

**ADDRESS ON THE LIFE AND CHARACTER
OF WILLIAM SMYTH, D. D.: LATE
PROFESSOR OF MATHEMATICS AND
NATURAL PHILOSOPHY IN BOWDOIN
COLLEGE; DELIVERED BEFORE THE
ALUMNI OF THE COLLEGE, JULY 7, 1868**

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Address on the Life and Character of William Smyth, D. D.: Late Professor of Mathematics and natural philosophy in Bowdoin College; delivered before the alumni of the college, July 7, 1868 by Alpheus S. Packard

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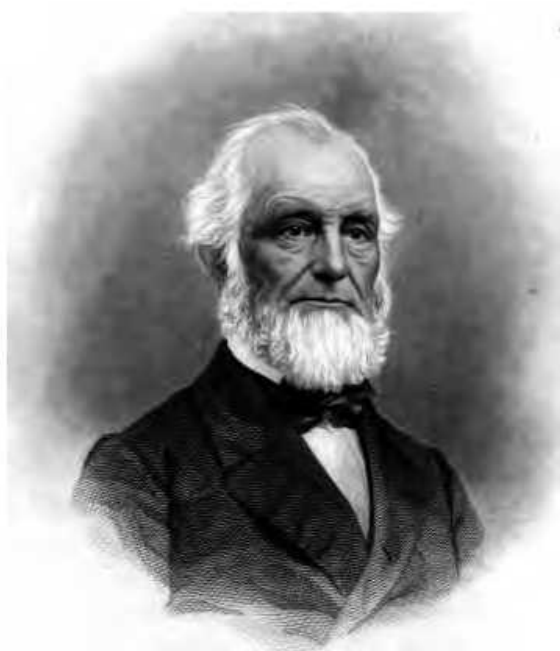
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ALPHEUS S. PACKARD

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Wm Smyth.

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ON THE

LIFE AND CHARACTER

OF

WILLIAM SMYTH, D. D.,

LATE PROFESSOR OF MATHEMATICS AND NATURAL PHILOSOPHY
IN ROWDOIN COLLEGE;

DELIVERED BEFORE THE ALUMNI OF THE COLLEGE,

JULY 7, 1868,

BY ALPHEUS S. PACKARD, D. D.

BRUNSWICK:
JOSEPH GRIFFIN.
1868.

(977)

BRUNSWICK, APRIL 30, 1868.

PROFESSOR ALPHEUS S. PACKARD, D. D.

MY DEAR SIR;

Arrangements have been made with the Athenæan and Peucinian Societies to waive their usual public exercises on Tuesday afternoon of Commencement week, and I earnestly invite you in the name of the Alumni to deliver before them at that time a Discourse in commemoration of the life and character of our lamented Professor Smyth. From your long association with him and with us, we feel that this would be a peculiarly befitting and acceptable service.

In the belief that such a discourse would be beneficial to many who may not have the privilege of hearing it, and of permanent historical value, I trust you may also be able to furnish a copy for publication.

I am, my dear sir,

Your friend and servant,

J. L. CHAMBERLAIN,

*President of the Association of Alumni,
Bowdoin College.*

BRUNSWICK, MAY 1, 1868.

GOVERNOR CHAMBERLAIN, LL. D.

MY DEAR SIR;

Your note of yesterday has been received requesting me to deliver a Discourse in commemoration of the life and services of the late Prof. Smyth before the Alumni at the next Commencement. I cannot well decline such a service in memory of the colleague of so many years and a life-long friend, and will endeavor to meet the wishes of my brothers of the Alumni as best can.

With sincere respect and regard,

Ever yours,

A. S. PACKARD

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and government operations. The text notes that such records are not only required by law but also serve as a critical tool for monitoring performance and identifying areas for improvement.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for standardized procedures to ensure the reliability and consistency of the information gathered. The text also discusses the challenges associated with data collection, such as incomplete reporting and the potential for bias, and offers strategies to mitigate these issues. Additionally, it touches upon the use of modern technologies like data management systems to streamline the process and improve the accuracy of the data.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It explains how statistical methods and other analytical techniques are employed to identify trends, patterns, and correlations within the data. The text stresses that a thorough understanding of the data is necessary to draw meaningful conclusions and make informed decisions. It also mentions the importance of communicating the findings effectively to stakeholders, using clear and concise language to convey complex information.

4. The final part of the document discusses the implications of the data analysis and the steps that should be taken based on the findings. It emphasizes that the ultimate goal of the data collection and analysis process is to inform policy-making and improve the efficiency and effectiveness of the organization. The text concludes by noting that continuous monitoring and evaluation are essential to ensure that the implemented measures are having the desired impact and to make adjustments as needed.

BROTHERS ALUMNI:

THE office, which through your President has been laid on me and which under the circumstances I could not well decline, I never anticipated. It never occurred to me, that I remember, that I should be called to bury my life-long friend and colleague. Boys together at Wiscasset, our acquaintance and friendship continued until he entered college, when, as one of the Tutors, I assisted in his examination for admission. A single year passed after his graduation and we were Tutors together, then colleagues in the Professorship. We began married life the same year, 1827, built together the dwelling which was our common home for forty years, our families growing up around us in undisturbed harmony, sympathizing in each others labors, joys, trials and bereavements until the sundering of life-long ties came so suddenly without a moment's premonition. And therefore it is, that the duty of this day seemed to fall upon me, of testifying, so far as

I may, in behalf of the college and the community, to the eminent claims of that steadfast friend, the faithful officer of government and instruction, the citizen of the highest tone of public spirit, and the true man, to the affectionate respect of us all.

It was his expectation, as it was yours, that at this Commencement an important meeting of Alumni would be held, at which he would present a report of what had been done in the work of the Memorial Hall and a new impulse be given to the most signal enterprise yet undertaken by and for our Alma Mater since the corner stone of her first Hall was laid. His report, with his own inspiriting enthusiasm to give it effect, we cannot hear. But, what is more eloquent than any words his living voice could utter, the facts of his life, his works are to speak for him to day. I do not stand before you to eulogize the departed. Happily for us, and for me, a plain simple statement of the facts of his life is such a eulogy as few can receive. Unassuming and with the simplicity of a child, he was emphatically a man of mark here, and would have been any where. No graduate of the forty or more classes that have passed under his instruction but has some distinct recollection and characteristic incident to recall of their instructor. Estimated by what he has done for the college, or the parish, or the town, or for yet wider interests, in teaching, in preparing text-books of the highest class, in efforts and positive labor for the church and religious society of which he