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REPORT

OF THE

PRESIDENT OF BOWDOIN COLLEGE

FOR THE ACADEMIC YEAR

1893-94

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BRUNSWICK

1894

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LEWISTON, ME.

REPORT
OF THE
PRESIDENT OF BOWDOIN COLLEGE.

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1893-94:

Rev. John Orr Fiske, D.D., Vice-President of the Board of Trustees, died on the 18th of December, 1893, in the seventy-fifth year of his age. He graduated from Bowdoin College in 1837. From 1851 to 1859 Dr. Fiske was an Overseer, and from 1859 until his death he was a Trustee.

His stalwart advocacy of whatever he believed to be true and right; his astute criticism of whatever he believed to be false and wrong; his genial speech, illuminating and enlivening discussion; his gracious presence, adorning and dignifying public occasions; his life-long devotion to the college, manifested in faithful performance of the duties of his office, and attested by his generous remembrance of the College Library in his will, made him a tower of strength in all the deliberations of the college, and an object of veneration and affection to all its alumni, officers, and friends.

The Searles Science Building gives us better facilities for teaching the sciences than any college of our size possesses. Yet the possession of such a building imposes great responsibilities. It makes it possible, so far as accommodations are concerned, to give an ideal course in science. The professors can adjust laboratory work to lecture instruction without having to consider the question of space; and can do for whole classes what hitherto they have been obliged to confine to small divisions. We are in a position to test the value of natural science for training.

Yet, to make this increased room effective, we must have an amount of apparatus far beyond what we have now. We need this added apparatus, not to introduce new and special courses, but to teach in the best manner the courses we now offer. Careful estimates show that, in order to bring our instruction in science up to the demands of modern scientific training, and to make it in any degree commensurate with the splendid facilities which the Searles Science Building affords, we need, at the least, \$2,500 for physical apparatus, \$2,000 for chemical apparatus, and \$2,500 for biological apparatus; or \$7,000 to equip these departments for the suitable occupation of the building, and the effective prosecution of their work. More than this sum could be profitably used; to enter the building with less would be a great mistake. The adequate equipment of either or all of these departments is especially commended as a most welcome centennial gift to the college.

The laboratory method of instruction is expensive in time and labor of the instructor, as well as in cost of apparatus. More adequate provision for assistance in these departments must be made, if we are to give the training in science which the Searles Science Building for the first time makes possible. One man can give lectures and hear recitations with a class of fifty as well as with a class of five. One man cannot, without assistance, direct the individual work of fifty men, and at the same time give the instruction that is required. The appropriation necessary to secure this assistance is not large, as young men are glad to accept such positions at small salaries, for the opportunities of study and the experience in teaching they afford. A sufficient appropriation to give each department a competent assistant is an absolute necessity.

FINANCIAL CONDITION.

The conservative and cautious administration of the treasury of the college has brought us through the recent financial

crisis with no permanent losses, and with the temporary suspension of payment of income amounting to only \$2,000.

The Boards invariably adhere to the sound principle that the appropriations shall not exceed the estimated income. The income from students' accounts for the current year exceeds that of the previous year by \$2,000. This increase in income is due to increase of students. It renders necessary additional expenditure for instruction. To allow the number of students to increase without a corresponding increase in the teaching force would be to sacrifice quality to quantity, and to convert an occasion of temporary prosperity into a cause of permanent disaster. I shall accordingly ask for the appropriation of this \$2,000 to provide for an additional instructor, of whom the Boards have signified their approval almost unanimously; to increase the salary of one who by his success as an instructor and in accordance with the established custom of the college, has earned promotion; and to provide the requisite additional assistance in the scientific departments. To meet the additional expense involved in the permanent maintenance of the Art Building and the Science Building I am prepared to propose, in addition to the \$1,000 of last year's appropriation which was for temporary purposes, a reduction of from \$500 to \$1,000 in what have been the regular annual appropriations. Less expansion than that indicated above would involve positive deterioration in the course of study offered; as we should have to crowd the students into large divisions, and teach them in the mass by text-book methods; thus making our increased numbers a misfortune rather than a blessing. Greater contraction than that indicated above is impossible without even more disastrous effects. Yet there are large outlays in addition which ought to be met the coming summer. The new buildings, in conferring an inestimable permanent benefit, render necessary several temporary readjustments involving an expense small in comparison to the benefits which will accrue to the college,

yet too large to be met out of the limited funds from which our annual appropriation must be made. The largest item is that to which reference has already been made,—the equipment of the science departments with adequate apparatus. Another element of expense is the cost of moving and setting up such apparatus as we have. The rooms left vacant by the removal of the art collections from the former Sophia Walker gallery in the chapel, and by the removal of the science departments from their present quarters, need to be fitted up for library and recitation purposes. The presence of these beautiful buildings upon our campus requires the grading of the campus; and when this is done a competent landscape gardener should be employed, to lay out walks, determine the site of future buildings, and give to the campus the form it is to bear in the centuries to come.

Thus to place the college on an educational footing commensurate with the utility and beauty of the two buildings whose possession is the crowning joy of the close of the first century of the life of the college, and to enter the new century with accommodations on all sides adequate to the work a modern college is called upon to undertake, we need to expend, in addition to our regular appropriation, the sum of \$10,000. Is it too much to hope that this centennial year may bring us gifts to this amount, making the centenary at the same time an occasion of rejoicing over the achievements of the past, and a starting point for the progress of the future?

Two other expenditures are needed, which, however, may be met without either gift or appropriation. Appleton Hall should be renovated, substantially as Maine Hall has been, omitting a large part of the plumbing, and making more adequate provision for ventilation. The expense can be met by increased rent of the rooms: and a petition to this effect has been signed by every occupant of the building.

A dining-hall would save nearly a dollar a week in the cost of board to the students. A dining-hall, with students'

rooms above, would not only pay the regular interest on the sum invested, but enough more to allow \$1,000 or more of the principal to be paid each year, thus enabling the college to acquire the property after a period of years. The equipment of Memorial Hall at Cambridge was secured by a loan which has been steadily reduced at the rate of \$1,000 per year, and Soule Hall at Exeter has been built on this plan. Are there not friends of the college who will lend the money necessary to erect a dining-hall and dormitory combined, or a dining-hall alone, at an interest of four per cent., with the privilege of taking up a certain portion of the indebtedness each year?

DEPARTMENTS OF INSTRUCTION.

The work of instruction has gone on without interruption, and with no radical departure from its accustomed course. The chairs of instruction are all permanently filled. The time has come for the division of the department of modern languages. Mr. George T. Files, Ph.D., has proved himself in all respects competent to take the department of German; and as Professor Johnson prefers to retain the department of French, the division of this department into two presents no difficulty.

Mr. Wilmot B. Mitchell has done excellent work as instructor in rhetoric and elocution; and should have the place, at the full salary of an instructor, as long as he can be content to occupy a position which in its nature is intended to be temporary.

As I have previously stated in a private communication to the Boards, the increased size of the Freshman Class makes necessary an additional teaching force. And it has seemed best to distribute this additional force throughout the course by enlarging the departments of history and political science, and political economy and sociology, instead of enlarging the departments which have hitherto been devoted chiefly to

instructing the Freshman and Sophomore classes. The election of Mr. H. C. Emery, who will take his degree of Doctor of Philosophy at Columbia the coming June, will enable us at the same time to enlarge the scope of historical and economic studies now offered to the Juniors and Seniors, and, by introducing history as an elective in the Sophomore year, will relieve the departments of Latin, Greek, and French from such over-crowding as otherwise would have rendered necessary an additional tutor in languages.

In connection with this change we are enabled, while confining the courses offered to the same fundamental lines as heretofore, within those lines to allow larger freedom of choice; and to increase, by nearly a quarter of the course, the extent to which the students are allowed to elect their studies. At a cost at the outset of \$1,000, and ultimately of \$2,000, we shall thus increase the satisfactoriness of the course of study to the students; bring the studies into rational co-ordination with each other; place our curriculum in line with educational principles now almost universally accepted; and give to economic and social questions the prominence which they deserve. In connection with this re-arrangement of the curriculum physics and logic have been carried farther back in the course, and two terms of English Literature have been added. The changes made are simply a translation into fact and reality of ideals and principles which were presented in theoretical form in my last annual report. The scrappy and hap-hazard study of isolated subjects by single terms, chiefly for the information to be gathered from it, has been superseded by a course in which every department offers first a general course, consecutive throughout the year; and every department except Philosophy, which is not introduced until the Senior year, is followed by one or more courses, also consecutive throughout a year, in which the subject may be taken up more in detail by those who wish to pursue the subject beyond the rudiments. Thus thorough and consecu-

tive training in the method and spirit of study and individual work, is secured in all departments; and the old antithesis between subjects pursued for training and subjects pursued for information is removed.

The condensed outline of the course of study appended to this report shows the order and range of studies proposed for the coming year.

ORDER AND GOVERNMENT OF THE COLLEGE.

The college has enjoyed the usual peace and good order throughout the year. A disposition to revive the nearly obsolete customs of hazing, which seemed to be an epidemic in all our colleges last fall, was promptly rebuked by the jury. Student government is no longer an experiment, but after eleven years continues to be a decided success. Everything relating to the good order of the college is placed without reservation, and beyond the reach of Faculty interference or presidential veto, in the hands of the students. And while nothing human is perfect, and everything youthful is of necessity imperfect, the government of the students by themselves has been better than the government of them by the Faculty could have been. In the eleven years that this method of government has been in operation, there has never been a day when either party has thought of withdrawing from the agreement on which this government is founded.

RELIGIOUS CONDITION OF THE COLLEGE.

Benjamin Kidd, in his recent able work on Social Evolution, has shown conclusively that the main spring of human progress is not intellectual but spiritual; and that religion is the only force which ever has or ever will be strong enough to generate the requisite amount of altruism to make the great masses of mankind place social progress and public good above individual indulgence and private gain. Widely as we may differ from the author's conception of the nature and

source of the religious sanction, we must respect his demonstration of the fact that nations which have in largest measure the altruistic spirit of a pure Christianity, and a corresponding sense of individual and immediate responsibility to God, are the nations which are destined to people and possess the earth ; and that whenever a community lapses from Christianity, either through formalism or through unbelief, the swift, sure feet of natural selection, which has buried scores of unbelieving nations, are waiting at the door to bear the new offender out.

More important than mathematics or sciences or languages is the character which the student forms ; and the one type of character which is strong and deep and pure enough to stand the strain of modern life is that of the conscious and confessed Christian.

While the Faculty are not all of one type of religious faith, nor all formally connected with the Christian church, we neither have nor intend to have any one who is not deeply and earnestly imbued, by early training and conscious preference, with that spirit of generous recognition of the rights and unselfish devotion to the welfare of the students whom he is called upon to teach, which is the practical expression of Christianity in the teacher's life.

Still this silent influence of personal character and example, essential as it is, does not fulfill the duty of an institution which is constantly receiving from society its choicest youth, to give them back again after four years of influence and training. Absorbed as they must be in the duties of teaching and administration, it is impossible for the professors and officers of the college to exert that direct and intense influence upon the students which is essential to rouse the nominal Christian to active effort, and to awaken the thoughtless to interest in spiritual things.

The funds of the Collins professorship are inadequate to support a professor. The precise terms of the professorship are

such as, if strictly interpreted and literally observed, would defeat the very end which the founders of the professorship had most at heart. Systematic visitation of students in their chambers for religious conversation, by a person employed and paid to perform that particular function, is obviously impracticable.

The experience of other institutions demonstrates the practicability and the value of inviting eminent ministers to reside for brief periods in the college community, preaching upon the Sabbath, conducting voluntary meetings or classes upon week days, and receiving at their apartments such students as care to call upon them. This is the modern means by which the end contemplated by the founders of the Collins professorship may be accomplished. I repeat the recommendation of last year that such portion of the income of the Collins professorship as may be necessary be appropriated for this purpose.

REQUIREMENT IN FRENCH FOR ADMISSION.

The recent report of the Committee of Ten, which is the most important and promises to be the most influential educational document ever published in this country, recommends "that an elective course in German or French be provided in the grammar school, the instruction to be open to children at about ten years of age."

In view of this recommendation it is highly inexpedient for the colleges to provide elementary instruction in French for students of the average age of nineteen. The other colleges of the State are prepared to unite with us in requiring for admission "Part I. of Whitney's French Grammar or an equivalent, and ability to translate ordinary French prose at sight." I recommend that this requirement in French be added to our present requirement, to take effect in 1897.

LECTURES ON AMERICAN LITERATURE.

A very valuable course of lectures on American Literature given by Rev. Edward C. Guild, has been largely attended both by the students and by the people of Brunswick. Such lectures, coming outside of the regular curriculum, and appealing to interest and enthusiasm rather than relying upon duty and constraint, are a powerful stimulus to the intellectual life of the college. An endowed lectureship, yielding an income of \$500 a year, would be a welcome addition to our resources; and would enable us to draw to Brunswick eminent men in literature and science, whom otherwise, owing to our somewhat isolated location, our students would never see.

Mr. Guild has also conducted the course in Practical Rhetoric, taking the literature of the eighteenth century as the topic of study, and requiring frequent essays upon the authors studied.

COLLEGE SEAL.

I invite the attention of the Boards to the College seal. The coming centenary will be a fitting time to adopt a seal more worthy of the artistic sense of the present day.

THE GENERAL CATALOGUE AND HISTORY OF THE COLLEGE.

The General Catalogue and History will be sold, in substantial binding, for one dollar a copy. The thanks of the Alumni are due to Professor George T. Little, who has spared no pains to make this catalogue an accurate record of every person who has been connected with the college; and to make the history a worthy memorial of the century of college life which it describes.

POSITIONS AND SERVICES OF BOWDOIN ALUMNI.

The high positions held and the eminent services rendered by the graduates of Bowdoin College have been universally

recognized. The following table, based upon the forthcoming general catalogue, shows that Bowdoin's honest pride in the achievements of her sons has not been without foundation.

TABLE, showing, by Decades, Average Age at Entrance, Occupations, and Positions of Honor, of the Graduates of Bowdoin College.

	1806-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-93	1806-93
Number of Graduates,	33	103	262	297	354	351	322	311	301	123	2457
Average age at entrance,	15.87	17.02	17.11	18.30	19.48	18.76	19.19	18.92	19.07	19.12	18.55
No. entering Ministry,	7	16	50	87	68	55	32	26	17	14	372
No. entering Law, . . .	14	48	102	78	113	116	88	102	78	27	766
No. entering Medicine,	2	7	30	27	41	24	40	43	45	19	278
No. entering Literature,		3	6	8	1	6	3	2	2	.....	31
No. entering Journalism,	1	2	5	8	7	12	4	13	11	3	66
No. entering Teaching,	3	9	29	49	42	51	66	46	75	42	412
No. entering Engineer- ing, . . . . .	.....	.....	1	.....	7	7	6	12	5	3	41
No. entering Business,	2	9	15	6	42	42	38	48	38	10	250
President of U. S., . . .	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1
Chief Justice U. S., . .	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1
Judges U. S. Courts, . .	.....	.....	1	1	.....	2	.....	.....	.....	.....	4
Ministers to Foreign Countries, . . . . .	.....	.....	1	1	2	2	.....	.....	.....	.....	6
United States Senate, .	.....	1	6	.....	1	1	.....	.....	.....	.....	9
U. S. House of Repre- sentatives,	1	4	8	7	3	2	.....	.....	.....	.....	25
Governors of States, . .	.....	1	2	2	1	1	.....	.....	.....	.....	7
Judges of State Courts,	.....	5	6	4	5	6	3	1	.....	.....	30
State Senators,	2	13	13	15	17	12	10	4	1	.....	87
Officers in Army or Navy	2	.....	3	6	25	66	44	.....	.....	.....	146
Presidents of Colleges,	1	1	1	10	9	6	3	.....	.....	.....	31
Professors in Colleges and higher institutions of learning, . . . . .	.....	5	8	23	16	20	20	14	7	.....	113

Not only in the conspicuous eminence of a select few, but in the high average of service rendered by the faithful many, Bowdoin College is a shining example of what an institution of learning should do for the upbuilding of church, society, and state. There is no profession, no department of public service, no scientific interest, no social problem, no religious movement, no national crisis, which has not felt the beneficent influence and the steady support of the men who, during the past century, have received their training here.

DEDICATION OF THE WALKER ART BUILDING.

The Walker Art Building will be dedicated on the 7th of June. Hon. William D. Northend will present the building in behalf of the Misses Walker; Hon. William L. Putnam will receive it on behalf of the college; Hon. Martin Brimmer, of Boston, will deliver the address.

The Walker Art Building has been completed, and passed into the control of the college about December 1st. Unforeseen changes and certain necessary details of arrangement delayed the regular opening of the building to the public till February 19th, since which date the collections have been accessible three and three-fourths hours daily. The attendance has been unexpectedly large. Visiting graduates and the present under-graduates, public school pupils and classes of this and other towns and cities have taken advantage of the privilege.

The educational use of the building and its contents has been held in mind constantly by the donors, who have supplemented the munificent gift of the structure by the donation of works of art of uniformly great value and of wide range as to variety. These objects include about forty choice specimens of ancient glass and pottery, dating from the seventh century B. C. onward; a marble portrait bust ascribed to the late Roman period; a set of Saracen armor, six pieces, eleventh century; various mediæval and modern weapons; Flemish

tapestry ; modern oil paintings, chiefly of the French schools, represented by Corot, Daubigny, Millet, Troyon, and others. American art is represented by works in oil, water-color, or pastel of J. Foxcroft Cole, F. Hopkinson Smith, Winslow Homer, J. Appleton Brown. A bronze bas-relief portrait of Mr. Theophilus Wheeler Walker, which has been set in the western wall of the Walker gallery, is the work of the sculptor, Daniel C. French. The very beautiful large bronze lantern of the Sculpture Hall was obtained in Paris. It is a copy of one in the Château de Blois, made at the special request of the King of the Belgians for a castle, destroyed however before this lantern was put in place. The smaller wrought-iron lantern of the loggia is of old Italian workmanship. Bronze copies by De Angelis of Naples of the classical statues of Demosthenes and Sophocles have been erected in the niches on the front of the building. If the wall paintings of the Sculpture Hall by Vedder, La Farge, Kenyon Cox, and Abbott Thayer are included with the above-mentioned American works, and those in the Bowdoin collection and among the college portraits, it will be seen that the college deserves a high rank among institutions possessing valuable specimens of our national art.

The Virginia Dox Collection of Ancient American Pottery and of native Indian art has been placed in a case of its own in the Boyd Gallery.

A valuable and extensive collection of Japanese works of art, owned by Professor W. A. Houghton, has been loaned to the college and is now exhibited in the Boyd Gallery. Rare bronzes, old-gold lacquer and porcelain, are classes of work well represented. The collection is specially noteworthy for the historic associations attaching to many of the pieces.

The custody of the valuable and instructive works of art now owned by the college draws renewed attention to their great value as means of instruction when properly used. In the hope of utilizing to some extent these resources the

curator, Professor Johnson, has undertaken to lecture to the Senior Class on some of the principal facts in the historical development of art. The principal stress is laid on the careful examination and study of those objects which we possess, a treatment which, though partial, is at least first-hand. The college owns no lime-light stereopticon, lantern-slides, nor photographs of works of art, a lack which has been scantily met in the present case by private resources. It is hoped that the college may be furnished soon with sufficient illustrative apparatus to accompany a brief course on the masterpieces of art. Reference books, engravings, photographs, slides, electrotype facsimiles of ancient coins, and plaster casts of works of first-rate importance, are greatly desired.

A cabinet portrait in oil of Governor Bowdoin, by Copley, which has been in the custody of the living representatives of the family, was received by the college in February, and is now hanging in the Bowdoin Gallery.

CENTENNIAL ANNIVERSARY.

The one hundredth anniversary of the incorporation of the college will be celebrated with appropriate exercises at the coming Commencement.

The public graduation exercises of the academical and medical departments, with the conferring of degrees, will be held on the forenoon of Wednesday, June 27th, instead of Thursday as usual. On Wednesday afternoon an address, on the religious history of the college, will be given by Professor Egbert Coffin Smyth, D.D., Class of 1848. On the evening of Wednesday there will be a reception by the President of the college and an illumination of the campus.

On Thursday, June 28th, the Oration will be given by Chief Justice Melville Weston Fuller, LL.D., Class of 1853, and the Poem by Professor Arlo Bates, Class of 1876. James McKeen, Esq., Class of 1864, President of the Alumni Association, will preside at the Dinner, which will be served to the

alumni and invited guests at the close of the public literary exercises.

ATHLETIC FIELD.

Our athletic teams are feeling the need of a suitable athletic field. The cleared space on the College Delta is not large enough for base-ball, and is still more inconvenient for foot-ball. The track-athletic team has no regular place for practicing.

To meet our present needs, it is proposed to build a quarter mile cinder track and use the space enclosed for base-ball and foot-ball. The College Delta, being near the gymnasium and so level as to require little grading, seems to offer the best location for such an athletic field. A survey, now in progress, shows that enlarging the clearing on the side of the Delta towards Harpswell Street, will give room for a quarter-mile track of the proper form.

No immediate action is intended, but plans of the proposed field will be made, estimates of its probable cost obtained, and the whole matter referred to the alumni at the next Commencement.

GENERAL CONDITION OF THE COLLEGE.

At the close of its first century the college has buildings and grounds, valued at \$450,000. The Art and Science buildings are unsurpassed by corresponding buildings in any college in the country. We have a productive fund of \$400,000; scholarship funds amounting to \$100,000; and the prospect of \$400,000 in addition from the Garcelon bequest, to be divided equally between the College and the Medical School. We have 219 students, the largest number in the history of the college; all of whom, with five exceptions, have passed the examination for admission to the regular classical course. We shall begin our second century with fifteen well-equipped departments, all

in charge of men either in the enthusiastic vigor of youth, or the steady strength of mature manhood; who give promise of increasing power and usefulness for twenty years to come. The college is governed by fifty-four Trustees and Overseers, of whom fifty-one are graduates of Bowdoin; one is a graduate of Amherst, one of Harvard, and one of Yale. The course of study offered, while not so much spread out or so minutely subdivided as that offered in many institutions, in solidity of subjects presented, in concentration of attention demanded, in individuality of work encouraged, and in extent of choice permitted, compares favorably with the opportunities offered in the foremost colleges and universities. To accomplish these results we have been obliged to stretch our limited resources to the utmost.

To carry out the plans already adopted for the coming year will compel the most rigid economy in every non-essential. The beautiful Art Building requires better appointments everywhere. The perfect appointments of the Science Building require greater outlay for apparatus, and a more thorough, and therefore more expensive, method of instruction. And to balance this improvement upon the artistic and scientific sides, an enlargement on the practical side of the political and economic life of man becomes necessary. The college hopes to enter its second century prepared to meet these high demands. To take this position and maintain it, however, calls for a larger income than that which has been sufficient under the more primitive conditions, and with the less exacting standards of the past. Our prosperity, and the larger work to which it calls us, makes us poorer than before. It will be more difficult than it has been for years to make the necessary appropriations at the coming Commencement. These plans for enlargement have been deliberately adopted in full view of this fact; in the faith that the friends of the college who have stood by it so faithfully in its days of discouragement and hardship, will not prove wanting now that the full power

of a well equipped and fully manned institution is, by the unexampled generosity of unexpected benefactors, placed almost within our grasp ; and in the hope that the centenary of the college will mark that increase both in immediate special equipment and permanent general funds which is needed to enable us to enter the century to come with a confidence and courage worthy of the splended record of the century now drawing to a close.

WILLIAM DEWITT HYDE.

Brunswick, Me., May 1st, 1894.

COURSE OF STUDY.

FRESHMAN.	SOPHOMORE.			JUNIOR.			SENIOR.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.
<i>Latin.</i>	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.
<i>Greek.</i>	Greek.	Greek.	Greek.	Greek.	Greek.	Greek.	Greek.	Greek.	Greek.
<i>Mathematics.</i>	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
<i>French.</i>	French.	French.	French.	Chemistry.	Chemistry.	Mineralogy.	Mineralogy.	Chemistry.	Chemistry.
<i>Hygiene.</i>	<i>German.</i>	<i>German.</i>	<i>German.</i>	German.	German.	German.	German.	German.	German.
<i>Elocution.</i>	Physics.	Physics.	Astronomy.	Physics.	Physics.	Astronomy.	Psychology.	History of Philosophy.	Ethics
	<i>Rhetoric.</i>	Logic.	Botany.	Biology.	Biology.	Physiology.	Physiology.	Histology.	Histology.
	History of England.	History of England.	History of England.	American History.	American History.	American History.	Geology.	American Government.	Constitutional Law.
				Political Economy.	Political Economy. Money and Banking.	Financial and Tariff History.	Public Finance, Taxation, and Public Debts.	Sociology and its relation to Economics.	Social Therapeutics.
				English Literature.	English Literature.	English Literature.	English Literature.	English Literature.	English Literature.

All courses are given four hours a week, except Hygiene and Rhetoric, which are given one hour each. Courses printed in italics are required; all others are elective.



