

**AN ADDRESS DELIVERED AT ANDOVER, FEB.  
7, 1866, BEFORE THE ALUMNI OF PHILLIPS  
ACADEMY, AT THE DEDICATION OF THE NEW  
ACADEMIC HALL. AN ESSAY READ BEFORE  
THE UNIVERSITY CONVOCATION OF THE  
STATE OF NEW YORK, AUGUST 6TH, 1867**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649195763

An address delivered at Andover, Feb. 7, 1866, before the alumni of Phillips Academy, at the dedication of the new academic hall. An essay read before the university convocation of the state of New York, August 6th, 1867 by Philip H. Sears & Benjamin N. Martin

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**PHILIP H. SEARS & BENJAMIN N. MARTIN**

**AN ADDRESS DELIVERED AT ANDOVER, FEB.  
7, 1866, BEFORE THE ALUMNI OF PHILLIPS  
ACADEMY, AT THE DEDICATION OF THE NEW  
ACADEMIC HALL. AN ESSAY READ BEFORE  
THE UNIVERSITY CONVOCATION OF THE  
STATE OF NEW YORK, AUGUST 6TH, 1867**



Contents: -

° 1. See Opposite.

° 2. Martin, B. N. *The Classics in Education: an Essay, etc.* Aug. 6th, 1867. Albany. 1867.

U  
*Classical Studies as Part of Academic Education.*

---

AN

ADDRESS

DELIVERED AT ANDOVER, FEB. 7, 1866,

BEFORE THE

ALUMNI OF PHILLIPS ACADEMY,

AT THE

DEDICATION OF THE NEW ACADEMIC HALL.

BY

PHILIP H. SEARS.

---

BOSTON:  
PRESS OF ALFRED MUDGE & SON.  
1866.

who, with so much faithfulness and efficiency, from the first up to this hour, have watched over, preserved and administered this great inheritance of the present and coming generations; with still warmer feelings of affectionate regard for the honored instructors who, with such ability and devotedness, have here awakened the dormant faculties to the charms of learning, we return now to this spot of our academic nurture to participate in the duties and enjoyments of this day. After four academic buildings have been successively set apart on this hill to the functions of this institution, each superior to its predecessor in dimension, architectural design, and adaptation to its ends, we dedicate to-day this fifth academic hall, far surpassing them all. After more than seven thousand students have come under the moulding influence of the education here given, and have gone forth to exhibit its power in the world during their day and generation, we organize here to-day a Society of Alumni that shall be the heir of their fame, and a guardian henceforth of their honor and of their Alma Mater's. After this institution has been blessing the country during the whole existence of each, from the midst of the great struggle of independence down to the triumphant close of the still greater struggle which has so gloriously vindicated the nation's life and principles, and opened to it a new era of greatness if rightly improved,— at this epoch of the nation we meet together to celebrate a new epoch in the history of Phillips Academy, and to give it a new God-speed upon its further course of beneficent influence.

The occasion, almost of itself, invites us to consider in rapid glance the nature of the work to which this institution was devoted by its founders, the value or importance of that work contemplated in the light and under the criticisms of our own day, the success with which it has been hitherto performed, and the existing call for such work and its adaptation to the demands and requirements of the future; to a hasty view of

these topics, therefore, I ask, for a few moments, your indulgent attention.

In the year 1778, in the midst of our revolutionary conflict, when the resolution to maintain the Declaration of Independence had become an unalterable purpose, the brothers Samuel Phillips, of Andover, and John Phillips, of Exeter — *par nobile fratrum* — under the moving influence of the illustrious son of the former, Samuel Phillips, Jr., of Andover, for "the safety and happiness of the people," for "the good of mankind" and the service of "our Heavenly Benefactor," founded this institution, the first incorporated academy in New England. They established it for a two-fold purpose, having for its secondary object the preparation of young men for the business of teaching, and for those active pursuits of life which require the practical application of the mathematical and physical sciences, together with a superior knowledge of the English tongue, but having for its primary and great end the due preparation for a university course, and the *proper commencement and foundation* of that integral, symmetrical and complete culture which involves the harmonious development of all the higher faculties and capacities in their true order and proportion, and which, in the words of Milton, "fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war."

The importance and necessity of the secondary object and function of the institution they fully appreciated and insisted on, as their trustees have done ever since; but, in order that there might not be wanting to our rising nation those great supports and ornaments, the enlightened divine, jurist, statesman, scholar and man of letters and true scientific philosopher, they aimed principally to provide here the *solid foundation* for a truly *liberal* culture, planting the chief corner-stone thereof deep in the study of the classics. For the best discipline and cultivation of the highest powers of the human intellect, the



reason, memory, imagination and taste; for the best preparation for the learned professions as well as for the duties of the republican citizen and patriot, and the Christian scholar; and, in the words of the founders, for furnishing the students "with such general maxims of conduct as may best enable them to pass through all the several connections and various scenes incident to human life, with ease, reputation, and comfort," — they believed there was nothing so effective as thorough training in classical studies; and accordingly the successive trustees and instructors of this academy have faithfully carried into effect the original design and plan of education, devoting the *first* department to classical training, and the second department to the study of mathematical and physical science and the English language and literature.

The expediency and utility of such scientific and English course as is here pursued, so extensive, complete and efficient, and the importance of its influence in the community, have never been called in question; on the contrary, the peculiar tendencies of our people and times secure to it from all, unqualified appreciation and commendation. But, from time to time, and especially in very recent times, under the influence of the answers made to the parliamentary commission upon the great schools of England by the scientific men of that country, the propriety of studying the classic languages, and particularly the Greek language, as part of an academic or collegiate education, has been made the subject of attacks the most elaborate and most widely spread abroad through popular channels, addressing the peculiar predispositions of our people, and calling perhaps for some defence of classical study on an occasion like this; especially when, by the testimony of the same scientific men, by reasoning that never has been nor can be answered, and by the actual results of the career of this academy, the classical course here pursued may be not only perfectly vindicated, but commended to still higher and wider approval.

The favorite objections now so much in vogue against classical study as part of a liberal education, which most require our notice, may be stated in few words, and be answered, I believe, almost as briefly.

It is urged in these objections, First, that many desirous of obtaining superior education have no aptitude for classical studies, and therefore a different kind of study and discipline ought to be provided for them. Secondly, that the observing powers of the mind are developed in the order of nature at an earlier age than the powers of reflection and reasoning; that certain branches of natural science are better fitted to train the powers of observation than the study of the classics, and therefore classical study ought to be removed from the course of all early academic education. Thirdly, that classical study is superfluous as a means of intellectual discipline, being inferior for that purpose to the study of the physical sciences and modern languages, which alone are accounted of actual use in life, and therefore these latter studies ought to supersede and replace the classics; and, Fourthly, that the great progress of science and increase of knowledge within the last half century, together with the impatience felt in this country to enter early into the active pursuits of life, make any general scholarship or general culture altogether impracticable, necessitate a minute subdivision of intellectual labor, and require that all preliminary general education should be reduced to a minimum, and be superseded in great measure by special professional training.

These several objections, I need not say in this presence, are founded mainly upon mistakes of fact or of reasoning so evident to those familiar with the subject, as to obviate the necessity of making any elaborate reply.

That those who have no aptitude for classical study, but have capacities alone adapted to the physical and practical sciences or modern utilitarian studies, should nevertheless be obliged to

pursue a classical course, no advocate of classical studies in this country, and least of all any acting under the constitution of this academy, ever claims; the English department of this institution, the technological institutes, the scientific schools connected with our colleges, are peculiarly fitted for such. Let them enter there, and pursue the studies and adopt the vocations best suited to them.

Again, that the power of accurate external observation has commonly an earlier development than the powers of reflection, and that the early study of the elements of natural history will best train the mind in exact habits and methods of *outward* observation and classification, may be readily granted; but what the friends of classical study claim is, that the reflective and reasoning powers, when in the order of nature their active development does begin, equally require *their proper nourishment*, exercise and discipline, and that thorough classical study is this proper and best nourishment and discipline.

According to the testimony given to the parliamentary commission by the scientific men, and especially by Sir Charles Lyell, Faraday, Owen, Carpenter and Hooker, the development of the powers of accurate observation and classification begins as early as the age of eight or nine years, and all the necessary gymnastic training of these powers may be completed by the age of twelve or fourteen years. According to the testimony of the same scientific men as well as upon common observation, the active, marked development of the reflective and reasoning powers begins ordinarily between the ages of thirteen and fifteen years, and their discipline ought then to commence, and to be continued through the course of academic and collegiate education. The statistics of this academy, on examination, show that the average age of entering the *classical* department through the whole period, from the first to the present time, does not differ much from fourteen years, the average age of entering during recent years being still greater, and only very few in recent