Areca
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Inscriptions
Classical Dept. defined
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 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, has usually four years enlarged in its course of study, and that it forms part of a system, having a Dean instead of a President, then 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 university is exemplified by Howard University, at Washington. 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 have sufficient departments to cover not only essential classical instruction but also the professional necessities of young men and I may say 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, as at Harvard, 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
It is time now for a serious conservation in land and...
obstacess where the tender sympathies for young women are not involved; and this may be thus carried through lesser 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 are of the highest value in considering the question of educating the sexes together or separately.

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 so only in name, and so 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 professorships well endowed; the libraries superb and the apparatus suited to reach the pinnacle 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 admission until preparatory students begin to think that their attainments 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 begets a tendency to put on too much steam in the education of a child. It 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 had, so as to speak it readily with his friend in their daily walks, it is sought to fill the mind with the reasons why and wherefore, ad infinitum, rather than with the language itself. As with Latin so with Greek, finally young men become disgusted with the methods of teaching or rather with the results of teaching this beautiful tongue where the main thing seems to be to seek diligently for its roots and to multiply beyond the power of memory its rules. Young men become so possessed of the notion that their time has been wasted that they give up the study altogether.

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 elective whether or not the student shall take the regular classical course. They say to themselves in their inexperience after they have a smattering of knowledge, "Why waste time on the classics or upon languages which we shall not speak or upon branches of study which will not enter into our life business?" Often their parents and friends desiring a young man's establishment in life, agree with him in his estimate of the value of classical instruction to the work of life or rather to 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 ill prepared to compete with the thoroughly educated minds, and so soon the general standard of the profession itself is lowered.

Military men who have pursued classical education.

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 military 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 who came to the top or near it, had already obtained a diplo-
ma from college, and some were in college but had not graduated at
the time of their appointment. True, some few army officers who
became distinguished for intelligence or for remarkable ability had
not been trained in Latin, Greek 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. 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
a useful foundation for any and every work in life.

Again,

One feels that he has very much narrowed a proper view of
human life when he even implies that intellectual and moral acquire-
ments, or even physical attainments should all be bent for profes-
sional men to professional necessities. Were there no life beyond
than 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 im-
plies 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 no time will he be free
A note to the President:

I am writing to express my concerns regarding the current state of our school. As a member of the faculty, I have observed several issues that have been affecting the educational experience of our students. These include:

1. Lack of resources: The school is constantly struggling with the allocation of funds, which has led to a shortage of textbooks, laboratory equipment, and other necessary supplies. This has made it difficult for students to engage in hands-on learning and has compromised the quality of education.

2. Overcrowded classrooms: The high number of students in each class has made it challenging for teachers to provide personalized attention to each student. This has resulted in a decrease in the overall learning outcomes.

3. Inadequate facilities: The current state of our facilities is far from adequate for modern educational standards. The campus lacks proper safety measures, and the infrastructure is outdated.

I believe that these issues need to be addressed immediately. A comprehensive strategy is required to ensure that our students receive a well-rounded education. I suggest the following actions:

- Increase funding for educational resources and facilities.
- Implement a policy to reduce class sizes and provide more personalized attention.
- Upgrade the campus facilities to comply with modern educational standards.

I urge you to take these concerns seriously and to allocate resources towards improving the educational environment. The welfare of our students is at stake, and it is our responsibility to ensure that they receive the best education possible.

Thank you for your attention to this matter. I look forward to your response.

Sincerely,

[Your Name]
carry it on from stage to stage while he lives: which shall fit him for all proper enjoyment of his present life, and not leave him at its close an unfit inhabitant of that which is to come.

As we understand it, eternal life has its inception here; has some development here, but has its larger development, its larger fruition in the hereafter. Thus we notice that the higher our conceptions are of the attainments of young men and young women of their capabilities, of their destiny, the more persistently we must adhere to the idea of a broad basis of education for them.

Conclusion

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 architect-builder. In this mansion and smaller office I behold the proportions displayed of a proper education. The professional is small, ample for its purposes, and looks out upon a large field for its uses, but the general garner up enlarged life, enlarged joy and unbounded human connection and sympathies. In fact, the larger usually embraces, includes and enhances the smaller.

Classic requirements open many mansions of special delight over and above all others.

O. W. Howard

Savannah, Apr. 25th, 1890.
from demands upon him in non-professional directions, and, in many
cases, circumstances drive him, sooner or later, to bend his ener-
gies in another direction, in order to fill his place as a member of the
social circle as a citizen of his community. Looking only to so-
cial duties and privileges and to social enjoyments, the profession-
al man needs a store of knowledge far beyond the direct or indirect
demands of his calling. These statements are so plain and so uni-
versally admitted that they hardly need argument or enlargement.

But it is said that this acquired knowledge will come by such gener-
al observation and reading as fall 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 in-
struction. I would not admit this statement, but even if partially
ture I think a fair observation will show that the classically edu-
cated man has a decided advantage over the man who gathers knowl-
edge with little system, irregularly from a thousand different sour-
ces. One public man, a journalist, whose name is familiar to
every American citizen, did not attain high honor, but never
ceased to deplore his want of the advantages which many of his com-
patons, of inferior mold, had enjoyed.

But the fact is, our life here below is only a beginning of
our existence and while, as a matter of course, we should bend our
energies to fill our vocation and to fill it well, yet the most im-
portant things and the most momentous affairs 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 learn-
ed 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 cer-
tainly help him commence that development in a proper way, and
I am very happy to receive your letter and I am glad to hear that you have come to know the importance of education and that you have made a decision to pursue further studies.

I have been working hard to get a job and I am now very close to getting one. I am writing to ask you to consider this offer and to let me know if you would be interested in working for me.

Looking forward to your reply,

Sincerely,

[Signature]