apply their labor intelligently and learn to control the natural forces that surround them to have at their command all the comforts and elegancies of life. Man's true happiness is to be attained not merely by satisfying his physical wants, but in the development of his intellectual, moral, and religious nature. It is through the expansion and development of these that the high standard which the Creator has made possible is to be reached, and when this standard is attained the result will be the establishment and general practice of the golden rule and the realization of the greatest happiness. I hope therefore that you will ever keep before you the highest possible standard, that you will strive to attain it and fully realize that its attainment is the object of education.

The high condition of civilization to which man may attain in the future it is not impossible for us now to appreciate. We can best obtain an idea of it by a comparison of our present condition with that of preceding generations. Nor have we to look very far back. A few years ago, within the memory of a majority of the adults here present,—in these United States whose very existence as a nation was justified by an inspired declaration of human inalienable rights,—over four millions of human beings were
held in slavery by mere might. A majority of the people of our
country were at that time fully persuaded that the right to owner-
ship of human beings existed by a law which it was bound to sustain
by force if necessary.

We believe that a wise system of education will develop a
future civilization as much in advance of that of the present as
ours is in advance of the condition of the savage. We may always
advance towards the infinite.

The wonderful improvements in inventions and machinery within
the last fifty years by multiplying the power of production, have
assisted greatly in the advancement of civilization. But for the
invention that had done the most for education we must look back
four hundred and fifty years, to the gigantic and ever increasing
force put in motion by Guttenburg—the printing press. It has made
all later inventions possible and practicable. It has done more
for the dissemination of education than the endowments of Harvard,
John Hopkins or Girard, and but for its existence I do not think
I should have had occasion to address you today.

Once the great struggle of labor was to supply the necessi-
ties of life,—now, but a small portion of our people is so engaged.
Food, clothing and shelter are common, in our country, to every
provident person, excepting of course, in occasional accidental
cases. The great demand for labor is to supply what may be termed
intellectual wants to which there is no limit, except that of
intelligence to conceive. If all the relations and obligations of
man were properly understood it would not be necessary for people
to make a burden of labor. The great masses of the toilers now
are compelled to perform such an amount of labor as makes life
often wearisome. An intelligent system of education would correct
this inequality. It would make the humblest laborer’s work more
valuable, it would increase both the demand and supply for skilled
labor, and reduce the number of the non-producing class. It would
dignify labor, and ultimately would go far to wipe out the mere
distinctions of wealth and ancestry. It would achieve a bloodless
revolution and establish a Republic of industry, merit and learning.

How near or how far we may be from that State, we cannot pre-
predict. It seems very far when we contemplate the great standing
armies of Europe, where over five millions of men (or about one
to every twelve adult male) are marching about with guns on their
shoulders to preserve the peace of the nations,—while hovering
near them is an innumerable force of police to preserve the peace
if possible have such a liberal education as to enable him to
understand, appreciate and enjoy the blessings of order. We must
understand that the education in this Institution will be of such a liberal
and broad character that all associated with it will have grown into
citizens, engaged in lifting the burdens of the people instead of
increasing them. And yet extravagant as are the nations of Europe
in standing armies and preparations for war, their extravagance in
the waste of labor is still greater. Education by teaching the
immediate object of this Institution is the personal benefit and
intelligent use of machinery is the only remedy for such waste.

We have provided in the Articles of Endowment that the educa-
tion of the sexes shall be equal,—deeming it of special importance
that those who are to be the mothers of a future generation shall
be fitted to mould and direct the infantile mind at its most
critical period.

A celebrated philosopher has said that the education received
by a child in the first five years of its life was more important
than all the rest,—another states in its first seven years the child receives more ideas than in all its after life. How important therefore is it to have mothers capable of rightly directing the infant intelligence.

We have also provided that the benefits resulting from Co-operation shall be freely taught. It is through co-operation that modern progress has been mostly achieved. Co-operative societies bring forth the best capacities, the best influences of the individual for the benefit of the whole, while the good influences of the many aid the individual.

The intelligent development of the human faculties is necessary to man's happiness, and if this be true each individual should if possible have such a liberal education as to enable him to understand, appreciate and enjoy the knowledge of others. We trust that the education in this Institution will be of such a liberal and broad character that all connected with it will have none but the best of feelings towards other Educational Institutions, and particularly towards those of this State. We are all working to the same end, let us therefore cordially co-operate. The immediate object of this Institution is the personal benefit and advancement of the students, but we look beyond to the influence it will exert on the general welfare of humanity.

GENTLEMEN OF THE BOARD OF TRUSTEES:

The management of the affairs of the Leland Stanford Jr. University will ultimately devolve upon you. Upon you therefore will largely depend its future usefulness and success. We feel assured that you realize this as we do, and that you will exercise the same vigilance in the discharge of your duties as trustees, that
you have shown in the management of your own personal business. We have decided to start this Institution with the college course of study beginning with the freshman year. In time we hope to extend its scope from the Kindergarten through the High School to the University course, and afford opportunities for improvement and investigation to post-graduates and specialists.

When that day comes to us, that sooner or later must come to all, we think we shall both approach the great change the more calmly from the knowledge that the threads of our work will be taken up by you and followed along the line we have traced.

**MR. PRESIDENT AND FACULTY:**

Upon you largely depends the success of this as an Educational Institution. Ample endowment may have been provided, intelligent management may secure large income, students may present themselves in numbers, but in the end the Faculty makes or mars the University. The born student is an exception. We know of calculating boys with wonderful mathematical gifts, -- of a musician who when eight years old composed sonatas, of a poet who "lisped in numbers", but the average boy and girl of today depend almost entirely on their instructor for their energetic interest and assured success in study. The students who go out into the world from these halls will be the gauge by which our efforts in behalf of education will be tested.

The task before you is a great one and your responsibilities are proportionate. Your examples will have even more influence on the future of these students than your teachings, -- the old Latin saying is true that, "by precept the road to learning is long, but short and sure by example". I shall not presume to enlarge upon
this subject,—your past records as educators is a sufficient
guarantee for your work here, but we desire to remind you that it is
our hope that the young women and young men who graduate from Palo
Alton shall not only be scholars, but shall have a sound practical
idea of common-place everyday matters, a self-reliance, that will
fit them, in case of emergency, to earn their own livelihood in a
humble as well as an exalted sphere. Added to this, we wish them to
go out into the world with a lofty sense of man's and woman's
responsibilities on earth in accordance with the highest teachings
of morality and religion. May you rise to a full appreciation of
the important trust placed in your control.

STUDENTS OF THE LELAND STANFORD JR. UNIVERSITY:

Upon the individual efforts of each of you mainly depends his
or her future success in life. A University may be founded for
you, in it you may study for years, under able Professors, and with
all the advantages of the learning, science and ingenuity of these
days, you may be gifted with many talents, and yet your labor may be
comparatively fruitless and in after life you may be failures.
Or, you may go from here fully equipped to make your way through
life with happiness to yourselves and benefit to humanity. All
that we can do for you is to place the opportunities within your
reach; it rests with you to grasp and improve them. Remember that
life is, above all practical; that you are here to fit yourselves for
a useful career. Also that learning should not only make you wise
in the arts and sciences, but should fully develop your moral and
religious natures. The humanizing influences come from a proper
understanding of the rights of man and his duties to his Creator.
With a full appreciation of these he will comprehend and have developed in him the active principles of religion, to wit: benevolence, toleration, kindness, patience, forbearance and a helpful regard for the general interests of his fellow creatures with a charity that will reach every condition of life.

You, students, are the most important factor in this University. It is for your benefit that it has been established. We hope and believe that you will fully realize and live up to this fact.

To you our hearts go out especially and in each individual student we feel a parental interest. We want you all to be, not only a credit to the University, but also a credit to yourselves. How to succeed in this it is for you, with the precepts and examples of your professors, to discover, and as a foundation for the whole superstructure we would suggest to each young man and young woman to bear in mind the admonition of the wise king, "Remember now thy Creator in the days of thy youth."
This was used by Leland Stanford at the opening of the Leland Stanford University at Palo Alto Oct 1st 1891. I desire it preserved and placed in the Museum at Palo Alto California.

L. L. Stanford