Monday, February 7th, 1881.

Kalamazoo College,

Kalamazoo, Mich.

1880-81.
Kalamazoo College.

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AND OTHER OFFICERS.

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Merrill Professor of Practical Religion, and College Pastor.

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There are three Courses of College Study, each of which extends through four years. The first, known as the Classical Course, includes the Latin and Greek Languages, and the studies usually pursued by candidates for the degree of Bachelor of Arts. The second, designated as the Latin Scientific Course, includes every study in the Classical Course, except Greek. In this course Greek may be substituted for Latin. The third, the Scientific Course, omits both Latin and Greek.

In the Preparatory Department there are also three courses corresponding to the above, each extending through three years.
TO JUPITER.

O Jupiter, thou brilliant sparkling star,
What causes thee to send thy beams afar?
As molten silver thou at twilight gleamest;
In deeper night of yellow gold thou seemest.
But e'er thou reachest the horizon dark,
To veil thy beauty 'neath its mighty care,
Thy splendor doth increase a hundred fold;
Thou puttest to shame thy silvery and thy gold:
Now thou with emerald thy visage crownest,
And now with purple amethyst thou crownest.
No mortal brow do earthly brilliants light
As thou, King Jove, adornest that of night.

— A. L. B.

SHALL THE CONVICT LEARN A TRADE?

One of the chief concerns of administrative justice is the care of the wilfully wicked. Among the many questions to be settled in this very important branch of civil government, is the one now asked, "Shall the convict learn a trade?"

Before attempting an answer, let us step within the prison walls and note the condition and occupation of the men concerning whom we speak. We find them of all grades, most of them apparently deficient in culture, but fully up to the average in natural abilities.

Eight-tenths of all, we are told, come here with no trade or profession, except the practice of idleness, and a knowledge of the most approved methods of killing time. Now they are at work, and we think it right that they should atone for their misdeeds by the labor of their hands.

We admire the cleanliness everywhere exhibited; but when we remember that the young man whom we see scrubbing that same piece of floor, Sundays, perhaps, excepted, since he entered prison, and will continue to scrub the same until released, we begin to wonder if he will be anything but a scrub, for life.

Two men are called shoemakers—one can handle the pegs, another polish the heel. In the wagon shop one man, in twenty years learns so much of the trade as to be able to drive a spoke, and nothing more.

As we leave the prison walls, we ask, Does such labor reform? It wears out the body; it hardens the heart; it deadens the soul.

Is this the best that can be done for these men? The safety of society demands their reformation; the State, to a certain extent, has responded. At our intermediate prison there is a thriving Sunday-school, conducted by the best of talent, and the efforts of the chaplains in various places have been attended with marked success. This, of course, is a result greatly to be desired. Yet can we reasonably expect that the moral impulse which leads men to recognize their obligation first to their Creator, and then towards their fellow men, although of primary importance, since it is higher than all, and includes all, can be imparted in all its fullness to the majority of these men hardened in crime? Those who need reformation most, will probably be least reformed.

Many leave the prison resolved to have revenge, and plunge immediately into crime. Such, of course, are incorrigible. More, however, go out with the intention of leading better lives, of becoming law-abiding citizens, and of retrieving their good name and social standing; but having no trade, being suspected, and not without reason, by the public, they are brought into unfavorable competition with the common laborer, and perhaps before they have earned the first dollar, the gnawing of hunger, and the still more severe pangs of wounded pride assails them. With an apparently insurmountable barrier raised between themselves and all good, and starvation, like a gaunt spectre, staring them in the face, in a moment of desperation, they do the deed that sends them back to be again confined within the prison walls. They have been once round the circle of crime, and are ready to start again. One has said, men industrious and you make them honest. However this may be, consciousness of ability always leads to self respect; and self respect tends to keep men from committing disgraceful crimes. The advantages, then, that would accrue from the prisoner having a trade would be evinced, first, in the possibility given of removing himself from the power of want and the consequent temptation to vice, or rather in the impossibility removed, of his living an honorable life, useful to his family, the community, and the State.

The principal objections urged are, that men are confined to be punished, and that the acquisition of a trade would lessen both the terror and the disgrace of prison life, and so weaken its moral effects; that the teaching required would increase the cost of supervision; that much of the convicts' time would be occupied in learning, which would diminish the amount of work done, and lessen the profits on convict labor, while the State is incurring additional expense.

That these objections have weight, we do not deny. And while it is the farthest remove from our purpose to question the reasoning powers of anyone accepting or advocating the views which these objections present; yet we claim that the position from which their views were had was surrounded by the mists of error, and the arguments by which they are defended rest for their support upon a false idea of the prerogatives of civil government and of the true mission of the modern prison. They take the view of the barbarous past. The time was, it is true, when punishment of crime was considered a matter of personal revenge; but that time has passed, and now legislator and jurist, but voice the will of an intelligent public when they claim the right to punish only for the sake of preventing crime.

These objectors take the position that men are to
be punished by being degraded. To this we object: men are not to be punished by being degraded; but by being made to feel the power of the law exercised for their own ultimate good, punished by being made to see the degradation of their character, the result of their own voluntary acts. Exalt a man's ideal, and he will see his own imperfections, however slight; degrade him, and he will fail to see any harm even in the grossest of vices.

Granting it to be a fact that the teaching of the trades would increase the cost of the prison and lessen the profits of labor, yet that ought not to stand in the way of a needed reform. Money wisely expended for the building up of character, and for the acquisition of useful knowledge, cannot be considered lost. But the expense need not be greatly increased; those who are the most apt, faithful and orderly, could be rewarded by being made instructors in their respective departments. The learning of the different parts of the trade would be considered privileges, and taught as rewards of merit. The increasing zeal manifested would be accompanied by a corresponding increase in both the quantity and quality of work done, and would, in a large measure, atone for the time required for the teaching; and should there be any lack here, it would be more than compensated by the increased assurance that those who left the prison walls would not be immediately returned for safe-keeping and control.

We dwell on the shore of time see only the panorama of the ever-passing present. Could we but brush aside the curtain that hides the future from mortal eyes, not far down the vista of the in-rolling years, we should see an emblematic representation of the highest of all themes. Nemesis, fierce Goddess of retributive justice, decked with the trophies of victory from ten thousand times ten thousand scenes of trial, has been overcome, and compelled to yield to justice, blind and hard. Even she, though rightful possessor of the scales which, with such dreadful accuracy determine the destinies of men, is by fate directed her sovereign sway with that glorious personification of divine compassion, mercy, light of the other side gloomy trinity.

The first figure stands forth as the representative of the age of barbaric might; the second represents the reign of law; the third that of law construed with the spirit of the philanthropist, and administered for the good of all.

The history has been begun and is to be completed.

H. W. P.

SAMUEL BUTLER AND HIS POETRY.

There is but little of interest attaching itself to a recluse scholar and author. If Macaulay had confined himself to writing history and essays, Trevelyan would not have had matter for so illusory a biography as he has given to the world.

Little is known of the great English wit and satirist of the seventeenth century. He seems, to a great extent, to have been a recluse. However, we believe that there are many things of interest concerning Samuel Butler, unknown to us; but he lacked a Boswell, and the world must be content with what a few pages can tell us of one who was recognized as the greatest wit of his day, and whose influence is felt wherever English is spoken.

Samuel Butler, the wit, poet, and satirist, was born in 1612, and died in 1680. His father was a well-informed farmer who gave his son rare advantages for his times. Samuel studied at Cambridge, but seems never to have entered the University. He had the friendship of the most learned Englishmen of his day, and was allowed the use of the best libraries of his time. He was successively in the employ of Thomas Jefferies, Esq., Elizabeth, Countess of Kent, and Sir Samuel Luke, during which service he had much leisure for study and reading, which he seems to have well occupied. He also traveled some.

A rare genius was this Butler. He lived while Bacon wrote, was contemporaneous with Cowley, Geo. Herbert, Chillingworth, Jeremy Taylor, Baxter, Dryden, South, Newton, and Milton, and was followed by Young, Addison, Steele, Swift, Prior, Gay, and Pope. But his genius was "like a star and dwelt apart," and will continue to shine while that illustrous galaxy of the seventeenth century may be seen. Others have attempted extended satire, but, perhaps, Butler alone is immortal. "Hudibras," Butler's most celebrated work, for 200 years has been recognized as the best piece of satire ever written, and as standing so alone that there is nothing with which to compare it.

It abounds in brilliant wit. It is a bed of dazzling gems. The wit sometimes almost startles us. Sometimes we know not which to do more—to wonder or to admire. Yet it seldom falls below itself. We read along, and feel, as in reading the first three books of "Paradise Lost," that we cannot afford to forget that. At last we become almost bewildered, and only a few couplets cling to our memory. It is so continually witty, that, in reading much at one sitting, the wit loses its flavor. There are, however, some peculiarly striking passages, e.g. Butler's description of Hudibras. The second canto of part third shows from its looseness hasty preparation, but we think that it must be the most popular of all the cantos.

It seems to us that no one can quite come up to, "No doubt but ye are the people, and wisdom shall die with you:" but Butler has given us some couplets of very great merit, which, though they had a peculiar sting two centuries ago, still possess much flavor, and cling tenaciously to the memory, e.g.:

"He could distinguish and divide: A head high and should one sword and right side."

"Tell the fires, and sword, and desolation, A godly, thorough Reformation."

"To tell what's what, that is as high As metaphysical wit can fly."

As we read, we are interested, surprised, startled, and sometimes laugh outright. We may even wish that such things had not been written, yet we cannot help laughing. It seems to us that although the story is very poorly told, and one may despise such satire, yet he must be of very sour or dull temper who can read "The Elephant in the Moon" for the first time without laughing.

Butler was evidently born a satirist. That was his element. He thought in satire, and that satire naturally turned into verse—a verse which ought to be named after Butler, he has so successfully used it in spite of its difficulties.

Hudibras will die only when the English language ceases to be read. Yet it was written for the times, and necessarily, with the times, lost its peculiar force. But there is such a strange, original, entertaining wit about it that we cannot help doing our share in perpetuating its life. It is true we still have cant
and hypocrisy; but we do not read Butler because he satirized these.

No one praises Butler as a harmonious versifier, but he has written some very smooth lines, and some very stately ones too, e. g.:

"Till time and death itself shall fall."

Our author has shown himself capable of writing some very fine and touching sentiments also, when he chooses. The passage beginning,

"For now the war is not between
The brethren and the man of sin;
But saint and saint, to spill the blood
Of one another's brotherhood."

we consider very fine. And again:

"And 'tis in crowns a nobler gem
To grant a pardon than condemn."

The three parts of Hudibras appeared in 1663, 1664, and 1678, respectively, and perhaps no book of lasting merit ever took so well at first. Charles II. carried it in his bosom, and all Royalists studied and quoted it. But the shower of gold which was expected to fall upon the author was lacking, and Butler was still left pinched by poverty. But this was the age which paid eight pounds for "Paradise Lost." Butler lived poor, and his funeral expenses were borne by a friend. Samuel Wesley thus tells his story in an epitaph:

"White butter, needy wretch, was yet alive,
No generous patron would a dinner give.
See him, when starved to death, and turned to dust,
Preserved with a monumental hint.
The poet's fate is here in emblem shown,
He asked for bread and received a stone."

But there is another side to this picture. People will never cease to admire Butler as a wit, and to take proverbs from Hudibras. Butler's wit is sometimes exceedingly low and vulgar. His taste, though above his age, in some respects, and hence pardonable, is often despicable. He never told a story passably. Hudibras breaks off in the middle of the tale, and yet, we feel no regret for our ignorance of the fate of the characters.

Perhaps one hundred verses expurgated would remove the blackest spots from all Butler's poetical works. But even then, there is much left that is by no means elevating. His feelings were bitter, and he did not know when to check his satire. Brilliant gifts and great powers are dangerous things, and witty satire the most dangerous of all. When it has truth on its side it does good, but it may be used with great power, though with no justice, against the truth.

It is this power perverted which made the colliers of England sell their clothes to buy Tom Paine. Butler has sometimes done what Tom Paine did after him. Butler has ridiculed learning, but she was his strongest servant. His ideas came to him with great strength and clearness, but, unfortunately, they were often wrong or too radical. Good traits carried to an extreme are always ridiculous. Reformers, always having started, sometimes unfortunate eccentrics. Butler seems to have seen nothing else in the Dissenters. He pours forth his scathing sarcasm without intermission upon all but Royalists. He grants no quarter to the objects of his merciless ridicule, and intimates no good in the party which produced Owen, Howe, Flavell, Baxter, and Miller, and which sixty years before Butler's death, laid foundations of which America speaks with the proudest pride.

w. n. v.

THOUGHTFUL WORDS.

In all the world there is no vice
Less prone to excess than avarice;
It neither cares for food nor clothing;
Nature's content with little, that with nothing.

—S. Butler.

So close is glory to our dust,
So near is God to man.
When duty whispers low, Thou must
The youth replies, I can.  

—Emerson.

"He only is a well made man who has a good determination."

The first lesson that a young man has to learn is not to find fault, but to perceive beauties.—Prof. Blackie.

Cut down the proud, towering thoughts that you get into you, or see they be pure, as well as high.— Carlyle.

Do not let your education rob you of your health. It is about the worst thing you can do under the spur and whip of a noble purpose.—Theo. Carlyle, D. D.

It is not what we actually attain or possess that makes us happy or wretched, but what we think is essential, or possible, or just for ourselves to attain.—Pres. Porter.

If languages have often been overrated, it is only when they have been looked on as an end in themselves. Their value as tools, in the hands of an intelligent thinker, can scarcely be overrated.—Prof. Blackie.

If a good speaker, an eloquent speaker, is not speaking the truth, is there a more horrid kind of object in creation? Of such speech I hear all manner and kind of people say, it is excellent; but I care very little about how he said it, provided I understand it, and it is true.—Carlyle.

SAYINGS OF SENECA: God is near thee; he is with thee; he is within thee. Live so with an inferior, as you would have a superior live with you. Man is born for mutual assistance. To obey God is liberty. A life free from care and from the buffets of fortune is a dead sea. Not what you bear, but how you bear it is of importance. Misfortune is virtue's opportunity.

CLIPPINGS.

YOUNG LADY.—"Will you have some honey, Mr. Y.?"
MR. Y.—"No honey."

"What would you call my feet?" CRUM.—"Spondees, of course—too long."

PROF.—"What is the use of horses in a whale's mouth?"
JUNIOR.—"People make corssets."
PROF.—"Your mind runs too much in that direction."

PROF. (lecturing on the effects of wind in the western forests), "I have found them so bound and twisted together that a mule could not climb over them. So I went around."

WHATSOEVER a man seweth, that shall he also rip. Ex: Sometimes it rips itself. So, let'er rip.—Rip Van Winkle. The editor is evidently trying to Palmer off for a new pun.—The "Devil."

It has been suggested as a remedy for Ireland—where Patriotism, not patriotism, is now rampant—that the Green Isle be temporarily submerged. It would be ineffectual, however, for Cork would float.

A FRIEND tells us that a gentleman connected with the telephone office down town, knelt down to say his prayers one night, and in a fit of absent-mindedness, commenced: "Halloo! Halloo, there! Halloo—oo—oo!"—Messenger.

FRESHMAN.—"Please sir, did I pass in—?"
PROF.—"Well, no: I am sorry to say you didn't quite come up to the mark." FRESH.—"Thank you, sir," (and starts out smiling all over, as if highly delighted.) PROF.—"Excuse me Mr., I am afraid you misunderstood me. I said you hadn't passed." FRESH.—"Oh! I don't care anything about that. I've won my bet, all the same.—Yale Courant."
The College Index.

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Editorial.

We are sorry to have occasion to announce that our Local Editor, Mr. Kemmis, is sick, and hence we are unable to give our readers the usual amount of local matter in this number of the Index.

The victories and honors of school-life are too highly estimated by some. We are too apt to make these things ends, but they are small, practically almost insignificant, and soon forgotten by all except the contestants. In school-life we are merely training; after we are graduated will come the fight, and it will be no sham battle. Are we preparing for that?

If neglected lessons, “skipped” recitations, and tardiness in getting to class, indicated nothing but themselves, and were lost with the day which brought them, it would be hardly proper to criticise them here. But since they indicate slackness, and grow into life-long habits, it becomes those who practice them to reform, while reform is possible. The successful man must “attend to business,” and attend to it promptly.

The general conduct of Kalamazoo students, we think, is commendable. There have seldom been performed here the more flagrant of “college tricks,” and the students have been doubly gainers — gainers in self-respect and character, and gainers in the estimation of the citizens — by studiously avoiding such folly. A college is often considered a pest for a neighbor. That such a thought is possible were bad enough, but that it is often correct is a shame. College students will do things which they would not dream of doing as private citizens at their own homes. In the judgment of some, college days grant a license to commit the most flagrant crimes. Law recognizes them as nothing else. We never could comprehend how such ideas could be endorsed by fellows of common sense, but the fact remains. We are glad, therefore, to see this spirit and idea gradually but generally passing away.

In the lyceum they get the most good who do the most work. The literary society is the place for preparation, for practice. Here we are to do the same things which we may be called upon to do after we leave the literary society. We write essays, make speeches, and debate in society; we shall do the same things when we go out from the lyceum. And the man who has done the most thorough society work will be the best prepared for work in earnest. Benefit from the lyceum must come, not from fine carpets, expensive pianos, mahogany book-cases, fretted ceilings, frescoed walls, and magnificent furniture, although these may be desirable, and may give a degree of taste and culture, but the great practical good from society must ever come from hard, earnest work.

We are an age of critics. We are coming more and more to be an age of scholars and independent thinkers. Better current literature than any other age has produced is at every hearth-stone, or within the reach of every man. The public library and reading room are becoming necessities for every village, and often the literary club is added. Large cities must have their own museums, academies, and colleges. Pres.—D. D., LL. D., reviews our books; and Hon.—B. C. L., F. R. S., edits the newspaper. Hard times in which to live when half the congregation may know more about theology than the young B. D. who preaches; and the juror more law than the young attorney. Perhaps there never was an age so difficult for any one man to lead and mould as the present age; and never before was it of such importance to lead and mould rightly. How much of literature can vie with the competition of to-day and succeed? How much but the best will survive the crucial test of our present learned historical and scientific criticism? Few books will survive this generation. Few books live more than two years. Some do not get out of the book stores. These
 About the time boys get into a class where they can put figures after their names, they set themselves up as critics of literature, and art, and of whatever gives them an opportunity to express an opinion. These opinions are always very judicial and wise, and are given with the air of acknowledged authority. One word usually characterizes the persons and their opinions — cynical. There is too much of this tendency to fault-finding. Some seem to think that it indicates keen insight and superior attainments to pick flaws in whatever one sees. Perhaps it does indicate these, but they are not of the kind to be desired. *Nil admirari* is not a good motto. Far better see "sermons in stones, and good in everything." It indicates keener insight to be a passionate lover of Shakespeare, than to be able to pick an author to pieces. More true superior attainment is indicated in the appreciation of the beauty of a Homeric simile, than in pointing out Homer's defects. What we want is positive life and positive character. There should be more of admiration than contempt, more of love than of hatred, in our dispositions. The greatest philanthropists, the best and noblest men, have loved virtue more than they have hated vice; they have drawn men to the "beauty of holiness" rather than driven them from the vileness of evil.

In this feverish day of trade when goods are bought and paid for by telegraph, when business men are on the run, and fortunes are made and lost in an hour, impatience with delays and slow care prevails. It is seen not only in business, but in all departments of work. And, as in business, so in other departments, it is often the ruin of fortunes. We have noticed this impatience among students, studied its effects, and come to the conclusion that it is one of the banes of student-life. A boy hardly gets into the high school before he graduates himself and goes into business. School life was too long. There was not too much to study, but it took too long to study it. On the whole, all of school life was not worth living. So with a half-matured and partially prepared mind, the boy goes into business, and in ninety-nine cases out of a hundred, he is forgotten within a year, and, for the most part, forever lost to himself and the world. Impatience did it. Or, if he is determined to take a complete course, he hurries up, puts two years' study into one year, half does his work, and is graduated half-ruined in body and in mind, and so the result is worse than in the first instance.

There is too much of this crowding, "cramming," and hurrying in study. We want to appear precocious. Our ambition is feverish. We are not content to wait. The boy with some ambitious pride, is impatient because his new chum has read more than he has, and so, to catch up, he skims two novels per week, and reads Macaulay, Bacon, and Shakespeare, as rapidly as he ought to read nursery rhymes. He has accomplished his purpose. But what good has he gotten? Has his mind become broader or better disciplined? Has his character been made nobler and stronger? He has been running to a fire and seen Milton through the window of his hermitage, and pretends "to know the poet, the statesman, the philosopher." But he has never felt his power, and our question may have to be answered with a minus quantity. Life is long enough for us to do all that is really necessary for us to do. No amount of quantity can atone for poor quality in literary work. We must be content to do our work well. We cannot become masters of fiction, biography, science, history, and art in four years, but we may master something in a lifetime. Strong characters and well stored memories are built up by slow and sure work.

**EDITORS' TABLE.**

The Habit of Using the College Library.

The College library may be of service to a student in various ways. It may furnish him aid in preparing for essays and debates, and in examining questions raised in the recitation room. Moreover, the reading of books which have no immediate connection with the topics of study or debate, tends to enlarge his store of general information, and is an important factor in his mental training. The judicious use of a library gives a scholarly pleasure, which is itself an educational force, cultivates the taste, quickens the impulses of literary aspiration, and leads to a higher appreciation of good books.

In views of these and other advantages, it is plain that the habit of consulting the library is one which every student should form. During the years of College life, an acquaintance, more or less thorough, may be made with many books of standard value, and many lines of investigation may be pursued, which will prove to be of life-long service. Besides this, the habit of using a library is itself one of the chief advantages which a library affords. This habit is often worth more to a student than any immediate advantage which a library can give, and it enhances the value of all the other advantages. It may embody the results of much experience in the use of books. A person who is accustomed to use a large library, either in pursuing researches for himself, or as a librarian in assisting others in their researches, acquires skill and knowledge.
which are of no little value. A library may have much to say on a given subject, and yet may be of little use to a stranger. Not everyone who has a library of his own is acquainted with it, or knows how to find and use its treasures. The thorough use of a library means more than finding the names of authors and subjects in an alphabetical catalogue. A catalogue is of great service, but a good librarian is still greater service, and the use of catalogue and librarian opens the way directly to a large part of the help to be found in a library. But each one may acquire for himself much of the skill and experience which would make him a good librarian in the service of others, and which will be equally serviceable to himself.

If what has now been presented is true, then that student acts wisely who frequently consults the library, who reads valuable books, as far as his other duties will allow; who notices and remembers the titles of many books, which he does not read; who accustoms himself to handling books of reference; and who becomes familiar with the methodical distribution of the books into divisions, which represent different departments of knowledge.

A Suggestion.

Dear Mr. Editor:

Will you permit me, through your columns, to make a suggestion that may meet with the approval of the powers that be, and, at the worst, can only prove harmless? It is suggested by your well filled and very attractive advertising columns. A large advertising list means two things — popularity and prosperity. That the INDEX is yearly growing in favor among our business firms goes unsaid, and it is on the very reasonable supposition that it is prosperous also that we base our suggestion.

Now if the INDEX is endowed with a surplus of this world's goods, ought this surplus to remain idle, or ought it to be contributing, in some way or other, to the accomplishment of the aims and purposes of the paper? The INDEX is published by and for the students; may not its prosperity be made to tend to the advantage of the students? While pondering these questions, the following idea suggested itself, which, though crude, might be shaped by wiser heads into something of real and permanent advantage. Let there be two prizes established (no suggestion as to amount; let that be fixed by those who know better the financial ability and prospects of the INDEX) to be awarded at Commencement: one for the best prose composition, and one for the best poem; the competition to be open to all under-graduates. On minor points, such as the time of handing in the articles, or the selection of judges, no suggestions are offered, as they could be easily settled if the plan were to be seriously discussed or adopted.

Now, Mr. Editor, just a word as to the benefits of such a plan. It would benefit the INDEX, because it would raise the standard of its literary columns. But what is vastly more important, it would benefit the students, by exciting them to greater efforts in literary composition. There may be "animate, inglorious Miltons" and Macanlays, among us, who only need this incentive to draw out their latent powers, and make them famous.

With many thanks and good wishes,

G. L.

THE SOCIAL.

On Friday evening January 7th, the Philolexian Society held the college social for the term. The other two Societies joined, and the hall was well filled.

After an hour diligently employed in social intercourse, Mr. Powell, President of the Society for the fall term, called the company to order, and requested the Rev. Mr. Boyden to lead in prayer.

The literary exercises for the evening then received attention. Mr. Powell made a clear and forceful speech bearing on Society work, and much interested the audience. He was followed by the President-elect in his inaugural, which laid no claims to elaboration, but was rather a talk attempting to enforce the importance of high standards and thorough work in the lyceum. Mr. F. W. Beals, of the Sherwoods, presented an illustrated paper, which contained many good "hits" on recent college experiences, and indicated talent for "picking up things," and skill in caricature. The paper was highly appreciated.

Mr. J. C. Anderson, President of the Sherwoods, was also called upon for a few remarks. The music, which was good and well received, consisted of songs by the Philolexian quartette, and an instrumental piece by Miss Marie Heaton. After the literary programme, the company broke up into a social, confections were passed, and all seemed to enjoy the occasion.

GLIMPSES AT OTHERS.

Harvard supports 158 Instructors.—Ex.

Yale has recently adopted the Roman method of pronouncing Latin.—Ex.

During the 245 years of its existence, Harvard has turned out 14,002 graduates.

Chicago University has introduced a system of prizes as an extra inducement for study.

Michigan University nearly pays running expenses by the fees collected from the students.

A College has recently sprung up at Atlanta for the education of colored youth, and is rapidly filling up.—Ex.

Dr. McCosh states that of the 400 who have studied philosophy under him only four have gone away skeptics.

Rev. A. D. White, now U.S. Minister at Berlin, will resume his former position as President of Cornell next year.

A member of '80 from Harvard has the honor of being the first American student to be granted a scholarship at Oxford.

Harvard is leaning towards co-education. Columbia will soon admit women; and Dartmouth too has caught the contagion.—Ex.

According to the latest estimate, in the United States 39,500 students are studying under 3,208 instructors in Colleges possessing 2,137,253 volumes in their libraries, and owning property worth $30,871,212.

Rev. Pomeroy, of Yale College, stated to the Congregational ministers of Chicago recently, that a very large proportion of the students were professed Christians, and that the tendency to Darwinism was very slight. Out of eight hundred in the scientific department, not more than twenty had left the institution tainted with the theory of evolution.
ACCIDENTAL AND NOT ACCIDENTAL.

Winter term half gone.
This is the term for society work.
Everybody guard against diphtheria.
The classes are well filled up this term.
The seniors are reading Seneca's Moral Essays.
The thermometer has stood 23° in K.—so they say.
A Prep! Fourteen girls a month! What of the future?
Sick times.—Two editors have been sick during most of the past week.

"I shall be out for supper to-night."—Mess-man, "Then our bills will be lower this week."
"The first time it had happened since Creecy."—Precocious Fresh.—"Professor, who was Creecy?"
The examining committee from the Board of Trustees is expected to visit the College this week.
We understand that Miss Carrie Daniels has sent the library a Chinese illustrated Pilgrim's Progress.
Caldewood's Handbook of Moral Philosophy is taken by the seniors this year, for the first time at Kalamazoo.
C. M. Stuart shook hands with his friends in K. during the holidays. Mr. Stuart is in more than usual good health.
Prof., in Botany, "What are those leaves called which drop in the Fall?" Young botanist, "They are aspidiums."
For a number of years there has not been an opportunity to do as much Christian work in the College as there is this year.
Fresh, translating Greek, "He did not k-n-o-w how—He-he-he-did not know how.—Professor, I couldn't translate that sentence."
Boys, next time don't eat so much ice cream and cake at the social, then you may not feel like paying 25 cents rather than do society work.
Miss Carrie Daniels was detained at home during the first part of the term on account of sickness, but was able to begin study again last week.

How must the choir have felt when the pastor announced that he would have to depend almost entirely on the congregation for the singing?
Senior Prep. to Freshman, "Do you enjoy the Reading Circle?" Fresh.—"No." S. P.—"Why do you go?" Fresh.—"I always get a 'catch-on.'" We wonder if he does.
Mrs. Livermore evidently had not been around Kalamazoo College, or she would have added a little on cooperative house-keeping, and qualified some statements in regard to setting men to cooking.

Fresh, to Soph., just after Christmas vacation:
"Beware, young man, of whiskies mixed, Such as on Christmas days are fixed. Mischaps oftimes befall the merry; So drink not too much Tom and Jerry."
Soph.—"Too late—I ought to have heard it before I went East."
The Rev. Dr. Pierson, of Detroit, who delivered the address before the Literary Society last commencement, lectured in the First Presbyterian Church, Monday evening. It was a very fine lecture and one of his best efforts.
On Christmas evening Mr. Alexander Hadlock, Instructor in Mathematics in Kalamazoo College, was united in marriage to Miss Sarah D. Wilcox, daughter of Frederick W. Wilcox, Esq. The marriage ceremony was performed by President Brooks, at the residence of Mr. Wilcox. We congratulate both parties to this union, and heartily wish them the largest happiness.
The following letter was picked up somewhere and handed to us. By identifying the same and paying for this notice, the author may reclaim it: "Dear Minnie—I feel awfully lonesome since you moved to Grand Rapids. I wish you would come back, so I could give you a scream and candy, like I used to. I couldn't kiss you that night because I had a boil on my mouth, but I am yours forever and ever amen."
The death of Thomas Carlyle, which occurred on Saturday, the 5th inst., was alluded to in the Reading Circle of the College on the evening of that day. Mr. Dean gave a brief statement of the facts of his life, and of some of his leading works, given to the world at different times through the long period of sixty years. Forty years ago his influence among college students in this country was probably greater than that of any other man.
EXCHANGES.

The remainder of this twelve-page paper is filled with local and general college news and reports. The former is good; the latter is a generous display of the wit of the Hobart man at his silliest.

We are pleased to find on our table most of our accustomed visitors and extend a special welcome to the following, which we do not remember to have seen before: The Varsity, Toronto; Semiannual Magazine, Rockford, Ill.; The Wittenberger, Springfield College, Springfield, Ohio; Index and Chronicle, Fayette, Mo.

We are especially pleased with the editorials of the present (January) number, except the first and second. The first is cogent, and appropriate in spirit, but greatly belittled by unworthy word-play. Card puns, we think, are hardly a worthy dress for the stately sentiments which should find a place in the editorial column of a college journal. The second editorial belongs with the locals.

From Geneva, N.Y., we receive The Hobart Herald. It is the organ of the students, as we believe every college journal should be, especially when students support the paper both financially and intellectually. The voice of the students' paper is their own, and the restrained voice of the students is a sure index of the practical condition of the college in its various relations. The Herald shows a perfect freedom from the restraint of the school board, and a willingness to analyze and criticize the college by the frank, fearless manner in which it utters student thoughts on college matters, and shows even carelessness of such criticism in its extreme boyness and frolic.

We would not criticize our sister too severely; for it may be that the weaknesses noticed are a result of that abandonment which comes with utter despair, since she said in her last visit that she had been warned of an intended attack by that diabolical Ex. man of the Niagara Index, who steals minor pieces from the family cupboard, eats them all by himself, and then writes exchange notes by the midnight lamp. We would, however, be pleased to see the Herald devote some of her space to a discussion of the paper, which, contributed by its own college men, is an excellent index of the culture of a college and a great addition to the value of a paper.

Again we are called upon to furnish a column headed "Exchanges," which we know nobody ever reads, except Editors who peruse are eager to know what their sister journals think of them. We have tried in vain to think of some means by which this column might be made interesting to the general reader of the paper; we have sought to get the eye from other Exchange Editors; we have read discussions and suggestions by Editors and others in regard to conducting this column; yet, while there is an evident need of reform, the way the thing is by now is about the only thing that is certain. This necessarily makes it impossible, at least for the smaller journals, to notice many exchanges at a single issue. And we are not sure but that, by requiring a few more particulars in order to introduce a criticism, the criticism itself would thereby be made more prominent. If this would shut out those altogether too frequently occurring, indefinite, meaningless "pat me on my back" mentions, written ostensibly because something must be said, and the greater number commented upon, the greater number of comments expected; and if it would make criticisms informal, as though coming from a thorough knowledge of a journal's contents, then we are sure it would be a real reform.

GERMAN PROF.—"Why is |oud masculine?" Miss—
"So she can go out alone nights, I presume."

LOST!

Whoever helped himself to another's SILK SCARF and SILK HANDKERCHIEF, in the Wardrobe, will be thanked to return the same.
**THE COLLEGE INDEX.**

**Fellow Students, Read these Ads., and be Sure you Patronize those who Help support your Paper. Think on this.**

---

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**CONDENSED TIME TABLE.**

**MICHIGAN CENTRAL RAILROAD.**

Departure of Trains from Kalamazoo—Corrected May 9th, 1886.

MAIN LINE—WESTWARD.

| Accommodation | leaves | 4:50 A. M. | 9:30 P. M. |
| Local Passenger | arrives | 10 | 10 |
| Evening Express | leaves | 6 | 11 |
| Pacific Express | leaves | 6:30 | 11:30 |
| Mall | leaves | 12 | 12 |
| Day Express | leaves | 2:30 | 2:30 |

EASTWARD.

| Night Express | leaves | 10:35 A. M. | 8:25 P. M. |
| Mall | leaves | 10:35 | 8:25 |
| Day Express | leaves | 1:15 | 1:15 |
| Atlantic Express | leaves | 9:10 | 9:10 |

New York, Atlantic, and Pacific Express daily. All other trains daily except Sundays.

**SOUTH HAVEN DIVISION.**

Leaves Kalamazoo——

11:10

3:45 P. M.

**GRAND RAPIDS & INDIANA RAILROAD.**

Time Card of Oct. 5th, 1886. Time 12 minutes faster than Kalamazoo.

**GOING NORTH.**

| No. 6 | No. 7 |
| Kalamazoo | Arrive | 7:15 | 7:45 |
| | Leave | 7:20 | 7:20 |

**GOING SOUTH.**

| No. 3 | No. 6 |
| Kalamazoo | Arrive | 9:25 A. M. | 9:45 A. M. |
| | Leave | 9:30 | 9:30 |

All trains daily except Sundays.

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**LAKE SHORE & MICH. SOUTHERN RAILROAD.**

(KALAMAZOO DIVISION TIME TABLE.)

Time 15 Minutes Faster than Kalamazoo.

**GOING SOUTH.**

| Kalamazoo—arrive | 10:15 A. M. | 10:45 P. M. | 11:35 A. M. |

**GOING NORTH.**

| Kalamazoo—arrive | 7:35 A. M. | 7:35 P. M. | 7:45 P. M. |

All trains connect at White Pigeon with trains on Main Line.

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COlLEGE INDEX.

COLLEGE STUDIES.
The College studies of the Classical Course are as follows:

FRESHMAN YEAR.
First Term — The Iliad and Greek Prose Composition.
Second Term — Latin and Greek Composition.
Third Term — Greek History; Livy and Roman History.

SOPHOMORE YEAR.
First Term — Demosthenes on the Crown. General Geography.
Second Term — Tactics, Chemistry, French.
Third Term — Geology, French, Calculus.

JUNIOR YEAR.
First Term — Sophocles, Logic, German.
Second Term — Juvenal, Physics, German.
Third Term — German, Modern History, Physics.

SENIOR YEAR.
First Term — Aeschylus, Astronomy, Intellectual Science.
Second Term — Quintilian, Moral Science.
Third Term — Political Economy, Rhetoric, Modern History, Evidences of Christianity.

Becalional exercises begin with the beginning of the Freshman year, and continue to the end of the course.

The Latin-Scientific Course omits all the Greek, and substitutes therefor a course in literature covering one year, Natural-Theology, and a more extended course in History than is possible for those who take the classical course.

The scientific course omits all the Latin, and provides Zool-o-gy, Botany, the Constitution of the United States, Surveying, Geology, and the History of Philosophy.

PREPARATORY STUDIES.
The Preparatory studies of the Classical Course are as follows:

FIRST YEAR.
First Term — Latin twice a day — Allen and Greenough’s Grammar, and Jones’s Latin Lessons.
Second Term — Latin twice a day — Greenough’s Introductory Algebra.
Third Term — Greek twice a day — Greenough’s Complete Algebra.
Reading and Spelling, and a weekly exercise in U.S. History.

SECOND YEAR.
First Term — Greek — Hadley’s Grammar and Boise’s First Lessons.
Second Term — Greek — Hadley’s Grammar and First Lessons.
Third Term — Xenophon’s Anabasis, Virgil’s Aeneid, Physiology.

THIRD YEAR.
First Term — Xenophon’s Anabasis, Virgil’s Aeneid.
Second Term — Xenophon’s Anabasis, Virgil’s Aeneid.
Third Term — Homer’s Iliad, Virgil’s Aeneid; the whole of the Eneid, with special reference to Proserpina, or the first six books of the Eneid and Cicero’s Senecula; forty-two Exercises in Arnold’s Latin Prose Composition, or an equivalent in Allen’s Latin Composition.
Greek — Greek Grammar; three books of Xenophon’s Anabasis; one book of Homer’s Iliad; J. H. Ayres’s Exercises in Greek Prose Composition.

FIRST YEAR.
First Term — Olney’s Science of Arithmetic, Swinton’s English Grammar.
Second Term — Olney’s Science of Arithmetic, Swinton’s English Grammar.
Third Term — Olney’s Science of Arithmetic, Physical Geography.

SECOND YEAR.
First Term — Avery’s Natural Philosophy, Whitney’s English Grammar.
Second Term — Avery’s Natural Philosophy.
Third Term — Avery’s Natural Philosophy.

THIRD YEAR.
French, Swinton’s Outlines of History.

These are continued throughout the year.

TERMS OF ADMISSION.
Candidates for admission to the College must be of good moral character, and be recommended by a personal or written recommendation of a teacher or confessor. All who are recommended must be of good moral character, and shall be examined by the physicians of the College, and their character as to health shall be reported to the President and Directors. Candidates shall also make a written declaration of their good moral character.

FOR COLLEGE CLASSES.

I.—CLASSICAL COURSE.
Candidates for this course will be examined thoroughly in the following studies; but equivalents for the authors named will be accepted:

1. English Grammar.
2. Geography — Including Ancient Geography, particularly that of Italy, Greece, and Asia Minor.
4. Mathematics — Arithmetic: Olney’s Complete Algebra; Olney’s Geometry, Parts I and II.
5. Latin — Latin Grammar: four books of Caesar’s Commentaries; six select Odes of Cicero; the whole of the Eneid, with special reference to Proserpina, or the first six books of the Eneid and Cicero’s Senecula; forty-two Exercises in Arnold’s Latin Prose Composition, or an equivalent in Allen’s Latin Composition.
6. Greek — Greek Grammar; three books of Xenophon’s Anabasis; one book of Homer’s Iliad; J. H. Ayres’s Exercises in Greek Prose Composition.

II.—LATIN AND SCIENTIFIC COURSE.
Candidates for this course will be examined in all the studies required for the Classical Course, except Greek, and in place thereof are required:

1. A year’s course in French.
2. Natural Philosophy and Physical Geography.

III.—SCIENTIFIC COURSE.
Candidates for this course are required to pass the Latin and Scientific Course, except Latin, and in lieu thereof are required:

2. Physiology.
3. Modern History.

IV.—SELECT STUDIES.
Candidates for this course shall be required to pass the Latin and Scientific Course, except Latin, and in lieu thereof are required:

2. Physiology.
3. Modern History.

EXPENSES.
Tuition, $600 a term.
Incidentals, $25.
Room rent, $80 to $100.

CALENDAR FOR 1880-81.

September 2nd: Wednesday, Fall Term begins.
December 20th: Friday, Fall Term ends.
January 10th: Monday, Winter Term begins.
March 6th: Friday, Winter Term ends.
April 4th: Monday, Spring Term begins.
June 25th: Wednesday, Commencement.
September 10th: Fall Term begins.
December 24th: Friday, Fall Term ends.
Examinations for admission, June 25th and September 15th.
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KALAMAZOO COLLEGE,

Kalamazoo, Mich.

1880-81.
THE COLLEGE INDEX.

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President and Professor of Moral and Intellectual Philosophy.

Merrill Professor of Practical Religion, and College Pastor.

Rev. Samuel Brooks, D. D.,
Professor of the Latin Language and Literature.

Howard G. Colman, A. M.,
Professor of Chemistry.

Clarence L. Dean, A. B.,
Instructor in Literature and History.

Alexander Hadlock, Ph. B.,
Instructor in Mathematics.

Frank D. Haskell, A. B.,
Instructor in Greek.

Fred M. Hodge, A. B.,
Instructor in Latin.

Thomas C. Green, B. S.,
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Rev. J. S. Boyden, A. M.,
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Prof. Samuel Brooks, Librarian.

Mr. O. M. Colman, Janitor.

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Rev. J. J. Fish, D. D., Rev. Jay Huntington, A. M.,
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Chauncy Strong, C. C. Bowen,
William L. Eaton, D. A. Waterman,
N. J. Wheeler, J. S. Boyden.

There are three Courses of College Study, each of which extends through four years. The first, known as the Classical Course, includes the Latin and Greek Languages, and the studies usually pursued by candidates for the degree of Bachelor of Arts. The second, designated as the Latin Scientific Course, includes every study in the Classical Course, except Greek. In this course Greek may be substituted for Latin. The third, the Scientific Course, omits both Latin and Greek.

In the Preparatory Department there are also three courses corresponding to the above, each extending through three years.
The College Index.

VOLUME IV.  KALAMAZOO, MICHIGAN, MARCH 28TH, 1881.  NUMBER 4.

DON GUZMAN, THE FAITHFUL.

FROM THE GERMAN OF HERDER.

"Don Alonso! Don Alonso!
Look down, we pray, from that high tower,
And tell us now, if thou, at this hour
Wilt give up Tarifa?"
The old man faces, sighing.
The aged Don Alonso Perez Guzman,—
Hope's last faint spark is dying.
The Moors he sees hold captive one,
His own dear son, his first born son;
The joy and comfort of his life;
His light amid earth's changing strife;
The mirror of his own bright youth;
The honor of his name and truth.
He sees the sword uplifted high
By cruel hands, their mocking cry.
"Say, Don Alonso, wilt thou give
For this thy son, who still may live,
The city of Tarifa?
Or, would you rather, all glistly pale,
His head upon our spears now hail?"
In vain the father hears their say;
He looks toward heaven, fixed and white,
Then draws his sword, so glittering bright.
He draws it forth and hurl it down
To the hangman bold, who with angry frown
His message awaits, in silent wrath.
"My God, my King," this was his word,
"Oh take his life with my own sword."
He seizes his beard with a trembling hand,
His beard so white,—with self-command,
He leans and waits unhindered.
He grasps his beard until the wild cry
Of the heartless throng goes ringing by,
Announcing to him that the deed is done.
They have now the life of that first-born son,
And Tarifa, the city has not surrendered.
Full many a year has passed away,
But to Don Alonso Perez Guzman
The title of "Faithful" remains to this day.

H. C. M.

GIL BLAS.

When we become dissatisfied with the Present, and
think that the panacea for all our ills is found in the
balmy days of the Past, it will at least afford ground
for an intelligent opinion if we turn back a few
centuries to catch a glimpse of the state of society then, and compare what we find there with the state of things in our day; and, if we are not oppressed with such feelings, the pleasure we derive from such a recreation more than repays us for our trouble.

And when we can find such a period described in a
well written novel, we at once seize upon it as the
most entertaining method of procuring our information.
Such an opportunity is given us by Le Sage in
his famous novel, "Gil Blas, in which he depicts
the state of Spanish society in the reign of Philip
III. The novel purports to give a history of the life
and adventures of Gil Blas. The hero tells his own
story.

He was born of poor parents in the little village of
Estilliane. At the proper age he was put under the
care of an uncle, who was the village priest, to learn
the rudiments of an education. Under his tutelage
the youth made such rapid progress in his studies
that the uncle determined to send him to the Univer-
sity of Salamanca to complete his education. At last
the day arrived; and now, behold the youth of seven-
teen, astride a sorry-looking mule, with forty duels
in his pocket, and a few clothes done up in a bundle,
bidding adieu to his home, and setting out for
Salamanca, with the purpose of making his mark
in the world before he returns.

Towards evening he arrived at an inn, and was
received very cordially by the garrulous landlord.
who soon extracted his whole history from him. By
his advice he determined to sell his mule and place
himself under the escort of a muleteer. A jockey
was at hand who pointed out so many blemishes in
his beast that honest Gil Blas amazed that a mule
could really stand up under such a load of infirmities,
 gladly disposed of her for a mere pittance, and ordered
supper.

Just as he had seated himself for this repast, in
rushed a well-dressed gallant, and, bursting into a
transport of ecstasy, expressed his joy at meeting
Gil Blas, "whose fame for learning had filled
the country for twenty leagues around." Overcome
by this flattery, he invited the stranger to share his
meal, who readily accepted so welcome an invitation
and continued to pour forth the praises of his com-
panion until he had eaten and drunken prodigiously
at our hero's expense. Then rising from the table,
he delivered this advice in return for the good cheer
he had received: "Senor Gil Blas, beware henceforth
of praise, and be upon your guard against strangers.
You may meet with people inclined (like myself) to
divert themselves with your credulity, but don't be
duped again, nor believe yourself (though they should
swear at) the eighth wonder of the world."

Next morning he set out with the company under
the charge of the muleteer, and the day passed pleasantly enough until evening. They had just finished
supper when the muleteer, to accomplish a hellish
design, rushed into the room exclaiming that he had
been robbed and that he would have ever man of
them arrested. Frightened out of their wits, every
man rushed out of the room, to seek safety in flight.
So terrified was Gil Blas that he did not stop until he
had reached the edge of a forest, where two men on
horseback accosted him, and placing pistols at his
head, demanded who he was and what his business in
the wood. He was too frightened to withhold anything, and told the whole story on the spot. Laughing at his simplicity, they bade him mount behind one of them, and took their way by secret paths through the forest until they came to the foot of a hill, where they entered a subterranean passage, and Gil Blas found that he was in a den of robbers.

Here he was by no means contented, but after an intellectual attempt to escape, he thought it best to assume a satisfied air, and soldier his time. In a few months, during which he had not seen a ray of sunlight, he had so far won the confidence of the captain that he was permitted to arm and accompany them on a foray. In the latter part of the day, after a humorous adventure of Gil Blas with a monk, they espied a coach on a foray. In the latter part of the day, after a hero was now bent on making amends to the lady, all of which he accomplished a short time thereafter. The lady being rich, took care, of course, to reward him generously when she was restored to her home. And now our hero resumes his journey with a light heart, a gay jug, a well filled purse, a diamond ring, and a letter of introduction to some of his benefactress's relatives. But again he felt in the hands of sharper, who left him only the suit he wore.

It was his fortune, at this juncture, to meet one Fabricius, a former acquaintance, who at different times subsequently acted as an evil genius to him. By his advice he abandoned the project of going to Salamanca, and went into service as valet to the Licentiate Sedillo. This man dying soon after, he became instructed as the apprentice of Dr. Sangrado, the most noted physician of Valladolid.

Becoming disgusted with the practice of medicine, he hastened to the archbishop of Grenada; ever and anon meeting with some remarkable character, who detailed to him the history of an extraordinary career, until he arrives at Madrid, where he presents himself at Court. He succeeds in winning the confidence of the Duke of Lerma, the prime minister, and becomes his private secretary. He is now a public favorite, fawned upon, courted and bribed to secure his influence in securing office for applicants. He becomes wealthy. But his downfall is sudden. Ere he is aware that anything is wrong, he is thrown into prison and left there without knowing why.

When he is released he leaves Madrid with such of his wealth as he can collect, and goes to visit his parents, whom in his prosperity he had neglected. He arrives just as his father is dying. Too late to afford him help while living, he hopes to make some amends for his neglect by making a very costly and imposing funeral. But the honest villagers, knowing that he had been reminded of his duty when it was in his power to aid his infirm parents, incensed at what they esteemed a hollow mockery to the dead, fell to stoning our unfortunate hero, who narrowly escapes with his life to his lodgings.

He had retained a very small estate at Lirias, in a distant part of the kingdom, purposing to remove his parents thither. But he could not prevail on his mother to leave her old home. Having, therefore, settled an annuity on her, he again leaves the home of his childhood, never to return. Pursuing his way to Lirias, he meets there kind friends, whom in his adventures he had befriended, who now warmly welcome him to his new home, and, finding soon after a damsel to his taste, the story ends as a novel should.

This, in brief, is the story, but not the novel. Le Sage uses the story as a line upon which to hang the pictures which Gil Blas paints and explains to us. Each of the pictures represents some phase of Spanish society, some, doubtless, more or less highly colored, but faithful enough to be recognized. As we gaze at these different pictures, and try to arrange them in one harmonious scene, we are captivated more by the skill of the artist than by the attractions of his subject. Indeed, the subject is in the main repellent, and we openly congratulate ourselves that we were born in the nineteenth rather than the seventeenth century, and in the United States rather than in the dominion of Phillip III. We even take a melancholy satisfaction in comparing some of our griefs, as they now exist, with the form in which Gil Blas met them.

We sometimes think that the entertainment received at our hotels is a slander on the word. But we should greatly prefer to take our chance in them than at the inns of Gil Blas's day, where the traveler, arriving in the evening, wearied by his journey, must wait for his meat to be killed, dressed and cooked, and then, under the specious name of "rabbit," was liable to pick the bones of the family cat.

We grumble at the inconvenience attending our mode of travelling, by which in a few hours we are landed in safety at our destination. But this is bliss compared to the lumbering stage-coach, or (more commonly) mule, by which the traveller was transported at a slow pace over the roads perilous in themselves and beset by robbers; and who at night must lodge at an inn where the danger of being robbed was frequently greater than on the road.

There are some people prudish enough to believe that the American theater is wholesome; who think that most of the plays are of immoral character, and that the plays as acted exert a corrupting influence. What would they say of the Spanish theater? For the actors were so arrogant that the authors of the plays must creep and crawl before them, and feel themselves highly honored if a player condescended to act one of their plays. And the actresses, who were the idols of the public favor, led such lives of open shame that Le Sage was constrained to deal with them in tenderness, lest by a too truthful representation he should shock even his French readers in the eighteenth century.

Of law, there was some; of justice, there was scarcely enough to keep the name alive. About the only difference between an officer of justice and a highway robber was that one accomplished under the guise of law, while the other affected at the muzzle of his carbine.

As a fair specimen of the physicians of the time, our author cites Dr. Sangrado. No matter what the disease was, he invariably prescribed bleeding and draughts of hot water, and although death ensued in every instance, where the treatment was enforced, he clung to his theory with heroic pertinacity. We are grateful that we are not 

-continued to such doctors.
But we must stop these comparisons, or write a commentary on the whole book. The story is told in a style exceedingly simple, yet replete with wit, humor, and the most polished sarcasm. We are in turn amused at, sorry for, and disgusted with the hero, but follow the story with increasing interest to the end, wondering at every turn what sort of a predicament he will get into next. After we have finished the book and our interest in the story is somewhat diminished, we take pleasure in studying the characters and customs to which Gil Blas has introduced us, and comparing them with those of our time.

But when we comprehend the plan of the book, and realize that in this simple story, Le Sage has taken us over every part of Spain, and shown us almost every nook and corner of Spanish society at that time, the greatness of his genius dawns upon us. We do not wonder that Gil Blas was the most popular book of its day, and cheerfully give our vote for it, as one of the greatest novels ever written.

R. W. K.

THE EDITORS' TABLE.

Study and Reading in English.

To the Editor of the Index:

In the space which you have asked me to fill on the general subject of reading, I wish to speak of reading when pursued as a means of culture and growth to the student, and not as a means of amusement. I do not think that most students appreciate the vast amount of good they may receive from careful systematic reading in English literature. I do not think our colleges have developed the study of English as fully as they might. Means may be found and eventually will be put into practice for training students as carefully and exactly in the philology of the English tongue as we now train classical students in the philology of Latin and Greek. Meanwhile the careful, conscientious student should endeavor to supplement his school training by systematic reading in a good English library. When I say systematic reading, I do not mean the careless, hasty reading of light periodical literature as a means of passing away time. Such reading I believe to be injurious and dissipating to intellectual faculties. Time would be far better employed in open air exercise, or idly looking at nothing, thinking of nothing.

Were I to live my student days over again I should certainly adopt the plan (which I have since carried into effect) of having two or three subjects in different departments of literature for thought and reading. I would conscientiously spend a few minutes each day on each of these subjects, reading only so much as I could digest. It is an excellent plan to read with note-book at hand, and to jot down all ideas or phrases which strike you, all references which you do not quite comprehend, and all words which are new to you. The ideas you may think over and develop for yourself into trains of thought; many an essay and oration may be found in this way, and will make the very best of essays and orations. The phrases if they are very apt and fine may be committed, and will have an excellent influence on your style. The obscure allusions and new words should be carefully looked up, and the passage in which they occur read again in the light of your new knowledge will throw upon them.

In choosing subjects for such reading, it will be best to select with considerable range, as that will cultivate habits of exact thinking in various departments. I would have some standard poet always on hand, and read his best poems over and over till their melody and beauty had sunk deep into the soul. Topics of civil government and American history you cannot know too intimately; and whatever particular subject I had begun on here I would know thoroughly before passing to another. I would always read both sides, and tread so slowly and carefully as to know both sides, to appreciate their arguments, and be sure of their facts. General views are good enough in their place, but general views and vague impressions will make neither a careful thinker nor a trustworthy guide. Do not try to read up on free trade or bi-metalism in a week or a day, or to finish Milton in an afternoon. Such reading does little good. What you read strive to know perfectly. Multum non multa is the motto that should guide you here.

I wish you might all read James T. Field's excellent letter to a young student on the "reading and study of English literature," or that I had room to quote from it here. I know it would inspire you to increased zeal in your reading of standard English authors.

Finally, let me say if I were a young student I would freely put myself under the direction of an older, more experienced person. A librarian may usually lend great aid in this particular and should be consulted when you want advice what to read or to know where it may be found. Your instructors are suitable persons to consult, as they are pretty sure to be familiar with the works you should read, each in his own department, and should be freely used. For although they are generally hard worked, they are always glad to assist students who take an interest in their work. Sincerely yours,

C. L. Dean.

(Continued on Page 55.)
ALUMNI will be interested in our communication from Alumnum, and. we hope, will consider the proposition favorably. The want here set forth is pressingly felt by those who are most intimately acquainted with the College.

If we examine our motives we shall doubtless find that, in our actions and the ends sought, we have a great regard for the opinions of some other person or class of persons. One contends for a certain line of conduct, and when you have taken all his out-posts he will fall back into the citadel of some other person's opinion, or the custom of society. In this fortress he is very confident. Probably more than half the reading that is done is performed because some one else has done the same reading. Who is reading Helen's Babies or Daniel Daronda to-day? Who was not reading them three and four years ago? Not all read them then, and the great reason was that their clique did not read them. And what is true of reading is true of almost all the plans and acts of many people. Some need to be either more independent, or more thoughtfully to ask, Whose opinion shall I most respect?

We think that it is a false idea that one kind of physical exercise is as good as another. What the mind and body, fatigued by mental work, need is that rest which comes from an agreeable change. If one gets up from a difficult lesson with wearied powers and depressed ambition he needs something to divert, please and re-create; and for this purpose a wood-pile may not be as beneficial as a game of football. What he wants is something that will put enthusiasm into drowsy spirits, something that he really enjoys. When one applies this rule, he gets, we believe, just the exercise he needs. Base ball is not nearly as good for some as the gymnasium, and vice versa. Each one, especially during the exhausting days which are coming, ought to give some time each day, if possible, to some pleasant sport, and he will find himself the gainer.

Perspicuity seems to be little aimed at by some of our chapel orators, or if aimed at they show themselves pretty poor marksmen. Sometimes there is reason for this obscure way of expressing thought. Big words and dark sentences are very handy to conceal small thoughts, or no thought at all. If one has this purpose, we shall have to let him carry out his desire, but, we presume, that the chapel audience would prefer to have him practice elsewhere. Again language is sometimes incompetent to the ideas one would express, and so it labors along, or quite breaks down, under its too heavy burden of thought. There is little danger, however, of such trouble among our chapel orators. Perfect transparency of language is very desirable, so to speak and write not that people may understand, but that they must understand.” All obscurity should be carefully, patiently guarded against. This can be done in two ways: by asking whether our words mean what we intend them to express, and by asking whether we ourselves know what we mean. Obscure words are largely the result of obscure thinking. Doubtless, if one should ask some what was their aim, or what they wanted to say in their orations or essays, they could not tell him. If one does not wish primarily that people should know just what he is thinking, or if his thoughts are not worth his care to get them clear in his own mind, he hardly ought to burden a platform and bore an intelligent audience.

Spring may be said now to have advanced so far that it cannot well turn back, and good advice about wet feet, etc., is now in order: But we will waive for the present this important factor in the newspaper, and say a few words in regard to sports.

Before our next number, out-door sports probably will have begun; the sun will have dried the lake from the campus; “home” and “first” will again
be heard, while the benefits of inflated rubber will probably again be tried. That students ought to take physical exercise is a proposition long since proved, but some do not seem fully to understand or remember the proof. Now we believe that not only may one keep good health and so work longer, but that in the same length of time one may accomplish more thorough mental work if he takes a due amount of physical exercise. The one, who works with a body wearied by too much rest and a mind fatigued by too much work, necessarily works at a great disadvantage. Probably all have found themselves able to do as much at certain times in one hour as they could at other times in two hours, and the reason is patent to everyone, the powers were in their normal condition, and not fatigued by previous continuous work. Now exercise tends to preserve this natural condition and so makes our possibilities greater. If one has ten hours a day for intellectual work,—he cannot afford to give them all to mental labor, if he would accomplish the most possible in that time.

EXCEPTING those who enter some profession which requires it, very few seem ever to look into a textbook after they leave College. The impression seems to be that we do enough of that kind of work before we get a diploma, and so do not need any after graduation. Probably some, also, have become so thoroughly sick of what they would be pleased to term "that dry stuff," that they are more than glad to take advantage of the fact that they are not compelled to eat those "chips" any longer. We would not say that one has no appreciation who calls ordinary study "dry work," nor would we say that the benefits of study are not sufficient to repay one for pursuing it only through the College. But we do think that the benefits are not here exhausted. In fact we think that only the beginnings of possible benefits accrue during the college course.

At graduation one is only just prepared to obtain the pleasure which these studies may give. Again to work out some knotty proposition, again to look over the De Senectute, or to hear Socrates in the Phaedo, converse with his friends on the immortality of the soul, must give much enjoyment and true recreation after business hours, or when business has given way to old age.

Again there is a discipline, a strength of intellect, a mental vigor which study imparts to the mind, and which are very valuable all through life, but which gradually vanish when study is laid aside. They are desirable, and a continuance of study will preserve and strengthen them and counterbalance the superficial discipline which after-school life is apt to give.

(Continued from Page 58.)

Editor of College Index:

I conclude your paper is read by many of the alumni of the College. All these readers know there has been a good sum raised for the endowment of a professor's chair in the College, but this is not available until such a sum is raised that its annual income will support an instructor. The sum already raised has been placed at interest by a treasurer appointed by the alumni association, Joseph Hicks, Esq. The conditions on which this sum has been given cannot now be changed, nor is it desirable they should be, for these conditions emphasize the necessity of completing at the earliest practicable day, the availability of the fund. It is now an imperative necessity that we have additional teaching force in the Faculty. We have now seven men who are doing the work that should be divided among ten instructors. The permanent prosperity of an institution of learning is largely due to the value of the instruction given by its Faculty. An over-worked instructor cannot do for the class his best work. We have no fear of the work done in our class-rooms by any fair comparison with the work of any other college in the land. But this work as now done is under such difficulties as ought not to exist, because they can be removed by the addition of a few more instructors. It is to be noted also that the number of students is increasing every year. This increases the work of the Faculty, and especially of the President. It renders the division of a class into sections so as to avoid the loss which some students must suffer when placed in classes of more than thirty members. In several studies classes are now so large as to render it best for the students that they be broken into sections. Each division adds an hour of additional teaching. The demand for additional teaching force is now imperative. I lay this fact before those who are glad to speak of Kalamazoo College as their alma mater. Should we not make a strong effort to put the Alumni Endowment into working order for the next year? For the promotion of the cause of sound learning, let us make our effort a sweep.

ALUMNUS.

Mr. Editor:

By your consent I should like, through the medium of your paper, to call the attention of members, and students in general, to the gymnasium. This, it has been generally known, has been closed during the winter for the lack of heating apparatus. This practical difficulty standing in the way of its enjoyments and benefits is now removed. We have before us probably a month or six weeks of wet,
sloppy weather before we can use the campus to any extent. What prevents us during this generally disagreeable time from getting a good deal of practical enjoyment and healthful exercise from the gymnasium? Those of us who tried it found it a pleasant place of recreation last season, and it has all the conveniences and apparatus that it had then. Moreover, our college steward has promised, through these columns, early to make necessary improvements in the apparatus and comfort of the hall; but we cannot expect these improvements to be made so long as there is no active interest in the institution, and the hall remains unfrequented, and without even the care of looking by the janitor. As the inclement of the weather no longer offers an obstacle to the enjoyment of the gymnasium, a meeting of the members should be called, and the old society again set going in good working order, and an opportunity given to others to become legal members, and partakers of its benefits. Respectfully yours.

A Gymnast.

The President's Illness.

For some time it has been evident to the more observing that President Brooks was not feeling as well as usual. We all know him as a man of exceptionally good health, and so any illness on his part finds both the President and his friends unprepared. He has not been able to do his usual amount of work for some time, and last week he dropped his classes altogether. This is the first time during nearly thirteen years connection with the College that he has lost a recitation on account of his own sickness. He is severely troubled with rheumatism, and his brain urgently demands rest. The President has been doing about two men's work all along, and sometimes he has taken the place of three ordinary men. This, of course, was too much for any health, as it has proved too much for him. We are glad to be able to state that his health is improving and that he has decided to give up some of his work for the coming term.

Day of Prayer for Colleges.

Thursday, February 24, being the Day of Prayer for Colleges, was fittingly observed at Kalamazoo. Never has the day brought a deeper sense of the need of consecration to the hearts of Christian students. In the morning prayer meeting, led by Professor Brooks, many expressed the desire earnestly. At the close of the prayer meeting the students and their friends gathered in the chapel to listen to a sermon by President Brooks. Announcing as his text the words found in John 4:14, "But whosoever drinketh of the water that I shall give him shall never thirst; but the water that I shall give him shall be in him a well of water springing up into everlasting life," the President drew from it the following points: There is a longing in every soul for a higher life. Christ alone can satisfy that longing, and give us rest and peace. This He does by giving us a worthy object to live for; by giving us a firm foundation on which to base our hope; by giving Himself as the object of our supreme affection. The sermon was peculiarly in harmony with the thought of the prayer meeting. The President's clearness of statement, coupled with his affectionate earnestness of presentation left a deep impression on the minds of his hearers. The desire for a higher Christian excellence which the day discovered promises good results in the weeks to come. That many may know by experience what it is to have the soul-longing satisfied, is the earnest prayer of all true friends of the College.

The Combination Meeting.

The combination meeting for the three literary Societies for the winter term was held in Sherwood hall Friday evening, March 19. The evening was pleasant and a good sized and interested audience attended.

Mr. W. A. Anderson sketched in a brief and lucid manner the history of the Societies up to the present time. He also gave some hints of their manner of working, and their prospects for the future. The exercise was received with satisfaction, although it was a difficult exercise to make interesting. Miss Sterling also gave a recitation. The selection and rendering were good, as the audience readily recognized. Miss Bennett read a characterization which was written and delivered well, but how true it was to history, we cannot say. Mr. B. Des Jardins read one of his original epic poems which was the source of much amusement. A paper written by Mr. F. Britton, and illustrated by Mr. F. W. Beals, edited and published by Henry Ward Beecher and Horace Greeley, elicited much good humor and applause. It was mostly occupied with bits on college experience, and certainly was quite racy. Mr. W. H. Palmer gave the society prophecy.

The music of the evening was of a high order, and we think superior to the literary part of the programme. It consisted of a song by the Philoxenian quartette, a piano duet by Misses Henton and Peck, and music on the guitar by Messrs. Kemmis and Orcutt. All the instrumental musicians were
encored. Mr. Harry B. Wood presided over the exercises in a becoming manner. The evening was very pleasantly passed by a pleasant company.

**A REVIVAL.**

During the month of March a considerable interest has been manifested by the students in religion. On the Day of Prayer for Colleges a considerable interest among Christians, that there might be a revival of religious interest among the students, was made evident, and from that time more interest has been exhibited. Half-hour meetings, for the most part led by Rev. J. S. Boyd, have been held each school-day afternoon, excepting Mondays, for the past four weeks. A like meeting has been held Saturday forenoons, and Pres. Brooks has preached twice or three times Sunday afternoons. Christians have been quickened, some who had left their first love have reconstituted themselves, many feel that they have been converted, and many more are thoughtful. The interest has been deep, but not exciting. Calm, deliberate thoughtfulness and well-considered decisions have characterized the work, but still is seems unfinished.

**CHAPEL RHETORICALS.**

The chapel orators and essayists treated their intelligent, but not always interesting audience, to discussions of the following subjects:

- Bradley, An Estimate of Culture
- Miss Buffolphi, The Girl on the Hill-farm
- Miss Montgomery, Thomas Carlyle
- Palmer, The Influence of Paul and Seneca
- Powell, An Estimate of the Stoic Philosophy
- Anderson, W. A., Positivism Narrow
- Otjen, Domesthenes and Massillon Compared
- Clark, John Wycliffe
- Anderson, J. C., The Chinese Problem
- Barber, Thomas Cromwell
- Miss Barney, Keats
- Miss Bly, Catharine H.
- Boyd, Rise of the Crusades
- Britton, Inauguration of a President
- Chapin, Goethe
- Clough, History in Fiction and the Drama
- Ely, Kenilworth and the Reign of Elizabeth
- Fletcher, The Battle of Waterloo
- Fuller, Relation of Stoicism to Roman Character
- Miss Gibson, The Home of Cicero
- Graham, Seneca and Nero
- Miss Knapp, The World's Meca
- McKinney, The Safeguards of a Nation

This series of orations and essays was interesting and quite worthy of the participants and hearers. The subjects were well treated, the pieces indicated care and attention in their preparation. But improvement is still possible with some. Some did not seem to be fully impressed with the dignity of the place, or to appreciate their audience. We do not here aim at wit and humor. Conceit and bombast did not wholly hide their disgusting forms. On the whole, however, the participants deserve praise. We wish that some of them would speak more distinctly.

**ACCIDENTAL AND NOT ACCIDENTAL.**

---Spring vacation.
- Another term of hard work finished.
- Don't study during vacation. You need rest.
- A number of the students heard Dr. Vincent.
- Let us all return and commence work promptly April 4.
- Mrs. Laura E. Dainty was well patronized by the college students.
- Vacation from March 28th to April 4th. We wish you all a pleasant time.
- Chapel orations for the winter term were begun February 14 by A. L. Bradley.
- Why were Job's friends homeopathists? They believed in counter-irritation.
- We very much regret that ill health compelled Dr. Brooks to relinquish his Bible class.
- The students have not been coasting this term. Too bad that such rare sport was so summarily ended.
- He told us how she bribed him not to race his horse. We won't tell who she was or how she bribed him.
- The prophecy that the class of '83 would accomplish something in the world we fear will prove false. They have too much on "the string" to succeed.
- Senior (with basket of clothes, and trembling before his washerwoman, lest he is too late), "Ann I too late?" W.: "Oh you're a daisy." We want to know.
- Prof. Oney of the State University, and a member of the visiting committee, expresses himself as decidedly pleased with the work done in Kalamazoo College.
- The curiosity of many a student was aroused on February 14th. We hear that some of the Faculty received valentines. Doubtless their curiosity also was excited.
- The Day of Prayer for Colleges was observed in Kalamazoo College, as usual. The students listened to an excellent discourse delivered by President Brooks in the Chapel.
- Washington's birthday was not observed in our College, but the number of students absent from recitations indicates that the majority think that the day ought to be celebrated.
- We understand that one of the students wrote, during the last term, an autobiography prefaced by a short history of his ancestors. The work is dedicated to one of the lady teachers of the High School. We fear the work will not be published as the author has been obliged to leave school on account of sickness caused by over-work.
—It was a bright moonlight evening. He called. She, evidently embarrassed, asks, “Is it raining out?” He, “Really, I did not notice.” What could they have been thinking about?

—It will interest some of our readers to learn that the Soph., who concealed a load at his heart by a bright exterior, is better. The load has been removed, and most of the time he is what he seems to be.

—“Do you get along without the Lord during the first hour?” asked a member of the Visiting Committee of a student. “No, Sir; we have enough left over each day to last until chapel,” was the prompt reply.

—This local is from “Our Sporting Editor.” —The Freshman whom we noticed in our last number as always being present at Reading Circle, has been absent several times lately. Is it because the girls don’t go any more?

—The following are the officers of the Eurodelphian Society for the spring term:—President, Jennie Bennett; Vice President, Laura Sterling; Recording Secretary, Blanche Peck; Librarian, G. Sudworth; Editor, Marie Heaton.

—The Sherwoods have elected the following officers for the ensuing term:—President, A. I. Bradley; Vice President, C. H. Gleason; Recording Secretary, F. S. Goodman; Corresponding Secretary, W. A. Anderson; Treasurer, D. Hoedemaker; Janitor, W. G. Clark.

—The Philolexians elected the following officers for the spring term:—President, L. G. Chapin; Vice President, F. Britton; Recording Secretary, F. S. Boyden; Corresponding Secretary, W. H. Merritt; Treasurer, H. B. Wood; Librarian, F. Johnson; Janitor, S. H. Rozana.

—The boys who room on the north hall at the dormitory complain that their rest was broken one night not long ago by six students who held what they called a “picnic” in one of the rooms. After the banquet, music and dancing was the programme, and they kept it up until morning. We know they had a good time.

—H. W. Powell gave a very interesting half-hour lecture before the Philolexian Society, March 4th, on Chas. Sumner. A fine of 35 cents was imposed upon each member who should attend the lecture without a lady. It is needless to say that few fines were collected, for the Philos have previously demonstrated that no such incentive was necessary.

—F. B. Orcutt will be found at the Post Office instead of the College hereafter. We regret this change.

—Ralph M. Ward, a senior in the Pharmaceutical course at Michigan University, is spending his vacation with Irving G. Chapin.

—R. W. Kane was confined to the house for some time on account of sickness, but is now able to be out again, although he is not fully recovered.

—Miss Edith Gibson who has been spending most of the winter with friends in St. Paul, returned the latter part of last week here.—Daily Telegraph.

—Rev. J. S. Boyden has placed the students of Kalamazoo College under obligations to him for the interest he has taken in their religious welfare.

—R. C. Mosher is the only one of his class at Morgan Park who was graduated from College as late as 1878. He is also President of the Literary Society there.

—Geo. Huntington, formerly of ’82, of this College, now of Brown University, gained highest marking in three of his studies and next to the highest in the fourth, during the fall term.

EXCHANGES.

All our fine-spun theory for the conduction of the Exchange column given in our last was so sadly perverted and mixed up by Satanic “typos” that we have little encouragement to pursue the theme.

We have long intended to review the News Letter, but it has been crowded out constantly by other matter. We notice it has dinned a new outside with the opening of the year, which certainly is an attractive improvement. A college-bred man should have a jealous regard for propriety and good taste in everything he undertakes, and a college journal, conducted by men of peculiar privileges, and in the interest of the highest culture, certainly ought to show great regard for aesthetic propriety. True culture, when possessed, shows itself even after the individual has had years of contact with the world. If he be a lawyer, it shows itself in the courtroom, and gives him a power there in comparison with which the completest accomplishments in legal mannerisms look common-place, because his culture makes him a gentleman, literate, aesthetic, human. How often we see men of subtle mind, capable of close reasoning, addicted to mannerisms which, if not repulsive at first, are at least monotonous and detractive of their power. How much oftener do we see men who say by the paucity of their thought, glaring verbosity and violent gesticulation that “delivery is everything.” No less do we see persons of all classes aping the manners of others in one direction because they admire the peculiar genius of these in another. The tradesman fancies himself a genius too if he imitates the peculiar though barbarous accent of a distinguished jurist or the holy tone of an addle pated divine. Thus the world of society without developing their individuality and ameliorating their own aspersities, pursues an ideal for action grounded on another man’s genius without regard to appropriateness. Even men of liberal training often do this. It should not be. College
breeding should so refine the physical, intellectual and moral nature of man as to place his ideal of thought and action on a liberal basis of good taste and propriety.

We are therefore glad when we see editors of college journals supplement a solid substantial inside with attractive covers in neat design.

It is, however, the contents of the News Letter concerning which we wished more especially to speak. It is not a brilliant paper, neither is it one of those which fail of being brilliant after an evident effort. We always find in the News Letter several literary articles of acceptable character, good editorials, general college news, and what is most useful, a free airing of subjects pertaining to college and students, so many of which subjects are always pending, and which without discussion cannot be properly appreciated. The News Letter is undoubtedly published for the benefit of its subscribers, and they undoubtedly appreciate it.

Student Life comes to us from Washington University, St. Louis, and bears no characteristic of other exchanges either of the West or South. The editor of Student Life evidently poses himself before a French mirror, contemplates his noble form, gratifies his vanity by admiration of his facial beauty, strikes an enviable ad se attitude, dons a haughty smirk, then, as he is pure brass, makes himself rigid, lands himself over to the devil, is stereotyped, and a copy of pure and unalloyed vanity is sent out as Student Life of Washington University. A very cheap process and a very cheap product. Students of St. Louis, is this a true sketch of your life? Be sure you are not imposed upon.

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Second Term — Herodotus; Greek Historians, Homer's Odyssey. Swinton's English Grammar.

Third Term — Greek Historians, Homer's Odyssey. Swinton's English Grammar.

Rhetoric through the Freshman Year.

SOPHOMORE YEAR.


Second Term — Tacitus, Chemistry, French. Swinton's English Grammar.

Third Term — Geology, French, Calculus. Swinton's English Grammar.

JUNIOR YEAR.

First Term — Sophocles, Latin, German. Swinton's English Grammar.

Second Term — Juvenal, Physics, German. Swinton's English Grammar.

Third Term — German, Modern History, Physics. Swinton's English Grammar.

SENIOR YEAR.


Third Term — Political Economy, Modern History, Evidence of Christianity. Swinton's English Grammar.

Rhetorical exercises begin with the beginning of the Freshman year, and continue to the end of the course.

The Latin-Scientific Course omits all the Greek, and substitutes therefor a course in Literature covering one year. Natural Theology and a course extended course in History than is possible for those who take the Classical course.

The Scientific course omits all the Latin, and provides Zoology, Botany, the Constitution of the United States, Surveying, Antiquities, and the History of Philosophy.

PREPARATORY STUDIES.

The Preparatory studies of the Classical Course are as follows:

FIRST YEAR.


Second Term — Latin twice a day. Olney's Introductory Algebra.

Third Term — Caesar twice a day. Olney's Complete Algebra.

Reading and Spelling, and a weekly exercise in U. S. History.

SECOND YEAR.


Third Term — Xenophon's Anabasis, Virgil's Aenid. Physiology.

THIRD YEAR.


Third Term — Homer's Iliad, Cicero's De Senectute. Olney's Geometry.

Through the second and third years there is a weekly exercise in Astronomy.

Besides the above studies, are the following, from which those who omit Latin and Greek may make selection.

FIRST YEAR.

First Term — Olney's Science of Arithmetic. Swinton's English Grammar.


Third Term — Olney's Science of Arithmetic. Physical Geography.

SECOND YEAR.

First Term — Avery's Natural Philosophy. Whitney's English Grammar.

Second Term — Avery's Natural Philosophy. Book-keeping.

Third Term — Avery's Natural Philosophy. Rhetoric.

THIRD YEAR.

French. Swinton's Outlines of History.

These are continued through the year.

TERMS OF ADMISSION.

Candidates for admission to any department of the institution must be of good moral character and correct habits; and if unknown to the Faculty, must bring with them, from their pastor or former teacher, testimonials of character. If from other colleges, certificates of honorable dismissal will be required.

FOR COLLEGE CLASSES.

I.—CLASSICAL COURSE.

Candidates for this course will be examined thoroughly in the following studies; but equivalents for the authors named will be accepted.

1. English Grammar.

2. Geography—including Ancient Geography, particularly that of Italy, Greece, and Asia Minor.


4. Mathematics—Arithmetic: Olney's Complete Algebra; Olney's Geometry, Parts I and II.

5. Latin—Latin Grammar; four books of Caesar's Commentaries; six select Orations of Cicero; the whole of the Enid, with special reference to Prosody, or the first six books of the Enid and Cicero de Senectute; forty-four Exercises in Arnold's Latin Prose Composition, or an equivalent in Allen's Latin Composition.

6. Greek—Greek Grammar; three books of Xenophon's Anabasis; one book of Homer's Iliad; Jones's Exercises in Greek Prose Composition.

II.—LATIN AND SCIENTIFIC COURSE.

Candidates for this course will be examined in all the studies required for the Classical Course, except Greek, and in place thereof are required—

1. A year's course in French.

2. Natural Philosophy and Physical Geography.

III.—SCIENTIFIC COURSE.

The requisites for admission to this course are the same as for the Latin and Scientific Course, except Latin, and in place thereof are required:


2. Physiology.

3. Modern History.

IV.—SELECT STUDIES.

Those who do not desire to become candidates for a Degree may be admitted to any class for such time as they may choose, in case they exhibit satisfactory evidence of such proficiency as will enable them to proceed advantageously in the particular studies they propose to pursue.

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There are three Courses of College Study, each of which extends through four years. The first, known as the Classical Course, includes the Latin and Greek Languages, and the studies usually pursued by candidates for the degree of Bachelor of Arts. The second, designated as the Latin Scientific Course, includes every study in the Classical Course, except Greek. In this course Greek may be substituted for Latin. The third, the Scientific Course, omits both Latin and Greek.

In the Preparatory Department there are also three courses corresponding to the above, each extending through three years.
Let us consider the influence of her writings and life, its quality and extent. Thackeray and George Eliot introduced a new element into the novel—the didactic. This is doubtless one reason why neither is widely popular, for the general opinion as to the final cause of a novel or a play is that it is to tickle not teach, hence novelists who advocate views, or seek to impart direct instruction, are generally relegated to that large and convenient chamber in our mansion of life which we denominate the "more convenient season," and which we are forever careful to avoid entering. But George Eliot had a deeper reason for writing than simply the desire to impart instruction—her books were her confidential friends to whom she laided bare her heart. Characters were introduced to ring changes upon and give substance to her varying moods and sentiments; to be the variations of the theme which she supplied. She could no more help writing, than she could breathing, and as she was accustomed to take this method of giving an account of herself to herself, her writings are but a reflection of her own life. This is the center from which they all branch out and to which they all return, and from them we may gather her peculiar views of life, and her opinions as to the ideal state of the individual.

Very early in life she drifted from the Christian religion to Rationalism. And if we accept her teaching so clearly formulated and illustrated in her Romola that "a course of action which is in strictness a slowly prepared outgrowth of the entire character is yet almost always traceable to a single impression as its point of apparent origin," it would not be difficult to place the point of departure from an accepted if not cultivated faith, to the influence of Strauss and Fenerbach. To this influence might be added that of Mr. Lewes, philosopher and critic. There is a story told in ancient lore of a vessel whose pilot unfortunately steered too close to a magnetic mountain. The nails and bolts were all attracted, the planks scattered and she became a total wreck. George Eliot had the misfortune to bring her finely charged poetic mind into the too close vicinity of the magnetic mountain of German philosophy and was thrown a wreck on the shores of an inhospitable scepticism. A man or woman of reflection who loses faith in God, is most likely to supplement it by losing faith in man, and as a consequence society is all at times and even, and indeed everything that is, is bad—nay, is the worst possible. Now this is inevitable—as the two positive faiths are correlative, and with this as a point of view from which to take bearings for your own course, it is not to be wondered at that you should run ahthwart those who pursue the general course by bearings taken from another eminence. She is of course, being a philosopher and artist, bound to supply a 'something' upon which the events of life must revolve and this 'something' could her convictions be crystallized, would resolve itself into "Fate." She never denies the existence of God, she simply ignores Him; she does not dispute

"A noble craft I faith, but poorly piloted."

"There is no sorrow," says Dorothea, "like loving what is great, and trying to reach it, and yet to fail."

True enough, and this great sorrow was the dregs in the cup of George Eliot's existence. It is hardly credible that a reputation like hers should hide behind it a ruin so miserable, a monument so pitiful. But so it is, and she has realized her own picture in the reflection that "there and here is born a Theresa, foundress of nothing, whose loving heart-beats and soles after an unattained goodness, tremble off and are dispersed among hindrances, instead of centering in some long-recognizable deed." But why? Because her theory of life was visionary and impracticable, it was built upon a foundation fantastic and unsubstantial and in a manner wholly at variance with sound sense, and the nature of things. She started out with the principle expressed by her favorite heroine in Middlemarch, who in some aspects is but the reflected self of the writer: "I never called everything by the same name that all the people about me did. I still think that the greater part of the world is mistaken about many things; and this pervaded by the spirit of a Theresa whose "passionate, ideal nature demanded an epic life, whose flame, fed from within, soared after some illimitable satisfaction"—deceived her with a rosy mist of present pleasures disappointing, and an ignorance of the vanity of absent ones, and lured her on to failure and disappointment.

"If I were to write a book of lives..."
Him as a fact in the universe, is never guilty of Vanniucci’s “extreme ill-manners” — wishing ill to Him, but quietly and wholly leaves Him out, and regards the simple folk who make Him the light of their way in life as refreshingly innocent and exceedingly childish. She is the great pagan writer of modern literature. She pictures the gods of day rising through the gray mists of the morning and speeding his way through the heavens, to disappear with gorgeous farewell in the evening, and she worships — but she worships him in an empty heaven.

Of course she finds society, as we surmised she would, in a fearful condition — man as a monster and woman as the victim — marriage the means of putting her into his power, religion the screen behind which all manner of evil is concocted and carried out. Just look at Janet Denuis, Godfrey Cass’s première, Hetty Goldthorne, Romola and Dorothea — victims all to man’s perfidy, and simply because man has crushed woman to a subordinate position. Look at Barton, Donnithorne and Casaubon — petty tyrants or scoundrels; Bolstrode, the oldest of hypocrites, and Tito, the prince of deceitful men. Those are the men who rule her world and her sex. To get rid of this, abolish marriage; or let the contract be of such a nature that either party beginning to chafe under it, may withdraw at will. Rosamond Vincy, a few years after marriage with Dr. Lydgate, was miserable because, when they spent a thousand pounds a year on an income of six hundred, her husband wasn’t able to make both ends meet when the year was up. She attributed it to her husband’s temper, but “no notion,” we are told, “could have been faiser than this, Rosamond’s discontent in her marriage was due to the condition of marriage itself, to its demand for self-suppression and tolerance, and not to the nature of her husband.” It was her dream to be the Wilberforce of wifedom, but she awoke to its futility just before she died.

Man in the concrete was a monster, in the abstract he was a god. With infinite capacities for good and evil he has no need of extraneous supernatural help, and the old Roman’s cry “for some god to help him out of his miserable condition,” was only a false alarm. Think lothily, feel strongly and act as you think and feel. Let self renunciation be your sumnum bonum, for “that life is highest which is a conscious voluntary sacrifice;” live sincerely, for otherwise you deceive yourself and trust a present security a lasting one, but all the while relentless fate is weaving his cords about you to your utter destruction. Contrast Adam Bede with Tito Melenia; Dorothea with Rosamond; Romola with Gwendolen.

This does away with the necessity of the Christian faith, hence her ministers are either moralists or pedantic old humbugs. Mr. Irvine and Mr. Farbrother are good examples of the former, while Casaubon is the perfect embodiment of the other. Church members are for the most part simpletons, rounded out with a fair sprinkling of hypocrites. Her best and most lovable men are those who look askance at all forms of religion, and see in faith an infallible key to the best carpenter and mason work, and make life a little less difficult to others.

Such is her theory of life, and how has she framed it? As no other writer of this century has been able to do. Through all her writings, mid dialogue, philosophy, and pictures of life, flows a pristine imagination, which, like the fabled river, turns to gold the very sands its currents wash. What then is their influence? Comparatively slight, so far as moulding present public opinion is concerned. She wrote more for critics than for the people. “Literary women,” said Heine, “always write with one eye directed to the public, and the other fixed upon some man (with the notable exception of a celebrated German authoress who had but one eye), but George Eliot’s mind was more of the masculine order; she wrote with both eyes on the critics, and especially Mr. Lewes. The stream of fiction is perennial, and to the vast majority of readers George Eliot will be a writer more talked about than read, in the hurry to devour the new material constantly demanding their attention. Even the critics will be more drawn to her style than to her doctrine. She brought to her work a better digested store of learning than any other novelist of the age. History, science, philosophy, and belles lettres are all at her command, and the opinion of Justin McCarthy, himself no mean rival, is a just one: “Dickens had little reading and no science; Thackeray had great reading but no science; Lytton’s science was sham: Charlotte Bronte was genius and ignorance; George Eliot was genius and culture.” Had she never written a page of fiction she must have been regarded with admiration by all who knew her, as a woman of deep thought and of a varied knowledge, such as men complacently believe to be the possession of men only.

Her writings leave a very sad impression on her readers, and so far as the quality of her influence is concerned it is depressing rather than inspiring, dispiriting rather than encouraging. The constant struggle of humanity with its environment, its partial attainment, and perpetual defeat, is far from infusing a cheerful spirit, or lending incitement to worthy endeavor. To exhibit the unhappy condition of things in and about us, and to suggest an unsatisfactory and fanciful remedy, to lay bare the sore of human depravity with unflinching nerve, and seek to heal it with an opiate of poesy and doubting philosophy is as disheartening as unkind. One cannot but admire its attractiveness, embodied as it is in genuine spirit, or lending incitement to appeals, of hope to pierce its sombre curtaining. Her words are written with such sincerity and do give forth to the world, and wholly on the critics, and especially Mr. Lewes. The stream of fiction is perennial, and to the vast majority of readers George Eliot will be a writer more talked about than read, in the hurry to devour the new material constantly demanding their attention. Even the critics will be more drawn to her style than to her doctrine. She brought to her work a better digested store of learning than any other novelist of the age. History, science, philosophy, and belles lettres are all at her command, and the opinion of Justin McCarthy, himself no mean rival, is a just one: “Dickens had little reading and no science; Thackeray had great reading but no science; Lytton’s science was sham: Charlotte Bronte was genius and ignorance; George Eliot was genius and culture.” Had she never written a page of fiction she must have been regarded with admiration by all who knew her, as a woman of deep thought and of a varied knowledge, such as men complacently believe to be the possession of men only.

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strength, spent itself in smaller channels, which have no great force on earth.

We turn for one glance at her life, about the only one afforded to the public — the one, at all events, which will always be associated with her memory — her connection with Mr. Lewes. The public are lenient about the advocacy of views, however questionable, but they are rigid as to their being practiced, and unqualified disapproval was the sentiment at this strange union. There are not wanting eulogists who under various garbs seek to justify it. But it is no palliation to call it platonic, a beautiful union of sympathetic intellectual natures. Such platonicism is not for human nature; it mocks the plainer men and women who constitute the bulk of society, and who instinctively shrink in fear from it; it "blurs the grace and blush of modesty" in thousands of young minds as yet untrained and too susceptible, who would rather live by precedent than principle; it breathes contempt on those finer sentiments which inspire and ennoble men and women, and which serve as barriers to keep intact the most valued treasures of human nature; it goes unsanctioned by law, church, or society. Nor does it make the act less culpable to dignify it as a "freak of genius." Genius may gild, but it cannot transform an act, and genius has not as yet become a separate social order of being with environments and laws entirely distinct from those which surround and govern ordinary mortals. And weaker than all is the plea of her "having the courage of her opinions. There is course and courage, and it is the highest course to wave opinions for the general weal. To formulate a scheme of morals for one’s self, independent of our necessary relations to the community, and to act upon this scheme in direct violation of a healthy custom which virtue demands and society sanctions, is the courage of the highwayman. To anyone whose mental or moral calibre rises even one degree above the mediocrity of blind hero worship it can appear only as a grotesque perversion of that highly prized sentiment — human liberty. It is inexpressibly sad that George Eliot should be added to the already too long list of "genius led astray," and mournfully we have to say with the player —

"And so thy fall hath left a kind of blot
To mark the fault against man and best endued
With some suspicion."

---

CLIPPINGS.

When I flounder on the Greek,
O fancy or Loomis make me reel.
Who braces up my failing cheek?
My pony.

When my winks in vain are wank,
And my last stray thoughts are think,
Who saves me from a shameful funk?
My pony.

Friday has been christened with a philosophical name—Fichete.

"Chum," said a prep, to his room-mate, "how shall I finish my oration?" "Put it in the fire," was the unfeeling reply.

He remarked that he supposed she was fond of etymology. She said she was, but the doctor told her not to eat anything but oranges for desert.

A Michigan farmer wrote to Yale, "What are your terms? Do you cost anything extra if my son wants to read and write, as well as to row a boat?"—Ex.

Principal, to prep: "What besides Arithmetic and Grammar, shall you study, this term?" Prep: "Well, I guess I will take Theology, to astonish the old man."

A Freshman recently emptied himself of this: "Why is the American people like the murder of the Czar? Because its a sassy nation."—He is better now.

This hint may quench the seeds of ambition, ere yet they swell into a gale that will take the bit between its teeth and dazzle us by its clamor.—Dr. Domo.

Prof. Mr. L., that manner of sitting is suitable for the bar-room only.

"Thank you, I know nothing about bar-rooms, but I am glad to have you tell me."

An Irish student in a medical College, undergoing examination, was asked: "What would you give to a patient who had taken a heavy dose of arsenic?" "I think," said the student, scratching his head thoughtfully, "that I should give him extreme unction."

Student, to professor. "Professor, our college is undoubtedly the best institution of the kind in the country."

"What makes you think so, Mr. J.?"

Student. "The simple fact that it possesses such an able professor as you are."—Prof. sternly. "Mr. J., I positively object to being criticised by you, be it favorably or otherwise." Student, humbly, "I beg your pardon, Professor, but I really didn’t mean what I said."—Ex.

"I would advise," said Luther, "that whatsoever art you study, you should betake yourself to the reading of some sure and certain sort of books, oftentimes over and over again; for to read many sorts of books produceth confusion, rather than any certain and exact knowledge. It is much the same as with those that dwell everywhere, and do remain certainly in no place; such do dwell nowhere at home. And like as in society, we use not the company of all friends, but of some few selected; even so likewise ought we to accustom ourselves to the best books, and to make the same familiar to us; to have them (as we used to say) at our fingers’ ends."

GLIMPSES AT OTHERS.

Ohio has thirty-three colleges.

Boston University has 510 students.

No smoking on the Campus at Cornell.

Harvard is to have a fund for retiring professors.

Leyden, Holland, is the richest Univ. in the world.

They are talking of a National College for girls, in France.

Illinois College is honored with four Egyptian students.

A new tri-weekly paper is about to be started at Columbia.—Ex.

They are revising their statutes at several of the Oxford Colleges.

Co-education is the order of the day. Vassar must admit boys.—Ex.

Wm. H. Vanderbilt has lately given another $100,000 to his University.

The University of Michigan has a course of Sunday afternoon lectures.—Ex.

At Harvard you can get rooms for $450.00 a year, and furnish them to suit yourself.

The College of the city of New York is intending to issue a new edition of "College Songs."

The students and members of Edinburgh are intending to erect a memorial monument to Carlyle.

Dr. Peabody has resigned his chair at Harvard. His resignation takes effect at the close of the present year.

The average age at entering American colleges has changed within a century from fourteen years to seventeen years.

The University of Pennsylvania is arranging for a sub-Junior year, thus making the curriculum extend over five years of study, instead of four years.

Mrs. A. T. Stewart and Judge Hilton intend to build a College at Garden City, Long Island. It is to be unsectarian, co-educational, and to have an endowment of $400,000.
THE COLLEGE INDEX.
Published by the Students of Kalamazoo College.

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EDITORS:
WM. H. PALMER, A. L. BRADLEY, J. W. TANNER, I. O. CHAPIN, A. N. KEMMIS.

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EDITORIAL.

A number of papers are sent to the College Library, but the only Baptist paper published in the State does not appear there. Why?

A large number of subscribers for the INDEX have not paid for the present year. It would be an accommodation, which would cost our subscribers no extra trouble, if they would send the necessary half dollars to J. W. Tanner before he requests delinquents personally.

Changing the pitcher’s stand to fifty feet from the home plate will give more advantage to the batter, and so make a game of base ball more interesting to most of the spectators. Most people like to see good batting and “out fielding,” but for some time the pitcher and catcher have played the game.

We understand that arrangements are being made to furnish all necessary entertainment for Commencement visitors. Our friends are welcome. All who are expecting to attend Commencement this year would confer a favor should they send their names to the Financial Secretary before Commencement week.

We would again respectfully call the attention of the students to our advertising columns. We have one of the largest and, we believe, one of the best lists of advertisers in college journals, and we hope that these advertisers will be correspondingly well patronized. We can cheerfully recommend to the students these advertisers as worthy of their whole patronage.

We believe that one of the evils of school life is the breaking up of school years which so many make. It is an evil to the school; it breaks up the classes more or less, and is a disadvantage to the teacher. It is an evil to the student: his school work is not a complete whole, and he must either “make up” or “fall back.” If he does the latter, he loses time; if he does the former, he loses the benefits of the class room. He loses when you compute the aggregate of his life work. The reasons which will counter-balance these reasons must be very serious ones.

A long and greatly felt want is about to be supplied. Kalamazoo expects to have an Opera House. This must be most grateful news to her citizens and friends, and it must be somewhat strange news to strangers that she so much needs one. The village of Kalamazoo, with its intellect, culture, taste, enterprise and refinement, and the order of entertainments she supports, hardly corresponds with Union Hall. We are very certain that every student, who has attended a first-class entertainment at Union Hall, will rejoice that some better hall is promised in the near future.

The present INDEX Board will soon lay aside its pens, but expects to know first to whom it shall resign them. The next board ought to be carefully and intelligently selected. Men of enterprise and ability are needed, and the college classes can supply them. But there is to be, we suppose, only one Editor in Chief, and, therefore, only one needs to be elected. The assistants should be chosen with reference to the positions they shall occupy. If this be done, and the Board is not broken into there is no reason why the INDEX should not exert a larger influence than it ever has exerted.

Reference has been made, by a communication in a previous number of the INDEX, to surplus funds accruing to the INDEX. The question as to how to dispose of these funds is one of some importance, and deserves careful but immediate attention. Numerous plans might be suggested. But what is the best plan? This is the question to be settled, and it ought to be settled as soon as possible. The money should be made to do the most possible service to the students who control the INDEX. It might go for the improvement of the paper itself, or for some other interest of the college students.
The days are again long and tedious. Ill-gotten lessons are apt to be the order of the day. Little work is done, and even that brings little inspiration. Now, we would like to ask if it would not be better to have schools closed earlier. Might we not spare the month of June, say, from the school year to advantage? Little good work is done in the spring term. When the warm days come in April, and the student thinks the thermometer is going up for three more months of school, he begins to be very saving of his strength. Are the aggregate results of the spring term's work the best under the present system? A shortening of this term would also make a good education more easily available to the large and excellent class of students who must assist themselves.

The committee appointed to secure the lecturer for the literary societies for Commencement have succeeded in securing Rev. P. S. Moxom, of Cleveland, Ohio. The choice is a good one, and many personal friends of Mr. M. throughout the State doubtless will eagerly seize this opportunity of hearing him. Mr. M. was formerly a student at Kalamazoo, after which he spent about a year at Shurtleff college, and then took a Seminary course at Rochester. Before entering the Seminary he had been pastor of two Michigan churches, he preached throughout his Seminary course, and since then has preached with marked success to the First Baptist Church of Cleveland. He is a man of fine presence, of more than ordinary ability, an earnest student, and a voracious reader of the best literature. A good lecture may be expected.

A large number throughout the State are making our Commencement one of their regular yearly entertainments. They lay plans and look forward to this occasion as one of pleasure and profit. The class of persons who attend these exercises appreciate entertainments of a high order, and in the past their standards of merit seem not to have been too high. Shall they be disappointed this year? If they are not disappointed, let it be remembered that high attainments must be made, and that means that much hard work must be done. It is now none too early to begin preparation for that occasion. Long and thorough preparation brings its reward. It could be seen easily in the past that each one who began early his preparation for this occasion had been a gainer. Again, many have no other opportunity of judging the College; let them see us at our best.

One of the objections which has been persistently urged against the study of Latin and Greek is that it takes so much time and so little is accomplished. If these objectors would remember that native Englishmen hear, talk and read the English language throughout each day for more than a dozen years before they can well read English classics, their objection would have less force with the objectors themselves. No doubt some improvement might be made upon the old method of teaching the languages, but not for the reasons sometimes urged. Some changes bring very apparent good, but sacrifice more than the value of the gain. The study of languages brings benefits which are desirable, and, perhaps, of equal value with readiness in translating and fluency in conversing. Because these benefits are not on the surface, and, hence, are not apparent to all, they are overlooked by some and not appreciated by others. But if one contemplates a change, these benefits ought to be considered.

The Inter-Collegiate Society Association now forming is thought by some to be a resurrection of the old Inter-Society Oratorical Contest Association. By such its days are numbered and its mission foretold. But this is an error. The only sense in which it is like the old Association is that it proposes to hold an annual meeting, during which there may possibly be a contest in oratory, and that most of the Societies composing the old Association are interested in the formation of the new one. It is expected that the new one not only will be stronger in numbers but will offer a broader field for activity and improvement. While the Association, we understand, has plans at present matured sufficient to warrant a test of the project, it does not intend to restrict its scope so as to exclude any avenue of action either intellectual or social, which at any time may seem feasible. What lease of life the Association may have, it is quite impossible to say. The brief life of the old one furnishes no criterion for judgment on this point for several reasons. As before stated, the aims of the Association are not confined to oratory, much less to prize contests. To secure benefit from the Association does not necessitate the winning of prizes nor the disheartening effects of unsuccessful competition, two unfailing sources of schism in every competition where prizes are involved. It is further certain in the light of past experience that none of those Societies composing the present Association which were connected with the former one will ever seek an honorable death for the Association by allowing its control to pass from the Societies to their respective Colleges.
EDITORS' TABLE.

Mr. Editor:

As Commencement approaches, the question arises, "Are we going to have a field day this year?" If so, there ought to be a general understanding of the matter as soon as possible, so that our field sports can at once be planned with a view to making a creditable appearance in June. We ought not to allow ourselves to be indifferent on this subject. We ought not to count too carefully the cost of the effort when by a little exertion we can add an entertaining feature to commencement program and show that we are not asleep. We have abundance of material among us which is only waiting to be employed in a variety of ways on the field, and we think the announcement that we will have a field day at Commencement would put enthusiasm into this material and make the enterprise a success. Students, look to your laurels in the field and give your friends a surprise and treat this year which they will not forget. Let us have a day of activity!

Respectfully yours, C.

Mr. Editor:

DEAR SIR:—Will you please allow me, through your columns, to address the students of Kalamazoo College?

It may not be generally known, yet it is none the less true, that the present and preceding board of editors have not only continued to enlarge and improve our paper without increasing the price, but have gathered a surplus sum of money. This money at present is idle. How shall it be used? Some have proposed that we turn it over to the library fund. It seems to me that it ought to be used for the benefit of our college paper, and nothing else. Shall it be kept to meet some contingent deficiency produced by the mismanagement of a future board? This would be offering a premium to incompetency. In a recent number of the INDEX it was proposed that the money be used to encourage literary contributions of a higher type. We "second the motion."

As to ways and means, we suggest that the President of the College and the Editor-in-Chief have the fund in charge; that the prizes be two—one given to the writer of the best article in prose, the other to the writer of the best poem; that the award be made by three judges: one chosen by the faculty, one by the board of editors, and one by the college students; and that competition be limited to actual students.

Yours respectfully,

AN OLD SUBSCRIBER.

Kalamazoo, May 4th, 1881.

THE COLLEGE INDEX.

THE PRESIDENT'S ILLNESS.

The trouble, which President Brooks had with his head, seemed to have grown much better when our last number was published, but his rheumatism troubled him very badly, even into the present term of school. He appeared in Chapel two or three mornings, at the very beginning of the term, but was evidently overtaxing himself, and was soon confined at home, where he heard his classes for a week; but was then obliged to cease from even this labor, until warm weather came and his rheumatism improved. During the past two weeks he has constantly performed his regular duties, but has not yet recovered his wonted health. His ambition has, we fear, sometimes gotten the better of his judgment, but it is now hoped that he will continue to improve.

THE JANITOR.

Mr. O. M. Colman, who has so faithfully served as college Janitor for the past three years, has left us. He has gone to "subdue the earth" near Ionia of this State. He carries with him a token of regard from the students. W. G. Clark conceived the plan of passing a subscription paper among the students and purchasing a present or giving the money thus collected in the form of a purse. The idea seemed to recommend itself to the students, and Mr. Clark succeeded in collecting about $29.00 for the purpose. On last Wednesday evening a good-sized crowd took peaceful possession of Mr. Colman's house, and W. G. Clark, with a very appropriate speech, presented Mr. Colman with a pocketbook, inscribed by Mr. Goodman, "From Your Friends in Kalamazoo, May 4th, 1881," and containing a double eagle, a $5.00 gold piece and $2.25 in change; also a note, expressing appreciation and regard for the recipient, and signed by over fifty ladies and gentlemen, being the names of those who had contributed to make up the purse. Mr. Colman responded in a very happy speech. Some college songs were sung, Mr. Johnson rendered a couple stanzas of "O! Dem Golden Slippers," and the party dispersed, feeling that their call had been one of pleasure and profit. The gift expresses the students' appreciation of Mr. Colman's obliging acts, and the cheerful and faithful way in which he has performed the thankless task of Janitor. He eminently merits the token. He will long be remembered and highly respected by the students who knew him best.

Can you improve upon Horace, B.?
Try, and see; try, and see.
Is there no friend to inspire thee?
Write to B.; write to D.
ACCIDENTAL AND NOT ACCIDENTAL.

The boys are getting spring suits.

Have you seen the new foot-ball?

Are we to have a field day in June?

How lame after the first game of ball.

Just in the midst of the heavy work of the term.

Foot ball seems to be the game so far this spring.

What! Only three weeks before Senior vacation?

Classes rather fuller than usual in the spring term.

Chapel orations for the term will commence May 9th.

Wonderful, how the college boys and girls enjoy socials.

Bundaged fingers tell that the boys have begun to play ball.

As the warm weather draws near, picnics are much talked of.

The Commencement this year promises to be a very interesting one.

Do you expect to take the Freshman prize this year? Y-e-s, I d-o-o-o.

Wednesday afternoon prayer meetings have been held this term.

The fellows insulted winter by wearing straw hats on the 18th of April.

The Monday evening prayer meetings have been very interesting this term.

The Freshmen are wrestling with Geometry, under the direction of A. Hadlock.

'S1 has the following class officers: President, W. H. Palmer; Secretary, Miss S. Butolph.

Where is the President of the Gymnasium Association? Let us have a meeting and go to work.

The boys passed around a subscription paper and purchased a new cistern pump for the dormitory. Well done.

A Freshman said: "There was only one man in the coach, and he was on the outside, enjoying a moonlight ride."

We will have a new foot ball in a few days, and then we fear there will be more limping done than there is now.

The class in Modern English Literature, under Mr. Dean, is very much interested. They are, indeed, enthusiastic.

A College nine and a Preparatory and Union School nine are talked of for base ball. Why don't they organize?

Teacher in English Literature: "I do not enjoy the work because the plot is so poor; in fact, there is no plot." Young lady, in astonishment: "Why! didn't any one get married?"

'S3 elected the following officers, none of whom are in school at present: President, Frank Orcutt; Vice President, Miss Cora Roberts; Secretary, Miss Mary Andrus; Treasurer, Will Ely.

Be careful how you tell your own secrets. The local editor might tell two or three good jokes that would make somebody blush.

The boys at the dormitory desire to express their gratitude to the Sextette who serenaded them on the evening of April 22d.

We give the date assigned to each Orator and Essayest. Be prepared on the day assigned you. We dislike to be disappointed.

The officers of '82 are as follows: President, Wm. Otjen; Secretary, W. A. Anderson; Treasurer, J. W. Tanner; Sexton, D. P. Sheldon.

Some one misrepresents the class of '84, by giving as their badge a skull and cross-bones. We think that would be more appropriate for '83.

The following are the officers of class of '84: President, L. Cooney; Vice President, C. H. Gleason; Secretary, Blanche Peck; Treasurer, H. B. Wood.

It is suggested that the next time the Euros give a social, the whole building be lighted. Their room is not large enough, as was demonstrated at the last social.

Some of our students have made a contract by which they will be provided with a permanent boarding place during their stay in college, and longer. It is a novel scheme, relieving them of much inconvenience. We wait impatiently to see its practical workings. If it proves a success we will publish it in full for the benefit of other students.

The boys are very enthusiastic over the forming of an Orchestra in the College. They have organized a Society and a committee are now at work on a Constitution and By-laws. Prof. N. R. Stanton, of whom many of the number are taking lessons, will direct the Orchestra.

We hope to have orchestral music furnished by our own Orchestra at Commencement.

The following are the dates assigned to Chapel Orators and Essayest: Bradley, May 9; Miss Butolph, May 10; Miss Montague, May 11; Palmer, May 12; Powell, May 13; Anderson, May 16; Otjen, May 17; Sheldon, May 18; Tanner, May 19; Clark, May 20; Barber, May 21; Miss Barney, May 24; Boyden, May 25; Britton, May 26; Chapin, May 27; Clough, May 30; Ely, May 31; Fletcher, June 1; Fuller, June 2; Miss Gibson, June 3; Graham, June 6.

The Editors of the INDEX received a very pleasant invitation to attend the annual meeting of the Inter-State Collegiate Oratorical Association, at Jacksonville, Ill., but had to decline with many thanks. The following was the programme: Reception at the Female College, Banquet, Business Meeting, Three games of Base Ball, Oratorical Contest, Literary Contest between two Literary Societies. An attractive programme.

PERSONALS.

Miss May Bly, of '86, rests at home this term.

'S1. H. W. Powell has recovered and is again in his classes.

George Reese is rusticating this term. He will return next year.
—'82. D. P. Sheldon re-entered his class this term.
—'83. J. C. Anderson left college for business in the north part of the State.
—Mr. John Bishop, who is to succeed Mr. O. M. Colman, has commenced work.
—71. G. P. Osborn is expected to deliver an address before the alumni at the coming Commencement.
—Miss Edith Gibson, who spent most of last term with friends in St. Paul, resumed her studies this term.
—'82. J. W. Tanner has returned from his winter's vacation in Mississippi, and re-entered his class this term.
—Messrs. Hodge and Bradley spent Saturday and Sunday at Niles, a short time since, and formed a very flattering judgment of Niles people and of C. F. Daniels's school work.

EXCHANGES.

Which of our exchanges will be the first to come out in a new spring suit?

In the Niagara Index a happy effort on Speech is appropriately put next to an interesting article on Edmund Burke the great orator. An editorial on the Use of Translations sticks a pin into such students as put their trust in "panacea." We should like to make a quotation from it if space allowed. We are not at all surprised that the Index is sometimes mistaken for this paper, seeing that it has the same name, &c.

The Polytechnic has resurrected that ancient polyglot poem commencing with:

Pena sedet by a hole,
Fortuna sua earn omni solu
Proudere rate.

Fifteen or sixteen years ago, when we saw this poem for the first time, we considered it quite a novelty; but after the lapse of about a sixth of a century, we find we have lost our relish for its familiar lines. The best of it is, that the Polytechnic throws all the responsibility on the Cabinet, which evidently published it as an original piece.

The Campus comes to us from Alleghany College, way down in Pennsylvania. From its name we might expect to find in its columns unusual interest manifested in athletic sports. But such is not the case. After reading it carefully through, we failed to find a single allusion to any out-door sports. There wasn't even any such stereotyped interrogatory as "Where's our nine this spring?" and there was a dearth of those usual carefully constructed exhortations to the foot ball club. One article on the dangers of a college course, points out some of the dangers peculiar to college life, and warns students in a good common-sense way "lest that which is designed for a benefit may prove to them a detriment."

The Reveille, organ of the Pennsylvania Military Academy, presents a rather ferocious appearance on the outside, being ornamented with pictures of shot guns, rifles and things on the cover. The inside however is by no means so formidable. There is a war-poem on the first page entitled Morning, Noon and Night. This, as is usual in the average war-poem is divided into three scenes, the first of which represents the soldiers as fooling around in camp, lounging in unconsciousness of approach-

ing danger. Then comes a row of stars, and the second scene opens up in which a big fight is going on with lots of confusion, etc. After another row of stars the poem is wound up by a third scene which represents the stars rising pathetically up over the field of battle at about a quarter past 8 P.M. The most pretentious article in this number is a paper on National Military Education, in which the writer urges the necessity of uniting to the universal scholastic education, furnished by our colleges, a broad system of national military education.

In View of the acknowledged importance and arduousness of the duties involved in the profession of the editor, we should expect to find a special training and systematic preparation prescribed for those who contemplate entering the field of journalism. The divine, before he is considered ready for the ministry, must devote considerable time to the discussion of theological subjects in addition to his long preparation in the regular literary course. The lawyer, before he can successfully follow the law in its practical workings, must spend long years in considering its general principles. The physician, before he can aspire to the practice, must make himself familiar with the theory of medicine. But the journalist, whose difficult calling would seem to require peculiarly careful preparation, enters on the duties of his occupation without even that preliminary training which is required in less important professions.

American colleges are not doing their duty in failing to provide this necessary preparation. It will be useless to talk about elevating the standard of American journalism, until our colleges shall provide facilities to qualify their business candidates for the editorial chair.

We look upon that comparatively recent institution, the college journal, as destined, under a well regulated system, to become an important part in our universities of a department which shall provide suitable instruction in practical journalism. We anticipate a period when fitting ones self for a journalist, shall imply as much preparation as studying for the ministry or preparing for the bar. We look forward to a time when reviewing college exchanges shall be recognized as a most important means of education for both reviewer and reviewed; and the "Exchange" column, conducted as we should like to see it conducted, filled with live, wholesome criticism on merits or demerits of contemporaries, shall become a school of discipline, in which aspirants for journalistic glory shall receive the needed training to make them successful in future careers of eminence and renown.

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THE COLLEGE INDEX.

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Departure of Trains from Kalamazoo—Corrected May 9th, 1890.

MAIN LINE—WESTWARD.

| Accommodation | leaves | 11:30 A. M. | 9:30 P. M. |
| Local Passenger | arrives | 7:30 P. M. | 13:00 |
| Evening Express | 12:15 | |
| Pacific Express | 7:22 | |
| Mail | 1:15 | |
| Day Express | 2:30 | |

EASTWARD.

| Night Express | leaves | 7:35 A. M. | |
| Accommodation | arrives | 6:30 | 9:33 P. M. |
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| Day Express | 1:15 | |
| New York Express | 7:10 | |
| Atlantic Express | 10:35 | |

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VOLUME IV, NUMBER 6; WHOLE NO. 20.

MONDAY, JUNE 27TH, 1881.

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1880-81
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There are three Courses of College Study, each of which extends through four years. The first, known as the Classical Course, includes the Latin and Greek Languages, and the studies usually pursued by candidates for the degree of Bachelor of Arts. The second, designated as the Latin Scientific Course, includes every study in the Classical Course, except Greek. In this course Greek may be substituted for Latin. The third, the Scientific Course, omits both Latin and Greek.

In the Preparatory Department there are also three courses corresponding to the above, each extending through three years.
SONNET.
I drifted idly all one summer day
Within the shelter of the harbor bar,
And watched with eager eyes the ships, where far
Upon the horizon's edge they bore away.
They seemed as wearied with their harbor life,
The days so like each other dull, and flew
On towards the open sea, as if they knew
A keen enjoyment in its stormy strife.
They were so like to living, hopeful things,
I felt a sympathy with them, and longed
With them to fly my petty daily cares,
To taste the ocean's stern, tempestuous airs,
To visit foreign shores and cities thronged,
And know the joy successful striving brings.

THE DRIFT OF THE AGES.
"A mighty hand from an exhaustless urn,
Pours forth the never-ending flood of years."

The years become centuries; centuries unite to form ages, and the ages drift on toward eternity. You have visited Niagara, and have seen the mighty cataract stayed as it were in its course; transfixed by the magic touch of winter. Standing like a sentinel over the mighty chasm at its feet, it reflects the sun from myriad crystals, at once magnificent and dazzling. Thus from the boundless ocean of time, history, gathering all that is grand, all that is good, and all that is commonplace as well, crystallized it into a form of enduring beauty. The study of this glorious image is exalting and ennobling; here alone is the mortal permitted to gaze on immortality.

There are two ways in which this study may be pursued. We may examine it minutely, taking it part by part, until we arrive at the knowledge of the whole; or comprehensively, considering it as made up of separate entities, separate, yet each acknowledging its dependence on the others. It is in this broader view that we desire to look for a moment at history: not delving among the ruins of the ages for facts and events, but directing our eyes upward in search of the principles that are "towering o'er the wrecks of time." It is a careful study of these principles that constitutes the true science of history. A question meets us at the outset: How shall we divide time into ages? Where shall each age begin, and where end? We answer, ages are marked by principles. Each age must have within itself an all-pervading influence or idea which characterizes and distinguishes it from all others. This idea may expand and develop, another influence even destined to be its successor may co-exist with it, but whenever a controlling idea ceases to be such, the age is ended. Applying this test to history we may discover the length and character of the ages.

From the earliest records of which we have any knowledge, we learn that primitive man was rude and barbarous. He wandered over the face of the earth, with no fixed habitation, scantily clad, scantily fed. On the superiority of his physical powers over the savage strength of the beasts around him, depended his very existence.

When the desire for society arose and men gathered themselves together in tribes, their chief was universally the strongest man. The same idea existed, later, in the political institutions of Greece and Rome. He who could command the most legions could rule the nation; the most powerful nation ruled the world.

A spirit of freedom arose, but absolute power bound this Prometheus in adamantine chains, there to languish till another age should set him free. The terrible sufferings of that persecuted captive are the birth-pangs of a new age. Silently, steadily the child grew, awaiting the hour of its deliverance.

Early in the sixteenth century a way-worn pilgrim enters the gates of the eternal city. Beside him moves the ghost of the dying age: above him hovers the spirit of the new. A great thought fills the mind of Luther, a thought destined to be a controlling and all-pervading influence in all nations. Might no longer is supreme, the captive is free and king! Intellect has subordinated physical strength; freedom of thought is everywhere proclaimed. Intellect has wrested from nature her most cherished secrets and given them to the world. It has reared vast monuments of architectural skill, which shall endure for centuries. At its command the earth has laid bare her treasures, and the heavens have torn away the veil of mystery which had so long enshrouded them. Systems of philosophy and science have been founded and mighty empires reared on the firm foundations of law. The domain of knowledge is as infinite as the universe, but the energy of reason is still onward! and the goal of yesterday will ever be its starting point to-morrow. In that age we are permitted to live. In all its labors and all its rewards we are privileged to share.

History, then, shows us two ages—the first the age of might, in which brute force was the predominant power. With the aid of its twin companions, superstition and ignorance, it held its victims in the most abject servitude. As the age drew toward its close, the coming idea gradually developed, until at the dawn of the second age it burst its chains and assumed its true dignity.

What shall we say of a future age? Has man reached the ultimate of his power? Are there not possibilities of being, higher and nobler than those we see? Gradually a new idea has been entering our being—the supremacy of the spiritual. Yes, this will be the power of the new age.

Under its sway civilization will rise to heights unknown to former ages. War will cease and the nations will dwell together in perfect unity. There will be forms of giant strength, intellect capable of comprehending all knowledge, but surpassing all.
transcending all, will be men of lofty moral character. On the threshold of that bright age we stand to-day. Broad that threshold may be, but it surely leads to earth's last and greatest age. It may not be ours to halt its advent, but though we sink from sight, the drift of the ages will bear us onward and upward, until we reach the shores of another age, more glorious than the highest and best of earth's possibilities.

F. M. H.

The Baccalaureate Sermon.

On account of the illness of President Brooks, the Rev. S. Haskell, D. D., of Ann Arbor, was invited to deliver the Baccalaureate Sermon. The choice of Dr. Haskell, in this emergency, was a good one.

Dr. Haskell took for his text the great commission as found in Mark xvi: 15-16. Whether Mark wrote these words or not may be disputed, but that our Savior taught their doctrine is beyond question. The words assume that man is lost. Some dispute this position. We do not answer their objections, but we take our stand on the platform which Christ laid down. "He that believeth and is baptized shall be saved." Neither the one who wholly does away with baptism nor the one who makes baptism everything is right, but faith and baptism go together. They are complements of each other. This is not the faith of the wayward son who believes his parents can save him, but says, "I will not obey them;" it is the faith of the son who says, "I will accept my parents' proffered help and abide by their counsel." Man is condemned not for another's sin, but for his own sin. It is all right to practice the law or medicine, to teach or to engage in business, but this should not be all; it is the duty of every Christian to preach the Gospel; and do not the lives of men, whether ministers or laymen, who have made it their special duty to preach the Gospel, inspire us to like consecration?

Dr. Haskell spoke without "notes," and held the attention of a large and appreciative audience for about one hour.

The Society Lecture.

The annual address before the literary Societies of Kalamazoo College, was delivered on Monday evening, June 20th, by Rev. P. S. Moxom, pastor of the First Baptist church of Cleveland, Ohio.

After referring to pleasant memories of former life here as a student, Mr. Moxom passed to the consideration of his theme, "Every man a genius." In a very happy manner he defended his subject from the charge of dogmatism, admitting however its ambiguity and indicating the advantages gained by

it. His wit and pleasing manner at once won his audience, and put his hearers in good humor.

Not that every man is a genius, but every man may possess the essential qualifications of genius. Genius has been variously defined. Literature abounds in different definitions; but no definition expresses the whole truth. Genius is the power to work—a power to accomplish results. Genius does. No man can succeed without the ability to perform hard labor. Genius largely consists in the power to adjust efforts to obstacles. The energy of genius manifests itself in two directions, one the creative in art and literature, the other the practical in business projects. All may not be geniuses in the common acceptance, but all may be in spirit and determination. "The fault, dear Brutus, is not in our stars, but in ourselves that we are underlings." Every man who does his best, has done all that genius can do. There can be no higher success. Young man or woman, God has given you carte blanche on the future.

The speaker passed by the moral conditions of genius; not because they were unimportant or unessential. They are vital. Character is to work as the stroke to the echo. Character alone endures. The worker is forever superior to the work. Mr. Moxom enumerated three things essential to success in life—without which genius is worthless—work, concentration and fitness.

Each of these points was emphasized and illustrated with a wealth of example and precept, which fastened them firmly in the minds of the audience.

Sydney Smith said, "Let every man be occupied." The motto of Reynolds was, "Work! work!! work!!" Cecil said of Raleigh, as conveying the highest compliment, "I know he can toil terribly." Talk or noise is not work. Nothing can compensate for hard, earnest labor.

Work gives facility and ease of action. It has been said of the sunset that nature makes it so beautiful because she makes it so often. Faithful labor gives command of details, which is essential to success. Success proportionate to toil is the permanent equation of life.

Men of grand possibilities often fail from the lack of concentration. The promise is infinite, the result infinitesimal. The old proverb, "Beware of the man of one book," recognizes the value of concentrated, thorough work.

Fitness is an essential characteristic of genius; there is a large waste of power due to the lack of it. Men are often like a round stick in a square hole. Do not spoil a good farmer to make a poor minister;
but find what you are best fitted to follow, work with your whole strength, and success is sure.

It would be difficult to find a theme more appropriate to the occasion, and Mr. Moxom's treatment of it was excellent.

The societies feel under deep obligations to him for this fine, instructive lecture— instructive not only in its thought but also in the delivery of it. The commanding presence, musical voice, and excellent modulation of words, render Mr. Moxom a very pleasing speaker, and his words here will not soon be forgotten by his auditors.

The Banquet.

At the conclusion of the lecture, the Alumni and their friends to the number of about one hundred and seventy-five, repaired to the Burdick, and after a half hour's social the work of the evening began. The doors of the dining hall were thrown open and in a trice the multitude were seated. After Rev. W. W. Hammond, of Detroit, had invoked the divine blessing upon the occasion, the clatter of knives and dishes told that the engagement had begun along the line. Mine host Badger had provided a sumptuous menu and the guests did it ample justice. The engagement lasted for thirty minutes, when the feasters began to lose their appetites. Then the great beakers of sparkling sentiment, the sweet discourse, the banquet of the mind began. Rev. A. E. Mather, of Portland, than whom no jollier toast-master ever ruled the board, opened the ball with a few witty words, and introduced President Brooks as the spokesman of the "old lady," as he described our alma mater, with a shocking lack of reverence. Dr. Brooks responded, in an affectionate way, welcoming all the children back to the arms of the said "lady."

Mr. A. Trowbridge, of Detroit, was next called out and spoke earnestly and eloquently on the past history and future prospects.

Mr. W. H. Palmer responded to the toast, "The Class of 1881."

Mr. R. C. Mosher, speaking of The College Index, said it was intended to be a connecting link between the college and the alumni, and exhorted the alumni to subscribe for it, pay for it, and write for it.

The "Alumni" found a strong advocate in the person of Mr. Chauncey Strong. He said that our College was the first to admit the gentle sex into full fellowship, and now the idea was growing in favor all over the land.

Rev. Dr. Graves, of Grand Rapids, spoke at some length on "The Trustees of Kalamazoo College." He said that for years the trustees had stood at the helm during storm and shine, and had labored long and faithfully for the best interests of the institution. The Dr. spoke eloquently and carried his hearers with him.

Rev. P. S. Moxom responded to the last toast of the evening, "Our Sister Colleges." A ready flow of language, a pleasing voice and interesting manner made this an ideal response.

Shortly before midnight the guests returned to their homes well satisfied with the evening's entertainment.

The Freshman Contest for the Sherwood Prize.

Francis W. Beals, of Plymouth, secured the first prize, and Luke Cooney, Jr., of Salem, N. Y., the second. The following is the programme:

MUSIC

Prayer.

The Fire Fiend,—Gardette. Francis W. Beals, Plymouth. Horatius at the Bridge,—Macquoy.

Luke Cooney, Jr., Salem, N. Y.

Where Should the Scholar Live?—Hilliard.

Benjamin M. Des Jardins, Port Crescent.

Great Britain and America,—Newman Hall.

Charles A. Fletcher, Kalamazoo.

Music.

Order for a Picture,—Alice Carey C. H. Gleason, Hadley. The Ancient Classics not Perfect Models,—Summer.

Charles M. Holmes, Kalamazoo.


Music.

On Board the Cumberland,—Bober.

William A. Luby, Kalamazoo.

The Sublimity of the Bible,—Hubery.

Frank C. Marshall, South Haven.


Christian Citizenship,—Phillips.

Barton J. Yates, Philadelphia.

Music.—Hoyt.

The usually large assembly was in attendance.

Many count these the most interesting exercises of commencement week, and all agree in expressions of favor. Eleven out of a class of twenty-three competed this year. Although only two could be rewarded pecuniarily, yet we believe all felt amply rewarded for their work, to see the programme so creditably carried out.

We can not enter into detail. Some of the speakers excelled in one direction, and others in other directions. It was a close contest, and there were a variety of opinions respecting the claims of some of the speakers.

One word we would like to say to this class and to all: Do not be afraid of speaking too loud. Some speakers were heard with difficulty in the remote gallery.

Mr. Hoyt executed two enlivening selections on the organ. Other music consisted of a violin trio by Messrs. Kemnis, Lounsbury and Pratt, and a song by college students.
THE COLLEGE INDEX.

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EDITORIAL.

Through the mistake of some one, the initials of the writer of the prose article on George Eliot, in the last number of the INDEX, were omitted. C. M. S. should have been at the bottom of that article. We desire to beg Mr. Stuart’s pardon as publicly as the omission has been generally noticed.

The choice of the incoming board of editors, we think, was wise. There is opportunity to fill the several positions to good advantage. There ought to be harmony and successful work with the talent which it commands. We think it quite possible for the INDEX next year to surpass any previous volume. For it we gladly bespeak our readers’ cordial confidence and support.

The past year has been one of prosperity at Kalamazoo College. The health of the students has been, for the most part, good; the religious interest has been deeper and more effective than for some time past; and the finances of the College present an encouraging aspect. These are sources of gratitude and inspiration. Will not friends make the facts more encouraging? We received an encouraging answer to this question on Commencement day. Still there is room for more.

The catalogue of graduates of Kalamazoo College from 1855 to 1880, and of Kalamazoo Theological Seminary from 1851 to 1856 is out; and it presents a very handsome appearance. It gives a condensed history of each graduate in the chronological order of the classes. Much trouble has evidently been taken in preparing this Catalogue, and it will be of much interest and value to graduates and friends of the College. We notice, however, that the class of 1880 is catalogued as the class of 1881.

The American, a paper published in Philadelphia, has opened some liberal opportunities for the students and graduates of American colleges. It offers $1,500 in prizes; two sets: one open to students in American colleges; the other open to graduates of American colleges. The prizes are to be awarded for the best special essays, the best editorials, and the best poems. Subjects not limited. All unsuccessful articles, reaching a certain standard, will be paid for at regular rates for publication in the American. For full particulars, write (with stamp) to W. E. Balch, Philadelphia, Pa., Box 1690.

Another volume of the INDEX now rolls up, and another editorial board retires from its “arduous duties.” How well those duties have been performed we permit our readers to judge. Whether we have accomplished anything worthy of the effort and of the INDEX, we leave with others to decide—we ask no indulgence—we make no apology. The work has been at once a pleasant and profitable task, and we have striven to make its results the same to others. We sincerely thank our friends for their patronage, and the Kalamazoo Publishing Company for the neat and careful manner in which they have executed their part of the work.

We trust that some will come back next year with a determination to do better work than they have done this year. While one is in a preparatory school he may be made to do his work; for, besides failure, he will suffer the disgrace of standing on the floor, or of taking a flogging. These things are resorted to while disciplining children, but when one has gotten to be a college student these incentives are dropped, and the student is thrown upon his pride, ambition, or sense of duty. He is supposed to be beyond the need of special punishment to make him study. If he is not, he is out of place in college—and we find some out of place. A college course ought to mean something more than four years’ study and a diploma; it ought to mean hard, faithful work, and scholarly attainments; it ought to mean far higher ideals of scholarship than previous study brings.
We have received from L. H. Rogers a copy of "Bird's Eye Views" of the English language. For the purpose for which it was gotten up, it is not so small a view as it might have been. A sheet 22 x 38 inches is crowded with information for every day use, printed in pearl type. We have rules for spelling; rules for punctuation; rules for the use of capital letters; rules for capitalization; 2,000 words of similar pronunciation; 20,000 synonymous words, and 25,000 common words correctly spelled. The sheet represents much patient toil and no considerable expense. It has some disadvantages, but is desirable for the place of business, and an accomodation at the private writing desk. Price 25 cents. L. H. Rogers, 75 Maiden Lane, New York.

Since writing a notice of the American's plan for prizes for college students and graduates, we have received the conditions on which the prizes are to be awarded. Each article will have a chance to win one of four prizes which range thus: $100, $75, $50, $25. The conditions are favorable, and, for the most part, good. But we would adversely criticise the conditions in three respects. In the first place, the poems, which "should be shorter than 33 lines," are limited to a very proper length, but the limit is out of proportion with the limits of essays and editorials. In the second place, the editorials, limited between 1,000 and 1,200 words, and the essays, limited between 1,700 and 1,900 words, have, if not too narrow, too high limits. We think it would have been better if all four of these limits had been cut down, or, if not all four, at least the 1,700 and 1,000. Some cannot do themselves justice in such long articles, and that "some" includes much of the best ability in our colleges; or, dropping that objection, length is a fault among writers generally, and should be discouraged in every possible way, if for no other reason, because people will not read long articles. If the American wishes to foster ability for journalism, it could have scarcely made a better point than to encourage the writing of short, concise articles.

In the third place, the conditions for the essays, while they are good, do not go far enough. Besides the one already mentioned are these: "Subject, any American (subject). In awarding the prizes, regard will be had to grace and elegance of style, artistic treatment of topic, originality." Unity, perspicuity, soundness of thought—the three most important things in all writing—are wholly left out, according to the conditions named in the circular. The conditions for the editorials are good; and, we think, some Kalamazoo children might well compete there.

The Graduating Exercises.

The exercises of commencement day have perhaps never been better and pleasanter than the present year. The weather was the best ever afforded, the audience large and cultivated, including a larger number of our friends from abroad than usual, the music the best we have ever known, and the performances of the candidates for degrees creditable in the highest measure, both to themselves and the institution sending them out. The only particular in which the accessories of the occasion were lacking was the floral decorations of the church, which had not been provided for this year, as usual.

The offerings of bouquets for the speakers were abundant and beautiful. One little circumstance deserves attention for its exhibition of thoughtful kindness. A lady who was interested in the College, thinking that the graduates would be bountifully supplied, and that the members of the orchestra might be neglected, prepared a bouquet for each of the latter, and sent them up after the second piece.

The orchestra of twenty-one pieces, which furnished the music, considering the fact that it has existed but four or five weeks, did wonderfully well. Everyone was pleased and is praising it. The young gentlemen who played the instruments, as well as their leader, Prof. Stanton, deserve great credit for the earnest way in which they worked for success, and the degree of it which they won. The pieces rendered by them during the exercises were Strength of Union, march; La Traviata, by Verdi; Happy time of Youth, waltz; and Congress waltz.

After the prayer by Dr. Graves, of Grand Rapids, and the opening piece of music, the following programme was carried out:

The Stoic Philosophy............Henry W. Powell, Ionia.
The Paradox in Perfect Character.....Helen C. Montague, Kalamazoo.
The Life of a Recluse not the True Life,.....Sarah Buttolph, Kalamazoo.
May We Know there is a God?........William H. Palmer, St. Johns.
Independent Thinking, with valedictory address,.....Albert I. Bradley, Battle Creek.

"Live according to Nature, and in all things be governed by reason," is the formula, Mr. Powell said, which has always stood for the Stoic philosophy. At first thought it seems to us that nothing could be nearer the right. But the Stoic philosophy must be measured by its results, and by the interpretation which its disciples put upon its utterances. Mr. Powell claimed that the Stoic philosophy provides for but a part of our natures, exalting pure intellect to the neglect of better qualities of our minds. Its ends are incompatible,
The sensible cannot be deadened without a corresponding injury to the intellect, and bad effect on the power of moral discrimination. We look back upon Stoic philosophy, not as a helpful guide to thought, but as a relic of the past; look back upon it as we would upon the bastile or the castle of Chillon, with hearts filled with regret that so many noble spirits have been confined within its gloomy walls, yet glad that it has been overthrown, and that whatever of truth was in it has been used in less romantic but more useful structures for living men.

Miss Montague’s paradox was the presence in a perfectly successful character of the two seemingly incompatible elements of humility and self-esteem. At first thought one may say there cannot be humility and self-esteem united in the same character. It carries an absurdity and inconsistency on its very face, but a second thought will lead one to see that the paradox is only a seeming one: that a man may have both elements, and must have them if he rise in dignity and self-esteem.

Miss Buttolph began with a reference to the monastic recluses who sought a closer relation with God by leaving the society of their fellow-men, and leading a life of solitary meditation, thus condemning themselves to failure by ignoring the Heaven-given faculties which demand society to exercise them. The failure of the monastic system may be illustrated by the lives of a few of the most celebrated men who have lived in this way, as St. Symon Stylites, who is remembered by what he has done—and that is nothing. In our own age there is a spirit of exclusiveness akin to monasticism. We are too much afraid to mingle with those below us. Not such was the example of Christ. He associated with even the vilest, and purified them by his influence.

Mr. Palmer spoke of some who claim that we cannot certainly know that there is a God, and refuted the position by showing that the knowledge rests on better grounds than most moral evidence whose conclusions even Mr. Ingersoll would accept: propositions resting on such evidence may be perfectly trustworthy. Some one may say that the phenomena by which we discover God may have come by chance. But the explanation is entirely unsatisfactory, since against the one possibility of its being true there is an infinite number of adverse probabilities. We may know that a God exists by reason of the phenomena which can spring from no other source. The evidence of God’s existence appeals with unequal force to different minds, as does the demonstration of a proposition in geometry, and those minds are most trustworthy in this matter which are most strongly affected with its power.

Mr. Bradley said that the power of thought is the motive power of the ages. While the brute creation has existed and fulfilled its mission since the creation it has exhibited no upward tendencies, nor has the physical part of man. But man’s mental endowments render him capable of unlimited advancement. It is this grand possibility of mental improvement that places man so infinitely above the brute. But while all men are endowed with the power of thought, all are not independent thinkers. An independent originality of mind is necessary to a great mind. This independence is not a gift, nor is it easily acquired. When attained it promotes self-reliance, but never encourages arrogance. It has substituted true philosophy for bigotry, self-reliance for hero-worship and demagoguism.

Mr. Bradley’s valedictory addresses were brief but full of feeling, and had the ring of thorough loyalty to alma mater, and all her interests.

The degrees conferred on the graduating class were, on Albert Isaac Bradley, William Herbert Palmer, and Henry William Powell, the degree of Bachelor of Arts; on Miss Sarah Buttolph, that of Bachelor of Philosophy; and on Miss Helen Curtensius Montague, that of Bachelor of Science.

After the conferring of the degrees, which was done in Latin, to the mystification, perhaps, of a large share of the audience, Dr. Brook, according to his custom, gave in English a short address of farewell advice to the graduates. He spoke of the fact that they, as educated persons, must expect to take prominent places in the world of action. There was one thing which he especially wished to urge upon them, that whatever their sphere in life, they should maintain integrity of character, and always be found on the side of truth and right, and that means on the side of God.

These talks of the President to the classes which leave his care must impress every hearer with his thorough earnestness and goodness of heart, and ought to inspire in them a desire to live up to the true nobility of his teaching in service for the world and for God.

Junior Prize Contest.

The “Junior Exhibition” took place at 2:30 p.m. Tuesday, and the young men were greeted by a full house. The following programme was presented:

- Organ Voluntary
- Prayer
- Oration—“The Moral Obligations of Geniuses,” William A. Andover
- Oration—“The Possession of Supreme Power Dangerous to Character,” William Orjen
- Music
- Instrumental Trio
- Oration—“Christianity as Affecting the Policy of Nations,” Dio P. Sheldon
- Oration—“Waste Forces,” John W. Tannen

The prize is awarded for excellence in delivery, without regard to the merit of the oration itself.
which many think to be a mistake. In the present instance the merit both of composition and delivery was quite evenly divided. There was apparent in all the speakers a naturalness and ease of bearing, which always goes far towards the success of an orator, but there was a little lack of that earnestness which comes from the attempt to persuade an audience rather than "to speak a piece." The subject and the audience must take possession of the speaker before he can take possession of his audience.

Mr. Anderson's argument was that Genius, being "an inhabitant of a heavenly world" and bringing with it many indulgences, often leads one astray from real integrity. But genius, although it claims much indulgence is by no means freed from the moral obligations which are common to all. In the chorus of applause this is often forgotten and the most shameless disregard for virtue goes unrebuked. This is forcibly illustrated by the career of George Eliot—lamented, misguided, noble and yet base soul that she was—and by the late reception in America of the courtly actress of France. The speaker justly and ably contended that no one, however gifted or applauded, is thereby freed from the obligation to live uprightly.

Mr. Otten spoke of the wide-spread desire for power as a fruitful source of evil. Power is dangerous to the character of him who wields it, and to the rights of the people whom he rules, as the example of many rulers shows. Character develops best under wholesome moral restraints. Criticism is helpful, flattery is fatal; but the powerful are flattered by all and rebuked by none. Many a man has a bad name in history, who, in a humbler sphere, would have done nobly. Republican sentiment and freedom of criticism robs despotism of its power, and of its dangerousness.

Mr. Sheldon took as an illustration the fact that in nature many powerful forces are invisible and unnoticed, and also that whatever is intended to be enduring is of slow growth. The same is true in history. The barbarian hordes which menaced Rome, and the Mohammedan hosts which swept the East, threatened to overrun the world; but their power has passed away, while Christianity, which grew up quietly and slowly, has been permanent. It has acquired control of the nations, putting right in the place of might, and making justice dominant. It has conquered and outlived the old civilizations and has accomplished what they failed to accomplish.

Mr. Tanner argued that much more of the possible in human life might be attained than is attained. We think this an age of wonderful progress, but vast fields are yet open. How wide these may be none can tell, but they will yet be entered. But little of all the heat radiated by the sun reaches any planet. Can it ever be utilized? So a vast amount of human power is unused. Can it be made available? Perhaps not all, but certainly much may be, and it should be our aim to enter as far as possible into the unattained and utilize as much of our life power as we can.

Such a brief sketch is unsatisfactory but may indicate the main thought of each. The prize was awarded to Mr. Anderson, which seemed to be generally satisfactory.

ACCIDENTAL AND NOT ACCIDENTAL.

—Perfect commencement weather.
—Provisions have been made for a lady Principal for next year.
—Senior Prep. speaking of Kit Carson, "Who was she, any how?"
—The INDEX intends to make monthly visits next year. Good!

A Chicago gentleman hearing the orchestra, supposed it to be a band from Chicago.
—"Got it up your nose, did you?" is the latest remark, when the dear one says, "No, thank you."
—The game of ball, between the college nine and high school nine, was won by the college boys. Score 10 to 7.
—Judging from the interesting conversation of the large crowd, the President's reception this year, was unusually successful.
—Class picnics have been wanting, this spring. There have been a few small ones: one at White's lake and two or three on the river.
—The floral offerings were not so profuse as at the Commencement of '89, but beautiful, and some of the designs were exquisite.
—The following is the board of INDEX editors for next year: W. A. Anderson, H. H. Barber, F. H. Britton, L. Cooney, Jr., F. Johnson.
—A young lady arriving late at commencement exercises, asked of her neighbor, "Has the Orchestra played?"
—"No, the Band played," was the reply.
—The lecture before the Alumni was able, but the subject, the Land Question, seemed somewhat unfortunate for the occasion and the audience.

WANTED.—An opportunity to serve as usher in some popular church for the purpose of becoming acquainted with the young ladies. Address, Senior Prep.

—Both the Sherwood and the Philolexician Societies enjoyed ice cream at the expense of the officers elect. The Philos, however, went a little farther and imposed a little heavier burden on the President elect, which the Sherwoods thought a dangerous precedent to establish.
THE COLLEGE INDEX.

—Eurodelphian officers are as follows: Pres., Jennie Bennett; Vice Pres., Jennie Chase; Sec'y, A. G. Gibson; Treas., Laurie Sterling; Librarian, Ellen Ritter.

—The members of the College Orchestra extend thanks to Mrs. Geo. H. Evens for the beautiful bouquets which she presented them at the commencement exercises.

—Student (looking at the vacant seats), to Prof.— “Where have all the class gone?” Prof. (with a glance at the couples sojourning beneath the trees), “Gone to grass.”

WANTED.—Two Juniors who are experts at wheel locking. Any person giving information of their whereabouts to Downey, 10c. expressman, will be amply rewarded.

—Some of the students failed to come to time in their chapel orations. What was the trouble? Were you not able to write pieces which the President would allow you to speak?

—The north-hall boarding club are indebted to Mr. Frank Johnson for a crate of strawberries, which he brought fresh and fine from South Haven when he returned to Commencement.

—The following officers were elected by the Sherwood Society for the next term: Pres., C. H. Gleason; Vice Pres., J. E. Cheney; Cor. Sec'y, A. G. Fuller; Rec. Sec'y, H. Brownell; Treas., J. J. Bagal; Jan., B. J. Yates.

—The following are the officers elect of the Philolexian Society: Pres., A. N. Kennis; Vice Pres., C. M. Holmes; Cor. Sec'y, F. H. Britton; Rec. Sec'y, J. W. Tanner; Treas., A. E. Clough; Librarian, S. Rozema; Jan., Taft.

—Arrangements have been made for two sets of prizes connected with the Index. The first set is open to graduates of not more than three years standing, together with college students. Full particulars will be given in the next number of the Index.

—The Commencement exercises were very appropriately crowned with pledges to pay off a floating debt of $2,000 within thirty days; also a beginning of $500 pledged by Mr. Harmon Bradley, on condition that the remainder of the debt, $11,000, be raised within a year.

—At the business meeting of the Alumni, among minor matters provision was made at the suggestion of Mr. Hicks, the Treasurer of the Alumni professorship fund, to organize with a charter under the laws of the State, so as to manage the fund more successfully. The officers for the coming year are: Chauncey Strong, '83, of Kalamazoo, President; Mrs. J. W. Hicks, '88, of Plainwell, Vice President; Mrs. H. H. Colman, '74, of Kalamazoo, Secretary and Treasurer. The executive committee consists of W. L. Eaton, '75, H. B. Colman, '75, and Miss Nellie Brooks, '80.


—We give for the benefit of our readers the address of the members of the college classes, for the summer:


'82. W. A. Anderson, Kalamazoo; Wm. Otjen, Evanston, Ill.; D. P. Sheldon, Kalamazoo; J. W. Tanner, Kalamazoo.


PERSONALS.

—Prof. Dean spends the summer in Kalamazoo.

—Instructor Green may spend vacation at Montreal.

—Miss Edith Gibson recreates at Charlevoix, this vacation.

—W. G. Clark will travel for some manufacturing firm, this summer.

—President Brooks and family will spend the summer at Charlevoix.

—Prof. Haskell, after a short stay at Ann Arbor, will go to Charlevoix.

—Si. A. I. Bradley will travel, for the present, for the McCormick Co.

—So was represented by James S. Heaton and C. F. Daniels, from abroad.

—F. S. Goodman, of '84, passes vacation in Toledo as Sec'y of the Y. M. C. A.

—Prof. Hadow has gone to Charlevoix, where he will remain during vacation.

—Instructor Hodge will visit his parents and friends at Janesville, Wis., until the middle of July, when he expects to return to Kalamazoo.

—Mr. C. L. Dean received the degree of A. M., on commencement day and was elected to the professorship of English literature.
Fellow Students, Read these Ads., and be Sure you Patronize those who Help Support your Paper. Think on this.

-We were glad to welcome Mr. and Mrs. C. W. Barber of '79 and '80, to Commencement.
-A. G. Fuller, of '83, passes his vacation surveying with Prof. A. J. Teed, atCadillac.
-Instructor Haskell has been elected to the assistant professorship of Greek, for the coming year.
-Prof. Samuel Brooks, Mrs. Brooks, and family, leave for Massachusetts in a few days.
-78, Mr. A. Hadlock received the degree of Ph. M., last Commencement, and was made Assistant Professor of Mathematics for the coming year.
-H. M. Rose and Chas. S. Wolfe, formerly of '81, returned with their newly found better halves to witness the graduation of their old classmates.
-Pros. Teed and Fish, under whose instruction most of the present college students have been, warmly welcomed among our Commencement visitors.
-'80, C. M. Stuart preaches at River Forest, Ill., and keeps books for some firms at Evanston, Ill. C. F. Daniels has been engaged for another year as Principal of the Niles High School.
-79. R. W. Kane went to Charlevoix some time since.
M. H. Petit supplies the church at Orange Grove, Ohio.
C. W. Barber acts as city missionary, during vacation, for the fourth Baptist church of Chicago.
-Mr. R. C. Mosher of '78, and family, were here during Commencement. On Thursday, June 21st, Mr. M. sustained a creditable examination, and this evening is ordained to the Christian ministry. He settles at Dexter.

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FIRST TERM—
The Blind and Greek Prose Composition.
Livy and Latin Prose Composition.
Olney's University Algebra, Part III.
SECOND TERM—
Pernick's Greek Historians.
Livy and Roman History.
Olney's University Geometry, Part III.
THIRD TERM—
Greek Historians.
Horse.
Trigonometry, Plane and Spherical.
Rhetoric through the Freshman Year.

SOPHOMORE YEAR.

FIRST TERM—
Demosthenes on the Crown.
General Geometry.
French.
SECOND TERM—
Greek.
Chemistry.
French.
THIRD TERM—
Geology.
French.
Calculus.

JUNIOR YEAR.

FIRST TERM—
Sophocles.
Logic.
German.
SECOND TERM—
Juvenc.
Physics.
German.
THIRD TERM—
German.
Modern History.
Physics.

SENIOR YEAR.

FIRST TERM—
Aeschyll.
Astronomy.
Intellectual Science.
SECOND TERM—
Orest and the Navy.
Elucid.
Moral Science.
SECOND TERM—
Political Economy.
Modern Science.
Evidences of Christianity.

Rhetorical exercises begin with the beginning of the Freshman year, and continue to the end of the course.
The Latin-Scientific Course consists all the Greek, and substitutes therefor a course in Literature covering one year. Natural Theology, and a General graded course in History than is possible for those who take the Classical course.
The scientific course omits all the Latin, and provides Zoology, Botany, the Constitution of the United States, Surveying, Astronomy, and the History of Philosophy.

PREPARATORY STUDIES.

The Preparatory studies of the Classical Course are as follows:

FIRST YEAR.

FIRST TERM—
Latin twice a day—Allen and Greenough's Grammar and Jones's Latin Lessons. 
Olney's Introductory Algebra.
SECOND TERM—
Latin twice a day.
Olney's Introductory Algebra.
THIRD TERM—
Greek twice a day.
Olney's Complete Algebra.
Reading and Spelling, and a weekly exercise in U. S. History.

SECOND YEAR.

FIRST TERM—
Greek—Hadley's Grammar and Bole's First Lessons.
Cicero's Orations.
SECOND TERM—
Greek—Hadley's Grammar and First Lessons.
Cicero's Orations.
Olney's Complete Algebra.
THIRD TERM—
Xenophon's Anabasis.
Virgil's Aeneid.
Physiology.

THIRD YEAR.

FIRST TERM—
Xenophon's Anabasis.
Virgil's Aeneid.
SECOND TERM—
Xenophon's Anabasis.
Virgil's Aeneid.
THIRD TERM—
Homer's Iliad.
Cicero de Seneclu.
Olney's Geometry.

Through the second and third years there is a weekly exercise in English.

Besides the above studies, are the following, from which those who omit Latin and Greek may make selection.

FIRST YEAR.

FIRST TERM—
Olney's Science of Arithmetic.
SECOND TERM—
Olney's Science of Arithmetic.
THIRD TERM—
Olney's Science of Arithmetic.

SECOND YEAR.

FIRST TERM—
Avery's Natural Philosophy.
SECOND TERM—
Avery's Natural Philosophy.
THIRD TERM—
Avery's Natural Philosophy.

THIRD YEAR.

French.
Swinerton's Outlines of History.

These are continued through the year.

TERMS OF ADMISSION.

Candidates for admission to any department of the Institution must be of good moral character and correct habits; and if unknown to the Faculty, must bring with them, from their parent or former teacher, testimonials of character. If from other Colleges, certificates of honorable dismissal will be required.

FOR COLLEGE CLASSES.

I.—CLASSICAL COURSE.

Candidates for this course will be examined thoroughly in the following studies; but equivalents for the authors named will be accepted:

1. Greek Grammar.
2. Latin Grammar—Including Ancient Geography, particularly that of Italy, Greece, and Asia Minor.
   Geometry: Parts I and II.
5. Latin—Latin Grammar; four books of Caesar's Commentaries; six select Odes of Quintus; the whole of the
   Enid, with special reference to Parody, or the first six books of the Enid and Cicero de Seneclu; forty-four
   Exercises in Arnold's Latin Prose Composition, or an equivalent in Allen's Latin Composition.
6. Greek—Greek Grammar; three books of Xenophon's Anabasis; one book of Homer's Iliad; Jones's Exercises in
   Greek Prose Composition.

II.—LATIN AND SCIENTIFIC COURSE.

Candidates for this course will be examined in all the studies required for the Classical Course, except Greek, and in place thereof are required:

1. A year's course in French.
2. Natural Philosophy and Physical Geography.

III.—SCIENTIFIC COURSE.

The requisites for admission to this course are the same as for the Latin and scientific Course, except Latin, and in place thereof are required—

2. Physics.
3. Modern History.

IV.—SELECTION OF STUDIES.

Those who do not desire to become candidates for the Degree may be admitted to any class for such time as they may choose. In case they exhibit satisfactory evidence of such proficiency as will enable them to proceed advantageously in the particular studies they propose to pursue.

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September 16th, Fall Term begins.
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