

(Continued from fifth page.)

cruel. Change the curriculum of the public schools? You cannot do it, and if you could do it, in my opinion it would be wrong, it would be indefensible; because the welfare of the Republic, resting as it does upon popular intelligence, demands that the education of those high school graduates who do not go to college should not be too narrowly confined in the classics, but that it should include any two foreign languages (with a preference perhaps for one ancient and one modern language) together with literature, history, civics, and science. Our whole aim therefore has been to get in line with the public schools without sacrificing one iota of our educational ideals.

#### THE SCHOOLS DEMAND IT.

And here, lest I should be thought to speak for the schools without authority and entirely upon my own motion, let me read you a quotation from the report of the Committee on College Entrance Requirement submitted by the chairman of the committee, Superintendent Nightingale, of Chicago, to the meeting of the National Educational Association at Buffalo last Summer, which, being unanimously adopted by them, has become the urgent recommendation of the twelve thousand teachers assembled in that greatest of all American educational gatherings: "College courses ought to be so adjusted that every pupil at the end of a secondary course recognized as excellent, both in quality and quantity of its work, may find the doors of every college swinging wide to receive him into an atmosphere of deeper research and higher culture along the lines of his mental aptitudes. . . . If this principle is correct,—and who shall prove its fallacy?—why is not the degree of B. S., or Ph. B. of equal dignity and worth with that of A. B.? Or, in other words, why should not all such degrees be abolished or molded into one which shall signify that a man or woman has secured that higher education best suited to his talents and far-reaching purposes of his life?"

But I confess that movement has another meaning, and I am anxious to proclaim it that it may not be misunderstood. I hold with the eloquent gentleman who preceded me, and I tried to emphasize the point in my address last night, that no man is liberally educated who has not had in his Academic course, along with other subjects, training in the humanities,—in language, literature, history and philosophy. But now the specific question arises, which of the languages. Some say it must be Latin and Greek. We say that it must be Latin and a modern language, or two modern languages. And it is at bottom for our adherence to this view that one of the speakers here has charged us with degrading the standards, counterfeiting the trade-mark, and substituting commercialism for liberal culture! Gentlemen, I appeal from the libelous clap-trap of the rhetorician to the impartial judgment of thoughtful educators.

#### CORNELL HAS MORE TO DO.

When I entered college I entered with Latin, Greek and mathematics. Today, French and German are studied; and the time is coming when college graduates will teach French and German as Latin and Greek are taught now. The sciences, too, are being taught in the schools. We at Cornell University will, I believe, follow along the lines we have already entered upon and develop the movement on which we have started to its logical conclusion. That is to say we shall give credit to our matriculants for the sciences and the languages they studied thoroughly in the high schools, without considering too curiously whether it was this or that science, this or that language. The doors of our Academic Department will stand wide open to all capable graduates of good high schools, provided they have been thoroughly trained in two foreign languages, whether the combination be French or German, or what will generally be the case, Latin and Greek, or Latin and a modern language.

Now, gentlemen, this matter is before you. I do not think it devolves upon you to vote on it at all. I resent this "either or" which has been thrust upon us. They tell us it is either the classical college or it is Cornell University. There is room for both. Let us be thankful for the work of the colleges. If I were president of some of the colleges of this State, notably of those which have denominational connections, I should oppose making Greek an elective. There is room for variety in educational work as elsewhere. Nature is a unity, but she is full of variety. Man does well to imitate her. That is why we have succeeded so well as a government; we have our federal

government and our state governments; we have unity and we have variety.

Let us do likewise with our educational institutions. Leave free play. Let individualism have full sway. There is room for Cornell University to work out its own ideas and keep in touch with the high schools; and there is room for the institution presided over by the eloquent gentleman to whom you have just listened, to work out his ideals, even though I may think that he ignores the tendency of modern civilization. Let there be no rancor, no jealousy, no envy; but let us feel that we are all engaged in a common work, promoting a cause than which there is none higher—that cause for which the Great Teacher himself stood, the development of the highest human capacities; and working in that spirit, I am sure we may all feel that the blessing of Almighty God will be upon us.

#### Handball Tournament.

A short time ago the Handball Club arranged a tournament, to be played in the handball room in the Yale Gymnasium. The tournament has now been nearly decided. There were 47 entries, and the preliminary round began on February 16. Since then enthusiasm for the game has not diminished, and the matches have been played off as fast as the one available court would allow. Winchester Noyes, '99, won the championship.

This tournament was open to all departments of the University alike, but it is now the intention of the Club to organize separate tournaments for each one of the departments. These will begin about March 8.

#### Harvard News.

Owing to the open weather of late Capt. Goodrich, of the Harvard crew, has planned to transfer the practice of his men from the tank, where they have been having light work this Winter, to the river. The floats at the boat house are practically ready for use, and unless the weather changes out-of-door work will be begun this week. The tank work this season has been lighter than usual, and has been varied with long walks and other light exercises, as Mr. Lehmann does not put much faith in in-door work, save only as it keeps the men in good physical condition and familiar with the essentials of the stroke. Mr. Lehmann is to sail for America within a week, and with him he brings the new shell ordered of Clasper, the veteran Cambridge, Eng., boat builder, for the Harvard crew. Until his arrival, however, Mr. Storrow, '85, and Mr. Mumford will continue to coach the crew.

The final competitive debate for the choice of Harvard's representatives in the coming Yale-Harvard debate was held on Tuesday, February 23, and resulted in the choice of the following men: F. Dobyne, '98; G. H. Dorr, '97, and S. R. Wrightington, '97, with W. H. Conroy, '99, as alternate.

#### Lecture and Concert Program.

The following lectures and concerts are open to Yale students:—

March 4.—Concert by the New Haven Symphony Orchestra in the College Street Hall.

March 4—"The Russian Novel, illustrated by the works of Ivan Turgenyev," by Prof. Wm. Lyon Phelps, in United Church at 8 p. m., under auspices of the University Extension Society.

March 5—"Egypt; From Abu-Simbel back to Cairo, Gizeh Museum," by Prof. D. Cady Eaton, in the Scientific School.

March 7.—Lecture by Dr. Edward Everett Hale of Boston in the United Church under the auspices of the Men's Sunday Evening Club.

March 9—"The Battle of Gettysburg," by Mr. Huber Grey Buehler, in the Scientific School.

March 11—"The Polish Novel, illustrated by the works of Sienkiewicz," by Prof. Wm. Lyon Phelps, in United Church at 8 p. m., under auspices of the University Extension Society.

March 12—"Clay: Its Uses as a Building and Paving Material," Mr. Felix Chillingworth, in Boardman School.

March 12—"Bjornsen, Daudet, James; a Study in Literary Times-Spirit," by Mr. Richard Burton, in the Scientific School.

March 16—"Electrical Waves and Light," by Mr. H. A. Bumstead, in the Scientific School.

#### 'Ninety-Two Reunion.

A reunion of the Class of 1892 was held at "The Circle," New York City, Saturday evening, February 27. It was a thoroughly informal meeting, and the best of good fellowship prevailed throughout the evening. A few remarks were made by James E. Wheeler, the Class Secretary, who announced that, beginning with this Winter, two reunions of the class would be held yearly in New York, one during the Winter and another in the Spring. This is the third reunion which the class has held in New York since graduation. There were in all 41 present. They were: Alfred H. Swayne, Harry S. Lyman, William N. Runyon, Harrison B. Freeman, William S. Haskell, George L. Coit, Elisha H. Cooper, George D. Terry, Frank J. Price, Charles S. Haight, Howard Huntington, Francis H. Griffin, Isaac H. Jenney, Frederick S. Woodruff, Arthur C. Hume, William L. Kitchel, Henry S. Graves, Howell Cheney, Knight D. Cheney, Jr., Edward B. Mowbray, Howard R. Townsend, Thornwell Mullahy, Edward H. Dodd, Herbert O. Bowers, Arthur Lovell, Elliott Marshall, Pierre Jay, Robert A. Paddock, Merrill W. Galloway, Otto A. Schreiber, John S. Woodruff, William G. Rockefeller, Augustus F. Shaw, Arthur S. Barnes, Daniel E. Manson, Walter P. Bliss, George B. Hollister and James E. Wheeler. Noah H. Swayne, second, '93, was a guest of the evening.

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