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F. A. CORBIN,
1000 CHAPEL ST.,
New Haven, Conn.

MY DAY IN NEW YORK is Thursday Place, Astor House. Time, 12 to 4.

THE NORTHWESTERN DINNER.

[Continued from 151st page.]

courses of study, by which, if it can be properly managed, we shall see such an arrangement of the courses that the departments will help one another, will play into one another's hands, so that instead of as now, a man, who goes to the Academic Department getting no good of the instructors in the Scientific Department, and the scientific student getting no good from the instructors in the Academic Department (both of which things have been true of but a comparatively small number), we shall see each man getting fuller university privileges, and if things are developed as I hope they will be, with proper ordering of courses, a man, who has satisfactorily completed a course of study in either department, will find himself one year advanced toward his professional study.

THE PROFESSIONAL SCHOOLS.

And, finally, with reference to the professional schools themselves: I believe it is possible to bring them into closer connection with the life of the country, not by the so-called teaching of practical things, for, admirable as are some of the arrangements at Cornell, I have great doubt whether the best way to make a man a mechanical engineer is to teach him to hammer out a link of a chain with his own hands. There are some things which are called practical, which are really a rather unimportant kind of manual training * * * I mean that just as we can carry out our entrance requirements in consultation with the schools, so we can devise our courses of study in cooperation with the offices and the shops. * * *

Now, I do not know just how this will work itself out in all the various lines, but by pursuing an enlightened policy in this way, we can give broader instruction and a more practical connection with the work of after life, and can develop schools where there is a chance for such practical connection.

MORE ABOUT THE FORESTRY SCHOOL.

To take one example, I have very much at heart the establishment of a school of forestry, and I believe, though perhaps I am premature in saying so until the money is actually in hand, that such a school is assured. A school of forestry would appeal to three classes

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of men. First, those men who have a general interest in so important a matter for the country's future usefulness as forests. Secondly, to those who wish to make something of a special study of it to follow it as a profession. And, thirdly, to those who are not practical college men, who wish to get the practical instruction that a university can give.

Now, I believe we can subserve the needs of all those classes. If we use for that purpose the Marsh House for the moment, which, pending the raising of the funds for putting it to the purpose intended by Prof. Marsh as a botanical garden, might well be used for so germane a thing as a school of forestry, and with the necessary endowment and the men to teach, it could be made a great success. We have the right man in sight. He could establish a far better school of forestry than there is in the country; for twenty-nine out of the thirty schools of forestry are merely schools of forest botany, and the thirtieth follows so closely on German models that it is not so good as one we could make at Yale. I believe in that way we should meet a need for the country, and would be able to combine, in a way which would be valuable for future work, learning in the college with practical work in the field. For, as part of the equipment of a school of forestry, and a part which is not the hardest to get either, we should have thousands of acres of forest land in various parts of the country, and men who are working there, as part of the academic work, could spend their Summers in the field, and men working there as part of their professional work could have part of the year in the field. And, more than that, I believe—I know in fact, that men trained in such a manner would pass right into government employment, and we should have a development from the study into practical life to meet the needs of the public. I mention this, not because it is so all-important, but because it is a new thing which illustrates the line of development possibilities.

THE IDEAL STATED.

Now, if we could have such a connection with the schools as would make us leaders in primary education, a connection of the departments with one another which would make us, without sacrificing any student life, a university in a fuller sense than before, rearranging our curriculum and courses of study as we are beginning to do on a considerable scale (and work on that line is very actively in operation among the different departments, and particularly in the Academic department), and, finally, if we could bring ourselves into connection with the after life by the right kind of merging of practical study and professional work, and by the establishment of the right kind of connection between university life and after life, we should make ourselves not merely leaders in the educational world, not merely a university in the truest sense, but a power in providing men in a country that needs the services of men who can do such work. And this I believe it is possible for us to attain.

Now, gentlemen, I have not tried to do anything more than to give a straightforward talk, man to man, on what we are trying to do. You have seen enough of educational matters to know that it must be a slow process; to know that for each success there must be some failures. But I believe that we shall have success, and I rely on your support to that end.

I say at the end, as I stated at the beginning, that I cannot tell you how much meetings like this throughout the country, among men in all places, are a help to those of us at home who are giving our work to what sometimes seems an almost impossible task, to what would be discouraging without your help, and to what with your help is all-inspiring.

President Hadley's speech was very enthusiastically received and at its conclusion an appropriate topical song was sung.

The toasts and the sentiments of the other speeches were as follows:

"Looking Backward,"
Burnside Foster, '82
"Whose yesterdays look backward with a smile."

—Young
The "Red, White and Blue" in the Philippines,
Gen. Chas. McC. Reeve, '70

"Ship me somewhere east of Suez,
Where the best is like the worst.
Where there aren't no Ten Commandments,
And a man can raise a thirst."

—Kipling
Yale Potentialities, Wilbur F. Booth, '84
"Men ready to go anywhere and do anything."

—Wellington
Things as They Are,
Daniel W. Lawler, '83 L.
"But each for the joy of the working,
And each in his separate star,
Shall draw the thing as he sees it,
For the God of things as They Are."

—Kipling
Heroes and Hero Worship,
Amos P. Wilder, '84
"A large topic; indeed, an illimitable one;
wide as Universal History itself."

—Carlyle
"Yale Mixture"... Ambrose Tighe, '79
"No, never say nuthin without you're compelled tu,
An' then don't say nuthin' that you can be held tu."
—Bigelow papers

The Banquet Committee was as follows: Winthrop G. Noyes, '91; Hugh T. Halbert, '95, and John E. Shaw, '97 S.

Before the banquet a business meeting was held, in which Judge R. R. Nelson, '46, was elected President to succeed Mr. Jelley, and Mr. F. M. Crosby, '97, was elected Secretary and Treasurer to succeed Mr. William R. Begg, '93. It is through Mr. Begg's courtesy and efficiency that the WEEKLY is able to give so complete a report of the dinner.

The Banquet Committee for next year is made up of E. C. Gale, '84; W. W. Heffelfinger, '97 S., and A. W. Lindeke, '94.

Those present at the dinner were the following: '46—Hon. R. R. Nelson; '54—S. C. Gale; '62—G. C. Ripley; '64—Rev. Joseph Lanman; '66—W. A. Bennett; '67—H. B. Beard, Prof. H. T. Eddy; '68 S.—F. M. Guthrie; '70—Col. Charles McReeve; '71—C. S. Jelley, R. B. Wheeler; '73—Frank E. Sprague; '74—Prof. C. W. Benton; '76—President Arthur T. Hadley; '77—Rev. Prof. Charles C. Camp, John P. Atwater, E. C. Cooke; '77 S.—George L. Wilson; '78—C. L. Spencer, F. B. Lathrop; '79—Ambrose Tighe; '81—E. B. Graves, Harris Richardson; '81 S.—M. D. Munn; '82—Burnside Foster; '83—L. K. Hull, C. Milton Griggs; '83 L.—D. W. Lawler; '83 S.—John E. Stryker; '84—Prof. Frederic S. Jones, W. F. Booth, A. P. Wilder, E. C. Gale; '85—J. S. Pardee, William F. Peet; '85 S.—Prof. John J. Flather; '86 S.—J. M. Blakeley; '87—W. M. Babcock; '87 S.—E. W. Durant, Jr.; '88—W. D. Washburn, Francis Bergstrom; '88 S.—F. T. Parlin; '90—C. C. Bovey, John Crosby;

[Continued on 157th page.]



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