

**OUR WESTERN COLLEGES.
ARTICLES REPRINTED FROM THE
"ADVANCE," AND PUBLISHED
FOR GENERAL CIRCULATION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649429455

Our Western Colleges. Articles Reprinted from the "Advance," and Published for General Circulation by American College and Education Society

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

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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

www.triestepublishing.com

AMERICAN COLLEGE AND EDUCATION SOCIETY

**OUR WESTERN COLLEGES.
ARTICLES REPRINTED FROM THE
"ADVANCE," AND PUBLISHED
FOR GENERAL CIRCULATION**

OUR
WESTERN COLLEGES.

ARTICLES REPRINTED FROM THE "ADVANCE," AND
PUBLISHED FOR GENERAL CIRCULATION

BY THE

AMERICAN COLLEGE AND EDUCATION SOCIETY.

Mark ye well the bulwarks of Zion.

BOSTON:
THOMAS TODD, PRINTER, 1 SOMERSET STREET.
1888.

Educ 5330.54

✓



Education Duplicate Money

THE following articles, with introductory and other editorial matter, have been gathered from the columns of the *Advance*, and are issued in the present form in the hope that they may thus attain a wider circulation and perusal. It is peculiarly fitting that they be sent forth under the auspices of the Society which for more than forty years has wrought for the planting and training of collegiate and theological institutions at the West. That such work has not been put forth in vain is abundantly evidenced in the very subject-matter of the articles in question. They are a revelation of successive struggles and triumphs in behalf of the cause of higher Christian education, which constitute at once the secret and the grandeur of our Western civilization. Who can appreciatively mark these struggles and take note of these triumphs, without being stirred with the conviction that all who have been disinterested sharers therein are entitled to special and enviable distinction in the judgment of their fellow men?

In the earnest hope that such impressions may be deeply formed in the minds of all who read these pages, this Society takes pleasure in the attempt to give them as wide a circulation as possible.

[*Introductory Editorial, Feb. 10, 1887.*]

OUR WESTERN COLLEGES.

WE begin this week the publication of a series of articles by the Presidents of such of our Western colleges as are in affiliation with Congregational churches. These articles have been prepared on our invitation. The order in which they are to be printed has been determined by lot, and the articles will be brought forward—each in its regular turn—as thus fixed, with the exception of the first, which falls into the place of one not yet in hand. Each President is to write of his own college, and is at liberty to make the best showing for it which the facts will warrant. The articles, however, are to be rigidly confined to two columns.

Our object in seeking to open up to the readers of the *Advance* this Western college world is two-fold.

In the first place we want to assure these men who are working along the lines of Christian education, in this vast and rapidly growing region, that the *Advance* is in the heartiest sympathy with them, and means to do its best to second their efforts and to be the exponent of their thought and aim. Anything we can do to promote the welfare of these several institutions we shall be more than willing to do.

In the second place we want to bulk these Christian college interests of the West, and to press them on the attention of the public in a way to make it evident what a grand work they are already doing, and how important they are to the future of these commonwealths and the church and the nation—and the world. How common it is to hear sneers at Western colleges; and every little while somebody rises up and announces in a sort of oracular way that “there are too many Western colleges.” The simple fact is, there are hundreds upon hundreds receiving instruction in the higher departments of learning every year in these Western colleges, who, but for the facilities and invitations offered by these

colleges, would never have thought of advancing beyond the merest rudiments. But of this hereafter, when the facts have been printed in detail, and we have the materials for some helpful generalizations.

Just now we merely call attention to these articles, and express the hope that all our readers, East and West, who love God, and who love His kingdom, and who realize even in the faintest degree what a significant and potential factor Christian education is in the development of manhood and womanhood, and in the salvation of the nation, and in the progress of humanity toward a complete redemption in Christ Jesus, will find them not only interesting and instructive, but helpful in the way of awakening their sympathy, and showing them what it is possible for them to do.

CARLETON COLLEGE.

BY PRESIDENT J. W. STRONG, D.D.

In its origin and aim Carleton College is distinctly patriotic and religious. It was not founded to promote sectarian objects. It was not a device for building up a town. It was established to meet the imperative need in Minnesota of a Christian institution of higher education.

The first steps in the enterprise were significant and prophetic. Charles M. Goodsell, a Christian layman, came to Minnesota with the cherished purpose of founding a Northwestern Oberlin. Earnest pioneer missionaries, like Richard Hall, Edward Brown, Charles Seccombe, and Charles Shedd, seconded the project and helped to carry it into effect. The State Association of Congregational Churches in 1866 gave the college organized being, selected its first board of trustees and located it at Northfield, whose church, in anticipation of such a result, had prayed for and received a special outpouring of the Holy Spirit.

The location was wisely chosen. Within two hours' ride

of the large cities of the State, with ample grounds sufficiently retired for study, yet in the midst of an intelligent and moral community, by which it is prized and nurtured, it is in an atmosphere most favorable for the prosecution of its work.

Its field is immense and its opportunities are almost boundless. Minnesota has the area of an empire, and her population, already more than a million, is increasing with wonderful rapidity. Yet the nearest collegiate competitor of Carleton College on the east or the south is 200 miles distant; while northward and westward there is no other college under similar auspices north of latitude 43, between the Mississippi River and the Pacific slope—a region whose development is, and is to be, one of the greatest marvels of modern civilization. Standing at the gateway of this broad realm, Carleton holds a strategic position of vast importance, not only to the intellectual development of the Northwest, but to its moral and religious life. To meet such a responsibility its work must be of the highest quality, and its plans must be comprehensive and far-reaching.

Its educational work is conducted according to the best collegiate system of our day. Most of its faculty are graduates of New England colleges, and its courses of study and its standard of scholarship are such as are maintained by those institutions. Their students have entered our classes, and ours have entered theirs, without change of rank.

To meet varying needs and preferences, there are provided, besides the regular classical course, two other collegiate courses of four years each; one substituting literary studies for Greek, the other omitting most of the classics, and giving special prominence to the sciences. Students may also take an eclectic course suited to their attainments or plans; though degrees are conferred only upon those who complete one of the three prescribed courses. A preparatory department is maintained to fit students for entrance to college, and an English academy course for those whose means or time forbid a liberal education. Ample opportunity is also afforded for instruction in vocal and instrumental music and in art. All