

with exercises which, together with the attendance of distinguished scholars, made the event an occasion of importance in the history of the University.

The first use made of the library of the Classical Club was on Friday afternoon for the thirteenth meeting of the Managing Committee of the American School of Classical Studies at Athens. This meeting was held a month or more earlier than usual for the sake of a personal introduction to Professor Dr. Doerpfeld, first secretary of the German Institute in Athens, to whom the School is under deep obligations, since the opportunity of attending his lectures in the presence of the monuments in Athens, in Peloponnesus, and on the Greek islands, is one of the highest privileges of the students of our Schools. This meeting was well attended. In the history of the committee, only once has a larger number of its members been present.

At 4 o'clock on Friday afternoon in A. Osborn, Professor Doerpfeld lectured on "Recent Excavations in Greece," to the great pleasure of as large an audience as could be seated in that room.

#### THE EXERCISES IN BATTELL CHAPEL.

The audience which was gathered for the exercises in the evening at Battell Chapel was an unusual one. It contained distinguished representatives of classical and other branches of education from all parts of the country. The significance of placing in such a distinguished position of the College grounds the rooms of this department of the College instruction and University research, which was frequently emphasized during the evening, made the occasion seem all the more interesting as indicating the position of this University towards a Classical education, and emphasizing its loyalty to the system of liberal education which refuses to exclude the study of the languages and civilization of ancient Greece and Rome.

#### PROFESSOR PECK'S ADDRESS.

In opening the exercises of the evening, Professor Tracy Peck, of Yale, said:

Ladies and Gentlemen:—The Classical Club of Yale University, whose attractive and commodious rooms are to be formally opened after these public exercises, has had, with some change of name, an honorable existence for more than a generation.

Early in the Civil War, as far as the history was retraced, certain officers of the College who were specially occupied with the teaching of ancient and modern languages, began to meet to read papers and discuss questions in which they were commonly interested. Professors James Hadley and Wm. Dwight Whitney were in the prime of their extraordinary powers, and probably to them more than to all others the formation and high character of the association were due, though they had the encouragement and co-operation of President Woolsey and Professors Thacher and Packard, to mention only those who have passed away.

These conferences were very informal, held usually at intervals of two or three weeks, sometimes at the home of a member, and sometimes in a recitation room. But at those simple gatherings several papers have been presented either in germ or in their final form, which have distinctly extended the domains of philological knowledge and have become the common property of scholarship. As the teaching force of the College increased and there was greater specialization in study, there were natural offshoots from the original society which today regards with nothing of jealous rivalry, but with something akin to parental pride, the Modern Language Club, the English Club and the Semetic Club.

After the various vicissitudes which naturally befall such an association, it was reorganized four years ago on its present basis. Membership, though not thus limited, is mainly made up of the teachers and graduate students in Classical Philology. Its meetings are on Saturday evenings throughout the Academic year. A part of each meeting is usually devoted to the reading

of large quantities of Greek and Latin literature; the other part to the presentation of original works, discussions, reports, reviews, etc. Through the liberality of several friends a good working library is now at the disposal of the Club's members, which library it is hoped may be largely increased in the near future.

The existence of a Classical Club of such age and energy presupposes a generous place for the Classics in the Yale scheme of education. How generous that place is, he who is interested can learn from a map or along a genealogical tree, from the College catalogue from 1822 to the present year. Previous to the exact record of these 74 years we have the testimony of written documents, quite definite traditions and the echoes of still earlier traditions.

#### WHEN CLASSICS WERE STRONG.

Manuscript laws of 1720 state that, "In the first year after admission, on the four first days of the week, all students shall be exercised in the Greek and Hebrew tongues only. They shall spend the second year in logic, with the exercise of themselves in the tongues; the third year principally in physics. The fourth year in metaphysics and mathematics, also carrying on the former studies.

Another law prescribes that "All students shall recite, on Saturday evening, the Assembly's Shorter Catechism in Latin." Still further that "No scholar shall use the English tongue in the College with his fellow scholars, unless he be called to a public exercise proper to be attended in the English tongue, but scholars in their chambers and when they are together, shall talk Latin," and again, "All undergraduates, except Freshmen, shall turn some part of the New Testament out of the English or Latin into Greek at evening at the time of recitation before they begin to recite the original tongues."

Laws of 1745 order that in the first year students "shall principally study the tongues and logic, and shall in some measure pursue the study of the tongues the next two years." "On Friday each undergraduate about six at a time, shall declaim in the Hall in Latin, Greek or Hebrew, and in no other language without special leave."

#### SCIENCE WORKING IN.

As early as 1766 we have evidence that students, at their admission to Yale, "Are able well to construe and parse Tully's Orations, Virgil and the Greek testament and understand the rules of common arithmetic." Till the close of the last century the Latin authors studied in Yale were chiefly Virgil, Horace and Cicero de Oratore. Nor was any Greek regularly taught except the Greek Testament till the present century was well started.

The use of Latin as the language of the College for making out excuses for the syllogistic disputes and for much of the intercourse between officers and students, had become nearly obsolete just about a century ago.

#### THE FIRST FIGHT.

It is interesting to know that the prominence given to the ancient languages at Yale has not been an inert transmission from generation to generation, but has been seriously challenged. Here as elsewhere the friends and champions of the classics have had to closely examine their credentials and justify their faith and practice.

The President and Fellows in September, 1827, appointed a commission of the Governor of the State, the President of the College, and three other persons, "to inquire into the expediency of so altering the regular course of instruction as to leave out of said course the study of the dead languages, substituting other studies therefore, and either requiring a competent knowledge of said languages as a condition of admittance into the College, or providing instruction in the same for such as shall choose to study them after admittance.

This committee requested the Faculty to consider the question in all its bearings. The Faculty prepared two reports, one on the Plan of Education in the College and the other on the

particular question under consideration. After receiving these reports the Corporation resolved that it would be unwise and even dangerous to make the radical changes suggested. This document was evidently the result of a thorough study of the subject in all its bearings, is judicial in tone, of permanent value, and we of to-day, as the same criticisms arise, can look back to it as to a kind of charter with unaffected pride.

What the future of classical study is to be no one is wise enough to know. There seem to be but few finalities in education, and with the steady multiplication of the proper objects of study, we may fairly anticipate some readjustment of rival studies, some modification in the relative position and ends and methods of particular branches. But for one, I cannot conceive of a wise scheme of liberal and humanizing education from which shall be excluded the languages and literatures and life of ancient Greece and Rome, nor of a state of civilization which can with safety be indifferent to the ideals and lessons that come to us from these great civilizations of the past.

We of the Classical Club, as we receive the rich heritage from the past and face the problems of to-day and to-morrow, may well be sobered and quickened into a keener sense of our individual and associate responsibility, and on this occasion highly resolve to transmit to our successors, like the runners in the ancient race, our torches held ever well aloft and brightly burning.

The building in which the club is to have its home is the munificent gift of William Walter Phelps, one of the most distinguished and versatile and loyal sons of Yale. It forms the stately gateway to the College grounds; it towers above all the other buildings; it dominates the entire neighborhood. That the regular work of the Classical Department should be done in a structure so placed is indeed an accident, but probably no one will begrudge us the reflections naturally suggested by the situation.

#### THE MOTTO OF THE UNIVERSITY.

"Lux et Veritas is the simple but comprehensive inscription on the magnificent structure, and the profoundly impressive significance of these words it is hoped may be a summons and an inspiration to all who shall share the privilege and responsibilities of Phelps Hall.

We had hoped that the President of the University would on this occasion pay a fitting tribute to the generous provisions of Mr. Phelps, and also speak with the authority of his position of the relation of the Classical Club and of classical studies to the scheme of the University, but his absence in Europe deprives this festivity of that desired element. We have asked one of our colleagues to say a few words, as representative of the University, especially of its scientific side. Beginning his undergraduate course in the Academic Department and completing it in the Sheffield Scientific School, and having devoted most of his life to natural science, he is peculiarly qualified to speak to us intelligently and without prejudice. I have the pleasure of introducing Henry S. Williams, Professor of Geology."

#### PROFESSOR WILLIAMS HEARD.

Professor Henry S. Williams, of the Chair of Geology, successor to the late Professor James Dana, was received with applause. His remarks, emphasizing from the standpoint of a scientific man the inestimable value of an education in the Classics, were warmly received. He spoke as follows:

Members of the Classical Club, Ladies and Gentlemen:—It gives me great pleasure, as a representative of the Scientific side of the University, to rejoice with you and congratulate the Classical Department upon the glorious triumph which we are here to celebrate.

Although Yale College has always insisted that the classics constitute an essential part in the foundation of a liberal education, she has also been foremost among American institutions of learning in promoting science as another factor, and in making provisions for the thorough special study of

sciences in the University. Also her greatest scientific men have been as hearty advocates of the classical standard of education, as they have been honest investigators of science for its own sake.

In the year 1799 it was the first President Dwight who called aside Benjamin Silliman, a graduate of the class of 1796, and bade him abandon a profitable career as lawyer and become a teacher of science in Yale College. And a half century later it was the Classical Yale College which organized a Scientific School, the first to be associated with an American college.

Classics and science have thus worked hand in hand in the past, and the future glory of Yale College will in a large measure depend upon the faithfulness with which they continue to work together, each supplying the part which the other lacks in building the foundations of a perfect education.

#### THE ATTEMPT TO DIVORCE.

"The attempt to divorce these two is not new. In the year 1827, sixty-nine years ago, the outside clamor against the classics became so urgent that the President and Fellows of Yale College deliberately appointed a committee to consider the expediency of abolishing from the curriculum the dead languages and supplying their places with some other subjects. They wisely submitted the proposition to the Faculty. The answer given by the Faculty was not only decisive but so full and clear and conclusive that the project was abandoned and the "Report on a Course of Liberal Education" which they prepared has constituted the declaration of principles upon which the present reputation and glory of Yale College has been founded.

In that Faculty, Silliman and Olmstead were members with Day and Kingsley and Goodrich, and it was Silliman who preserved this scientific definition of a liberal education in the American Journal of Science.

#### THE PRINCIPLES.

The fundamental principles set forth were that the object of a college training is to lay the foundation of a superior education, that Literature and Science were both deemed to be essential elements in that foundation and the classical studies a corner stone; and the object of a curriculum was to maintain such a proportion between the several branches of Literature and Science as to form in the student a proper balance of character.

"The points of criticism were the same then as they are to-day, and each one was clearly stated, calmly considered and shown to be invalid in the report.

#### THE OLD OBJECTIONS.

The impractical nature of the classics, the special merits of modern languages, the varying tastes of students and the attraction to the novelties of scientific discovery, the haste to get at special professional studies, the demand for greater election, the work for lectures in place of the drilling of the class-room, all these appear to have been urged as arguments for the abandonment of the dead languages. The report gave the reasons for holding to that which had been found useful in the past and which has proven by experience to have lost none of its intrinsic value.

#### THE RESULTS OF THAT POLICY.

One of the proofs of the wisdom of the policy confirmed by the Faculty of 1827 is shown in the future success and popularity of the Yale College founded on that policy. Her students then were 325, to-day they are 1,252, with a Freshman class of 352, and the largest number of students in a classical institution, I believe, anywhere in this country, and probably in the world, pursuing a uniform curriculum in a body.

"And this advance has been made in the face of the establishment of hundreds of colleges, where an education can be attained and a degree acquired without either Greek or Latin. "Again the history of the Scientific School testifies to the wisdom of that