would be possible to figure out the distance and time in which she will win by computing the number of strokes that remain to be made in the three miles yet to be rowed. The effect is like lead upon the spirits of the Yale rowers. Try as they will, they cannot increase their pace.

When at the mile-and-a-half flag Harvard shows a length and a half of water between her and Yale the big men go to pieces plainly. They have lost confidence in their boasted stroke. The voice of the crimson-topped coxswain is gradually growing weaker and weaker in their ears, and its very tones are the knell of their race. To the occupants of the official boats the beautiful element of the race is fleeing with the Harvard crew. At the two mile Harvard, dropping her oars into the water 38 times to the minute, is four lengths ahead of her rival, and the spectators in the boat can no longer get anything except a foreshortened view of the crew which grows smaller and smaller and bids fair soon to reach the vanishing point in the perspective. The row of white figures rise and fall in gentle undulations. The crimson oar-blades flash in the sunlight, but to note the individual action is impossible. The race is hopelessly lost, turned into even a more painful stern chase than that in which Columbia took part last week.

BITTER COMPLAINTS OF YALE MEN.

Old Yale men begin to look moody, glancing for consolation at their watches, only to see that Harvard passes the three-mile stake one minute and fifteen seconds ahead of Yale, and loses only a trifle of the advantage—a second in the final mile. "If this doesn't kill the d——d stroke nothing will," says one. "I'd like to save my money and see my college win; but if this will rid us of that stroke, I'm glad of the defeat," says another. "What does an undergraduate know about rowing that he should try to teach a university crew," adds a third bitterly. "We never get a soft thing but we go to experimenting," says a fourth. This anent the stroke and also the windsail which Yale had rigged in her bow in order that the headwind might steady the shell. There are other complaints against the sail, but it is questionable whether any one needs to look beyond the stroke to account for the terrible defeat suffered by the blues. That cause is obvious and ample.

The last quarter of a mile is rowed in the midst of a great hubbub on the river and on shore. Harvard's "Rah! rah! rah!" comes like a roar from the grand stand. A score of cannons are booming from the fleet of yachts that have flitted up from New-York and other places and silently anchored in the river. The umpire awards the flag, and the time is officially announced from his boat: Harvard, 25:46½; Yale, 26:59—a defeat of between fifteen and twenty boat lengths.

COOK'S PREDICTION FULFILLED.

The race was the slowest ever rowed on the Thames by a university crew, and the winner's time was half a second slower than that made by Columbia last week. Cook and Wood, of former Yale crews, had the sorrowful satisfaction of seeing their mournful presaging fulfilled. Cook was one of the passengers on a train of seventeen cars that came densely packed from New-Haven this afternoon. He made no secret of the fact that he expected his college to be beaten because of the stroke adopted.

It was significant that with the coming of Yale's older men the confidence in the crew, which was very strong yesterday and this morning, began to wane. After dinner, bets at odds on Yale were difficult to find, and there were many offers at even terms on Harvard that were declined. The money which changed hands on the result was not large. It was the doubt about the stoke that played the mischief all around. Though the time as announced put Yale's defeat at 1 minute and 13 seconds, the reports from the observers at the telegraph stations along the shore made it more than half a minute longer.

THE TWO CREWS.

Of the Harvard crew, Mumford, Hammond, Clarke, Sawyer and Perkins rowed in the university race last year. Borland was taken out of the freshmen's boat, where he was captain; Storrow (who comes of rowing stock, his father having pulled a Harvard oar years ago), was captain of the Sophomore crew, and Belshaw was a substitute on the university crew in 1881. Last year he did not row.

The only new men in the Yale crew were Peters, a freshman from Syracuse, N. Y., and the coxswain, who has had four years of experience in class crews and who up to to-day had never lost a race that he had steered

EXERCISES AT DARTMOUTH.

HANOVER, N. H., June 28.—The 113th annual commencement of Dartmouth College opened this forenoon with the meeting of the alumni in the college chapel. At 10 o'clock the procession formed from Dartmouth Hall, under the direction of A. F. Spencer, of Cleveland, Ohio, class of 1863, as marshal, and marched to the college church, where the following programme was carried out:

Salutatory oration in Latin, Edward L. Gulick, Hanover, N. H.; philosophical oration, "Realism in Literature," Henry B. Johnson, Woodstock, Vt.; English oration, "The Italy of To-Day," Frederick W. Doring, Perry, Me.; dissertation, "Moral Pauperism," Samuel A. Barrett, Rutland, Vt.; English oration, "Dynamite in Politics," Benjamin Phillips, Lynn, Mass.; philosophical oration, "The Non-Religious Argument against Materialism," John Pickard, Canterbury, N. H.; disputation, "Is Monarchy to Endure in England?" Arthur A. Maxwell, Wells, Me.; Franklin G. Webster, Lynn, Mass.; dissertation, "The Poetry of Browning," Charles A. Braley, Northfield, Vt.; philosophical oration, "The Indebtedness of Science to Missions," Sidney L. Gulick, Hanover, N. H.; dissertation, "The Personal Influence of the Teacher," James M. Colson, jr., Petersburg, Va.; dissertation, "The Ethics of Art," Edward H. McLachlin, Peacham, Vt.; English oration, "Wagner's Influence on Music," Charles A. Bacon, Easthampton, Mass.; English oration, "Some Needed Legal and Judicial Reforms," Walter B. Patterson, Washington; disputation, "Is Vivisection Justifiable," Walter H. Marble, Ashburnham, Mass., and Hiram Q. Ward, St. Johnsbury, Vt.; English oration and valedictory address, "The Praetorian and the Permanent in Modern Thought," Owen H. Gates, St. Johnsbury, Vt.

At the conclusion of the literary exercises President Bartlett conferred the degree of Bachelor of Arts upon sixty-one graduates, and the degree of Bachelor of Science upon eight graduates of the Chandler Scientific Department.

HONORS CONFERRED BY BATES COLLEGE.

LEWISTON, Me., June 28.—The commencement exercises of Bates College began this morning. The honorary degree of D. D. was conferred on the Rev. John Clifford, of London, England, and the Rev. George Constantine, of Smyrna; that of Ph. D. on the Rev. N. C. Brackett, of Harper's Ferry.

The prize in the sophomore debate was awarded to A. B. Morrill, jr., and the prizes for excellence in composition and oratory: the first to E. R. Chadbourne, the second to Miss E. L. Knowles.

BUTLER TO SPEAK AT WILLIAMS.

[BY TELEGRAPH TO THE TRIBUNE.]

BOSTON, June 28.—It is understood that on Tuesday next, July 3, Governor Butler will go to Williamstown to be present at the commencement of Williams College on the next day, at which, it is rumored, he is not only to utter the customary words of congratulation and advice, but to discuss the questions of free trade and protection. On the evening of July 4 or the following morning he is to go to Lee, as the guest of Wellington Smith, a member of the Executive Council. He will return to North Adams in order to make on Friday an inspection of the State Railroad, reaching Boston again sometime on Saturday.

DEGREES CONFERRED BY TRINITY.

HARTFORD, Conn., June 28.—At the Trinity College commencement to-day the degree of LL.D. was conferred upon John S. Phelps, ex-Governor of Missouri. The degree of Bachelor of Arts was conferred upon nineteen graduates, and the degree of Master of Arts upon fifteen. The commencement speakers were: J. E. Brown, of Newport, R. I.; Arthur H. Wright, of Boston; Maurice L. Cowie, of New-York; George P. Bigelow, of New-Haven, and Robert T. Reineman, of Allegheny City, Penn.

THE MAD REPORTER.

From The Boston Free Press.

"Who is that angry-looking man?"
"That, my Son, is a Reporter.
"Do Reporters always look mad?"
"Not always."
"What Ails that one?"
"He has been to a Church supper."
"Wasn't he invited?"
"Oh, yes. Five of the prettiest Girls in the parish urged him to go."
"I should Think he would have liked That."
"He did. And each of these girls Wanted him to give 'my Table' a special Mention."
"Did he get any supper?"
"Of course he did. He bought a five-cent Sandwich for a Quarter, and ate it after the rest got through."
"Where is he going now?"
"He is going to the office to write that the Church supper last Night was a most agreeable success. The lovely Faces of the fair Maidens in attendance on the Tables were Only rivalled by the Charming liberality with which they Dispensed the finest Viands."
"Are Reporters ever Sarcastic?"
"No, my Son, never."

The proprietor of a down-town restaurant who is celebrated for his dry wit, a few days ago heard one of his patrons complaining rather noisily of the food that was set before him. As he passed the table at which the fault-finder sat, the urbane host turned and said: "I always respect a man who, having an opinion, is not afraid to proclaim it to the whole world; I have a large amount of respect for you, sir."

"Wish I could say as much for you," retorted the grewler.

"You could," was the cool answer, "if you only lied as easily as I do."—Harper's Bazar.

A PLEA FOR THE PRACTICAL.

CHARLES FRANCIS ADAMS, JR., AT HARVARD

THE DEAD LANGUAGES A COLLEGE FETICH—AN ORATION BEFORE THE PHI BETA KAPPA SOCIETY.

[BY TELEGRAPH TO THE TRIBUNE.]

CAMBRIDGE, Mass., June 28.—The annual meeting of the Harvard Alpha of the Phi Betta Kappa was held this forenoon in Boylston Hall. In the absence of the president, the Vice President, Theodore Lyman, presided. The following officers of the society were elected for the ensuing year: President, Joseph H. Choate, of New-York; vice-president, Theodore Lyman, of Brookline; corresponding secretary, James G. Crosswell, of Cambridge; treasurer, H. G. Denny, of Boston; literary committee, G. M. Lane, E. L. Godkin, Alexander McKenzie, C. L. Smith, A. S. Hill, and James G. Crosswell; committee on nominations James G. Crosswell, Dr. A. P. Peabody, H. G. Denny, J. B. Thayer, Alexander McKenzie, C. P. Bowditch, and C. L. Smith. Robert Grant, of Boston, was elected an honorary member of the society. The constitution of the united chapters of the Phi Beta Kappa Society, which was adopted by the convention at Saratoga last fall, was ratified by the Harvard Chapter. The society members of the class of '84 were charged with the duty of preparing a catalogue of the Harvard Chapter.

After the business meeting a procession of the members was formed, and, headed by the Germania Band, marched to Sanders Theatre where the oration was delivered by Charles Francis Adams, jr., of Quincy, an honorary member of the society. The poem was by Robert Grant.

Following the exercises in the theatre came the annual dinner of the society in Massachusetts Hall which was as usual, strictly private.

The subject of Mr. Adams's oration in the theatre was "A College Fetich,"—that is, the belief that the dead languages form an indispensable part of a liberal education. His attacks upon Greek and Latin and his plea for German and French—tools, he said, which every man needs in his life-work—were listened to with close attention by the large audience present, and the speaker's points were frequently applauded. Mr. Adams spoke in part as follows:

I cannot deny that the Cambridge of the sixth decennium of the century, as Thackeray would have phrased it, was in many respects a pleasant place. There were good things about it. By the student who understood himself and knew what he wanted much might here be learned; while for most of us the requirements were not excessive. We of the average majority did not understand ourselves, or know what we wanted; the average man of the majority rarely does. And so for us the college course, instead of being a time of preparation for the hard work of life, was a pleasant sort of vacation, rather, which preceded it. We so regarded it. I should be very sorry for myself not to have enjoyed that vacation. I am glad that I took my degree. But as a training place for youth, to enable them to engage to advantage in the actual struggle of life—to fit them to hold their own in it, and to carry off the prizes—I must in all honesty say, that, looking back through the years and recalling the requirements and methods of the ancient institution, I am unable to speak of it with respect. Such training as I got, useful for the struggle, I got after, instead of before graduation, and it came hard; while I never have been able—and now, no matter how long I may live, I never shall be able—to overcome some great disadvantages which the superstitions and wrong theories and worse practices of my Alma Mater inflicted upon me. And not on me alone. The same may be said of my contemporaries, as I have observed them in success and failure. What was true in this respect of the college of thirty years ago is, I apprehend, at least partially true of the college of to-day; and it is true not only of Cambridge, but of other colleges, and of them quite as much as of Cambridge. They fail properly to fit their graduates for the work they have got to do in the life that awaits them.

PROGRESS OF THE WORLD IN THIRTY YEARS.

This is harsh language to apply to one's nursing-mother, and calls for an explanation. That explanation I shall now try to give. I have said that the college of thirty years ago did not fit its graduates for the work they had to do in the actual life which awaited them. Let us consider for a moment what that life has been, and then we will pass to the preparation we received for it. When the men of my time graduated Franklin Pierce was President, the war in the Crimea was just over, and three years were yet to pass before Solferino would be fought. No united Germany and no united Italy existed. The railroad and the telegraph were in their infancy; neither nitro-glycerine nor the telephone had been discovered. The years since then have been fairly crammed with events. A new world has come into existence, and a world wholly unlike that of our fathers—unlike it in peace and unlike it in war. It is a world of great intellectual quickening, which has extended until it now touches a vastly larger number of men, in many more countries, than it ever touched before. Not only have the nations been rudely shaken up, but they have been drawn together. Interdependent thought has been carried on, interacting agencies have been at work in widely separated countries and in different languages. The solidarity of the peoples has been developed. Old professions have lost their prominence; new professions have arisen. Science has extended its domains and is superseding authority with a rapidity which is bewildering. The artificial barriers—national, political, social, economical, religious, intellectual—are giving way in every direction, and the civilized races of the world are becoming one people, even if a highly discordant and quarrelsome people. We all of us live here in the present and less in the past than we did thirty years ago—much less in the past and much more in the present than those who preceded us did fifty years ago. The world as it is may be a very bad and a very vulgar world—insincere, democratic, disrespectful, dangerous, and altogether hopeless. I do not think it is, but with what I have comprehensive issue I have, here and now, nothing to do. However bad and hopeless, it is nevertheless the world in which our lot was cast, and in which we have had to live—a bustling, active, nervous world, and one very hard to keep up with. This much all will admit; while I think I may further add that its most marked characteristic has been an intense mental and physical activity which, working simultaneously in many tongues, has attempted much and questioned everything.

Now as respects the college preparation we received to fit us to take part in this world's debate. As one goes on in life, especially in modern life, I think it safe to say that a few conclusions are hammered into us by the hard logic of facts. And this I regard as the greatest of all practical precepts—that every man should in life master some one thing, be it great or be it small, so that as respects that thing he is the highest living authority; that one thing he should know thoroughly.

GREEK AND LATIN AT THE EXPENSE OF ENGLISH.

How did Harvrad College prepare me and my ninety-two classmates of the year 1856, for our work in a life in which we have had these homely precepts brought close to us? In answering the question it is not altogether easy to preserve one's gravity. The college fitted us for this active, bustling, hard-hitting, many-tongued world, caring nothing for authority and little for the past, but full of its living thought and living issues in dealing with which there was no man who did not stand in pressing and constant need of every possible preparation as respects knowledge and exactitude and thoroughness—the poor old college prepared us to play our parts in this world by compelling us, directly and indirectly, to devote the best part of our school lives to acquiring a confessedly superficial knowledge of two dead languages.

In regard to the theory of what we call a liberal education, there is not much room for difference of opinion. There are certain fundamental requirements without a thorough mastery of which, no one can pursue a specialty to advantage. Upon these common fundamentals are grafted the specialties,—the students' electives, as we call them. Thirty years ago, as for three centuries before, Greek and Latin were the fundamentals. The grammatical study of two dead languages was the basis of all liberal education. It is still the basis of it. But, following the theory out, I think all will admit that, as respects the fundamentals, the college training should be compulsory and severe. No one ought to become a Bachelor of Arts until upon those fundamentals he had passed an examination the scope and thoroughness of which should set at defiance what is perfectly well defined as the science of cramming. But it never was for a moment assumed that we could have passed any such examination. Not only was the knowledge of our theoretical fundamentals superficial to the last degree, but nothing better was expected.

But in pursuing Greek and Latin we had ignored our mother tongue. We were no more competent to pass a really searching examination in English literature and English composition than in the languages and literature of Greece and Rome. We were college graduates; and yet how many of us could follow out a line of sustained, close thought, expressing ourselves in clear, concise terms? The difficulty was that the fundamentals were not well selected, and they had never been mastered. As a slipshod method of training was accepted in those studies to which the greatest prominence was given, the same method was accepted in other studies. Everything was taught as Latin and Greek were taught. I do not see how I could have got solid, exhaustive teaching in the class-room, even if I had known enough to want it. A limp superficiality was all pervasive. To the best of my recollection the idea of hard thoroughness was not there. It may be there now. I hope it is.

THE REAL AND THE PRACTICAL NEGLECTED.

I am no believer in that narrow, scientific, and technological training which now and again we hear extolled. A practical, and too often a mere vulgar, money-making utility seems to be its natural outcome. On the contrary, the whole experience and observation of my life lead me to look with greater admiration, and an envy ever increasing, on the broadened culture which is the true end and aim of the university. Neither have I any light or disrespectful word to utter of the study of Latin or Greek, much less of the classic literatures. I recognize fully the benefit to be derived from a severe training in those mother tongues, and I think I appreciate the pleasure those must have who enjoy an easy familiarity with the authors who yet live in them. No one admires—I am not prepared to admit that any one can admire—more than I do the subtile, indescribable fineness both of thought and diction which a thorough classical education gives to the scholar. But, do what he will, no man can keep pace with that wonderful modern thought; and if I must choose—and choose I must—I would rather learn something daily from the living who are to perish, than daily muse with the immortal dead. Yet for the purpose of my argument I do not for a moment dispute the superiority—I am ready to say the hopeless inattainable superiority—of the classic masterpieces. They are sealed books to me, as they are to at least nineteen out of twenty of the graduates of our colleges; and we can neither affirm nor deny that in them, and in them alone, are to be found the choicest thoughts of the human mind and the most perfect forms of human speech.

All that has nothing to do with the question. We are not living in any ideal world. We are living in this world of to-day; and it is the business of the college to fit men for it. Does she do it? As I have said, my own experience of thirty years ago tells me that she did not do it then. The facts being much the same, I do not see how she can do it now. It seems to me she starts from a radically wrong basis. It is, to use plain language, a basis of fetich worship, in which the real and practical is systematically sacrificed to the ideal and theoretical.

A CHAPTER OF PERSONAL EXPERIENCE.

But to-day, whether I want to or not, I must speak from individual experience. I was fitted for college in the usual way. I went to the Boston Latin School; I learned the two grammars by heart. This and the other rudiments of what we are pleased to call a liberal education took five years of my time. I was fortunately fond of reading, and so learned English myself, and with some thoroughness. I say fortunately, for at our preparatory curriculum no place was found for English; being a modern language it was thought not worth studying—as our examination papers conclusively showed. We turned English into bad enough Greek, but our thoughts were expressed in even more abominable English. So I went to college,—to Harvard. Presently I graduated, and passed some years in the study of the law. The war of the Rebellion broke out and swept me out of a lawyer's office into a cavalry saddle. Returning presently to civil life, I endeavored to strike out a new path. I made for myself what might perhaps be called a specialty in connection with the development of the railroad system. I do not hesitate to say that I have been incapacitated from properly developing my specialty, by the sins of omission and commission incident to my college training. The mischief is done, and, so far as I am concerned, is irreparable. I am only one more sacrifice to the fetich. But I do not propose to be a silent sacrifice. I am here to-day to put the responsibility for my failure, so far as I have failed, where I think it belongs—at the door of my preparatory and college education.

Nor has that incapacity, and the consequent failure to which I have referred, been a mere thing of imagination or sentiment. On the contrary, it has been not only matter of fact and real, but to the last degree humiliating. I have not, in following out my specialty, had at my command, nor has it been in my power, place I as I was, to acquire, the ordinary tools which an educated man must have to enable him to work to advantage on the developing problems of modern, scientific life. With the exception of law, I think I might safely challenge any one of you to name a single modern calling, either learned or scientific, in which a worker who is unable to read and write and speak German and French at least, does not stand at a great and always recurring disadvantage. He is without the essential tools of his trade.

THE USELESSNESS OF GREEK.

The modern languages are the avenues to modern life and living thought. Under these circumstances, what was the position of the college towards them thirty years ago? What is its position to-day? It intervened, and practically said then that its graduates should not acquire those languages at that period when only they could be acquired perfectly and with ease. It occupies the same position still. The college fixes the requirements for admission to its course. The schools and the academies adapt themselves to those requirements. They are therefore all organized on one plan. To that plan there is no exception; nor practically can there be any exception. The requirements for admission are such that the labor of preparation occupies fully the boy's study hours. He is not overworked, perhaps, but when his tasks are done he has no more leisure than is good for play; and you cannot take a healthy boy the moment he leaves school and set him down before tutors in German and French. If you do he will soon cease to be a healthy boy; and he will not learn German or French. But Harvard College says: "We require such and such things for admission to our course." First and most emphasized among them are Latin and Greek. The academies accordingly teach Latin and Greek; and they teach it in the way to secure admission to the college.

Latin I will not stop to contend over. That is a small matter. Not only is it a comparatively simple language, but apart from its literature, it has its modern uses. Not only is it directly the mother tongue of all south-western Europe, but it has been by common consent been adopted in scientific nomenclature. Hence there are reasons why the educated man should have at least an elementary knowledge of Latin. Unlike Latin, Greek is a very difficult language. Unlike it, too, apart from the access Greek affords when thoroughly mastered to perhaps the noblest of literatures, is a language which has no modern uses. Not only is it a dead tongue, but it bears no immediate relation to any living speech or literature of value. Like all rich dialects, it is full of anomalies, and accordingly its grammar is the delight of grammarians, and the despair of every one else. When I was fitted for college the study of Greek took up at least one-half of the first three years devoted to active preparation. In memory it looms up now through the long vista of years as the one gigantic nightmare of youth—and no more profitable than nightmares are wont to be. As soon as possible after entering college the study was abandoned forever, and the little that had been acquired faded rapidly away from the average student's mind. For myself, I am obliged to say I have now forgotten the Greek alphabet, and I cannot read all the Greek characters if I open my Homer. Such has been the be-all and the end-all of the tremendous labor of my school-days.

MENTAL DISCIPLINE.

But I am told that I ignore the severe intellectual training I got in learning the Greek grammar, and in subsequently applying its rules; that my memory then received an education which, turned since to other matters, has proved invaluable to me; that accumulated experience shows that this training can be got equally well in no other way; that, beyond this, even my slight contact with the Greek masterpieces has left with me a subtile but unmistakable residuum, impalpable perhaps, but still there, and very precious; that, in a word, I am what is called an educated man, which, but for my early contact with Greek, I would not be. All this, with not undue bluntness be it said, is pure, unadulterated nonsense. The faculty of sustained, logical thought I have since been forced to cultivate as best I might; but to confound that with committing a mass of stuff to memory is to apply the same methods to the boy and the learn'd dog.

Speaking in all moderation I will merely say that, so far as I am able to judge, the large amount of my youthful time devoted to the study of Greek both in my school and college life was time as nearly as possible thrown away. I suppose I did get some discipline out of that boyish martyrdom. I should have got some discipline out of an equal number of hours spent on a treadmill. But the discipline I got for the mind out of the study of Greek, so far as it was carried and in the way in which it was carried in my case, was very much such discipline as would be acquired on the treadmill for the boy. I do not think it was any higher or any more intellectual. So much for what my Alma Mater gave me. In these days of repeating rifles, she sent me and my classmates out into the strife equipped with shields and swords and javelins. We were to grapple with living questions through the medium of dead languages. But on this point I do not like publicly to tell the whole of my own experience. It has been too bitter, too humiliating. I have not been the equal of my peers. It was the world's Congress of to-day, and Latin and Greek were not legal-tender there.

IMPROVEMENT DEMANDED.

With that experience behind me, I have scant of my own coming forward. I want them to go to college—to Harvard College; but I do not want them to go there by the path their fathers trod. Neither is my case a single one. I am one of a large class in the community, very many of whom are more imbued than I with the scientific and thorough spirit of the age. As respects our children, the problem before us is a simple one, and yet one very difficult of practical solution. We want no more classical veneer. Either impart to our children the dead languages thoroughly, or the living languages thoroughly; or, better yet, let them take their choice of either. This is just what the colleges do not do. On the contrary, Harvard stands directly in the way of what a century-and-a-half's experience tells me is all-important.

As I understand it, the moderate neither asks nor desires the colleges to put the classic tongues, or even Greek alone, on the same footing as certain of the modern languages. Recognizing, as every intelligent modernist must, that the command of several languages besides that which is native to him is essential to a liberally educated man—recognizing this fundamental fact, those who feel as I feel would by no means ask or desire that students should be admitted to the college who could pass their examinations in German and French, instead of Greek and Latin. The moderate asks of the college to modify its requirements for admission only in this wise: Let it say to the student who presents himself, "In what languages, besides Latin and English—those are required of all—in what other languages—Hebrew, Greek, German, French, Spanish, or Italian—will you be examined?" If the student replies "Greek," so be it—let him be examined in that alone. If, however, instead of offering himself in the classic, he offers himself in the modern tongues, then let him no longer be turned contemptuously away from the college doors; but, instead of the poor, quarter-knowledge, ancient and modern, now required, let him be permitted to pass such an examination as will show that he has so mastered two languages besides his own that he can go forward in his studies using them as working tools.

Consider now, for a moment, what would be the effect on the educational machinery of the country of this change in the college requirements. The modern, scientific, thorough spirit would at once assert itself. Remove the absolute protection which hitherto has been and now is accorded to Greek, and many a parent would at once look about for a modern, as opposed to a classical academy. To meet the college requirements that academy would have to be one in which no English word would be spoken in the higher recitation rooms. Every school exercise would be conducted by American masters proficient in the foreign tongues. Our sons would then get what our daughters already have—thorough teaching of something. Once let a thorough knowledge of German and French and Spanish be as good tender at the college door as a fractional knowledge of either of the first two of those languages and of Greek now is, and the academies would supply that thorough knowledge also.

CLASSIC AND MODERN LANGUAGES COMPARED.

For the sake of my argument, and to avoid making a false issue, I have in everything I have said, as between the classic and modern languages, fully yielded the preference to the former. I have treated a mastery of the living tongues simply as an indispensable tool of trade, or medium of speech and thought. I have made no reference to the accumulated literary wealth of the modern tongues, much less compared their masterpieces with those of Greece or Rome. Yet I most sincerely suspect that there is in what are called the educated classes, both in this country and in Europe, a very considerable amount of affectation and credulity in regard to the Greek and Latin masterpieces. In any event, this I feel I may safely be indisputable: of those who study the classic languages, not one in a hundred ever acquires that familiarity with them which enables him to judge whether a given literary composition is a masterpiece or not.

I fancy that it is in our native tongue alone, or in some tongue in which we have acquired a facility equal to that we have in our native tongue, that we ever detect those finer shades of meaning, that happier choice of words, that more delicate flavor of style which always indicate the master.

I find it harder and harder to believe that in practical richness the Greek tongue equals the German, or the Latin the French. Leaving practical richness aside, are there in the classic masterpieces any bits of literary workmanship which take precedence of what may be picked out of Shakespeare and Milton and Bunyan and Clarendon and Addison and Swift and Goldsmith and Gray and Burke and Gibbon and Shelley and Burns and Macaulay and Carlyle and Hawthorne and Thackeray and Tennyson? If there are any such transcendent bits, I can only say that our finest scholars have failed most lamentably in their attempts at rendering them into English.

For myself, I cannot but think that the species of sanctity which has now, ever since the revival of learning, hedged the classics, is destined soon to disappear. The worship even of the classical fetich draweth to a close; and I shall hold that I was not myself sacrificed wholly in vain, if what I have said here may contribute to so shaping the policy of Harvard that it will not much longer use its prodigious influence towards indirectly closing for its students, as it closed for me, the avenues to modern life and living thought.

WESLEYAN UNIVERSITY.

THE CLOSE OF COMMENCEMENT WEEK.

MEETINGS OF TRUSTEES AND ALUMNI—CHANGES IN THE FACULTY—COMMENCEMENT EXERCISES.

MIDDLETOWN, Conn., June 28.—Wesleyan University is closing its fifty-second year with bright prospects. With its splendid equipment of buildings and land, work nearly half a million, an endowment of $750,000, a scholarship fund of $150,000 more, a large, capable and earnest faculty and a high standard of scholarship, it possesses every requirement of a college. The prospects are that the number of students will greatly increase in the immediate future.

Yesterday was given over to the meetings of the trustees and alumni. The meeting of the latter was presided over by Judge George G. Reynolds, of the Brooklyn City Court. The Rev. Drs. A. S. Hunt, W. C. Steele, Joseph Pullman, W. M. Ingraham, Sidera Chase, Professor H. B. Lane, W. C. Wallace, B. F. Beach, Professor Henry Sewall, of Michigan University, Judges Northrup, Birdseye and Calef, of this city, the Rev. Dr. B. K. Pierce, and the Rev. S. P. Mains were among the persons present. Bishop E. G. Andrews and the Rev. Dr. J. E. King were re-elected trustees of the college. The Rev. Dr. Hunt was elected president of the Alumni Association. A telegram was received in regard to Orange Judd, an honored alumnus and trustee of the college, who was thought to be dying, and it was resolved, by a rising vote, to telegraph a message of sympathy to his family. The matter of absent members voting by proxies in the alumni meetings was the subject of a long discussion, the drift of which showed that some plan will be adopted in regard to allowing it.

The trustees made an important change in abolishing compulsory attendance upon the religious services in the chapel on Sunday afternoons, after a long and exciting debate.

The question of prohibiting the publication of *The College Argus*, the semi-monthly newspaper of the students, on account of some of the articles in it the past year, was settled by placing the paper under the censorship of the faculty.

President Beach having purchased a house in High-st., some distance south of the college buildings, adjoining the summer house of Orange Judd, the house now occupied by the president, adjoining the college campus on the north, will be made a dormitory for the women students, of whom there are now twelve or fifteen in the college, which is open on equal terms to both sexes.

The most important loss to the faculty this year is that of Dr. H. G. T. Mitchell, for the last three years tutor in Hebrew and Latin. He goes to the chair of Exegetical Theology in Boston University, and will have charge of the Semitic Department of the Martha's Vineyard Summer Institute in the coming two months. Two other tutors, Gerdy and Harris, will go to Europe for a year. Professors Atwater and Crawford will return to their posts after an absence of a year.

Last night the annual alumni festival crowded the auditorium of the college chapel. Many of the alumni present were accompanied by their wives or daughters. Responses to toasts were made by representatives of the classes of '58, '68, '73, '76 and '80, which held special reunions.

The Junior promenade took place at Armory Hall last evening. A prominent feature of the evening was the reception tendered to Governor Waller and Secretary of State Northrop. Young lady friends of the members of the class of '84 were present from New-York, Philadelphia, Boston and Utica. The patronesses were Mrs. Bartlett Bent, Mrs. J. W. Douglass, Mrs. C. E. Bacon, Mrs. H. L. Shaler and Mrs. S. L. Warner. The committee were Messrs. Hoyt, of Cincinnati; Smith, of Wisconsin; Carahan, of Ohio; Tatenm, of Massachusetts, and Bannister, of New-York.

The commencement exercises to-day were largely attended. Governor Waller was present, and made a brief speech. The degree of D.D. was conferred upon the Rev. James R. Day and the Rev. William V. Kelley, and the degree of LL.D. upon Judge Miles T. Granger, of the Superior Court of Connecticut.

GIFTS TO DICKINSON COLLEGE.

CONTRIBUTIONS OF $42,000 MADE TO ESTABLISH A PROFESSORSHIP.

CARLISLE, Penn., June 27.—The commencement exercises of Dickinson College took place to-day. There was a reunion of the alumni and friends of the institution. Bishop Bowman presided over the banquet. A dispatch was read from President Cattell, of Lafayette College, stating that the degree of doctor of laws had been conferred upon President McKinley. Bishop Bowman urged the graduates to make centennial offerings of money, as well as love, to the college. General Clinton B. Fisk, of New-York, one of the newly elected trustees, made an address full of humor. The Rev. Dr. Otis H. Tiffany spoke with enthusiasm concerning the work of the college. The Rev. Jesse Bowman Young, in behalf of the trustees, announced that the Board at its session just closed had made a special centennial offering, raised in a few minutes, chiefly among its members, of $20,000 for the immediate erection of a new scientific building. C. W. Carrigan, of Philadelphia, read a paper glorifying the life and character of the late Rev. John McClintock, D. D. At the close of the address the Rev. Jesse H. Young made the suggestion that Dr. McClintock's latest deserved to be commemorated in a McClintock professorship in the college. The proposition kindled the enthusiasm of the meeting to a white heat, and amid shouts, cheers and brief, eloquent speeches, subscriptions were given an hour or more cordially proffered. General Fisk, General Patton, W. J. Sidey, Dr. J. W. Hendrix, Congressman Lore, Dr. Pitcairn, W. F. Sadler and others gave liberal sums.

A letter was read from James G. Blaine to James W. Bosler, of Carlisle, expressing great regret that he was not able to be present at the commencement, and recalling the fact that his grandfather, General Epiphanus Blaine, in Revolutionary times, was one of the earliest friends of the institution. Mr. Bosler was called out, and after a brief address he made a generous contribution of $10,000 toward the proposed professorship. Altogether, $42,000 was raised to-day for the college. Dr. Crook's oration before the alumni and General H. C. King's poem were enjoyed by a great audience. Bishop Andrews, of Washington; Charles J. Baker, the Rev. Dr. Carroll and the Rev. J. F. Goucher, of Baltimore; Dr. S. L. Bowman, of Indiana; Congressmen A. Herrsmith, C. B. Lore and L. E. McComas, and Dr. Dillon, of Oregon, were among the visitors. A new professorship of English literature was provided for in view of the additions lately made to the college funds.

The following honorary degrees were conferred: Master of Arts, Dr. Henry C. Longnecker, of Philadelphia. Doctor of Divinity, the Rev. Benjamin H. Crever, the Rev. J. E. Earp, Professor in Indiana Asbury University; the Rev. Leroy A. Bolt, of Ohio; the Rev. J. R. Day, of New-York; the Rev. C. C. Tiffany, of New-York.

Doctor of Laws: Samuel J. Randall, Richard Watson Gilder, Editor of *The Century*, Professor Rogers, of Jefferson Medical College, Philadelphia.

SPEAKERS AND PRIZES AT HAMILTON.

[BY TELEGRAPH TO THE TRIBUNE.]

CLINTON, N. Y., June 28.—The seventy-first commencement at Hamilton College came to a successful close to-day. The programme of the commencement exercises held to-day is as follows: Salutatory oration in Latin, Robert G. Brodie; oration, "William E. Dodge, the American Philanthropist," Albert J. Abeel; oration, "Gambetta and Garfield," William Brownell; literary oration, "The Novel a Moral Force in Society," Samuel D. Arms; oration, "Mazzini, the Italian Patriot," William T. Bush; oration, "The Use and Abuse of Party Spirit," Wallace F. Campbell; oration, "Russia and Nihilism," Clarence A. Clark; ethical oration, "A New Era of Thought," Carroll L. Bates; oration, "Stoicism and Christianity," John Clark, jr.; oration, "The Christian Element in Patriotism," George K. Fraser; oration, "The Coronation of the Czar and the Opening of the Brooklyn Bridge," William A. Hay; political oration, "Civil Liberty the Result of Restraint," Edward W. Daniel; oration, "The Field for the Scholar," Thomas H. Lee; oration, "The Belshazzar of Aliston," Charles H. Luther; oration, "Infidelity and Scepticism," George W. Luther; legal oration, "The Contribution of Christianity to English Jurisprudence," Smith Debbage; oration, "The Late Czar," George G. McAdam; oration, "The Problem of the Nineteenth Century," Clement G. Martin; Kirkland Prize Oration, "What Philanthropy Owes to Christianity," John C. Mead; rhetorical oration, "England's Tribute to Longfellow," Samuel F. Engs, jr.; oration, "Assassination as a Political Weapon," Ormsby M. Mears; oration, "The Fanatic and the Statesman," Edwin S. Morey; oration, "The Truth about Joan of Arc," George H. Rogers; philosophical oration, "Some Dangerous Tendencies of Our National Life," Edward N. Jones; oration, "Loyalty to Duty," Norman N. Skinner; oration, "The Character and Work of Loyola," William M. Widoexen; political oration, "The Mobility of American Society," Ernest F. Kruse; classical oration, "The Worth of Memorials," Henry M. Love; historical oration with head prize, "Alexander Hamilton and Daniel Webster," Edwin R. Root; valedictory oration, "An American Englishman," Theodore C. Burgess.

The commencement prize of $50 founded by Charles C. Kellogg, of Utica, for the best written and delivered oration of the day was awarded to George G. McAdam, of Rome. The Committee of Award were Ellis H. Roberts, Professor Willis J. Berther and the Rev. Dr. Erdman. The honorary degrees conferred were D. D. upon the Rev. David R. Breed, of St. Paul, Minn.; the Rev. Rufus Green, of Buffalo; the Rev. Henry H. Stebbins, of Oswego; Ph. D. upon Draibert Vandervoere, of Albany, the Rev. Charles S. Percival, of Cresco, Ia.; and A. M. upon Charles H. Treadwell, of Oswego. The alumni dinner was presided over by Charles A. Hawley, of Seneca Falls, class of 1859. Among the speakers were George W. Clinton, vice-chancellor of the Board of Regents, class of 1859; Professor Samuel G. Williams, '52; Daniel G. Pratt, Ph. D., '51; Samuel Halliday, '70; F. M. Burwick, '68; the Rev. M. Frazee, and others. Elihu Root, of New-York, was elected trustee with a slight majority over the opposing candidate, Dr. A. B. Brockway, of New-York.

EOLE BEATEN BY HIS JOCKEY.

EXCITING RACES AT CONEY ISLAND.

WILLIAM DONOHUE'S WRETCHED RIDING—THE PLUNGER'S WATERLOO.

There has been no more exciting racing in this country this year than that of yesterday at Sheepshead Bay, and a great crowd enjoyed it. Four of the six races had extremely close finishes, and one of these was pronounced by a great many spectators the best they ever saw. This one was between Eole, Bootjack and Jack of Hearts. The judges decided that Bootjack won by a short head, and that Eole and Jack of Hearts ran a dead heat for second place. The judges may have been as correct as an axiom in Euclid; but some thousands of men who saw that finish will go down to their graves firm in the conviction that Eole beat Jack of Hearts by at least a neck. These little differences of opinion add animation to sport.

If the spectators, however, saw one of the best finishes in their experience, they also saw some of the worst riding ever shown by a jockey of high reputation. It was the deliberate