

**NEW DEPARTURES IN  
COLLEGIATE CONTROL  
AND CULTURE**

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New Departures in Collegiate Control and Culture by Caleb Mills

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*UNIFORM WITH THE ATLAS SERIES.*

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NEW DEPARTURES  
IN  
COLLEGIATE CONTROL  
AND  
CULTURE.

BY  
REV. CALEB MILLS,

EMERITUS PROFESSOR OF GREEK, WABASH COLLEGE, IND.

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INTRODUCTORY NOTE



REV. Caleb Mills, the first instructor, and for nearly forty years, Professor of Greek at Wabash College, Indiana, was born at Dunbarton, N. H. July 29th, 1806; graduated at Dartmouth College in 1828, and, at Andover Theological Seminary, in 1833. He had previously spent one year in Kentucky and Southern Indiana, in Sunday school work, and, upon removal to Crawfordsville, Indiana, with his wife, in the fall of 1833, he combined with educational Sunday school and missionary work, most earnest labor for the development of that common school system, which is now the pride of Indiana, and may justly recognize *him*, as its father.

In 1846, when the governors message, as usual at that date, ignored common schools, Professor Mills, in his peculiarly striking and direct method, published a "*Message to the Legislature*," signed, "*one of the people*." This was followed by pithy Annual Messages, year by year, until he became state superintendent of Education. In that relation, as well as in that of college officer, he impressed his views upon the people of that state.

A keen observer, a close and accurate scholar, genial in every relation; modest, but courageous; uniformly conscientious, and supremely ruled by the fear of God and devotion to his Saviour, he was marked for an intense yearning for the highest spiritual and mental culture of the young of both sexes, as the hope of the nation. For the young, he prayed fervently, a few hours before his death.

Declining to recognize literary titles, which were repeatedly tendered, he was not without appreciation of the action of his Alma Mater, which desired his acceptance of her highest honor, at his appearance on the fiftieth commencement day after his graduation.

One who was closely associated with him for nearly nine years, in connection with Wabash College, and was at his side as he passed away, now conforms to the wish expressed by him, on the day of his decease, October, 17th, 1879, and no less tenderly than earnestly, superintends the publication of his *last message* to scholars and the people. May his last words bless!

HENRY B. CARRINGTON.

CRAWFORDSVILLE IND. February, 1880.

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## NEW DEPARTURES

IN

### COLLEGIATE CONTROL AND CULTURE.

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HALF a century has passed since we bade our Alma Mater a filial good-bye, and turned our back on the quiet village of her residence, to face the stern realities of coming life. The semicentennial anniversary of graduation furnished an opportunity to revisit that locality, and recall the precious memories and hallowed associations of college life. It was a source of no slight satisfaction to witness the tokens of progress in her physical equipment and surroundings, and note the evidence of a corresponding improvement in her literary culture and curriculum. Proofs of the latter were no less manifest and gratifying than marks of the former, both challenging the notice of the graduate of fifty years ago.

A like change and advance are doubtless true, to a greater or less degree, of all her compeers both in and out of New England. One of the most striking and pleasant features of the picture to us, was the contrast in the text-books, linguistic and mathematical, of the first quarter of the current century and those now in use. Webber's mathematics and *Græca Majora* gave place to better substitutes, at Harvard and Yale, at an earlier date than at some of their rural sisters. Yet even in those venerable seats of learning, they lingered far too long. The improvement in text-books during the intervening period has been greatly surpassed by a superior advance in the collateral helps, both Grammatical and Lexicographical. Hachenburg has been displaced by Crosby and Hadley. Old Schrevelius has gracefully retired in favor of Liddell and Scott, and his cousin Ainsworth has wisely followed the example in yielding his scepter to Andrews and White. Old Lindley Murray has been totally eclipsed by the superior orbs that now illuminate the grammatical heavens. Whether his rays were obscured or absorbed by the superior efful-

gence of Brown or Maetsner, it matters not, they no longer reach our vision. Webster of the first third of the century, and Webster "unabridged," in likeness, have the comparative resemblance of childhood and maturity.

The present programmes of culture, with their appropriate corps of superior aids, are enough to make even a septuagenarian wish himself a minor, "under tutors and governors." No. We recall that wish and accept our lot and mission. We are not, indeed, the men we would have been, had our efforts been aided by the literary helps and guides of the current age, yet it is pleasant to reflect that the results of the last generation's mission, even under all their disadvantages and lack of appropriate aids, are neither few nor small, and it will become the future Sillimans, Marshes and Lewises to look well to their line and degree of effort, lest they may seem to come short of even an equal measure of eminence and usefulness to the race, with their noble predecessors.

These historical incidents are, perhaps, the natural and appropriate precursors as well as suggestive of the inquiry, is there not still some occasion for additional progress in the line of new departures? Recent observation and inquiry only serve to confirm the impressions that have long been crystallized into settled conviction that there is yet not a little, that might wisely be done in the direction of giving to our system of higher culture a little more stamina, symmetry and completeness. While, in some departments, deficiencies of olden times have been supplied, progress substantial and valuable has been made, and hope awakened that still greater may be reached by similar wisdom and persistency of effort, yet in others, evils that existed and attracted attention fifty years ago, are found, in a great measure unredressed and undiminished in all the disastrous potency of their influence.

The memory of college life experience, half a century since, has lost but little of its vividness and power, confirmed and intensified as it has been, by subsequent and current observation. Convictions then reached by the inexorable logic of personal experience, have been clammering for utterance, audience and consideration, till silence seem no longer wise or tolerable. Evils, whether moral, social or political, will ultimately force themselves to the front, and demand, at the bar of public opinion, both recognition and redress. Institutions like individuals may fall into the ruts of evil habits, tolerate shameful abuses and even gross wrong, till they have seemingly be-

come oblivious both of their true character and existence. The blinding influence of immemorial usages and the soporific power of self-indulgence have contributed much to prolong the days of that ignorance in which youth were defrauded of no small share of that literary culture, to which their time, efforts and funds justly entitled them. Let such usages, if they can offer no other plea for toleration than time honored custom, be relegated to the ages in which they had their origin, and let that long slumber of apparently profound indifference to the claims of justice and the demands of equity, be broken by such an outburst of popular indignation as will not only open the eyes of the transgressors and their abettors, but also, make their very ears tingle. If any one wishes to have his conviction of the reality and grossness of some of these hoary abuses intensified, and his righteous indignation awakened at the tolerance of short comings and official dereliction in the direction above named, let him read the Report of the Royal Commissioners appointed to inquire into the state, discipline, studies, and revenues of the University and College of Oxford, 760 pp. folio, 1852, and supplement its perusal by a careful study of "The Recommendations of the Oxford Commissioners with Selections from their Report," by J. Heywood, M. P. and also the able articles on the above Document in six of the large prominent English Quarterlies and two of our own.\*

The unearthing of these hoary abuses and their exposure to the sunshine of public inspection and comment have led to valuable results, not so much, perhaps, in the line of immediate modification and radical correction, as in arresting the downward progress of things at that ancient seat of learning and paving the way for substantial reform there and elsewhere, at no distant day. While these reforms in the English Universities are advancing with the slow and conservative progress so characteristic of that People, it may not be unwise, nor inappropriate, to institute a few inquiries into some antique customs in *American Colleges*.

The progress made in collegiate culture and curriculum in this country, during the last fifty years, indicates a willingness to look squarely in the face, usages of equivocal character, whenever shown

\* Westminster Review, vol. 53. 1852, pp. 317-48. North British Review, vol. 18. 1852, pp. 1-38. British Review, vol. 16. 1852, pp. 287-366. Edinburgh Review, vol. 96. 1852, pp. 232-88. Quarterly Review, vol. 93. 1853, pp. 153-238. Dublin Review, vol. 36. 1852, pp. 65. North American Review, vol. 76. 1852, pp. 87. Princeton Review, vol. 26. 1854, pp. 497-535.