

# New-York Tribune.

## EDUCATIONAL SECTION.

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PART II.

The foundation of every state is the education of its youth.

(Dionysius.)

### HIGHER EDUCATION THE KEY TO LIFE SATISFACTION

Senator Chauncey M. Depew once said in a speech before the students of the University of Pennsylvania, "It does not make any difference what a man is going to do in life, if it is nothing more than piling up bricks, that man will be better satisfied with himself and do his work better if he is educated."

This idea has permeated the business world, so that to-day it is hard to find a banker, broker or even a candlestick maker who will answer an argument for higher education with the trite remark: "What good are Latin, Greek and differential calculus to a man who is to stack bills and clip coupons all his life."

To a man outside of the so-called learned professions and not engaged in literary pursuits, the higher education is, possibly, of only psychic value. It makes him satisfied with himself without making him selfish. He is pleased to live because he knows how to live. Life to him, with all his idealism, is as real as to one whose only ideals are those with a business tinge.

A man who is truly educated can meet any one on his own ground. A man without education must confine his intimate friendships to those who are on his own mental plane.

It is hard for any of us, perhaps, to reach back to those years we spent in study and put a mental finger upon the intellectual acquisitions which have been of positive and unquestioned value in active business life, but it is safe to say that not many have gone far in a business career and not reached a point where they have been forced to recognize that if they had done this or that in their sophomore, junior or senior years they would have been better able to deal with the problem at hand.

The brain things we acquired in our school and college days we use as a matter of course. It is only those we lack which we feel.

As the autumn approaches each year there comes up the question in thousands of homes in this land of schools, "What are we to do for our son or our daughter?" This problem is usually the last one solved—or partly solved—by the parent for the child. When it is solved and the boy or girl is turned in the direction of a higher education—or directly into a business career—destiny is put in new hands. Success or failure then depends upon factors entirely without the family influence. But in making this decision, perhaps the most important in life, the parents usually exercise a mighty influence. It is the consciousness of this influence that causes most parents to pause for most serious thought before giving advice.

There are some parents who look at the question from a selfish point of view. It is possible for a father to say, "It is time for the boy to do something for himself. I am getting old. He is young. He is well able to get into the harness and help me. Four years more of school? That will make him twenty-two.

Why, I was supporting a family of four when I was twenty-two."

With that man argument would be useless. His body has its being to-day, but his mind is of another day—years and years ago, when the demands of the world were more easily satisfied. That father who compares his condition twenty or thirty years ago with that of his son to-day has at some time in his career suffered a contraction of interest in life and with it ability to grasp new meanings.

But there is another and far different class of parent who does not readily see the advantage of higher education. This one probably looks upon life with a too materialistic view. He wants no help from his son but is seeking the best course to pursue. He can not, however, see into to-morrow and realize its demands. He says that a boy needs actual experience in life to be able to do his share of its work. With this man school means nothing but lectures, recitations and foolish songs and absurd escapades. The broadening influences are outside of the classrooms and the mighty unseen force of culture in association with men of superior mental attainments.

When a continuation of school life has been decided upon the problem of the character of school to be selected arises. The variety of schools is almost infinite. In the case of girls there are the finishing schools, the conservatories, the universities and women's colleges, and these are subdivided into the country and city schools. With the boys, the variety is even wider. There are universities, colleges, technical, law, medical and business schools, all offering innumerable courses of study. Then, too, these are subdivided into country and city schools.

As to the character of course of study, little can be said, because selection depends entirely upon the taste and aptitude of the child. But when it comes to deciding whether to put the boy or the girl in a school in a small town or in one situated in the large centres of activity, there are important considerations.

In the first place, does the boy need to be thrown into the hustle and hurry of a city to bring out some latent power or some characteristic that the quieter atmosphere of a smaller town would fail to reach? Or, does he need the close companionship and the intimate friendship and all the other advantages of the so-called college spirit, fostered to the larger extent by college or school life in the smaller communities?

If the former is decided upon, then New York and Brooklyn offer advantages greater, probably, than any other city in the country. There are the museums, the libraries, the theatres, the opera houses and numerous other semi-educational institutions, which, added to its advantage in being the greatest financial and commercial centre of the country, make greater New York the mighty educational city.

Of course, with these manifold advantages come the problems engendered by life in a crowded community, and in the last analysis the decision must be made with the needs of the student alone in mind. What the parent might desire in this regard might be detrimental to the boy. If he needs those things which the city alone can offer, then the decision must fall on New York. If he needs those things which rural districts offer, then he would not obtain the greatest benefit from his school life were he placed in the city.

### By President Roosevelt

*When you take up science, art and literature remember that one first class bit of work is better than one thousand fairly good bits of work; that as the years roll on the man or the woman who has been able to make a masterpiece with the pen, the brush, the pencil, in any way, that man, that woman, has rendered a service to the country such as not all his or her compeers who merely do fairly good second rate work can ever accomplish.*

*Our common school system lies at the foundation of our educational system, but it is the foundation only. The men that are to stand pre-eminent as the representatives of the culture of the community must educate themselves.*