

# THE TAR HEEL.

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## DR. ALEXANDER'S ADDRESS.

### "Study of the Classics"

"The Study of the Classics" was the subject of an able and interesting lecture given Friday night by Dr. Alexander. It was one of the series of Faculty Lectures, and was a practical and scholarly discourse which delighted the entire audience present. The abstract given below cannot do justice to this lecture; it only shows in brief outline and in an imperfect manner the line of thought followed by the speaker.

It may be taken for granted that there is now no considerable opposition to classical study. The time devoted to Greek and Latin has been shortened in most of the colleges; fewer students study them, and those few study them in far better ways; and they are probably surer and truer ground than at any time within fifty years. Their danger is in two things: preparatory training in these languages harder to get than it once was; and many students, who do not know what studies are best for them, are apt to choose courses which include neither Latin or Greek and only one of them, finding out too late what they have missed.

The complete training is the best training for life. Teachers are partly to blame for one of the great evils in education today: that the opinion that the object of education is simply the getting of knowledge. If the knowledge of facts is its only aim, teaching is a miserable failure. School and college training have nothing to do with professional education. That belongs to the professional schools. The education with which the college has to do is the general development, direction, inspiration, and cultivation of the mental powers; and all it is the building of character, of the best manhood and the womanhood in what Mill has called the "wisdom of life". We want that we want our sons to study certain things because those things will be useful to them in their professions. But nobody knows what profession is going to be; for varying circumstances mainly determine the profession. At present, when professional education often enters only into school and college education in the most specialized way, young men are sometimes forced, to their own hurt, to pursue certain professions because their education has been so narrow it fits them for nothing else. The highest training is a broad and liberal education on a basis, with a professional education built upon that.

It is sad to know that Greek and Latin form so small a part of the education of men and women. The course from the time the student begins his or her preparation for college through the second

year in college, is this; English, Mathematics, Greek, Latin, History, a modern language, elementary Physics and Chemistry; this to be the course of study pursued by all students. By that time, it can be seen in what direction any student's mind turns. After that, require only subjects essential to a well rounded education, subjects like English, German, general Chemistry, Philosophy, and Political and Social Science. This will allow time for special work in subjects selected the by students themselves; and when this course has been finished they are ready to enter the professional schools.

An accusation brought against Greek and Latin is that they are dead. But they are not dead. Both of them live in our literature, language, political and social and religious life; in education, law, medicine, mathematics, philosophy, morals, agriculture, art. They live in every part of modern civilization. Who is it that instructs us in the art of teaching? In every one of its leading principles our teachers are Socrates, Plato, Aristotle, Plutarch, Quintilian. Follow the streams of modern literature to their source, and you will find that source in Greek and Latin writings. And it is no feeble spring; it is the spring that moves the world. In political and social science, the works of the Greeks and Romans are of direct use to us of today. The larger problems were first wrought out in their time, and one who thoroughly investigates them now must go back to the beginning. In religion we cannot get away from the Greeks and Romans, if we try. Why was the New Testament written in Greek? God in His wisdom knew what He was doing. The works of the Church Fathers, who wrote in Greek and Latin, ought to be read by ministers and all other students of religion. Philosophy is connected with all learning, and the roots of philosophy are in the ancient Greek writers. As Emerson says, "Plato is philosophy and philosophy, Plato." In law, medicine, mathematics, even in agriculture, the works of Greek and Latin writers are of practical value now. Roman law is the foundation of all law; Hippocrates was the "father of medicine"; Euclid is studied in mathematics; and the Greek Geoponika and the Latin treatises on agriculture, by Cato, Varro, Columella, and Palladius, can today be read with profit by students of that science.

But there is something higher and better than practical values. It is culture, a thing that all the riches of earth cannot buy. It is the best thing to strive for, except health and right living; and right living is the highest type of culture. As culture studies nothing can be better than Greek and Latin. The hard, practical life, which we Americans lead, needs the softening

influence which culture gives. Statesmen, philosophers, lawyers, ministers, scientists—men like Gladstone, Mill, Howell, Freeman, Wolsey, Palgrave, James, Hoffman and Helmholtz—agree as to the culture-value of the classics. But suppose they are mistaken, suppose other studies ought to fill the place in education which the ancient classics have filled long and well,—what shall those, other studies be? English cannot be substituted for Greek and Latin, because the student of English must know these in order to make real progress in that study. Neither can German and French be substituted. There is room in our schools for English, the modern languages, and science too; but the study of the classics must have a place; for the classics have a peculiar value of their own which cannot be fully realized in any studies.

### The Young Men's Christian Association.

On Monday, Tuesday and Wednesday of this week Mr. Hugh M. McIlhane Jr., Secretary of the Young Men's Christian Association in the South, conducted, at seven o'clock in the evening, students services in the University Chapel. The attendance at these meetings was good and encouraging to this member of the International Committee. While here Mr. McIlhane met in private conference the officers of the association and chairmen of committees on various departments of association work.

The Association considers the visit of the young secretary (for by the way, Mr. McIlhane recently received the degree of Ph. D. at Washington & Lee University and consequently knows college men) has been most helpful, and while Mr. Matthews who has been here for several years past has been missed, the services of his successor are a valuable acquisition for the Association.

From here Mr. McIlhane continues his trip through the South visiting other southern colleges in pursuance of his duties.

The officers of the Young Men's Christian Association that have been elected to serve for the year ending Dec. 1900, are as follows:

- President F. M. Osborne
- Vice Pres. T. J. Hill
- Treasurer J. F. Maddy
- Cor. Secretary W. B. Speas
- Rec. Secretary J. S. Atkinson

The various Committees have been changed and re-arranged and a year of useful activity is hoped for.

Besides the visit of the College Secretary, February will see a visit from the State Secretary, Mr. A. G. Kuebel of Asheville N. C.

The address of Maj. R. Bingham on February 18 in the University Chapel under the auspices of the Y. M. C. A. is looked forward to with great pleasure.

## MAX O'RELL.

Will Lecture in Gerrard Hall Saturday Evening. "Her Royal Highness, Woman" His Theme.

The first of the star course of lectures provided by the literary societies and the University will take place in Gerrard Hall Saturday evening at eight o'clock. It will be by the noted French lecturer Max O'Rell on the interesting subject "Her Royal Highness, Woman," and promises to be a rare treat indeed. Max O'Rell has such a reputation that it seems superfluous to speak of him in this respect. He is regarded as one of the very best humorists on the American stage to-day.

Let all come out to hear this noted lecturer and author. The admission fee will be fifty cents. Tickets will be for sale later in the week.

Harvard owns nearly \$12,000,000 worth of property exclusive of college buildings, libraries, etc.

The total number of students at Penn. is according to the catalogue 2663, divided as follows: college 706, medical school 682, law 312, graduate school 172. The University received \$600,000 in gifts last year.

### NEW BOOKS

The following list of new books has been received by the library. In it are books suited to the tastes of all kinds of readers, lovers of fiction or of fact:

- Adams, Henry—Second Administration of James Madison.
- Ade, Geo.—Fables in Slang.
- Archer, Wm.—America Today.
- Amicis, E. de—Studies of Paris.
- "—Spain.
- "—Holland and its People.
- "—Constantinople.
- Bancroft—Life of W. H. Seward.
- Barbour, R. H.—The Half-Back.
- Besant, W.—The Orange Girl.
- Bicknell, E.—Territorial Acquisitions of U. S.
- Bosquet, B.—Philosophical Theory of State.
- Botsford, G. W.—A History of Greece.
- Bunner, H. C.—Short Sixes.
- "—Story of a New York House.
- Burnett, F. H.—In Connection with the De Willoughby Claim.
- Cable, G. W.—The Negro Question.
- Carroll, Lewis—Life and Letters of.
- Castle, Egerton—Young April.
- Cholmondely, Mary—Red Potage.
- Clark, S H—Practical Public Speaking.
- Crane, S—The Monster.
- Crawford, F M—Via Crucis.
- Crockett, S R—Jones March.
- Cyclopedia of Fraternities (general and college).
- Dall, C H—What we Really Know About Shakespeare.
- Dix, B M—Hugh Gwyeth.
- "—Soldier Rigdale.
- Dole, N H ed.—Rubaiyat of Omar Khayyam (multi variorum).

[To be continued.]