

Tuttle, J. F. 1872

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## A VISIT

TO

# Four Eastern Colleges

By Joseph Farrand Tuttle.

TO THE FACULTY OF WABASH COLLEGE :

My recent visit to Harvard, Yale, Princeton, and LaFayette Colleges was made not for mere personal pleasure, but in pursuance of a plan long entertained, to learn by comparison whether we are conducting Wabash College on right principles, and whether there are any respects in which we may profitably modify our system.

It is my expectation that we may derive encouragement, information, and stimulus in the management of the enterprise which our patrons have placed in our keeping.

My visit at Harvard gave merely an opportunity in a general way to look at the abounding evidences of its great wealth, not less than ten, if not fifteen millions of dollars, with an annual cash income from all sources, of near half a million of dollars.

At the present time, Harvard in some respects, leads all the Institutions of this country. It is almost needless to say that it is in a position to insist on the most thorough preparation for admission to its College classes, and compliance with its standards.

The changes in the curriculum of the collegiate department recently made are more radical and extensive than in any American College. There is uniformity to the close of Sophomore year, but after that "the options"—as they are called—are very numerous. These involve not merely the substitution of mathematics for languages, or modern languages for the ancient, and *vice versa*, but of new text books in either ancient or modern languages, and a more extended course of mathematical study. In Greek alone the Seniors have several options. To such an extent are these options carried that I am told it requires an actuary to calculate and arrange the scheme of recitations, their times, and their teachers.

I mention these facts merely to indicate that in the highest College a change is going on in order that liberal education may be better adapted to the callings in which young men propose to spend their lives. A young man may within prescribed limits pursue any option

or course of options, and reach the common goal of Bachelor of Arts.

The statement deserves attention as one that may necessitate a relaxation of our own rigid system to some extent.

At PRINCETON I found many signs of vigor. Dr. McCosh's accession to the Presidency has been signalized by a sudden enlargement of its wealth, and the number of its students. Although more than a century old it presented a poor show of educational facilities.

Within five years the old buildings have been greatly improved. A chapel capable of seating six hundred has been put up. One gentleman, at a cost of \$50,000 has erected an observatory. Two others at a cost of \$40,000 have built and furnished a gymnasium. Friends of the College at a cost of some \$50,000 have built "Reunion Hall" for students, fitted with every convenience for young men and at a reasonable expense. The great event, however, is the liberality of one man to the College. This gentleman—John C. Green, of New York—has presented the College with a permanent cash fund of \$100,000, as a perpetual Library Fund, and he has named it after his mother. He is now building a fire-proof library, the estimated cost of the building being not less than \$125,000, so that this wise and princely man has invested a quarter of a million of dollars, in a permanent fund to furnish books forever for the College. What nobler monument to his mother could he have built than the "Elizabeth Foundation," or to his own honored name than the library which I suppose will bear his name?

Mr. Green has not stopped with this munificence, but at the cost of a large sum, has bought adjoining lots to enlarge the College grounds, and has built at a cost of \$90,000, a Hall for College purposes, and thoroughly furnished it with all the apparatus for instruction. He calls it "Dickinson Hall," in honor of the great divine of Elizabethtown, who was also the first President of the College. Mr. Green's gifts to the College amount in actual cash to some \$550,000.

To these must be added special Fellowships, Scholarships, and other funds, so that Princeton within five years is said to have received a million of dollars. There has been a large increase in the number of the students.

Being unfortunate as to the train—taking one that made no stop at Princeton—I did not see much of the actual instruction of classes. There are several "options" in the Junior and Senior classes, but as yet the resources of the College are not equal to a very great change or any serious competition with Harvard in this respect.

The old custom of morning and evening prayer is maintained, and the roll called so rapidly and the responses made so convulsively as to be quite ludicrous. There is a chapel service on Sabbath A. M. and P. M. In the morning one of the Professors preach, and in the afternoon the

President delivers a lecture on some portion of the Holy Scriptures, on which he examines each class at some part of the week.

In the suburbs of Easton in Pennsylvania, is LaFayette College. It is on a high hill and has ample grounds. The views from it are magnificent. The Institution is Prsebyterian and its first President was the late Rev. Dr. George Junkin. It still retains as a part of its curriculum, not only the Bible but "the Confession of Faith."

Eight years ago, the Rev. Dr. Cattell, accepted the Presidency. He found it greatly straitened in its finances, and three thousand dollars in debt. Mr. James Lennox of New York agreed to pay off the debt if he would raise thirty thousand dollars besides. In eleven months by strenuous effort he had secured only ten thousand dollars, but in a happy moment he appealed to Mr. A. Pardee, of Hazleton, who drew his check for \$20,000. A year or two afterwards he told Mr. Pardee the College needed \$200,000. That gentleman at once told him to raise \$100,000 and he would give the balance. In a short time the entire sum was secured. A year or two afterwards, Mr. Pardee told the President to raise \$80,000 and he would supplement it with \$120,000. This was also raised. Mr. Pardee's last act is the building "Pardee Hall," a very large and fine stone structure for College purposes, the entire expense of which he meets as they are incurred. He has within seven years given to LaFayette College the great sum of \$420,000, and from other sources Dr. C. has raised about \$300,000 more.

The College has added largely to its buildings and educational apparatus, as also to the number of its students. At one time it had a but a single Professor and three students, and seriously its Board considered the question of abandoning the enterprize as past hope. It now has between 200 and 300 students in all its departments.

I have rehearsed this history as encouraging to us in our own work. This marvelous growth is from sources mainly new and unlooked for, and shows us one fact, that there are rich men in the community who are ready to spend their money on such public enterprises as give assurances of success. We ought to expect such development of liberality among our patrons, and especially as our Institution is giving proof of vigor and growth.

But my main reason for visiting this College was to examine the relation of Bible instruction to the general course of study. In the first place, there, as in our own College, the Bible is read at the daily prayer in the chapel, and students are required to attend church in the town Sabbath morning and the College chapel Sabbath afternoon. In the second place, all the students have a Biblical exercise each Monday morning, and this exercise begins with a memoriter recitation from the Shorter Catechism. In the third place, the Greek Testament

occupies a prominent position in the course. In the third term of Freshman the text book in Greek is the Gospel by Mark. The Sophomore has Acts for a part of the year, and the Junior, the Epistle to the Romans. The requirements in these recitations are as rigid as in Xenophon or Homer. In the fourth place, Biblical Geography, the Greek Harmony of the Gospels, and the Confession of Faith are studied regularly in the class room. And in the fifth place the question is now under consideration of constructing, for at least a part of the course, a set of Latin and Greek text books derived from ancient Christian authors in those languages, it being argued that for all practical purposes such a system will answer as well as the present "heathen text books," and will be fully up to the linguistic acquirements and wants of the average classical students.

The whole course has in it the reigning thought of making the education practically Christian, so as to render it impossible for students to pass through the course and yet be entirely ignorant of the Christian religion.

As the result of my conference with President Cattell and of my own observations, I am led to make the following suggestions as to our own College.

In the first place at the daily prayer, the Scripture lesson should be briefly expounded. The singing should be more attractive by the multiplication of books. Our present Hymn Book should be superseded by a better one. Our present morning prayer and Sabbath services need not be modified. They cannot be changed much. As they are, they have from the beginning been a power among us.

In the second place, I am confident that in the College department we ought at once to institute for each Monday morning a thorough lesson in Greek for every class, except the Scientifics, and they should be organized in a separate class for instruction in the English Bible.

In the Preparatory department, the advanced class should read Greek Testament each Monday morning, and the next class as soon as they are able to translate easy sentences. The remainder of the department should have a lesson in English Bible.

And I beg leave to suggest whether under skillful management a part of a term devoted to the most rigid translation and analysis of the Greek Testament by each class in College will not be advantageous both to the scholarship and the religious education of our students.

In the third place, I suggest whether we, as a Faculty, ought not to settle it definitely, that we are to make the religious culture of our students and the imparting to them definite information concerning the contents and authority of the Holy Scriptures, a prominent object that is to be sought.

So much then for my visit to LaFayette College and the suggestions in view of it on the main point which induced me to make it.

My first visit and my longest was at Yale College, although I have chosen to speak of it last. We cannot regard with indifference an Institution that has such a history and which has exerted so wide an influence in every department of society.

In the first place, I was impressed with the plainness of the buildings and the smallness of the means with which Yale College did its work until within twenty-five years. Even now it has only three really imposing buildings connected with the College proper, viz: the "School of Fine Arts," built by Mr. Street, "Farnham Hall," a fine building for students, put up by a wealthy Chicago railway man, and "Durfee Hall," a still finer building erected by a graduate of the College.

A change is now taking place. The two new Halls contrast unpleasantly with the old ones, and in time these will disappear with one unpleasant result, the increased expense to the student making it more difficult for the poor to purchase the privilege. The rent of some of the rooms in the new Hall for two persons is \$160 a year, and for a student occupying it the Treasurer's bill is \$183. The tendency at all the Eastern Colleges is to an increase of expenses, so that it is hardly respectable for a young man to get along on less than \$500 a year, without including clothing and traveling bills.

The endowments of Yale College proper for professorships, charity funds, scholarships, &c., amount to a little over \$800,000. This does not include the endowments of the School of Fine Arts, the Theological Department, the Sheffield Scientific School, the Medical and Law Schools, and the Peabody bequest for natural history and held by Trustees, all of which amount to over \$704,000, so that all the endowments of Yale in cash amount to one million and a half of dollars. Measures are now on foot to raise half a million of dollars to be called "the Woolsey Fund." The term bills in the Academical Department last year amounted to \$69,314 and the entire income from all sources was \$162,000.

The tuition—I may here remark—at Yale is \$90 a year, at Harvard \$150, at Princeton—including library and several incidental expenses—\$140, tuition alone being probably about \$75 a year, and at LaFayette \$45, except in the Technical Courses it is \$75.

As for the general demeanor of the students in the chapel and class room it was admirable.

As for discipline aside from the occasional cases of gross crime the main dependence at Yale is placed on a severe course of study and a rigid enforcement of it. I had occasion to notice this in such classes as I heard recite.

1. The lesson as to amount was quite large.

2. As to the accuracy of its rehearsal in the Recitation Room the standard is severe.

3. The theory is that the most of even well prepared students will have their hands full to get ready for the college recitations.

4. If a man fail badly, or if he be absent, he is required to satisfy his instructor that he has made it up by subsequent recitation.

5. If a young man often fails the theory is that either his health is insufficient, or his preparation for that standing is insufficient, or he is indolent and probably immoral. All such cases are weeded out and with them go a very large part of the men who would cause trouble should they be allowed to remain.

The carefully kept daily grade bills is a chief element in discipline at Yale College, and I think we shall be compelled to use it more than we now do. As our numbers increase it becomes more and more difficult to track the vicious to their haunts and find evidence to justify us in suspending or expelling them, but our *grade bill* will furnish an evidence which is all we need for preservation of good order.

#### SATURDAY HOLIDAYS.

At Yale as at the other institutions visited I find that Wednesday afternoon and Saturday afternoon are the only times when there are no recitations. On the former occur the declamations and the latter has no exercise. It will be well for us to consider whether we are not unduly exposing our students to temptation by giving them an entire day except the exercise in declamation, in which the most of them are passive listeners. My opinion is that it will be better for the institution, but am not sure.

#### CONSECUTIVE RECITATIONS.

I made particular inquiries as to the opinions of the officers of these colleges concerning consecutive recitations in consecutive hours. It is the opinion of some West and East that it is better for the Professor and the student to begin and finish in consecutive hours all the recitations of the day, for instance from 9 A. M. to 12 M., leaving both parties free for the remainder of the day. I found the gentlemen of these colleges unfavorable to such a movement. They all agree that three hours must be required each day in the class room, but that it is better for both teachers and students not to have two recitations in successive hours. At Yale and Princeton the testimony is very explicit. The general rule is, in the forenoon all the classes recite from 9 to 10, from 11 to 12, and in the P. M. from 4 to 5. The reasoning is that such a course so breaks up the day that students find no time for lounging and that it so alternates study and recitation as to keep both teacher and student vigorous and fresh.

I mention this as a fact not proposing a change in the second morning recitation, although I am not sure but it would be advantageous.

#### PREPARATION FOR ADMISSION TO COLLEGE CLASSES.

Let me add my impressions as to the terms of admission to the classes of these Colleges :

*First*, in regard to grading and recitations. Harvard, Yale and Princeton are the three colleges to which I refer, especially the latter two. My impression is founded on what I saw and what I was told.

(1.) It is quite evident that the standard of admission is more rigidly adhered to than with ourselves.

*I think we need more care in the examination of those who ask admission to our classes.*

(2.) The grading of recitations seemed to me also more rigid, a very *admirable* and *faultless* recitation only being marked perfect, and those less so being graded accordingly.

My impression is that *we need some reform in this respect, so that our grade bills shall be a more faithful sign of scholarship than they now are.*

(3.) I noticed one fact further in regard to recitations, that when for any cause a student had failed to be present at a recitation or to recite, he was required to make it up and to satisfy his instructor that he had done so.

#### PRIZES OF VARIOUS SORTS.

In all these institutions there are various prizes.

Some are special, as for excellence in mathematics, languages, composition and speaking.

One thing I noticed that in fact no one class was allowed to compete with another class. *The competition was confined to members of the same class.*

In Yale the prize declamation of the Sophomore class excites scarcely no interest, whilst the competition for the Townsend prizes for composition and the DeForrest prize for the best prepared and delivered oration in English, is one of the great events of the year.

In Princeton the competition for the prize at the "Junior Exhibition" is attended with the greatest interest. Each Literary society elects four Junior orators for this exhibition.

The precise mode is this: the competitors for the coveted nomination pronounce orations in their respective Society Halls on a given evening, and the members of the Faculty belonging to these Halls select four as in their judgment worthy of the honor. These four represent their Hall in the Junior Exhibition the evening before commencement.

(1.) In view of the size of our classes, I would advise that as soon as practicable we so far remodel our prize declamations as to offer three prizes, a Freshman, a Sophomore and a Junior prize.

(2.) We should enlarge the number of competitors to at least three from each class, the Professor of Rhetoric to select them with reference to their excellence in his department as shown by his term bills, any person having been selected in either his Freshman or Sophomore year, being also eligible in his Junior year. A respectable general scholarship and good standing shall in all cases be a pre-requisite to this honor.

(3.) The competitors from the Freshman Class shall declaim selected orations, but those from the Junior and Sophomore shall declaim orations of their own composition.

The prizes shall be in money or its equivalent in books, viz. \$12 for the Junior, \$10 for the Sophomore and \$8 for the Freshman.

(4.) The names of the successful declaimers shall be inserted in the catalogue each year.

I will add that it may be deemed unwise to make the change at present, but my opinion is that some such changes made with due deliberation will be found to be useful.

#### EXAMINATIONS.

From all I can learn from conference I am convinced that we should as soon as possible institute written examinations of all our classes, at least those which are in the regular courses beginning with the Second Preparatory.

#### CONCLUSION.

Whilst speaking freely of what I saw I am more sure than ever that we are doing a good work and doing it well. We are developing a sound and manly scholarship in our young men. In the drill which precedes admission, and the scholarship which in college is built on it, they may excel us. But if we could bring up our standard in the respects mentioned we should have no reason to fear comparison of scholarship or actual discipline for the study of the professions with that attained at Yale or Princeton.

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