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Classical Instruction defended By Gen O.O. Howard.
1. *The College and the University.*

It has been for a long time a settled conviction in my mind that it is impossible to keep up, to any degree of efficiency, the lower and common schools without the aid of the higher, that is, the academies, normal institutions and preparatory seminaries. And, surely, high schools, normal ~~seminaries~~ ^{academies} and preparatory ~~seminaries~~ essentially demand the existence of the grade which we call college. With us college and university are interchangeable. However most of us make this distinction: The college is unique in its self as a special and carefully selected ~~curriculum~~ ^{curriculum}, has usually four years in its course of study, and ~~that~~ ^{when} it forms part of a ^{enlarged} system, having a Dean instead of a President, ~~then~~ ^{on} usually the enlarged system is named a university; as, for example, Yale and Cornell Universities. There are, however, exceptions to this conception of the college. For Bowdoin College has, in addition to its college department, a medical department. Another idea somewhat prevalent, of ~~the~~ ^{an} universities is exemplified by Howard University, at Washington. ~~That institution~~ ^{embodies} groups under its Trustees a preparatory, college, theological, medical, normal, law, and industrial departments; and this appears to me to be the true notion in the line of education, which the word university should convey, that is, a university proper ought to ~~be~~ have sufficient departments to cover not only essential classical instruction but also the professional necessities of young men, and I may say ^{, too,} of young women. For now the best universities are being opened to them freely. Whether it would be wise or practicable to change all the old universities and colleges so as to admit the students impartially, without regard to sex, we cannot say for a thousand circumstances of a special nature will apply in the individual case; but it does seem to be practicable to have an ~~annex~~ ^{in the old colleges}, as at Harvard. ^{both sexes can be admitted on equal terms.} For this purpose, and in all new institutions of learning, as had Oberlin in the beginning, the excellent results of this combined education at Oberlin are beyond question. Possibly there is a little hardness in tempering young men which

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^{tain}obstacles where the tender sympathies for young women are not in-
volved; and ^{young men}they may be thus carried through ^{tougher}courses of
study, but the ability of young women to keep pace with young men
in hard study has too often been demonstrated for me to question ^{the fact.}
Surely the gentleness of manners and the high moral tone which col-
leges like Oberlin ^{attain}are of the highest value in considering
the question of educating the sexes together or separately.

II 2. Post Graduate Institutions

^{amuse}Lately comparing the results of our educational methods with
those found in some other civilized nations, there is springing up
a desire for the attainment of a higher standard than had hitherto
been furnished by colleges or universities. Some of our Western
universities or colleges were ^{such}so only in name, and so directors
have planned for higher reaches in what have been called Post Grad-
uate Institutions. The Johns-Hopkins University, of Baltimore, is
claimed to be one in point. The studies are elective; the profes-
sorships well endowed; the libraries superb and the apparatus suit-
ed to reach the pinnacle of modern science; so that a student with
a college preparation or with a good academic or high school foun-
dation may study what he likes, and continue his course for any
term of years that may please him. Harvard has taken another meth-
od by constantly raising the standard of admission until prepara-
tory students begin to think that their acquirements when they en-
ter ~~Harvard~~ are nearly equal to the attainments of their grand-fa-
thers at the ^{time}period of graduation. If this be so I am very sorry
^{this procedure}for it, for it begets a tendency to put on too much steam in the
education of a child. ^{The young pupil}He is crowded too much at the Grammar School
period; and his foundations in geography, history, mathematics and
english grammar are not properly laid; there is ^{necessarily}too much cramming,
and too much parrot-performance. It is like a growth that is found
in the hot-house or in dark places, abnormal and unhealthy.

III 3. Methods of teaching sometimes at fault.

Again, there is too much straining in the preparatory efforts.

obstacles where the tender sympathies for young women are not involved, and they may be thus carried through fuller courses of study, but the ability of young women to keep pace with young men in hard study has too often been demonstrated for me to question surely the gentleness of manners and the high moral tone which colleges like Oberlin obtain as of the highest value in considering the question of educating the sexes together or separately. E. J. F. 2. 18

Before comparing the results of our educational methods with those found in some other civilized nations, there is springing up a desire for the attainment of a higher standard than had hitherto been furnished by colleges or universities. Some of our Western universities or colleges were so only in name, and no directors have planned for higher reaches in what have been called Post Graduate Institutions. The Johns Hopkins University, of Baltimore, is claimed to be one in point. The studies are elective, the professors well endowed, the libraries superb and the apparatus suited to reach the pinnacles of modern science, so that a student with a college preparation or with a good academic or high school foundation may study what he likes, and continue his course for any term of years that may please him. Harvard has taken another method by constantly raising the standard of education until preparatory students begin to think that their acquisitions when they enter Harvard are nearly equal to the attainments of their grandfathers at the period of graduation. If this be so I am very sorry for it, for it betrays a tendency to put on too much steam in the education of a child. He is crowded too much at the Grammar School period and his foundations in geography, history, mathematics and English Grammar are not properly laid; there is too much cramming and too much parrot-performance. It is like a growth that is found in the hot-house or in dark places, abnormal and unhealthy. Again, there is too much straining in the preparatory efforts.

Instead of learning the Latin language, for example, as one of our old and distinguished college Presidents ^{did} had, so as to speak it readily with his friend in their daily walks, it is sought to fill the ^{child's} mind with the reasons ^{why} and wherefore, ad infinitum, rather than with the language itself. As with Latin so with Greek. ^{Then} Finally young men become disgusted with the methods of teaching or rather with the results of ^{the} teaching ⁱⁿ this beautiful tongue where the main thing seems to be to seek dilligently for its roots and to multiply beyond the power of memory its rules. ^{after} Young men become so possessed of the notion that their time has been wasted that they give up the ^{elegant & useful} study altogether.

Elective Courses

P 4... An idea entirely new in the line of education has sprung up from the introducing of departments like architecture, mechanical work and other industries into our universities and making ^{the course} it elective ^{that is, allowing the student to choose} whether or not the ~~student~~ shall take the regular clasical ^{system.} course. They say to themselves in their inexperience after they have a smattering of knowledge. "Why waste time on the clasics or upon languages which we shall not speak or upon branches of study which will not enter into out life business?" Often ~~their~~ parents and friends desiring a young mans establishment in life, agree with him in his estimate of the value of clasical instruction to the work of life, or rather to ^{its} the want of value, they suffer him to follow the bent of his own inclinations and advice. The results are, of course, that young men are inducted into the professions illy prepared to compete with the thoroughly educated minds, and so ^{and classically} soon ^{very} the general standard of the profession itself is lowered.

P 5... ^{Culture} ~~Education~~ *military men who have general & classical* I am very well acquainted with ^{and} military men, and I believe, all things being considered, actual superiority in our late war in the professional line was due to the military training and military studies at West Point. Yet, in nearly every case the officers had a ^{and before entering the Academy} good basis of knowledge derived from some thing besides their military studies; and they ^{have usually} had an essential training of the mind in

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I am very well acquainted with military men and I believe, all
things being considered, actual superiority in our late war in the
professional line was due to the military training and military
studies at West Point. Yet, in nearly every case the officers had a
good basis of knowledge derived from some thing besides their mil-
itary studies, and they had an essential training of the mind in

studies for which they never had any direct use. Several in my ^{own} class ^{I remember} who came to the top or near it, had already obtained a diploma from college; and some were in college but had not graduated at the time of their ^{primary} appointment. True, some few army officers who become distinguished for intelligence or for remarkable ability had not been trained in latin ^{or} greek ⁱⁿ or modern languages, except in French and Spanish as taught at the military academy; yet, they were drilled in a ^{long} course of mathematics, but little of which could be brought into practical use. ^{also} they had been trained ~~also~~ in scientific investigations in departments of knowledge that were to be laid aside as soon as the military demand engrossed their time and attention. From all this my inference is, that mental training for the sake of training, for the sake of the habits acquired by the training, is an essential foundation to most professions, and is ^{further} ^{believe} a useful foundation for any and every work in life.

Again, ^{P. ...} 6 How general knowledge enhances life.

One feels that he has very much narrowed a ^{proper} view of human life when he even implies that intellectual and moral acquirements, ~~or~~ even physical attainments, should all be bent for professional men to professional necessities. Were there no life beyond this, this existence ~~ending~~ ^{ending} all things to the individual; still, if we think of a lawyer, for instance, he needs a home, his home demands something beyond bare necessities. ^{here below} ~~The home~~ ^{itself} suggests taste, taste in pictures, taste in sculpture, taste in arrangement, taste in furnishing, and in all manner of ornamentation. Such a taste implies culture and a culture that might not be ^{at all} required to fulfil, even in the most acceptable manner, his professional functions. Again, he will be called into association with ladies and gentlemen who have ~~different~~ ^{different} acquirements altogether from those which his own proper work essentially demands.

^{P. 7. ...} Knowledge beyond professional always demanded. ^{let us suppose,} Another thought still suggests itself. A physician may be very much absorbed in his own noble work, yet at no time will he be free

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Again, One feels that he has very much narrowed a proper view of human life when he even implies that intellectual and moral acquirements, or even physical attainments should all be bent for professional men to professional necessities. Were there no life beyond this existence ending all things to the individual, still, if we think of a lawyer, for instance, he needs a home, his home demands something beyond bare necessities. It suggests taste, taste in pictures, taste in sculpture, taste in arrangement, taste in furnishing, and in all manner of ornamentation. Such a taste implies culture and a culture that might not be required to fulfill even in the most acceptable manner, his professional functions. Again, he will be called into association with ladies and gentlemen who have different acquirements altogether from those which his own proper work essentially demands. Another thought still suggests itself. A physician may be very much absorbed in his own noble work, yet at a time will be free

Must develop with
carry it on from stage to stage while he lives; which ~~shall~~ ^{will} fit him
for all proper enjoyment of his present life, and not leave him at
its close ~~infit~~ ^{or} an unfit inhabitant of that which is to come. ^{a blank}

As we understand it, eternal-life has its inception here; has some
development here, but has its larger ~~development~~ ^{expansion}, its larger fru-
ition in the hereafter. Thus we notice that the higher our con-
ceptions are of the attainments ^{by intellectual training} of young men and young women ^{the higher our estimate} of
their capabilities, of their destiny, the more persistently ~~will~~ ^{must} we
adhere to the idea of a broad basis of education for them. ^{sound}

P. 9. Concession
I have in mind a mansion in a beautiful village; it is fine in
architecture; ample in dimension, and well furnished. Near it is a
small office, and a notice upon the office that the occupant is an
architectural ^{and} builder. ^{"viewing"} In this mansion and smaller office I behold
the proportions displayed of a proper education. The professional
is small, ample for its purpose and looks out upon a large field for
its uses, but the general garner ^{structure & accompaniments} up enlarged life, enlarged joy
and unbounded human connection and sympathies. In fact, the larger
usually ~~embraces~~, includes and enhances the smaller. ^{Classic}
acquisition ^{to men & women} opens many mansions of special
delight over & above all uses.

sgd O O Howard
(e)

*Gives Fred my
Truly both 1890.*

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usually embraces, includes and enhances the smaller. In fact, the larger and unbounded human connection and sympathies. It is used, but the general earnestly ministered, enlarged joy its small, ample for its purposes and looks out upon a large field for the proportions displayed of a proper education. The professional architectural builder. In this mansion and smaller office I behold small office, and a notice upon the office that the occupant is an architect; ample in dimension, and well furnished. Near it is a I have in mind a mansion in a beautiful village; it is fine in

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf from an old book. The paper has a slightly textured appearance with some minor discoloration and faint, illegible markings, possibly from the reverse side or due to age. The page is framed by a dark border, and a ruler is visible along the bottom edge, indicating the page's width is approximately 10 centimeters.

from demands upon him in non-professional directions, and, in many cases, circumstances drive him, sooner or later, to bend his energies in ^{several} ~~another~~ directions ^{in order} to fill his place as a member of the social circle ~~and~~ as a citizen of his community. Looking only to social duties and privileges and to social enjoyments, the professional man needs a store of knowledge far beyond the direct or indirect demands of his calling. These statements are so plain and so universally admitted that they hardly need argument or enlargement. But it is said that this acquired knowledge will come by such general observation and reading as falls ^X to the lot of the civilized man in enlightened society. The old classics are falling into disuse and there is an easier way of acquiring and storing up needed instruction. I would not admit this statement; but even if partially true I think a fair observation will show that the classically educated man ^{exterior punbus} has a decided advantage over the man who gathers knowledge with little system, irregularly, from a thousand different sources. One public man, a journalist, whose name is familiar to every American citizen, ^{always and} did well, attained high honor, but never ceased to deplore his want of ^{scholastic} the advantages which many of his companions, of inferior mold, had enjoyed.

P...8 Thutmost Knowledge: Life to come
But the fact is, our life here below is only a beginning of our existence ^{and} while ^{here} as a matter of course, we should bend our energies to fill our vocation ^{and} to fill it well, yet the most important things and the most momentous affairs, those which reach from age to age into the unending future, cannot ^{must not} be ignored.

The Apostle Luke, for example, was a physician, undoubtedly a learned physician, and may have worked at his profession for his living, but that was not the legacy which man ^{kind} has received from him.

A good, thorough, substantial, education, one acknowledged to be broad and complete, a young person may indeed covet. It will certainly help him commence ^{his} that development ^{in early years} in a proper way; and ^{it will}

University.
July 6th, 1890

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G. O. Seward.
W. J. May.

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