

(Continued from the First Page.)  
 was present that truly great and good man, Dr. Archibald Alexander. He would not listen to any proposal that even looked like abandoning this work. The failure of the Presbyterian Church to sustain the college at Carlisle (since so prosperous in the hands of our Methodist brethren) rendered it still more imperative that this new and more advantageous position should be held and made secure, at a time when all the leading denominations were establishing colleges in the eastern part of the State. This great region between the Delaware and the Susquehanna, fast filling up with colleges, bid fair to become the seat of a great empire of learning, and everything conspired to make Eastern the very center of the college; its provincial healthfulness; the simple and inexpensive style of living that characterizes the community; the security, unequalled for beauty and grandeur; and it is not too much to say that his sagacious mind saw in the prospect of an important relation to the town would hold the surrounding country, realized now that it has six daily trains to Philadelphia, and twelve to New York, and almost daily communication with the South and West by the Princeton College, the honored and venerated "Mother of us all," Dr. Alexander apprehended from the new institution "no injurious competition, but probable benefit," while as to the Church and the community at large, the advantages were so manifestly clear, "The founding of a college," said he, "is a great matter, and the man who will undertake and carry it through so that it shall live and grow in succeeding years will have done a great work, if he spend his whole life at it. I should be very sorry to see the country at Easton abandoned and the labor lost. It must not be. Let Dr. Junkin not be discouraged, but go forward!" Dr. Junkin adds, "no man can ever know how these words of the venerable sage thrilled in my soul"—but there are some here who know what a brave and noble resolution will and undying zeal Dr. Junkin did "go forward" from that time—through what trials and discouragements; so unwearied in labor, so fertile in expedients, bearing this college like one of his own children ever upon his heart and in his daily prayers. And to see his prayers answered, none of us that crowded assembly in the church in Easton at the commencement, year before last, can ever forget the scene when the venerable man, advancing to the front of the stage to pronounce the benediction, and pointing to the noble buildings upon College Hill, in full view from the church, exclaimed, with a voice trembling with emotion and the tears streaming down his furrowed cheeks, "All that this fond heart of mine ever dared to hope for Lafayette College is now being realized. Lord, now lettest Thou Thy servant depart in peace, as thou hast said." And now, sir, as to the "establishing of Lafayette College," it would not be without interest to dwell upon the successive administrations of those who followed Dr. Junkin in the Presidency, and to note the part taken by each in the final and successful accomplishment of this great work. I have collected ample material for such a history, which I hope to give to the public when I have leisure to put it in shape. The services rendered to the college by those who remained faithful to the church, and who, day after day, deserves a permanent record, and the limited time of the present occasion, and the limited time I dare ask of your courtesy, restrict me to what has been done under my own administration, and only a brief notice of that.

In the fall of 1863, when I entered upon the duties of my office, the college, notwithstanding the learning and ability of my predecessor, was down again with an unusually severe attack of its old complaint, and with the addition of a very alarming tumor in the shape of debt. This increased the number of students diminished, and those in actual attendance amounted to about thirty. So nearly had the *esprit de corps* departed from the college, that the commencement exercises for that year had been entirely abandoned. But the means of evidence of the college, which allowed only forty-nine hundred dollars as the sum total paid to the entire Board of Instruction. You understand, Mr. Chairman—not forty-nine hundred dollars to each of us, but forty-nine hundred dollars to the entire Board of Instruction. There were at that time nine of us in the Faculty, and it takes but little knowledge of the higher mathematics to ascertain that the average paid to each professor would be but a few dollars, and that the means of the college were not sufficient to pay for this "compensation." I leave you to imagine.

Under these circumstances, my first efforts were of course to secure a permanent endowment. Money is the sinews of a college, as well as of war. I can assure you that money will not make a college. As Mr. Pardee told me at the commencement dinner of 1866, it must, "like the paints of the old artist, be mixed with brains." But the old painter could not use his brains for pigments. And for the successful work of the college, money is not only necessary, not only for the comfortable support of the professors, but for additional apparatus, cabinets, books, buildings, and grounds, all of which the college greatly needed. I need not remind you that no institution for the higher education can be supported by tuition alone, however great the number of students. In some countries the government annually grants such institutions large subsidies, but in our own country, while the common schools are supported by the State, it is through the generous benefactions of the rich that the funds are mainly supplied by which college education is cheapened so that it is within the reach of the masses. And in this making provision for the support of Professors, independent of tuition fees, these gentlemen are not only providing instruction for the masses, but they are securing, in the interests of mankind, an advance corps of explorers in the domain of science and letters. Our university and college faculties, in the intervals of their special work of instruction, are the men who look at the great investigations into the laws of nature, and give to the world its best treasures upon philosophy, language, and physics. Occasionally you will find a man like Mr. Gladstone, who amid all the cares and labors of high office, sends forth valuable contributions to the learning of the world, and come nearer home, such men as Mr. Charles E. Smith, of the Reading Railroad, who finds leisure amid his pressing official duties to pursue scientific investigations; but in general we must look to our professional educators who live in the great libraries and well-furnished laboratories, and whose daily duties in the recitation-room and lecture-hall (if not overworked) increase their efficiency by bringing them into constant contact with scientific and literary subjects. It is to them we must look as the "great academy" for the advancement of science and learning. I can assure you, sir, that the faculty of Lafayette, while zealous and faithful in the instruction of their classes, which is their first duty, are well known to all scholars for their valuable contributions to literature and science among so many eminent men, but I cannot help referring to the Biblical works of Dr. Coleman, used as text-books in England, as well as in this country; to Professor Coffin's mathematical publications and his researches in geology and astronomy; to the works which have placed him in the first rank of living philosophers; to Professor Porter's learned labors, which have resulted in a complete botanical survey of Pennsylvania, which the Legislature has recently ordered to be published; and to Professor March's works on philology. It is not too much to say that the "Method of the Philological Study of the English Language" has done more to promote an accurate and thorough study of our language than any book of modern times. He has now in press a comparative grammar, in which the structure of the Anglo-Saxon is compared with that of the Sanscrit, with the Latin and Greek, and with the Teutonic, and the Scandinavian languages, and I venture the assertion that it will be found the most philosophical grammar of the age, and a contribution to modern philology welcomed by all scholars of every country and language.

To and now professors for such men in our colleges and universities is one of the noblest uses to which money can be put; and let it be said to the honor of our country that we can produce men who not only know how to make money, but who know also how to make this noble use of it. Allow me to say, as an illustration of this, that among the original subscribers to the founding of Lafayette College, nearly forty years ago, I find one of two dollars made by a young man then just commencing business. He has since become wealthy, and last year this two-dollar subscription gave place to one of \$15,000, besides \$40,000 recently given to Princeton, and a splendid school built and endowed for the benefit of his native town. I allude to a gentleman well known throughout our country, John I. Reid, of Blairstown, N. J. Such men deserve to be held in the highest honor as benefactors of their race; and some of them it was my happiness to find, and to interest in Lafayette College.

I cannot say, Mr. Chairman, that I found them all at once, and I never, at any one time, ran much risk of being suffocated by the pressure of a large crowd of them; and in giving you a list of principal donors I am like the donors of certain infallible remedies, who publish only the remarkable cures, and not the signal failures, that followed the application of their remedies. In the first ten months I did not secure \$10,000, but at last the stock of the college, which had been well sold to *par*, but to *Pardee*. But before I speak of him, and the new curriculum of studies which his name is now inseparably and so honorably connected, let me give you a list of the principal donors of the \$200,000 contribution. (The Doctor here read a list of about forty names. Among the largest sums contributed by Pennsylvanians were \$30,000 by William Adamson, \$30,000 by John A. Brown, \$5,000 by Alexander Wallidin and M. Baird, of this city; Thomas Beaser, of Danville, gave \$25,000; Joseph H. Swanton, \$15,000; J. W. Hollenbach, of Wilkesbarre, and Thomas Dickson, of Scranton, each \$5,000. W. E. Dodge, of New York, gave \$15,000, and Selden T. Seranton, of New Jersey, \$7,500.)

To these contributions, and others of a smaller amount for the general endowment, must be added the contributions of the donors of the Blair to purchase additional ground and for the erection of a new dormitory; the magnificent Chemical Hall, one of the finest in the country, built and presented to the college by Barton F. Jenks, of Philadelphia; the Astronomical Observatory, completely furnished, the magnificent gift of Professor Traill Green; two dormitories, one erected by Alfred Martien, and the other by Rev. Matthew Newkirk, both of Philadelphia; a fund of \$20,000, contributed by the citizens of Easton for the erection of new buildings, and \$20,000 given by Mr. Lenoir, of New York, to extinguish the debt of the college.

It remains for me now to refer to the greatest of all the benefactors of the college; one whose name is to be pronounced with gratitude by all who love Lafayette College, and with all thoughtful men everywhere who know how to value the higher education. In the fall of 1864 I became acquainted with Mr. A. Pardee, at his own home in Hazleton, Pa. It was at a period when the clouds of our civil war hung low and dark in the horizon, shrouding the whole country in gloom. It was a dark period, too, for Lafayette College. I had returned from nearly a year with the energy God has given me, and so insignificant were the results that it seemed scarcely possible the college could much longer exist. I may say also that so thoroughly had I woven my own life with that of the college, that it seemed to me as if we were both dying or both living. You can therefore judge somewhat of my personal, as well as official, gratitude to Mr. Pardee, when I tell you that at this first interview, although he had never set foot within the college grounds, and had never met with any of the trustees, he seemed to me as if he had been acquainted with me for years, and that his presence and diminutive appearance he was no doubt at first grieved in heart, this noble man placed in my hands his obligation for \$20,000—the largest sum at that time ever given by one person to any educational institution in Pennsylvania. You, Mr. Chairman, or any of these gentlemen can describe, my feelings, I wish you would. It is beyond my power. I read the paper over and over, and the more I read it the less I comprehended "the situation." It was, sir, as one that would be delicious, but it would not have been more stunning. And indeed, sir, how I got home that day I can scarcely remember. I presume the cars did not run off the track; but really I do not think I would have noticed any notice of an ordinary snafu. I do remember, however, that when I reached home and showed the letter to the one whose gentle sympathies had cheered me in so many hours of discouragement, and who was the first to know and share my new joy—I well remember that we two knelt down together, and from my full heart went up the prayer that God would bless and reward the generous donor;—and that prayer I have not, since that time, ceased daily to offer. But I must not dwell upon this. The old wave of feeling flows back upon me as I think of that day, and almost drives me of utterance. I will only say that I never regarded the result of that interview as due to my arguments or persuasions, but to that God in whose hand the hearts of men are turned as the rivers of water, and who was that day in the presence of the donor, in a manner the prayers which for so many years had gone up from the "thousands of Israel" in behalf of our college.

But this gift of \$20,000 was only the beginning of good things from Mr. Pardee. His subsequent contributions, as you are already aware, to \$200,000, and it is upon this foundation that the trustees have established the new curriculum of scientific and technical studies which, upon the present occasion, calls for special notice.

Every intelligent man knows that we of the nineteenth century are in the midst of a great revolution in matters relating to the higher education; and this, like most revolutions, indicates, as Dr. Froude says, "discontent with what we have and no clear idea of what we would have." There is a widespread dissatisfaction with the old college course, so largely composed of Greek and Latin, with several years of preparatory study requisite for admission.

If the dead languages are not pronounced absolutely worthless, they are regarded as relatively unimportant, and it is contended by many that the time spent upon these studies can be better advantage upon other branches of study of a practical character, and more suited to the stirring, busy age in which we live. Now, this is not the time or the place to discuss this great question, but I think that you will be glad to claim to lead the new views. I have no sympathy. I do not believe that the whole aim of education should be to fit us to make a living, though that education, which does not secure this, among other desirable results, is that the ancient languages are of no value as a means of culture for the human faculties, or worthless as an acquisition; nor is such the opinion of the trustees of the college. On the contrary, it is announced in our catalogue that

"The classical course at Lafayette will continue to afford the student the highest and most valuable advantages. It is the nearest endeavor of the board to give the student the highest and most valuable advantages of the liberal education. It is not only a means of culture and refinement, but it is a means of imparting the useful and liberal learning which is characteristic of a Christian scholar."

At the same time the trustees have considered it equally important to meet the demands of that large and constantly increasing number of students who are anxious to secure the best education the country affords, but who will not study Greek and Latin. Until recently such men, repulsed from our universities and colleges, took refuge in a lower grade of institutions, under the name of business colleges, commercial schools, mechanics' institutes, etc., though they would have been glad to pursue, with the single exception I have named, the entire curriculum of our best colleges, and to enjoy the cultivation, learned habits, and associations of college

life. For such persons the General Course of the Pardee Scientific Department in Lafayette College was established, in 1865. In making up the catalogue for this year we have "new education," by displacing a part of the classics, through a system of elective studies, as has been done by some colleges, after the freshmen of sophomore year, we thought it best, while keeping up the old classic course, to institute for such as desire it, to leave Greek and Latin entirely out of the new, except so far as a vocabulary of these languages and the general laws of their structure might be given in the philological study of the modern languages, which would occupy their place. The new course therefore embraces all the studies of the old, except the dead languages, and it is equally designed to lay a substantial basis of knowledge and scholarly culture. We do not run an inferior grade of students, and we retain it, as far as possible, the old and tried methods of instruction which have been studied and approved by generations of Christian educators. Especially do we seek, in the philological study of the modern languages, to secure the same kind of mental discipline that is claimed for the study of Latin and Greek; and permit me to say here that Lafayette has the honor of being the first college in this country to establish a professorship for the philological study of the modern languages, and to have belles-lettres, or English literature. It is strange that our educators should have so long overlooked the importance of having the language itself thoroughly and philologically studied. It seems as if, while providing ample instruction in Greek and Latin, and in French and German, they thought a knowledge of English would make Dobson's reading and writing, "by nature," though in the universities of France and Germany the first professorship established, both in the order of time and importance, is that which has to do with the language of the country. In like manner we have given to our English special prominence, and as this has long been a marked feature of our course, let me quote a paragraph from our catalogue respecting it:—

"The English language is studied in the same way as the Latin and the Greek. An English class is taken up; the text minutely analyzed, the idioms explored, and synopses, the orthography, the syntax, the metaphysics, the logic, the philosophy, the history, the political laws of English composition and the principles of the art are studied to Milton, Shakespeare, and other English classics, line by line. The character of the language is explained, the great representative works in their relations to the English literature and the general history of the world are read, and the general study of language; the origin and history of recurring words, the laws by which words grow and change from one language to another are given."

I will only add that English, French, and German are read, and that the best classical and scientific courses, while the other modern languages are optional.

With reference to the technical and professional courses of the Pardee Scientific Department, it is not necessary for me to speak in detail. The curriculum is similar to that of our best polytechnic colleges. The Departments of Engineering, Mining, and Metallurgy, and of Applied Chemistry are now fully organized, and the diligent student will find at Lafayette every facility for the thorough study of all those subjects relating to the practical arts. Moreover, our position in the midst of the great mining and manufacturing region of the Middle States affords our students every opportunity for combining observation and practice with their lectures, text-book, study, and laboratory work.

It remains to add that in establishing these new courses of study we have not forgotten that Lafayette is a Christian college, and so far from considering the "new education" or the "technical studies" as in their nature religious or irreligious, or as in any way affecting culture, we aim to impress upon them a distinctly Christian though not sectarian character. That we may be successful in this, we beg the prayers of all God's people.

And now, Mr. Chairman, Lafayette College, with its course of two or three years, has fairly entered upon the great work which is set before it. Coming years will show, in the character and qualifications of our graduates, whether we are equal to the duties we have undertaken; but I promise you, Mr. Chairman, or any of my colleagues in the Board of Instruction, who ever profound learning, signal ability, and conscientious fidelity can add to those appliances of scientific and literary culture which your wise and noble liberality has enabled the Board of Management to put into their hands, we mean to mean imply that the college has attained its greatest efficiency. The occasion of your kind presence here to-night is an evidence that we seek for still further improvement. The trustees have requested me to visit some of the principal Polytechnic Schools of Europe, and to inquire into their methods and appliances of scientific study, with a view to the further enlargement and improvement of the course at Lafayette. I do not believe, Mr. Chairman, that our colleges can be, or that they should be, modeled after the schools of Europe, and that they must grow out of our own soil, and be distinctly American, if they would fully meet the wants of our own people. But it is well known that the Technical Schools of Europe, in some respects, superior to the best of ours; and in Germany was an absolute necessity, nearly six hundred young men from the United States, seeking these advantages, even with the disadvantage of prosecuting their studies in a foreign language.

We cannot retain such men at home without offering the facilities for the higher technical and professional studies equal to any they can find abroad. It is well, therefore, to get the latest and most accurate information by personal inspection, and though I regret that the choice of the Board has not fallen upon some one of my learned colleagues in the scientific department better fitted than one whose studies have been mainly confined to his department of languages, yet I hope to bring back some information of value to them and to the Board of Management, so that Lafayette College shall keep in the front, with the oldest and best institutions of our kind, the people onward to the high plain of civilization and science.

Dr. Traill Green, the Adamson Professor of Chemistry and Dean of the Pardee Scientific Department, then said that, when he received the card of invitation, he very much hesitated, but that the gentlemen who gave the entertainment would do the entertaining, and he asked to be excused from saying anything. He said there was no one whom his colleagues and himself more delighted to honor than the President, Dr. Cattell. (Applause.) He was a man well qualified for the office which he occupied. I am happy to say, sir, that Dr. Cattell, in the presiding chair of Lafayette College, and no man, in the same time, and under the same circumstances, ever accomplished a work like this. His difficulties were great, and he gave them up together about them. Our President, among his many discoveries, discovered Mr. Pardee, and then he discovered he had wealth, and then he discovered that he had a heart. (Applause.) Away up in the valley of the Susquehanna, he discovered Mr. Beaver, and then at Scranton he found Mr. Seranton. He also made discoveries in New York and New Jersey, and in other places. There never was anything like it before, and the gold and the silver have been poured into his hands. Now let me say that we are our President, and we are our President. Perhaps I ought to say something in reference to the scientific department. While we have not abated one iota in our classical course, we have covered Mr. Beaver, and then at Scranton he found Mr. Seranton. He also made discoveries in New York and New Jersey, and in other places. There never was anything like it before, and the gold and the silver have been poured into his hands. Now let me say that we are our President, and we are our President. Perhaps I ought to say something in reference to the scientific department. 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