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NEW SERIES

NUMBER 11

BOWDOIN
COLLEGE
BULLETIN

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1906



1907

BRUNSWICK, MAINE
PUBLISHED BY THE COLLEGE FOUR TIMES A YEAR
IN DECEMBER, FEBRUARY, MAY, AND JULY

MAY, - 1907

REPORT OF THE PRESIDENT
OF BOWDOIN COLLEGE
FOR THE ACADEMIC YEAR, 1906-1907

TOGETHER WITH THE REPORTS OF THE
REGISTRAR, THE LIBRARIAN, AND THE
CURATOR OF THE ART COLLECTIONS

1906



1907

B R U N S W I C K , M A I N E

PRINTED FOR THE COLLEGE, MDCCCXVII

JOURNAL PRINTING COMPANY
LEWISTON, ME.

Report of the President

To the Trustees and Overseers of Bowdoin College:

GENTLEMEN:—Hon. Andrew Peters Wiswell, LL.D., died on December 4, 1906, in the fifty-fourth year of his age. He was born in Ellsworth, July 11, 1852, and graduated from Bowdoin College in the Class of 1873.

From 1878 to 1881 he was Judge of the Municipal Court in Ellsworth. From 1883 to 1886 he was National Bank Examiner for Maine. He served three terms in the Maine House of Representatives, once as chairman of the Judiciary Committee, and once as Speaker. He was appointed Associate Justice of the Supreme Court of Maine in 1893, and in 1900 succeeded his uncle, Hon. John A. Peters, as Chief Justice. He was an Overseer of the College from 1899 to 1904, and a Trustee since 1904. He received the degree of LL.D. from Bowdoin College in 1900.

Genial and courteous as a man; clear and thorough as a lawyer; fair and expeditious as judge; he fulfilled socially, professionally, and personally the high requirements of the exalted office which he held.

Finances

Some of our friends, hearing of the gifts that have come to us, think we are growing rich; others, hearing of the deficit, think we are growing poor. The fact is, we are neither piling up money, nor standing still, nor running behind. Our usefulness and our resources are steadily increasing together. During the last decade our usefulness has increased a little more than our resources;

but the securing of \$250,000 will remove the deficit and leave us a small margin for advance. The following table shows more clearly than words precisely what our financial history has been for the past decade:

Year	Income from Investments	Income from Students	Expenses
1896.....	\$21,464.82	\$25,933.33	\$53,038.26
1897.....	21,587.29	28,085.76	55,776.88
1898.....	28,251.23	27,510.66	57,011.06
1899.....	24,610.32	29,163.30	54,843.70
1900.....	23,766.66	30,332.02	56,845.32
1901.....	31,681.94	31,090.35	66,218.15
1902.....	35,089.47	32,826.10	67,935.81
1903.....	36,018.15	33,772.29	76,474.47
1904.....	38,598.12	33,087.77	79,789.74
1905.....	38,569.74	31,716.28	78,495.95
1906.....	39,346.45	32,136.60	78,569.00

Year	Deficit	Gifts	Funds at Close of Year
1896.....	\$5,640.11	\$8,700.00	\$552,582.38
1897.....	6,103.83	17,594.00	549,475.56
1898.....	1,249.17	92,000.00	638,786.68
1899.....	*2,740.41	4,760.00	644,665.93
1900.....	2,746.64	9,200.00	660,416.86
1901.....	4,722.76	170,292.59	717,996.08
1902.....	*3,869.47	73,708.95	771,973.61
1903.....	7,615.08	53,568.60	826,057.74
1904.....	10,579.56	16,288.50	825,144.40
1905.....	10,047.23	58,384.33	851,368.56
1906.....	8,678.44	125,597.47	956,950.91

*Excess.

In the above table a considerable part of the income from investments is not available for the general expenses of the College, but must be used as scholarships for deserving students, or carried to the principals of special funds. For example:—In 1906 about \$10,000 was so used, making the income from investments available for general college expenses about \$29,000 instead of \$39,000, and the general expenses about \$68,000 instead of \$78,000.

GIFTS TO THE COLLEGE

The following gifts and funds have become available during the year ending May 10, 1907:

Class of 1894.....	\$400 00
Thomas K. Noble	100 00
Edward Stanwood	250 00
Hartley C. Baxter	400 00
Willian H. Greeley	100 00
Fayerweather Estate	155 00
Oliver C. Stevens	350 00
Clinton L. Baxter	200 00
Lucilius A. Emery	40 00
J. B. Lunger	100 10
Mrs. Kate D. Riggs.....	40 00
Unknown Donor	34 00
Lewis A. Burleigh	50 00
Frederick O. Conant	50 00
Walter G. Davis	200 00
George S. Payson	200 00
William J. Curtis	200 00
Frederick H. Appleton	200 00
Clarence Hale	200 00
Louis C. Hatch	150 00
William G. Beale	200 00
Franklin A. Wilson	200 00
George L. Thompson	25 00
Chase Eastman	10 00
Franklin C. Payson	200 00
Charles F. Libby	200 00
Milton S. Clifford.....	10 00
Richard C. Payson.....	50 00
George F. Cary, William L. Black and Joseph Williamson	100 00
Myles Standish	10 00
David W. Snow.....	100 00

John M. Brown.....	100 00
Arthur W. Merrill	10 00
George T. Files	100 00
James McKeen	200 00
John Clair Minot.....	10 00
Joseph E. Moore.....	100 00
Edwin H. Hall	10 00
Philip G. Brown	200 00
James P. Baxter	400 00
Mrs. Calista S. Mayhew.....	5,000 00
Garcelon Trust	84,510 52
	<hr/>
Total	\$95,164 62

In the above list the specific contributions towards the deficit amount to \$4,625.

CONDITIONAL GIFTS

The General Education Board has offered to give Bowdoin College \$50,000 on condition that it raises \$200,000. In making this initial subscription this Board should not be regarded as imposing conditions on us, but rather as helping us to satisfy a long-felt need. The Board gives only after careful investigation. Its endorsement and aid are a guarantee of the financial soundness, educational efficiency, and public usefulness of the institution that it aids. In making the gift conditional on the raising of an additional sum, the Board is following its usual policy which is to help only such institutions as are able and willing to help themselves.

For the past ten years, in spite of the greatest economy, Bowdoin College has faced a constantly increasing deficit which last year amounted to \$8,678.44. Of this sum, however, \$4,330 were contributed by alumni, and these same alumni have generously promised contributions this year and next, if needed. These contributions,

however, meet only about half our deficit and, of course, cannot be counted upon indefinitely.

Toward the \$200,000 that must be raised in order to secure the gift of the General Education Board the following contributions have already been made, in part conditional upon raising the entire sum: one gift of \$10,000, another of \$50,000, and another of \$50,000 in bonds subject to three annuities which the General Education Board allows us to count at their present worth, reckoned by the Board at \$16,840.10. All three of these donors are alumni who have either given generously before or are planning to do so later. Our special thanks are due these generous sons of the college who have made the alumni confident that the whole sum can be raised.

We thus have already in hand more than \$76,000. To secure the remaining \$124,000 will be to secure twice that sum for the college endowment. The opportunity is ours now to increase our regular income up to and a little beyond our present necessary expenses.

THE CARNEGIE FOUNDATION

By far the most important business to come before the Boards at Commencement is our relation with "The Carnegie Foundation for the Advancement of Teaching." The committee appointed for the purpose has become increasingly convinced of the importance of establishing this connection, and has employed an attorney to remove legal difficulties. There is nothing in our charter which prevents our acceptance by this Foundation. Two or three funds were accepted on terms which might be regarded as inconsistent with the resolution required. The officers of the Foundation are most friendly to us. Nearly all the leading Congregational colleges are on the list approved by the Board, viz., Amherst, Beloit, Colorado, Dartmouth, Iowa, Middlebury, Mt. Holyoke, Ober-

lin, Wellesley, Williams. Even if it were necessary to forfeit all the funds involved, they should be regarded as but the dust in the balance in comparison to the great advantages, both immediate, in the way of retiring allowances, and remote, in the support of adequate salaries for professors, which this connection will bring to the College.

At the inception of their work, the Foundation confers retiring allowances on a few individuals not connected with accepted institutions. I am happy to say that, in response to our request, the Foundation has indicated its readiness to grant a retiring allowance to one of our professors as soon as he assures them that he is ready to receive it.

The Good Order of the College

The withdrawal of the Seniors and Juniors from the dormitories into the Chapter Houses rendered necessary a return to the proctor system in the dormitories. First, instructors and assistants, and later Medical Students, were tried, with only partial success. This year leading members of the Senior Class have accepted the office. The result has been a marked increase of good order and diminution of damage to the buildings.

After trying, with the usual imperfect success, all the mechanical devices for securing attendance at recitations, this year the whole matter was placed in the hands of Professor Sills as Secretary of the Faculty. He has conducted this difficult and delicate task with such firmness and good nature as to give entire satisfaction to both Faculty and students.

The necessity for formal discipline has been much less than usual. This is largely due to firmness in critical cases a year ago. Intense interest in hard work is the secret of good order in a college. A single point which

either invites or permits indifference or levity spreads demoralization far and wide throughout the institution. While it is too much to claim that every subject is so presented as to win the enthusiastic interest of every student, it is fair to say that that ideal has been increasingly before the College, and every move has been made with an eye single to that end, and has brought us appreciably nearer to that goal.

The Christian Association

The rise of the Christian Association in the regard of the students and in efficiency of service has been remarkable. It has increased its membership from 35 to 175, making it the largest organization in college. Its work was planned definitely and well for the whole year; the business management was sound. It met all the expenses of the most active and progressive year in its history.

Eighteen addresses were given under the auspices of the Association, including a series of six on "The Ethical Aspects of the Professions." These were all well attended and of great value to the students. Under the direction of the Christian Association, the Glee and Mandolin Clubs gave a concert to 300 people at the Lewiston Social Settlement, and the social service committee sent three barrels of clothing to Dr. Grenfell in Labrador. Generous friends of the Association furnished new and attractive rooms and a new piano. To these friends, the college is grateful. Having completed a most successful year, the Christian Association is ready to begin the new college year with high hope and fresh enthusiasm.

College Preachers

A gratifying development of the last year has been the increased interest in religious activity on the part of the undergraduates. While there has been no revival effort,

various factors have conspired to deepen the students' thinking on themes connected with the spiritual life. Chief of these factors is the system of College Preachers inaugurated March 17, 1907, whereby the leading clergymen of the country are to be secured from time to time as preachers to Bowdoin College. The generosity of Professor and Mrs. George T. Files of Brunswick, who have furnished the funds for achieving this result, deserves the hearty gratitude of every friend of Bowdoin. Each preacher occupies the pulpit of the Church on the Hill Sunday morning, conducts the College Chapel exercises Sunday afternoon, and in most cases meets the undergraduates informally Sunday evening to answer questions on any subjects connected with life or religion. The responsibility for arranging the schedule of preachers is left with the President in co-operation with Rev. Herbert A. Jump, the pastor of the Church on the Hill.

The plan calls for one preacher each month, ordinarily on the third Sunday of the month, and as far as possible every denomination is to be represented. The two considerations guiding the selection of a preacher are, that he shall be a leader of national reputation in his particular denomination, and that he shall be the kind of preacher who has a message for young men. That the plan is commending itself to the student body may be inferred from the statement that nearly one hundred and fifty undergraduates were in the audience on the Sunday morning when last a College Preacher occupied the pulpit—and this notwithstanding the facts that attendance was entirely voluntary, that it meant the deliberate addition of a second religious service to the undergraduate's Sunday schedule, that many of the students were out of town at home, and that the day hap-

pened to be one of the first mild spring Sundays with all the spring's solicitation to attract the men out of doors.

The preachers who have already served the College or who have signified their acceptance of invitations for next year are:

Rev. Alexander McKenzie, D.D., Cambridge, Mass. (Congregational).

Rev. Lyman Abbott, D.D., New York City. (Congregational.)

Prof. Hugh Black, D.D., formerly of Edinburgh, Scotland. (Presbyterian.)

Prof. William W. Fenn, Harvard Divinity School, Cambridge, Mass. (Unitarian.)

President Charles Cuthbert Hall, D.D., Union Seminary, New York. (Presbyterian.)

Rev. Floyd W. Tompkins, D.D., Rector Church of the Holy Trinity, Philadelphia, Pa. (Episcopal).

President William H. P. Faunce, D.D., LL.D., Brown University, Providence, R. I. (Baptist).

Rev. Donald Sage Mackay, D.D., New York City. (Dutch Reformed.)

Bowdoin's good fortune in thus being able to offer her students the same advantages that are enjoyed by students in the larger universities and in cities and towns more centrally located, will be increasingly appreciated as the months go by, and it is hoped that the system so auspiciously initiated may never be permitted to lapse.

The College and the Town Churches

Other factors contributing to the deepened interest in religion are the rejuvenation of the College Y. M. C. A. referred to in another place; the generous action of the Church on the Hill in complying with the request of its pastor that the Sunday evening service be suspended

in order that he might have time and energy to enlarge his points of contact with the student body, which he has done through a Sunday noon Bible Class and through an increased pastoral activity among the students; the coming as pastor of the Universalist Church, of a young man, Rev. Leroy W. Coons, who is also an undergraduate in the College and who has conducted one of the Christian Association Bible Classes; and in general, a closer relation of interest and helpfulness between the students and the churches of various denominations in this college town.

Looking at the matter broadly, I feel confident that while its type is practical, not sentimental; while it is more interested in Christian helpfulness and service than in intense and protracted prayer-meetings, the life of the Bowdoin undergraduate to-day is as wholesomely religious as it has been in any period of the college's history; and that the ideals given to the world by the strong and manly Christ are deepening their hold upon our student body.

Earnings of Students

Each year the students in Education have carried on a special investigation, in addition to the regular work of the course. Two years ago, the investigation concerned the relation of athletics and scholarship, and the findings were published in *Science*. Last year the students collected much material regarding the growth of American universities and colleges, and the results were published in *The Nation*. This year the investigation has dealt with the earnings and expenses of Bowdoin College students, and the results have been published in a special bulletin.

Careful and detailed reports were received from over two hundred students. Of these, 167 have earned a part.

or all of their college expenses. The amount earned by these students (including scholarships, prizes, and the income of vacation work), during the year 1906-1907, was \$37,709.75. The average amount was \$225.80. Twenty members of the present senior class report that they have earned during their whole college course an average of \$902.34. Eighty of the 169 men have earned over half of their necessary college expenses. Over two hundred different ways of earning money were reported.

That a self-supporting student need not suffer in scholarship is indicated by the fact that of the twenty-two men selected on the basis of rank for provisional Commencement Appointments, over one-half have earned over one-half of their college expenses. Of the ten men standing highest in scholarship in the Class of 1907, six have been in a large measure self-supporting. Many other facts, of great interest and encouragement to prospective college students of limited means, are set forth in the bulletin. Upon request, the Registrar of Bowdoin College will send a copy to any address.

The Departure of Professor Ham

Professor Roscoe J. Ham, after six years of faithful and devoted service, leaves us to accept a professorship of French in another college. Inasmuch as the position he leaves involves teaching the elements of three languages, while in the position to which he goes he will be at the head of a single department, his departure is distinctly in the line of well-earned promotion. By the thoroughness and fidelity of his work, and by his complete identification with the interests of the college here, Professor Ham has earned the gratitude of every student whom he has taught, and of the college which he has so successfully served.

Under Professors Woodruff, Moody, Mitchell, Sills and Ham the work of the Freshman year has been as thorough and inspiring as that of any other in college, and has afforded a firm foundation for the freer methods of instruction appropriate to the later years. No necessary expense should be spared to maintain this elementary instruction in the modern languages in that state of efficiency which it has reached under Professor Ham.

The Longfellow Centenary

In accordance with the vote passed by the Boards of Trustees and Overseers last year, public exercises will be held on Wednesday afternoon of Commencement Week in commemoration of the one hundredth anniversary of the birth of our alumnus, Henry Wadsworth Longfellow. The address will be delivered by Professor Henry Leland Chapman, D.D., and the poem by Rev. Samuel Valentine Cole, D.D.

Exercises of similar character, arranged with special reference to the presence and participation of the undergraduates and their teachers, were held in Memorial Hall on the forenoon of February twenty-seventh. Professor Franklin C. Robinson, LL.D., presided; Professor Henry Johnson, Ph.D., read the anniversary poem, entitled *The Seer*, Professor Wilmot B. Mitchell delivered an address on *Longfellow and Bowdoin College* and several of the poet's poems which have been set to music, were rendered by a quartette of students.

The Course of Study

Once in five years it is the custom to print reports from the departments of instruction. In the advance from the condition in which there was a single professor for each department, we have expanded slowly and cau-

tiously as need has required. It is easy to spread out on paper any department so as to make it appear to require a large force of instructors. We have limited ourselves strictly to what was urgently required; the departments have fallen into three classes: first, those that have more than one professor and need more. These are modern languages; English, including rhetoric, English literature and argumentation; and philosophy and psychology, with which are combined the duties of president and registrar. Second: mathematics and the sciences, which have only one professor each, but urgently need more than one. They are doing far more work than they were doing twenty years ago, yet with no substantial increase of teaching force. Third: Greek, Latin, history, and economics, in each of which the work reasonably called for at present is easily within the capacity of a single vigorous professor.

GREEK

Professor Woodruff

The important changes in the Greek department since the last report was made five years ago are two; a striking decrease in the number of Freshmen who elect Greek (a decrease this year of about one-half from the more than twenty-five per cent. of the two years previous); and the establishment of a new course for Seniors and Juniors for the study of Greek literature in translation.

Now that Greek has been transferred in college from the prescribed to the elective list of studies and is no longer required for admission, while in many of the smaller secondary schools it has been discontinued altogether, there is no reason to expect that it will be elected by large numbers; in compensation the quality of the work ought to improve, and I believe it is improving, for those who voluntarily elect Greek pursue it *con amore*.

Courses 5 and 6, which were omitted last year because not elected, have been resumed. In these courses and in those for Freshmen and Sophomores (Courses 1, 2, 3, and 4) there has been no substantial change in the range and quality of the work, although for the sake of variety there is change of authors and books from time to time. Two students asked at the beginning of the year for a course in elementary Greek. The request was not granted, as it has been deemed inadvisable to give the course to less than three. From the present outlook it seems likely that the request for instruction in elementary Greek will be renewed next September, and that the number of applicants will reach our fixed minimum.

The new course in Greek literature in translation (Greek 8) was given for the first time last year. The work was conducted as outlined in the catalogue, by lectures, readings, and assignment of works for special study, and with fortnightly written tests to gather up results. After a rapid review of the epic period, and a brief examination of the origin and significance of the various forms of lyric poetry, with special attention to the development of the drama therefrom, ten tragedies of Aeschylus, Sophocles, and Euripides were studied with considerable care. The aim throughout was to show that Greek literature was a product of Greek life, and that at every stage the literature took its quality and impress from the economic, political, social, and moral condition of the Greek people. Last year fourteen men completed the course. This year the number has risen to thirty-three. Several members of each class expressed a desire to continue the work for another semester. There is then a demand for such a course. It is profitable for those who have studied Greek, for it enables them to see more clearly the place of each author they have studied in the historical development; and for those who do not study

Greek it is a necessity, if the influence of Greek thought and life is to be maintained as a constituent of college training.

The part of the income of the Winthrop fund available for the Greek department this year has been used in installing a lantern in the Greek Room where it has long been needed, and in the purchase of a few lantern-slides. Unfortunately lantern and slides were not ready for use until the year was well advanced. Next year the new outfit will be available from the beginning.

LATIN

Professor Houghton; Adjunct Professor Sills

Courses 1 and 2 are given this year by Professor Sills, the remainder by Professor Houghton.

Latin 1. Selections from the first five books of Livy were first read; and stress was laid on Livy as a master of narrative prose style. Some twenty-five or thirty of the best known letters of Pliny the Younger were then studied as an introduction to the private life of the Romans under the empire. Cicero's *De Senectute* was also read; and comparisons were made between its thought and the thought of more modern essays on the same subject.

Latin 2. The work consists of the reading of all the *Odes* and *Epodes* of Horace and of the study of Horace as a typical Roman and as a great lyric poet. The class is held to a knowledge of the principal Horatian metres and to a close acquaintance with the more important Horatian phrases. An endeavor is also made to have Horace read and appreciated as poetry. With that end in view comparisons are constantly made between him and other and more modern poets; and each member of the class is required to write an essay in which he

attempts to compare his favorite odes with the lyrical works of some familiar modern poet.

During the year informal lectures on Latin literature are given from time to time; and the class is expected to remember one or two salient facts about the more important Latin writers. The instructor also endeavors to keep before the class the value that a knowledge of Latin may be to their work in Rhetoric and English Composition; and to suggest the relations which exist between the Latin texts read and some of the more familiar passages in English literature.

The work of the Latin Department during the past year with the Sophomores, Juniors and Seniors has been as follows:

Latin 3. In the first half-year, which was given to Roman comedy, the *Adelphoe* and the *Phormio* of Terence, and the *Rudens*, the *Mostellaria* and the *Menaechmi* of Plautus were read, making an unusually full half-year's work. The metres and the archaic forms and constructions were necessarily considered, but attention was directed chiefly to reproducing in colloquial English the tone and spirit of colloquial Latin. Written work was required involving an original comparison of the two authors, which was developed and illustrated by means of citations from the five plays that had been read.

Latin 4. Roman satire, being closely related to comedy, appropriately succeeds it as the subject of the next half-year. Horace's satires and epistles, except one satire, also nine satires of Juvenal are read, with comparison of Lucilius, Persius and Petronius. As in the study of comedy, so in that of satire a spirited and adequate translation is regarded as of the first importance; while the subject matter, and especially the connection of the thought, calls for equal attention. Written work is also required relating to the social conditions of the different

periods, and to the environment and the personal traits of the several satirists.

Latin 9. This course in the writing of continuous Latin prose is open to Juniors and Seniors during the first half-year. After introductory work covering the latter part of Professor G. G. Ramsay's first volume, some fifty-three exercises in the second volume were turned into Latin by the class. These versions were discussed and corrected by the instructor in the class room, after which a fair copy embodying the corrections was required. In connection with this work, oral and written renderings of a part of the first book of the *De Oratore* of Cicero were similarly treated, in order that, in the alternate discussion of translations from English into Latin and from Latin into English, the differing idioms of the two languages might be the more instructively compared.

Latin 10. The subject of the combined Junior and Senior courses for the last half-year has been Roman epics. The last six books of Vergil's *Aeneid* and two books of Lucan's *Pharsalia* are read, with comparison of Statius and Silius Italicus. The chief aim of this course has been to develop such an appreciation of epic style as should result in preserving the epic quality, as far as possible, in the English translation. Written work is required dealing with the nature of epic poetry and with the characteristics of its Roman representatives.

Latin 12. The fact that, from time to time, a number of Juniors and Seniors have desired a wider knowledge of Latin literature, without further study of the language, suggested the experiment of giving a course in which the Latin authors should be studied in English translations; and such a course was given for the first time last year with gratifying results. During the last half-year considerable portions, complete in themselves,

of Plautus, Terence, Lucretius, Cicero, Horace, Vergil and Tacitus, will have been read. Written examinations have been held once a fortnight, which were based on the assigned readings and on the life and times of the several authors. The time in the class room has been given to lectures on Roman religion and Roman literary history.

FRENCH

Professor Henry Johnson

The instruction given to students in their second year of work in French has been conducted in the current year on the usual lines. The membership of the class, which is elective, includes Freshmen and Sophomores in about equal numbers together with a few members of the two upper classes. A college-trained Freshman passes to his second or Sophomore year in French with an ability to study and a view of his subject quite in advance of those of the best equipped just-entering Freshman taking up this work on fitting-school preparation. A further diversity in qualification is introduced by the Sophomore who takes up French on the basis of his fitting-school preparation, and who has dropped the study for a year or more before resuming it in college. This year's class of over seventy, thus constituted, has been divided into two sections. The methods of instruction in the class-room include primarily the effort to teach the pupil to recognize and reproduce the sounds of the spoken language. The universally employed devices of dictation, and of having the learner read aloud from texts, of which the meaning has been thoroughly grasped, have been followed. The texts read in the class-room have been of Nineteenth Century prose, works of Mérimée, Coppée, Maupassant, and a book on recent French writers. Consideration of the individual's needs and capac-

ity, so widely varying, has lead me to give this year more attention than I commonly find necessary to the student's expression, both in French and in English, of clear ideas. I have noted very frequently the struggle necessary on the part of many of them to grasp a simple truth firmly and to render it in any language with correctness.

As an aid to their appreciation of literary structure as well as of contents, I shall have had by the close of the year each member of the class report at regular intervals in a full, written analysis on single works of Corneille, Lesage, Sand, About, and Fontaine's *Prosateurs Français du XIXme Siecle*. To meet the special interests of a few students in physical science I have substituted for one of the literary texts to be reported on, a French scientific reader, just published.

The students in third-year French, about thirty Seniors and Juniors, have taken the course on the Seventeenth Century, which is offered this year in the due rotation of subjects. The Eighteenth and the Nineteenth Centuries were studied in 1904-5 and 1905-6. The selection of writings for class-room study included typical works of Corneille, Molière, La Fontaine and La Bruyère. Attention has been given to the description of their times by contemporary letter-writers. The analytical reports on outside reading have dealt with: *Dix-septième Siècle*, *Lectures Historiques*, *Classic French Letters*, and complete single texts by Corneille, Molière, Racine, Bossuet and Boileau. The recent edition of *Les Caractères* of La Bruyère by Professor Warren of Yale University has been of special value in class-room work, in which I have constantly endeavored to bring out certain permanent characteristics of French thought and expression.

GERMAN

Professor Files

Shortly after the publication of the last report for this department, the college found it possible to grant the request embodied in the report; namely, that an additional instructor be appointed in order that more careful instruction could be given in the elementary work, and that the advanced courses might be extended and broadened in their scope. The result of this extension has been beneficial in every particular.

Under the arrangements that have existed during the past five or six years, Professor Ham has had entire charge of the elementary work, as will be seen in his printed report. I would ask to be permitted to testify in this place to the exceptional character and quality of the work which Professor Ham has done. The intense enthusiasm, the infinite care for the smallest details, and the sound pedagogical principles upon which he has based all his efforts have combined to give to the students of this college the most efficient elementary instruction in German that could possibly be offered. Upon a foundation of such excellent elementary instruction, it has proved a pleasant task to develop the more advanced stages and this has been accomplished along the following general lines.

After completing the elementary work the students who propose to continue the study of German may be roughly divided into two groups which are to be distinguished not at all upon a basis of scholarship, but wholly on the basis of the purpose to which they propose to put their knowledge of German. The first group (Class I.) proposes to make the language a subject of special study; the second (Class II.) commonly desires to continue the language not longer than one year more, and in

that year they desire to fix more firmly the grammatical principles which they have mastered and to acquire a fair reading knowledge of the language.

For the needs of Class I, we have organized the courses known as German 3 and 4, in which the time is divided equally between a careful study of prose composition and an equally careful reading of classic works of German literature. During the past year the class has done about one hundred pages of difficult prose composition and has read Schiller's *Wilhelm Tell* and Goethe's *Faust*, Part I. Little by little the class has been familiarized with the sound of spoken German, especially during the second semester, when I used the language very largely in the class.

For the needs of Class II, we have courses 5 and 6, in which the members are given constant practice in reading from the works of contemporary German writers. We have read in all in 1906-1907 about 500 pages, including such works as Sudermann's *Der Katzensteg*, Hauptmann's *Die Versunkene Glocke*, and Liliencron's *Anno 1870*, besides a considerable amount at sight from easy German stories and comedies.

In the work of the most advanced classes in German, I have had two primary objects in mind; first, to offer students a more comprehensive knowledge of the German language and literature; and second to give an opportunity for a more intensive study of a single author. Accordingly, in German 7 and 8, I have given the members lectures upon the history of German literature in German, and have supplemented these with textbook study and readings from representative authors of the different periods. During the next year I shall still further supplement this work with a parallel study of German political history and much wider reading from authors in the various periods.

German 9 and 10 constitute the course for more intensive study of a single author. The author varies from year to year; in 1904-1905, the author studied was Goethe; in 1905-1906, Schiller; in 1906-1907 Lessing. As an example of the character of the work done, I may state that during this year, the class has made a thorough study of the life of Lessing, drawing material from all possible sources, both English and German. At the same time the members of the class have read, with a single exception, all of Lessing's dramatic works and have devoted special study to the subject of dramatic construction with particular reference to its theory and practice, as exemplified in Lessing's works. During the coming year I shall make a slight departure in the nature of the subject matter in German 9 and 10. Instead of devoting the time exclusively to the study of one author, the class will take as a subject for the same intensive study, the contemporary drama, beginning with the works of Ibsen, but devoting the time quite exclusively to the best representatives of the contemporary German drama. This course will, in all probability, be offered at regular intervals of two or three years.

ELEMENTARY COURSES IN MODERN LANGUAGES

Professor Ham

In the elementary courses in German, French, and Spanish four objects are aimed at: first, to cultivate a correct pronunciation; second, to impart a thorough familiarity with the essentials of grammar; third, to develop a good working vocabulary; fourth, to infuse some feeling for the spirit of the language.

Pronunciation is taught partly by rules, but chiefly by urging the students to imitate the instructor and to pronounce as much as possible themselves in connection with sentence composition and sight-reading.

The essentials of grammar are rapidly presented to the classes, so that by the Christmas vacation each student is familiar with the leading facts of declension, conjugation, and syntax. The amount of grammar taught during this period is restricted to what is particularly helpful in reading texts. But in order that students may be in full control of important grammatical principles, when reading, a system of thorough drill and repetition has been worked out to extend through the year. The purpose of this drill is to make the student so familiar with essential facts of grammar, that by the end of the year he will have to make no conscious effort of memory to command any fact or rule which he needs to apply in interpreting a given sentence; in other words, to create by constant repetition as many correct linguistic habits as possible.

Vocabulary is developed by the reading of graded texts. These are so selected that students can from the outset take lessons of nearly four duodecimo pages each, and at the end of the year they are able to read four to seven pages of standard modern prose in preparation for each lesson. The students are required to prepare accurate translations of the passages assigned, to be able to read the text accurately, and to answer questions on inflection and construction. In connection with this, an attempt is made in selecting books to be read to indicate something of the range and quality of the new literature thus opened up to the student.

A feeling for the spirit of the language is acquired slowly and depends in its earlier stages on practice with large quantities of very easy reading matter. To this end, during the second half year, from twelve to fifteen pages weekly of the easiest material are assigned to be read out of class. This is reported on in brief weekly tests.

Text-Books: French I. Fraser and Squair's *French Grammar*, Aldrich and Foster's *Reader*, *Le Voyage de Monsieur Perrichon*, Guerber's *Contes et Legendes*, Vol. 1.

Spanish I. Hills and Ford's *Spanish Grammar*, Ramsey's *Spanish Reader*, Galdós' *Dona Perfecta*.

German I. Ham and Leonard's *German Grammar* (trial edition), Wenckebach and Müller's *Glueck Auf!* Gertäcker's *Germelshausen*, Dillard's *Ausdem deutschen Dichterwald*, Manley and Allen's *Four German Comedies*, Guerber's *Maerchen und Erzaehlungen*.

ENGLISH LITERATURE

Professor Chapman

I present the following outline of work in the department of English Literature for the past year. Four courses are offered during the two semesters, covering substantially the ground that was covered by the six courses that were offered when the college year was divided into three terms.

COURSE I. The literature of the Eighteenth Century, and the beginning and progress of the Romantic movement down to the time of Burns. Special attention was given to the writings of Defoe, Swift, Addison, Pope, Goldsmith, and Johnson; and to the growth of Romanticism in the work of Thomson, Shenstone, Walpole, Percy, MacPherson, Gray, and Cowper. The instruction was given mainly by lectures and readings, with some recitations from two manuals of literature. The course is open to Seniors and Juniors, but a few Sophomores and special students were admitted to it. It was given in the first semester, and was elected by 52 students.

COURSE II. English poetry of the Nineteenth Century; studied through lectures, readings, and a text-book. The

poets studied were Burns, Byron, Shelley, Keats, Scott, Coleridge, Southey, Wordsworth, Hood, Mrs. Browning, Tennyson, Browning, Arnold, Rossetti, Swinburne, and William Morris. The chief attention was given to Wordsworth, Tennyson, and Browning. This course, mainly open to Seniors and Juniors, continued through the second semester, and was elected by 58 students.

COURSE III. The literature of England from Cædmon to Chaucer. The instruction was given wholly by lectures, except that *Beowulf*, the *Vision of Piers Plowman*, and *Selections* from Chaucer, were read and studied in the class-room. This course, open to Seniors, was given in the first semester, and was elected by 49 students.

COURSE IV. Elizabethan, Revolution, and Jacobean literature down to the Eighteenth Century. Lyly, Sidney, Spenser, Bacon, Bunyan, Walton, Browne, Milton, and Dryden, were treated in lectures; but a considerable part of the course was given to the careful study of half a dozen selected plays of Shakespeare, with the aid of a text-book. This course, open to Seniors, continued through the second semester, and was elected by 52 students.

RHETORIC AND ORATORY

Professor Mitchell

Our college during the past ten years has kept pace with other colleges of good standing in greatly increasing the work in English. A student at Bowdoin can now pursue closely related courses in English Composition and English Literature for the entire four years; and in addition he can take one semester's work in Public Speaking and three years' work in Debating.

Rhetoric is required of all Freshmen throughout the year. The work is based on the belief that to learn to use

English well the student should study good models, learn thoroughly the fundamental principles of English Composition, and be required to apply those principles to his own written work again and again. During the first semester the work consists of recitations on the text-book, Espenshade's *Rhetoric and English Composition*, with particular attention to diction, the sentence, and the paragraph; informal lectures; oral reading; written work with conferences; and the outside reading of Shakespeare's *Henry V.*, Bunyan's *Pilgrim's Progress*, Kipling's *The Jungle Book*, Stevenson's *Virginibus Puerisque and Other Essays*.

As in this course each of the two divisions of the class meets four hours a week, instead of three as in many courses, it has been found profitable to devote the greater part of one hour a week to oral reading by the students. For this purpose such English classics as Wordsworth's *Ode on Immortality*, Browning's *Herve Riel*, and Bacon's essay, *Of Studies*, are used. This work is necessitated by the inadequate drill in oral reading, given in many fitting schools. Often the student has not been required to read aloud at all during his high school course; in consequence he cannot read to others ordinary English prose intelligently. In his writing this defect shows itself in poor sentence structure and in absurd misspellings. As the result of slipshod pronunciation such words as "intellectual" become in his manuscript "interlectual;" "participle," "partciple;" and "athletic," "atherletic." Careful practice in reading aloud helps to remedy these defects.

The work of the second semester consists of recitations on the text-book, Genung's *Practical Rhetoric*; readings; informal lectures; the outside reading of Shakespeare's *Othello*, Scott's *Kenilworth*, Blackmore's *Lorna Doone*, and some of Lincoln's speeches; and

written work consisting of five long themes and frequent page and two-page themes. Although in this semester drill in the right use of words and in the construction of sentences and paragraphs is not neglected, special emphasis is laid upon the study of the theme as a whole and of the methods used in description, exposition, argumentation, and narration; the work is thus introductory to a more detailed study of these different kinds of discourse in Sophomore year.

During the Sophomore year eleven themes of not less than five hundred words each are required of every member of the Sophomore Class who does not take English 3 and 4,—the elective courses in English Composition.

The written work is considered an all-important part of the courses in Rhetoric. Subjects for themes are carefully selected by the students with the advice of the instructor, or are chosen by the instructor and posted at least two weeks before the themes are due. These subjects often relate to the work in other courses, to well-known books, to current political questions, or to the daily life of the student. The following, for example, is the list of subjects assigned for the Sophomore themes due March 19, 1907 :—"Should Portland Be the Capital of Maine?" "Should Bowdoin Hold a Dual Track Meet with Tufts?" "Longfellow as a Poet," "An Editorial Article for the *Orient*," "A Story for the *Quill*." Every theme is carefully read, the mistakes are marked, improvements suggested, and a criticism and a grade written on the outside. The instructor then meets the student, explains his criticisms and suggestions, and requires him to correct the mistakes and often to rewrite the whole theme.

The course in Public Speaking is required of all Freshmen during the second semester. During the first part of the course the class is divided into four sections and

the work consists of informal lectures, drill in articulation, intonation, and gesture, and the speaking of short declamations followed by criticisms by both students and instructor. Later in the course the students speak longer declamations previously rehearsed to the instructor.

In addition to this work with the Freshmen, the instructor trains the speakers for the Class of 1868 Prize Speaking, for the Alexander Prize Speaking, and for Commencement. Within the last two years an interest has been added to the work in oratory by the gift of substantial prizes in declamation by the Hon. De Alva S. Alexander, Class of 1870.

ENGLISH AND ARGUMENTATION

Professor Foster

The method and scope of the courses in Argumentation and Debating are set forth in the President's report for 1904-1905. The advanced course in Public Speaking (English 7) is described in *The Nation* of April 11, 1907. It is said to be the first of its kind in the United States or in any other country, and is to be imitated next year by a number of institutions, including such universities as Cornell and Chicago.

Bowdoin College is opposed to faculty coaching for intercollegiate debates. The students are given thorough training in the principles of argumentation, in actual debating and in other forms of public address. No special faculty training for any particular intercollegiate debate is allowed. The past four years have seen contests with Amherst College, Clark College, Syracuse University and Cornell Congress of Cornell University, and all have been victories for Bowdoin. For four years a friend of the college has offered prize medals for our debating teams,—gold medals for winning teams, silver medals

for losing teams. No silver medals have been awarded. The students and the alumni have been especially pleased this year because the debates have been held with New York universities of ten times the number of students now at Bowdoin. This is the first time that a Maine college has ever ventured outside New England for intercollegiate debates.

The courses in English Composition and Modern Prose Writers (English 3 and 4), elected by about 50 students, most of whom are Sophomores, are described at some length in the President's Report for 1904-1905.

The course in Education is described in the same report.

PHILOSOPHY AND PSYCHOLOGY

President Hyde; Assistant Professor Burnett

President Hyde has conducted Courses 3 and 4, Dr. Burnett the remainder. Course 3 aims to introduce the students to the persistent problems of Philosophy, and in connection with that takes up passages from the great writers in which these problems are treated. In Course 4 Plato's *Republic* and Muirhead's Aristotle's *Ethics* are read, with a view to getting Plato's conception of the dominance of the good over all details that enter into it; and Aristotle's grasp of details in their relation to the means of the great end of life. These books are followed by a modern text-book for the comparatively few points of importance which the Greeks left untouched.

As the catalogue for 1906-1907 shows, Dr. Burnett is offering six semester courses, all elective, two in philosophy and four in psychology. He offers in addition the opportunity for special laboratory investigations in psychology. The same catalogue indicates the character of

these courses. No one has elected the Philosophy of Idealism nor Comparative and Social Psychology, though students now working in the department have indicated their desire to choose those lines of work later. The enrolment in these courses during the three years of his service has increased; and certain courses not at first offered have proved significant enough on their introduction to attract students to them.

A very modest beginning toward a psychological laboratory was made possible, on his coming, through the kindness of an alumnus of Bowdoin, Dr. Lucien Howe, of Buffalo, N. Y., who contributed \$300 for that purpose. This money, expended slowly and with care in accordance with the advancing needs of the students, is now nearly exhausted. Further advance will have to wait upon the procuring of funds. The sum of \$500 could be spent at once upon what are usually regarded as the fundamental needs of a psychological laboratory. In view of the limitations of equipment, it has been necessary to lay out the work along those lines requiring least apparatus. The series of rooms in the south wing of the Chapel assigned to the use of this department is satisfactory for the present needs. The newly repaired Banister Hall, entered by a private door from the laboratory, affords an excellent lecture room, provided at the desk with electrical connections with the laboratory batteries whereby the number of possible demonstrations is increased. This lecture room is used in common with the Department of English.

In selecting the aspects of psychology upon which to lay emphasis in the more elementary courses the instructor has been guided this year by a consideration of those facts in psychology which are important for the equipment of every man of education and culture, regardless of his professional specialty. Such a proced-

ure is in general harmonious with the ideals of college work. This involves, to be sure, a neglect of certain parts of the subject ordinarily appearing in the forefront of consideration. The experience this year seems to justify the attempt but it is too early to speak positively. Another feature this year has been the introduction of laboratory work into the general course in psychology. The instructor has tried to make that course an adequate center for the various special courses given later and through its means to give the student an insight, though a limited one, into these special fields among which he may choose his further work in the subject. There is on file a printed outline of that course, of the sort handed to the beginner at the outset of his study.

In the conduct of the non-laboratory courses and parts of courses the topics are developed by exposition, demonstration and quizzing. Short papers are written and the note-books of the students are frequently inspected. The present small size of the classes makes possible close observation of the separate students. In lieu of the customary manual, the students in the practice course in experimental psychology are provided with special sheets of problems prepared by the instructor containing general and special directions for procedure and questions designed to elucidate the character of the results obtained.

HISTORY AND POLITICAL SCIENCE

Professor Allen Johnson

Changes both in the personnel and courses of the department since the report of five years ago may perhaps warrant a somewhat more explicit report than would otherwise be needed. The most obvious difference in the announcement of courses in the catalogue, is due to the change from the term to the semester system. A

new dividing line has had to be drawn mid-way in the year's work. Courses 1, 2, and 3, 4, given in alternate years, remain essentially the same. The Constitutional History of England alternates with the History of Europe from the Fifth Century to Modern Times. While these courses are nominally elective for Sophomores, Juniors and Seniors, the Faculty has permitted an increasing number of Freshmen to elect them, so that in the present year the first year students number about one-third of the class. So long as these courses remain exclusively lecture courses, the wisdom of admitting first year men indiscriminately is open to question. Many students enter college destitute of any training in methods of historical study, and would much better enter courses where the transition from preparatory school to college is not so abrupt and disconcerting. Were the teaching force of the department large enough to conduct regular oral quizzes on the lectures and readings, many of the difficulties attending such a course would be removed. With a class numbering between seventy and eighty, a single instructor is forced to throw the students upon their own resources, without much personal direction in their readings. Under such circumstances frequent written exercises are the only means of testing the attainments of the class. It seems highly desirable that in future only the more mature first-year students should be admitted to these courses. Many new students entertain the prevailing notion that the study of history demands only a retentive memory and an industrious reading of books. In these introductory courses the instructor is forced constantly to combat this view, by insisting on a thoughtful correlation of historical facts, gleaned from many sources, and by calling attention incessantly to the deceptive nature of historical records, where prejudice and error so readily distort the truth.

In most cases, it is a pleasure to record, the more mature students respond to this mode of instruction and derive an inspiration from the study which no mere indiscriminate memorizing of facts would give.

Of courses 5 and 6, which have been a permanent part of the programme of the department under all its instructors, it need only be said that they are elected chiefly by Juniors, who have completed one of the two courses already described. The smaller number of students and their greater maturity make the work of instruction much more effective and satisfactory. Lectures are here supplemented by frequent discussions and quizzes. In addition to regular readings, some historical source is assigned to each student, of which he is to make a critical study, in order to test its historical trustworthiness. Among the sources which have been reviewed this year are Strachey's *The History of Travail into Virginia Britannia*, Winthrop's *Journal*, Harriet Martineau's *Retrospect of Western Travel*, Olmsted's *Journey in the Seaboard Slave States*, and Greeley's *Recollections of a Busy Life*. An alternative course in American history will be given next year, dealing more particularly with the history of Westward Expansion and with the problems of the Reconstruction Period.

Courses in Political Science are reserved for Seniors. In place of the courses formerly given in International and Constitutional Law, European Governments and Parties are studied during the first semester, and the Government and Party System of the American Commonwealth in the second semester. Special emphasis is given to the study of parliamentary government in England as a necessary preparation for the understanding of popular government in the United States. A semester report is required of each student in which he shall state the result of some concrete study of American

institutions. Last year reports were assigned on the organization and machinery of party in selected States. At present each member of the class is tracing the legislative history of some notable act of Congress within the last twenty-five years.

In the courses thus outlined there is one especially regrettable omission: no courses in Greek and Roman history are offered. It seems never to have been the policy of the department to make a place for these subjects in the curriculum. And so long as most students pursued the study of Greek and Latin Literature after entering college, the omission was not felt. Conditions are now quite different. It is possible for a student to enter college and receive his diploma without coming in contact, except in indirect fashion, with Greek culture. Unless the study of Greek should be revived, some provision ought to be made whereby the Bowdoin student, as a part of his cultural development, may be made to feel the inspiration of Greek thought, and the beauty of Greek art, as well as the more practical achievements of the Roman people.

ECONOMICS AND SOCIOLOGY

Professor McCrea

The courses offered by the department of Economics and Sociology are all elective, and are open to Sophomores, Juniors and Seniors. These courses are so arranged as to provide a continuous course of study covering three years. The first half of the first year's work has to do largely with economic principles and theories. Its purpose is partly that of serving as an introduction to later courses on practical questions, and partly that of affording students who do not go on with further work in the department some approach to fairness and con-

sistency of viewpoint in later necessary interpretation of public problems. The method of instruction is in part by lectures and in part by discussion of readings assigned in standard works on economics. The text-books used during the current year were Seager's *Introduction to Economics*, and Mill's *Principles of Political Economy*.

In the second half of the first year's work a somewhat detailed study is made of Money and Banking, and of Public Finance, especially taxation. This study is in a measure comparative, from the standpoint of world-experience; but the primary purpose is that of giving such knowledge of American conditions as will provide a basis for the understanding of American monetary and tax problems. Each student is assigned a special piece of statistical work in some way connected with these topics. During the current year enrolment of students in the above two courses was as follows: first half-year, 87; second half-year, 77.

The first half of the second year's work is a study of inland and ocean transportation problems. Reference is constantly made to foreign experience, but principal attention is given to American conditions. Considerable time is spent in tracing the origin, development and present status of the railway problem, and to a similar interpretation of facts concerning our merchant marine, particularly in the foreign trade. The succeeding course of the second half-year is a study of questions connected with the movement toward industrial centralization. The trust question, the labor problem, socialism and other related questions are given especial attention. The work of the year is conducted by means of lectures, by assigned readings of a collateral nature, and by the completing of some special piece of investigation by each

member of the class. Enrolment for the current year was as follows: first half-year, 42; second half-year, 33.

The work of the third year consists of two parts quite distinct in character. The work of the first half-year is so arranged as to provide different courses in alternate years. During the current year there was given a course in economic theory, illustrative of the development in that field, especially in England, to 1848. The bulk of the time was given to lectures and discussion bearing on Adam Smith's *Wealth of Nations* and Ricardo's *Principles of Political Economy*. In alternate years the work deals with recent contributions to economic theory. Enrolment for the current year was 32. The second half-year's course consists of a study of theories of social progress. The work is carried on by means of lectures and by assigned readings in such works as the following: Haycraft's *Darwinism and Race Progress*, Kidd's *Social Evolution*, Buckle's *History of Civilization*, Bagehot's *Physics and Politics*, Devine's *Efficiency and Relief*, and others. Each student is required to prepare a special report involving the study of some local population group. Enrolment for the current year was 47.

Additional special courses have been given each year to particular students, as occasion has seemed to warrant.

MATHEMATICS

Professor Moody

Since the last published report of this department, Mathematics has been made elective for Freshmen. This change was advocated on the ground that the Algebra and Geometry of our requirements for admission are sufficient for students who find mere drudgery in the further pursuit of these subjects, or for those whose future work will not depend on pure or applied mathematics. It is gratifying, however, to those who believe in the value

of mathematical training, to find that the course designated as Mathematics I, has been elected by over sixty students during the present year. The advanced electives of the department also show an increasing percentage of students.

The courses as now arranged allow a student to pursue the subject for four years. This is made possible only by giving electives in alternate years which may be taken by Juniors and Seniors together. In order that the whole course may be progressive and not of merely parallel portions, it is desirable that two courses be given each year. Again, there should be two distinct electives offered to Sophomores. That now given is necessarily a compromise between, on the one hand, an arrangement best adapted to students making special study of pure mathematics and on the other a selection of topics designed for those who need the applications of advanced mathematics in science work.

The number of students in Freshman Mathematics is larger than can be taught to best advantage by one instructor. While the situation is now relieved by the employment of a student assistant, his duties together with the work of the electives needed would occupy the time of an additional instructor.

During the current year one hour a week has been given to spherical trigonometry in conjunction with a new course in astronomy. The experiment has apparently worked well and the elective has been appreciated.

PHYSICS AND ASTRONOMY

Professor Hutchins

The elementary course in Physics, continuing for one year, gives a broad view of the main facts and laws and the methods by which these are ascertained and derived. A text-book is used for lessons and reference, and is sup-

plemented with lectures illustrated as far as possible with experiments. About one-third of the time is spent in laboratory work of a quantitative character. The properties of matter and physical constants are investigated as far as time will permit.

The advanced course covers two years; the subjects given one year are omitted the next and so on in alternation. The department is slowly acquiring a fine collection of high grade apparatus from the best makers in the world. It is intended each year to add something of permanent utility and of the best quality, so that each year finds us better equipped.

This year, for the first time, a course in mathematical and practical Astronomy has been given. About two-thirds of the time is devoted to the purely mathematical part, and the remaining third to observatory practice, making and reducing observations. Particular attention is given to the problems of Navigation, latitude, longitude, and the compass error. Each member of the class has at some time during the year written and delivered an essay, in form of an address, upon some topic of descriptive Astronomy. Most of these addresses were illustrated with lantern slides, and proved an interesting feature of the course.

CHEMISTRY AND MINERALOGY

Professor Robinson

Six courses in Chemistry are given regularly, each a semester in length, and two special courses may be taken by a limited number. These courses include general inorganic chemistry, one year; chemical analysis, one half year; organic chemistry, one half year; industrial chemistry, one half year; sanitary chemistry and food

analysis, one half year; and further work along special lines, one year.

The courses are conducted on the plan of having laboratory work alternate with lecture and recitation work as may be judged best to advance the student in knowledge of the subject.

Mineralogy is not now given as a separate course, but the elements of it are incorporated into the work of chemistry 2 and advanced work in it may be taken as a special course in chemistry 6, 7 or 8.

Two objects are kept in view in giving the courses; first, to give to a large number of men such a practical general knowledge of the science, as a well educated man ought to have; second, to give to those who wish to pursue chemistry or allied science work for a livelihood, such a knowledge of the subject as will fit them to take places in industrial works at once upon graduation, or to enter with advantage technical schools for further study, or to take up the study of medicine.

The laboratories are run on the plan of giving to the students practical experience in preparing reagents, making simple apparatus, working glass, etc., as well as teaching them how to perform given experiments. Standard apparatus for illustrating many processes in industrial chemistry, is constantly being added. A specialty is made of water and sanitary analysis and apparatus for this purpose is very complete.

BIOLOGY AND GEOLOGY

Professor Lee

There are six courses in Biology, each occupying one semester. The first is devoted to botany. It begins with the study of the simpler plants and a few simple animals for the understanding of vital phenomena in their

broader aspects. Then the structure and functions of the larger groups of plants are taken up by the examination in detail of a series of gradually increasing complexity, including Pleuro-coccus, Spirogyra, Vaucheria, sea-lettuce, rockweed, moulds and other fungi, a lichen, a moss, a fern and several typical flowering plants. Some time is given to ecology and economic botany. The course requires an average of five hours a week, about one-half of which is spent in the laboratory. The compound microscope is constantly used and all work is recorded by notes and drawings. The text-book in use is the *Principles of Botany*, by Bergen and Davis.

Courses two and three form a continuous study of the elements of zoology. About six weeks are first given to the frog in considerable detail, in order to furnish a standard of comparison of a moderate degree of development, after which one or more representatives of each of the great divisions of the animal kingdom are taken up, beginning with the Protozoans. These courses call for five and one-half hours a week, about three-fourths of which is spent in the laboratory. Each student is given a training in the preparation of objects for microscopical examination and in fine dissection. Weyssse's *Zoology* is the text-book employed.

Courses four and five together are arranged to prepare students for the study of medicine or for the teaching of biology. They include work in comparative anatomy, histology and embryology. The anatomy of the cat and several other vertebrates is studied in detail. Each student also prepares and studies a series of permanent microscopical slides of the more important organs. In embryology the fish, frog, chick and pig are sectioned and studied. Much time is given to technical methods and to the examination of publications on the subjects studied. These courses require six hours a week

in the laboratory. Guyer's *Animal Micrology* is used as a text-book.

Course six is devoted to organic evolution. Instruction is given by means of lectures and recitations from Metcalf's *Organic Evolution*. It begins with a study of the historical development of the evolutionary idea, followed by the topics of variation, adaptation, heredity and allied subjects, together with discussions on the latest theories. The course requires three hours a week.

The course in geology occupies one semester and requires an average of four hours a week. Most of the time is given to dynamical and structural topics. In the laboratory the student is taught to recognize the common rock-forming minerals and some of the more common rocks. Some attention is given to local geology. LeConte's *Elements of Geology* is used as a text-book. In connection with this course a brief period is devoted to a study of the weather and the weather maps.

HYGIENE AND PHYSICAL TRAINING

Dr. Whittier

Within the last five years the following changes have greatly increased the work of this department.

1. The course in Hygiene which was formerly given in the fall term has been lengthened to extend through the first semester.

2. The required courses in Physical Training have been made to begin December first instead of January first as formerly.

3. In these courses students are obliged to make up required work missed by reason of illness or absence from college instead of being forgiven such work as formerly.

4. The larger entering classes increase the work of examining the new students and prescribing special exercises to fit the individual case.

5. A gradual increase of work in the capacity of college physician.

6. A marked increase of work connected with the office of Chairman of the Faculty Committee on Athletics.

If the character of the work of the department is to remain unchanged the appropriation to meet necessary expenses must be somewhat increased.

ATHLETICS

Almost every undergraduate of the college practices some form of out-of-door sport. Within the last two or three years, ice hockey and inter-fraternity baseball have been added to the athletic life of the college.

Each student receives a careful physical examination before he is allowed to engage in athletics, and no one is permitted to take part in any sport when, on account of his physical condition, there seems to be any special liability of injury.

The eligibility rules of the faculty and Athletic Council are strictly enforced and although much apparent hardship results, yet the wisdom of the rules is being recognized by faculty and students alike.

Professor W. A. Moody and Mr. F. J. Redman, acting as a committee for the Athletic Council, have published in an attractive pamphlet the constitution of the Athletic Council, the constitution of the Athletic Association and a summary of faculty regulations concerning eligibility.

THE COLLEGE LIBRARY

Dr. Little

In the five years preceding the report of 1896-7 our annual accessions averaged 2258; for the past five years this average has risen to 2937. This increase in the rate of growth is due both to gifts like that of the Abbott Memorial Collection, described in the formal report, and to larger purchases of the books needed to constitute satisfactory working collections in the various departments of instruction, notably in German where the generous co-operation of the professor in charge provides for a more rapid and regular development of that portion of the library and also supplies all the current German periodicals that can be used to advantage.

The special report for 1896-7 dealt quite fully with the routine work of the college library which is necessarily of the same general character from year to year. For that reason only those aspects of its administration which the enlarged material facilities of later years have made prominent are here treated.

First of these is the catalogue and the bibliographical apparatus of the collection. The need of a catalogue hardly exists in a home library of a thousand volumes, selected by the owner, and arranged on familiar shelves; nor again in a collection of many hundred books of a single class, such as law reports or encyclopedias where separate indexes and alphabetical arrangement afford the needed keys to their use. Even a reference collection of ten thousand volumes, if carefully classified on well labelled shelves, can often be used advantageously without other catalogue than a brief list of authors and subjects. But when a library includes nearly 100,000 volumes relating to almost every branch of human knowledge, written in different languages, and printed in dif-

ferent centuries, it will be obvious that catalogue entries must be full, accurate and supplied with explanatory notes. Fortunately such cataloguing, which requires the knowledge and experience of experts as well as the use bibliographical works beyond our means to procure, is available to us in case of an increasing number of books through the printed catalogue cards issued by the Library of Congress. One copy of each of these cards, of which about 50,000 are issued each year, is received by our library. Ours is the only library east of Boston of which this is true and its selection as a depository for this valuable series is deemed an honor both in view of the limited number chosen, and the reasons that determine the choice. These cards, unfortunately for us, are of a size larger than those in our existing catalogue. It has been necessary, therefore, to face the unpleasant task of replacing 90,000 cards in the present catalogue with those of the size that has now become the standard, but which was not so in 1883, when the writer became librarian. This work begun in 1905, is steadily going on. The large and small cards have been temporarily arranged in the same trays that our patrons may not be inconvenienced by two separate alphabetical arrangements while the process is going on. With the replacement our efficient cataloguer, Miss Boardman, revises the subject entries, verifies hundreds of titles, adds cross references, and in many ways aims to make our great dictionary catalogue an instrument that will reveal to any student, if only he be careful and persistent, the resources of our collection.

As indicated in the opening paragraph the Bowdoin student has also the privilege, without reference to the catalogue, of consulting a growing collection of the great masters in literature in the Standard Library Room; of 6,000 volumes of periodicals alphabetically

arranged and with contents well indexed in the Periodical Room; and of 12,000 well selected and carefully classified books on all subjects in the Reference Room. For the scholarly enquirer the resources of our great national collection are really, though less directly, available through the huge Library of Congress author catalogue. This, when complete, will occupy an appreciable portion of the second floor of our book stack.

The endeavor to make the library useful to undergraduates has formal manifestation in a series of hour conferences in which the librarian meets all new students in his room in groups of six or eight and personally explains the use of the catalogue and some of the more common reference books. The most help, however, is rendered at the desk where the assistant librarian, Mr. Wilder, aims to give specific directions and to lend personal aid to all inquirers. The fruits of this attitude of helpfulness are annually becoming more manifest as the alumni and their friends in different parts of the state call upon us, not only for the loan of specific books, but also for the selection of material upon various subjects. This, as well as the direct use of the library by the general public, has materially increased since Hubbard Hall became its home.

The relief given the librarian from certain routine details by the permanent employment of an assistant librarian, has enabled the library staff both to collect and make available much documentary material respecting the college and its graduates that would otherwise be lost. Mr. Wilder is now engaged upon preparing for the printer a more elaborate and accurate catalogue of the Phi Beta Kappa, Alpha of Maine, than has yet been issued, and in a form that it is hoped will be of service in the next general catalogue of the college. The library takes special pride in the bound volume it published on

the one-hundredth anniversary of the birth of its fourth librarian, Henry Wadsworth Longfellow. The original copy of his inaugural address as professor of modern languages, presented many years ago in response to a request of the librarian, had long been one of our treasured literary autographs and now in its printed form is giving pleasure and satisfaction to many lovers of the poet.

WILLIAM DEWITT HYDE, *President.*

Brunswick, Maine, May 25, 1907.

Report of the Registrar

To the President of Bowdoin College:

I have the honor to submit the following report for the year 1906-1907.

Enrolment

Number of		
Students enrolled, December 1, 1906	289	
Students enrolled, May 1, 1907	278	
Students withdrawn and removed since Dec. 1	13	
Students readmitted and entered since Dec. 1	2	
Students in Senior Class, Dec. 1, 1906 47	May 1, 1907 57	
Students in Junior Class, Dec. 1, 1906 47	May 1, 1907 44	
Students in Sophomore Class, Dec. 1, 1906 64	May 1, 1907 67	
Students in Freshman Class, Dec. 1, 1906 97	May 1, 1907 84	
Special Students, Dec. 1, 1906 34	May 1, 1907 26	
Total	289	278

Number of

Students in Medical School, Dec. 1, 1906	95
Students in Medical School, May 1, 1907	95

Number of students advanced in college standing during the year:

From Special to Freshman	1, to Junior	1
From Freshman to Sophomore	13, to Junior	1
From Sophomore to Junior	3, to Senior	2
From Junior to Senior		9

Enrolment in Courses

During the first and second semesters, the students were enrolled in courses as follows:

COURSE		1 SEM.	2 SEM.	COURSE		1 SEM.	2 SEM.
Astronomy	3, 4	7	7	German	9, 10	12	9
Biology	1	..	34	Greek	1, 2	11	8
Biology	2, 3	12	8	Greek	3, 4	4	3
Biology	4, 5	17	13	Greek	5, 8	1	26
Biology	6	..	39	History	3, 4	70	64
Chemistry	1, 2	67	63	History	5, 6	18	18
Chemistry	3, 4	29	19	History	7, 8	12	10
Chemistry	5, 6	12	9	Latin	1, 2	47	41
Economics	1, 2	86	78	Latin	3, 4	2	1
Economics	3, 4	40	33	Latin	5	2	..
Economics	5, 6	31	46	Latin	10	..	3
Education	1	..	9	Latin	12	..	17
English	1, 2	90	82	Mathematics	1, 2	71	62
English	3, 4	51	43	Mathematics	3, 4	8	7
English	5	..	79	Mathematics	6	..	6
English	6, 7	26	19	Mathematics	7	4	..
English Literature	1, 2	51	61	Philosophy	1	21	..
English Literature	3, 4	40	52	Philosophy	2	..	9
French	1, 2	44	32	Philosophy	3, 4	57	46
French	3, 4	73	70	Philosophy	5	..	5
French	11, 12	11	34	Philosophy	7	..	8
Geology	1	27	..	Physics	1, 2	13	10
German	1, 2	82	58	Physics	5, 6	16	7
German	3, 4	45	45	Spanish	12	14	14
German	5, 6	21	25	Hygiene		91	..
German	7, 8	14	13				

Geographical Distribution

The following table shows the geographical distribution of the students.

Maine	New Hampshire	Massachusetts	Rhode Island	Connecticut	New York	New Jersey	D. C.	Florida	Illinois	Colorado	Montana	Outside U. S.	Percentage	
													Maine	Other States
230	7	34	2	2	5	2	1	1	1	1	1	2	79.6	20.4

In connection with the foregoing table it should be noted that the proportion of students from outside of

Maine is slowly but steadily increasing. According to the Registrar's report for 1904-1905 the proportion had stood at 10% for many years. For that year it had advanced to 13%; for 1905-1906 to 17.8%; and for this year to 20.4%.

Fraternity Statistics

1906-1907

In the following table the students are grouped in their delegations, not in accordance with their class standing as recorded in the college office but in accordance with their class affiliations.

Total number of fraternities, 8:

A.Δ.Φ.; Ψ.Υ.; Δ.K.E.; Z.Ψ.; Θ.Δ.X.; Δ.Υ.; K.Σ.; B.Θ.Π.

Number in each fraternity (May 1, 1907):

	1907	1908	1909	1910	Special	Total
A.Δ.Φ.	9	6	5	9	3	32
Ψ.Υ.	4	6	7	5	1	23
Δ.K.E.	9	4	14	9	4	40
Z.Ψ.	10	10	9	7	4	40
Θ.Δ.X.	5	4	9	12	1	31
Δ.Υ.	6	2	11	10	4	33
B.Θ.Π.	10	5	5	7	1	28
K.Σ.	6	5	6	7	2	26
Non-Fraternity	5	6	3	6	5	25

Number of students in fraternities, 253 or 91%.

Number of students not in fraternities, 25 or 9%.

All the fraternities have houses. Students room in them as follows:

A.Δ.Φ., 9; Ψ.Υ., 9; Δ.K.E., 22; Z.Ψ., 14; Θ.Δ.X., 16; Δ.Υ., 16; B.Θ.Π., 15; K.Σ., 11. Total, 112.

Proportion of Students Entering College by Certificate and by
Examination

	Total Certificate		Partial Certificate		Total Examination	
	Number	Per cent.	Number	Per cent.	Number	Per cent.
1908....	8	14.3	14	25	32	57.1
1909....	24	34.3	16	22.9	26	37.1
1910....	28	37.3	16	21.3	28	37.3

Certificates have been accepted in place of examination since the fall of 1904. The foregoing table shows the proportion of students admitted thus in all the classes entering since that time. The figures are based on the Freshman year enrolment of each class. All students are omitted from this table who entered college wholly or in part through credits obtained at other colleges. Here and in all the following tables students who have temporarily failed of promotion with their fellows to a higher class and so are officially rated with the lower, are excluded, in order that they may not figure twice in the same table.

The increase in the use of the certificate privilege is evident.

Students Entering with Extra Points to their Credit

Class	1907	1908	1909	1910
Number of men.....	0	13	18	45
Number of points	0	29	60	128

Since students have been accepted on certificate there has developed a tendency to present extra credits by

means of additional certificates. The foregoing table shows the extent to which this tendency has increased during the last three years. The figures are based on the Freshman year enrolment of the respective classes. The present practice of the college is to allow the student to substitute these credits for college courses in case he passes the college examination in the subject. So far but a small proportion of the students has transferred these extra points for admission into college credits. This practice of requiring an examination is aimed to prevent the abuse of the certificate privilege. This rapidly developing tendency to offer extra points for admission shows the extent to which the work of preparatory schools is reaching up into the college sphere. Any attempt to shorten the college course will have to reckon with this tendency.

Sons of Bowdoin Graduates

Class	1906	1907	1908	1909	1910
Number	6	7	9	7	4
Per cent.....	9.4	9.8	16	9.7	5.5

The foregoing table is largely self-explanatory. It is based on the enrolment of the respective classes in the catalogue of their Freshman year.

Students from Places of 5000 Inhabitants or more

Class	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	Average	Average Variation.
Number.	34	29	44	30	33	35	43	31	37	38		
Per cent.	57.6	53.7	65.6	47.6	50.7	57.3	61.4	53.4	51.3	52	55.1	4.3

The foregoing table is based on the enrolment figures of the respective classes as given in the catalogue of their Freshman year. On the average a little more than half of each of the last ten classes has come from places of 5,000 inhabitants and over. City and country have contributed their sons pretty evenly to the undergraduate body. The small average variation shows how constant has been the proportion during the period in question.

Age of Undergraduates

Class	1907	1908	1909	1910
Average Age.....	23.	22.8	20.7	19.4
Average Variation.....	1.4	1.9	1	1.1

The foregoing table is based upon the enrolment in the catalogue of 1906-1907 except that a given student is reckoned in the class with which he entered and will probably graduate instead of in the class with which he is enrolled because of temporary deficiencies. A student's age is counted to his nearest birthday, and the facts were gathered in May, 1907. Three facts are noticeable, the high average for each class, the greater proportionate age of the two upper classes and the magnitude of the average variation for these two classes. The size of this variation shows, of course, that the extremes are greater in these classes than in the two

lower classes. This is in part, at least, due to the fact that usually to the Junior Class are admitted a few older men either from theological schools or the Medical School of Maine. There are at present, however, in college too few of these to account for the high average. So we are obliged to conclude that the two upper classes are on the whole composed of older students.

The high average for each class shows that the present college generation has come to its collegiate work relatively late. This is probably due in part at least to the necessity for partial or complete self-support that is laid on many of the students. A recent statistical inquiry among the students shows that out of 192 men reporting, 167 earned all or a part of their expenses for the year.

It should be made a matter of record that during the summer of 1906 the Registrar's office was transferred to quarters in the remodelled first floor of Massachusetts Hall, thus bringing it under the same roof with the Treasurer's office. Convenience in transacting the matters of internal administration of the college has been greatly furthered thereby.

CHARLES T. BURNETT, *Registrar.*

Brunswick, May 1, 1907.

Report of the Curator of the Art Collections

To the Trustees and Overseers of Bowdoin College:

GENTLEMEN—The Curator of the Art Collections has the honor to submit the following report for the year ending April 30, 1907:

The following additions have been made to the Art Collections of the College by gift:

Collection of Egyptian Antiquities, consisting of the Mummy of a Hawk, the Mummy of a Cat, sixteen Ushabtis from ancient Egyptian graves, three funerary Images, and an Arrow-head from an ancient grave, very rare.

Given by Hon. James Phinney Baxter, Litt.D., who secured the objects through M. Gaston Maspero.

Cameo Portrait of James Olcott Brown (Bowd. '56), cut by the sculptor Franklin Simmons.

Given by Mrs. George L. Andrews of Washington, D. C.

Additions to the George Warren Hammond Collections, as follows: Mexican Pottery, about sixty pieces, chiefly small household utensils; Alamo cannon-ball, three Peruvian vases, two jars of mound-builders' pottery, small cubical box of hide with ornamentation by narrow strips of the same, five small ancient classical vases, small fragments of classical pottery, Egyptian statuette, terra cotta classical figurine; six volumes of photographs of foreign buildings and pictures, seven oil-sketches, modern American, one small crayon drawing of a landscape by William Morris Hunt, twelve small

framed photographs, about twenty large old copper-plate engravings of Italian architecture; about four hundred miscellaneous photographs, mounted and unmounted, and pamphlet catalogues of modern exhibitions; collection of precious and semi-precious stones, including the following varieties: Brazilian diamond crystal, harlequin opal, jet, opal, amethyst, tiger-eye, oriental ruby, Rhinestone, carbuncle, bloodstone, emerald, catseye, Hungarian opal, moonstone, chalcedony, turquoise, sapphire, garnet, quartz, chlorastrolite, diamond, zircon, hematite, lapis lazuli, beryl, cornelian, pearl, moss agate and corundum; about seventy-five coins, including Mexican, Chinese, U. S. of Colombia, and European; also, several medals.

Given by George Warren Hamomnd, Esq., A.M.

Mexican Card-receiver, and a box painted by the daughter of Lafayette.

Given by Mr. and Mrs. Robbins.

Two Japanese coins, modern.

Given by Horace P. Chandler, Esq.

Marble Head of Antoninus Pius, probably dating from the life-time of the Emperor; Relief in marble, Hercules Asleep, Alexandrian era; Alabaster Head of the fifteenth century, Head of Christ (?); Assyrian bas-relief, fragment, from best period of Assyrian art, portrait of Assur-nazir-pal.

Given by Edward P. Warren, Esq.

The Darley Gallery of Shakespearean Illustration, Thirty Parts.

Given by Mrs. Annie L. Cummings.

Two silver coins from Cyprus, modern.

Given by Professor George T. Little, Litt.D.

Silver half-dollar, U. S. A., 1835.

Given by Geo. Barbalias, Esq.

Peucinian Society Pin, gold with enamel, inscribed on

the back with the names of L. L. Bradbury and John L. Crosby; dated 1846.

Given by John Leland Crosby, Esq., Bowdoin, '53.

Collection of Coins, as follows: Sicilian silver drachma of Agrigentum, before 415 B. C., and in fine condition; Romano-Campanian quadrigatus, silver, fine condition, about 268 B. C.; second-brass, Augustus; thirteen small bronze coins, ancient, of which three are from Carthage; thirteen modern silver coins; ten modern European nickel and copper coins.

Given by Miss Veturia Manson.

Two Roman consular denarii, fine condition, one Julian, one Renian.

Given by Miss S. M. Wells.

Piece of starched silk, used as currency by Mongolian horsemen.

Given by C. F. Gammon, Esq., of Tien-Tsin, China.

Illustrated Catalogue of the George A. Hearn Collection in the Metropolitan Museum of Art, New York.

Given by George A. Hearn, Esq., of New York.

Temporary Exhibitions

As in previous years sets of large photographs have been borrowed for exhibition at the Building for periods of three weeks each. The subjects of the past year have been Famous Pictures (two sets), Scotland, the Parthenon, the work of Dürer, and Paris.

Administration

The repairing and regilding of the frames of the Bowdoin Gallery Collection have proceeded with good results. Sixteen frames, large and small, have been treated by Mr. A. M. Laing. One large frame, originally poor, has been replaced. The gallery is acquiring the fine and

well cared for appearance due to this heirloom of the College from its first benefactor. As a mere question of conservation this attention should certainly be continued till it includes all those frames of the Bowdoin Collection which were of good quality; there are but few which were not excellent originally.

The condition of the canvases is such that a little timely work put out on their preservation is constantly necessary. Such care in season will prevent the accumulated and unavoidable "restoration" at some future time. By the system of ventilation and of evaporation throughout the year and by reasonable watchfulness the life of the works of art in the Building is now better protected than at any time previous. In this connection it is of interest to note that the advantage of the College, considered on the lowest, merely selfish plane, is associated directly with the condition in which the Building and its contents exist and are maintained. No owner of valuable original works of art would rationally confide them to the college, if our own possessions show evidence of neglect. Conversely, the present year has seen the bestowal of the most valuable single gift of works of art received since the Walker bequest, namely, the classical and later sculpture given by the distinguished critic of classical fine art, Mr. Edward P. Warren, a donor not personally associated with the college.

The usual brief course of explanatory talks on the Building and its contents has been given. While college students profit by the examination of works of art more than by any mere description of such, it is earnestly hoped that illustrative material may sometime supplement these original sources. Included in the gifts of the current year will be found an excellent miscellaneous collection of photographs of foreign galleries. These were added by Mr. George Warren Hammond to

his previous extensive gifts, and are distinctly welcome. From the point of view, however, of any systematic instruction in the history of art, it is necessary to collect material on all lines, for which purpose there are no funds available.

There have been received frequent expressions of regret on the part of the students and other members of our college community that the illustrated course in the history of music is no longer possible for lack of instruments. Such a course is of unmistakable value, especially as the college and town offer very limited opportunities for musical training and enjoyment.

In the first five and a half weeks of the summer vacation the curator and his assistant completed the preparation of the copy for the third edition of the catalogue of the art collections, which was published in August.

The number of those visiting the Art Building in the year 1906 was ten thousand one hundred and thirty, a slight increase over that of 1905.

Very respectfully submitted,

HENRY JOHNSON, *Curator.*

Brunswick, May 1, 1907.

Report of the Librarian of Bowdoin College

In accordance with the laws of the College, the librarian presents to the Visiting Committee his twenty-fourth annual report for the year ending May 10, 1907.

Size and Growth

The number of volumes now in the library, inclusive of 4,770 belonging to the Medical School of Maine, is 88,355. The accessions for the past twelve months have been 3,148; of these 1,204 were purchased at an average cost of \$1.57; six were obtained by exchange; 205 came from binding periodicals; and 1,733 were given by various donors. The appendix gives an itemized statement of the growth of the collection during the year and its contents by the different classes in which it is arranged.

Gifts and Purchases

The notable gift of the year is The Abbott Memorial Collection established by Rev. Edward Abbott, D.D., at Cambridge, Mass., in 1872. Aided by family inheritance, he has by zealous research and the co-operation of relatives built up a collection now grown too large to remain in a private residence. It is unique in the completeness with which the ancestry, the educational influences, the home life and the literary work of a distinguished family throughout three generations is set forth in letter, picture and printed volume. This family sent five of its sons to Bowdoin in the first third of the last

century and the father was for several years an overseer of the College. While later generations have been prominent in national rather than the state life, they have always had regard for Maine as their old home. It seems fitting, therefore, that memorials of the three Jacob Abbots, of John S. C. Abbott and Lyman Abbott with those of their kinsfolk, the Vaughans, the Merricks and the Apthorps, should be preserved in the fireproof structure which another son of Maine erected for his *Alma Mater*. The collection numbers about five hundred printed volumes, including the complete works of Jacob Abbott and nearly all of those of his children, a less complete set of the writings of John S. C. Abbott and of his grandchildren, together with local histories and family genealogies. It contains manuscripts and autograph letters illustrating old-time customs and personal characteristics of famous men. It includes portraits in oil by early American painters, and historic relics, such as a sword carried at Bunker Hill. It is shelved in oak cases with glass fronts and the papers, documents and smaller portraits are arranged in portfolios or carefully mounted in scrap books of uniform size. To this collection, not yet received in its entirety and consequently not yet on exhibition, we have assigned the upper room in the tower. The gift is subject to the following conditions, imposed merely to accomplish the object of its existence: it shall be kept as a library unit and provided with a suitable location; access to it shall be allowed to proper persons, but no item shall be removed from the building, save by the desire of the donor. It is hoped that as soon as certain repairs are made to the ceiling of its future home, a formal dedication of the room to this special use may be made.

Thomas B. Mosher, A.M., of Portland, presented

twenty volumes of modern English literature, selected from his publications, books of intrinsic value and of interest as specimens of careful editing and tasteful typography.

From Francis R. Upton, Esq., of the Class of 1875, has been received a copy of Boydell's *Illustrations of the Dramatic Works of Shakespeare*.

The elaborate work on Peruvian antiquities entitled, *The Necropolis of Ancon*, by W. Reiss and A. Stübel, in fifteen portfolios, has been received from George Warren Hammond, A.M., of Yarmouthville, whose gifts include many other books and pamphlets and whose generous and painstaking co-operation in completing broken series of town, county and state reports has been of greatest value.

Several benefactors whose names have appeared in previous reports have during the past year given evidence of their continued interest in the library.

The purchase of complete sets of several German philological periodicals has been made possible by the generosity of Professor George T. Files. He has offered to duplicate for a series of years the money assigned to purchases in the Department of German, that our present collection may the more speedily be converted into a scholar's working library, fully supplied with material for accurate linguistic study and research. To strengthen in a similar way a kindred department, the publications of the Société des Anciens Textes Français in 71 volumes have been bought this year. To make more useful our already large collection of books on Maine and its people fifty volumes of a recent series of town registers have been bought.

Our notable collection of Longfellowiana, portions of which were loaned to the Centennial Exhibition at the Cambridge Public Library, has been increased by pur-

chases of many foreign editions, especially those in the Italian. In this connection the gratitude of both the library and the alumni is expressed to Dr. Wm. C. Mason of Bangor, for his generous gift of a set of the silhouettes of the Class of 1825.

Circulation

The number of books charged to borrowers for use outside of the library building is 6,175. The largest circulation for a single month is 775, in January; the smallest, 141, in August. A marked decline in the number of books loaned the students in two months this spring remains unexplained and reduces the total circulation of the year materially.

Financial Statement

The contents of the itemized bills on file at the Treasurer's Office are roughly classified below, to show the character of the expenditure and the sources of the income of the library.

RECEIPTS

Annual appropriation.....	\$1,500 00
Annual appropriation for care of building..	1,100 00
Reading-Room Association	400 00
Consolidated Library Funds	1,400 00
Gift of Prof. George T. Files.....	158 00
Profits on Longfellow address	200 00
	\$4,758 00

EXPENDITURES

Books	\$1,900 00
Periodicals and serials	683 00
Binding	430 00
Janitor and supplies for building.....	500 00

Desk clerk and clerical assistance.....	590 00
Sliding and catalogue cases	220 00
Library supplies	305 00
Express and freight	130 00
	\$4,758 00

The Library Staff

The librarian cannot express too heartily his satisfaction at the favorable action upon the request of last year that the position of assistant librarian be made a permanent one and that the intellectual side of the library's life have a chance to display, if not to develop itself. The present year we have had the courteous and faithful services of Mr. Louis H. Fox of the Class of 1906 as a clerk at the charging desk and assistant in charge of periodicals and the documentary history. The experience of several years shows that this assistance is as necessary for the economic administration of the library as that of the janitor who is paid from the same appropriation.

The librarian this year through the courtesy of the Department of Rhetoric has been enabled to meet all the new students in groups of eight or less at required conferences of an hour each in which the use of the card catalogue, the principles that govern the location of books, and the scope of certain common works of reference has been set forth by practical exercises.

The address delivered by Mr. Longfellow when he was inaugurated in 1830 as professor of modern languages was published by the library in February last with a preface and the original notes in a limited edition of two hundred and fifty copies. The demand for this little volume which appealed to all lovers of the poet as his first book, and to collectors as a first edition, was so great that two hundred dollars was added to the library's income from this source.

The Catalogue

The work of replacing the cards of our old catalogue with new ones of standard size and the revision that this process naturally demands has steadily gone forward. The number of old cards thus replaced by printed cards, purchased of the Library of Congress is 5,358. The bold step has been taken of arranging the old and the new cards in one alphabet to save the consulter the inconvenience he would otherwise be caused. For a long time it was thought that to combine irregularly in one drawer cards of different heights was impracticable on account of injury to the taller ones. In practice we have so far found the fear baseless.

The labor involved in combining the two series which together numbered over 100,000 cards, was much less than expected. It was accomplished by the assistant librarian and the cataloguer in a period of five weeks, during which their routine work was not neglected.

The number of cards added for new books is 4,333. Of these 1,787 were bought of the Library of Congress, 1,460 were typewritten and 1,086 were printed cards obtained from the A. L. A. Publishing Board and other sources. The total number of cards added to our own catalogue is, therefore, 9,691. To the author catalogue of the Library of Congress of which we are one of the depositories, we have added over fifty thousand cards.

Useful Arts Room

The removal of the Registrar's Office to Massachusetts Hall has enabled the library in the room thus vacated to make satisfactory provision for the rapidly growing series of publications on patents. The Patent Office Gazette in its former position in the stack was cramping the natural arrangement of the books on Zoology besides

being itself without sufficient space for easy consultation at a table. By the new arrangement six sliding cases, each provided with numerous partitions, are devoted to its use while the student has ample table room and light for the study of the somewhat minute diagrams it contains. Whether the result of chance or increased facilities, this periodical has been used more the past year than ever before.

It is proposed to offer the student of fine art books and of maps similar facilities in one of the adjoining rooms.

GEO. T. LITTLE, *Librarian*.

Hubbard Hall, May 22, 1907.

Report of the Librarian of the Medical School

The librarian of the Medical School submits the following as his tenth annual report for the year ending May 10, 1907.

The library now numbers 4,770 volumes. The formal accessions of the year have been only seventeen volumes, given for the most part by one member of the Medical Faculty. The college library, however, has expended over one hundred dollars upon medical periodicals, recently issued medical books and a small but carefully chosen collection of French and German works on hypnotism.

The librarian expresses his sincere gratitude for the appropriation of one hundred dollars made last year. This has been expended upon an author catalogue of all books in the library, made by George L. Lewis, A.M., Class of 1901. As soon as practicable this will be incorporated in the dictionary catalogue of the college library and then all our medical books will be available to the enquirer, regardless of the collection to which they belong.

A radical step in the matter of arrangement has been taken which will free our working library from the imputation of excessive age. All books printed before 1900 have been removed to the lowest floor of the stack, thus leaving upon the shelves assigned to medicine, only treatises in the latest editions and a few sets of standard periodicals which it seemed unwise to divide at this date. If, as is most earnestly requested, a regular appropria-

tion for the purchase of books be established, a twentieth century library can be built up of which we can be proud, supplemented as it will be by the large number of older volumes of service to the specialist and the historical investigator.

The interest and co-operation of former students in the welfare of the school and its library is needed. Other medical schools seek and in large measure obtain this. The writer believes the printing and distribution of a full address list of our graduates would be an indirect but efficient means of turning their thoughts to the institution and to their former associates in professional study. It is, therefore, recommended that the librarian be authorized to prepare and issue such a list and that one hundred dollars be appropriated for the necessary expenses.

GEO. T. LITTLE, *Librarian.*

Hubbard Hall, May 22, 1907.

APPENDIX

The Library as Classified, Showing Accessions for the Period from May 1, 1906, to April 10, 1907

Divisions	Subject Number	Vols. Added	Total
Bibliography,	010	30	835
Library economy,	020	15	443
General encyclopedias,	030	14	711
General collected essays,	040	3	22
General periodicals,	050	96	5,024
General societies,	060	49	157
Newspapers,	070	20	763
Special libraries,	080	1	366
Book rarities,	090		58
Philosophy,	100	10	183
Metaphysics,	110		34
Special metaphysical topics,	120		40
Mind and body,	130	10	195
Philosophical systems,	140	2	16
Psychology,	150	17	259
Logic,	160	2	73
Ethics,	170	19	599
Ancient Philosophers,	180	1	37
Modern Philosophers,	190	3	558
Religion,	200	14	1,533
Natural theology,	210	1	293
Bible,	220	21	1,571
Doctrinal theology,	230	5	816
Practical and devotional,	240	4	359
Homiletical, pastoral, parochial,	250	28	730
Church, institutions, work,	260	11	682
Religious history,	270	20	700
Christian churches and sects,	280	17	755
Non-Christian religions,	290	7	186
Sociology,	300	14	573
Statistics,	310	40	473
Political science,	320	130	2,104
Political economy,	330	88	1,674

Law,	340	101	1,825
Administration,	350	80	1,281
Associations and institutions,	360	88	577
Education,	370	92	2,424
Commerce and communication,	380	66	804
Customs, costumes, folk-lore,	390	2	141
Philology,	400	14	251
Comparative,	410		52
English,	420	4	263
German,	430	67	223
French,	440	2	145
Italian,	450		27
Spanish	460		40
Latin,	470	2	290
Greek,	480	1	209
Minor languages,	490	1	113
Natural science,	500	52	1,914
Mathematics,	510	13	940
Astronomy,	520	26	920
Physics,	530	21	370
Chemistry,	540	1	446
Geology,	550	15	914
Paleontology,	560	8	48
Biology,	570	7	395
Botany,	580	5	438
Zoology,	590	26	1,228
Useful arts,	600	10	509
Medicine,	610	64	4,832
Engineering,	620	20	467
Agriculture,	630	36	614
Domestic Economy,	640	1	26
Communication and commerce,	650	3	111
Chemical technology,	660	1	93
Manufactures,	670	5	63
Mechanic trades,	680		2
Building,	690		16
Fine arts,	700	11	336
Landscape gardening,	710	9	87
Architecture,	720	4	129
Sculpture,	730	1	80
Drawing, design, decoration,	740		42
Painting,	750	4	244

Engraving,	760		15
Photography,	770	1	36
Music,	780	2	99
Amusements,	790	32	321
Literature,	800	26	820
American,	810	95	2,685
English,	820	148	3,456
German,	830	61	1,945
French,	840	110	2,395
Italian,	850	13	556
Spanish,	860	14	187
Latin,	870	25	1,485
Greek,	880	10	1,118
Minor languages,	890	6	164
History,	900	12	861
Geography and description,	910	390	3,812
Biography,	920	61	956
Ancient History,	930	1	536
Modern history, Europe,	940	50	2,464
Asia,	950	1	133
Africa,	960	3	68
North America,	970	69	1,311
South America,	980		81
Oceanica and polar regions,	990	13	65
Alumni collection,		124	1,107
Maine collection,		199	2,412
U. S. documents,		129	4,979

