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REPORT

OF THE

PRESIDENT OF BOWDOIN COLLEGE

FOR THE ACADEMIC YEAR

1897-98

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BRUNSWICK MAINE

1898

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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 1897-98:

This has been a year of unusual prosperity. Neither from the Trustees and Overseers nor from the Faculty and students has any member of the college been removed by death. The Fayerweather bequest has increased our resources beyond the expectation of our most sanguine counselors and friends; and a recent decision of the Supreme Court of the United States has placed the Garcelon bequest beyond reasonable doubt of ultimate security, though not beyond the possibility of temporary annoyance and delay. On my return from Europe in December I found the college in excellent condition as the result of the faithful and efficient conduct of its affairs by Professor Chapman and his associates upon the Faculty. The single instance of serious disorder had been dealt with so firmly and wisely that the spirit of good order throughout the college was strengthened and confirmed.

The wisdom of the policy of employing an expert mechanic as superintendent of buildings and grounds is manifest in their excellent condition. The renovation of Appleton Hall was satisfactorily accomplished at a moderate expense. A similar renovation of Winthrop Hall is urgently needed.

ENTRANCE EXAMINATIONS.

In view of some misunderstanding of the attitude of the college with reference to requirements for admission, a brief

statement of our position seems desirable. The change in the requirements for admission in Latin and Greek is not intended to increase materially the amount of work in those departments; but rather to encourage more profitable and vital methods of instruction. The change is made at the suggestion of the Association of Colleges and Preparatory Schools in New England, and is in harmony with the action of the leading colleges, and the practice of the best schools.

It is impossible for the same institution at the same time to do justice to students who are well prepared and to those who are not well prepared. To receive well prepared students from our best schools into a Freshman Class which contains thirty, twenty, or even ten or five students who have not been properly prepared would be to waste fully one-half of the time of the well-prepared students throughout the Freshman year. That such waste actually occurs is the bitter complaint of those professors who give instruction to Freshmen in colleges where the terms of admission are easy. In order to be honest with its students a college must appeal exclusively to one class or the other—either to the poorly prepared or to the well prepared. Bowdoin College deliberately limits itself to the well prepared. It does so knowing that this determination frightens away from twenty to thirty per cent. of those who would seek admission, if it could be had on easier terms. The number rejected on final examinations has been greatly exaggerated. The average number of actual applicants who are rejected does not exceed ten or twelve per cent. The examinations are not calculated to exclude, and, as a matter of fact, do not exclude applicants for admission who, with fair ability and reasonable industry, have pursued a regular course of preparatory study in a good school under good instruction. The fact that fifty or sixty students, nine-tenths of whom are trained in Maine schools, are able to pass these examinations each year, affords abundant proof that the standard of requirement is none too high for the healthy stimulus of the schools, and the protection of the college, and of those whom it admits to its privileges, against the

inevitable waste which must follow whenever students who are prepared and those who are not are admitted to the same class, and taken over the same ground at the same pace.

INSTRUCTION BY PROFESSORS ; ASSISTANCE BY TUTORS.

The ideal of instruction at which the college has long been aiming has at length been nearly realized. With very slight exceptions, class instruction is given exclusively by experienced and mature professors ; and the work of tutors is limited to supplementing the work of the professor by more intimate personal instruction in groups of three or four students. To this principle the only exceptions are that the class of four students who, having entered on an alternative requirement, desired to begin Greek in college, has been taught throughout the year by a tutor ; the Sophomore division in Greek has been taught during the spring term by a tutor ; and one term of mathematics in Freshman year and one term of mathematics in Sophomore year has been taught by a tutor. With these four exceptions, amounting to two courses of a year each, all the class instruction has been given by the professors.

The supplementary work done by tutors is proving an extremely valuable element in our plan of instruction. Each department of science has an assistant who relieves the professor of the merely mechanical drudgery of preparing and removing materials, and who is available for an amount of guidance and direction of laboratory work which the professor alone would be unable to give. In each of the departments where individual drill is a prime requisite—in Latin, Greek, mathematics, French, and German—the professor in charge has had, for the whole or a part of the year, the assistance of a competent tutor, who has met the students in small groups and brought home to them individually the lessons which they have studied in the class. Drill in grammar, practice in composition, discussion of topics related to the authors studied, are among the forms which this supplementary instruction has taken. No expenditure which the

college makes brings larger returns in proportion to cost than this, which provides for the faithful individual work of these young men, fresh from the college and the university and eager to fit themselves for more responsible positions as teachers and professors. At trifling cost to the college, it gives to the more promising candidates for the profession of teaching a valuable apprenticeship. It imparts definiteness, reality, and inspiration to the work of the students, and it retains about the college a group of earnest and studious young men who form a valuable link between the student body and the permanent members of the Faculty.

THE CONDUCT OF EXAMINATIONS.

The presence of these tutors enables us to adopt the proctorial system of conducting examinations. When the college changed from the oral to the written examination, the classes were small, seldom exceeding thirty in number. It was possible for the professor to conduct an examination with an approximation to fairness. In a class of sixty, on the contrary, with only one examiner in charge, opportunities for cheating are unavoidable. As a result we have drifted into a system of half supervision, half trust. Like all half-way measures, this has proved unsatisfactory. The time has come to adopt either the proctorial system or the so-called honor system.

In certain respects the honor system is the ideal one. Students ought not to wish to cheat; and if placed upon their honor, they certainly ought to refrain from it. The fact remains that, under certain circumstances, they are willing to cheat and to assist each other in cheating. If a man of good ability and fair standing cheats in order to get high rank, sufficient, for instance, to make him eligible for election to the Phi Beta Kappa Fraternity, student sentiment sets him down as a fraud; and in the contempt of his classmates he suffers a penalty more severe than it is in the power of formal college authority to inflict. If, however, the cheating is done by a person of indolent habits or dull intellect to save himself from being dropped, the offense is condoned by his class-

mates. Sympathy and good-fellowship count for more in this case than formal justice. In saying this I am not offering an excuse, but simply stating a fact; and in adopting a system it is facts with which we must deal.

Now it is an open question whether honor added to justice by the adoption of an "honor system" will be stronger than the sympathy and good-fellowship against which it would be arrayed. If it would not, then the system is doomed to failure, and we should have all the present evils and others infinitely worse. On the other hand, even if it could succeed, it is doubtful whether it would be wise to resort to it. Honor is a precious and delicate plant; it flourishes best in silence. To talk much about it, to parade it, to appeal to it for purposes of mere routine, comes perilously near to profaning it. It is akin to the wretched system of "self-reporting" which has so often been tried and found wanting in boarding schools for young ladies. It savors more of the French than of the American spirit. In view of the genuine strength and worth of the social sympathy that is enlisted on the side of the evil practice, it is wiser to remove the temptation by a strict system of supervision than to lead the student into the temptation under the banner of honor. There are severe and unavoidable crises where the only appeal is to the most intimate and sacred feelings of the heart. But to provide an artificial system for the exercise and display of these feelings, to appeal to these feelings because it seems to be the easiest and cheapest way of doing something which we are too penurious or too lazy or too inefficient to accomplish otherwise, is to court danger and invite disaster.

The wiser and better way is to conduct examinations as the civil-service examinations of the government are conducted—under conditions which exclude the possibility of cheating. The presence among us of a group of tutors makes a sufficient number of proctors available. I accordingly recommend that hereafter proctorial service by these tutors be provided for, and that no examination of large classes be conducted without a sufficient number of proctors present to render cheating practically impossible.

PROVISION FOR STUDENTS WHO ENTER WITHOUT GREEK.

As was foreseen at the time, the admission of students on requirements other than the traditional Latin, Greek, and mathematics, involves radical changes throughout the course. These changes, however, had been anticipated, and the problem greatly simplified, by the extension of the elective system which has been going on steadily during the past ten years. Without a developed elective system in college, options in requirements for admission are out of the question. The provision of satisfactory courses for the students who enter without Greek was no easy task, and involved distributing these students during their Freshman and Sophomore years in courses which are taken chiefly by Juniors and Seniors. This is not altogether a disadvantage, as it hastens the inevitable breaking down of the hard and fast lines between classes, and prepares the way for the opening of all electives in the college to all students who have completed the required studies, and are qualified to pursue with profit the studies they elect. The table appended to this report shows the courses offered for the first two years to each of the eight classes of students who enter without Greek. During the last two years the course for these students, as for all, is entirely elective, and except in so far as they may have anticipated some of the studies, is the same for these students as for those who enter on the old requirements.

MAKING UP DEFICIENCIES.

To remedy evils of long standing, inherited from the days when a considerable portion of the students were granted leave of absence to teach, the Faculty have adopted the following regulations :

1. Any student deficient in not more than two studies in any term shall be required to make up his deficiency by the end of the second week of the second term after that in which the deficiency occurs ; and any student having more than two deficiencies in any term shall be required to make up two of them in the way provided above, and the remainder by the end of the second week of the third term after that in which the deficiency occurs.

2. Each student who is deficient in any study shall be notified of such deficiency by the Recorder at the end of the term in which it occurs, and also at the end of the term preceding that in which it is required to be made up.

3. In case any student fails, except for reasons satisfactory to the Recorder and the instructor concerned, to make up his deficiency in any study within the prescribed time, the Recorder shall be authorized to debar him from attendance on all college exercises, with loss of attendance rank, until the deficiency is made up, and, in consultation with the instructor, to appoint a time for making up.

4. All deficiencies occurring in the second and third terms of Senior year are required to be made up not later than the second Saturday before Commencement.

PATRIOTISM OF THE STUDENTS.

Immediately upon the declaration of war, a company of over a hundred students was formed for the purpose of military drill, with a view to enlistment in the service of their country whenever their services might be required. At the same time there has been no disposition to enlist recklessly, under excitement. Both the patriotism of the students, and the wisdom with which it has been manifested, have had the hearty approval and support of the Faculty.

LEAVE OF ABSENCE FOR PROFESSORS.

For purposes of instruction, the college is its professors. Whatever increases their knowledge, their acquaintance, their familiarity with educational methods employed elsewhere, their appreciation of present intellectual movements, is, at the same time, a source of strength and power to the college. Occasional travel, the opportunity to see the work of other institutions, and the ways of other teachers, is essential to a professor who desires to keep abreast of the latest developments in the department in which he teaches. The gain to the college through the increased efficiency of the professor in years to come, will more than compensate for the loss sustained through one year of absence.

Accordingly, I recommend, as the policy of the college, a generous consideration of such requests for leave of absence, as professors from time to time may make. While we are not able to establish a regular system of such leaves of absence, the college may wisely allow the absence of one professor each year, on half pay, provided that, for the remaining half of his salary, it is possible to secure a temporary instructor to conduct his classes during his absence. Thus, at no expense to the college, we may, in the course of a few years, have a Faculty, every one of whom shall have come into fresh and recent contact with the ablest men, and the most progressive centers, in his department.

THE GYMNASIUM.

Various schemes have been considered, and plans for the most promising scheme have been drawn, for the extension of the gymnasium. All of these schemes, however, involve large expense, and fail to solve the problem. Accordingly I am able to recommend at present nothing more than the provision of increased accommodations for bathing, according to plans which will be submitted in detail at Commencement.

THE ART COLLECTIONS.

Professor Henry Johnson, Curator of the Walker Art Building, reports that the college has received during the current year, from the donors mentioned, the following

GIFTS.

Poultney Bigelow, Esq., of London, England, has given a valuable bronze medal, struck in commemoration of the four hundredth anniversary of the Reformation when the church at Wittenberg was restored. The medal is of additional interest from having been presented to Mr. Bigelow by Emperor William II.

Miss Virginia Dox has added to her interesting collection of objects of native American art a bird's head carved in stone, from Biloxi, Miss., supposed to be the work of the Choctaw Indians.

Henry B. Dunning, Esq., of Brunswick, has given a valuable

large Japanese mirror and a fine two-handed sword in a lacquered sheath.

Professor William A. Moody has given an oil portrait of his ancestor, the Rev. Daniel Little, one of the first trustees of the college. This painting, now hung in Memorial Hall, is a very welcome addition to the portraits of those who have rendered great service to the college.

Miss Harriet S. Walker has added to her previous collection of miniatures an unusually valuable one of Daniel Webster, painted on ivory by Miss Sarah Goodrich, also an autograph letter of Mr. Webster to Miss Goodrich and a lock of Mr. Webster's hair, used as a guide by the artist in the prosecution of her work.

Miss M. Sophia Walker has added to the very choice collection of drawings by Modern Masters already placed by her in the Sophia Walker Gallery of the Art Building the following original drawings :

"*Suppressio Veri*;" pen and ink drawing by the late George du Maurier.

Study of a Head; charcoal drawing by William Morris Hunt.

Study for "*The Discoverers*;" part of the decoration, no longer in existence, of the Capitol at Albany, N. Y.; by William Morris Hunt.

Original drawing for "*Punch*," by Charles Keene.

Study for the "*Daphnephoria*," by the late Lord Leighton, P. R. A.

The college has also been favored by the following

LOANS.

Edgar O. Achorn, Esq., Class of 1881, has loaned the following articles, constituting "*The Sophie Zela Achorn Collection*":

A fine specimen of old Norwegian carving, an oak cabinet said to be about four hundred years old.

A beautiful green and gold tea set of nine pieces, presented to Mrs. Achorn by the Princess Eugenia, sister of the present King of Sweden.

Two very choice examples of old Norwegian silver work, a girdle and pin; also a modern Norwegian silver pin.

An apron from Hardanger; an excellent specimen of needle-work.

Mrs. Hartley C. Baxter, Isaac Lincoln, Esq., and Dr. C. S. F. Lincoln have loaned the choice and rich collection of coins made by their father, Dr. John D. Lincoln of Brunswick.

Mr. and Mrs. George Warren Hammond, of Yarmouthville, have loaned an extremely interesting collection of various ancient smaller works of art, including objects from the countries bordering on the Mediterranean. These objects, which cannot be enumerated here, but among which may be cited a fine Greek vase, a figurine from Tanagra, and two Etruscan bronzes, are highly appreciated for their educational value aside from their intrinsic importance.

Mr. Hammond has loaned also an interesting collection of foreign and American coins and paper currency.

Mrs. A. H. Pendleton has loaned a collection of old English and American porcelain and glass ware, a glazed case for the same, a colonial mirror, and several paintings.

Hon. Harold M. Sewall, U. S. Minister at Honolulu, has added to his already extensive collection of Polynesian implements several wood carvings, a war conch-shell, and eight war masks; the latter are exhibited in the Searles Science Building.

Mrs. Levi C. Wade has added to her extensive and valuable collection a hand-painted fan; also, at the request of the curator, an etching in the first state by Zorn, a portrait of Levi C. Wade, Esq.

A member of the Class of 1874 has loaned thirty-six original drawings by Old Masters from Titian on. They were selected to supplement the Bowdoin Drawings and are exhibited in the Bowdoin Gallery.

We are constantly forced to consider the relation of the Walker Art Building and its collections to the college and the public. The amount of work done by students in the building increases and

its quality improves each year. The number of visitors has been as high as seventy-five in one day, and that not a holiday. As the building and its collections become better known, information is now frequently called for by investigators not connected with the college or otherwise interested in it. These lines of connection with the general public are further developed by photogravures and other first-rate reproductions, now made by at least two firms having a national reputation.

The college is now in possession of great artistic resources which give it a widening reputation. The more immediate usefulness of the Walker Art Building and Memorial Hall with their contents in works of art to the undergraduates and this community is being well served by practical, thorough courses in drawing from the cast, from still-life, and from life, conducted by Mr. Alger Veazie Currier.

The increasing importance of the art interests of the college, which have sprung up under the influence and inspiration of the Walker Art Building, and the amount of time and labor required for their proper administration, render necessary a regular annual appropriation for the services involved.

THE NEED OF A LIBRARY BUILDING.

The library is the very heart and core of modern college education. Statistics of New England colleges show that they have doubled their library endowments within the past twenty years. In 1878, one-half of them had no librarian except in so far as a member of the teaching force held the place, in addition to his regular work. In 1898, catalogues show that, on an average, the full time of two persons is given to the library.

Thomas Carlyle, in his Inaugural Address at Edinburgh, in 1866, was the first to emphasize the importance of the library as the center of the educational system, in these words: "The main use of universities in the present age is that, after you have done with your classes, the next thing is a collection of books, a great library of good books, which you proceed to study and to read.

What the universities can mainly do for you,—what I found the university did for me, is, that it taught me to read, in various languages, in various sciences; so that I could go into the books which treated of these things, and gradually penetrate into any department I wanted to make myself master of, as I found it suit me.”

In his introductory address, at the laying of the corner-stone of Wilson Hall, President Tucker, in the same vein, remarked: “The library is becoming a larger and more influential factor in the working of our schools and colleges; and it is becoming more influential just because it is becoming more vital. From an accumulation of books, it is becoming an organism more or less complete in its parts, and instinct with life. The college library stands for resources. The gain has been in the matter of availability. It stands also, and increasingly, for method. It can be made a better teacher of method than any one department. But beyond what it represents in resources and in method, it stands for inspiration. It is the one great stimulating, quickening, energizing force in college life. Naturally, it is the center of that life; and its whole relation to it is positive and active. The college library is not a repository but a workshop.”

President Eliot remarks: “Heavy as the burden of supporting the administration of the library is, it is a burden which the college gladly bears, because the library is the universal teacher, the nearest friend of every student and every instructor. It is the most comprehensive object for which money can be given to a university; for the library is needed by every teacher and every student, no matter what his department.”

In the matter of books, the liberality of the Boards and friends of the college has enabled Bowdoin to keep pace in some measure with other colleges, but further advance is prevented by the need of a library building. We have not proper accommodations for reference work. Our present quarters afford table or desk room for about thirty-five students, while instructors require classes of sixty to use the library for reference and

study. The shelf room available for books was exhausted two or three years ago. Since then, we have been compelled to store a portion of the books in distant buildings. It is an accepted principle among librarians, as stated by Mr. Winsor in his last report, that, "To properly arrange books, and leave room for growth, about twice as much space is needed as the books occupy when packed tightly on the shelves." Not only have we no free space, but there is not sufficient space to contain the books we have, when packed tightly on the shelves; consequently each new accession of books requires a shifting and re-arrangement of a whole section of the library before the new books can be properly classified and located. This occasions a great waste of the time and labor of the librarians. Unless a new building can be anticipated in the near future the college library must be brought down to the grade of an academy library—a selected collection for the use of undergraduates only. Furthermore, the danger of serious injury to our collection of sixty thousand volumes, if not its total destruction by fire, will continue as long as it is kept in rooms finished in soft wood, and directly above apparatus for heating.

Harvard University, in the seventies, found itself in circumstances similar to our own. In order to enlarge the library the sum of \$90,000 was withdrawn from the general fund, nearly one-thirtieth of the entire income-producing property of the institution, and one-fifteenth of the unrestricted funds; and again, three years ago, \$52,000 was spent for the same purpose.

Bowdoin College cannot afford to appropriate anything from its limited funds for this purpose; but this object is earnestly commended to the friends of the college as the most acceptable form which a large benefaction could take.

Accordingly, I recommend that a committee of the Boards be appointed to take such measures as they may deem advisable to raise the sum of \$150,000 for a new library building.

The librarian's report, which is appended, contains an account of the administration of the library the past year.

RELATION OF THE MEDICAL SCHOOL TO THE BOARDS.

The Medical School has gradually drifted into a merely nominal relation to the Governing Boards of Bowdoin College. To confirm nominations for professorships; to grant degrees to candidates for graduation; to give occasional hearings on the proposed removal of the school to Portland, and to ratify an occasional act of legislation on the part of the Medical Faculty, is the extent of the control which the Boards have exercised during the past ten or twenty years. The fact that under this loose system we have been so fortunate as to secure a most efficient Faculty, and that every chair is now filled to the satisfaction of all concerned, is to be credited to our remarkable good fortune; not to the loose system under which this good fortune has come to us.

As long as the Medical School was without endowment or prospect of endowment, and the entire income of the school was earned by the professors, it was impossible to anticipate what the income would be; and consequently the course pursued was natural, if not practically unavoidable. Now that the school has an immediate prospect of a large endowment, the continuance of this loose system by the Boards would amount to little short of a breach of trust.

As a step towards restoring the intimate and responsible relation between the Medical School and the Boards, which was contemplated in the charter of the school; as an absolutely essential step toward a proper administration of the trust funds which are soon to come into the possession of the Boards for the benefit of the school, I renew my recommendations of a year ago, that the finances of the school be administered by the treasurer of the college who is the official agent of the Boards; that the professors receive fixed salaries; that the material needs of the school be provided for by annual appropriations by the Boards, and that a detailed report of the condition and needs of the Medical School be made to the Visiting Committee of the Boards at their annual meeting, two weeks before Commencement.

With the treasurer's office a minute's walk away, and open

five hours a day, a separate treasury for the Medical School is as superfluous as the fifth wheel of a coach. The treasurer of the college states that the extra work involved would not be considerable. A secretary of the Medical School will still be necessary, and the treasurer of the college will be guided in his receipt of fees by certificates issued by the secretary of the Medical School. The many and vital advantages of the salary basis over the division of fees was sufficiently set forth at the last Commencement, and is generally appreciated by the members of the Boards. At a conference with the committee appointed to consider how the income of the Garcelon bequest shall be expended, held on March 23, 1898, the Medical Faculty expressed their preference for the salary basis. Accordingly I shall invite the Visiting Committee to prepare a provisional schedule of salaries for the Medical Faculty, to be presented to the Boards for their action at the coming Commencement. I shall also invite representatives of the Medical Faculty to meet the Visiting Committee to make suggestions with reference to the preparation of such provisional schedule, and to present a statement of the estimated income and the probable material needs of the school for the coming year.

BETTER CLINICAL FACILITIES FOR THE MEDICAL SCHOOL.

At the conference mentioned above, certain facts and desires of the Medical Faculty were presented, which deserve the earnest consideration of the Trustees and Overseers.

It is an indisputable fact that the present clinical facilities of the school are inadequate. In important respects the present operating room is unfit for this purpose. The school has no connection with a hospital, a lack which seriously interferes with the efficiency of clinical instruction, and which, if allowed to remain longer unremedied, will impair the value of the school's degrees.

The remedy may be sought in either of two directions. We

may build a cottage hospital, with an operating room connected, in Brunswick. The considerations in favor of this plan are :

First: We have lecture rooms, a museum, a library, and a dissecting room, which, though far from ideal, have served their purpose thus far.

Second: We have laboratories for chemistry, bacteriology, and histology, which are perfect, and could not be duplicated elsewhere for many thousands of dollars.

Third: The intimate local association of the school with the atmosphere of the college tends to impart a more liberal tone and to protect it from the merely commercial spirit which too often dominates the isolated professional school.

Fourth: Its present location has the advantage of traditional association, and as long as it remains here it is sure to be regarded as the Medical School of Maine, rather than as the school of any particular city.

Fifth: The expense of living in Brunswick is slightly less than it is in a city.

The other plan, which is favored by a majority of the Medical Faculty, is the removal of the school to Portland. The considerations in favor of this plan are :

First: Connection can be secured there with the Maine General Hospital. The charter of the hospital specifies the promotion of medical education as one of the purposes for which it was erected; and the hospital would be available for clinical purposes.

Second: The size of the city affords increased quantity and variety of clinical material, including emergency cases.

Third: A suitable lot, in proximity to the Maine General Hospital, has been provisionally secured.

Fourth: Inasmuch as the greater number of the professors live in Portland, the increase in length of the school year and the addition of minor lectureships on special topics can be more conveniently and rapidly accomplished there than in Brunswick.

Fifth: The tendency of medical instruction is in the direction

of city schools, where the greatest variety of cases and the highest grade of medical talent is to be found.

Either of these plans would remedy the immediate difficulty in which the school is placed. The school will be a considerable advantage to the community in which it may be located. In choosing between these two plans, the Boards will probably be influenced to a considerable extent by the desires of the two communities as expressed in the form of a willingness to contribute to the erection of a suitable building. It would require a smaller sum to erect the cottage hospital and operating room in Brunswick than to buy the lot and erect laboratories, lecture rooms, and all that would be required in Portland. Incidentally the cottage hospital at Brunswick would meet the need of an infirmary, where college and medical students who are sick can be properly cared for. On the other hand, the erection of a suitable building in Portland would be a safer permanent provision for the unknown future developments of the Medical School in view of the tendency of medical education, like everything else, to concentration in cities. The maintenance of the hospital in Brunswick would be a large source of expense, and Brunswick is not large enough to support a staff of resident surgeons sufficient to make the hospital available when the school is not in session.

The Boards at one time expressed a willingness to entertain the proposition of a removal of the school to Portland on condition that a suitable building should be provided and deeded to the college. They would probably be equally ready to accept the gift of a suitable hospital and operating room in Brunswick on similar conditions.

Perhaps the appreciation of the possibility of a move in either direction may stimulate both communities to more prompt and generous effort. The presence of an institution with a prospective endowment of a quarter of a million dollars in the near future, and with between one and two hundred students, ought to appeal to the pride and generosity of any community

with sufficient force to secure for it a permanent home. In either case the running expenses of the school will be materially increased, and it would be hardly wise to pledge in advance the entire income of the Garcelon bequest for the construction of a building in either place. In case the new building is in Portland there is an equity amounting to five thousand dollars in the present building, which should be appropriated toward the new building when the present building is released.

Something should be done at once. - The school should not be allowed to remain longer without suitable provision for one of the most important departments of its work. In the increasing qualifications of its students for admission and the rapidly-rising standard of requirement for graduation, in the ability and devotion of its Faculty and the thoroughness and progressiveness of the instruction given, in the excellent laboratory facilities offered in certain departments, in the receipt of one large bequest and the provision for another by a generous friend, the school is eminently prosperous ; and the provision of proper clinical facilities, together with the establishment of more intimate and responsible connection with the Governing Boards, are all that is needed to assure the future of the school as a center of sound medical education.

WILLIAM DEWITT HYDE.

BRUNSWICK, ME., May 25, 1898.

Freshman Courses for those Entering Without Greek.

CANDIDATES FOR A.B.				CANDIDATES FOR B.S. AND B.L.			
I. Entering on German.	II. Entering on French.	III. Entering on Math. and Chemistry	IV. Entering on Math. and Physics.	V. Entering on German.	VI. Entering on French.	VII. Entering on Math. and Chemistry	VIII. Entering on Math. and Physics.
El. Greek.	Greek.	Greek.	Greek.				
Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.
French.		French.	French.	French.		French.	French.
Mathe- matics.	Mathe- matics.			Mathe- matics.	Mathe- matics.		
	German.	Physics.	Chemistry		German.	German.	German.
				History.	History.		
						Physics.	Chemistry
Hygiene.	Hygiene.	Hygiene.	Hygiene.	Hygiene.	Hygiene.	Hygiene.	Hygiene.
Elocution.	Elocution.	Elocution.	Elocution.	Elocution.	Elocution.	Elocution.	Elocution.

Sophomore Courses for those Entering Without Greek.

CANDIDATES FOR A.B.				CANDIDATES FOR B.S. AND B.L.				
REQUIRED.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
	* Rhetoric.	Rhetoric.	Rhetoric.	Rhetoric.	Rhetoric.	Rhetoric.	Rhetoric.	Rhetoric.
	Greek.	Greek.	Greek.	Greek.				
			German.	German.				
ELECTIVE.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.	Latin.
	French.	French.	French.	French.	French.	French.	French.	French.
	Mathe- matics.	Mathe- matics.	Mathe- matics.	Mathe- matics.	Mathe- matics.	Mathe- matics.	Mathe- matics.	Mathe- matics.
	History.	History.			Physics.		History.	History.
	Physics.	Physics.			Biology.	Biology.	Biology.	Biology.
					German.	German.	Chemistry	Chemistry
	2d Term Logic.	Logic.	Logic.	Logic.	Logic.	Logic.	Logic.	Logic.
3d Term Botany.	Botany.	Botany.	Botany.	Botany.	Botany.	Botany.	Botany.	

* The Rhetoric is required in all the courses for the first term only.

FOURTEENTH ANNUAL REPORT
OF
GEORGE T. LITTLE,
LIBRARIAN OF BOWDOIN COLLEGE
FOR THE YEAR ENDING JUNE 1, 1898.*

To the Visiting Committee:

GENTLEMEN—The number of volumes now in the library, inclusive of 3,731 books belonging to the Medical School, is 62,682. The accessions for the last twelve months have been 2,192; of these 1,168 were purchased at an average cost of \$1.49; 166 were obtained by binding periodicals and pamphlets, and 858 were given by various donors.

The gifts to the library, both in money and in books, though not so large as in some previous years, have been most encouraging and noteworthy. For the first time since the writer's connection with the college, a graduating class has testified to its appreciation of the library by a gift at its first Commencement. The Class of 1897 at its last meeting voted to transfer the balance in its treasury to the librarian to purchase books for a memorial of a deceased classmate. In accordance with this action the collection known as the "Badminton Library of Sports and Pastimes" was added to the library, and its volumes, with a score of other books on the same subject, were labeled as the gift of the Class of 1897 in memory of Edward Kent Tapley.

The Class of 1867, one of the few classes maintaining annual reunions, signalized its thirtieth by the gift of a book-case, which formerly

*The first report was not printed; the seventh, eighth, tenth, and eleventh were issued in the Library Bulletin; the twelfth and thirteenth were printed in President Hyde's reports of 1895-6 and 1896-7. Two special reports on the needs of the library may be found in the President's reports for the years ending June, 1893, and June, 1896.

belonged to the poet Longfellow, and was used by him during the years he was professor and librarian at Bowdoin. A small surplus above the cost of the case has been expended in procuring some of the rarer editions of his separate works.

Mr. Isaac McLellan, the only survivor of the Class of 1826, and also of that group of writers who brought so much fame to the "down-east college," has always been mindful of his *Alma Mater*, and this year his generosity has enabled the library to add one hundred volumes to its collection of American fiction.

Hon. Josiah L. Pickard, LL.D., of the Class of 1844, lately President of the University of Iowa, has given, with other valuable works, a complete set of the Proceedings of the National Educational Association. Several of these were out of print and not to be procured in the ordinary channels. So many of the alumni have remembered, since the last report, the needs of the library that it is impracticable to describe here all their gifts. Mention should be made, however, of the valuable subscription book entitled "The New England States," given by Edward Stanwood, Litt.D., of the Class of 1861, and of the collection of books on social and economic subjects selected from the library of Rev. Dr. Newman, of the Class of 1867.

The library has received the usual gifts of public documents from the State and national government, and by the courtesy of the mayor of Charleston, S. C., and his secretary, has made nearly complete its set of the valuable year books issued by that municipality. It has also received from the secretary, an elegantly bound copy of the proceedings of the Behring Sea Claims Commission. Rev. Edward C. Guild, of Boston, has increased materially the collection of German Dialect Literature, and George Warren Hammond, Esq., of Yarmouthville, whose gifts to the Art Collections have been reported elsewhere, has supplied the library with certain of the publications of the Egypt Exploration Fund, and with Scudder's elaborate work on the butterflies of New England.

Among the purchases of the year may be mentioned a complete set of the "Bulletin de la Société de l'Histoire du Protestantisme Français," in forty-five volumes, from the income of the George S. Bowdoin Fund; "History of Banking in All Nations"; a set of the reports of the United States Supreme Court; Chatelain's "Paléographie des Classiques Latins," and Martha's "L' Art Etrusque."

CIRCULATION.

The total number of volumes loaned has been 8,707, an increase of nearly 300 over that of the preceding twelve months. The practice has been followed this year of placing in each volume a slip indicating the date on or before which it should be returned. The proper control and oversight of volumes circulating among so compact a community as a college would seem to be simple and easy. The freedom, however, with which classmates and society mates borrow of their friends the books they need without formal permission, renders the administration of this part of the librarian's work vexatious and time-consuming. It has usually been found necessary to retain a volume in the library for consultation whenever it becomes necessary for a dozen men to use it during the course of the term.

EXPENDITURES.

The itemized bills on file at the Treasurer's office are roughly classified in the following statement, to show the character of the expenditures and the sources of the library's income :

<i>Receipts.</i>		<i>Expenditures.</i>	
Appropriation,	\$1,500	Books,	\$1,741
Appropriation for shelving,	300	Binding,	323
Appropriation of Medical		Periodicals,	332
Faculty,	75	Transportation,	125
Bond Fund,	400	Library Supplies,	333
Sibley Fund,	157	Shelving,	379
Walker Fund,	248	Cataloguing,	190
General Library Fund,	153	Continuations,	73
Bowdoin Fund,	110		—————
Smyth Fund,	59		\$3,496
Ayer Fund,	58		
Sherman Fund,	50		
Sale of duplicates,	84		
Gift of Isaac McLellan,	100		
Gift of Class of 1867,	51		
Gift of Class of 1897,	51		
Anonymous gift,	100		
	—————		
	\$3,496		

NEEDS OF THE LIBRARY.

The great need of the library is room for growth. The librarian can only again call attention to the facts stated by him in preceding years, and summarized by the President in his report for this year. The matter is one of interest and importance to the entire college, and a satisfactory solution can hardly be secured without the active co-operation of the Governing Boards.

For the ensuing year it is desirable that the annual appropriations should not be less than in the two preceding years, and especially that the amount set apart for shelving should be also available for the expenses of transportation and extra shelf-listing rendered necessary by the present method of storing our books.

