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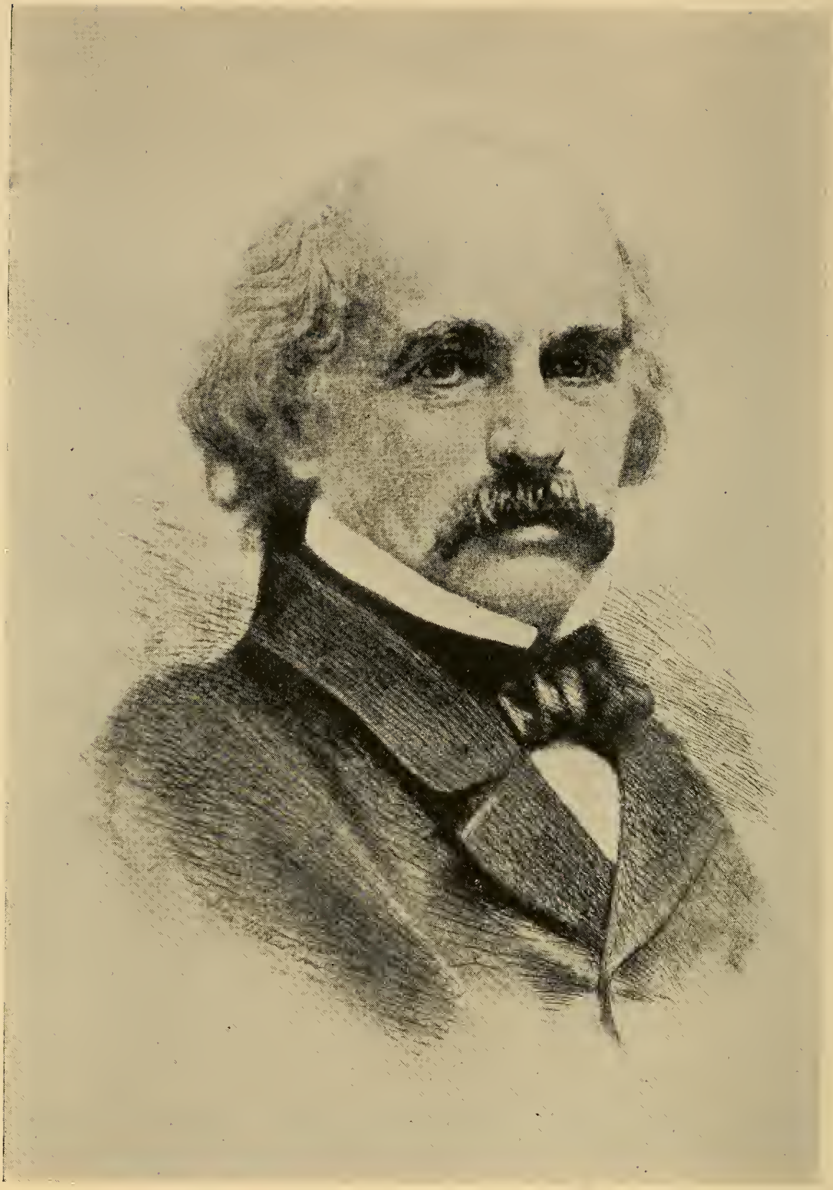

NATHANIEL HAWTHORNE

THE

HISTORY

OF

BOWDOIN COLLEGE

BY

LOUIS C. HATCH

PORTLAND, MAINE
LORING, SHORT & HARMON
1927

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PREFACE

In offering this history of Bowdoin College to the alumni and to the public the author wishes to make a full acknowledgment of its imperfections and to beg the favorable consideration of its readers. He has endeavored to please all the Bowdoin boys, but their ages range from under eighteen to over eighty, their interests and tastes differ widely, and to treat every topic with the fullness which some of this wide audience might desire would unduly increase both the size and the cost of the book. Some subjects have been omitted or have been treated very briefly for special reasons. No account has been given of the effect of the World War on Bowdoin because a book on Bowdoin in the War is now in preparation. Most of the professors and certain important events of the last thirty years have been unnoticed or dealt with very briefly. The time has not come to treat them in detail, that must be left to the fuller experience and calmer judgment of nineteen-fifty, or of some other time when the next history of Bowdoin shall be written.

For other omissions there is less justification. It was hoped to publish the work in 1926. This proved to be impossible, but it was felt that publication ought not to be delayed beyond the Commencement of 1927, the author left too much to be done in the last months, matter was crowded out or presented in very abbreviated form and it proved necessary to decline a kind offer of assistance in proof reading which would have been most valuable.

One reason for the delay in completing the book has been the attempt to thoroughly examine substantially all the available material printed and unprinted. Every *Orient* has been carefully looked through, every *Bugle* consulted. Use has been made of the printed reports of the presidents and of the histories of Bowdoin by

Cleaveland and Packard and by Professor George T. Little. The author desires to express his special obligations to the latter work.

Still more valuable has been the unpublished material. The library has a great collection of clippings from newspapers, manuscript recollections, etc., formed by Librarian Little and carefully kept up to date by Librarian Wilder. It also has in its archive room most interesting letters from the correspondence of Presidents McKeen and Woods, of Charles S. Daveis, and Nehemiah Cleaveland. With these are preserved the elaborate journal of the Praying Circle, the later records of the Theological Society, the papers of the Athenaean and Peucinian Societies, and other valuable documents.

Thanks to the courtesy of the college authorities the official records of Bowdoin have been opened to me. The records of the Trustees on which are noted the vetoes of the Overseers, if that power was exercised, have been carefully examined from the earliest dates. The reports of the visiting committees with those of the presidents and professors have been bound for the period 1826 to 1864 and these volumes have yielded much and valuable information. The later reports are tied up and packed in shoe boxes. They have been examined, particularly the reports of the visiting committees and the presidents, until the date printing of the full and able reports of President Hyde rendered the rifling of the shoe boxes somewhat superfluous.

Numerous and full extracts have been made from the papers used, and perhaps the history may be censured as Hamlet is said to have been, and with more justice, for being full of quotations. But quotations enable the reader to go to the sources and they help him to understand the feelings of the men of the times of which the history is written. In making quotations it has been the purpose of the author to give them verbatim even when the English seems very odd today, but at times the punctuation and capitalization have been modified.

The author has received valuable suggestions for which he tenders his grateful thanks, but he is solely responsible for the book, both as to substance and form. Special acknowledgments are due to President Sills for his constant interest in the book and to Librarian Wilder for taking time and trouble in securing facts and materials for the author and in giving him special privileges in the library. He also wishes to thank the governing Boards for their care to secure him against financial loss.

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THE
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CHAPTER I

THE FOUNDING OF BOWDOIN

BOWDOIN COLLEGE is not the creation of a multi-millionaire, like Johns Hopkins or Leland Stanford University, nor does it, like Harvard, chiefly owe its being to the desire of the clergy and influential members of the church to secure a continual succession of learned ministers. Bowdoin was founded because a remote and sparsely settled but not unprogressive district demanded that its sons might have the benefit of a college education without undertaking a long and expensive journey to Massachusetts and defraying what seemed the heavy cost of studying and living at the "University of Cambridge." It is significant also that, while a charter was being sought for a college in Maine, the District[1] was becoming in some respects a judicial and administrative unit and that many of her citizens, a minority indeed but a very active one, were demanding that Maine be separated from Massachusetts and made a sovereign state in the American Union. Like the states of Germany in the Middle Ages and our own new states in the nineteenth century, Maine felt that it was derogatory to her dignity for her children to seek education outside her borders. But we must not unduly stress the differences in the history of the founding of Bowdoin and that of the establishment of other American colleges. Bowdoin sought and found a patron, as her name proclaims, and the clergy took an active part in her establishment because they hoped that she would be a training school for ministers and a bulwark of orthodoxy.

The first attempt to found a college in Maine, of which we have information,[2] was made in 1787 when a representative in the Massachusetts legislature from Lincoln county drew a bill for the erection in his county of "Winthrop College." No action was taken on the bill, but the legislature granted a township for the benefit of such a college when it should be established. The next year the association of ministers of Cumberland county petitioned for the foundation and endowment of a college in their county, and a like petition was presented by the Cumberland justices of the peace, sitting in general sessions. Massachusetts was, at that time, ready to meet the wishes of Maine, both from a sense of justice and from a hope of thereby defeating a movement for separation, but the legislation desired was postponed by local disputes in Maine itself. Seven wealthy cities of Hellas are said to have contended for Homer after he was dead, and at least eight ambitious towns in Maine — Gorham, Portland, North Yarmouth, Brunswick, New Gloucester, Freeport, Turner, and Winthrop — fought for Bowdoin before she was born. Portland, the largest town in the District, thought that the youth of Maine should come to her to be polished and refined, and taught how to bear themselves while they were still in the plastic age. She claimed that colleges were always located in populous places, that indeed they could not avoid being so, for in two or three centuries a university would cause a city to grow around it. But if populous Portland, with over 2000 inhabitants, wished to have Maine boys come to her to learn manners, North Yarmouth voted that the college should be placed in her limits where the morals of the students would be protected, since she had little trade, was not a county seat and was "not so much exposed to many Temptations to Dissipation, Extravagance, Vanity and various Vices as great seaport towns frequently are," and when the question of location was considered by the legislature Representative Martin of North Yarmouth made the modest statement that all of his constituents were virtuous and that most of them were pious. It is to be noted that while the two towns differed over the best means of moulding the characters of the young collegians, they each claimed to have special facilities for supplying their physical needs. Before the railroads came this was a matter for careful consideration. In the Middle Ages the Papal Bull for the foundation of a University usually stated that the town or city where it was to be placed had excellent opportunities for obtaining provisions, and even in the eighteenth century the students of Dartmouth, in the little village of Hanover, sometimes lacked sufficient food. Cheap bread was not the only material argument used by the Maine towns in their struggle for the new college. Sites were tendered and subscription papers circulated. North Yarmouth offered to give the town farm, and various inhabitants pledged money or labor.

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[1] A name commonly applied to Maine which during the Revolutionary War had formed a separate admiralty district.

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[2] In 1835 Judge Johnson of Belfast wrote to Professor Packard, giving an account of the founding of Bowdoin, as told him by his father who had taken an active part in it. The Judge stated that there had been a movement for establishing a college in Maine before the Revolution but that it was killed by the war.

It was urged in favor of Turner, that if the college were placed there her great absentee landowner, Mr. Little of Newbury, Massachusetts, would make a generous gift.

Citizens of Freeport and vicinity promised nearly thirteen hundred pounds or about four thousand dollars. Portland, thereupon, subscribed twelve hundred pounds and Rev. Dr. Deane wrote to a member of the legislature that further contributions were expected, that he thought that every subscriber would meet his pledge, and that "This is not believed to be the case with the subscribers in and about Freeport." Portland also offered a site "on the top of a height called Bramhall's Hill about three-fourths of a mile from the compact settlement." The men of Freeport made the claim, so often heard in a dispute over location, that their town was the center of population, since the last census showed that an equal number of the inhabitants of Maine lived to the east and to the west of it. But Rev. Dr. Deane, in the letter quoted above, urged in reply that ". . . Portland is far more central and convenient, as it respects the whole County of Cumberland, than any other place is or can be, and that it is not ten miles to the South West of the centre of ye inhabitants of the five Counties; and vastly more convenient for the district, than any other place, for going and returning, by land or water; as well as sufficiently distant from all other colleges and Universities and that if the two Eastern young counties (Hancock and Washington) should in time become populous, there will be plenty of room for another young College, 150 miles eastward of this."

Dr. Deane's arguments might have proved successful but for the opposition of another Portlander, Rev. Elijah Kellogg, the pastor of the Second Church. Mr. Kellogg believed that even at that early day Portland was too far west for the Maine college, he was by nature very energetic in the support of his opinions and his action was a potent factor in the placing of Bowdoin in a more eastern village rather than in the metropolis of Maine.

But now came another delay, caused, it is to be feared, by personal jealousy. John Hancock was Governor of Massachusetts and the new college was to be named after the late Governor Bowdoin, Hancock's constant political opponent. There had been considerable vacillation on the question of name. The "College of Maine" and "Winthrop College" appeared in bills, but one of them permitted the corporation to change the name of the college to that of its greatest benefactor. With genuine New England shrewdness an eponymous hero was sought whose selection would bring cash as well as credit. It is said that an offer was made to William Gray of Salem, one of the wealthiest merchants and ship owners of New England, to name the college after him if he would erect the necessary buildings, but Mr. Gray, although interested in literature and the science of government as well as business, declined the somewhat expensive honor and so missed his chance of fame. Undiscouraged by this rebuff the friends of the college continued their search for a patron. Judge Johnson states in the letter of 1835, already cited, that at the winter session of 1792 "it occurred to my father & probably to others that the late learned Governor Bowdoin had left both a name and an estate that might be honorable and useful to the college. He thereupon procured an introduction, made the suggestion to his son and heir, the late James Bowdoin, observing that Literature was poor & custom had connected *patronage* with the *name*. The thought took with him & he soon made proposals; but added that such were the vicissitudes of fortune that he might never be able to do so much as might be anticipated from him; but shrewdly cautioned my father not to let his father's name be given to the College in the Act which he said might be left to be given by the Boards afterwards; as he thought such was Gov. Hancock's antipathy to his father that he wd never approve of an act for a College with his father's name given to it and related some curious anecdotes to confirm his suspicions. My father could not believe that Gov. H. could be influenced by such considerations,— and thinking it best to make sure of the patronage, & not subject the name to further dispute, caused the name of Bowdoin to be inserted in the Bill. There were many who disliked the name as the Hancock party prevailed greatly in Maine. The Governor omitted to give the Bill his sanction whether for the cause intimated above, or for what other reason was never known, but it did not become a law."

In the winter session of 1794 Hancock's successor, Samuel Adams, also allowed a Bowdoin bill to fail. There was still much disagreement on the subject of location but the Maine members of the legislature were consulted and pronounced by a large majority in favor of Brunswick, and "An Act to establish a College in the Town of Brunswick and the District of Maine, within this Commonwealth" was passed by the legislature; on June 24, 1794, it was signed by Governor Adams, and Bowdoin College had at last obtained legal existence. The college birthday is at once Midsummer's Day, the commemoration day of St. John the Baptist, and the anniversary of the battle of Bannockburn.

The powers of the new institution were, in general, such as are usually given to colleges, but there were two special limitations. Bowdoin was forbidden to confer any degrees except those of bachelor and master of arts until after January 1, 1810, and it could not hold property yielding a clear annual income of over ten thousand pounds, that is over thirty-three thousand three hundred and thirty-three dollars. The first provision, which may have been intended to prevent the hasty creation of a swarm of doctors of divinity in a remote and rural section, was only temporary; the second fixed a limit so high that it caused no inconvenience for over a century.[3] Then in 1891 it was removed by the joint action of the legislatures of Massachusetts and Maine with the assent of the college. The Act of 1794 made the President and Trustees of Bowdoin College a body corporate with the right to confer degrees, "to elect the president, professors and instructors, to fix their salaries and define their duties; in general to serve as the executive board of the institution." The legislature also "the more effectually to provide for the wise and regular government of said college, and for the prudent administration of the funds belonging to it," established "a supervising body with proper powers," to be known as the Overseers, whose consent was necessary to every act of the Trustees affecting the college. They were further authorized, whenever they should see fit, to require the treasurer of the college to make a full report of his official acts. What may be termed the college with double management is unusual in America. In 1794 there were only two in New England, Harvard and Brown, and but one has been established since, Bates. When the Bowdoin charter was granted, most of the college men in the legislature were graduates of Harvard and it is not strange that the constitution of the new college resembled that of the older one. Opinion, however, was not unanimous. The bill of 1791 provided for a single Board of seventeen members, and an amendment offered by Theophilus Parsons, creating a Board of Overseers, was defeated after considerable debate.

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[3] There had been great difficulty in determining the amount of income-producing property which the college might hold. One bill fixed the limit at six thousand pounds, another made it twenty thousand.

The legislature took a precaution very necessary in the case of men residing far from each other and the college, and holding office without limitation of time. Each Board was authorized to remove those of its members whom it should judge to be incapacitated by age or otherwise, or who might neglect or refuse to discharge the duties of their office.[4] The Trustees were to be from seven to thirteen in number, including the president and the treasurer of the college, who were members ex-officio; there were to be from twenty-five to forty-five Overseers, including the president of the college and the secretary of the Trustees; seven Trustees and fifteen Overseers were to constitute a quorum of their respective boards. The act of incorporation named the first Trustees and Overseers, except the ex-officio members. Vacancies in each Board were to be filled by the Board itself, but the Overseers had a veto on the choice of the Trustees. The legislature reserved the right to alter or annul any of the powers granted by the charter as the best interests of the college might require. The final section of the act of incorporation gave to the college five townships of land, each six miles square to be taken from the unappropriated state lands in Maine.

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[4] In the early history of the college this power was not infrequently exercised. Travelling was a much more difficult matter than it was even fifty years after the incorporation of the college, young men were not chosen Trustees or Overseers, some of the latter had been selected on account of their official position, and it is not surprising to learn that one-third of the forty-two charter members never attended a meeting, some, indeed, declined their appointment.

The first meetings of the Trustees and of the Overseers were held on December 3, 1794, at the courthouse in Portland where, according to the diary of General Henry Sewall, the clerk of the court, they hindered business. The Boards sat on the two succeeding days, but perhaps out of regard for the convenience of justice, met at the house of Rev. Dr. Deane. A committee consisting of William Martin of North Yarmouth, Stephen Longfellow of Portland, and John Dunlap of Brunswick was appointed to locate the lands given by the State. Josiah Thacher of Gorham and Samuel Freeman of Portland were subsequently added to the committee.

They selected five townships in the seventh range north of the Waldo Patent. Four of them subsequently became the towns of Sebec, Foxcroft, Guilford and Abbot; the fifth was exchanged for No. 3 in the first range, the future Dixmont.

Another duty of the Boards was to determine the exact site of the college, the charter merely providing that it should be in Brunswick. Accordingly on July 19, 1796, the Trustees and Overseers met at John Dunning's Inn, Brunswick, and accompanied by other friends of the college tramped up the "twelve rod road," so-called from its original width, and now known as Maine Street, and examined a tract of thirty acres on a hill at the edge of the settlement, which had been offered as a site for the college by the principal owner, William Stanwood. The Boards then returned to the inn and voted to accept the tract if the town would give three hundred acres adjoining it. The thirty acres were transferred by Mr. Stanwood, John Dunlap and Brigadier-General Thompson of Topsham joining in the deed.[5] The town gave two hundred acres, the Pejepscot Proprietors, a great land company which had formerly owned the site of Brunswick, ratified the gift, and to make assurance doubly sure a confirmation was obtained from the legislature. The Boards on their part agreed to come to Brunswick, though receiving one hundred acres less than they had hoped.

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[5] Even this did not clear the title and the college was obliged to buy out other owners.

The first meeting of the Boards had been cheered by the receipt of a letter from Mr. Bowdoin expressing his sense of the honor done his late father and the family in naming the college after them. Mr. Bowdoin said that it was his intention to give practical proof of his gratitude and that as a first step in the design he had conveyed to the college a thousand acres of land in the town of Bowdoin, Maine, and had deposited in the Union Bank of Boston to the credit of the college the sum of three hundred pounds (one thousand dollars). On January 6, 1795, Mr. Bowdoin made a further gift of a note of Brigadier-General Thompson for the sum of eight hundred and twenty-three pounds, four shillings, secured by a mortgage of land in Bowdoin, and requested that it be used for the endowment of a chair of mathematics and natural and experimental philosophy, and that the interest be added to the principal until a professor should be appointed. Mr. Bowdoin's generosity was warmly acknowledged, but one cannot help wondering if any of the gentlemen who voted their grateful thanks realized that they had received, in part, not money but rights which it might be painful and difficult to enforce. In May, 1796, the Overseers agreed to a vote of the Trustees directing the treasurer to call on their brother Overseer, General Thompson, for the interest due upon his note. All great landowners were troubled by "squatters," that is, men who, sometimes with more, sometimes with less, excuse had settled on land which did not belong to them and refused either to leave or to buy the land at what the proprietors regarded as a reasonable price. The college suffered the usual fate and in 1804 was obliged to appeal to the state authorities to put them in undisturbed possession of their land in Bowdoin.

The generosity of the State and of Mr. Bowdoin was not felt to be sufficient to warrant the opening of the college and attempts were made to obtain other patrons. Special committees were appointed to solicit aid from Honorable William Bingham of Pennsylvania, owner of an enormous tract of land in Maine, and from General Knox. Mr. Bingham seems to have given nothing, and from General Knox the college obtained only good wishes, regret that he was unable to spare any money for so worthy a cause, and a fine copy of a work on the Danube for the library.[6] Other gentlemen were more helpful, but the result on the whole was unsatisfactory. In an account of Bowdoin in an article on Brunswick in a history of Cumberland county there is a quotation from Professor Packard: "Committees were repeatedly appointed by the Boards to solicit donations, but the public had not yet learned to give, and when thousands were needed the amount contributed was small and mostly in books." It may be that there was a feeling that the college was not making sufficient use of what it had. The Boards differed seriously on this matter. The college property consisted almost entirely of wild lands, which were a drug in the market.[7] The Trustees believed that it would be wise to postpone a sale, wait for the better times which would surely come, and thus obtain something like a fair price for the land, even if the opening of the college were delayed, or its beginnings made very modest. The Overseers wished to begin at once in a reasonably good style although the land must be sold at a heavy sacrifice. Both Boards agreed to the erection of a brick building one hundred feet long, forty feet wide and four stories high, with a cellar under the whole, as soon as financial provision should be made therefor. This was little more than the expression of a pious hope, but when the Trustees attempted to carry out their wishes for a simple beginning by directing the building of a house for the President where a few students could be lodged, the Overseers three times interposed their veto. The Boards agreed, however, to appoint a committee to contract for the erection of the large brick building and authorized it to give as consideration any of the college townships except No. 3 (Dixmont). But no one could be found to accept the offer. It was then decided to erect a smaller building, the cost to be defrayed from money received from other sources than the sale of great blocks of land. On May 17, 1798, the Boards voted to build a hall fifty (not one hundred) feet long, forty feet wide, and of three instead of four stories. Subsequently they voted that the stories be ten, nine, and seven and a half feet high, that the entry-hall be ten feet wide, and that the windows be eight by ten inches. The roof was to be hipped and to have two pediments. There was much delay, money came in slowly, and after the walls, made of brick brought from Portland, were raised, a temporary roof was put on, the windows were boarded up, and work was suspended for two years. In 1800 two thousand dollars were appropriated for completing the "house" and the matter was entrusted to Captain John Dunlap of Brunswick, a wealthy lumberman and an able business man. He was directed to have the work done "in a plain manner according to the finishing of Hollis Hall at Cambridge" and "to make his contracts both for labor and materials, for payment in cash only, in order that the building may be finished in the cheapest manner." The instructions were wise, the superintendent was experienced, and by the spring of 1802 the house was ready for occupancy. The success was due, however, not merely to good management, but also, and indeed chiefly, to a sudden and most gratifying change in the financial condition of the college. In 1800 this was almost desperate but the next year the townships later known as Dixmont and Foxcroft were sold for over twenty thousand dollars and seven thousand nine hundred and forty dollars respectively.

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[6] A list of gifts published in 1803 credits Knox with a contribution of seventy-five dollars. It may be that this represents the value of the books, but as books are mentioned separately it is more likely that it was a later or substitute donation in cash.

[7] It is said that the State had parted with its best lands while the friends of the college were squabbling over the question of location.

With a substantial building assured and a considerable sum in the treasury the Boards felt warranted in preparing for the opening of the college by the choice of a President. The matter was one of great importance and some difficulty. Among those with the strongest support for the position was Rev. Joseph McKeen, the pastor of Lower Beverly. The parish was "large and wealthy" and contained some of the leading men of the State. Mr. McKeen had presided over it for sixteen years with good success, and some who would otherwise have joined in inviting him to Bowdoin feared that the presidency of a new college in a remote and sparsely settled district would have little attraction for the minister of Beverly, that he would decline the offer and that in calling him they would merely throw away their votes and delay the opening of the college. Under these circumstances Reverend Elijah Kellogg, a trustee of Bowdoin and one of Mr. McKeen's most ardent supporters, wrote him in June, 1801: "Respected friend, I take the liberty to trouble you with a few words on a subject of great magnitude, viz., the choice of a suitable person for the President of Bowdoin College, next month, the appointment is to take place. Being one of the trustees and one of the Committee for the management of the College property, I beg leave to assure you that it is the general wish you might be the Gentleman; but many are very doubtful whether you would accept the trust. I have been requested to write you on the subject; that you might if consistent with your feelings, say something to me in a letter which should not amount to a final negative of everything of that nature . . . In my opinion, with good management, the funds of the College will, in a few years, be very ample. Pray, Sir, consider the immense opening for your talents at the head of an infant seminary in the District of Maine, which is as extensive as all New England besides, and populating to a degree almost incalculable. Excepting a few families in Beverly, your flock might like the milk of another teacher as well as your strong meat; but at this day of trouble and blasphemy[8] such a light as yours is essential in a seminary of learning.

Give my regards to your lady and pray send me something that is comforting."

The comfort appears to have been promptly sent in the shape of a private letter to Mr. Kellogg expressing a favorable disposition toward accepting a call and asking for a copy of any votes that might be passed and for the names of the Trustees and Overseers. The letter was shown to an Overseer, Mr. John Abbot, who used it as a basis of assurance to some in doubt whether Mr. McKeen would accept, that he would probably do so. Nevertheless the first vote of the Trustees was divided among six candidates. But differences were adjusted; Mr. McKeen was elected and the Overseers promptly ratified the choice by a vote of thirty to seven. By later votes the President's compensation was fixed at one thousand dollars a year, the diploma fees, and the use of a house, rent-free. The term of service was "during good behavior." Mr. McKeen, notwithstanding his letter to Mr. Kellogg, was slow in accepting the call. The chief difficulties arose over the tenure of office and the salary. Did "good behavior" mean, unless forfeited by clear misconduct, or, good behavior in office, that is, ability to perform the duties of the presidency? There was some difference of opinion among the members of the Boards, but Mr. McKeen was assured by Mr. Kellogg that it was their full intention that the President, if dismissed, should be decently supported for life. Mr. McKeen, however, feared that there might be unpleasant disputes in future as to what constituted a decent support and wished that the matter be determined immediately. Of the salary he said:

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[8] The French Revolution had been followed by an increase of infidelity in America, and all good Federalists, and especially the Congregationalist clergy, had been horrified by the recent election to the presidency of that free-thinking Democrat, Thomas Jefferson.

"Were there no probability that money would become more valuable than it now is I should think one thousand dollars a year with the inconsiderable perquisites of the office inadequate. Quarterly payments will be of so much importance that you will give me leave to expect them to be punctually paid." He was also anxious concerning his co-laborers and his tools. He wrote to Overseer Abbot, who was a personal friend and who was later elected the professor of the ancient languages, "When I contemplate a removel from this place as a probable event, my mind is perhaps more deeply impressed than a gentleman in independent circumstances, or unencumbered with a family can easily conceive.

As I am not personally acquainted with many gentlemen of the two Boards, you will give me leave to inquire whether the instructors may feel a perfect confidence in their candor. It would be extremely disagreeable to me to be intimately connected with captious, factious, intriguing and discontented men.

I do not know that there are any of this description among them. If there are some do you suppose there is a sufficient number of others to keep them from being troublesome?

If I did not entertain a hope that I could satisfy reasonable and candid men; and that I should have such to deal with, I should not be long in deciding against a removal.

Is there a prospect of obtaining soon a decent library and apparatus [for teaching natural science]? The number of books and instruments is not of so much importance, as that the selection be good.—

I expect to go to Boston in a week or two and to have some communication with Mr. Bowdoin about the infant that bears his name. If he will own it, nobody doubts his ability to maintain it."

Mr. McKeen proposed to the Boards that he should retire if disabled by age or ill-health, but in that case should receive one-half his salary for life and that in return for relinquishing the other half the college should at once give him a thousand acres of its wild land of good average quality, which would serve as a provision for his family after his death. Mr. McKeen admitted that the Boards might fear that the land grant would be an inconvenient precedent, but he said that he believed that the duties of the first instructors would be more arduous than those of their successors, and their compensation less. As an additional consideration for the grant he offered to visit other New England colleges, "particularly such as are new, and have but a few instructors, to learn their customs, laws and modes of education, that a selection of the best may be made."

The proposed compromise was not wholly agreeable to the Trustees. Dr. Deane wrote to Mr. Johnson, "I think our president with common economy, can not only live in handsome style but lay up one third of his salary.

With respect to his trouble and expense of removing to Brunswick, Mr. Bowdoin has promised to give him one hundred dollars towards it, in case of his acceptance; and I am apt to think he will more than make good his promise.

As to the gift of land which he requests, as he vouches in Mr. Bowdoin as wishing it; I suspect that the majority of the Trustees will be inclinable to make it, rather than affront our greatest benefactor, and run the risk of losing our elect president."

The Boards took action on the lines indicated by Dr. Deane. They voted a grant of a thousand acres of land of average quality in

Township No. 6,[9] but did nothing in regard to a retiring allowance. Mr. McKeen on his part did not insist on a specific arrangement in this matter, but accepted the call to Bowdoin. He had, however, made it an implied if not an absolute condition that the college should build him a house and the Boards voted to erect one, although they had intended to put the President and his family into Massachusetts Hall. The arrangement of rooms in the new house was wisely left to Mr. McKeen, Mr. Johnson writing him, "The interiour form has not been fixed, and I desired Dr. Porter, our agent for building it, to call on you as he passes to the general court, for your directions therein."

Mr. McKeen was well qualified by training and character to be the head of a young New England college. Joseph McKeen was born in 1757 in Londonderry, New Hampshire. "His father, John, and his grandfather, James, were among the first settlers of the place, to which they came from the North of Ireland about 1718. Some forty years earlier the family, to avoid the brutal cruelty of Claverhouse's dragoons had fled from Argyleshire to Ulster. Yet even there, as Presbyterian dissenters, they found themselves in unpleasant relations with the Established Church, and as foreigners and Protestants, they came often into conflict with the native Celtic population. Such considerations were quite sufficient to induce those sturdy Scotchmen, the McKeens, the McGregors, the Nesmiths, and others, to exchange the fertile and pleasant valley of the Lower Bann for the cold hard hills of New Hampshire. To the town, which they founded, these hardy adventurers gave the name of a place, where some of them had fought and suffered during those terrible hundred and five days which made the siege of Londonderry the most memorable event of the kind in all the British annals. In this remarkable colony James McKeen was the leading man. John inherited his father's abilities and virtues and passed them on to his more distinguished son. Joseph McKeen graduated at Hanover in the class of 1774, at the age of seventeen. During the following eight years of Revolutionary turmoil he was quietly teaching school in his native town, excepting a short period of voluntary service in the army under General Sullivan. From Londonderry he went to Cambridge, and as a private pupil of the celebrated Professor Williams spent some time in the prosecution of his favorite studies, — mathematics and astronomy. Dr. Williams of Windham, who had fitted him for college, was his instructor in theology. After a few terms spent in assisting Dr. Pearson at the Phillips (Andover) Academy, he began to preach." Mr. McKeen had made the short step from the Presbyterian to the Congregationalist Church and in 1785 he became minister of the Parish of Lower Beverly where he remained until his acceptance of the Presidency of Bowdoin. "The society was not without its divisions, political and religious. McKeen was not quite orthodox in the opinion of some of his parishioners, nor so liberal in his theological views as others would have liked. But he was candid, upright, prudent and conciliatory. He soon showed himself to be a man of great ability and learning and of excellent judgment. Under his faithful and peaceful ministry the discordant elements subsided, and for the most part seemed to coalesce. . . .

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[9] They attempted to meet the danger of establishing a precedent by referring to the reasons for the grant offered by Mr. McKeen and also mentioning the circumstance that he was the first president.

"Thus faithful in his pastoral and pulpit duties, he still found time to prosecute his favorite studies. Some evidence of this may be found in the early transactions of the American Academy. On one occasion, long remembered in Essex County, his mathematical science was most humanely employed. A man was on trial for house-breaking. On the question whether it occurred by night or by day, his life depended. A nice calculation by Dr. McKeen in regard to the precise moment of dawn saved the culprit from the gallows."

Mr. McKeen displayed the same qualities as president that he had as pastor.

President McKeen was distinguished not for the possession of one ability or virtue in an extraordinary degree, but for the harmonious balance of many. Nehemiah Cleaveland says of him: "He had a countenance that was both winning and commanding. The engraving [in Mr. Cleaveland's history of the college] does him only partial justice, having been made up from a simple profile outline. In manners he was gentlemanly, easy, affable — a man whom everybody liked and respected, too, for he could not have been more correct in his deportment or more upright in his conduct had he been ever so stiffly starched. He was mild and yet firm. He was dignified yet perfectly accessible. He was serious and yet habitually cheerful. Such was the admirable union of qualities that fitted him for his high station."

Fortunate in its choice of a president, the college was less so in that of a professor. Mr. Abbot was a member of the famous Abbot family. He was a graduate of Harvard and for five years served as a tutor there. Prevented by ill health from entering the ministry he went into business, became cashier of a Portland bank, and was called from this position to the professorship of ancient languages at Bowdoin. There can be little doubt that he was unfitted for the place. Mr. Cleaveland says of him: "His early reputation for classical scholarship if measured by the standard of that day was probably not undeserved, but among other and perhaps more congenial pursuits his learning had become somewhat rusty, and he was not the man to renew still less to brighten its lustre." Professor Packard is more severe. He says: "Classical teaching in my day was altogether inefficient. The first professor was more skilful in exploring the wild lands of the college on the Piscataquis, and in introducing choice fruits in this and neighboring towns than in inspiring students with love for Greek." Mr. Abbot was awkward and absentminded, an easy victim of practical jokes, so that in after years his very name provoked a smile. There was no malice in the student laughter, they knew that beneath the oddities and simplicities at which they made merry there was a gentle, kindly spirit; but a regard of pupil for instructor which has more of pity than of admiration in it, is not for the best good either of the teacher or the taught.

In 1816 Mr. Abbot exchanged his office of professor for that of treasurer, for which he was better qualified. His fitness was due not so much to his earlier business experience as to his readiness to do the work of an explorer. "The condition of the college property, much of it being in wild lands, imposed duties such as rarely devolve on the fiscal agent of a literary institution. In discharge of these he visited the distant and pathless forest, spending weeks sometimes in exploration and survey, beyond the outer limit of the settlements."

In recognition of his services the college gave the name of Abbot to one of its townships.

In 1829 mental infirmity compelled Mr. Abbot to resign his position. He lived for some years with a nephew in Waterford and was then placed in the McLean Asylum.

"Though his mental faculties had become unbalanced, his closing years were not unhappy. A harmless and cheerful delusion still prompted him to labors of usefulness. His old hobby of planting and grafting was resuscitated and carried him into many grand and costly schemes of improved gardening. In the asylum at Somerville where he was under the respectful care of Dr. Luther V. Bell, himself a distinguished son of Bowdoin, though he sometimes complained of restraint he was generally in a state of ecstasy, the gallantry and visions of his youth returned and his wedding day was always at hand."

Shortly before his death Mr. Abbot was removed to the old family home at Andover where he died in 1845.

The Boards having obtained a Faculty had now to provide for its induction into office. Immediately there appeared a difficulty which was to embarrass the college for many years, it possessed no building suitable for large public functions; and in 1802 the town of Brunswick suffered under a like disability. It was therefore determined to hold the exercises in the open air. A space was cleared in the college pines, a large platform erected, and September 2 fixed for the inauguration. About noon of that day "a procession was formed at the House for the College and moved to the place of installation in the following order:

1. The Committee of Arrangement.
2. The Secretaries of the Boards of Trustees and Overseers, one with the Charter and Seal, the other with the College Laws.
3. The Treasurer with the Keys.
4. The Rev. Dr. Deane, Vice President of the College [that is of the Trustees].
5. The Trustees two and two.
6. President and Professor-elect.

7. President and Vice President of the Board of Overseers.
8. The Overseers two and two.
9. The Clergy and Gentlemen of distinction invited to dine at the Hall."

A large number of spectators had assembled to witness the opening of a college in Maine and a full account of the ceremony appeared in the Portland *Gazette;* after describing the preliminaries, it said: "The President of the Overseers at the call of the Vice President of the Trustees declared the name of the college house to be Massachusetts Hall and delivered a short address pertinent to the occasion. After this followed a prayer by the Rev. Mr. Kellogg; after which the Vice President of the Trustees addressed the President Elect in Latin and inducted him into his office by delivering to him the Seal — books — Charter and Keys, seating him in the President's chair and declaring him in the Name of the Trustees and Overseers President of Bowdoin College.

The President then in English delivered his inaugural oration, to which a reply was made in English by the Vice President of the Trustees; to which succeeded a prayer by the Rev. Mr. Lancaster, followed with singing which closed that part of the exercises of the day [that is, the inauguration of the President].

The President then offered a prayer, made an address in Latin to Mr. Abbot and having obtained leave from the Boards declared him Professor of Languages." Professor Abbot delivered a speech in Latin, there was more singing and the procession returned to Massachusetts Hall and partook of a dinner, which appears to have been provided by the generous Dr. Coffin of Brunswick, the secretary of the Trustees, for the Boards directed that he be paid therefor the sum of one hundred and eleven dollars from the first money not otherwise appropriated which should come into the treasury.

The Boards voted that copies of the addresses of the President and the Professor be requested and that if obtained they be published. Apparently none was received from Professor Abbot, but President McKeen complied with the desire of the Boards and a pamphlet copy of his inaugural is preserved in the college library.

The speech is very interesting, appropriate, clear, frank and able, but perhaps a trifle more conservative than might have been expected from a broad-minded man like President McKeen. The President began by speaking at some length of the disadvantages which had hindered the development of Maine. He said that the Indians had been numerous and hostile, the settlements scattered, and necessary supplies obtainable only by importations from other districts. "Add to this that deep and strong prejudices prevailed against the soil and climate, by which immigrants were discouraged and the population of the district long reduced. These mistakes have yielded to the correcting hand of time, and Maine is rapidly advancing to that state of maturity in which, without being forcibly plucked she will drop from her parent stock." The President then spoke of the need of education in law, medicine and theology, as well as in the mechanic arts, with a thrust at "illiterate vagrants who understand neither what they say, nor whereof they affirm."[10] President McKeen said: "that the inhabitants of the District may have of their own sons to fill the liberal professions among them, and particularly to instruct them in the principles and practices of our holy religion is doubtless the object of this institution, and an object it is, worthy of the liberal patronage of the enlightened and patriotic legislature which laid its foundations, and of the aid its funds have received from several gentlemen especially from that friend of science whose name it bears. It ought always to be remembered, that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true no man should live for himself alone, we may safely assert that every man who has been aided by a public institution to acquire an education and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good."

It had been the custom of New England colleges to treat their students like boys, which, indeed, many of them were. At home their goings out and their comings in had been carefully watched, and their reading and study supervised. The colleges regarded themselves as standing *in loco parentis* and answerable to God that these selected youths, many of whom were intended for the soul-saving profession of the ministry, should have their minds trained in an orthodox manner. But among the liberal movements of the latter half of the eighteenth century was one for a reform in education and this included a demand that men in college should be allowed more freedom in the choice of the subjects that they studied and in the manner in which they employed their time. In his inaugural, President McKeen favored a reasonably broad curriculum, for that day, but he opposed the establishment of what would now be called an elective system, maintained the need of strict discipline, and preached with clearness and force the doctrine of hard work. He appealed to the Boards to support the Faculty against the efforts of parents to obtain a relaxation of the college rules and argued that while the taste and genius of a young man should be considered in assigning his studies, habits of industry and investigation were of greater importance and that there was serious danger in making the acquisition of knowledge easy.

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[10] The persons so uncomplimentarily referred to were the itinerant Methodist and Baptist preachers who were going up and down the District and sorely disturbing the peace of the dignified Congregationalist clergy, who had been the rulers of what, in fact though not in law, was an Established Church.

"I declare," he said, "that in my opinion a youth had better be four years employed, '*nihil operose agendo*,' in diligently doing what would be utterly useless to him in life, than in light reading which requires no thinking."

The President again asked the Boards for coöperation in maintaining such rules and regulations as would keep the students occupied as much as was possible without injury to their health, saying that, "Employment will contribute not a little to the preservation of their morals, the prevention of unnecessary and the preclusion of pernicious customs which, once introduced cannot be easily abolished." Mr. McKeen concluded with an earnest request that all present would exert their influence in favor of the institution and would "implore the great Father of light, knowledge, and all good, that his blessing may descend upon this seminary, that it may eminently con-

The Thorndike Oak

tribute to the advancement of useful knowledge, the religion of Jesus Christ, the best interest of man and the glory of God."

On the next day eight applicants presented themselves for admission, all passed the first entrance examinations and were duly received as students at Bowdoin and college exercises began. The youngest "man" in the entering class was George Thorndike, aged thirteen and a half, a son of the wealthy Salem merchant, Israel Thorndike, a parishioner and warm admirer of President McKeen. The oldest student was also from Salem. He was John Davis, a carpenter, aged twenty-three, a protegé of Mr. Thorndike who believed that Davis would profit by a college education. But one other student had reached the age of sixteen although a second had almost done so. Three of the class were from Massachusetts, the remainder from Maine.

What is probably the best known incident in the history of the college occurred when the students came out of Massachusetts Hall after the first chapel exercises. George Thorndike saw with surprise a live acorn lying on the ground though no oaks were near.[11] Little James McKeen, the four-year-old son of the President, was standing by, watching the students and playing a drum. Thorndike snatched the drumstick, dug a hole beside the steps of Massachusetts Hall and buried the acorn. If the recollections of young McKeen given many years later can be trusted, Thorndike declared that he could not hope to win distinction as a lawyer, minister or business man but that he would do that which would make him remembered when his companions were forgotten. If indeed he said this the words were strangely prophetic. Thorndike's health failed and he died in Russia when not quite twenty-two[12] but the Oak still lives. Thorndike, himself, transplanted it to the President's garden. After his graduation Presidents McKeen, Appleton and Allen watched over it until its future was assured. Professor Little says in his *Historical Sketch*: "It has slowly but, steadily, grown, and successive classes have held their farewell exercises beneath its boughs.

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[11] The dining hall had been festooned with oak leaves for the inauguration dinner and this probably explains the presence of the acorn.

[12] The first Bowdoin alumnus but not the first Bowdoin man to die. His classmate, Ebenezer Wood, died at sea in the summer of his Freshman year.

It stands not only as a memorial of that youth who was the first to die of a long line of graduates but also as an emblem of the institution which has often suffered from the lack of material resources just as the tree has felt the natural poverty of the soil which sustains it." In the thirty years which have passed since these words were written, large gifts and bequests have done much to supply the ever-increasing needs of the college. It has been less easy to invigorate the oak, and only the application of careful tree surgery has saved its life. But it is with us still, the knowledge of arboriculture will doubtless increase and the members of the more than fifty classes who have smoked the pipe of peace and performed other ceremonies beneath its boughs may hope that their sons and sons' sons will do likewise, through Bowdoin's second century and beyond.

CHAPTER II

THE ADMINISTRATIONS OF PRESIDENTS McKEEN AND APPLETON

THE beginning of instruction at Bowdoin imposed on President McKeen the duty of fixing the conditions of entrance. "With a wise boldness he adopted the same qualifications for admission that were then required at Harvard. These were a knowledge of the principles of the Latin and Greek languages, the ability to translate English into Latin, to read the Select Orations of Cicero, the Aeneid of Virgil, and an acquaintance with arithmetic as far as the rule of three. The young college stood in this respect in advance of others older and wealthier.

Of the exact course of study . . . no definite statement seems to be extant. There is little doubt, however, that it was similar to that pursued a few years later and outlined below.

Latin, Greek, and mathematics were studied almost continuously during the first three years, Horace, Juvenal, and Cicero being the Latin authors read, while Dalzell's Collectanea Graeca Majora and Webber's Mathematics were the bulky textbooks that supplied material for study in the other two branches. Rhetoric and elocution were taught by exercises throughout most of the course. Geography was a Freshman, logic a Sophomore, and Locke on the Human Understanding, a Junior study. Paley's Evidences of Christianity, Butler's Analogy of Religion, Stewart's Elements of the Philosophy of the Mind, Priestley's Lectures on History, Burlamaqui's Natural Law, Enfield's Natural Philosophy, and Chaptal's Chemistry were textbooks used during the Senior year. As a rule, college recitations were literally recitations. The words of the author and not of the learner were sought. In the classics, construing, *i.e.*, giving the equivalent of each word rather than translating into connected sentences, was everywhere in vogue. President McKeen evidenced a disposition to break away from the old methods, as may be inferred from the following account by one of his first pupils:[1] "As a teacher in mathematics he was lucid and uncommonly successful in his illustrations. The exemplifications of abstract propositions by models has been introduced into modern practice; but at the time referred to, it was, if at all, sparingly used. With Mr. McKeen it was a familiar custom. Some of the principles of conic sections, in particular, were so illustrated. As a teacher of historical science he evinced a philosophic mind and generalized its lessons with happy effect and useful results. As a teacher of intellectual and moral philosophy he exhibited a thorough comprehension of his subject and was felicitous in gathering illustrations from actual life. . . .

"Dr. McKeen had eminent administrative and gubernatorial talent. He very highly estimated the efficiency of what is termed 'moral suasion,' but probably never dreamed of its being the exclusive means of government. He never mistook men for angels."

Mr. O'Brien knew whereof he spoke, as is shown by the first entry on the Faculty Records, which is an admonition of John O'Brien and Moses Quinby for fighting. It is the first of a long series, for such rebukes were delivered in chapel before the students by the President, and then entered in full on the Faculty Records. It is quoted, except for the names, in Professor Little's *Historical Sketch* and is an excellent illustration of the paternal-ministerial attitude which the Faculty of that day believed it their duty to assume toward the undergraduates.

"The punishments inflicted for misbehavior during this administration and the two following were fines, public admonition and suspension. The first were imposed for neglect of college duties and minor irregularities. The second was employed when private reproof, and warnings seemed without avail. Suspension or rustication was always for a considerable period of time. The culprit was required to reside with and be instructed by a clergyman selected by the Faculty. The result was usually a change in the character of the young man or his permanent separation from the institution."[1*]

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[1] John M. O'Brien of the class of 1806. The extract is taken from an address delivered by him at the semi-centennial of the opening of the college.

The rules for the infraction of which punishment was thus provided were numerous and were, as far as possible, strictly enforced. The President and the other members of the Faculty visited the rooms of the students frequently and performed the roles of detective-policemen. Nehemiah Cleaveland, a graduate of the class of 1813, and for three years a tutor, says in his history that, "From the Faculty Record of that day . . . it is not easy to avoid the feeling that the cases of summary punishment bore an undue proportion to the whole number of students." Some offenses would not be considered wrong today except, perhaps, by men of rigid and old-fashioned views. Henry Wood was fined one dollar for unnecessary riding on the Sabbath, and three students were fined fifty cents each for playing cards. On March 14, 1814, the Faculty voted that "Whereas, it appears to have been a practice in college to furnish an entertainment in consequence of having received an assignment of parts for exhibition, or commencement, a practice irrational in itself and productive of numerous evils to the students, and to the institution, therefore Voted that if any student shall in future be concerned either in furnishing or partaking of, such entertainment, his part shall be taken from him, or he shall be admonished or suspended, according to the circumstances of the case."

Lockouts, hazing, and depredation on the live-stock and other property of the citizens of Brunswick early tried the souls of the Bowdoin Faculty. Their Records of March, 1807, state that a Senior, Samuel P. Abbot, was summoned before them and that "It . . . appeared that the said Abbot on the evening of the 13th instant was concerned in the fastening of the doors of said College [Massachusetts Hall] in such a manner that they could not be opened from without, with an intention to prevent the entrance of some of his fellow-students, thereby disturbing the peace and good order which ought ever to prevail within the walls of said College.

"And whereas such conduct must be highly injurious to the character and morals of all concerned, and by the evil example tend to the manifest injury of the other members of said College, and become destructive to the reputation of the Institution itself," therefore for this and other offenses the Faculty suspended Abbot for nine months.[2]

[1*] Sometimes a Professor acted as warden and reformer. Robert P. Dunlap, afterwards Governor of Maine, was committed to Professor Cleaveland for cutting chapel.

In October of this year there was a raid upon a poultry yard, temporarily successful, but in the end disastrous. On October 29, 1807, the Faculty voted that "Whereas, on examination, it appears that Andrew Thorndike, [a Beverly boy but not to be confused with George] a member of said College, was, on the evening of the 22d instant, guilty of unlawfully driving away, taking and killing a goose, the property of an inhabitant of the town of Brunswick; by which theft the said Thorndike has transgressed the laws of civil society and violated the moral law of God; and whereas such conduct is in its nature base and disgraceful, Voted, that the said Andrew Thorndike be, and he is accordingly suspended for the term of eight months . . ." Two other students concerned in the affair were suspended for six and eight months respectively.

The custom of sign stealing is of very early origin. In 1815 Charles Q. Clapp was found guilty of being "concerned in removing a sign-board from the store of Mr. C. Cushing, a citizen of this town, and on the following night in affixing the same to the desk of the chapel." On being asked who were his confederates Clapp named a recent graduate then practicing law in Brunswick, who, when in college, had been frequently disciplined by the Faculty. Clapp subsequently confessed that his story was wholly false, refused to betray his accomplices, was rusticated, and never returned to college.

Punishments were often inflicted for the unauthorized possession and use of firearms, the making of bonfires, and the setting off of fireworks. S. P. Abbot was twice found guilty of the improper use of pistols, and once of refusing to give them up though ordered to do so by a member of the Faculty. In 1818 five students were fined fifty cents each, "for playing off fire-works on the evening of July 3." Such actions were forbidden, partly to preserve the scholastic quiet befitting an institution of learning, and partly because they were dangerous.

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[2] This is the first instance of suspension in the records.

The Faculty was not infrequently called on to deal with cases of drunkenness and, sometimes, of unchastity. Professor Little says: "The habits of society at that time and the circumstance that the students, for the first twenty years of the college's existence were mostly from the wealthier classes in the community, made intemperance a formidable foe to college order and morality. The temptation to drink to excess, if opportunity be considered a part of temptation, was surely far greater than at the present day, while the personal oversight conscientiously exercised by college officers, living in the buildings, made every shortcoming known. The failures of men well disposed and generally correct were not overlooked. On one occasion a young man who afterward became a faithful and honored pastor, was publicly admonished for having been overcome with liquor. There is no reason to believe that intemperance and kindred vices were more prevalent at Bowdoin than at other colleges at this period, but it seems proper to mention the earnest and open measures taken to check them." To the credit of the authorities be it said that a student did not escape punishment on account of his family. Francis Waldo, a grandson of General Samuel Waldo, and William C. Wilde, son of Samuel Sumner Wilde, then a leading lawyer of the District of Maine and soon to become a judge of the Massachusetts Supreme Court, were both publicly admonished. Later, Wilde was suspended for six months and Waldo was dismissed from college.

The difficulty of keeping some of the youth of Bowdoin within the bounds of studious propriety was not the only one which the college authorities had to face. The teaching force and the quarters for the students were both inadequate. The former need was the first to be met. "On the admission of a third class in 1804, Mr. Samuel Willard, a recent graduate of Harvard and for many years afterward pastor of the Church at Deerfield, Mass., was engaged as a tutor. For the next two decades, the practice was followed of increasing the body of instructors, by the annual appointment of one or more tutors, who lived in the college buildings and were expected to exercise personal influence upon the students and maintain control over those who showed themselves unruly." The tutors were usually young men preparing themselves for the ministry and they came to Bowdoin less for the modest salary received than for the assistance which they obtained from the President in fitting themselves for their lifework. Two of the best known in after life were Benjamin Tappan, a highly esteemed pastor of a Congregationalist church at Augusta, and Andrews Norton, for many years a learned and stalwart leader of the Unitarians of Massachusetts, and father of Professor Charles Eliot Norton.

Closely following the introduction of the tutorial system came the establishment of a professorship of mathematics and natural and experimental philosophy, and the choice to fill it of Parker Cleaveland, one of the greatest teachers that Bowdoin ever had. Mr. Cleaveland was born at Rowley, Massachusetts, on January 15, 1780, of good old New England stock. His emigrant ancestor, Moses Cleaveland, came to America in 1635, and the Moses Cleaveland who helped found Cleveland, Ohio, and for whom the city was named, and President Grover Cleveland were distant relatives of the Professor. Parker Cleaveland was fitted for college at Dummer Academy, and at the age of fifteen entered Harvard. There he won the affection of his comrades by his kindly, social disposition, and the regard of his instructors by the excellence of his work in the classroom. He graduated at the age of nineteen with the reputation of being the most promising man in his class. He then taught school for four years, nearly three of which were passed at York, Maine, where he showed in a high degree the same qualities which later distinguished him at Bowdoin.

In 1803 he was appointed tutor in mathematics and natural philosophy at Harvard and served with credit for two years. He did not, however, plan to make teaching his life work but studied both for the ministry and the bar. He finally decided in favor of the latter and had made considerable progress in his preparation when he was called to the new professorship at Bowdoin.[2*] Some of his Cambridge friends wished him to refuse, feeling that Bowdoin was acting in an improper manner in thus trying to steal one of Harvard's valued instructors, but they were told that Mr. Cleaveland had already determined to resign his tutorship and that his acceptance of a professorship at Bowdoin "would do much to raise the usefulness and reputation of that infantile seminary." Mr. Cleaveland, himself, was much less assured of success and felt it the part of prudence to decline the call. His answer, however, implied that, had the invitation come a year later when he had been admitted to the bar and would thus have had a profession to fall back upon in case of failure, he might have returned a different reply. Professor Abbot suggested to him that he could take a certificate stating the amount of work which he had already done in preparing for the law, and so prevent the time thus spent from being lost. Mr. Cleaveland accepted the advice, withdrew his declination and on October 23, 1805, was formally inducted into the Bowdoin professorship. His apprehension of failure proved totally unwarranted. He won high praise from European scholars of the first rank, and from over fifty classes of Bowdoin men an enthusiastic devotion compounded of admiration for the teacher and affection for the man. His scholastic fame, however, was due, in considerable measure, to accidents of time and place. In 1807 it became necessary, in order to facilitate the floating of lumber from one of the Brunswick mills, partly to excavate a ledge; in doing this various minerals were found, including fine quartz and iron pyrites, which, to the ignorant lumbermen, looked like diamonds and gold. The science professor at the college was promptly consulted but found himself at a loss. Mineralogy in America was still in its infancy. Mr. Cleaveland later stated that when he graduated from Harvard he did not know that there was more than one kind of rock in the world. But the discovery at Brunswick roused his interest in the subject, and he became an ardent student and searcher for specimens. A cavern near his old home was explored with most gratifying results.

[2*] The selection was made by Professor Abbot to whom that important duty had been entrusted. Mr. Abbot stated, so President Woods tells us, "that he proceeded with caution, and did not *fix* until he had made very extensive inquiries, and was completely satisfied where to fix; that he considered practical and social qualities as highly important, and that the answers to his inquiries gave him full satisfaction on that point."

Mr. Cleaveland was prompt in sharing his new knowledge. As Professor of Natural Philosophy he dealt mostly with physics, but in the spring of 1808 he delivered a course of lectures on chemistry and mineralogy. At the next Commencement the Boards showed their appreciation of this addition to the curriculum by voting Mr. Cleaveland a bonus of two hundred dollars, and a like increase of his annual salary on condition of his continuing the lectures. In 1816 he sought a wider audience by the publication of "An Elementary Treatise on Mineralogy and Geology." The work made its author famous in both America and Europe. This was partly due to the timeliness of its appearance. A few years earlier it might have failed from lack of public interest in its subject, some years later it might have found its field already occupied; but in 1816 while the study of mineralogy had begun seriously in the United States the means for a broad and scholarly treatment of it were lacking. The great French and German works were still untranslated and moreover they gave little or no information on the rocks and minerals of the United States. Some Americans had written able articles on parts of the subject but none of them had ever attempted a complete view. Mineralogists were then divided into two schools, the French who classified minerals by their chemical composition and internal structure, and the German who arranged them according to external appearance. "Professor Cleaveland does not hesitate to say with the French school that the true composition of minerals should be the basis of arrangement, *so far as it is known;* but that when it is *not known,* or until it becomes known, the external characters may be provisionally employed for the purpose of classification; and further, that while minerals may be most scientifically *arranged* according to their internal composition, they may be best *described* by their external characters. In thus combining the excellencies of the French and German schools, Professor Cleaveland does not claim to be original. He refers in his preface to Brogniart as having effected with good success the union of the descriptive language of the one and the scientific arrangement of the other. But while his work was formed on the model of Brogniart, it was executed in a manner entirely his own, and gives assurance of a master's hand. It not only placed the labors of the great European mineralogists before the American public in an accessible and attractive form, but by adding new species and new localities acquired an American character, and did something to pay the debt of science which America was then owing to Europe." The work received the highest praise both at home and abroad. Professor Silliman of Yale, after approving the plan of the book, said: "The manner of execution is masterly. Discrimination, perspicuity, judicious selection of characters and facts, and a style chaste, manly and comprehensive are among the attributes of Professor Cleaveland's performance." The Edinburgh *Review* expressed a wish that the Mineralogy might be reprinted in England and said that it had no doubt that the book would be found the most useful work on the subject in the English language. Professor Clarke of Cambridge University selected it for use in his lectures and declared it better than any other. Humboldt, the great German scientist, borrowed the copy belonging to the Geological Society in London and forgot to return it. Perhaps "swiping," to use a college term, should rank with imitation as the sincerest form of flattery. Many of the greatest scientists of Europe, such men as Brewster, Davy, Berlioz, and Cuvier, wrote to Professor Cleaveland congratulating him on his book, and most of them became his regular correspondents. The leading scientific societies both at home and abroad elected him to membership. Bowdoin men, of course, took great pride in such recognition. Equally honorable but less pleasing was the reception of calls to various American colleges. The College of Physicians and Surgeons in New York, William and Mary in Virginia, the University of Pennsylvania, Dartmouth, Princeton, and Harvard made him more or less formal offers of a professorship. Some of these institutions would have paid twice the salary which he was then receiving. But after much hesitation Professor Cleaveland resolved, to use his own expression, to "stay by old Bowdoin."

Many thought this decision unfortunate. While Professor Cleaveland was considering the call to Harvard, an article appeared in the Boston *Advertiser* which was unsigned but was supposed to be written by Edward Everett. Mr. Everett urged that it was very desirable that a man so able and learned as Professor Cleaveland should no longer be compelled to devote to mere elementary teaching — a duty which younger men could perform as well — so large a proportion of the strength and time that might otherwise be given to original investigations, and to labors that would extend the area of science. But those who knew Professor Cleaveland best took a different view. Rev. Dr. Parish, who had strongly advised him to accept the call to Bowdoin, said years afterward to the Professor's cousin, Nehemiah Cleaveland: "How few there are who get into the places for which nature intended them! Your kinsman is a marked exception. He has found the very niche that was made for him and fills it to admiration." Nehemiah Cleaveland, himself, held a like opinion and President Woods in his appreciative but discriminating memorial address on Professor Cleaveland says that his high intellectual powers would have assured him success in any field that he might have chosen but that they were particularly adapted to the one "to which he was so early called and which he actually filled for so long a time. His mind was practical and even realistic in its turn, rather than speculative; clear in perception rather than profound in insight; strong in its grasp of great principles, rather than acute and discriminating in analysis; better skilled in the orderly arrangement of facts and the plain statement of laws, than in the deeper intuitions or higher generalizations of science; — a constitution of mind better adapted to the teaching, than to the discovery of truth, and to the teaching of the physical, rather than of the metaphysical sciences."

These opinions are confirmed by Mr. Cleaveland's achievements, and failures to achieve. Even the famous Mineralogy was but an original and very clear exposition of the discoveries and methods of others. Among the scientific apparatus at Bowdoin was an electrical magnet such as only two other institutions in the country possessed. With this remarkable instrument Professor Henry of Princeton made important discoveries in electro-magnetism, but Professor Cleaveland none. Mr. Cleaveland did indeed publish in 1812 a greatly enlarged edition of the Mineralogy, but though it was eagerly received and the scientific world clamored for a third edition it never came. There had been a change of interest. From the first, chemistry had made a strong appeal to Mr. Cleaveland. In the winter vacations of 1818, 1819, and 1820 he delivered at Hallowell, Portland and Portsmouth, a series of chemical lectures illustrated by experiments. President Woods says: "If we may judge from the accounts of some who were present never were lectures more successful though strictly scientific, they commanded large and delighted audiences and became the general subject of conversation in this and neighboring towns." In 1820 a medical school was established in connection with the college and Mr. Cleaveland was elected Professor of Chemistry and Secretary of the Faculty. The new duties made large drafts both on his time and his affections. His extension course came to an end. He watched and fostered the growth of the Medical School as a mother does that of her child. The elucidation of chemistry had now the charm for him which had formerly belonged to the exposition of mineralogy. But America had less need of general works on chemistry than on mineralogy and Mr. Cleaveland became the "Single Speech Hamilton" of American Science.

If, however, he failed to maintain the position in the world at large, which he had gained in early manhood, he molded the minds and won the hearts of generations of Bowdoin students by his famous lectures on chemistry and by his lovable and original character.

The lectures were described in an article in the *Bugle* written soon after Mr. Cleaveland's death. The author was probably Stephen J. Young, then a Junior in college, later its Librarian, Professor of Modern Languages, and Treasurer. Mr. Young said in part: "The reputation of Prof. Cleaveland as a teacher of the Natural Sciences stands confessedly unrivalled. The cause of his remarkable success in instruction is perfectly evident to one who has enjoyed the great privilege of being his pupil, and yet such a degree of perfection as an instructor has never been attained by another. In all his demonstrations, definitions, and questions he combined the faculties of conciseness and clearness to a degree and in a manner apparently impossible. No pupil of his will ever forget his scrupulous politeness and affability, while they also remember his rigid and unalterable rules of discipline, his own remarkable punctuality, which led him to expect the same from all who were in any manner connected with him. They will also long remember his patience and kindness in imparting knowledge and his never ceasing exertions to make every pupil a participant in his own vast acquirements." Elijah Kellogg says:

"There was such a magnetic influence emanating from him that it was impossible to remain unaffected. He could make the most abstruse subject intensely interesting. There was a freshness about it; he brought it home, made it live, connected it with actual life; made one feel that here is something which has to do with the comforts, luxuries and progress of the race; with railroads, steamboats, crops, and the bread and butter of the whole community; with all that is beautiful, as well as useful and necessary; which makes a rifle superior to a bow and arrow, a ship to an Indian canoe.

"In the class room and laboratory he ruled as King and woe to the wight who dared disturb him there, but any one who sought him in his house or while working in his garden found 'Old Cleave' cordial and kind as a parent, full of humor and information. For a student who said unprepared in recitation he had no mercy but to one who attempted to recite the Professor would put leading questions — questions that could be answered by yes or no, and with infinite tact contrive to inform them where yes or no came in."

Of course Professor Cleaveland was extremely popular. But the esteem and affection did not cease when his boys had reached maturity and were judging their former teachers not merely by their kindness of heart, but by what they had done to fit their pupils for the battle of life. Some of Bowdoin's most famous alumni have expressed in the strongest terms their admiration for Professor Cleaveland. Jacob Abbot, when sending a subscription to a fund for procuring an engraving of Professor Cleaveland for the Bowdoin Memorial, said he was glad to acknowledge in any way his obligations to the instructor to whom he owed more than to all others, since it was by him that his mind was first wakened to activity, disciplined to exactness, and made in some degree conscious of its powers. John A. Andrew, in an address at the Salem Normal School, said that he thought that he could best convey his idea of what a teacher should be by giving a somewhat minute delineation of the best one he ever knew; and then described Professor Cleaveland. Most famous of all the tributes is Longfellow's sonnet in memory of his former teacher and colleague. It was written after the poet's return from the celebration of the fiftieth anniversary of his graduation, was sent to Mr. Cleaveland's daughter, at whose house Longfellow had stayed, and now hangs on the wall of the stairway leading to the "Cleaveland Cabinet" in Massachusetts Hall.

Professor Cleaveland gave valuable service not only as a scholar and teacher but also as an administrator. Shortly after his death President Woods wrote to one of the Trustees: "The government are beginning to feel the loss of Professor Cleaveland. A vast amount of little detail devolved upon him because he could do it so much easier and better than any one else. Who will perform the drudgery now I cannot see. In the business of accounts it was to me a great relief to be connected with one who was so correct and prompt, and who understood the matter so thoroughly."

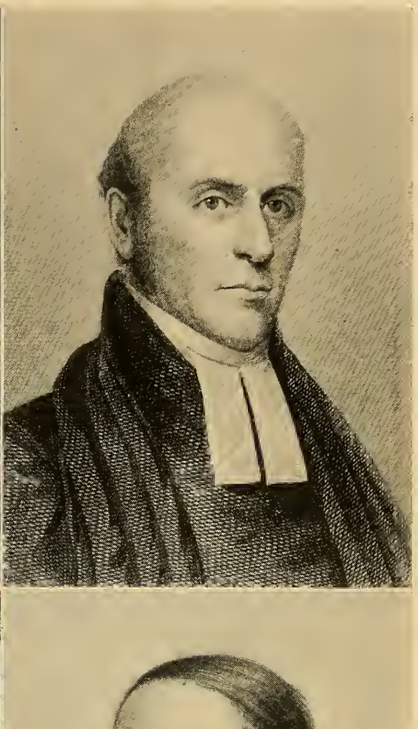
When Mr. Cleaveland was elected to his professorship, the vote was unanimous; but the Boards were soon confronted with a similar but more perplexing task, the choice of a new president. President McKeen was called to Bowdoin at forty-five years of age. He appeared to be in vigorous health and justified in anticipating a long and useful period of service. But it was not to be. He started the new college on its way and gave it worthy standards, both of scholarship and character, for the youth whom it should receive into its care. He conducted the first class through its course, but a disease, dropsy, which had troubled him for a year, then became much worse; for some months he was unable to teach; a trip to Beverly, in the hope of regaining strength at his former home, proved unavailing; he returned to Brunswick and died there on July 15, 1807. "His sickness had been long and distressing and had been borne with Christian fortitude and submission."

The Boards, as a token of respect to his memory and to his family, appropriated three hundred dollars to defray the expenses of his "sickness and death," and one hundred dollars for a monument, to be erected under the direction of the Faculty, and allowed the family of Mr. McKeen to occupy the President's house until it should be needed for the use of the college. In 1820 Bowdoin sold to the town of Brunswick two acres of land for a cemetery; but reserved the right to use a strip eighteen rods long by one and a half rods wide for burial lots. The remains of President McKeen, and his monument, were transferred to the new cemetery, and in 1829, and again in 1842, the monument was repaired at the expense of the college.

On September 1, 1807, the Boards attempted to elect a successor to President McKeen. Only ten Trustees were present, and their first vote showed such a difference of opinion that a committee was appointed to confer with the Overseers on the advisability of postponing the choice. But the committee reported against doing so, and the Trustees, by a vote of seven to three, elected one of their own number, Isaac Parker. Mr. Parker had taken much interest in college affairs, particularly in the management of the college lands; he had just been appointed a justice of the Massachusetts supreme court, and was later made chief justice; he was also Professor of Law at Harvard from 1816 to 1827. He was a man of "scholarly culture and taste," excellent judgment, and high character. But the Overseers rejected him, perhaps because they believed that the President should be a clergyman. Next day the Trustees, by a vote of eight to one, elected Rev. Eliphalet Nott, who had recently begun his sixty-two year presidency of Union College. Dr. Nott was one of the greatest, and most original, of American college presidents; but it is doubtful if he would have left his new position and, possibly for this reason, the Overseers refused to concur in his election. The Boards now adjourned to the afternoon when another ballot was taken and Reverend Jesse Appleton, of Hampton, New Hampshire, was elected president. President Appleton, like his predecessor, was a native of New Hampshire and an alumnus of Dartmouth. He was born at New Ipswich, November 17, 1772, graduated from college in 1792, taught, studied theology, and preached for five years, and then became pastor of the Hampton church where he remained until called to Bowdoin. Mr. Appleton was not yet thirty-five years old, but he had already won a high reputation as a theologian, he had fitted many young men for the ministry, and he had been strongly supported for the theological professorship at Harvard. "Though not a controversialist, President Appleton was a leader on the evangelical side in the division that was then beginning to separate the Congregational churches of New England."

Though President Appleton was not a graduate of Bowdoin, none

President McKeen
President Allen



President Appleton
President Woods

of her own sons served her with more unselfish devotion. For long periods the President was accustomed to sit up late at night and rise at four in the morning, preparing his work for the coming day. He even ate less, that he might need less exercise and so have more time for study. To the remonstrances of his friends he replied that duty to the college required the abstention. But its effect upon his health was so manifest and so serious that this form of self-sacrifice was abandoned. Even President Appleton would admit that the welfare of Bowdoin forbade, rather than demanded, that he commit suicide. Yet this truly noble man, "the saintly Appleton," as he has well been called, accomplished less, both as pastor and as President, than other men might have done who were of less lofty nature and of no greater ability. The cause may be found in two limitations of Dr. Appleton's somewhat complex character. First, to many persons, though not to all, he seemed to appeal to the brain rather than the heart. This was not due to coldness or to the pride of the scholar. In his diary there is an entry, "One week of tender lively and prayerful views of God, Christ and the Gospel is better than years of intellectual research that has no near connexion with Jesus and his religion. O God, make me spiritual." The prayer would seem to have been granted. The President's diary is full of true Christian love, and "It was once remarked by an individual of distinguished attainments as a Christian, that, 'it was worth a journey to Brunswick to attend Commencement, in order to hear President Appleton pray.'" But these spiritual outpourings were the less usual, or the private part of his life. Dr. Appleton's sermons were lucid and powerful arguments; "logic, linked and strong," bound part to part in a harmonious whole, but his discourses had none of the inspiring vagueness of the mystic. He seldom trusted himself to speak extemporaneously; his sermons were carefully prepared beforehand; even his prayers are said to have been written out.

A second defect in his character, though one that sprang from the highest motives, was that he was anxious over-much. Nehemiah Cleaveland, who knew President Appleton well, and greatly admired him, wrote many years after the President's death: "The intellectual progress and moral condition of the students were with him an object of intense and incessant solicitude. I thought then and still think, that his administration would have been more successful, and that he consequently would have been a happier man, could hopefulness and confidence have held the place in his mind which seemed so often occupied by mistrust and fear."

President Appleton maintained that each student agreed to behave himself and study, and that the college bound itself to make him do so, if he became neglectful, and that there was, therefore, a breach of contract if an offense was overlooked. Moreover, if penalties were regularly inflicted the student knew what he had to expect, if they were frequently remitted he might claim, if punished, that he did not know beforehand that he would suffer, and that the Faculty were guilty, practically, though not formally, of *ex post facto* legislation.

As a teacher President Appleton was remarkably successful. "His voice was clear, deep toned and melodious." His expositions were concise, but clear and thorough. The subjects under his special charge were mental and moral philosophy, and rhetoric and oratory. In teaching the former his questions "were framed with much care and skill, so as to fix the attention more on the subject under discussion, than on the author. The students well knew, that ignorance or sloth could not escape the severe scrutiny they were obliged to undergo. Close attention and a vigorous exercise of their powers could alone stand the test, and the attentive pupil never left the recitation room without new topics of reflection, suggested both by the searching nature of the examination through which he had passed, and by the remarks of the President. The recitation in Butler's Analogy, in particular, can never be forgotten by the pupils of President Appleton. The most severe exercise in the whole range of the collegiate course, it was nevertheless always anticipated with deep interest, as one which would open new fields of thought, of great importance to the development of mental and moral character." The training in rhetoric and oratory consisted of participation in declamations and debates, and the writing of themes, "the work in all cases receiving the personal criticism of the President." That industrious officer, also, gave some instruction in Greek and Latin. For this he was well qualified, as he had kept up his classical studies, believing them valuable for the interpretation of Scripture, mental discipline, and the formation of a correct taste. Of Livy he was specially fond, and the students maintained that if he could save but three books from a burning library they would be the Bible, Paley's Evidences, and Livy. In his teaching of the classics, as of other subjects, the President would tolerate no imperfect work. "The passage always underwent a thorough examination, and minute accuracy in the forms and syntax was required, as also in the prosody, a point then too commonly neglected."

During President Appleton's administration there was little change in the teaching force, except the coming and going of tutors, whose positions were not intended to be permanent. There was, however, one instance of the employment of a part-time professor, the Rev. Mr. Jenks of Bath. In 1807 Mr. Jenks had been elected an Overseer of the college, and in 1811 a Trustee. "Though neither profound nor brilliant, he was a man of extensive erudition and of much linguistic lore. All loved him for his amiability and respected him for his unaffected goodness." The college hoped to add him to its Faculty when its income would permit. But in 1812 Mr. Jenks received an advantageous call to Portsmouth. Unwilling to lose him, Bowdoin proposed that he retain his present pastorate, accept the title of Professor of the Oriental and English Languages, with a salary of but four hundred dollars a year, and do only limited work until the college could make suitable compensation for his whole time. Mr. Jenks agreed, and for four years came to Bowdoin once a week to give lessons in Hebrew, and to correct themes. Nehemiah Cleaveland says that the arrangement was, from its very nature, unsatisfactory to both parties. Perhaps Mr. Jenks thought regretfully of the pastorate which he had refused, and the college believed that it was getting little return, even for the small salary which it paid. In 1816 Mr. Jenks was appointed a permanent instructor, not professor, accepted the position and then declined it and removed to Boston. He lived to an advanced age, preaching, writing learnedly and voluminously, and maintaining his interest in Bowdoin.

Under President Appleton there were only slight modifications of the curriculum, the most important was the substitution of Livy for Sallust.

Great care was taken that the undergraduates should pay sufficient attention to the work assigned them. Definite hours were fixed for study, and rules were laid down both to insure their use for that purpose and to prevent the well-intentioned students from being disturbed by those of less serious mood. The college laws of 1817 provided that study hours[3] should be from 8.30 or 9 A.M., according to the season, until 12, and from 2 P.M. until evening, that is late afternoon, prayers. Moreover, the Faculty, in its discretion might set apart some portion of the winter evenings for study. The Boards also voted that "If any student shall, without leave or necessity, be absent from his chamber in the hours of study, or after nine o'clock in the evening [no sporting then], he shall be liable to a fine not exceeding ten cents, and if by being often absent, by frequenting the chambers of his fellow students, and, in an idle and wanton manner, interrupting their studies, he shall render himself a burden and dishonor to the Institution, he may be publicly or privately admonished, suspended, or rusticated, according to the degree or circumstances of the offense." Many undergraduates of a later date might have appreciated a revival of this rule. Some years ago a student posted on his door a notice to this effect: "Occasional visitors welcome, habitual loungers keep out. We mean business." Another rule would also have its uses now. The Boards provided that if any student should "by singing, playing any instrument, or by any noise or tumult, in study hours, disturb the studies of any person in the College," he should be liable to a fine of twenty cents or to more serious penalties.

During President Appleton's administration the college received the first of its long list of bequests. In 1811 Mr. James Bowdoin died. By his will he left his library, pictures, and collection of minerals to the college, and made it heir to his real estate should his nephews die without issue. Massachusetts also showed a liberal spirit by making various grants of wild lands. Among them was the township subsequently incorporated as Etna, given in 1806. It was sold at once, apparently for $11,311.49, and the money was used to build the much desired, and much discussed, dormitory, later named Maine Hall. In 1814 the colleges of the state were given $16,000 a year for ten years, to be paid from the proceeds of the bank tax; of this sum, Harvard received $10,000 and Bowdoin and Williams $3,000 each.

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[3] A portion of the recitations came in "study periods."

In 1819 President Appleton died. He had come to Bowdoin when only thirty-five years of age, but his physique and manner of living were not such as to promise a long presidency. Nehemiah Cleaveland says: "In person Dr. Appleton was tall, slender, and narrow-chested. A close student, he rarely sought exercise or the outward air. With such a frame and such habits, it is not strange that disease fastened on his lungs, and that its course was sure and rapid." It was, perhaps, hastened by anxiety for the college, for its affairs were in an alarming condition. But as death approached the President's fears were changed to a confident trust, and, as he gazed at the college buildings through his chamber window, he said: "God has taken care of the college, and God will take care of the college." The words were remembered and in times of discouragement and difficulty became a rallying cry for the sons of Bowdoin.

The Boards voted the same grants to President Appleton's family, and the same appropriation for a monument that they had given out of respect to the memory of President McKeen.

The death of President Appleton came at a critical period in the history of Bowdoin, and, but for what may be termed a lucky accident, its whole future would have been seriously affected. By the Bowdoin charter the legislature of Massachusetts could alter or annul any of the powers given to the college as might be judged necessary for its best interests. Maine was about to become a state, and its legislature would presumably succeed to the rights of that of the parent commonwealth. This would place the college in the hands of men who were hostile to it, at least as it was then administered. Bowdoin, like most of the colleges of the country, had been Federalist in tone and influence. The Democrats were in the majority in Maine and they believed that colleges, even if privately founded, were, in a measure, public institutions and should be subject to the control of the state and of the people. They had recently attempted to seize Dartmouth College, transform it into Dartmouth University, and give it a new set of Trustees. After being almost successful, they failed, because the United States Supreme Court decided that a college charter was a contract and therefore unalterable by a state legislature. But Bowdoin might not be protected by this decision since the charter, itself, gave a right of modification to the legislature. What course should be taken? The Massachusetts legislature was Federalist, although not overwhelmingly or rabidly so, and the party had shown some willingness to erect fences against the Democratic wolves of Maine. But nothing had been done for Bowdoin except to provide that the new state should assume the grant of three thousand a year until 1824, which Massachusetts had made in 1814. Nathan Kinsman, a Federalist lawyer of Portland, went to Boston and conferred with Senator Lyman of Hampshire, an earnest Federalist. The bill for the separation of Maine had already been introduced, but Mr. Lyman promised to offer an amendment safeguarding Bowdoin. The Massachusetts Federalists, however, showed little interest, and a Democratic leader, William King, who, it was understood, would be the first governor of Maine, opposed the amendment. Help came from an unexpected quarter. Maine Democrats remonstrated with King, he moderated his opposition, and the amendment was passed.[4] It provided that no change should be made in the charter of the college, except with the assent of the Boards and of the legislatures of both Maine and Massachusetts.

But King had by no means shot his last bolt, and he had a special reason for ill-feeling. His brother-in-law, B. J. Porter, had been treasurer of Bowdoin from 1805 to 1815, and King was one of his sureties. In 1815 Mr. Porter failed in business, disastrously. A Bowdoin Trustee, Benjamin Orr of Topsham, acting as agent and counsel for the Board, hurried to Bath and attached all King's property, even vessels which were about to sail were held in port. King quickly freed them by giving security to the college, but he felt that he had been grossly insulted, that Orr's procedure amounted to a public declaration that he could not be trusted to perform his engagements. Orr's first duty was to Bowdoin, and King's straightforwardness was not beyond question. But King was easily moved to anger, Orr was a hard fighter and a violent Federalist, and King believed that he had acted from political motives, and also, though wrongly, that he had been advised to take the course he did by President Appleton and Professor Abbot. King, who was an unforgiving man, determined on revenge. He was president of the convention which formed the state constitution and took a leading part in the framing of the article "On Literature." This required the support of public schools at town expense; and the encouragement of academies, colleges and other seminaries of learning by the legislature. The article, as originally reported, forbade that body to make any grant to a literary institution unless at the time of making it the Governor and Council had the power of revising and regulating the action of the trustees, and of the government of the institution, in the selection of its officers and the management of its funds. The convention believed that the state should exercise some control over the colleges within its borders, especially when their governing boards were self-perpetuating, and there was, therefore, danger of their falling into the hands of cliques[5] — family, political, or ecclesiastical. But the convention was more moderate than King; it transferred the supervisory authority to the legislature, which would be less likely to exercise it than would the Governor and Council, and changed the right to interfere with the appointment of professors and with the management of funds to one to alter the powers given by the charter as might be for the best interests of the college.

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[4] There may, however, have been fear of trouble at home, for Treasurer McKeen advised that little be said about the amendment, that it be treated as a natural incident of separation.

The constitution was adopted and Bowdoin was obliged to make a choice between independence and bread. Had President Appleton lived everything might have been risked in defense of freedom. A staunch Federalist, he would not have consented to put the college into the hands of the Democrats, and his opinion would have had great weight with the Boards. Moreover, his high reputation, without as well as within the state, might have been of avail in obtaining private assistance. But the college was headless; the Methodists and Baptists looked on it somewhat coldly as a Congregationalist institution; and the people at large would regard Bowdoin with disfavor, so long as it remained under the protection of a "foreign power" — Massachusetts. The Boards, therefore, were disposed to yield. Their first step was to elect as President, Reverend William Allen,[6] who had been President of the short-lived Dartmouth University. The choice would be pleasing to the Maine Democrats, for the seizure of Dartmouth College had been a favorite measure with their New Hampshire brethren, and John Holmes, soon to be a Democratic senator from Maine, had been one of the counsel for the "University" when the case of Dartmouth College vs. Woodward was argued before the Supreme Court at Washington.

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[5] Something of this nature had happened at Dartmouth and was one cause of the attack on the charter.

Although now out of office, President Allen had some hesitation about coming to Bowdoin. He wrote to Professor Cleaveland asking "of what nature as to morals is the society of your village, & what are the establishments of schools for young children?"[6*] It is to be supposed that a satisfactory reply was given for Mr. Allen determined to accept the presidency. He was partly influenced by the circumstance that there was a good prospect of establishing a medical school in connection with Bowdoin. There was already one at Dartmouth, and Mr. Allen was much interested in the plan of joining one with the Maine college. In May, 1820, he arrived at Brunswick with Mrs. Allen.

The lady was a daughter of President Wheelock of Dartmouth, but, unlike her father, and, indeed, her husband, was a person of much grace and charm. The newcomers made a good impression. Judah Dana, a prominent Democrat, who was desirous of the political conversion of Bowdoin, wrote to King: "It gives me great satisfaction to learn that President Allen is so well established at College and that a friendly intercourse subsists between his and the respectable families in that section of the country." Perhaps the circumstances that the Allens came to Brunswick in their own two-horse carriage, "a style," says Professor Packard, in his reminiscences, "new to the college and town," that Mrs. Allen had considerable property of her own, and that she was descended from two West India governors, may have helped to soften the heart of Federalist respectability.

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[6] Elijah Kellogg says that the Boards would have made Professor Cleaveland President of Bowdoin, but that he would not accept the position.

[6*] It is said that one reason for a member of the present Faculty accepting a call to Bowdoin was that his children would grow up not in a crowded city but in an open-air town.

Mr. Allen was duly inaugurated on May 15, 1820. In his address "he dwelt with emphasis upon the service which the college renders the state, and the essential unity of their interests."

Meanwhile, the friends of state control were endeavoring to obtain the consent of the Boards to an alteration of the charter. Dana busied himself in this matter, pointing out to members of the Boards and others the advantage to the college of establishing a medical school, for which state aid was absolutely necessary. Mr. Allen, in spite of or, perhaps, because of, his former position as head of Dartmouth University, at first was not wholly convinced of the advisability of Bowdoin placing itself in the hands of the legislature; but the medical school argument removed his last doubt and he warmly advocated the change. The Boards, however, were loath. "Shall the college surrender its independence for the sake of the pittance it may receive?" was the question as put by those distrustful of the future. "Shall the college fail to allow the Commonwealth to render it the assistance alike needed and deserved," asked President Allen. "The subject elicited an animated discussion. In the lower board, especially, the step, which, to some seemed little better than suicidal, was opposed with earnest and even pathetic eloquence." But the college finally determined to renounce its privileges, and votes were passed by the Boards, and the legislatures of Massachusetts and Maine, which were supposed, by all concerned, to give the Maine legislature power to modify the charter. The surrender had been made, would the legislature be content with a formal triumph? On December 29, 1820, Dana wrote to King that he agreed with a suggestion made by the latter that the legislature should take the lead in the way of reform, and expressed the opinion that the same legislature which made the donations should, also, remodel the charter, because, if there were too long a delay, it might be held that the legislature had waived its right[7] and that "the Boards as at present organized, might give us much trouble." Dana was anxious to avoid opposition if possible. He believed that the Faculty and a majority of the Boards and their friends would disapprove a simple alteration of the charter, but asked, "May they not however be pleased with the idea of extending their privileges, and by converting the College into a University? if so, we should have a good apology for making a new charter, as we make a new Institution, and this idea may be rendered agreeable, as other S(c)hools are rising up and assuming the name of Colleges; this is a new thought growing out of the difficulty of arranging the Boards under the present charter, and to which I have not given much consideration." Dana said that he saw no objection to raising the number of Trustees to twenty, and to giving the Overseers equal power with them. He also suggested that "if these alterations should not extend so far as to embrace the active influence of the State; might we not go still farther in extending the number of members? I formerly was of the opinion that the State Executive might, *ex officio*, compose a part of the largest Board — but considering the tenure of their offices I apprehend there might not be sufficient stability to give efficacy to the measures of such an institution."[8]

The Legislature proceeded conservatively, making no change in the powers of the Boards but merely raising the number of the Trustees to twenty-five and that of the Overseers to sixty, and giving the Governor and Council the power to appoint the new members in the first instance. Governor King found few or none but Democrats worthy of his favor, but though chosen for partisan reasons his appointees were men of character and ability and suited for their position. In 1826 the Legislature made the Governor for the time being a member of the Board of Trustees.

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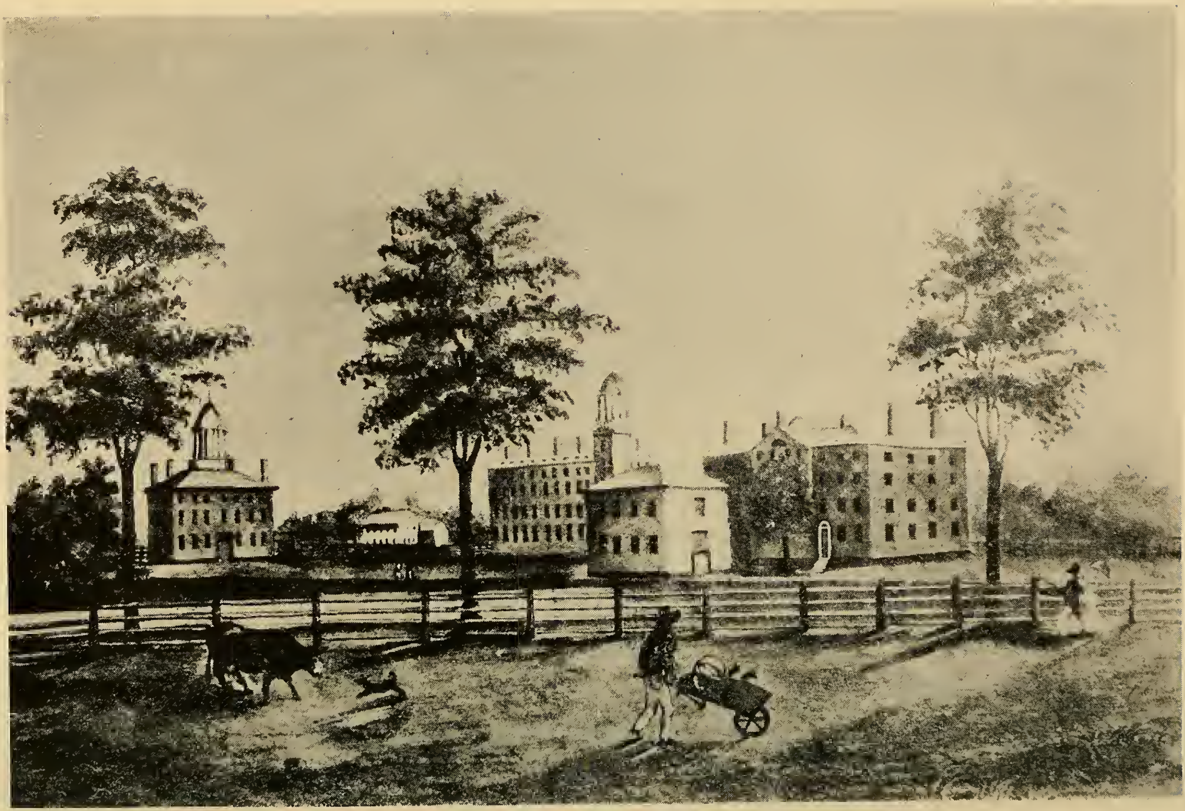
[7] Judge Story subsequently expressed a doubt whether the power of alteration was a continuing one.

[8] In Massachusetts not only the Governor and Lieutenant Governor, but first the "magistrates," then the Councillors, and then the Senators, had been *ex officio* members of the Board of Overseers at Harvard; and probably Mr. Dana had some such provision in mind when he spoke of the "active influence" of the state.



Bowdoin in 1820

CHAPTER III

THE ADMINISTRATION OF PRESIDENT ALLEN

PRESIDENT ALLEN had been elected by the Boards on the first ballot and unanimously. The political reasons for the choice have been noted above. He also had the advantage of being recommended by Professor Cleaveland, who had known him at Harvard, having been a Senior when Allen was a Freshman. After graduation Mr. Allen studied theology for two years, served as proctor at Harvard for six, and then succeeded his father as pastor of the church at Pittsfield, Massachusetts. He remained there until called to "Dartmouth University" in 1816, and after Chief Justice Marshall had annihilated the "University," or rather decided that it had never existed, came to Bowdoin. During his proctorship at Harvard Mr. Allen had prepared an American Biographical and Historical Dictionary which was considered the best book of the kind yet produced. While at Brunswick he revised and enlarged the work; and even now, after so many encyclopaedias have been published, it is not wholly out of use. Therefore, when Mr. Allen came to Bowdoin he had had considerable experience in enforcing college discipline, and he was possessed of a large amount of what the worthy Dominie Samson valued so highly, and described as "e-ru-di-ti-on." But there were weaknesses in President Allen's character, which, to a great degree, neutralized excellent qualities which he possessed and made his election unfortunate both for himself and the college. In 1873 Daniel Raynes Goodwin of the class of 1832 described the Faculty of his day. Of the President, he said: "There was the impassive, inflexible Allen, precise, stately, stiff; but just and kind and faithful; *antiqua homo virtute et fide;* more learned than apt to teach; a good ruler for all but the unruly. . . . He never courted popularity, and so, perhaps, he never deserved it. With a warm and generous heart beating unseen and unsuspected beneath the cold exterior, living in all good conscience before God every day, he met abuse and obloquy with the invincible bravery of Christian meekness." "More learned than apt to teach," "a good ruler for all but the unruly." Such a man may make a good research professor in a university, he should not be the president of a small college. It is true, however, that President Allen was, at times, unjustly condemned. As a matter of principle he repressed all show of feeling. He also believed that the Faculty should appear to be a unit. It fell to him, as President, to inflict punishment, and he seemed to the undergraduates harsh and unwilling to make allowance for youth when he, himself, had favored milder measures and had been outvoted by his colleagues. In after years some of the quiet and able students, like Cyrus Hamlin, President of Robert College, and Ephraim Peabody, Minister at King's Chapel, Boston, spoke gratefully of help which they had received from him. Dr. Peabody said: "President Allen was not popular, but personally I remember him with respect for his unvarying kindness. I think his superficial manners prevented some of the best traits of his character from becoming known." A man, however, is responsible for his demeanor, and President Allen's old-fashioned notions of the reserve befitting a college president and of the outward respect due him, helped to alienate well-intentioned students. He was so disliked by the class of 1825 that half of them did not attend the reception which he gave them on their graduation. Nor was it the students only whom President Allen offended. He was naturally deficient in tact and in ability to make concessions, even when they were wise and just; and he incurred the ill-will of many of the Trustees and Overseers. Moreover, one cannot help doubting the correctness of Dr. Peabody's statement that President Allen bore abuse with Christian meekness; certainly he at times showed himself remarkably deficient in this respect. He was also lacking in some of the virtues of the pagan. It would seem as if, scholar though he was, he had never heard of the old Greek maxim, "Know thyself."

In discussing the qualifications of Professor Hadlock of Dartmouth, who had been mentioned as a successor to President Allen,

A. P. Peabody said that unlike the latter, Professor Hadlock never attempted what was beyond his powers. But President Allen seems to have taken all literature for his province. He wrote hymns which excited the ridicule rather than the reverence of the students; a poem, "Wunnissoo; or, the Vale of the Hoosatunnuk," "with valuable and learned notes;" "An Account of Remarkable Shipwrecks;" and he has been credited with the authorship of an anonymous work, "Junius Unmasked," which attempted to prove that "Junius" was Lord George Sackville.

But if President Allen had serious defects himself he was surrounded by a small but able Faculty, five of whom served Bowdoin with honor to themselves and the college for an average of over forty-five years. Of Professor Cleaveland mention has already been made. The next to join the band was Samuel Philipps Newman. Mr. Newman was born on June 6, 1797, at Andover, Massachusetts. He graduated from Harvard in 1816; was instructor in a private family in Kentucky; came to Bowdoin as a tutor, and studied theology under President Appleton; and, in 1819, was elected Professor of Greek and Latin. In 1824 he was transferred to the new chair of Rhetoric and Oratory and was permitted to give occasional lectures in civil polity and political economy. In teaching these subjects, so cautiously introduced, Professor Newman proved remarkably successful. "He was a systematic reader and thinker. His knowledge was various and solid, and what he knew he could convey easily and clearly . . . As a critic, he was discriminating and candid; as a writer, simple, perspicuous, pure. His delivery, though not remarkable for energy or grace, was yet impressive." Like others of his colleagues Mr. Newman brought reputation to Bowdoin by his writings. Shortly after his election as Professor of Rhetoric he published a work on that subject which passed through sixty large editions, became a textbook in some colleges and many schools and was republished in England. He, also, prepared an elementary textbook on political economy which Professor Amasa Walker of Harvard pronounced the best work of its kind in the United States. Professor Newman was a good business man and an excellent judge of character; and he was fond of exercising these powers. Nehemiah Cleaveland says that during his whole professorship he was probably the most influential member of the Faculty. "After twenty-one years of faithful service at Brunswick, he yielded to an application from the Massachusetts Board of Education, and assumed the charge of a normal school, then just established at Barre. Upon this work he entered with his wonted zeal and fidelity. But his health, which had long been declining, soon broke down under the pressure of new responsibilities and labors, and perhaps, also, through the loss of occupations and enjoyments to which he had long been accustomed. He returned to his birthplace, where he died early in 1842."

Professor Newman's personal character was of the highest. Mr. Cleaveland says: "All who knew him still love to remember how true and tender he was in the domestic relation, how warm-hearted in his friendships, how amiable and engaging in social life, how full of sympathy for every form of suffering."

Professor Newman was succeeded in the chair of ancient languages by Alpheus Spring Packard. Mr. Packard was a member of the Bowdoin Faculty for sixty-five years, probably the longest period of such service at one college in the history of American education. Dr. Nott's presidency of Union, famous for its length as well as its achievements, was three years shorter. England, however, can show a more remarkable record than that of Professor Packard. Dr. Routh was Librarian of Magdalen College, Oxford, for ten years, and then President for sixty-three years, dying in his hundreth year.

Professor Packard was a son of Reverend Hezekiah Packard, D.D., and was born at Chelmsford, Massachusetts, on December 23, 1798. In 1802 his father accepted a call to Wiscasset, where he served as pastor until 1830. During all of this time he was a member of the Bowdoin Governing Boards, and he felt for the college an interest and affection second only to that with which he regarded his own alma mater, Harvard. He sent his six sons to Bowdoin, five graduated, the other died in his Junior year. Dr. Packard had been known in Harvard both for his physical and his mental vigor, and he trained his sons to work continually. When Alpheus was only ten years old his father wrote that the child was so interested in his

Greek and Latin, and that he, himself, found so many little services for the boy to perform, that he did not play over half an hour a week, and that he seldom asked for any indulgence. Mrs. Packard was not a scholar like her husband, the days of college women were not yet come, but it is said that she used to put a copy of Pope's Odyssey at the end of her wool-carding machine and read a line when she reached the book as she paced back and forth winding the wool.

In such a home young Packard matured quickly. He graduated from Bowdoin before he was nineteen, taught for three years, then returned to the college as a tutor, and remained there, her devoted son and servant,[1] until his death in 1884. But his love for Bowdoin did not prevent his making the same high demands on her that he did on himself and others. President Chamberlain said in a discourse at Professor Packard's funeral: "He was not of sanguine temperament. I used to sometimes think that he erred in under-estimating or understating his case when it concerned himself or the excellences of the college, and have even hinted to him of the frequent strain in his remarks or prayers, which seemed almost to depreciate our means of usefulness. But things achieved seemed to him always little — the present a narrow place his eyes were ever looking forward for ampler instrumentalities and larger labors." In early life high aims often lead to severe judgment of individuals. Professor Packard's pupil, colleague and next-door neighbor, Professor Egbert C. Smyth, said of him: "His father was a strict disciplinarian. All his own instincts and habits were on the side of law and authority. His ethical maxims were so pure, and the course of his life had brought him so little into contact with men of diverse standards of life and moral habits, that his judgment of wrong-doers was naturally severe. The experience of years expanded his nature. *Mitis est maturus.*

"He had great loyalty to men and institutions, not apt to be foremost in aggressive work, he could be as true as steel. His most conspicuous moral trait was utter fidelity. With this was inevitably connected constant growth in excellence and power. Aspiring to no leadership he won a mastery rarely equalled, perhaps never surpassed, in academic circles. He loved the college with a lifelong devotion and the college rose up to do him reverence. His life was a whole-hearted consecration to unselfish and noble ends, and the law of the universe, more enduring, mightier than any of the natural creation, the law that he who serves shall reign bore him to his throne."

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[1] General Chamberlain said: "The college was his absorbing thought — I shall be pardoned if I say, his absorbing earthly love . . . He could not see how anybody could allow anything to stand before the college in estimation; not the highest prizes of life, nor the dearest joys."

Students as well as Faculty joined cordially in this homage. This was partly due to the fact that "Dr. Packard possessed in a marked degree those qualities which inspire affection in youth. No request of his was unheeded, a single hint as to his desires was more potent than a sounding mandate from any other quarter." In his intercourse with the students he did not clothe himself with the reserve which his years and position would have excused. He was the personification of kindly sympathy. In 1924 an alumnus of the class of 1888 told the writer that, as a Freshman, he used to see Professor Packard walking from his house, now Professor Mitchell's, to the chapel building, and that his presence was like a benediction.

The close of Professor Packard's life was most appropriate. For the year succeeding the resignation of President Chamberlain he held the title of Acting President, though most of the executive work was done by the Dean of the Faculty, Professor Chapman. But at the Commencement of 1884 Professor Packard delivered, in a clear voice, a brief but beautiful and affecting baccalaureate, and on the following Sunday attended church and joined heartily in the singing of one of his favorite hymns.

The next Sabbath found him at Squirrel Island where after attending a service conducted by his colleague, Professor Brown, he went for a view of the ocean, was seized with heart trouble and died within an hour. The suddenness of his passing was a great shock to the citizens of Brunswick and to Bowdoin men. But there was nothing of that incompleteness which sometimes doubles the bitterness of death. As was well said by General Chamberlain at the funeral, "there are no broken columns. One sphere of life fulfilled, God took him higher. Walking by the shore of the sea, he walked on."

Parker Cleaveland
Thomas Cogswell Upham

William Smyth
Alpheus Spring Packard

In person Professor Packard was most impressive. He had none of the carelessness of dress and appearance sometimes noted in the scholar. General Howard says of him: "Prof. A. S. Packard differed from the other. He had a fine figure, was very handsome, and wore a pair of gold bowed spectacles; his hair and clothing were in perfect condition. He was quick to see a student's fault and sometimes corrected it with severity, sometimes wittily, but he conveyed the impression of the highest order of gentility. He was, in fact, the students beau ideal of a Christian gentleman."

The next member of the great five to join the Faculty was William Smyth. He was born February 1, 1797, at Pittston, Maine. His father soon removed to Wiscasset where he worked as a ship carpenter. During the War of 1812 it was almost impossible to obtain employment. In order to render what help he could, William Smyth entered the army and gave his bounty to his mother. Fortune protected him from danger. He was made quartermaster-sergeant in Colonel McCobb's regiment, which was stationed near the mouth of the Kennebec. There were alarms, but no fighting; and neither during his military service, nor at any future time, did our young hero fire a gun. But if he had no opportunity of displaying military valor, Mr. Smyth was to prove in after life that he had an abundance of civil courage and energy. The death of his father in 1815 left him with a brother and a sister to support. He obtained the means to do this by opening and teaching a private school, and at the same time prepared himself for college, studying for this purpose late into the night, often merely by the light of the fire. In 1817 he became an assistant at Gorham Academy, then taught by an eccentric but very able teacher, Reverend Reuben Nasson. Smyth aided Mr. Nasson in his work and at the same time received the benefit of his instruction. In 1820 Smyth entered Bowdoin as a Junior. There he pursued his course under the greatest difficulties. The firelight studies had injured his sight, and during his two years at college his lessons were read to him by his roommate, Smyth occasionally raising the green shade which he wore over his eyes to take a look at a Greek or Latin phrase, or a mathematical figure.

It is no wonder that under these circumstances he developed "a remarkable power of concentration."

He still retained a high sense of duty to his family. Professor Packard says in a memorial address on Professor Smyth, that after getting settled in college this independent, self-denying spirit led him to bring to his side his younger brother and to "sustain both as he might. This self-sacrificing college student often deprived himself of a dinner for the sake of that brother; lived day after day on bread and water; not infrequently did not know one day where the next day's meals were to come from, and thus, studying with the eyes of another, often at his wit's end for support, with that care of the brother upon him part of the time, he soon took the lead of an able class and held it to the end, graduating with the English valedictory in 1822." Smyth spent a year in theological study at Andover and was then called to Bowdoin as a tutor in Greek. Professor Cleaveland bore the title of Professor of Mathematics but he was absorbed in his scientific work, and it was the custom to assign the instruction in mathematics, then of a somewhat elementary character, to tutors. Accordingly the subject was soon given to the new instructor, although his forte before he came to Bowdoin had been Greek. Mr. Nasson used to call him his Greek giant. Regret has been expressed that so active and imaginative a man as Professor Smyth devoted his life to so humdrum a subject as mathematics. But to Professor Smyth it was far from humdrum. General Mattocks has recalled how, during a recitation, he would, in his earnestness and enthusiasm, cover himself with chalk from his chin down. The new tutor began his mathematical work at Bowdoin by a change of method, which proved of great benefit both to his classes and to himself. Professor Little thus describes the system which was in use on Smyth's arrival: "In geometry each student had a blank book in which he drew the figures and which he used in demonstrating. In algebra, problems were worked out on a slate and the result explained at the teacher's side. In a crowded recitation room it sometimes happened that correct answers followed incorrect processes. 'How did you get that result?' a tutor once asked a Bowdoin

Sophomore, who afterwards became president of the United States. 'From Stowe's slate,' was the frank reply."

Tutor Smyth introduced the use of the blackboard. Professor Packard says of the result: "When he (Smyth) had tested the experiment in the Sophomore algebra, and with great success, a considerable portion of the Juniors requested the privilege of reviewing the algebra under the new method at an extra hour — a wonder in college experience; and that blackboard experiment, I am sure, led to his appointment as assistant professor of mathematics a year after. Of this also I am sure, that he had then first detected a mathematical element in his mental equipment." Professor Little says: "With characteristic zeal and earnestness Professor Smyth gave himself to an extended study of the French system of mathematics. His active mind and unusual powers of concentration enabled him to read Laplace's *Mécanique Céleste* at the close of days of vexatious drudgery. His manuscripts with their carefully elaborated formulae show that he not only read but mastered." One evening there was an outbreak of disorder among the students which was only quelled by the Faculty after hard and long continued effort. Then the wearied professors sought their beds, all except Professor Smyth, who, as he told Professor Packard the next morning, composed his nerves and assured good sleep by taking a turn at the *Mécanique Céleste.*

As a teacher Professor Smyth was "precise, simple and clear"; and he had a wonderful power of inspiring interest in his subject; but it is said that in the latter part of his life he "accommodated" himself with less facility, to less quick or less diligent pupils. This lack of sympathy in a man fundamentally of so kind and generous a nature as Professor Smyth was largely due to the fact that, to his powerful intellect, the inevitable errors of lesser men seemed the result of laziness or stupidity.

Professor Smyth's enjoyment of abstruse mathematics did not prevent his taking a particular and practical interest in work of a much simpler character. He wrote various elementary textbooks on mathematics, for use in schools and colleges, which went through many editions. His algebra was used at Harvard, and was highly praised by Dr. Bowditch; his last work, Elements of the Differential and Integral Calculus, "evinced no little originality. It received emphatic approval in high quarters, notably from Prof. Bache," the head of the United States Coast Survey, and one of the foremost American scientists of his time.

Professor Smyth was greatly interested in public education. He induced Brunswick to establish a system of graded schools, and he appeared before legislative committees year after year to advocate the passage of laws encouraging other towns to take similar action. This brought on him the charge of neglecting his professorial duties, and, in his annual report of 1853, he replied to the accusation by setting forth a view of the relation of the college to the schools which is of especial interest today when there is much discussion of the question, shall Bowdoin aim to be a distinctively Maine institution, or shall it set standards with slight regard to the ability of the state schools to meet them, and, while remaining a small college of the New England type, yet, in the quality of the instruction, and the requirements for admission and graduation, disregard geographical lines, and emulate the inspiring freedom of the true university? Professor Smyth pointed out that his textbooks were useful in college, and that even those intended for schools enabled the pupils to obtain a better preparation for college and so to accomplish more while there. He also said: "I have felt it of great importance to the College that its interests should be identified with those of the Common Schools of the State. For them it furnishes the teachers, and from them it must receive its supply of students. I have therefore heartily coöperated in efforts for their improvement, especially the introduction of the graded system of schools. I have labored with my fellow-citizens of this place in the introduction of the system here, that our students may have before them model schools to aid them in their preparation to be teachers. I hope to see also connected with the college some special means for the better education of teachers. I thus hope to see the college placed in public estimation at the head of the common schools of the State, extending to them its aid and support, supplying them with qualified teachers, and receiving in return the well-instructed pupils to become its own joy and crown.

I trust that the labors I have been or may be able to perform in this direction, will not be regarded as inappropriate to my position or as a departure from my first duty — the direct effort for the improvement of the college students in so much of the college course as is committed to my care."

It was a strong defense, perhaps a sufficient one in the particular matter under discussion; but there is reason to believe that Professor Smyth's work as a teacher suffered from his outside interests. Professor Packard says that the students could tell from his manner of conducting a recitation if some public question was occupying his thoughts. Nor was this strange. Like President Wilson, Professor Smyth had a "single track mind." "I wish I was not so much a man of one idea," he often exclaimed when he came back from the village street without doing his errand, or left the day's mail where he happened to have called on his way. But if Professor Smyth often had but one idea at a time he was not a man of one idea, in the sense of having but a single interest. He was a devoted member of the Brunswick Congregationalist Church, was a teacher in its Sunday School and one of its assessors; when the church was rebuilt he served as tender to a mason to save expense, and he left his bed at midnight to come down in a pouring rain to close a window which had been left open. More consonant with his ordinary duties was the drawing of working plans for a spire. Professor Smyth was also an ardent reformer. He was a vigorous supporter of the temperance and anti-slavery movements, and his home was a station on the "underground railroad" for forwarding escaping slaves to Canada.[2]

The death of Professor Smyth, like that of his colleagues, Professors Cleaveland and Packard, and that of a later professor, Dr. Whittier, was extremely sudden. The closing years of his life had been chiefly devoted to the obtaining of a suitable and practicable design for a hall as a memorial to the soldiers of the Civil War, and the raising of funds for its erection. On the morning of April 4, 1868, Professor Smyth was watching the laying of the foundation when he was seized with an attack of angina pectoris, and died soon after reaching home.

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[2] For a college legend concerning an attempt to displace him because of his radicalism on the slavery question, see "An Inquisition of 1835," by James Plaisted Webber, in Minot and Snow's *Tales of Bowdoin,* pages 275-278.

The last of the "Old Guard" of Bowdoin professors to join the Faculty was Thomas Cogswell Upham. Mr. Upham was born at Deerfield, New Hampshire, on January 20, 1799. He graduated from Dartmouth in 1818, and from Andover Theological Seminary in 1821. He remained there two years as assistant in Hebrew to Professor Moses Stuart; he served one year as associate pastor in Rochester, New Hampshire; and in 1824 he was elected Professor of Mental and Moral Philosophy at Bowdoin. The choice of so young a man for so important a position was due to both scholastic and political reasons. President Allen wrote to ex-Governor King: "I think it would contribute much to the reputation and usefulness of our college, and draw students from New Hampshire, if Rev. Mr. Upham of Rochester, a young man of fine talents and learning, could be chosen to an office here. He is son of a member of Congress, of Republican views and would therefore be thus far acceptable to Maine." The talents and learning referred to by President Allen had been chiefly shown by a scholarly translation, with notes, of an Abridgement of Jahn's Archaeology. But probably the chief cause of Mr. Upham's election was the fact that he was recommended by Professor Stuart as well fitted to refute the doctrines of Kant. Until about the second decade of the century the "Scottish Philosophy" of Reid, Dugald Stewart, and Locke had reigned almost undisturbed in American colleges, but by 1820 the teachings of Coleridge, Cousin, and Kant had crossed the ocean and were winning many disciples. To thinkers of the conservative type, and to church people, in general, these doctrines, particularly those of Kant, seemed to lead to infidelity; and the *Critique of Pure Reason* had taken the place of bugbear formerly held by "Tom" Paine's *Age of Reason.* Mr. Upham accepted his appointment at Bowdoin as a summons to defend the cause of orthodoxy. He went sincerely and earnestly to work, but after long effort found himself unable to produce a satisfactory refutation of German metaphysics. Feeling that he had failed in the duty which he had been chosen to perform, he was about to resign when he conceived a distinction between the intellect, the sensibilities, and the will, which he believed to be of great importance, and which he embodied in a "Treatise on the Will," his most original work.

Professor Upham wrote easily, and, when he died, he had some twenty books to his credit. Professor Little says that, though he was an able and faithful instructor, he "undoubtedly contributed more to the reputation and influence of the college by his writings than by his recitations."

His "Elements of Mental Philosophy," and an "Abridgment" of the work, were frequently used as textbooks, and a former pupil, President Cyrus Hamlin, of Robert College, Constantinople, translated the "Abridgment" into Armenian for the use of his students. Professor Upham wrote lives of Madam Guyon, and of Fenelon, and several books dealing with Christian experience. His essay on a Congress of Nations and his "Manual of Peace" were circulated as tracts by the American Peace Society. Professor Upham also published a volume of poems, "American Cottage Life," and, "Letters: Aesthetic, Social, and Moral; written from Europe, Egypt, and Palestine."

The Professor of Mental and Moral Philosophy was not only a learned and influential divine, but a most useful servant of Bowdoin in practical affairs. He was the chief agent in obtaining a fund of seventy thousand dollars for the college, the gift, not of one man, as it might be today, but of many persons, some of quite moderate means. Professor Upham's benevolent work was by no means confined to the college. Professor Packard says:

"The oppressed and downtrodden found in him a sympathizing and active friend. He was an early and liberal patron of colonization [of American slaves in Africa], constituting himself a life member of the society by a contribution of one thousand dollars. His name stands on the first roll of signers to the temperance pledge in Brunswick, drawn up immediately after the visit of the eminent Dr. Edwards. He watched with eager eye every movement for the ends of civil and religious liberty in Europe or on this continent. He labored early in the cause of Peace, and yet when the cloud of civil war hung over our land, his heart was stirred within him for the salvation and integrity of his bleeding country. To crown all, he was instant in season and out of season, in college, in the street, and from house to house, in the cause of his Master. Not a man among us was more sensitive to anything which promised good or threatened evil to the interests of morals or of vital godliness."

Professor and Mrs. Upham were very fond of children, and, having none themselves, adopted several, treating them with the same affection that they would have bestowed upon their own. Mrs. Stowe, who was taken in by the Uphams on her arrival in Brunswick, wrote: "This family is delightful; there is such a perfect stillness and quietude in all its movements. Not a harsh word or hasty expression is ever heard. It is a beautiful pattern of a Christian family. A beautiful exemplification of religion."

Professor Upham treated the students with kindness and affection, yet showed the same skill which enabled him to get large sums of money for the college. General Howard says in his autobiography: "Prof. Thomas C. Upham, a tall man of sixty with head modestly drooping, sat at his desk and reasoned in such a fatherly way that even a boy's wrongdoing seemed to be a source of drawing him nearer to a fatherly heart, though the professor had, without any severity of manner or method, a way of getting from a youth anything which he wanted to know. In spite of his modesty and retiring disposition, scarcely able to give an address on his feet, Professor Upham was a natural and polished diplomat."

It was the fault of the diplomat, lack of straightforwardness, that was most frequently attributed to Professor Upham. A former pupil and devoted admirer of the professor said of this weakness: "His excessive nervous timidity to my mind accounted for traits of character that awakened unfavorable comment. He trembled at, and shrank from public speech. He hesitated at a bold assertion, however true. He loved the most retired, not to say secret, ways of investigation for either practical or philosophical purposes, more because his nerves were weak, than because his convictions were feeble or his moral courage faint."

The earlier part of President Allen's administration was not only marked by the appointment to professorships of some of the strongest men who were ever members of the Bowdoin Faculty, but by a slow and cautious beginning of the elective system. At Bowdoin, as at Harvard, the first successful attack on what Professor Foster has called "those tyrants of old, Latin, Greek, and Mathematics," was made by the modern languages. The first step was for the college to facilitate instruction in them by a person not on its staff. In 1820 there was residing in Brunswick a Frenchman who gave lessons in his native language, and who, perhaps, found difficulty in collecting his honorarium. In September, 1820, the Boards voted that the Treasurer should pay the fees of such students as might attend this course and add five dollars to their next quarter bills. At the Commencement of 1825 much more important action was taken. Mrs. Henry Dearborn, formerly Mrs. James Bowdoin, Jr., had bequeathed to the college a fund of one thousand dollars to found a professorship of the French language. The sum was, of course, totally insufficient to meet the expenses of a new chair, but the Boards decided to wait no longer and voted that "a professorship be established for the instruction of the Junior and Senior classes in the modern languages of Europe, particularly the French and Spanish, and that until a professor be elected the Executive Government be authorized and directed to make the best provision in their power to accomplish the object of this vote at an expense to the college not exceeding the sum of $500 per annum." No professor was chosen but there was an understanding that a member of the graduating class, Henry W. Longfellow, should ultimately receive the position, but that he should first study in Europe. It may seem strange that Spanish was ranked above German, but the Germanization of American education had scarcely begun, and we had much trade with Spanish America. Longfellow's father wrote him, the next year, that Spanish was as important as French and that if he failed to master it he would lose the appointment.

For two years instruction in French was given by Joseph H. Abbot of the class of 1822; then, for two years, there was no teaching of modern languages. In 1829 Mr. Longfellow returned from Europe and assumed his duties, which were performed with much success until 1835 when he rather suddenly resigned to accept a call to Harvard.

He was succeeded by Daniel Raynes Goodwin, a native of Maine, and a graduate of Bowdoin of the class of 1832. He had just been called to Bowdoin as a tutor, and, though excellent in the classics and mathematics, had given no special attention to the modern languages. But an instructor in that subject was imperatively required, and Mr. Goodwin was thrust into the gap. At the end of the year the Visiting Committee reported that he had proved himself thoroughly competent; nevertheless, they deemed it advisable for him to take a two years leave of absence for study abroad. During this time modern languages were taught by Samuel Adams of the class of 1831, then a student in the Medical School, afterwards president of Illinois College, which his broad knowledge and extraordinary courage and perseverance saved from a slow and inglorious death.

In 1837 Mr. Goodwin returned and entered on his professorship. He proved himself excellently fitted for the place. "To a critical knowledge of the most cultivated of the European languages [French], he added extensive study of general and comparative philology. As a teacher and governor he was assiduous, fearless,[3] and most efficient, inculcating by example as well as precept a liberal culture. Possessing a mind singularly acute and clear and comprehensive, with great acumen and power of analysis, it is not strange that metaphysical and moral science . . . largely attracted his regards." In 1853 he left Bowdoin to become, successively, President of Trinity College, Provost of the University of Pennsylvania, and Professor in the Protestant Episcopal Divinity School at Philadelphia. But wherever he went he maintained a generous affection for his own college. In 1873 he delivered an able and eloquent address before the alumni in which he gave interesting recollections of the Bowdoin of his day. On the fiftieth anniversary of his graduation he presented the college with a fund of a thousand dollars, the income to be used as a prize for the best Commencement part. By his will he left Bowdoin a fund of five hundred dollars, the income to serve as a prize for excellence in French. In return, however, the college was to assume the care of the graves of two young children of Professor Goodwin, who were buried in the college lot in the Brunswick cemetery. The gift with the accompanying obligation was accepted but apparently more from respect for Professor Goodwin than from a desire for the small prize.

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[3] Professor Goodwin, however, sometimes forgot to mingle discretion with his valor. General Howard says that "He was quick-tempered and at times irascible, and resented any attempted humor on the part of a pupil."

The chief improvement in the curriculum at Bowdoin during the twenties and thirties was the introduction of the study of the modern languages. Other changes were proposed but not adopted. In 1827 the Visiting Committee submitted certain questions for the consideration of the Boards. One of them must have seemed positively revolutionary. It was, "Whether the courses of instruction ought not to be more of a practical and less of a scholastic character, and to this end whether the study of the Greek language in this college ought not to be optional with the student." In 1829 the Committee again called the attention of the Boards to the subject, but, perhaps because it was itself divided, spoke uncertainly as to the merits of the question, and endorsed a proposal of the Faculty that it hold a conference with a committee of the Boards which should report the ensuing year. Such a committee was appointed, and a similar one some years later, but neither made a report.

By 1841 the conservatives had obtained control of the Visiting Committee, for it so far abandoned its former position as to state that the experiment of giving to other studies part of the time heretofore allotted to the classics was being tried at various institutions and that Bowdoin should await the result, "and thereby gain the benefit of the trial without risking anything ourselves by a hasty innovation."

It was not regarded, however, as a hasty innovation to make some changes for the benefit of undergraduates who intended to enter the ministry. In 1821 the Juniors were required to study the Acts, the Epistles, and Revelation in Griesbach's Greek Testament, and this was made a part of "their theological collegiate course." An examination in the book was to be given at admission, but applicants not prepared to take it might substitute Xenophon's Cyropaedia, "at the election of the persons offering such candidates for admission." As Professor Foster points out, this, the first clear case of election at Bowdoin, was in the entrance requirements; and the choice was not to be made by the students themselves. In 1827 an optional course in Hebrew was introduced and was given for many years. The subject, however, was not pursued thoroughly, and was taken only by a portion of those students who had the ministry in view. Probably the course would have been omitted from the curriculum entirely had not Andover Theological Seminary made some knowledge of Hebrew a requisite of admission.

There was much discussion, not only of the subjects to be taught at Bowdoin, but of the methods to be used, and of the order in which certain books should be taken up. In the first years of the college the instruction, except that by Professor Cleaveland, and that in declamation and themes, was almost wholly from textbooks. In the period 1820-1840 lectures became somewhat more frequent especially in the classes of Professors Longfellow, Goodwin, and Packard. In 1841 President Woods expressed a wish that the number of lectures might be increased. He said that they explained what might not be clear even in the best textbooks, and relieved the monotony of constant recitations; that they had been tried at many institutions similar to Bowdoin, and uniformly with success; and that he most emphatically recommended their further extension.

There was, however, another side to the question. It is well that students should study, and not be mere passive recipients of information. An English student at Oxford remarked that our Rhodes scholars knew something of many subjects, but had mastered none; that they appeared like persons who had attended a great many lectures. The Boards perceived this danger early, and in 1824 they advised the President "to suggest to the Professors the expediency of requiring students in their Senior Year to take notes of the Lectures, and at every Lecture to answer such questions as the Professor may see fit to prepare respecting the Lecture immediately previous." It will be observed that this vote applied to Seniors only, the lectures were given mainly to that class, and were thought, with other causes, to create a "Senior ease" which was injurious both to mind and character. The Visiting Committee of 1831 said: "From the information acquired it seems hardly to admit of doubt, that the last year is one of more leisure than is consistent with the moral and studious habits of the pupil — that it operates injuriously, by examples on the younger classes. . . It has been generally supposed that the studies of the Senior year should be light, in order to enable the student to devote more time to historical and miscellaneous reading, to review his classical pursuits, and to direct his attentions to subjects favorable to his further professional studies. It may well be doubted whether this object is often attained." In the opinion of one, at least, of the College Government students were generally better prepared by industrious habits and by mental discipline to enter upon the study of a profession at the close of the Junior year than at the termination of their college course.

In 1836 President Allen suggested transferring the study of Paley's Evidences from the Senior year to an earlier period and substituting some work on Morals and Public Law, or on some other subject which would excite greater interest than Paley. In the following year the recommendation was renewed; but the Boards took no action and President Woods, President Allen's successor, gave the Seniors a course in Paley which most of them regarded as very valuable. Later, the course was taken over by Professor Packard as Collins Professor of Natural and Revealed Religion; and Professor Little said in his introduction to the Packard Memorial that he well remembered "the popularity which Paley's Evidences and Butler's Analogy possessed among the Senior studies by reason of the instructor."

The attempt to broaden the curriculum and to allow the undergraduates a certain freedom in the choice of studies was accompanied by an effort to change the method, or at least the spirit, of the college government. In the old days a college faculty was like a council of gods, dwelling in a sphere apart; it ruled the students by arbitrary fiat, and its members were approached by them with the utmost outward deference. Such a system, however, was ill suited to America, for democracy demanded that professors be transformed into guides of their younger brothers, the students, who, it was supposed, would appreciate their superior knowledge and experience and willingly accept their leadership. The new theory was received by the colleges with varying degrees of favor. At Bowdoin the Boards early recognized the desirability of ruling by moral suasion when practicable. The code of 1817 provided that "The object of these laws, being the improvement and reputation, not the punishment and infamy of the Student," where exemplary punishment was not required, and where penitence was voluntarily and promptly shown, the Faculty might refrain from entering the case on its records. In 1824 the Boards directed the Faculty to "maintain discipline and order," but "to endeavor to substitute a moral power over the heart, as a principle of order in the place of fear of punishment."

There was a change in the bearing of the Faculty which was most beneficial. The Visiting Committee of 1826 stated that "the year which has just terminated has been a year of unusual quiet, good order and attention to study. It is a most pleasing proof of this that there has not been during the year a single punishment for a misdemeanor of any kind, a thing that has not before occurred since the foundation of the college. But one public censure was inflicted, that was an admonition for negligence. The committee are inclined to attribute this in a considerable degree, perhaps in a great degree, to the more easy, familiar and friendly intercourse, which has prevailed during the past year between the instructors and students than in some former years." The Committee spoke with great good sense of the superiority of such a relation to an artificial dignity, "entrenched behind well-guarded ramparts of ceremonies and stately forms." But they also expressed disapproval of "that too great familiarity which is productive only of contempt," and added, "The general rule may easily be stated, but the practical application must be left to prudence and good judgment, and must vary with the various ages, characters, tastes and dispositions, of the students, which the instructor has under his care."

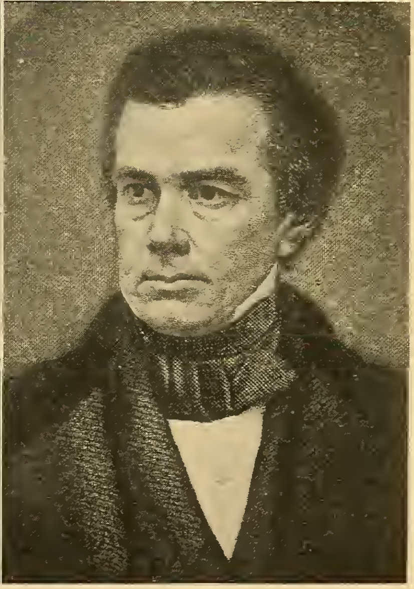
The supervision of the student's daily life was gradually relaxed. By the laws of 1817 the Faculty were required to visit the chambers of the students frequently "and cause that in them the strictest attention be paid to cleanliness and good order. At all times, and particularly in these visits, they shall observe and superintend the deportment and morals of the students, assist them in their studies, [This part of the rule might commend itself even to the extremely independent undergraduate of today. A professor should make a good horse.] and encourage them in the practice of virtue." There was a foreshadowing of college government in a law providing that "for the assistance of the Freshman class, the President may require of the Senior Class, or any members thereof, to call before them the Freshmen, either collectively, or individually, to instruct them in Discipline and Decorum, and incite them to diligence, energy, and faithfulness in the discharge of their Collegiate duties." By 1824 the rule for visiting the rooms had been limited to cases where the students were suspected of being irregularly absent from them; and, in the early thirties, the requirement of inquisitorial visitation was repealed; the professors, however, were still directed to visit the students' rooms to give them the counsels of friendship. But this rule became a mere paper regulation and was wholly disregarded, to the pleasure and advantage of both Faculty and students.

A method of law enforcement, which caused much difference of opinion between the undergraduates and the Faculty, was the attempt of the latter to compel students to give testimony against each other, if the witness did not thereby incriminate himself. College men, usually, look upon those of their number who do this much as laboring men regard "scabs" — as traitors to their brothers. The best educators of today are, generally, of the opinion that this prejudice, if it is a prejudice, should be respected, but the Bowdoin authorities of a hundred years ago thought differently. The Faculty vigorously asserted their rights, and the Boards went so far as to repeal the privilege, formerly allowed, of not testifying against one's self. College custom has usually required that Freshmen shall submit to hazing, and it has been a still more rigid rule that quarrels and assaults shall never be taken before the Faculty or the courts. But in the thirties some Bowdoin students attempted to change these practices.

In the fall of 1832 a Sophomore complained to the Faculty that two Freshmen, whom he named, had, on a certain night, taken part in a violent attack upon his person. The Freshmen were duly called before the Faculty; they admitted the assault, but stated that they would not have committed it had they not believed that they were justified in so doing, and requested leave to offer testimony. The Faculty appointed Professors Smyth and Newman a committee to receive communications, and the records state that they reported the testimony of certain students — "see paper on file." Apparently no further action was taken, the paper has disappeared, and the records leave us ignorant of the circumstances which justified Freshmen in hazing a Sophomore.

A similar, or possibly the same incident distorted in memory by the lapse of time, was told many years later by Dr. Cyrus Hamlin in his autobiography. He states that on entering Bowdoin he was given the usual advice to take hazing as a joke, but that "My whole soul revolted against this and I replied that I would certainly shoot the sophomore that should enter my room by force. It is true I had nothing but a bootjack and such other missiles as I might procure, but I was resolved not to disgrace my Revolutionary grandfather by basely yielding the right of self-defense. The class, conscious of being two to one, and indeed, against hazers, three to one, easily responded to the appeal to defend ourselves to the last. We really prepared no arms but stout heavy canes and such missiles as could effectively be hurled by the hand. Some, who roomed near each other, had watchwords by which any one too closely beleaguered could call out for assistance. The other party wanted vulgar, brutal fun without any danger of penalty. When they saw a fierce determination to turn their weapons against themselves and make their violent dealing come down upon their own pates with a vengeance, their ideas of fun all vanished and there was not an instance of hazing in our Freshman year."

As Sophomores, the class of 1834, unlike many others, retained the abhorrence of hazing acquired in Freshman year, and the class of 1835 was undisturbed. Some of them, however, ungrateful for this forbearance, after they became Sophomores determined, says Dr. Hamlin, "to renew the discredited practice of hazing. A few moderate impositions upon the Freshmen were borne with too much mildness." Two Freshmen fitted up their room in a manner "offensively" neat; a number of Sophomores under the leadership of one



Cyrus Hamlin
Robert Edwin Peary

Oliver Otis Howard
Luther V. Bell

D——, squirted a quart or two of ink into the room, and later threw in the decaying carcass of a dog. The victims were much distressed and spoke of leaving college, but Hamlin advised them to stay and inflict some punishment on D——, and promised them assistance if it were needed. Accordingly the Freshmen took D—— out one cold night and pumped him. Hamlin had ready "about twenty good fellows . . . with shillalahs ready for use," but the precaution was unnecessary, the pumping proceeded without interruption. D—— complained to the President, who politely promised immediate attention to a written complaint, but explained that all the circumstances leading to the outrage on D—— must likewise be investigated; and no complaint was made.

There was talk, among the Sophomores, of thrashing the anti-hazers; but nothing was done that year. In the next, however, Hamlin, though a Senior, was, one night, taken out of bed, roughly dragged down stairs and carried to the pump. He wisely remained absolutely inert, a cry was raised that he was dead and the hazers fled in alarm. Hamlin went to Portland next morning, as he had previously planned, and that day the students held a meeting and passed resolutions praising him and condemning the assault. Hamlin, himself, took no steps against the hazers, to the surprise and disappointment of his friends. He was really planning a most unusual and audacious stroke. In Mediaeval days students were tried by University courts only; and even in the nineteenth century if an undergraduate at Oxford was arrested for a minor offense, when at home on a vacation, he could claim exemption from the jurisdiction of the local court. Such a privilege was unknown in America; but college men regarded themselves as not liable for minor injuries to person and property committed against each other, and would no more have thought of appealing to the law in such cases than would a gangster in the New York "tenderloin." But Hamlin believed it to be a Christian duty to see that the laws were enforced. He quietly gathered information, and then had the seven students who committed the assault upon him arrested, and seventeen others summoned as witnesses. Great was the excitement. Some of the leading citizens of Brunswick, including Doctor Lincoln and Governor Dunlap, agreed to bear all expenses of the suit. Hamlin's lawyers were Erastus Foote of Wiscasset, who had recently completed a very successful term as attorney general, and J. W. Mitchell. The students engaged Fessenden (W.P.) and Dublois of Portland and Young of Freeport.

The night before the day fixed for the trial the counsel for both sides met and it was proposed on the part of the defendants that Hamlin should accept an indemnity and drop the suit. "I replied at once," he says, in his autobiography, "that any indemnity, great or small, would ruin the case. I would agree to anything my counsel advised, only the settlement must involve two things — a written confession and apology and the payment of all expenses.

"The counsel pronounced the decision magnanimous and wise. The fellows were confounded. They first sent one of their number to ask the President if they settled the matter thus if it would prevent their getting a diploma. He replied: 'Of course not.'[4] One declared he would never sign. But towards midnight, softened by large potations, he signed, and the case ended. I received the thanks of the faculty and the most distinguished friends of the college, while some were disappointed that no suitable penalty was inflicted.

"One of the defendants suffered a lifelong penalty — the young lady to whom he was engaged, but of whom he was not worthy, promptly dismissed him, declaring she would never be wife of a man who would do so mean a thing."

For a time Hamlin's action seemed likely to become an established precedent. A few days after the settlement one student kicked another in a quarrel, but, being threatened with a lawyer, promptly apologized and thrust a five dollar bill in the "kickee's" pocket. In 1836 a student left Brunswick to avoid a warrant issued against him for what was probably an attempt at hazing, and the Faculty voted that he should not be allowed to return to college. But the custom of students appealing to law in such cases did not take root, much to Mr. Hamlin's regret.

[4] The Faculty, however, appear to have been somewhat embarrassed at passing over so notorious an outrage, and formally voted that as a declaration had been made in consequence of which a prosecution was withdrawn and the difficulty settled, they would regard the declaration as removing any objection to recommending two Seniors concerned for their degrees.

Perhaps the future missionary expected too much, especially when there was so little permitted outlet for youthful restlessness and nervous energy. Students, contemporary, or nearly so, with Mr. Hamlin, who became men of high character, and distinguished in the church, in scholarship, and in public affairs were, while in Bowdoin, guilty of serious infraction of college rules. Henry Boynton Smith, during the latter part of his course, was active in the religious life of Bowdoin and in later years was a clergyman of national reputation; but in the fall of 1831 he was an unregenerate Sophomore, and he was suspended for three months for accompanying a suspended student to Topsham and passing most of the afternoon at a tavern, and for refusing to answer a question regarding his own conduct. However, he quickly saw the error of his ways, made a written expression of regret, and was allowed to return to college. Ezra Abbot became a professor in the Harvard Divinity School, a very learned scholar and an international authority on the text of the Bible; but, in his Sophomore year, he was punished for disobedience and treating a college officer in an insulting manner. Most astonishing of all is the college record of William Pitt Fessenden. It is now the custom at Bowdoin Commencements for the college to issue to the alumni, in place of tickets, a ribbon stamped with the class numerals of the receiver, to which is affixed a porcelain button with a picture of a Bowdoin building or of an alumnus. In 1923 the centennial of Mr. Fessenden's official graduation, the button bore his picture. It was a fitting tribute to one of the noblest men that the college or the state ever sent into the service of the nation; but William Pitt Fessenden did not actually graduate in 1823 because the Faculty held him unworthy to do so. On July 16 of that year they voted that as he had been disrespectful when directed by a college officer to go to his room, and "whereas he has today been repeatedly guilty of profane swearing and has indicated a disorganizing spirit; and whereas also, during the great irregularities of this day, insults were offered to the members of the Government from one of the windows of said *Fessenden's* room; therefore in view of the circumstances and considering his general character and the bad influence of his example, Voted, that he be sent home to his Father, and that the Government do not recommend him to the Boards for a degree this year."

It is possible that the Faculty was mistaken in regard to some of the matters on which its action was based. Francis Fessenden, in his life of his father, says that the latter told his own father that he was punished for what he had not done. There is no doubt, however, that Mr. Fessenden's college life was less admirable than his later career. Horatio Bridge says, in his Personal Recollections of Nathaniel Hawthorne, that Fessenden had a few friends to whom he was very loyal, but that his general bearing was bitter and repellent. Allowance, however, should be made for his youth and his birth. He entered college before he was fourteen, and, though brought up in his father's family and treated by Mrs. Fessenden as her own son, he was illegitimate. When, however, the young man left Bowdoin for work in the world, his character began to change. Nehemiah Cleaveland says, in his history, that after Fessenden commenced his law studies "'Consideration like an angel came.' As his mental powers gradually unfolded, he found within himself the elements of a higher being and of higher satisfactions than his former life had indicated or disclosed." He seems to have desired a reconciliation with his alma mater, nor had she intended a permanent separation. The college possesses a number of letters relating to Bowdoin from the correspondence of Charles S. Daveis of the class of 1807, a most loyal alumnus, and for forty-eight years a member of one or other of the governing Boards. Among them is a letter of July 29, 1824, from Joseph McKeen, a son of President McKeen, saying: "I have seen Prof. Cleaveland on the subject of a degree for your student, Wm. P. Fessenden. He informs me that your certificate of his good moral character and studious habits the last year, and the payment of the usual fees, is all that is required to recommend him for a degree of A.B. and restore his name with those of his class." A similar privilege was given to another suspended student of the class of 1823, and in both cases the degrees were granted.

It is the duty of a college president not only to exercise a beneficial influence on the students, but also to maintain cordial relations with the governing boards, the alumni, the public at large, and, sometimes, with the state legislature. President Allen, because of his old-fashioned notions and the rigidity of his character, failed in all these respects. He did, indeed, carry on a friendly and almost deferential correspondence with Governor King, and when Bowdoin placed itself in the hands of the state the legislature made liberal grants; but there its generosity stopped. In 1825 the college petitioned for further aid, but without success. Bowdoin came to be regarded as a sectarian institution. All the Faculty were orthodox Congregationalists, although, for a time, Professor Newman was believed to lean toward the Unitarians. President Allen preached and, at the request of the students, published a sermon against the teaching of a leader of one faction of the Universalists, and, in consequence, it was charged that the head of a state institution had publicly attacked a worthy group of Maine citizens. A writer of a series of letters in the Portland *Argus* accused the professors of stiffness, Calvinism, taking part in revivals, and driving fourteen-year-old boys almost insane with anxiety and fear. He also attacked the method of government, saying that the Faculty had forbidden the holding of class meetings, or of any meeting of students, without permission, thereby denying the right of petition, that the undergraduates had met to consider the case of one of their number who had been punished unjustly and to prove to the Faculty that it was mistaken, but that they had been refused a hearing and admonished for meeting without leave, "and especially, for questioning the infallibility of the faculty in the sublime art of guessing."

Bowdoin was condemned as partisan as well as sectarian. At a public speaking, one of the students declaimed, or was said to have declaimed,[5] a portion of Webster's reply to Hayne. Today this is considered a peculiarly patriotic, non-political speech; but at the time of its delivery the democrats regarded it as an attack upon them, and there was reason for their view. The oration contained not only the magnificent defense of the Union, but much contemporary politics, now nearly forgotten. The Portland *Argus*, although denying a charge made by its rival the *Gazette* that it was unfriendly to Bowdoin, said that it would endeavor to convince the government of the college that in times of high political excitement it was unwise to permit the declamation of partisan speeches.

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[5] It is possible that, as a matter of fact, he had not delivered the speech. Rev. Mr. Pike of the class of 1833, when speaking at his fiftieth commencement, said that the Professor of Rhetoric had forbidden him to declaim an extract from this oration at his Sophomore Exhibition. Perhaps the change was made at the last moment after the programs had been printed and so the *Argus* was misled.

At this very moment, when public feeling was so unfavorable to the college, the Boards felt obliged to apply again to the legislature for money. They were under the further disadvantage that Colby and two new institutions, Westbrook Seminary and the Gardiner Lyceum, the latter of which was intended to give a combined agricultural and academic education, were, also, petitioners for state aid. Many of the legislators felt that Maine had been very liberal in her grants, and were unwilling to deplete the treasury for the benefit of institutions which had not yet begun instruction like Westbrook and Gardiner. Should aid be refused them, however, their friends would demand, in the name of equality, that Bowdoin be treated in a similar manner; should help be given, it would diminish the sum that otherwise might be allotted to Bowdoin. Moreover, it was argued that if the college needed money she should throw her wild lands on the market, thereby at once replenishing her treasury and benefitting the people of the state. That the land must be sold at a great sacrifice was a circumstance to which these critics of Bowdoin paid little heed. A bill was, however, reported to the Senate giving Gardiner one thousand dollars, Westbrook two thousand, and Bowdoin three thousand. The Senate cut Bowdoin's share to fifteen hundred dollars; an amendment raising it to two thousand dollars was defeated, but another requiring two-thirds of the grant to be used to defray the tuition of indigent students was carried. The bill as amended was laid on the table and ultimately failed to pass.

The legislature not only refused financial aid but made very serious alterations in the charter. On March 4, 1831, the House considered a bill giving the Governor and Council power to appoint a committee which should, in conjunction with the Visiting Committee of the Boards, examine the students and the moral condition of the college. Representative Holden of Brunswick offered an amendment giving the Governor and Council power to fill vacancies in the Boards. The bill and amendment were referred to a committee, which reported unfavorably on the amendment. Holden strongly opposed the report. He said that the college was the property of the state and that the state should "overlook" it. It seems strange that a representative from Brunswick should attempt to diminish the powers of the college corporation, and, indeed, some of the legislators appear to have feared it was a case of a Greek bearing gifts; and that, once the state had taken control of the college, it would be called on to contribute liberally to its maintenance.[6] Holden denied that his amendment was a trap, but it was defeated by a vote of 59 to 39, and the bill itself, also, failed of passage.

Another attempt to extend the authority of the state was more successful. On March 24, 1831, John L. Megquier, himself a graduate of Bowdoin, introduced a bill into the Senate which provided that no president of a Maine college should hold office beyond the ensuing Commencement unless he were reëlected by a two-thirds vote of the Board or Boards who had the right to choose the president. The Boards were also given full power to remove the president. A second section provided that diploma fees should be paid not to the president but to the college treasury.

The requirement for a two-thirds vote for reëlection was struck out, the bill was indefinitely postponed, then reconsidered and a substitute passed which not only restored the two-thirds rule but made it applicable to the election of all future presidents.

The act was manifestly an attempt, under the guise of a general law, to vote President Allen out of office and to prevent his reëlection. Representative Gorham L. Parks of Bangor, in a speech defending the bill, frankly stated that its object was to get rid of the president of a certain college, who, he said, was a very unpopular and unfit man.

When Commencement came President Allen and the Boards of Trustees and Overseers were obliged to decide if they would recognize the act as constitutional. The Trustees voted to acquiesce; the Overseers disagreed and then recalled their vote and concurred. It had been suggested that President Allen be reëlected and immediately resign; but he refused to give any pledge. The Trustees twice attempted to choose a president, but no candidate received an absolute majority, still less the two-thirds vote required by the Act of 1831. The Boards then adjourned, and the duties of the presidency, by operation of a college law amended at this meeting, devolved upon the Faculty who divided the greater part of them among Professors Newman, Upham and Cleaveland.

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[6] For the same reason objection has been made to recognizing the University of Maine as a "state institution."

The Boards had appointed Stephen Longfellow of Portland their solicitor and had directed him to defend the college and its officers against any suits which Allen might bring, and to request the legislature, at its next meeting, to become defendant in these suits or to take such course as it might deem for the best interests of the college. A committee, which included ex-Governor King, future Governor Dunlap and future United States Senator Reuel Williams, was chosen to petition the legislature for the repeal of that part of the act relating to colleges, which required a two-thirds vote for the election of a president; the committee was also directed to renew the application for financial assistance.

At the next Commencement the Committee reported that the legislature had failed to grant either request; the Trustees voted to make another effort to obtain a repeal of the crippling two-thirds restriction, but the Overseers disagreed. Mr. Longfellow announced that the legislature had refused to defend its own act, and a letter was received from Simon Greenleaf, an eminent legal writer of Portland, and soon to be professor at the Harvard Law School, saying that he deemed it proper to notify the Boards that he was about to bring an action to test the constitutionality of the law which was supposed to remove President Allen. Dr. Allen, himself, wrote to the Treasurer, asking for the payment of his salary and perquisites, and made a respectful application to the Boards to know if they would rescind their votes of the preceding September and remove the obstacles to his discharging his duties as President, which, he stated, he was ready and willing to perform. But a special committee to which the letters were referred reported that it was inexpedient to repeal the resolutions; and the Boards agreed. Meanwhile Bowdoin was left without a President; the saving of the salary gave a much needed relief to the treasury, but the reputation of the college suffered. Accordingly, on March 18, 1833, the Faculty voted "that Professor Cleaveland be requested to write to the Hon. S. Longfellow, urging him to use every effort to bring the case of the President vs. the Trustees to a speedy decision." Mr. Longfellow's endeavors were successful. Dr. Allen had gone with his family to Massachusetts, and plaintiff and defendant being citizens of different states the case fell under national jurisdiction, and was tried in the Circuit Court at Portland in May, 1833. It was a curious situation. The plaintiff had been removed, against his will, from the Presidency of Dartmouth, by virtue of the principles to which he now appealed to save him from a like fate at Bowdoin. He had helped to place Bowdoin in the hands of the legislature, and he was now seeking relief from the consequences of his own act. The circumstances of the trial were, however, exceedingly favorable to him. The Circuit Court was composed of Justice Story of the United States Supreme Court and District Judge Ware. Judge Ware was a Democrat, he had been editor of the *Argus*, and he would naturally sympathize with the treatment of colleges as public rather than as private institutions, especially when the college in question might be described as Federalist. But Judge Ware had been appointed a Trustee under the Act of 1831; he, therefore, had a personal interest in the matter at issue and declined to sit, and Judge Story tried the case alone. Story had concurred in the majority opinion of the Dartmouth College case, and he was a firm believer in its principles, and in the freedom of learned institutions from political control. His decision not only replaced Dr. Allen in the presidency, on the ground that he held it during good behavior, under a lawful contract which the legislature could not modify, but stated that the supposed grant to the legislature of the right to alter the charter gave no power to change the memberships of the Boards, and also that the grant itself was not legally made.

The opinion stated that Bowdoin College is a private charity over which the legislature has no authority, unless it is reserved by the charter founding the college. By the sixteenth section of the charter, the legislature is given authority to alter or annul any of the powers vested in the corporation "*as it shall be judged necessary to promote the best interests of the college.*" The legislature cannot meddle with its property or extinguish its existence. The legislature is the judge of the best interests of the college, but it can do nothing plainly destructive of that interest. The present case, however, does not rest on the powers given to the legislature. The Act of Separation of Maine and Massachusetts protected the charter against alteration, except by the consent of the Boards of Trustees and Overseers and the legislatures of Maine and Massachusetts. On June 12, 1820, the legislature of Massachusetts assented to any change in the charter, not affecting the rights and interests of Massachusetts, which the Boards might make with the assent of Maine. Massachusetts had certain rights and interests in the college, including the preservation of the visitorial power in the hands of the persons to whom she had given it, the Trustees and Overseers appointed in the manner required by the charter. Massachusetts did not consent to any change the legislature of Maine might make, but only to such as the President, Trustees, and Overseers might make, with the consent of the Maine legislature, and if that body has made any without requiring the previous or subsequent consent of the Boards, the act is void. To modify the charters the legislature of Massachusetts and Maine must concur in the same thing. "Nay more, it is greatly doubted whether any modification can be made in any of these fundamental articles unless the specific modification has been assented to by both states. Neither Legislature can agree *ab ante* to any modification which third persons may make." Massachusetts assented to a modification of the charter, four days later Maine passed a similar resolve to take effect provided that Massachusetts should agree thereto. Her previous act was not an agreement to that resolve. "This miscarriage of the parties was probably unintentional but not on that account the less fatal."

But supposing the modifying law of 1820 to be constitutional, what is the power given? The provision is, that the President, Trustees and Overseers of Bowdoin shall retain their powers, etc., subject to be "altered, limited, restrained, or extended by the legislature, etc., as shall, etc., be judged necessary to promote the best interests of said institution. The word 'annul' which occurs in the sixteenth section of the original charter, is omitted in this act, showing that the authority to annul was designedly withheld from the Legislature. Even the words of the sixteenth section, in their actual connection, exclude any authority to annul the charter; for to annihilate the college would not be exactly the way to promote its *best interests.* Under this act the powers of the existing Boards may be extended, limited or altered, but they cannot be transferred to others." No authority is given to the legislature to add new members. It has been said that the Boards have assented to the law. They have only acquiesced. Moreover their approval could not give effect to an unconstitutional law.

"Again President Allen held an office under lawful contract with the Boards, by which he was to hold the same during good behavior with a fixed salary and for certain fees. This was a contract for a valuable consideration. The act of 1831, so far as it seeks the removal of President Allen, seems unconstitutional and void."[7] Judge Story awarded President Allen his diploma fees, but refused him his salary on the ground that the suit for it should have been brought against the college itself. But this was a matter of minor importance, a United States judge, and one of the ablest in the country, had not only restored President Allen, a somewhat doubtful benefit to the college, but had annulled the act of 1820, and freed Bowdoin from the control of the legislature. Great lawyers of the Dartmouth College school endorsed the decision fully. Joseph Hopkinson, counsel with Webster for the college at the great trial, wrote Story that he was *the* man for "a constitutional corporation question." Chief Justice Marshall, in a letter to Story acknowledging the receipt of a copy of the opinion, said: "It is impossible a subject could have been brought before you on which you are more completely *au fait.* It would seem as if the State legislatures (many of them at least) have an invincible hostility to the sacredness of charters."

On the other hand, able lawyers, graduates of Bowdoin, considered that the part of the decision which nullified the surrender of 1820 was *obiter* and even bad law. Three years after the decision Reuel Williams wrote to Chief Justice Mellen that he believed that the Trustees were the sole judges of their own membership. He said: "I do not feel bound by the reasoning of Judge Story on that point or inclined to disregard the Law which was introduced for the benefit of the college and from which the college has derived so substantial aid. As to the tenure of office I have nothing to object to the doctrines advanced by Judge Story and would give to every officer the full benefit of it, providing the contract be regarded as mutual, but I have no idea that the college is to be held liable to pay an officer *so long as he finds it convenient* to hold office, allowing him *at the same time* the right of leaving at pleasure." Twenty years later ex-Chief Justice Weston of Maine, who had himself been appointed a Trustee by Governor King, said of the grant to the legislature of power to modify the charter, "Everybody supposed it done. Judge Story ruled otherwise by what I should call judicial sophistry, if I were not restrained by respect for his memory. To say the least of it, it was in my judgment a direct violation of a principle of law which was a most cherished one in my administration, so to construe lawful public or private acts and contracts *ut ni magis valeant quam pereat.*"

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[7] The above account of the decision is a summary of a summary forming Appendix I of Cleaveland and Packard's history of Bowdoin. Mr. Cleaveland did his work well, but it is necessary to read the original opinion in order to appreciate to the full the strength of Judge Story's argument.

The question of the exact limits of the opinion as a binding legal judgment was not academic, but one of immediate, practical importance. President Allen wrote to the Faculty that he had been declared President *de jure,* and that he was ready to resume the exercise of his office. The members thereupon voted that they considered themselves discharged from the performance of the duties imposed on them in 1831, and that they were ready to coöperate with President Allen as a member of the Executive Government; and they requested Professor Cleaveland to communicate their decision to President Allen.

President Allen promptly returned and formally took over the charge of the college. The circumstances are thus described in the *Boston Recorder* of July 17 on the authority of the *Portland Mirror:*

"President Allen met the students and officers of College in the Chapel on Saturday morning, read to them the opinion of Judge Story, made to them an address, and entered again upon the Presidential duties, after a vacation of nearly two years. He was welcomed by a display of flags from various parts of the college, and after the address, there was 'a simultaneous burst of applause from the students.' The Seniors also sent to the President an address, respectfully welcoming his return, etc. The Professors readily resigned the Presidential duties to President Allen. The young gentlemen have requested for publication a copy of the address, which they denominate 'very eloquent and highly satisfactory.'"

Accordingly when the Visiting Committee came to Brunswick for their regular examination they were deeply impressed with the importance of the decision which went to the remodelling of the Boards themselves, and might result in the gravest injury to the college. The Committee hinted that the college might be liable for the sums given it because of its surrender of independence and said that it was evident that a seizure of complete independence by the college would mean the renouncing of further aid from the state, that Judge Story's decision rendered Bowdoin liable to be regarded for a long time as a foreign institution, that a sentiment against it would be strengthened, and that learned institutions in general might suffer. The Committee therefore advised that the college should not exercise its extreme rights under the decision, and pointed out that it was in no way responsible for the overthrow of the act of 1831. The Committee, however, could obtain no aid from the Faculty, who fully acquiesced in the restoration of President Allen. Neither the Boards nor the legislature would attempt to reopen the case or even to force a compromise. The Boards were, however, obliged to determine what effect Judge Story's decision had on their own membership. "The Overseers resolved that an appointment under the Act of 1821 gave no right to a seat in their body, that certain subsequent elections were invalid, that only forty persons were now lawfully members, and that there were five vacancies. The Trustees, on the other hand, disregarded this portion of the decision as extra-judicial,[8] and although it was tacitly understood that no new elections should be made, it was twelve years before their number was reduced, by death and resignation, to the thirteen provided for in the charter, and over forty years before the last trustee appointed by Governor King [Judge Weston] ceased to meet with the Board."

President Allen found his victory but a partial triumph. Professor Little says that at first he was received in Brunswick "with much of the favor that accompanies a firm and successful defense of one's rights. The prejudice against him, however, on the part of influential members of the Boards continued as strong as ever. Unfortunately, within a few years, his unpopularity with the students increased to an extent that rendered his position unpleasant. In deference to the opinion of friends, who believed this two-fold antagonism prejudicial to the interests of the college, he tendered his resignation in 1838, to take effect the following year."

But the letter of resignation itself showed that President Allen neither wished to go, nor believed that he ought to go. He admitted, indeed, that he had made mistakes, but after this brief and general confession of his human liability to error, he spoke of his efforts and successes, but added that it having been suggested that the interests of the college would be served by the appointment, erelong, of a new head, he was willing to give the Boards the opportunity to take such action, if they deemed it advisable. The Boards promptly availed themselves of the offer and accepted the resignation. There remained the question whether there should be any of the hypocrisy usual in such cases. A Trustee, John Holmes, in earlier days a leader of the Maine bar and one of the counsel for Allen in the Dartmouth College case, offered resolutions which are not entered on the records but which probably expressed regret at the loss of President Allen's valuable services. The Board, however, was too honest or too angry to tell the conventional lie, and referred the resolutions to a committee, which reported them in a new draft. The committee, however, while not absolutely ignoring what everybody knew, yet treated President Allen very courteously. They deplored that "from the unfortunate collisions between the state and the college, and other causes his power of usefulness to the cause of good learning in this institution has for the present been to some extent diminished," but expressed high appreciation of Dr. Allen's talents, learning, and virtues; and as a further testimonial of respect gave him during the coming year leave of absence as his own business and personal convenience might require. President Allen, originally, made his resignation effective at the close of the academic year, but realizing that it might be convenient for the new President to take office earlier, changed the time to May. The Boards on their part continued President Allen's salary to the end of the college year. Thus far both parties had behaved with decorum, if with a somewhat unusual frankness. Unfortunately, while the frankness was maintained to the end, the decorum was not. The circumstances of President Allen's departure from Brunswick are thus described by a student in a letter to a friend, dated May 8, 1839: "Last evening we illuminated Pierce Hall[9] in seven of its windows very brilliantly with about fifty candles, and the hint being taken from it the colleges *both* [Maine and Winthrop] were prettily illuminated at about ten o'clock in the evening the freshmen and sophomores making huge noises with divers cornets and sackbuts and psalteries, ringing the college bell, etc. etc. uninterrupted by the officers of college; for Mr. Allen yesterday left the town, after having the previous day [Sunday] assembled a large concourse of people at ½ past four P.M. to hear a farewell address, and uttering the most violent tirade and jargon of foolishness and impotence and wrath that the man's capabilities and the time and place collectively, would admit of. He scourged the students, the faculty, the overseers, the legislature, all with much bitterness, and rehearsed in his own peculiar manner all the college offences and crimes which he could remember, speaking very indignantly of a 'gentle animal' which students had locked up in a recitation [room] in olden times, of the levees which he had given to improve the manners of the students, of the ingratitude of the students, etc., and finally thanked the Lord that as he had only remained here for the sake of the good moral influence which he knew he had exerted in the chapel on Friday afternoons, he had by this means been enabled to save some souls. He charged everybody with everything, spoke harshly and rejoiced that he was biting the biters and when he read the last hymn for singing, the choir rose and departed without performing this part of the service."

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[8] They did, indeed, hold out the olive branch by declaring that the seats of certain members of their Board appointed by the Governor were vacant because of non-attendance but the Overseers non-concurred in the reason for the vacancy and the Trustees thereupon voted that their resolution had been non-concurred in and repealed and annulled it. In 1838 they invited the Governor, Edward Kent, to sit with them, *ex officio*, but he did not do so.

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[9] A privately owned building where some of the students roomed.

It is probable that some undergraduates desired a more vigorous manifestation of their feelings than racket and a harmless illumination, for just after Dr. Allen's departure, the empty President's house burned down, and it was believed, though never proved, that the fire had been set by students. The house was an old wooden building of little value. The Boards appointed a committee to consider the erection of a new one but nothing was done, and consequently the succeeding President found it easier to carry out his own wish of living at a distance from the campus, a matter of some importance in the administration of the college.

CHAPTER IV

THE ADMINISTRATION OF PRESIDENT WOODS

THE choice of a successor to President Allen proved a matter of extreme difficulty, largely because of denominational rivalry. Bowdoin had been established by the efforts of Congregationalists and was intended to be a fitting school for their ministers and a bulwark of their faith, but about 1819, after much internal conflict, there had come the Unitarian schism; the Unitarians claimed that they were Congregationalists as well as the "orthodox"; that the differences now dividing the two branches of the church were not in the minds of the legislators who granted the charter, or of Mr. Bowdoin, and that they should not influence the choice of officers of the college. The Episcopalians also resented exclusion. The most prominent layman of that church in Maine, Robert Hallowell Gardiner, was for forty-nine years a member of one or other of the governing Boards, and, as such, he waged constant and vigorous war against making the college narrowly denominational. By 1839 the orthodox Congregationalists had only a minority of the Trustees, but they still controlled the Overseers. The Unitarians did not attempt to elect one of themselves president; but they may have hoped for the selection of a Congregationalist of very moderate opinions. On November 15, 1838, the Boards held a special meeting to choose a president; the Trustees elected Professor Chauney A. Goodrich of Yale, but the Overseers vetoed the choice. On May 8, 1839, Professor William Goddard of Brown met a like fate. Both candidates were men of unusual ability and well qualified for the presidency of a college. The election of a president seemed very doubtful, but the welfare of Bowdoin demanded that a choice be made, and the Boards agreed to accept a man who was satisfactory upon the whole, although differ-ing in one or another respect from what each would have preferred. On May 9 the Trustees by a large majority[1] elected Leonard Woods, Jr., then Professor of Biblical Literature at Bangor Theological Seminary, President of Bowdoin, and the Overseers by an even larger majority ratified their choice.

The President-elect was the son of Professor Leonard Woods of Andover Theological Seminary, one of the leading Congregationalist divines of New England. The younger Leonard was born at Newbury, Massachusetts, on November 24, 1807. He was a graduate of Union and of Andover, and won wide reputation as a translator from the German of Knapp's Theology. He had been editor of the New York *Literary and Theological Review* and an able contributor to the magazine, and had served for three years on the Faculty of Bangor Theological Seminary. Professor C. C. Everett, who was for ten years pastor of the Unitarian Church in Bangor, and who, therefore, should be a well informed if not a wholly impartial witness, said in a memorial address after President Woods's death, "His residence in Bangor must have been in many respects very pleasant to him. In that gay little metropolis of the east there was probably, then, more culture in proportion to the population than in any other city of our country. Especially were there many cultivated ladies, familiar with society as well as with books. The Unitarian influence affected largely the tone of society in the place, and at that time this implied a distinction which we of this generation cannot wholly understand. There was an ease and brilliance in the social relations into which he was brought with which he had hardly been familiar. We need not say how eagerly the young Professor was welcomed to this social life, or what a charm he found in it." Indeed there seems to have been considerable anxiety lest the attractiveness of the Seminary and the unattractiveness of Bowdoin might prevent Professor Woods from making a change.

There were two embarrassments of a personal nature which the president-elect, or his friends for him, might fear; he was young, and he was a bachelor. It would not be strange if the Faculty should feel a little piqued at seeing one so much their junior placed over them. Professor Cleaveland had begun his teaching at Bowdoin before the new President was born. The Faculty strongly favored another candidate, Rev. Dr. Peters, and they had even gone so far as to pass a vote recommending him to the Visiting Committee. Rev. Asa Cummings, editor of the *Christian Mirror*, said in a letter to Professor Woods, Senior, that the Faculty "seemed to desire his [Dr. Peters'] appointment with an almost childish impatience." But Mr. Cummings made the encouraging, if somewhat unflattering, comment on their attitude, that as they had changed their opinions quite a number of times they would probably welcome Leonard. Robert H. Gardiner expressed himself in stronger terms. The day after the election he wrote to the new President: "I am authorized to say that you will be received by them [the Faculty] with great cordiality, and Prof. Cleaveland has just said to me to write to him and say that he *must accept*, that the interests of the college require that he should accept immediately." It was true, moreover, that if youth was a disadvantage it must, in the course of nature, disappear; as a well-known Maine politician has said, "Growing old is the easiest thing in the world, and the most disagreeable."

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[1] There is no official statement of the vote and reports in private letters differ slightly.

There were social duties incumbent on the President of Bowdoin, and in discharging them a wife would be extremely useful. Nehemiah Cleaveland hints that various Brunswick ladies were ready to accept the position, and, therefore, it would appear that President Woods might have removed the embarrassments due to bachelorhood even more easily than those arising from youth. He never did so. But, in this respect, he sinned, if he was guilty of sin, against light. His friends were frank in their counsel.

The students had a song toasting the Faculty which contained the lines:

"Here's to good old Prex,
How he hates the female sex."

Alumni as well as students made frequent reference to the subject. It ceased not with the expiration of President Woods's term of office, or even with his life. Shortly after Dr. Woods's death, C. P.

Roberts, a member of the class of 1845, wrote some memorial verses in which he said:

"Learning herself became his bride,
He had no other love beside."

At the time of Professor Woods's election various gentlemen wrote to him, or to his father, urging the importance of the work which he might do as President of Bowdoin, and arguing that his position at the Seminary was by no means secure. Rev. Asa Cummings wrote Woods, Senior, that he believed that the Unitarians had "shot their bolt," that they now saw that it was impossible for them to get control of the college but that he feared that should Leonard refuse to accept they would feel that after they had consented to the election of three different Congregationalists, without result, they were warranted in taking an independent course. He said that talk of this nature was already heard, induced, he believed, by reports of Orthodox opposition to Woods.

Reverend Mr. Curtis wrote to the President-elect: "By all means accept in due form at once; as accept, I must hope you will. Already some Bangor *teeth*, with which you are not unacquainted have been shown against the choice. But *you will soon command a course which they can only grin after.* I was quite surprised at the inveteracy of this opposing spirit as it came quite unexpectedly across me yesterday, and am sure that it must make your further continuance at Bangor uncomfortable." Mr. Curtis also wrote to the elder Woods: "Bowdoin you perhaps too well know is largely exposed to Unitarian influences. They cannot be clamored down. Our state has for years been agitated, and never so much as now — of late, by specious moral Projects of all kinds — which cannot be clamored into favor, while the agitation of them first cools the best principles, and ultimately sets on fire the very worst amongst us.

"My dear young friend and brother has entirely won my strong confidence by a masterly grasp, and on the whole a prudent and kind course on these questions. He knows how to be firmly Orthodox but not irritating, litigous or ungentlemanly; to be anxious that the church should put first all her graces and 'above all' her charities as the band, but not as the life of her perfectness. We are to be Anti-Slavery or Anti War-Like or Anti-Intemperance according to some, until we are nothing beside."

Mr. Curtis urged that a man like Woods was needed in a high literary station in Maine, and that the station had been providentially opened; that he would be popular with the students, the Unitarian party, and influential men of all parties; that he would, by a dignified course, bear down the slight opposition which he would meet with; and Mr. Curtis expressed the hope that he would be able to win over many of his opponents to the ways of truth and peace. Mr. Curtis ended with the warning, "If he do not accept the same party [the ultra-conservative Congregationalists?] will at Bangor work him ill and work him out." Reverend Mr. Shepley reminded the elder Woods that the Seminary was unendowed, and its fate in a measure uncertain.

The fear that Professor Woods might decline the presidency of Bowdoin was unfounded. Though pleasantly situated at Bangor, he had already been considering a change; and he accepted the honor and opportunity now given him.

The new President's inauguration took place at the Commencement following his election. Dean Everett says: "He appeared before the congregation slight and graceful. A large pile of manuscripts lay before him, but at these he did not glance. For nearly two hours he held the assembly entranced by his rich eloquence." He fearlessly discussed the comparative merits of religion and of science, and of past and present time. It was a key-note speech, the fitting beginning of a great presidency; but the greatness was of a kind that made slight appeal to many of the alumni and special friends of Bowdoin. They were Yankees and Puritans, though Puritans of the nineteenth, not the seventeenth century, Leonard Woods was a mediaevalist. He glorified the ages of faith, when the care was for the soul rather than the body. He believed that science had done much for men and should not be despised but that it should take a subordinate place, because it dealt only with the material. It seemed to him that the present, humanitarian age, in its zeal for man, was beginning to neglect God. Though repeatedly urged to hear Henry

Ward Beecher preach, he consented only once, and on that sermon he made the stinging comment, "Everything hortatory, nothing precatory."

But if President Woods repudiated the material as end he exalted it as means. In 1840 he visited Europe. Writing from England he said: "All my prepossessions in favor of the English system of education have been justified after the most minute inspection. The studies are not more extensive and thorough than with us; but there is here a magnificence of architecture an assembling of paintings, statues, gardens and walks; above all a solemnity and grandeur of religious worship which does more to elevate the taste and purify the character than the whole encyclopaedia of knowledge."

There was much truth in this, and truth whose proclamation was greatly needed in the America of 1840, of Dickens' "American Notes" and "Martin Chuzzlewit." Dean Everett says: "I think that under President Woods, Bowdoin college offered means of education, in some respects unequalled in the country. Students found themselves at once in the presence of a culture that might have been the product of the best universities and the most polished courts of the old world. They received from their president an influence such as has been well remarked . . . men go abroad to seek; such as breathes in the aisles of old cathedrals. They learned from him what reverence means and loyalty. They learned that society is not a mere human invention. They felt the divinity that is behind the family and the State."

Alumni as well as students felt the new influence.

But if men came to appreciate the worth in President Woods's mediaevalism, the recognition was sometimes slow. The truth which he saw was by no means the whole truth, and it made slight appeal to many who had united in his election. For this and other reasons there came an unfortunate breach between President Woods and a number of the alumni. The Congregationalists thought of Bowdoin as their college and expected its President to be a leader in their ranks. President Woods fought a long, hard fight against making the college narrowly denominational; he often differed with the most influential men of his church; and he came to hold aloof from its meetings and its work. He was frequently misunderstood. Although opposed in many respects, to the individualism of his day, in personal matters he was intensely individual. Dean Everett says: "He would sympathize with you but you must not lay hands on him. He would work with you but it must be in his own way." He arrived at his conclusions by a somewhat peculiar method of reasoning which made him seem almost dishonest to those who did not understand his mental processes. Reformers thought that he was against them because he could not go to the extremes which they did. He was much interested in the temperance movement, and even joined certain imperilled students in a pledge of total abstinence for a period which would cover the remainder of their college course; but because he could not condemn the occasional drinking of wine he was regarded by many as an opponent of what, in truth, he earnestly desired. Such misapprehensions he quietly accepted. When a slight explanation would have made all clear, he often had to be urged to give it; and sometimes even then he persisted in silence.

This disregard of censure was part of a general indifference, which was regretted by the President's warmest admirers. Dr. Woods was physically indolent, and he lacked ambition. Moreover, his standards were high and he would not fall below them. Hence he wrote and spoke but little. Again and again he evaded that special duty of the President, the preaching of a baccalaureate sermon. Remonstrances were unavailing. In this as in all things the President, though gentle and courteous, was very firm.

President Woods showed marked independence not only in his religious views, but also in his theories of college administration. Dean Everett says: "When he was called to his office there arose in his mind the ideal of a college president. It was not that of the conventional president, not that, perhaps, of those who called him to the place. He believed that in every young man's heart is a principle of honor. If that can be touched the young man is safe; if it is not, no matter how correct his course, his education is a failure. Two things he may have learned from his own president, Dr. Nott, namely, distrust of what is technically known as college discipline, and faith in personal influence. His views became enlarged and confirmed by his knowledge of the methods used in the Jesuit College at Rome, which was thrown freely open to his inspection, and by his observation of the methods employed at Oxford. Yet his course was so much the expression of his own nature that we need hardly look abroad for its source." His opinions were too advanced to meet with the approval of his colleagues of the Faculty. The result of this difference has been vividly described by President Hyde in his introduction to Minot and Snow's *Tales of Bowdoin.* He says: "We have had two distinct theories of college life; one that of Presidents McKeen, Appleton, Allen and Harris, and the great professors, Packard, Smyth, Newman, Cleaveland and Upham, which treated students as boys under parental discipline [Does Cleaveland really belong here?]. This theory was never an entire success, according to the standards and expectations of its advocates. The seven other devils, worse than the first, were always forthcoming to occupy the chambers which were swept and garnished by 'the Executive Government.'

"Yet, these founders of our academic tradition builded better than they knew for in the grotesque aspect of policemen, patrolling the campus by day and chasing miscreants by night; and in the more dubious role of detectives scenting out deviltry in Sodom and Gomorrah, as the ends of Winthrop Hall used to be called; sifting the evidence in solemn conclave at Parker Cleaveland's study; and meting out formal admonitions and protracted rustications to the culprits; these grave professors were lending to mischief just that dash of danger which served to keep the love of it alive.

"President Woods, whose administration was contemporaneous with the latter stages of this boisterous boyhood of the college, was wise enough to appreciate the worth of this then deprecated side of student life. In his mild and charitable eyes, robbed henroosts, translated livestock, greased blackboards, and tormented tutors, were indeed things to be perfunctorily deplored; but they were not deemed specimens of total depravity, or cases of unpardonable sin; nor was he as insistent upon meting out a just recompense of reward to the culprits, as his more strenuous colleagues thought he ought to be. This mingling of austerity on the part of the faculty, which made mischief of this sort worth doing, with extreme leniency on the part of the President, which insured immunity from serious penalty, made the college from 1839 to 1866 probably the best place that there ever was in the world for boys to be boys, and to indulge that crude and lawless self assertion which was the only available approach which the colleges of that day afforded to manly courage and ordered independence — Elijah Kellogg was the consummate flower of such a regime; and 'Phi Chi' gives it appropriate immortality in song."

It would, however, be utterly unjust to President Woods to regard his influence as of a negative or merely moderating kind; it was positive and active. "The one ambition of his life was to touch what was best in the hearts of the young men entrusted to his care. Once, after a grand success had been accomplished in this work, to one who had been his helper in it he exclaimed, 'The salvation of one of these young men repays for the expenditure of very much labor, anxiety and patience.'"

President Woods began his administration by a fortunate application of his principles. The close of President Allen's rule had been marked by more or less disorder. "The leaders of the disturbances were good-hearted fellows of ability and promise, but somewhat wild. They found themselves, suddenly summoned, one after the other to appear before the president. The call was a surprise, for, as one of them quaintly puts it, 'all the old scores had been worked off, and there had been no time to run up new ones.' They went, however, at the call. There was nothing said about old scores or new ones. The president met them with that kind of graceful courtesy that was peculiar to him. He talked to them of the opportunities of college life, and made them feel as though it had been their thought rather than his, the obligation that such opportunities impose. This simple conversation held with one as he sat with him in his study, with another as he walked with him among the pines was sufficient to transform these young men. He saved them to themselves, to the college, and to the world."

The President's success was in part due to his distinctive personality. He attained the ideal held up by the Visiting Committee of 1826, avoiding at once pomposity and great familiarity. Professor Chase, to whom, as an alumnus of Bowdoin and a professor at Union, President Woods was a subject of special interest, wrote an account of him for the Union *Alumni Monthly.* He says: "In appearance President Woods was a scholarly, slender figure. His black hair, combed low at the sides, gave his face a somewhat monkish look. His manner was tranquil, unaffected and kindly, though never hearty. There seems to have been a dignity in his presence which compelled respect; no one would have thought of being familiar with him, yet one carried away an impression of graciousness rather than formality. Stories still current in Brunswick illustrate his quiet humor, his precise and chosen speech, and his felicity of phrase."[2]

Under President Woods there was a slight approach to student government. Some things, hitherto forbidden, were allowed; but the leaders were held answerable should harm result. It had been the custom for the Freshmen to celebrate the close of their year of servitude by a great bonfire. The Faculty would forbid this, the boys would light it and the Professors would sally forth to put out the fire and seize the culprits. A chase in the pines would then ensue, amusing to the boys but undignified and not without risk for the Professors. President Woods believed that there was nothing wrong in the bonfire but that there was a little danger. Accordingly, he discovered who composed the committee that had the matter in charge, sent for them, and told them that he should hold them responsible if any damage resulted. The bonfire had no longer the sweetness of fruit that is stolen, and soon, like many another college custom, it had its day and ceased to be. But the change was not made, or at least not maintained without opposition. In 1856 a Freshman, Henry M. King, wrote to a friend that the class had voted not to have a bonfire, but that he feared the minority would retaliate by defeating a proposal for class caps.

In accordance with his principles the President made no attempt to prevent the annual mock-muster; but the "general" was directed to see that the farce was kept within the bounds of propriety.

President Woods's views on college government could not fail to shock many conservative people, yet he was fortunate enough to receive some support from a quarter where it was much needed and, perhaps, little to be expected. Members of the Visiting Committee of 1845, which, however, failed to muster a quorum, reported that the order and moral state of the college so far as they were able to judge were extremely good. They said: "The President spends most of his afternoons in his room in the College, where he is in the habit of sending for such scholars as seem by their inattention to study or by any slight irregularity to give indication of an approaching dereliction from duty. These he converses with, advises and if necessary admonishes; and if the case requires it, informs the parents that their son is failing to derive benefit from being a member of College and advises his temporary removal. This course has been pursued in the only case in which intemperance has been suspected to exist. It is not necessary to speak of the great superiority of this mode of discipline to that formerly adopted, of allowing follies to ripen into acts of a graver nature and then to visit them with heavy punishment."

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[2] "This was occasionally amusing to the students. Dr. Mitchell told me a story of President Woods's stopping a 'scrap' with 'Thompson, desist,— desist,— desist.' The boys used to parody the President's style."

Such a report must have been very welcome to the President; but committees were not always so appreciative of his methods and Professors were positively hostile to them. Some of the Professors went on a kind of strike in the matter of enforcing discipline. The President lived at the foot of Federal Street. Certain Professors, believing that he should be nearer the college, and that he lacked vigilance and energy, declared that his inaction relieved them of their obligations, and that they would take no steps to enforce the college laws, even if these were broken in their sight. On the other hand, the President and his friends blamed the Faculty. A correspondent of Mr. Daveis wrote that President Woods seemed to be lifting the veil at last, and was expressing his feelings quite openly; that the Faculty were too old-fashioned to approve of a paternal and fraternal intercourse with the undergraduates, and were jealous of the President whose liberality and courtesy had made him more popular with the students than they were themselves. In the summer of 1859 the President and the Faculty held a conference in the presence of the Visiting Committee. Both parties were calm and courteous. The President expressed his unwillingness to engage in controversy; but he said that he spent much time, particularly in the afternoon, in his study in the yard, that he was always accessible to the students, and that he thought it an advantage that he should not be continually mixed up with them and exposed to personal insult.[3] He said that when students came to his house to see him in regard to matters of discipline they were calmer than if the interview was held amidst other associations, and that the ends of government were furthered.

The sympathies of the Committee seem to have been divided. They strongly disapproved the refusal of some of the Professors to enforce the college laws, saying, with much truth, that the delinquency of one officer could not justify the desertion of duty by another. They discussed the situation at length but uncertainly, declared that they did not think it safe to abolish college government or change its principles, but that the government should be paternal; and expressed a hope that the Faculty would work together. They also stated that the President was not charged by the Professors with neglect or refusal to coöperate, that the Faculty should appear to be a unity, and that it should be upheld by the Boards.[4]

President Woods's errors were on the side of leniency and at times this may have weakened discipline yet that minor disorders should occur was to be expected, no regime could avoid them. A vote of the Faculty in March, 1842, may indicate a compromise between the holy indignation of the Professors and the human sympathies of the President. The records state that whereas certain undergraduates whose names are given, "did engage in throwing snowballs at students as they were entering and leaving Chapel at evening prayers, not only absenting themselves, but preventing other persons attending, thereby showing great disrespect to a religious service, and great disregard to property and good order, and bringing reproach on themselves and the college;

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[3] There have been several instances of ducking members of the Faculty, intentionally or unintentionally.

[4] This was not the first time that official notice had been taken of the need of keeping up appearances. In 1847 the Visiting Committee stated that there had been a report that the members of the Executive Government were not unanimous in some cases of discipline, and that when once a vote had been taken all should act together. The Committee explained that they did not allege that there had been a failure in this respect, but that they mentioned the subject in order that the Faculty might take care that no false impression should be given to the undergraduates. Probably, although the Committee did not wish to say so, the President and the Faculty had differed, and their disagreement had become known. In 1856 the Committee again recommend unity of action to the Faculty, whatever might be the personal opinion of individual members.

Therefore, Voted, that they be admonished, and that a copy of the Vote be sent to their parents or guardians."

Violence was committed on 17 Maine Hall where the Freshmen were assembled. Access was obtained to the President's study and a corpse belonging to the Medical School was placed in his chair. The Chapel bell was stolen; but it being reported that there would be an assessment on every student of five dollars to buy a new one and that if the old bell were restored no questions would be asked, the bell was found one morning lying in front of the chapel.

Sometimes what began as a relatively harmless frolic narrowly escaped being extremely serious. One evening a Professor, who was trying to quell a student outbreak, had sulphuric acid thrown on his clothes and in his face by a Sophomore. The Faculty promptly expelled the offender. He was only a boy, barely eighteen, and he felt his disgrace so bitterly that his friends are said to have feared for his reason and even his life. On this account, and because he had from the first manifested penitence, the Faculty restored him to his class and dismissed him to enter another college. However, he does not seem to have availed himself of this privilege, or possibly he was not received, for the non-graduate catalogue of Bowdoin makes no mention of his studying elsewhere.

On August 1, 1856, Henry M. King wrote to a friend in Portland describing a "class war" which might have ended in a pitched battle. He said that a few Sophomores who had never been "initiated" (this probably referred to a special hazing, not to reception into a fraternity) and who had been at Bowdoin only a short time "initiated one of us a very steady innocent fellow . . . in a most disgraceful manner." The Freshmen thereupon ducked all the Sophomores concerned, except one who roomed with a Junior and was therefore in sanctuary. This affront to Sophomore majesty aroused the class; they swore vengeance, and resolved to initiate all the Freshmen a second time. The Freshmen determined to resist, armed themselves with dirks, clubs, and even pistols, and for two or three nights roomed together as much as possible. Fortunately, the vacation which then preceded Commencement was near at hand and soon most of the Sophomores had left town.

In 1862 a large part of the Sophomore class was suspended, with the general approval of the students, and with good results, in the opinion of President Woods.

These things, to a certain degree, gratified members of rival institutions; they made good newspaper copy and lost nothing in the telling; and Bowdoin men asserted that the most foolish stories were circulated and believed. Sometimes they vented their indignation in bitter sarcasm. The *Bugle*[5] of November, 1861, said: "We are able to state positively that the story of roasting a Freshman here is an utter untruth. It was at the University of the Feejee Islands that the event actually took place. Indeed, we are informed by the learned Thomas a Curtis [a 'character' who did some work for Bowdoin, and for the students] that not even in the College at Bagdad at which he graduated with high honors, are Freshmen treated with more consideration than here — Mr. Curtis also informs us that even among tolerably well informed Otmontots reports like the following clipped from an exchange, could not obtain credence.

" 'We are informed that a lot of Bowdoin college students not having the fear of the Faculty before their eyes, were detected in an attempt on Sunday night last to saw off and throw overboard the belfry of the College Chapel, the vandal act came near being successful before it was discovered.'

"Of course there is nothing very difficult about sawing off a stone tower only two feet in thickness, but the idea of college students wishing to disfigure a building which is the pride of all is simply preposterous."

Bowdoin also suffered from a widespread belief that there was much intemperance in the college. The matter received the careful attention of Visiting Committees. Their reports acknowledge the existence of a certain amount of drinking, but maintain that the innocent many are blamed for the public misconduct of the guilty few. The committees, however, were not always unanimous. That of 1856

[5] The student annual, which is partly informative and partly humorous.

stated that there was a serious difference of opinion among the members in regard to the general condition of the college; some thought it rather favorable, others believed it was so bad that if the truth were known it would prevent parents from sending their sons to Bowdoin. But in 1860 the Committee reported that, "Intemperance, one of the most seductive and destructive vices in a College has been greatly diminished. It is not fashionable or creditable."

In 1865 the Committee reported that the moral condition of the college was very good, that there was little or no intemperance, and that card playing was a thing of the past.

Smoking appears to have been prevalent, and the Committee of 1847 noted the fact and said that the practice was frequently injurious to health and always expensive, and that parents complained of the cost of their sons' education without knowing the true cause.[6]

Under President Woods "college customs" underwent a change for the better. The Committee of 1849 reported that, "The improved moral condition of the students has been indicated by an abstinence from many habits and practices, which, though in some degree venial, were hardly consistent with good order. And in an uncommon stillness, and quietness, becoming in itself, and favorable to studious habits." In 1854 the Committee reported that some usages had been abolished by the students themselves, and that others, which could not be instantly terminated, had been modified so as to be comparatively harmless. By 1860 the bonfires on the eve of the annual fast, the May Training, a kind of Military Fantastics, and the distribution at the public speakings, of mock programs, which were usually coarse and personal, had been abandoned. One bad habit the authorities seemed powerless to stop, that of throwing slops out of the dormitory windows.

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[6] The college had made, and then had been obliged publicly to abandon, an attempt to forbid smoking, as it did bringing spirituous liquors into college and gambling. On August 8, 1822, the Faculty voted, "that every student who is seen smoking a segar in the streets, be fined 50 cents," and in 1825 the Boards added to their list of prohibitions, "nor shall smoke tobacco." In 1830 this rule was repealed, but the Boards formally stated that their action was "not to be construed into an approbation by the Boards of the practice of smoking by young gentlemen. On the contrary, the Boards regard the practice of using tobacco as injurious to the health, as holding out temptations to other excesses, and as a practice calculated to degrade the character of young gentlemen in college; and the amendment of the law is made with the hope that the young Gentlemen will themselves examine this subject with the attention it deserves, and come to the conclusion, themselves, to abandon a practice already fixing a stigma on the character of the students of Bowdoin College."

For many years the Faculty brought their example to reënforce the precept of the Boards, and it is said that as late as the beginning of the twentieth century professors refrained from smoking in the presence of students.

Various means, both preventive and punitory, for securing better discipline were suggested by the Visiting Committees. They advised that a special officer, presumably a member of the Faculty, should have charge of each entry and see to the enforcement of the college laws. Prompt and strict action in dealing with grave misconduct was recommended. The Committee of 1854 said that the past year had shown that vice and recklessness in a forward state toward maturity were brought into college as often as they originated there, and that the early removal of the guilty students had prevented much evil. The Faculty were anxious that the Committee should recommend the establishment of a scale of fines, but the Committee thought that the chief advantage of the system, that of the parent receiving notice of his son's misconduct, could be obtained by adopting the method in use at West Point, that of giving a fixed number of demerits for each offense and informing the parent or guardian of the culprit as soon as they were incurred. This system, in the opinion of the Committee, had the great advantage of providing a self-executing and certain punishment.

The Committee of 1856 advised that when there was need students should be firmly separated from college without regard to the feelings of their parents or the injury to themselves. The Committee hinted that the Professors were the last to discover delinquencies which were known to the community about them, and it recommended, as a means for obtaining a knowledge of the characteristics and tendencies of individuals, the "use of the confidential aid and assistance of the sounder and more advanced part of the students." If this meant only a friendly coöperation between Faculty and undergraduates in helping the weaker brothers, it was an anticipation of a method used with success today. If it looked to anything resembling a spy system it was the proposal of men who belonged to a day that was fast passing. The Committee regretted that there was no moral instruction until the Senior year and expressed a hope that the President would find time to deliver one or two addresses to the Freshman class at an early period of their course; and he did so.

President Woods enriched the spiritual life of Bowdoin, and did much to abolish fitting-school methods of discipline. In broadening the curriculum he was less successful. For this there were several reasons. With his old world sympathies he probably set a high value on the classics and saw no special need of reducing the time given to them. The Boards also would be averse to such a change, on principle; moreover, the introduction of new subjects might cost money, and Bowdoin was poor. The extreme conservatism of Professor Cleaveland prevented development in the instruction in natural science. Many felt that there was too much Calculus, but "Ferox," as the students nicknamed Professor Smyth, fought valiantly in its defense. He believed that the standard of scholarship was low at Bowdoin, and in one of his reports he discussed this subject, and the position of calculus in the course at some length. He said that three-fourths of the Junior class had elected the more difficult of two textbooks on Calculus and had undergone a severe examination with the best results. One of the questions related to a spherical shell, and was taken, with slight modifications, from La Place's *Mécanique Céleste*. Professor Smith stated that the test "has fully established my conviction that the standard of attainment in my department can and ought to be carried still beyond the advanced position it now occupies.

"In respect to an optional course of an inferior grade to be allowed to such members of the class as may prefer it, I must express my confident belief that the result of such a course would be decidedly disadvantageous. It would appear to me to be a retrograde step of a most mortifying character.

"In the position occupied by the College as a public institution having derived in part its resources from the state it has been thought its advantages should be open to all desirous of availing themselves of them and disposed to make a diligent use of such capacities as they may have whether able or not to master the prescribed course of study. The consequence is that a greater or less number of individuals are retained in every class rather in virtue of their satisfactory attention to the studies required than from any real proficiency in them. A less severe course would doubtless be better for such individuals, as well as beneficial to the remaining number of the class, who relieved from the dead weight thus imposed on them might easily advance to higher attainments. In making provision for these, however, it would appear to me eminently disastrous to open the way for students of higher capabilities, disinclined as most students are to have their minds really tasked, to indulge in a spirit of laziness, denominated in college parlance a want of taste for mathematics.

"If, in the circumstances in which the College is placed, students must be carried through the form of an education within its walls, while wholly incapable, either from natural imbecility or the want of early training, to pursue with advantage the regular course of study, a different and more simple course should doubtless, if practicable, be provided for them." Professor Smyth concluded his report with the recommendation that the students who took the second course should be selected by the Faculty, and that the true reason should be assigned "Their inability to proceed with their classmates in the regular and more honorable course."

Like Professor Smyth, President Woods believed that little work was demanded of undergraduates. In recommending the establishment of elective but additional studies, he said that a voluntary course of this kind would not be liable to the objection justly urged against a voluntary course which gave to the student the option of omitting part of the moderate amount of study hitherto required in American colleges. But the gentle President was more considerate of human weakness than was "Ferox." He told the Visiting Committee that, " . . . While the ardor and success with which this department [that of mathematics] is prosecuted is deserving of the highest approbation, I think it merits inquiry, whether some abatement might not advantageously be made in behalf of the considerable number of each class who are incapacitated for the higher mathematics." For many years no relief was given. Then time and change proved too strong even for Professor Smyth, and in 1858 a term was taken from mathematics and given to physics.

Late in President Woods's administration the amount of classics required was reduced by allowing Juniors to substitute German for Greek, a privilege of which they availed themselves freely. The Latin of the spring of Junior year was replaced by a course in international law with Vattel as the textbook and Professor Upham as the teacher. Two or three weeks were taken from the classics of Sophomore year and given to rhetoric. The quality of the work in the classics was not high. Tutor Boody in his report of 1843 stated that the progress made by the students was less satisfactory than might have been expected, "Which result," he said, "is doubtless attributable, in some part to their instructor, but also to very imperfect preparation for College as well as to other circumstances over which he could have little control."

Modern Languages, which in the preceding administration had won a place almost equal to that of Greek and Latin, nearly lost its position as a separate department. In 1853 Professor Goodwin accepted a call to the Presidency of Trinity College. He was succeeded by Charles Carroll Everett, a graduate of Bowdoin in the class of 1850, who served two years as Tutor and two as Professor, and then lost his reëlection because he was a Unitarian. Many objected not only to the Professor, but to the professorship as well. Even President Woods advised uniting it with the Latin professorship; and the Visiting Committee approved the recommendation, saying that, "In our judgment it would add to the importance of the Professorship [of Latin] and would relieve what has been deemed by many an objection to the course of study in the College, arising from the disproportionate attention to the formal and required study of Modern Languages. The Latin being to such an extent the basis of modern tongues, the connexion proposed seems natural."

In 1858 Professor Packard renewed a complaint that his department had suffered because of the attention paid to Modern Languages and the Faculty appear to have thought that too much time was spent on French, "especially in elementary and grammatical details." From 1857 to 1862 the modern language teaching was done by an instructor serving for brief terms. During one year it was omitted entirely. Then in 1862 the storm-tossed department found rest under the headship of Stephen Jewett Young of the class of

1859. Mr. Young served as Instructor and Professor for fourteen years and from the first showed great ability. The *Bugle* of November, 1863, said that "A year's faithful labor here has satisfactorily proved his superior ability as a practical instructor. Italian, which has so long been a chimerical part of our 'course of study,' and has only served a complemental purpose, is becoming a reality to the student, and is receiving the attention due to its dignified position in the catalogue."

But the Professor of Modern Languages still remained a kind of Faculty Freshman — loaded with extra work; and in 1866 Mr. Young remonstrated. He said that he was supposed to teach French, German, Italian, and Spanish; to act as librarian and to keep a register of absences. He suggested that the librarian-registrar should be paid a separate salary, and that the office be given to some one who was not already fully occupied. He maintained that his request was reasonable, saying, "I do not wish any assistance in my own department, neither do I desire to neglect any of its duties. I simply ask to be relieved from so much outside work in order that I may be enabled to give proper attention to the work which properly belongs to me."

In 1839 Professor Newman resigned the chair of Rhetoric and Oratory and for two years the only instruction in that department was given by a young tutor, who also taught mathematics. The Visiting Committee, in their report of 1841, discussed the advisability of filling the vacant chair, but confessed that they were unable to come to a decision. They pointed out that with the return of the President from Europe the ensuing year there would be the same number of instructors as formerly, but they said that, " . . . In considering the importance to the reputation of the College that the professorships should be full, especially the popular one of Rhetoric and Oratory, it may be deemed best for the College that a confiding reliance should be had upon the liberality of the public and the beneficence of generous individuals to make good any want which the filling up of this vacancy may create. It is thought by many that the government of the College should go forward without parsimonious economy, and do their whole duty in making the Institution all that can be desired, and worthy of patronage, and then trust to the community to duly appreciate its merits and supply its needs. . . . On this subject the Committee give no decided opinion; yet they must say that they incline (because perhaps they have too little faith in the benevolence of the community) to the economy of limiting the expenditure to the actual resources of the institution."

The Boards were as prudent as their committee; for a year no instruction was given in Rhetoric and Oratory, then Professor Packard was chosen Professor, with the understanding, on his part at least, that his service would be brief, and that he would not be expected to teach elocution as Professor Newman had done.

For the year 1844-1845 Tutor Boody, who had had good training in elocution, gave instruction in that branch; Professor Packard assuming part of his other work. At the close of the year Professor Packard reported that Mr. Boody had been extremely successful, advised that he be made Professor of Rhetoric and Oratory and asked that he, himself, be excused from further teaching of the subject. Fearing, perhaps, that he might be suspected of shirking, Professor Packard ended a letter on the matter with the words, "Whatever of strength mentally or physically, I possess, has been devoted to the college and by divine blessing will be." The Visiting Committee reported in favor of excusing Professor Packard, and said that they would gladly recommend the appointment of a Professor of Rhetoric and Oratory, but that "as the Professorship requires for its duties a higher order of talent than the exact sciences" (which, apparently, they thought might be taught in parrot fashion), the incumbent would expect the salary of a full Professor, and this the college could not afford to pay. Accordingly, they proposed that Mr. Boody be appointed Professor of Elocution and Instructor in Rhetoric, with a salary of eight hundred dollars a year. Both recommendations were accepted by the Boards. In 1848 Professor Boody was made Professor of Rhetoric and Oratory and served in that position until 1854 when he left college teaching to engage in politics and business in New York. He probably wished a larger field for his talents, but he also may have felt that he was cramped unnecessarily in his work at Bowdoin. In 1853 he told the Visiting Committee that no other

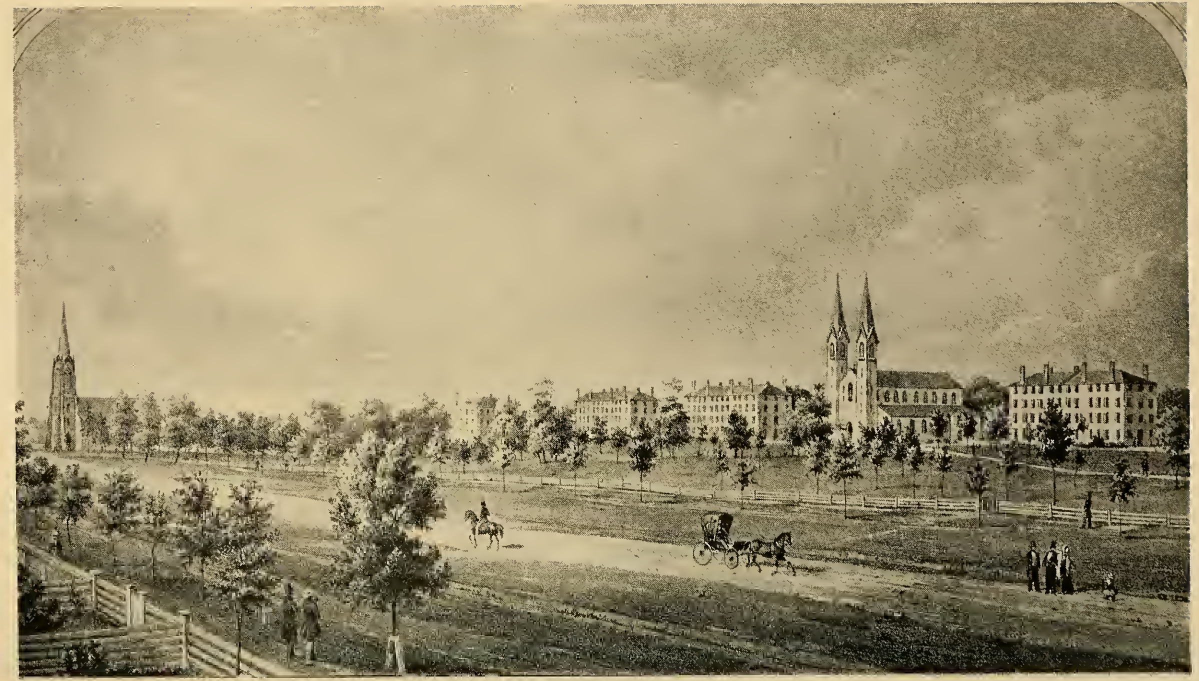
Professor had so many exercises. He stated that he did not mention the circumstance for personal reasons, but because it had an ill effect on the students, "In fact," he said, "so large a part of my time is expended on the work of correcting Themes, that comparatively little opportunity can be found for higher and more valuable criticism, but little for that familiar and personal labor with students, which, if practicable, would be attended with the most satisfactory results, and very little indeed for that thorough study and research necessary in order to the thorough preparation of lectures, a kind of instruction absolutely essential to the highest efficiency of the Department.

"The way of verbal criticism, almost the only criticism for which the Sophomores are prepared, can be as well performed by a Tutor, as by the Professor. A Tutor could also give all needful instruction in Elocution."

Professor Boody was succeeded by Egbert Coffin Smyth, who served for two years. Professor Smyth made complaints in regard to the amount of work required, similar to those of Mr. Boody; but he did not confine himself to words. At his own expense he hired an assistant to give a course in "voice discipline and gesture." He reported to the Boards that the experiment had been successful, that Yale had provided such training the year before, and that other colleges had done so earlier, and he asked that the Professor of Oratory be allowed to employ assistance for this purpose at a cost of not over one hundred dollars a year. The Boards made no general provision, but until 1866 they annually voted the desired appropriation, to be expended under the direction of the Faculty.

In 1856 Professor Smyth resigned and was succeeded by Joshua L. Chamberlain, who served for five years. Professor Chamberlain was highly pleased with his instructor in elocution, but he became anxious lest there be a deficiency of instructed, and he told the Visiting Committee that some means should be found to compel all students to take the course in voice culture, "as those who most need the benefit of it are not always those who voluntarily attend."

The Professor of Rhetoric had charge of the themes, and Professor Chamberlain, whose own writings show the greatest care, gave



Bowdoin in 1860

much attention to this part of his duty. In 1856 he reported that he had examined eleven hundred themes during the year; and that each student was required to revise and rewrite until his theme was brought to tolerable accuracy. Professor Chamberlain believed in giving free play to the undergraduate mind. In 1857 he told the Committee that it was of the first importance to stimulate the pupils, and that he avoided discouraging effort by severe criticism. In 1858 he said that he was confirmed in his belief of the value of rewriting, that the mind while composing should not be cramped, attention to rules should come afterward. He also realized the importance of not allowing his own brain to be dulled by the minute work of a corrector of themes. In the winter vacation of the college year, 1857-1858, he spent his time preparing lectures on subjects connected with his department. He told the Visiting Committee "that it is not presumed that these lectures are of primary importance in themselves, but the ordinary duties of the department are of such a nature as to require of the Professor a constant course of compensating and invigorating studies. And by embodying the result in the form of lectures, he may secure the desirable ends of awakening an enthusiasm in his pupils, and of keeping his own style free and his mind fresh and whole."

Various circumstances hindered the development of the department of natural science during President Woods's administration. Nevertheless some progress was made. When Professor Cleaveland died in 1858 an able successor was found in Professor Paul A. Chadbourne, later Chancellor of the University of Wisconsin, and President of Williams. In 1864 the Josiah Little Professorship of Natural Science was founded by a bequest of Josiah Little of Newburyport. Mr. Little hoped for the erection of a separate science department at Bowdoin like the Maine State College or the Sheffield Scientific School, with which his professorship should be connected; but Bowdoin was given a large discretion in the use of the fund.

During Professor Woods's administration Bowdoin was obliged to solve not only the usual problems relating to the curriculum and to discipline, but to take a stand on matters which vitally concerned both its finances and its position in the community. The first of these questions in time, but, perhaps, the least important, related to claims on the Bowdoin estate. Mr. James Bowdoin had bequeathed valuable lands to his nephew and grandnephew on condition of their taking the name of Bowdoin, with remainder to the college should both die without issue or should their issue fail. The grandnephew, James Winthrop Bowdoin, received the so-called five mile lots in the present town of Richmond, then a part of Bowdoinham. In 1823 the college sold him its right of contingent remainder for two thousand dollars. Nehemiah Cleaveland says in his history of Bowdoin: "The college must have felt poor and sorely bestead when it parted with a valuable inheritance for such a mess of pottage. Mr. Bowdoin, who never married, died ten years afterward, leaving a property which would have made the college rich had it simply held on to its rights." It should be remembered, however, that under American law it is an easy matter for the lifeholder of an entailed estate to break the entail.

Lands in Dukes County, Massachusetts, and the mansion house and lot in Boston where the administrative buildings of various religious societies and the Hotel Bellevue now stand were given to Mr. Bowdoin's nephew, James Temple, the son of Sir John Temple and of Mr. Bowdoin's sister Elizabeth. The boy was brought to the United States when about five years of age; in accordance with the requirement in Mr. Bowdoin's will his name was changed to James Temple Bowdoin, he was educated in America, engaged in business there, went to England, became an officer both in the civil and the military service, returned to the United States where he may have been naturalized, went back to Europe and resided there until his death. Mr. J. T. Bowdoin had a son, and as the college was given only a remainder, the possibility of further inheritance under James Bowdoin's will had been almost forgotten. But thanks to the intelligence, courage, and energy of President Woods, the college obtained a large sum of money from this source. Nehemiah Cleaveland, in an appendix to his history, gives a concise and interesting account of the affair. He says in part: "On the 31st of October, 1842, Mr. J. T. Bowdoin died at Twickenham in England. A newspaper notice of the event drew the attention of President Woods, who applied through the treasurer to Mr. Reuel Williams for information. Mr. Williams replied that Mr. Bowdoin and his son had lately been in America, and had taken the necessary steps for breaking the entail, and consequently the college had 'nothing to expect in that quarter.' On a visit to Boston soon after, the president, in conversation with one of the Bowdoin heirs, was informed that Mr. James Bowdoin never meant that his property should leave this country; an ardent Jeffersonian Democrat, he had no love for England, and would have left nothing to Temple Bowdoin had he supposed that he would remain an Englishman, and the same was indicated by the expression of his will.[7] On this hint, President Woods requested Mr. Jeremiah Mason to look into the subject. That great lawyer gave it as his decided opinion that the college was entitled to its remainder both in equity and law. Mr. Charles G. Loring, whose conscience would allow him to engage in no cause which he did not believe to be just, was willing to act for the college. The mode advised by Mr. Mason was, that the college should take and keep actual possession of the property, leaving it to the opposite party to eject them as it could. As the English claimant could be shown to be an alien, his position would be embarrassing whether he should attempt to dispossess the college by force or by law.

"Through the urgency of the president and the energy of the college treasurer, Mr. McKean, the plan was carried out. Great was the astonishment of neighbors and passers-by to find one morning in March, 1843, that the vacant Bowdoin lot on Beacon Street had been enclosed during the previous night, and already contained an inhabited shanty. As soon as the object of the transaction was known, much indignation was wasted in the upper circles of conversation, and the newspapers were unsparing in condemnation of the college. Legal gentlemen denounced the proceeding as a specimen of sharp and dishonorable practice, which might do in New Hampshire,[8] but was totally at variance with the high-minded and courteous usages of the Suffolk bar. It was mildly urged in reply that the docking of an entail was an attempt by mere legal technicality to rob the college of its just rights, and they who had done this could not complain if they were met by technalities in return.

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[7] The will stated that all the bequests to J. T. Bowdoin were made "under the hope and the expectation that he will return to and continue to be a citizen of the United States."

[8] Jeremiah Mason was a New Hampshire man.

"Not in Boston only was the proceeding censured. In Maine several of the most influential friends of the college regarded it as futile; and learned judges, themselves trustees, pronounced it all moonshine. To persist in the contest under such circumstances called for both faith and courage. It was not long before the agents and friends of Mr. Bowdoin entered with force the premises, demolished the structures and drove off the college tenant. As the sagacious counsellor for the college expected and hoped, there had been a forcible entry, a dispossession by violence and steps were taken for bringing the riotous actors before the proper tribunals, and for restitution of actual possession.

"In this stage of the business, the college received proffers for an amicable settlement. The vigorous warfare had brought the enemy to terms. From the first, the counsel for college had regarded it as eminently a case for compromise, though they were too prudent to say so aloud, even to their client. If the court should decide that Mr. Bowdoin was not an alien, the college would be cut off entirely. If his alienage were proved, the estate would go to the Commonwealth, and its disposition would be in the hands of the Legislature. It would indeed be strange if that body should not give it to the residuary legatee of James Bowdoin's will; still, it would bring into the question a new and disagreeable element with all the uncertainties that belong to political action and intrigue. An arrangement was accordingly made: the college consented to relinquish its claim on receiving three-tenths of the entire property; sale of the property was immediately made and $31,696.69 were added to the college fund.

"In this short record of a transaction so important to our poor college, I have been compelled to omit much that was curious in itself, and much that was singularly characteristic of the prominent actors. In addition to the distinguished men already mentioned, the college was favored through the whole affair with the faithful and filial services of Mr. Peleg W. Chandler, and with the able advice of Simon

Greenleaf and Benjamin R. Curtis.[9] Above all, the efforts of President Woods, whether in collecting information, in exploring the intricate problems of contingent remainders, in urging to action the timid and disheartened, or in consultations with those great masters of the law, were efficient, untiring, and invaluable."

The money received from the Bowdoin estate, while very useful, was by no means enough to extricate the college from its difficulties. The financial situation was indeed alarming. The state grant had expired in 1831 and Judge Story's decision had put an end to all hope of its renewal. Four years later came the panic of 1837. Over eighty thousand dollars of the college endowment of about one hundred thousand was in bank stock. Some of the banks failed, nearly all the others suspended the payment of dividends, and the college was obliged to incur burdensome debts to obtain money for current expenses. Professor Little is of the opinion that, "It is hardly an exaggeration to say that half of Bowdoin's income-producing property was lost during this financial depression." In 1841 the Trustees voted that the annual expenses of the college were a thousand dollars more than its receipts, and that there appeared to be no likelihood of an improvement in this respect. They, therefore, appointed a retrenchment committee to consider the possibility of the reduction of expenses, particularly of the salaries of the Professors, and whether part of the instruction might be given by tutors, and, if this were the case, what Professor could be spared with the least injury to the college. The Trustees, however, wished to nourish as well as to amputate the patient; and they voted that the Faculty be requested to prepare an appeal for aid addressed to the alumni, the wealthy, and the friends of sound learning generally, and to solicit help from such persons during the winter vacation. Accordingly a circular letter was drawn up and the President and three of the Professors visited the chief towns of the state. In the spring Hon. S. P. Benson of the class of 1825, a well-known and popular citizen of Maine, was appointed soliciting agent, with a commission of five per cent on all sums which he might obtain. "But," says Professor Packard, "the result of these efforts was so meagre that the project was abandoned."

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[9] Mr. Curtis was later a judge of the United States Supreme Court.

Sectarian feeling was very strong in Maine, the colleges of that day were usually denominational, but at Bowdoin, while the majority of the Overseers was Congregationalist, that of the Trustees was Episcopalian and Unitarian. Most of the men who were asked for money were Congregationalists, and they refused aid on the ground that they had no guarantee as to the future denominational position of the college. It was proposed that such security be offered by formal vote of the Boards. But before the resolution was introduced its friends consulted George Evans, an Overseer, and one of the best lawyers in the State. He feared that as the charter said nothing about a special church affiliation the Boards had no power to create one; but he suggested that the members join in a declaration as individuals, and a declaration was issued. It stated that Bowdoin was a Congregationalist college, that there was no purpose or wish to make any change in this particular, and that the Boards and Academic Faculty[10] "should be composed of those who are competent and willing to perform their respective duties in a manner not to impair or restrain, or in any degree conflict with the moral and religious instruction which is designed to be given in the college in harmony with its denominational character as herein defined."

Eleven of the fourteen Trustees and thirty-three of the forty-one Overseers affixed their names to the pronunciamento.

The surprisingly large number of signatures was due to the fact that some of the non-denominationalists, including Robert H. Gardiner, waived their personal opinions because of the college's desperate financial condition. Armed with the certificate of orthodoxy Professor Upham went forth and returned in triumph with subscriptions amounting to nearly $70,000.00, chiefly obtained from the Congregationalists of Maine and Massachusetts. The Declaration had been intended not only as a pledge on which to obtain money but as a treaty of peace between the two factions into which the Boards and the friends of the college were divided. But war quickly broke out over the meaning of the treaty and was waged more fiercely than ever. The ultra-orthodox party held that the Declaration promised in spirit if not in letter that the majority of the members of the Boards should be Congregationalists. The liberals, including some who had signed the Declaration, maintained that it only required that the President and the Theological Professor should be Congregationalists; and especially that it did not limit the Trustees in the choice of their own members. The moderates controlled the Trustees, the ultras the Overseers. The Overseers filled their own vacancies, but the Trustees could merely nominate members of their body; in this as in other matters before their votes could take effect the Overseers must concur. The Trustees nominated non-Congregationalists, the Overseers used their veto power, and, as Mr. Cleaveland says in his history, "If matters were to go on so, much longer, nothing could save that venerable body [the Trustees] from gradual extinction under the ever-tightening embrace of this overseeing anaconda." Letters from the correspondence of Charles S. Daveis, preserved in the college library, show that the liberals felt themselves most unfairly treated. Ebenezer Everett resigned the position of Secretary of the Trustees, which he had held for many years, and considered resigning his place as Trustee, but decided not to do so. His resignation of the secretaryship had produced a certain reaction, he wished to support President Woods, and also desired to remain on the Boards until the graduation of his son, a member of the class of 1850. In 1858 Robert H. Gardiner sent his resignation to the President for presentation to the Boards. He wrote to Mr. Daveis: "I always determined to resign my seat at the Board of Trustees whenever the college should pass into the hands of narrow-minded people and become a sectarian college. That I think has taken place. The substitution of Fiske for Everett [as Secretary of the Trustees] and the probable resignation of Mr. Williams will doubtless cause the vacancies to be filled up by persons who will harmonize with the Overseers who seem to have the power of paralyzing the action of the very few liberal men that they have in their board. I therefore sent to the President my resignation to be presented to the board at their next meeting. I have received an answer from the Prest. in which he says, 'So far as it is considered as final in regard to your connection with the board it is also with regard to me' . . . Doubtless when they have a decided majority and can act out their will, they will make the president's situation as uncomfortable as possible in order to force him to resign. The first act will be to require him to reside near the college. I should think it a great misfortune to the college if he were to leave. I would not have resigned if we could have retained force enough to sustain the President." Mr. Gardiner's resignation was not submitted, and he acquiesced; but, though willing to make concessions, he was not ready to yield absolutely.

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[10] The Medical Faculty was wisely spared the imposition of denominational fetters.

In 1858 he wrote to Daveis that he was willing that a seat in the Trustees left vacant by the death of a Congregational minister of rather old-fashioned views should be filled by the election of a moderate Congregationalist, but that the next vacancy must be supplied by a non-Congregationalist. He said that he did not ask for the election of one of his own church, that he was willing that the new Trustee should be a Unitarian or a Methodist, which certainly gave wide liberty of choice. In 1859 he wrote: "The President is quite encouraged by what has been said to him by Judge Shepley and Mr. Bradbury of the over-bearing spirit of some of their ecclesiastical friends; but till I see them willing to vote for a trustee of a liberal spirit, which I do not expect, their dissatisfaction with some of their associates will be of no practical importance. I intend to go to Augusta next week and meet Evans and Williams and talk the matter over. I should like to make a list of say six gentlemen of high standing in the community, neither of whom should be an orthodox Congregationalist, and send down their names in succession, and if the overseers rejected them all then resign in a body. What say you to this?"

No such drastic measures were tried; but in 1860 President Woods submitted Mr. Gardiner's resignation, the liberals making what might be called a surrender on terms. The President explained his action in a letter to Daveis. He said that at the annual meeting of the Trustees Judge Shepley, "who appears as prime minister," had in explicit terms declared that his object was only to get such a majority as would secure the denominational character of the College, and then to return and keep supplied a strong and efficient minority from other denominations. Judge Weston stated that it was unlikely that the older members such as Gardiner, Daveis and himself[11] would be able to attend meetings constantly, and that this would render it very difficult to obtain the legal quorum of nine. Under these circumstances President Woods decided to present Gardiner's resignation, which was accepted in a resolution complimenting his services.

A successful attempt was also made to apply a theological test in the choice of professors. In 1853 the Boards showed their liberality by electing a Unitarian, C. C. Everett, Tutor, and two years later Professor of Modern Languages; but in 1857, when the Trustees reëlected him for three years, the Overseers vetoed the choice and also non-concurred in his election, first for two years, and then for one.

President Woods had met with defeat, though not an absolutely decisive one, in his fight against denominationalism; but he was justified by time. Politically he was also on the losing side. Cultured, high-minded, averse to violent measures, he would not declare war on slavery, and when war which he so hated seemed at hand, he would have let the erring sisters depart in peace. In its earlier days the college had been opposed to the party in power and even to war in which the country was engaged. At the beginning of the century Bowdoin had been Federalist and during the war of 1812 President Appleton was said to have visited Castine when held by the British and was called on to explain what he did there. Later the college took a neutral stand. Reference has already been made to the forbidding a student to declaim an extract from Webster's Reply to Hayne. In 1840 some of the students formed a Tippecanoe Club and proposed to march under a Harrison banner in a Whig parade at Portland. But Maine was Democratic, the prudent Faculty interfered, the banner was presented to another organization and the students who marched did so as citizens of Brunswick.

In 1852 a number of the students formed a "Granite Club" to further the election of Franklin Pierce as President. They arranged a great rally at Augusta, with speakers of national reputation, but the meeting was opened by a speech from a Bowdoin junior, Melville Weston Fuller, nephew of a prominent Democratic politician, Benjamin Apthorp Gould, or as he was frequently called, "Bag" Fuller. Many persons, however, considered the action of the students decidedly improper. The Visiting Committee said in its annual report: "Your committee regret to learn the existence of political clubs in college. Party spirit and party faction tho necessary concomitants of free institutions are still acknowledged to be great evils and however unavoidable in real life when immense patronage is in the command of persons elected for short periods by universal suffrage, yet, as they engender variance and ill will and seriously interfere with the appropriate duties of the college, they should be studiously kept from Academic shades, for the muses can never be found amid the din of party strife. The thanks of the college are due to Genl Pierce, one of the candidates, for his decided expression of disapprobation of their meetings although they were designed for his especial honor. Your committee trust that the college government will show their disapprobation of such meetings and hereafter take such early measures as may prevent their recurrence."

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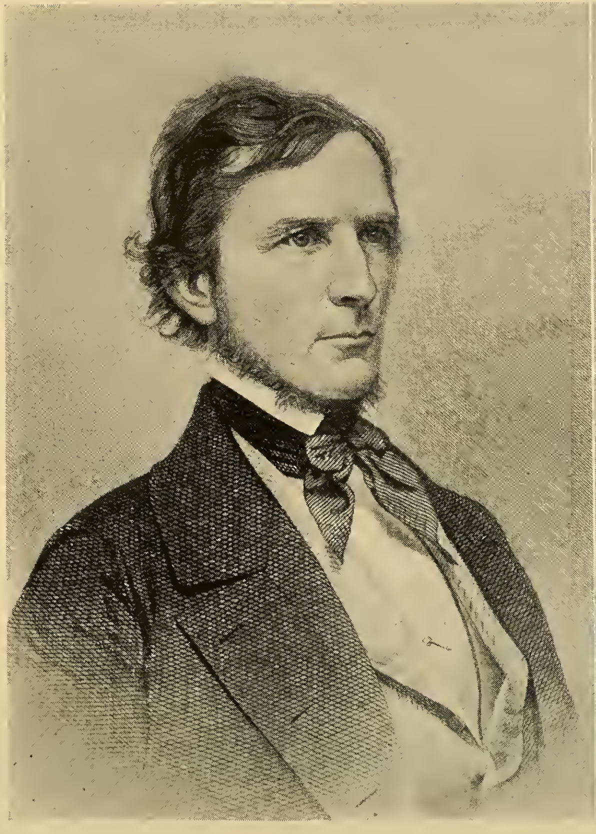
[11] Gardiner and Weston were each seventy-eight, and Daveis seventy-two years of age.

In 1860 three political clubs were formed. The membership indicates that one hundred and thirty-five of the students supported Lincoln, thirty Douglas, and seven Breckenridge. The students represented the younger element, the Boards the older, had the latter been polled, probably the conservatives would have made a better showing. Indeed, two years before, the Trustees and Overseers had acted in a manner that, a little later, would have been actually traitorous. They gave an LL.D. to Jefferson Davis. In 1858 Mr. Davis was suffering from ill health, many Southerners had summer residences in or near Portland and he visited the city in the hope of recovering his strength. He was cordially received, and, on his part, made Union-loving and fraternal speeches, although, to his credit be it said, he did not conceal his views on secession and slavery. Commencement occurred during his visit, and Mr. Davis attended. The Boards were in an embarrassing position. Mr. Davis was the Southern leader in the United States Senate, and his principles were diametrically opposed to those of the majority of the people of Maine; but when a man of his ability and prominence, from a distant state, was present at Commencement, it would have



William Pitt Fessenden

Thomas Brackett Reed

been almost a personal insult not to give him a degree. The Boards did so, but showed that when speaking officially they knew no politics, by also giving an LL.D. to the anti-slavery and Republican Senator, William Pitt Fessenden. Later, the honor conferred on Davis brought embarrassment and mortification to Bowdoin. The *Bugle* of July, 1861, indeed, treated the matter as a joke. It said of the Bowdoin men in the army: "If they hear of a stray LL.D. in their Southern rambles, it will devolve upon them, as sons of our beloved institution, to speedily secure him, and send him to Maine,—Bowdoin has a little account to settle with him." Others took the matter more seriously. In an encounter of the Bowdoin *Orient* with the Bates *Student*, the latter twitted Bowdoin with having given a degree to the *Hon.* Jefferson Davis and suggested that Bowdoin replenish her treasury by applying to her "Doctor" for a donation of Confederate postage stamps. In the seventies there was some likelihood of Bowdoin seeking financial assistance from the state. The Bangor *Whig & Courier*, which was strongly Republican and anti-Southern, declared with much vehemence that no aid ought to be given unless the degree were withdrawn. It is said that the Boards did, at one time, consider such action, but decided that when the degree was conferred Mr. Davis was a fitting man to receive it and that his later conduct had no bearing on the matter, a doctorate was given for life.

When the war came Bowdoin men rallied to the flag. Several of the Seniors enlisted, and one, the orator of the class, George E. Keniston of Boothbay, was wounded and captured at Bull Run, and spent Commencement day in a rebel prison. But the immediate effect of the war on the college was not as great as was that of the World War. In 1861 Professor Upham reported an increased interest in the subject of International Law, and Professor Packard, while commending his classes for general attention to their work, said that the excitement caused by recent events had somewhat interfered with the preparation for the final examination. President Woods, in his report for 1862, said: "The disturbed state of the country during the past year, while not without its influence, has been less disastrous to the interests of the college than might have been feared. The proportion of those who have left their studies here, to devote themselves to the military service of the country is less than in many of our colleges." Such a statement is not pleasant reading for a Bowdoin man, but perhaps the pacifist president is not a wholly reliable authority on this subject. At least the sons of Bowdoin, as a whole, did their full duty. Two hundred and ninety of them were in the Union service during the war, more, in proportion to the number of graduates and undergraduates, than from any other college in the land.

No attempt will be made to narrate their achievements. This book is a history of the college, not of its alumni. Here, Bowdoin and the Civil War means the effect of the Civil War on the life of the students, and for this subject the material is extremely scanty. The *Bugle* of November, 1861, describes conditions at the college and it is believed that the soldiers of the World War will recognize the picture. The *Bugle* says: "Already have the demands of the time badly broken in upon the quiet routine of Student life, and our classmates are one by one doffing the mantle and girding on the sword, as they go forth to mingle in the great conflict. Nor is the thinning of our ranks the only effect the war is having upon us.

"The ties which bind us to college scenes are becoming weaker day by day as we grow more and more familiar with the idea of leaving them. As the memories of his classmates already in the field rise before him, the student almost unconsciously finds himself dreaming of 'doughty feats of arms,' and deeds of high emprise and a feeling of unrest gradually creeps over him — a distaste for the monotonous round of daily study, for Greek roots and mathematical formulas — a longing for a life of novelty and adventure — and above all the earnest desire to bear some part in the great struggle for all that he has been taught to love and revere."

The war furnished material for eloquence at student "exhibitions" and at Commencement dinners. At the exhibition of April, 1862, two of the parts dealt directly with the events of the day and an allusion to "Honest Abe" in an oration on Warren Hastings brought down the house. The graduating ode of the class contained the verse:

Mourn we those whose work is done
Falling ere the race be run,
Sinking ere the goal was won,
Ours in memory.

The Brunswick *Telegraph* stated that at the Commencement dinner "The speeches all took a war turn as was to be expected . . . There was any amount of enthusiasm manifested by the large number present in the Hall."

The students showed their patriotism in other ways than words. On May 10, 1861, they organized a company, called the Bowdoin Guard, for practice in drill. The commander was Joseph Noble of Augusta, and among the sergeants were Samuel Fessenden, a son of the Senator, and Enoch Foster, later a judge of the Maine Supreme Court. The first instructor was a militia major, Dr. Cyrus King of Brunswick, a son of Governor King, but he was soon succeeded by Charles A. Curtis. Mr. Curtis was a Maine boy with many acquaintances at Bowdoin. He had hoped to enter the college but circumstances had caused him to go to the military college at Norwich, Vermont, where he was then a Senior. During the spring vacation he helped drill volunteers in the Kennebec valley and while doing so received an invitation to act as military instructor at Bowdoin and accepted the call on condition that he might attend Senior recitations and lectures. The students had no uniforms but they were furnished with guns and ammunition by the government, and except for one boyish prank, they showed themselves faithful in the discharge of their duties.[12]

On June 18, 1861, a second company, the Bowdoin Zouaves, was organized. It was commanded by Captain Upham, a Bath boy, and drilled by Thomas Worcester Hyde, also of Bath, for whom the Athletic Building is named. Mr. Hyde entered Bowdoin with the class of '61, but at the close of his Junior year he was induced by Hon. J. Young Scamman of Chicago, a former Bath man, to become one of the three members of the first Senior class at Chicago University. Mr. Hyde was an ardent Republican and when Elmer

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[12] See some recollections by Mr. Curtis in Minot and Snow's *Tales of Bowdoin*, pp. 261-272.

E. Ellsworth, the commander of the highly trained Fire Zouaves, raised a Zouave regiment Hyde enlisted with them as a private. But when his company failed to be sent to the front with the first detachment, he enlisted in the Yates Phalanx, which was to be commanded by Owen Lovejoy, a native of Maine. But now Maine made a stronger call. The future General Hyde, in his very interesting little book, *Following the Greek Cross,*[13] thus explains and describes his transition from west to east: ". . . hearing of the departure of the 3rd Maine which contained two Bath companies and many of my friends and schoolmates to the seat of war, and as the college authorities permitted me to take my degree, I concluded not to wait for Commencement, but to go home and join some Maine regiment.

"On arriving home . . . I found a lull in the war fever, and a general opinion that it was to be a short affair. After some weeks at Bowdoin College, where I taught the students the Zouave drill and directed as skirmishers many future generals and colonels down Maine St. to capture the Topsham bridge, I went home for the last vacation, sadly feeling that my chance would never come."

In July Bowdoin closed for a short vacation; Curtis and Hyde both went to the front, and apparently when the college opened military drill was not resumed, but the *Bugle* of July, 1862, announced that "the military spirit continues to rage with us, and the Bowdoin Guards arousing from their slumber of the winter months have sprung to their arms with renewed vigor." The company consisted of seventy-five men and was commanded by C. P. Mattocks.

It is a characteristic of young men, particularly college men, to laugh in public at what in their hearts they respect; and the *Bugle* of July, 1862, paid its compliments to the Bowdoin Home Guard in true *Bugle* fashion. It said: "The promptitude with which the most difficult maneuvers are performed, especially the 'march in retreat,' the alacrity and precision with which they 'break ranks,' and their unapproachable style of executing the newly introduced movement of the '*Skeedaddle,*' cannot be too highly praised."

Then, changing this mockery to a seriousness befitting the subject, the editor continued: "Our space will not let us give a detailed account of the past history of the Guards but let it suffice that unlike most Home Guards, they have sent a large proportion of their numbers into actual service, every one of whom has distinguished himself by his soldierly bearing. It will be one of the proudest memories of our life that we were a private in their ranks."

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[13] The Greek Cross was the badge of the Sixth Corps, in which General Hyde served.

The graduation of the class of 1862 gave another and fatal blow to military training at Bowdoin, and as the war became an accustomed thing it may be that the students gave more thought to their academic duties. The Visiting Committee of 1863 reported that the year would compare favorably with others in respect to the diligence and progress of the undergraduates, but they added: "The calls of the country, and the agitations of the times, have had the effect to diminish the number of the students very sensibly.

"Many, there is reason to believe, have been prevented from entering and some have left the College during the year for the patriotic purpose of 'sustaining the Constitution and the Union, and preserving a government of laws' . . ."[14]

The Committee said that two years previously there were one hundred and forty-four students in the college, that the number had fallen to one hundred and twenty-eight and that "The same causes are still in operation, and these, with the erection of the Seminary at Lewiston into a college, will most probably reduce the number of students to a hundred."

For two years longer the drain continued, then it was at least checked by the triumphant close of the great contest, which is thus noted in the Faculty Records: "This Exhibition [that of the spring of 1865, the speakers at which had been duly appointed] was omitted, the College Term having been brought to a close a week before the usual time, by the NEWS [written in large letters] of the day." Then follows in a different hand "the News being of the surrender of Gen. Lee."

The Commencement of 1865 was made memorable by a reception to the sons of Bowdoin who had taken part in the war and by the presence of General Grant. The Boards appropriated seventy-five dollars for lighting and decorating the Congregationalist church where the exercises and the reception were held. The manner in which this was done called forth the highest praise. The *Telegraph* said: "It was the universal remark that the Congregational church was never so elegantly and tastefully decorated before. This certainly is our opinion. The display of bunting may not have been so elaborate or so profuse as upon some previous years, this was an improvement, for there was nothing gaudy, nothing offensive, nothing even in questionable taste. Flags, bunting, and red, white and blue streamers formed the decorations. At Commencement day the figures 65 were hung suspended over the pulpit and over the clock was hung a shield wreathed in mourning with the names of three members of the class who had been killed or had died in service inscribed on it."

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[14] This vigorous endorsement of the war was written by a Democrat, ex-Senator J. W. Bradbury, of the class of 1825. The Chairmen of the Committee of 1861 and 1862 had not clearly approved the war, in their reports.

At the Commencement exercises, when the undergraduate speaking had been concluded, word was brought of the arrival of the train from Portland bearing General Grant and party; and graduates and undergraduates marched to the station to welcome him and escort him to the church. Both at the station and the church the General was received with the greatest enthusiasm and the applause again broke forth when President Woods announced that the Boards had conferred the degree of LL.D. on Ulysses S. Grant.

At the conclusion of the exercises the alumni adjourned to the dining hall and "addressed themselves to probably the meanest repast ever placed before festive mortals, and the Alumni were the more chagrined at this because General Grant, Senator Wilson and other distinguished personages were present."

After the scanty fare was disposed of the usual hymn was sung and Rev. Dr. Harris returned thanks.

General Chamberlain responded briefly to an enthusiastic call. He said: "I have tried to get Gen. Grant to speak, but he says 'no,' and when he says that word he means it. Lee knows it means something." [Here Gen. Grant, amid cheers, parenthetically said: "I continue to fight it out on that line." One of his few speeches, of which we are happy to get a verbatim report.]

Hon. Peleg W. Chandler gave President Woods a touch on his single blessedness, and called on the college to wipe off Jeff Davis and his LL.D. from the college record and suggested if a certain event should take place Jeff's LL.D. would be ludicrous,[15] adding that a sufficient reason for such erasure might be found in the fact that Davis had lately changed his sex. [Referring to Davis being captured in his wife's waterproof and a shawl. The northern press gave exaggerated reports of what Davis was wearing and the facts and circumstances of his unfortunate attire are still matters of dispute.] General Grant unlocked his stern features and let in a smile, nay a broad grin, during Mr. Chandler's humorous remarks. The General seemed much entertained during the dinner speeches.

"At eight o'clock Wednesday evening the Congregational Church was again crammed to welcome the sons of Bowdoin who have been in the War, and large numbers of the bronzed heroes were on the platform, and more would have been there had not all pervading crinoline reached even the seats on the stage set apart for them."

The suppression of the rebellion made the anti-coercionists more unpopular than ever in Maine; President Woods feared that for this reason he might be less successful in the fight against a denominationalization of Bowdoin, than would another President, whose "patriotism" could not be impugned. He had, moreover, nearly reached the age at which he had intended to resign, there were indications that his health required him to avoid constant mental strain, and in 1866 he offered his resignation to the Boards. It was accepted with high praise of his work as President. Part of this was mere conventionality, but Professor Little says, in his *Historical Sketch*, that the sharpest critics of the President's actions "more frequently of his inaction — willingly paid him their heartiest respects as a cultured gentleman and a profound scholar." The *Bugle* quoted the resolutions of the Boards, and said that "the President took with him the respect and good wishes of the students," and at the Commencement dinner, "the alumni greeted with hearty applause the announcement that Bowdoin had conferred on Leonard Woods the degree of LL.D." The ex-President's own bearing, in his retirement, was most admirable. He attended college functions, and not only refrained from criticising his successors and their associates, but, though naturally averse to controversy, defended them when they were attacked.

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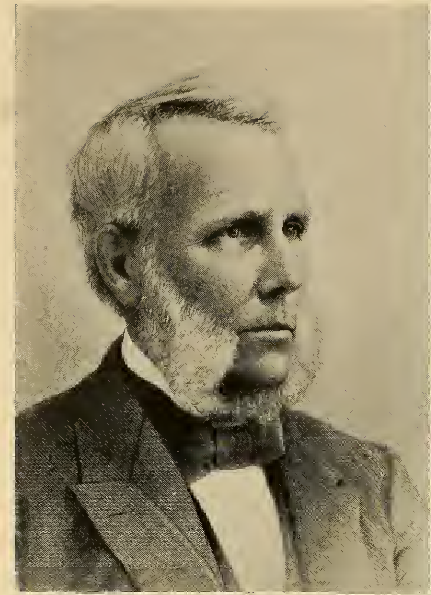
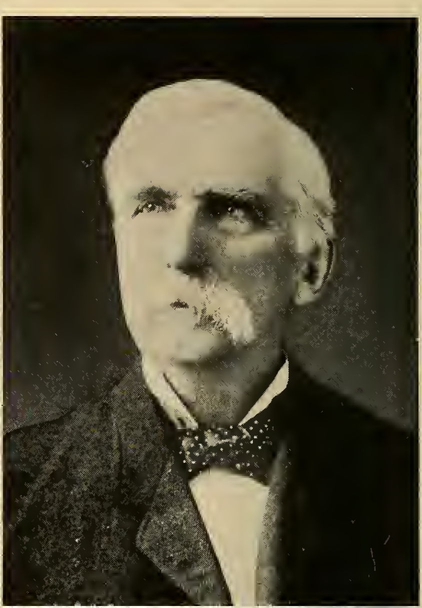
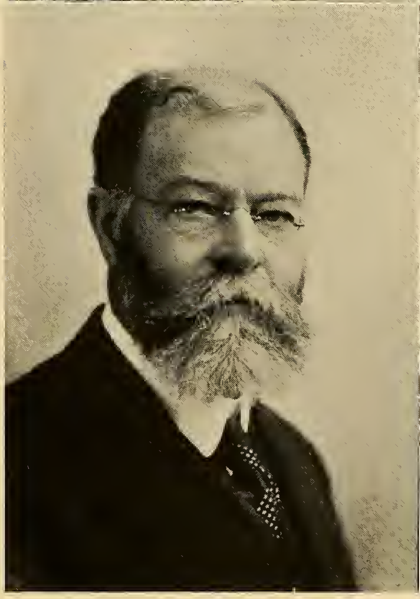
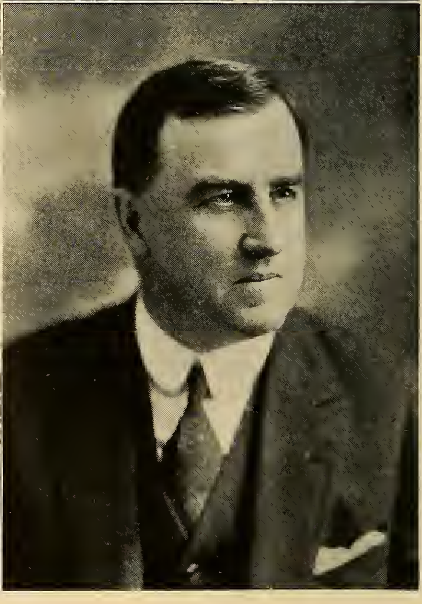
[15] Another account states that Mr. Chandler said that the LL.D. would signify Long Let him Dangle.

Dr. Woods, from his first coming to Maine, had been much interested in the history of the state; and in 1867 he went to Europe with a commission from the governor making him its agent for collecting historical material. He had, also, recommendations from the Department of State and from eminent American historians. He found various manuscripts and forgotten books and pamphlets, "but his great discovery was that of Hakluyt's *Discourse on Western Planting*, the manuscript of which had been lost to the world for three hundred years, until discovered by the rare address and persistent efforts of Dr. Woods, in a private collection, and of which he was fortunate enough to secure a copy." He returned with this and other papers, had begun to publish them and was preparing a life of his father and an account of Andover Seminary when a fire in the house in Brunswick where he made his home destroyed most of his library and manuscripts. Fortunately the "Hakluyt" was elsewhere. Dr. Woods had always lived much in the past, now at the age of sixty-seven the material connection with his own past was almost wholly broken, the books and papers by means of which he hoped to spend the evening of his life in a happy and useful manner, and leave to the world evidence that he had not been unmindful of the duty of the scholar and the artist in words, to produce, were swept away in an instant. The blow was more than he could bear. In 1875 he was stricken with paralysis, other shocks followed and on December 24, 1878, he died. The Bowdoin Faculty passed highly complimentary resolutions in his honor and on July 9, 1879, Charles Carrol Everett delivered before a joint meeting of the Bowdoin Alumni and the Maine Historical Society an address on Leonard Woods, in which he gave a full account of the life and an able and accurate analysis of the character and work of the great President, who achieved so much but, who perhaps, might have accomplished more.









President Harris
President Hyde

President Chamberlain
President Sills

CHAPTER V

THE ADMINISTRATIONS OF PRESIDENTS HARRIS AND CHAMBERLAIN

ON President Woods's resignation the Trustees elected as his successor, one of their own number, then present, Professor Samuel Harris, D.D., of the Bangor Theological Seminary. But he immediately declined the honor, and the vote was not sent to the Overseers. A joint committee was then appointed to endeavor to find some other gentleman with qualifications equal to those of Professor Harris. In November a special meeting of the Boards was held, and the committee reported that it had made careful inquiry, but that it could find no one who was available, who united the various qualities needed for the position, and who would be acceptable to the different sections of the alumni except Professor Harris. Dr. Harris was elected again and this time accepted the call.

Samuel Harris was born at East Machias on June 14, 1814. At the age of fifteen he entered Bowdoin with the class of 1833. In his Sophomore year he was "converted," and thenceforth took an active part in the religious life of the college. After graduation he taught two years, went through Andover Seminary, preached for ten years at Conway, Massachusetts, and for four years at Pittsfield in the same state. In 1855 he was appointed Professor of Systematic Theology in Bangor Theological Seminary, and discharged the duties of that position with eminent success until his call to Bowdoin. In most respects the new President was remarkably well qualified for his office. Writing of Dr. Harris, after the conclusion of his short Presidency, Professor Packard said: "Of singular simplicity and sincerity of character and manners, with entire absence of the arts of vanity and self-assertion, he is distinguished for broad culture and wide range of thought, and for the clearness, power and frequent beauty of his writings. He has admirable power of illustration, possesses uncommon excellence in extemporaneous speech, a gift which he was led to cultivate at an early period of his ministry in consequence of weakness of the eyes, his efforts in this way being as marked by thorough discussion and depth of thought as in any of his more formal written discourses."

Dr. Harris had made it a condition of his acceptance of the call to Bowdoin that he be allowed to remain at Bangor a few months, but in May, 1867, he came to Brunswick and began his work, and at the ensuing Commencement he was formally inducted into office.

The new President took for the subject of his inaugural address the needs and the functions of a college. In eloquent language he proclaimed its chief mission to be the broadening and training of the mind, and, with this but subordinate to it, the imparting of knowledge. With much force, and beauty of phrase, he controverted the arguments of those who would supplant the college by the professional, or by the industrial, school. Like his predecessor, twenty-eight years before, he discussed the ever-recurring question of the place of science in a college of liberal arts. More broad-minded, in this respect, than President Woods, he acknowledged the right of science to fuller recognition; but he did this, chiefly, on the very principles which justified the existence of colleges of the older type. Frankly, and with a certain irony, he repelled the claims of science to dominate and even monopolize the curriculum; and pointed out that the reasoning of the scientists of the day was, often, most unscientific.

To some enthusiasts the President's views of the true objects and aims of a college education may have seemed deplorably old-fashioned, but even they must have acknowledged that, in his methods, he was modern and liberal. Dr. Harris had been chosen Professor of Mental and Moral Philosophy, as well as President; and in his report of 1870 he described his manner of conducting a recitation, and his conception of its purpose, and showed that he had emancipated himself from the bondage of the old custom which degraded a professor into a ranking machine. He said: "The instructor in this department does not consider the great object of a recitation to find out what a student knows, but in addition to that, to bring out the great subject of the lesson, to master the whole topic, to add information and illustration, and to draw the students out and train through investigation and clear and self-reliant thinking. To this end he encourages the asking of questions by any member of the class on any point which may at the moment be up, and makes every recitation quite as much an impartation of knowledge, guidance and quickening to the class, as an ascertaining of what they know. When any topic needs it, he occupies a whole hour with a lecture; and in some cases, when the treatment of a topic in the text book is not satisfactory, throws the text book aside and treats an entire topic by lectures, and daily examinations thereon."

President Harris was no extremist, either in education or theology, but a fine example of the conservative liberal. If his conservatism was ever carried to excess, it was in matters of discipline. He had been a college friend of Cyrus Hamlin, he was a man of scholarly and refined taste, and he could not regard hazing as an ebullition of youthful spirits, unfortunate but not unpardonable. To him it was sheer illegality and outrage, and he was determined to put it down. But the times were not propitious. Edward C. Plummer, of the class of 1887, says in his contribution to Minot and Snow's *Tales of Bowdoin*: "The present Faculty of Bowdoin will cautiously admit, what some of their former associates have at times so emphatically stated, that the late 'sixties and early 'seventies were years which brought to this famous institution the most nerve-trying students that ever sought intellectual development in the quiet town of Brunswick." But when President Harris was inaugurated conditions appeared to be reasonably satisfactory. The Visiting Committee reported, on the authority of the Faculty, that "The disreputable and unmanly practice of hazing Freshmen has been checked and it is believed that it will not again be revived." President Harris had less faith, though abundance of resolution. Time proved him right. In the following autumn the Sophomores renewed the "unmanly practice," and seventeen of them were suspended, but with a promise of pardon to all who would come to the President and pledge their word of honor to entirely abstain from hazing in the future. The two upper classes passed strong resolutions against hazing, and, one by one, the guilty Sophomores made the required submission. The President told the Visiting Committee that hazing had received its death blow, or that, if it should again occur, it could be dealt with. It occurred in 1870 when Phi Chi,[1] a Sophomore hazing society, assisted by Juniors, stormed a room where the stronger members of the Freshman class had assembled to protect two of their number. Clubs were freely used, several men were knocked senseless, the cry arose that one of them was killed and the fight stopped. But later in the night one at least of the Freshmen originally sought was taken out and pumped. Many expulsions and suspensions followed, and among the victims of Faculty wrath was E. P. Mitchell, '71, co-founder of the *Orient*, author of the hazing song, Phi Chi, and in after years editor of the *New York Sun*. Mr. Mitchell says in his *Autobiography of a Journalist* that at the time of his suspension he was so overwhelmed with shame, that suicide seemed the only way of escape.

There was much bitterness of feeling among those who had been expelled, but the college authorities stood firm. The Visiting Committee reported that it had carefully investigated the affair, but that none of those who had been punished, or any of their friends, "sought any communication with the Committee." After obtaining all the information possible the Committee approved the action of the Faculty, who, they said, had tried persuasion first, and when discipline was necessary had administered it with wisdom. In the opinion of the Committee forbearance on the part of the college Faculty encouraged hazing by giving a hope of escape from punishment. The Committee acknowledged that, "when penalties are inflicted for an offense perpetrated in secret by a number of persons, it almost always happens that some as guilty as any, escape detection;" but it added:

"Generally, however, such as do not escape have the power, if they will, to show they are not guilty above others. If, whether generously or servilely, they refuse to do this, and if, while suffering beyond others guilty as themselves, they are not suffering at all, what full justice would require, let them not complain of the discipline. Nor, if they do complain should there be affright or despondence [upon the part of the authorities]."

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[1] Many years later the leader of the Sophomores, when running for Mayor of Malden, Massachusetts, had his suspension brought up against him. He appealed to the Faculty; one of them stated that the affair was merely a college escapade, and the ex-Phi Chi man won the election.

It should be remembered, however, that hazing may not be wholly the fault of the Sophomores. The Freshmen are at times extremely cocky, and even resort to deliberately provocative measures; and sometimes they have been punished by the Faculty for their conduct. The Faculty Records of October 1, 1866, have this entry: "The Freshman class having without provocation by the Sophomores held the carnival entertainment known as the 'Peanut Drunk,' which is understood to be a challenge to the Sophomores, and which offers opportunity, and provocation for disorderly conduct, tending also to perpetuate the custom of 'hazing,' the Presiding officer[2] informed the Freshman class that no leaves of absence would be granted the class until the affair had been properly noticed. This action was afterward confirmed by the Government."

F. W. Hawthorne, whose alleged un-Freshmanlike conduct caused the affair of 1870 was disciplined by the Faculty for making and burning the effigy of a Sophomore.

Dr. Harris served as President of Bowdoin for only four years. The executive duties of the office made heavy demands on his time and strength; Bowdoin needed a President who was not only a ripe scholar but a successful beggar, and Dr. Harris doubted his own abilities in this line. In 1871 Yale offered him a professorship in Systematic Theology, a position particularly suited to his taste and talents and the President accepted the call. He occupied the chair for twenty-four years and then resigned. He lived four years longer, dying on June 25, 1899, just after reaching his eighty-fifth birthday.

After accepting the resignation of President Harris the Trustees at once and unanimously chose as his successor one of their own number, ex-Professor and ex-Governor Chamberlain, who was then presiding over a meeting of the Alumni Association. The Overseers promptly ratified the choice, a committee then publicly reported the election to General Chamberlain and the announcement was received with applause.

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[2] Professor Chamberlain had been chosen to perform the executive duties of the presidency, there being a vacancy in that office.

Joshua Lawrence Chamberlain was born on September 8, 1828, at Brewer, Maine. President Hyde said in an address delivered shortly after his predecessor's death: "General Chamberlain was the son of an Anglo-Saxon soldier-father and a mother with French blood in her veins and the Huguenot faith in her heart. His nature was a happy union of English strength and French grace, of military valor and Christian idealism, traits which came out in each of the three great careers he drove abreast — scholar, statesman and soldier. His education was divided between these two tendencies. At fourteen his soldier-father, ambitious to make a soldier of his son, sent him to a military school. At twenty-four, after graduating from Bowdoin, his mother drew him to Bangor Seminary, where he spent three years in preparation for the Christian ministry." But instead of preaching he returned to Bowdoin where he was highly successful as a teacher. In 1862 he entered the United States Army. He rose from the rank of Lieutenant Colonel to Brevet Major General and the command of a division. He highly distinguished himself at Gettysburg and Petersburg, was promoted, not simply recommended for promotion, by General Grant; and did excellent work in the pursuit of Lee's army after the fall of Richmond and commanded the troops before whom it filed out and laid down its arms. In 1866 General Chamberlain was elected Governor of Maine and was reelected for three successive years. Although a hard fighting soldier, in politics, both state and national, he showed conservatism and moderation when many of the leaders of his party favored extreme measures.

In an able, eloquent and friendly delineation of his character President Hyde said:

"In all our words and deeds there are two elements; the element of fact given by the world outside, and the element of imagination contributed from the mind within. The great difference between men is in the proportion in which these two elements are combined. In most of us the element of outward fact predominates. We are plain, prosaic, giving back but a slightly altered reflection of the presented facts. We run little risk of error or inconsistency; but we do no great deeds, we win and deserve no fame. In the rare man, the hero and leader, the child of genius and the heir of fame, imagination colors fact with a light that never was on sea or land, and reflects it back transformed into words that cannot be forgotten, and deeds the world will not willingly let die. To the microscopic matter of fact critic of detail, much that such a man says and does seems exaggerated, disproportioned; and is mistaken for inconsistency or even insincerity. Whoever whether as patriot or Christian dares to plant his standard far in advance of present and sustained achievement, runs the risk of such misinterpretation. General Chamberlain never hauled down his flag to the low level of what he or any man could easily do or habitually be. In every great crisis his idealism not only held him true; but became a contagious inspiration to lesser men."

In his first annual report President Chamberlain, who was an optimistic, perhaps one might say a visionary man, gave a most encouraging account of the internal condition of the college. He had adopted modern methods of discipline, and apparently with success. He told the Boards that "In establishing my relations with the students I made them see and understand that I should deal with them as gentlemen, that I should hold a man's word of honor as better than foreign testimony, that I should allow neither spy nor suspicion to hold any place between me and them, and that I should not abandon my confidence in them until they were false to themselves. But where a man dealt untruthfully, I regarded him as rotten at heart and good for nothing.

"I have found little less than the most perfect frankness and honor among these young men throughout the year." But the next year there were disorders, and in the ensuing investigations the participants showed a decided lack of frankness and a distorted sense of honor. The Faculty records of 1873 state that Pingree, a Freshman, was assaulted as he was returning from a meeting of the Athenaean Society, and that various indignities were offered him. Finally, he was bound and left on the doorstep of Professor White's house. Four of the men engaged in the affair were discovered. All were dismissed from college; one for this offense and bad conduct on other occasions, three for the assault on Pingree and prevarication when examined concerning it. Two applied for an official certificate of dismissal in order that they might enter Dartmouth, and received, say the Faculty records, "*a paper stating the facts.*" (Italics in the original.)

Another case of discipline, though affecting only two students, seems to have caused greater difficulty. One evening Instructor Moore, the Tutor Moore of Phi Chi, and Tutor Moulton went to Appleton Hall to quell a disturbance which Sophomores were making, and had water thrown upon them when leaving the building.[3] Two Juniors, X and Y, confessed their guilt; X was dismissed, and Y, "who had prevaricated in his examination and afterward stated that it was his deliberate intention to give false testimony if necessary to shield others from discovery," was expelled. A little later the Faculty modified their action. They voted that as X's dismissal would not effect the object intended, and because of his frank and manly bearing after he was summoned before the Faculty, and as he had given a promise of future good behavior, he should be readmitted to Bowdoin. Great efforts were made in behalf of Y. His case was discussed at several meetings of the Faculty. His friends petitioned, and a committee of the Trustees advised a commutation of the sentence; but, say the Faculty records, "It was resolved to adhere to the original action. The case had become complicated by injudicious expression of opinion and improper attempts to influence the action of the Faculty." Later, on receiving a letter from an Overseer, who was presumably a relative of the culprit, the Faculty voted that they withdrew all objections to the young man's entering Dartmouth after the close of the Spring term.

The year 1874 was made noteworthy by the great "Drill Rebellion," the chief student rebellion in the history of Bowdoin. The Civil War, like the World War, and to a less degree others in which the United States has been engaged, caused a demand that its soldiers should have learned how to fight before the fighting began. Colleges were thought to be particularly suitable places for military exercises because their population consisted chiefly of men who were young and who, it was supposed, could train without interfering with their other occupations. Accordingly, the National government furnished arms and sent an officer as an instructor to colleges whose students had formed at least one military company of the required size. The fact that the President of Bowdoin was an experienced and distinguished soldier made training at that college peculiarly appropriate. On the other hand, American youth, like Americans in general, resent being ordered about and treated as inferiors, and the people as a whole have a strong dislike of militarism. These counteracting forces explain both the introduction and the failure of drill at Bowdoin.

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[3] Mr. Moulton told the author that the offense was really a trifling one, that in the dark he and Mr. Moore were not recognized.

President Chamberlain was a firm believer in students taking military exercises, though more for their effect on physique and character than because of the technical knowledge acquired. He, therefore, applied to the War Department to send an officer to Bowdoin. The Department not only consented but allowed General Chamberlain to make his own selection from the officers available. He chose Major Joseph P. Sanger, and in January, 1872, that gentleman arrived in Brunswick. A member of the class of 1875, writing a quarter of a century later, said of him: "He was a diminutive man physically, but mentally he was clear and strong and a finely equipped officer. The boys all liked him and he displayed great tact and kindness in his treatment of them. He carried himself splendidly, and when in full uniform one forgot that he was not a six-footer." Major Sanger drew up plans for drilling, which, with some modifications recommended by the President, were accepted by the Faculty and were carried out as far as practicable. The Seniors were excused from drill, partly because the college year was far advanced; partly because the cold and the deep snow prevented outdoor exercise, the available space under cover was limited, and it was not thought wise for the students to train in one body. On March 12 the Juniors began the recruit drill in the south wing of the chapel. Out of regard for previous arrangements it alternated with gymnasium work, and certain men who ranked as "experts" in the latter branch and were preparing for the annual exhibition were excused from military training.

The new experiment began most successfully. Major Sanger reported that "The Juniors adapted themselves readily to the drill, and their soldierly deportment under arms at this time is attributable as much to the manly sentiment which pervades this class as to my efforts in developing this spirit.

"As soon as the weather would permit the drill took place on the Campus, and May the 20th the Sophomore and Freshman classes were united, formed in squads and under instruction from the Junior class commenced the 'school of the soldier.' Some trouble was anticipated when this combination took place, as it was feared that the hereditary pride of the Sophomores would rebel at any venture which, even for one moment, placed them on the same footing with the less experienced Freshmen. I have great pleasure in reporting that there has been but one instance of insubordination in this respect, and that the young gentleman concerned has since made the most ample though entirely unsolicited apology for his misconduct."

On May 30 some of the Juniors and Sophomores began artillery drill, the state having lent to the college four of the cannon commonly called "Napoleons." On June 26 there was formed an infantry battalion of four companies made up of one hundred and eighty privates and non-commissioned officers and a proper proportion of commissioned officers. A uniform was worn like that in use at West Point, except for the omission of the dress hat, plume and sash.

The boys took very kindly at first to their new clothes and new work; and President Chamberlain told the Boards that the latter was "The kind of exercise particularly recommended by Plato, even in opposition to strictly athletic training as most suitable for young men." But there were many citizens of Maine who were not Platonists, and from the beginning there seems to have been opposition to the drill. Major Sanger, in his first report, evidently with the intention of meeting a criticism that Bowdoin was being turned into a military school, followed a description of the uniform with the statement that it would be worn only when the students were on duty. The *Orient* said that there was dissatisfaction among the Seniors because so much time was spent in military training and made the comment that this might seem somewhat reasonable when it was considered that the study of such books as Mahon's Outpost Duty had crowded mental and moral philosophy into two terms. The *Orient* said that it had been announced that the establishment of the military department was only an experiment, and expressed the hope that careful consideration would be given to the question whether it was advisable to make the drill a part of the course of Senior year. The students were encouraged in their opposition by outside influence, and they appear to have believed that they had the personal sympathy of members of the Boards and of the Faculty.

Major Sanger, however, maintained his position and he was firmly supported by the Visiting Committee, who entirely differed from the *Orient* in its opinion that Mars had encroached on territory belonging to Minerva. It is said that the drill was giving to the soldier-student a courteous, gentlemanly bearing, and fitting him "for active contact with the world and for performing efficiently his part in it." The Committee urged the Boards to determine on a policy and to vigorously support it; and they alleged that "foreign interference" had prevented the experiment of military drill from having a fair trial. The Boards made no change of importance and the students began to take matters into their own hands.

At the opening of the college year 1873-1874 an order was issued making the purchase of a uniform compulsory, which, apparently, it had not been before. The cost was less than that of the earlier uniform, only about five dollars and sixty cents, but the students were grievously offended. The *Orient* spoke most bitterly of the order and predicted that it would be "the beginning of the end."

A special meeting of the Boards was called for November 19, 1873, and shortly before the date fixed each Trustee and Overseer received the following letter:

Bowdoin College, Nov. 12, 1873.

Dear Sir:–

At the approaching meeting of the Boards of Trustees and Overseers, the students of Bowdoin will ask leave to present the following petition:

We, the undersigned, Students of Bowdoin College, would respectfully petition that the Military Department in this institution be abolished for the following reasons;

First. Injury to the institution from loss of students.
Second. Abundant facilities for more popular and profitable exercises.
Third. Expense incurred in purchasing otherwise useless equipment.
Fourth. Loss of a large proportion of time otherwise devoted to study.
Fifth. Its intense and growing unpopularity and other subordinate reasons.

This is signed by 126 out of the 133 persons to whom it was submitted — that is, by the three upper classes, with the exception of one senior, five juniors, and one sophomore.

They will also ask leave to send a committee to the meeting, with this petition, for the purpose of more fully explaining just what is meant by its several propositions, and to give the reasons which have led to this extraordinary step.

Our high respect to [*sic*] our military instructor, our belief that the Faculty, Trustees and Overseers have the best interests of Bowdoin at heart in this as in all other matters, and the supposition that previous knowledge of the petition will render them better prepared to discuss the subject, and to consider the earnest wishes of the petitioners, if so they shall choose to do, form our sole excuse for troubling you with this communication.

Very respectfully,

A. Y. Bradstreet
M. W. Davis } Com
C. B. Wheeler

At the session of the Boards a committee was appointed to meet the student committee and a friendly conference was held, but before any action could be taken the Boards adjourned. In January they met again but left the petition unnoticed. It was alleged that the students had acted insubordinately in addressing the Boards directly instead of through the Faculty, and some of the members of the Boards gave this supposed impropriety as their reason for not considering the petition, stating at the same time that they were opposed to the drill. The students replied that before they sent their November letter to the Boards they had been told by one of the Faculty that such a course would not be irregular. The undergraduates bitterly resented what they regarded as a refusal to even hear them. A little later the *Orient* said, "The men whom you have thus disdained will soon be those to whom you will look for assistance and encouragement, whom you will expect to be patrons of the college. We predict that the men now in college will hardly fulfill these expectations."

When drill began in the spring the opposition manifested itself in disorders. Insulting inscriptions directed against the drill and Major Sanger were written on the chapel walls, a Napoleon was dismounted and breech blocks were stolen.

Soon matters became more serious. "On May 19," say the Faculty records, "there was much shouting and profanity on dispersing from the Artillery Drill, on the part of the members of the Junior class." By order of Major Sanger, the captain of the battery gave notice at the next drill that, in future, such demonstrations would be punished as grave offenses. "Immediately on breaking ranks a murmur arose particularly emphasized by X, who said aloud, 'whoever does not keep his mouth shut about the drill now must understand that he is sitting on his coffin.' This murmur swelled into loud cheers or groans participated in by a group returning to Maine and Winthrop Halls." The Faculty acted promptly and vigorously and suspended the whole Junior class. Next day there was an investigation, six of the students admitted groaning, one of them was dismissed and the remainder were suspended until the close of the term. On Friday the suspension was removed. But the Juniors were determined on war.

On Thursday they had voted that they would never drill at Bowdoin again. Friday noon was the next hour for drill, if the weather were fair, but a rain storm prevented it from being held. The next drill was for the Sophomores and Freshmen at five. The Sophomores took a pledge like that of the Juniors. The Freshmen simply voted to cut the drill. When five o'clock came the Sophomores and Freshmen were massed in front of the chapel, but only two obeyed the command to fall in. At seven the Freshmen adopted the Sophomore pledge. That evening the Faculty sat in conclave till midnight, appointed two Professors a committee to investigate the rebellion, and adjourned until one-thirty Saturday noon. "The committee called several of the most prominent and reliable of the disaffected students before them and conversed with them freely and frankly with regard to their objections to the drill. The Faculty also appointed three professors to address the three lower classes, one professor for each class, and to endeavor to convince them that they were acting both improperly and under a misapprehension of the power of the Faculty, that only the governing Boards had authority to abolish the drill." But all efforts proved vain. The recalcitrant classes held a meeting in the chapel; each class reported that it was ready to stand its ground and entered into a compact to that effect. The Faculty, however, hoping that other counsels might prevail, resolved to postpone any decisive action until its regular meeting, Monday night. Noon of that day was the hour for the next drill, but rain again prevented its being held. Then the students, in order to make an issue, sent to the Faculty a written statement of their resolve not to drill. The next morning, feeling that they had gone too far, they presented a request, also in writing, for leave to withdraw the paper; but petitioned the Faculty to make the drill optional. This, however, did not mean a surrender; for the student who bore the second communication stated verbally that the determination not to drill was unchanged. The same morning, Tuesday, the Sophomores, at a college meeting, set their names to the following paper:

"We, the undersigned, members of the class of 76, all other honorable means having failed to release us from drill and believing that our rights as men are in this case paramount to our duties as students pledge in honor to the following, this paper becoming null and void if more than three members of the class refuse to sign.

"We refuse ever again to attend drill in this College.

"If one or more of the members of this class be subjected to college discipline in consequence of any results arising from this measure we pledge ourselves to consider our entire class subject to this same discipline and act accordingly."[4]

Similar documents were signed by the Juniors and Freshmen.

At noon the Juniors cut the drill. In the afternoon the Faculty called before them every man who had been irregularly absent from drill, asked each one if he would obey the college rules, and, on the refusal of the whole number to drill, sent them home. Most of the members of the band, which appears not to have been required to attend ordinary drills, and certain students who had been excused from doing so on account of poor physique, manifested their sympathy with the strikers by going home also and were subjected to the same discipline. President Chamberlain, by authority of the Faculty, at once dispatched a printed letter to the parents of the suspended students, giving notice that every one of them who failed to send a renewal of his matriculation pledge within ten days would be *ipso facto* expelled from Bowdoin. But the President added that all who submitted would receive at Commencement an honorable dismissal to another college if, in the meantime, their objections to the drill had not been removed. Steps were also taken to cut off all hopes of refuge for the students who might be expelled. Intercollegiate comity, and the maintenance of proper standards of conduct, forbid the admission by any college of students expelled from another; but there had been a report that Dartmouth would receive the Bowdoin exiles. President Chamberlain wrote to President Smith of Dartmouth asking him to state by telegram and letter if there was any truth in this rumor. President Smith replied that it was false, strongly approved the stand which General Chamberlain had taken, and said that the Bowdoin authorities should require submission to the college laws before considering any modification of them. His answer was at once made public.

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[4] The original, torn in two, was recently presented to the college library. The halves had been kept by two of the Sophomores.

The suspension at Bowdoin with threat of expulsion of practically three classes caused great excitement and attracted much attention from newspapers both within and without the state. The *Bangor Commercial*, then edited by Marcellus F. Emery, Bowdoin 1853, who had been a notorious and venomous Copperhead during the Civil War, was most bitter in its condemnation of the drill. It declared that at the last Commencement the alumni were disgusted by the sight of cannon and caissons on the campus, and intimated a belief that the President and Professors wished to hide their inferiority to their predecessors by substituting show for brains.

The *Portland Argus*, another leading Democratic paper, which had been somewhat pacifist during the Civil War, admitted that it was the duty of the Faculty to enforce the laws of the college but considered the rebellion a proof that the drill should go. It said: "The revolt of three whole classes . . . shows that something is radically wrong and needs to be reformed. It is not conceivable that such an unanimous disregard of a requirement could occur when that requirement was reasonable and wise. It betokens something so far out of the way that no time should be lost in righting it . . .

"The Trustees . . . should immediately see to it that the whole thing is promptly abolished. The peace and prosperity of the college plainly demand it, and there ought not to be a moment's hesitation on the subject."

But the general opinion of the press was that whether the requirement of military drill were wise or not, authority should be maintained. The *Boston Advertiser* was the special champion of law and order. It said: "There can be no honorable concession to the rebellious students until they submit themselves to the rules of the college. If the result should be the temporary closing up of the doors of the institution, it is better so than that it should be understood that the Faculty is only nominally the governing board, and that the students really have their own way." But, unlike many papers, the *Advertiser* seemed to favor not only the temporary maintenance of the drill, but its permanent retention in the curriculum. The *New York Commercial Advertiser* suggested that the students expel or suspend the Faculty and be done with it. The *Boston Transcript* thought the conduct of the students strange, called attention to the failure of Bowdoin to send a crew to the race at Saratoga that year, and expressed the opinion that "Physical training appears to be at a discount in Maine."

Letters appeared in the Maine papers condemning the students in the most scathing language.

One writer said that gymnastic training had long been a part of the curriculum, that, for the summer term, a military drill of one hour a day had been substituted, and that "it seemed to many of the friends of the college that a knowledge of military tactics might be quite as profitable to the young gentlemen as an emulous acquirement of the tricks of circus tumblers [a thrust at the spectacular feats performed in the gymnastic exhibitions].

"The peculiarity of this rebellion is the fact that it requires nothing which can be considered as even a mistaken adherence to any manly principle. College boys often combine to resist what they regard as the unjust punishment of a sturdy young fellow who will neither turn informer nor profess ignorance of the matters concerning which he is interrogated.

"In such a case the rebellion is a manifestation of respect for sterling qualities — for truthfulness and fidelity. But in this instance the motive is merely a desire for selfish ease. It is a rebellion against hard work. The drill of an hour a day is too severe a tax upon the muscles of the young men, and life upon such terms they think not worth having. This is the logic of their position, though we cannot believe that these picked youth, the flower of the State, are such Miss Nancies as they appear in this affair. They are misled and have put themselves in a false position, untrue to their manhood, and must certainly see, upon reflection, that self-respect requires a retraction of their hasty pledge, adopted in a public meeting, under the stimulus of excited oratory and the fear of standing out alone. A motion to reconsider is always in order."

Another letter preserved in the college "Clippings" is signed "Granny." The old lady said: "Let us hope the President and Faculty will not be too severe with the manly youth of Bowdoin. If the question had been that of compulsory attendance on the cheerful 6 A M prayers in the unwarmed old rickety wooden [Chapel] or on the lengthy afternoon Sunday services in the ancient meeting house, or the calculus, spherical shell and other pleasing diversions of thirty years ago, we confess that no mercy should be shown to such rebels. Generous and fiery youth loves or ought to love such exhilarating pleasures. But elderly men are too apt, in their own passionate fondness for military exercises, to forget how painful and repulsive the art of war is to the bashful and ingenuous youth whose proverbial fondness for retirement and study should not be rudely disturbed by duties so unsuited to their tender years." "Granny" admitted, however, that discipline ought to be maintained, and therefore proposed a compromise: half the rebels were to be expelled and the other half pardoned, both drill and gymnastic exercises were to be abolished, and Bowdoin was to become co-educational.

The students found that the general sentiment of the state condemned the mode of redress which they had adopted, but that there was much sympathy with their opposition to the drill, and it is not improbable that some of the Trustees gave unofficial assurances that if the rebels would "save the face" of the Faculty by returning to obedience until Commencement the Boards would make the drill optional. Accordingly, the students decided to yield. On June 5 the Freshmen met at the Preble House, in Portland, and agreed to return to college with the understanding that if, at Commencement, the Boards did not abolish the drill or make it elective they would ask a dismissal. Similar action was taken by the other classes. By June 8 all the rebellious students were back at their work except three, who, the President said in his annual report, "gave us to understand that they kept away from no feelings against the Faculty or the College, but by reason of some hard words at their class meetings when the question of their return was under discussion."[5]

At Commencement it became the duty of the authorities to decide what action, if any, they would take concerning the drill. President Chamberlain said, in his report, that wisdom might require that a choice be allowed between work in the gymnasium and military drill.

[5] The three afterward returned and graduated with their class.

Major Sanger, at the request of the President, made a special report on the subject. Though his views were not extreme, yet they are a little suggestive of the goose-step. He emphasized the value of military discipline in the formation of character, and criticized the Professors for not taking more care that their work did not interfere with his, directly or indirectly. He was much disturbed by a lack of regularity, and complained that the recitation bells did not ring exactly as they should, and that "Time is an element sadly abused at Bowdoin College."[6] Major Sanger said that if the drill were to be further limited he was clearly of the opinion that it should either be required of a single class or be elective for the whole college. But he expressed an earnest wish that the instruction in military science should not be discontinued, saying: "Whatever the real cause, it will be attributed to the insurrectionary movement of the students. In my humble judgment such an impression will work great harm to the future of the college and will jeopardize the cause of military instruction throughout the country. Twenty colleges have introduced the study of military science, and great anxiety prevails least the students imitate the example of their brothers at Bowdoin, and anything short of a vigorous denunciation of their conduct will encourage those who contemplate a similar violation of college discipline as well as those who are opposing the military policy of the government."

The Visiting Committee reported, though in a somewhat hesitating manner, against compulsory drill. They spoke in high terms of the advantages of military drill, but said that it made an important change in the curriculum of a New England college like Bowdoin; and that attention should be paid to the feelings, and even the prejudices, of the students, and of their parents and friends, until further knowledge of the question permitted a decided opinion. They expressed the hope that Major Sanger by patience, reasonable modification of the drill and a recollection that the young gentlemen under his charge represented all varieties of mental and physical condition, some of them being unfitted for great endurance, would yet demonstrate to all the value of the physical exercise of the department. The Committee advised that there be an hour's infantry drill in suitable weather, not oftener than three times a week, then, coming to the nub of the whole question, they recommended that the drill be voluntary. The Committee had inquired into the causes of the strike of the students and appears to have reached the conclusion that their superiors were partly to blame. Accordingly it proceeded to deliver a little address or sermon, which might have been entitled "How Bowdoin rulers should behave." The Committee said that "The great sources of good discipline are steadiness, directness and apparently entire harmony of action on the part of the Governors. The President of a college must deal both with Faculty and Students face to face with unswerving directness of statement, and in the manner of one doing the duties of his station, because they are duties and not because his station is superior. The Faculty must avoid cabals, refrain from depreciating one another, either carelessly or maliciously, in the hearing of enemies or intermeddlers, and guard most carefully against sowing among the undergraduates the sense of distrust or want of confidence in the President of the College or in any of its departments. The Boards also have duties, among which are to remember that variety of opinions temperately expressed is a good and not an evil, and to use here the same business traits they would be ashamed to withhold while managing other corporations, among which are tolerance of diverse sentiments and persistency to overcome difficulties. It is in the stress of weather that the good seaman sticks to his ship. Let the Boards also remember while it is their right to investigate, to demand explanations, to criticise, and finally decide, yet the basis of all is just confidence in the branch of the College Government whose views of collegiate requirements are the result of daily experience and observation."

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[6] It should not be forgotten, however, that the students did their best to make the professors punctual. If an instructor were over five minutes late it was the custom for the class to disperse with shouts of "adjourn." But while this doubtless helped to secure prompt attendance at recitations by the Faculty, it could not compel them to leave at the proper moment. In this respect there would appear to have been much reason for Major Sanger's disapproval. The *Orient* said: "Students would like to know just what the length of a recitation in college is to be. It is very inconvenient to have plans upset, hopes deferred, and worst of all patience exhausted by the continuance of recitations fifteen or twenty minutes after the time to close them."

There was no occasion for direct action on the acceptance or rejection of these excellent principles. The recommendation of the Committee that compulsory drill be abolished was accepted, but Professor Little says that this was not done without "strenuous opposition." Every student was required, at the beginning of the year, to elect work in the gymnasium, or the drill, and might, if he chose, elect both. The Faculty were authorized to prescribe for the drill a uniform costing not over six dollars.

The students made full use of the option granted. In the fall only four elected military training, in the winter twenty took broadsword drill and in the spring twelve volunteered for infantry drill. Major Sanger believed that more would have taken it but for "baneful influences." He told the Visiting Committee of 1875 that there was a growing good feeling toward the drill; and advised that it be required of Freshmen because of their docility; but that it be elective for the rest of the college. President Chamberlain also expressed the opinion that the opposition to the drill was mainly due to outside influences. Mr. Sargent, the student instructor in the gymnasium, was about to graduate; Major Sanger's detail would expire in January and the President pointed out that these changes gave a good opportunity for a reconsideration of the question of military drill. He admitted that too much might have been attempted at first, but he maintained that the chief purpose of the drill would be justified by time. The Trustees were not ready to give up the experiment, and in October they directed their committee on military instruction to apply to the War Department to detail an officer to succeed Major Sanger. The request was granted and Captain Caziarc was sent to Brunswick. His experience was much like that of Major Sanger, the drill was kept up but the attendance was small. In his report for 1878 Captain Caziarc announced that rifle shooting had been introduced, the national government furnishing the rifles and ammunition, and the selectmen of Brunswick the range. He urged that the wearing of a cap, blouse and belt, not to cost over three dollars, be required; and said that unless this were done, no efforts of the college government could save the military department from serious injury. The Visiting Committee again defended the drill. President Chamberlain, in his annual report, stated that objections to the drill, as such, were disappearing; but that the students were being drawn away by baseball and boating, which were officially recognized as gymnastic exercises, and therefore substitutes for drill. General Chamberlain said that it was unfortunate that the drill had been classed as gymnasium work, but that this had appeared to be the only way to save it from abolition; and he stated that the drill was intended more as a discipline of the mind and character than of the body, "a preparation to aid in an effective manner and one suitable for men of culture and developed ability, in defense of the country in the great crises which must come in every generation, and which may not now be far off. The mind of the Country should command the muscle. Our educated young men should be so instructed as to be able to assume command of men, and to direct the defense of society against its foes." There was much truth in this argument, but it helps us to understand a portion of the out-of-college opposition to the drill.

In 1879 the Visiting Committee reported that the majority of the Faculty favored the entire abolition of the drill. It said: "The prevailing opinion seems to be that it [the drill] has been a failure, that it is not in harmony with the spirit or design of the college,—that while in most instances [there had been only three] we have been fortunate in the officer delegated or detailed to give the military instruction this officer must be changed frequently, and never subject or responsible to the college." General Chamberlain stated that he did not agree with the Faculty, but that he would acquiesce if the Boards thought abolition to be best. He said: "The experiment has not been so successful as I could wish, and perhaps it is impractible to bring such exercises into a regular college with traditions like ours. It is worthy of note, however, that other colleges which were loud in reproaching us for accepting this offer of government, are now earnestly endeavoring to supplant us by procuring this detail for themselves."

The Boards still remained loyal to the drill; and a junior officer, Lieutenant Crawford, succeeded Captain Caziarc, as he had succeeded his superior in rank, Major Sanger. Lieutenant Crawford had nineteen soldiers under him in the fall term, and twenty-nine in the spring. The new commander had the courage to advise that the drill be made compulsory for the two or three lower classes, and that prizes be given for excellence and the wiliness to propose that if the Boards were unwilling to do this openly they should pay him fifty dollars for his lectures in international law, in which case, he said, he would cheerfully use the money to furnish rewards for proficiency in drill. The Boards took no action in the matter, nevertheless in the following year the drill was more successful; fifty-two men, in all, were enrolled, with an average of "present" 42.5. Lieutenant Crawford reported that the improvement was due to his explaining to the students the usefulness of military knowledge and the ease with which it could be acquired, to the attention given to popular exercises, such as target shooting, and to the subscription by private persons of about three hundred dollars to reduce the expense of the uniforms. Lieutenant Crawford stated that five of the Seniors were fit to command companies, and that a certificate of their ability would be given them at Commencement. The Lieutenant proposed that the drill be made compulsory in Freshman year. He said that "The greater tractability of the student during this year, renders it much easier to permanently overcome defects of gait and present bearing, which so many bring with them, the military exercises are more readily and thoroughly learned, and the duty of immediate and implicit obedience is seen and observed without complaint or hardship."

But military training was not to be saved. Memorial Hall, whose interior long remained unfinished, had been used for a gymnasium. When the approaching completion of the Hall rendered it necessary to obtain other quarters for the gymnics a room in Seth Adams Hall was assigned them. But this was soon taken for an anatomical cabinet, gymnastic exercises were suspended, and the Faculty deemed it just, or at least necessary, if the gymnics were excused from work to release the cadets also. Thereupon the national government proposed to withdraw the instructor, but, at the earnest request of General Chamberlain, allowed him to remain for the rest of the college year and complete his lecture course on military science.

In 1882 the Visiting Committee reported the condition of affairs to the Boards, and, because of the difficulty of continuing the drill and the danger that the attempt would only result in the state's losing the services of the officer detailed by the war department, the Committee reluctantly recommended that with proper acknowledgments of past consideration the department be advised to transfer its aid to the Agricultural College at Orono. The Boards did so and military training, except in time of war or imminent danger of war, was known no more at Bowdoin.

The drill rebellion and the substantial victory of the students can hardly have strengthened college authority, but it does not seem to have weakened it. In the years immediately following the rebellion there appears to have been no unusual disorder. In the spring of 1877 various severe penalties were inflicted for hazing; but they were afterward removed or mitigated. In October of that year four Sophomores were suspended until the end of the term for stopping a Freshmen election, throwing water, breaking glass, and rendering a recitation room unfit for use. But when the Sophomores petitioned the Faculty for mercy, and presented a pledge signed by every member of the class, binding them not to molest the Freshmen in any way, the exiles were allowed to return on special probation. In 1878 the Sophomores indulged in one of their customary demonstrations, and agreed that if questioned they would reply, we have nothing to say about it. A number of Sophomores were summoned before the Faculty, eleven refused to answer the question, "Were you out hazing Freshmen on such a night," and were sent home. They were followed by a letter from the Secretary of the Faculty to their parents requesting them to keep their sons at home unless they would return prepared to answer such questions regarding their own conduct as the Faculty might put to them. All did so, confessed their disorderly behavior and were reprimanded. The same year a rather startling "hostage system" was tried. Three Sophomores were notified that they would be on probation throughout the year and would be "held responsible for any molestation of the Freshman Class or any member of it by Sophomores." This appeared to be effective, for the President informed the Faculty that the Sophomores had voluntarily agreed not to molest the Freshmen in any way, and that the latter had promised not to engage in acts "traditionally regarded" as challenges to the Sophomores, and not to haze the next year. The Faculty then reconsidered and voted down the hostage resolution.

But this did not bring peace to the Freshmen. The two upper classes felt that the disciplinary duties had devolved upon them; and for several years there were hazings, suspensions, and compromises. In 1881 and 1883 there were cases of hazing which, perhaps, did more harm to Bowdoin than any others in its history, and which are specially interesting because of the appeals made for or by the victims to the courts or the Faculty. Student custom forbade Freshmen having cider on the campus. If anyone was discovered breaking the rule Sophomores promptly confiscated the smuggled goods and took measures which effectually prevented their recovery. In October, 1881, Sophomores in a search for cider visited number twenty-five South Appleton Hall, then occupied by two Freshmen, Frank N. Whittier, who needs no introduction to Bowdoin men, and C. A. Strout, son of S. C. Strout, of Portland, later a judge of the Maine Supreme Court. No cider was found, and the Sophomores departed, but they remained in front of the "end," one of their number, Packard, went round the corner of the building; and a piece of coal was thrown through a window at which Strout was standing and struck him in the eye. Some of the Sophomores came into the room, but they neither expressed regrets nor offered any assistance. It was alleged, however, that they did not know that Strout had been injured, that their view of him was obstructed by a large table, and by his roommate, who, it was explained, was of considerable size.

Great was the scandal. Mr. Strout withdrew his son from college on the ground that he was incapacitated for work, and sued Packard and six other students for ten thousand dollars. It was claimed that Packard threw the coal, that the others were engaged with him in a conspiracy against the Freshmen, and that this rendered them *particeps criminis.* The defendants admitted joining in a search for cider; but they denied any assault or plan of assault, and swore that Packard did not go out of sight, and that he did not throw the coal. The jury were out over eight hours, but were unable to agree. It was reported that they stood ten to two in favor of the plaintiff. A second trial resulted in a verdict against Packard, but it was set aside by the law court on the ground that the trial judge had erred in his charge to the jury on the nature of conspiracy.

The *Orient* said that it believed that the students were innocent, and that the college did also, but that the daily press had let its imagination run riot. The *Orient*, however, saw the injury which hazing, even in a comparatively mild form, did to the college; and urged its entire abolition. A student wrote to the paper saying: "In the present sensitive state of public opinion, the trivial acts of today are more injurious to the college than the genuine hazing of former years. A sharp issue is accordingly presented to succeeding Sophomores. Shall it be loyalty to Bowdoin College or to an indefensible custom?"

Unfortunately the new Sophomores were deaf to these appeals; and there were clashes between the classes of 1885 and 1886 and between the Faculty and 1885, which were extremely serious. The conflict may be called The War of Smith's Moustache. About a hundred years ago a petty Italian prince, the Duke of Modena, forbade his civilian subjects to wear moustachios or other "military insignia." Similarly, at Bowdoin, the Sophomores prohibited the childlike Freshmen from displaying the manly moustache. In the year 1882-1883 there were several violations of this rule. Various students entered Bowdoin with moustaches. As this crop had been grown lawfully, the mild, fair-minded Sophomores made no attempt to reap it, but when Freshman Smith deliberately began to raise a moustache the Sophomores decided to act. The Freshmen, who had been subjected to considerable hazing, came to a like resolution. On January 18, 1883, one or two Freshmen informed Professor Charles H. Smith of the hazing which had been practiced, and he reported the state of affairs to the Faculty. That body became convinced that "there was such hostility between the classes that there was danger of a disgraceful outbreak." Accordingly the Secretary of the Faculty, Professor Chapman, was requested to notify those members of the Sophomore class who had made themselves prominent in the insolent treatment of Freshmen that they would be held personally responsible for any molestation of Freshmen. Four hostages were selected, but without avail, for on the ensuing Sunday night masked students entered Smith's room and clipped off his moustache with a pair of scissors. Then certain Freshmen went to Professor Smith and reported various indignities inflicted on members of the class. Monday night the Faculty met. All the hostages had an alibi, for two had been out of town, and the others had been in rooms where they could be accounted for. It is said that the first two had been sent to Augusta with the intention of trapping the Faculty into punishing men who could prove their innocence. But the hostages, and a fifth student who had been engaged in a series of hazings, were ordered home. Applications for a hearing and for definite reasons for the punishment were refused; and at a Sophomore recitation Tuesday afternoon the class monitor handed to the instructor, Mr. G. T. Little, a paper signed by every member of the class who was in town stating that as the five had been sent home without a hearing and without any cause being assigned the class would not attend college exercises until the wrong had been righted. Next morning Professor Smith, at the request of the Faculty, addressed the Sophomores and tried to persuade them of the impropriety of their action, but without success. The day was the Day of Prayer for Colleges, and the only exercises were morning and evening chapel. President Chamberlain was away, but was expected to return that night; and the Faculty voted that he be requested to notify every Sophomore who should be unwarrantably absent from prayers next morning that he must attend the next recitation or take the next train for home. It was also voted "that in the opinion of the Faculty it is vital to the maintenance of College authority that the President refuse to see the class together, or to hold communication with any one as a representative of the class until full submission has been made to lawful authority."

On Friday morning there were only nine Sophomores at prayers. Thirteen were absent; they were summoned before the President, refused to attend recitations, and were sent home. Their parents were informed of their conduct and the young men were called on to show cause why they should not be dismissed. "All sent letters of acknowledgment of error and submission."

Before acting upon the petitions for restoration, say the Faculty records, "it was decided to investigate the hazing acts which culminated in the masked assault upon Smith, as it was felt that the insubordination grew out of the hazing spirit, and that it was more important to strike at the root of the evil than at the fruit of it."

The fathers of the five students first sent home were asked to withdraw their sons from college; and after some further investigation of what the President called the "mutilation of Smith," six more Sophomores were forbidden to return as members of their class. The rest of the strikers were pardoned on the ground that they had not been concerned "in the course of hazing referred to." Earnest efforts were made to obtain clemency for others but they were unsuccessful. X, who had been refused admission to Colby, probably because of his virtual expulsion from Bowdoin, wrote to Professor Chapman: "I can't enter here [Colby] . . . I think we have received punishment enough as it is, but it does seem unjust to deprive me of the benefits of a college education, especially as you have retained men in '85 who, if they had had the manhood to have told the truth would have been removed with us. If Colby won't receive me I suppose Williams won't and I can't afford to go anywhere else so I make one last appeal to you." Professor Chapman's reply may cause regret for its severity, but it stirs admiration by its tone of manliness and honor. He said that the Faculty had acted without haste, and had done what they thought that the interest of the college required, and that personally he believed that they were right. Then came the ringing sentence, "If there are some still here who were as guilty as yourself, they are not here through our partiality but their own falsehood. I would rather be in your place than theirs."

One is glad to learn that X's punishment proved less than he feared; and that he completed his education at Dartmouth and received his A.B.

In justice to the Faculty it must be remembered that clemency might be mistaken for weakness. Some years before, the *Orient* had said that it was usually students with influential friends who took the lead in hazing; that these men had nothing to fear from suspension, and that such a sentence not only failed to check hazing, but, what was worse, created contempt for an authority which could not enforce its own rules. The *Orient* advocated dropping to a lower class.

In appealing to the Faculty, members of '86 had violated college custom, and they were bitterly censured — the more so as the punishment inflicted had crippled the baseball team. The '86 men were accused of making a great disturbance over the veriest trifles, of complaining because one Freshman had a bag of peanuts stolen, presumably, by a Sophomore, and that the bootblacking of another was used by a Sophomore without his consent. The moustache affair was called a harmless joke. Professor Smith replied to these charges in a letter to the *Orient;* he said that the Freshmen had mentioned the peanuts merely incidentally, and the bootblacking not at all; that they told of real indignities and understated them. He also said that a part of the Sophomore class distinctly repudiated the whole miserable business of "ragging" Freshmen, that some upper classmen had approved of the appeal to authority, that there was a growing sentiment at Bowdoin and the best New England colleges in favor of a proper coöperation between students and Faculty in preserving order and correcting abuses, and that he considered that the action of '86 was straightforward, rational and manly. Such, however, was not the view of the undergraduates; and '86 suffered much, in public opinion, throughout its course. Nevertheless, the affair of the moustache was the last of the very serious hazing troubles at Bowdoin. Times were changing and the Sophomores changed with them. The hazing society, Phi Chi, probably held its last initiation in 1882, when one of the Freshmen is said to have been nearly killed.

President Chamberlain's administration was marked by the only serious attempt that Bowdoin has made to grow, or degenerate, into a "university." The idea, indeed, was not new. The founding of the medical school was a step in that direction, and its success led many friends of the college to believe that the time had come for a law school to be added to the collegiate foundation. "In 1850, and again at a later period, a professor of law, and statutes for such a school, were definitely decided on by the Trustees. On each occasion, however, it proved impossible to secure at once the additional endowment of twenty-five thousand dollars upon which the execution of the votes was conditioned. In the formulation of these plans the advocates of the school had the assistance and sympathy of Professor Simon Greenleaf, who partially consented to lend his services as lecturer. The two gentlemen selected as law professors had served as chief justice, respectively, of Maine and Vermont." The college also purchased the law library of an old lawyer recently deceased.

In the late sixties there was an extension of the teaching of science, which had it been maintained might have developed into a new school or schools. In 1864 the college received a bequest from Josiah Little of Newburyport and in 1868 Professor Brackett, Professor Cleaveland's successor, recommended, with the concurrence of the Faculty, that his department be divided and that a professorship "of mineralogy, botany and applied chemistry, be created to be called the Josiah Little Professorship." The Visiting Committee advised that this be done, saying, "The Josiah Little Fund would be put to the use for which it was intended, the promotion of practical science." The Faculty recommended that Mr. George L. Goodale, a graduate of Amherst, of the class of 1860, and of the Medical School of Maine of the class of 1863, be chosen as the new Professor. The Boards passed the desired votes and Mr. Goodale accepted the call. In the ensuing autumn not only alumni, as well as undergraduates, but men who had never attended Bowdoin were allowed the use of the laboratories for purposes of study, but it became necessary to withdraw this privilege in order to meet the needs of the college students, and the laboratory courses were soon after suspended, the undergraduates having become clamorous for courses in applied mathematics and civil and mechanical engineering. Professor Brackett hoped that if instruction in these subjects were given the long felt want of an observatory might be supplied. He said that if Bowdoin met reasonable demands for courses in public engineering, mining, applied mechanics, hydrography, physical geography, statistics and such other branches of practical learning as would tend to develop the resources of the state and content its emigrating people, it would enable the instructor in astronomy to obtain the means of erecting and furnishing an observatory, and thus to prosecute such labors in the department as would secure to Bowdoin an honorable mention among similar institutions in the country. The development of scientific instruction was most strongly advocated by Visiting Committees. That of 1868 said: "It is urged that the methods hitherto in vogue for giving instruction in the natural sciences have failed to waken the enthusiasm or even secure the interest of students generally. They need to be brought into immediate contact with objects of nature, to be able to handle and investigate them, and therefore require the aid of collections of specimens and laboratories where mechanical operations can be seen and performed. . . . If this arrangement is carried out it is believed that a small scientific class may be immediately formed from graduates and others and this may become a nucleus of an important department in the future."

In 1870 the Committee attempted to meet the demand for a broader curriculum, and a development of the elective system, by advising that the requirements for the degree of bachelor of arts remain unchanged, but that there be established a new course leading to the degree of bachelor of science. The Committee said: "The Faculty believe that the popular demand for optional studies is excessive; that the option should be not between particular studies, but between courses of study, each course having been carefully arranged with reference to a particular type of men. The course should diverge at some early period in the college course, and always have one or more studies in common, that the class may still feel itself to be a unit. The option should be once for all, and should be subject to the consent and acceptance of the Faculty. The Committee concur in these views, and believe that the establishment of two optional courses would be suited to meet existing demands, and to increase the number of students. Such establishment would however require augmentation in the number of instructors and must await increase of funds."[7]

In 1871 it was decided to wait for funds no longer. The year was that of General Chamberlain's election as President, and he made it a condition of acceptance that the Boards adopt a policy of expansion. They did so, voting that the interests of the college required the establishment of a scientific department or school with a course fully equivalent to that of the college; that, as soon as possible, there should be created a post-graduate school with a two-year course, and that Bowdoin ought, also, to have a school of industry and the arts as far as there was a demand for one. The Boards further voted that measures for carrying out these plans should be taken immediately, and authorized the President, with the advice of the Finance Committee, to expend a sum of not over ten thousand dollars for this purpose.

The new department was organized at once. It is thus described by Professor Little in his *Historical Sketch*: "The courses in the scientific department were prescribed, and consisted, in Freshman year, of French, mathematics, English and ancient history; in Sophomore year, of chemistry, mathematics, logic, botany, and mineralogy; in Junior year, of German, physics, zoölogy, physiology, and astronomy; in Senior year, of geology, mental and moral philosophy, political economy, constitutional and international law. Applied science was represented by a separate course made up of civil and mechanical engineering, combined with the above by the addition of drawing in place of the ancient history of Freshman year, and of the logic of Sophomore year, and by the omission, during the last two years, of the other studies except German, physics, and political economy. The four years course in engineering was, from the first, under the personal direction of Professor George L. Vose, afterwards of the Massachusetts Institute of Technology, an instructor whose textbooks and pupils alike, testify to the character of the work he did at Bowdoin."

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[7] It is interesting to note the assumption of the desirability of maintaining class consciousness. In the eighteenth century professors often taught not special subjects but a college class in all the subjects which it studied. Bowdoin escaped this, but definite subjects or authors were studied by definite classes. A student recited entirely or almost entirely with his classmates, and there was, of course, a strong class feeling. When the Greek letter fraternities were introduced it was argued in their favor that they helped break down class barriers. But as the elective system developed the old alumni came to regret the former class unity in recitations.

President Chamberlain, in his report for 1875, defended the course which was taken. He said: "Now what to do was the question. To go along in that [the former] way making no decided movement but trying to win our way by inches and pay as we went, that evidently would be a slow way and some of us would drop off into our graves before any land of promise was reached, nor could we with any confidence commence by begging. No man would put his money into Bowdoin because it looked like a sinking ship. Candid men did not hesitate to tell us so. Clearly then it was our duty to make a bold advance. We must show life and vigor and promise. We must demonstrate that Bowdoin can be made to live, that students will come in here instead of passing by and will find what will keep them here and bring more. It was a desperate case but it was not trusting to luck or blind fate; we weighed and balanced and economized to the utmost. Where things could not otherwise be secured we gave our own personal obligations and paid our own private funds. The expenditure has indeed been large, but it is a fair question whether it has not been a wise investment. Indeed it would not be rash to say that it would be better to go on even if the scale of expenditure would eat up the whole capital in a dozen years and then either die gloriously or be worth saving. I think the chances would be in favor of life. People are very helping in their natures. If a thing is going to live they go in for it and help it, if it is going to die they keep away from it and let it."

In some quarters the change was warmly welcomed. The *Orient* of September 23, 1872, said: "73 is the only class remaining in college which entered under the old regime, when Scientifics as such were unheard of among us, and our Alma Mater, wrapped in the dignified toga, descended to her from the last century, and withal somewhat frayed about the edges, sat in our halls in the proverbial, seedy respectability of those individuals 'who have seen better days,' teaching dead languages in an antiquated manner, refusing to believe that times had changed, and that continual advance must be recognized as a prime condition of life. Like Canute upon the seashore, Bowdoin really imagined she could turn back the irresistible tide of progress beating against her walls, and so obstinate was her resistance she came very near being overwhelmed and fossilized without one effort for self-preservation."

Some, though they approved the change, did so with reservations and conditions. At the Commencement of 1873 ex-Professor Daniel R. Goodwin, of the class of 1832, delivered an address before the alumni in which he declared that it would be little less than a breach of trust to use money which had been given to a classical and mathematical institution for the new departments and that the demand for them should be measured by the contributions for their special purpose. But Professor Goodwin seemed uncertain what course Bowdoin should pursue. He said: "In my own view it is extremely desirable that such endowments should be made. A full course of scientific and technological as well of professional instruction must be added to our college work;– the college must be raised to something of the character of the University, or, as matters are now going, must be content with the subordinate position of the classical school or the German *gymnasium*. And perhaps it is our pride rather than our wisdom that would shrink from such a result. For classical schools and gymnasia or their equivalents we must needs have."

But President Chamberlain regarded the establishment of the science department as a true advance. He does not seem to have appreciated the value of a small college of high grade with the professors and pupils in close touch, or to have realized the danger that in a "people's university" standards would be lowered and the few students of superior quality almost subdued to what they worked in. Had he had his will the college would have abandoned her historic and true mission to become something very different, useful and worthy, but not "Old Bowdoin." In his first report President Chamberlain expressed regret that want of early skilful and far-sighted management had led to the founding of other colleges in Maine with an animus hostile to Bowdoin. He said that "It is a great pity that today we see four colleges standing back to back and working away from each other, quadruplication of the men, appliances, forces and means which united would make a college of the first rank and a glory to Maine."

Bowdoin's new extension, wide as it was, was not inclusive enough to satisfy President Chamberlain. He told the Boards: "One more class we must provide for. We [that is, he and the committee associated with him] wished that any one, in whatever stage or station in life, who might wish to profit by our facilities to pursue any line of study, whether with any class, or by himself, might find a welcome and a helping hand." All this showed a generous purpose; and if President Chamberlain was carried by his enthusiasm beyond the bounds of wisdom, it is only fair to him to remember that Bowdoin was at this time too small and too classical.

President Chamberlain was obliged to meet not only hesitating support but both open and secret opposition. Even the first he regarded as disloyal. He told the Boards, and with some reason, that when a decision had been taken the minority should submit or be removed. In two of his reports he declared that there had been underhand work; that students had received letters encouraging disorder; that there had been captious opposition to men recommended for positions on the Faculty; that teachers had dropped off; that subscriptions had been withdrawn; that students had been kept away from Bowdoin by a fear, due to the vacillation of the Boards, that the new policy would be abandoned; and the classical President sharply contrasted his opponents with the loyal Penelope, saying that what was done by day was undone by night, but not for the purpose of keeping faith.

In 1873 President Chamberlain addressed a convention of the two Boards, explained the situation of affairs and tendered his resignation; the Boards refused it; expressed cordial approbation of his efforts to carry into execution the plans for broadening the education given by the college and voted "That while engaged in this grand experiment to meet the public demand for a more liberal course of college instruction, the President and Faculty are entitled to the moral support of the guardians and friends of the College until such time as the Boards authorize the discontinuance of the experiment."

General Chamberlain had won a victory, but not a decisive one.

Many members of the Boards had agreed to his plans, not because they approved of them in themselves, but because there seemed to be no other means of obtaining the students and the money which Bowdoin needed. But after the first enthusiasm had passed away it was discovered that science, instead of supporting literature, was not even paying her own bills. Official signs of dissatisfaction appeared in 1874 when the Visiting Committee advised that for Freshmen the scientific course be made as much like the classical course as possible. This, as President Chamberlain pointed out in a later report, was in direct opposition to the idea on which the scientific department was founded. The Boards declined to adopt the recommendation of the Committee, but they withdrew from the President and Finance Committee the right to make use of the fund set aside for college expansion. Hereafter appropriations from the fund were to be made only by the Boards themselves. This did not mean an abandonment of the new policy, but it was reported as such in many of the Maine newspapers. In the following year the President urged that a definite decision be made, and that it be in favor of continuing the scientific department. Conditions, however, grew worse and worse. Some undergraduates refrained from taking the scientific course on account of the bad name given to the B.S. degree by the ease with which it was obtained at other institutions; some were, perhaps, influenced by fear that the new department would be abandoned before they had completed their college course. The scientific department was in a most difficult position. "On the one hand, it had, as a competitor, the State Agricultural College with free tuition and lower requirements for admission; on the other, the Massachusetts Institute of Technology, with facilities in the way of material appliances and laboratories which it could not equal; and in 1878 General Chamberlain succumbed to the odds against him, but in yielding he refused to take blame for what he had done and tried to do. He told the Boards: "We may console ourselves with having made an earnest effort to meet what was a demand of the times, with having done good work and earned a good fame; and also derive some consolation from the consideration that a large part of the expenditure charged on the books to the Scientific Department was for apparatus and material which still exist and will be serviceable to the college."

With the public he wished to be less frank. He said: "I hesitate to propose a method of relief but as I am not to be with the Boards at their coming meeting,[8] I would indicate one possible line of action which without making a volte face to the rear, would well cover the retreat.

"Instead of announcing that the Scientific Department is abandoned as a failure, a course which I fear would injure the College generally — it might be announced that after the year 1878 all candidates for admission to Bowdoin College in any undergraduate department should be examined in the same requirements and in completing the course of studies receive the same degree. For the present a line of options should allow those inclined, to work toward 'scientific' studies during the second and third years, and in the Senior year all should come together again in proper culminating studies of the course. Students already admitted into the Scientific Department should be guaranteed the proper fulfilment of their legitimate expectations. In this way we could work into whatever the wisdom of the Boards might dictate in supplying the actual demand.

"I am not strenuous about the particular method but this appears to me to spare us some humiliation for a course which is necessitated by no fault of ours."

The Boards did nothing until the next year, 1879, when they referred the matter to a committee. The Visiting Committee, in its report for the same year, discussed the subject in a frank and lively way. It said: "We are attempting the support of two schools upon the same foundation and by the same teachers. If our forethought had been as good as our afterthought or to adopt a pardonable colloquialism — if our foresight had been as good as our hindsight should never have entered upon such an experiment. Within the last seven years the times have greatly changed, and changed just in a way to affect our scientific department most essentially. Then not the currency alone but the candidates for all college honors, and for all other honors were inflated. Now we have more modest expectations, hard money and hard times. The return to sober views and severe ways has wrought many changes and reduced many projects." The committee said that the scientific department was not pecuniarily successful and that the salaries of the new professors had been fixed in expectation of tuition payments by students who had not come. The committee advised that Professor Vose's salary be reduced to that allowed other professors — seventeen hundred dollars a year. They explained, however, that they meant no disparagement to the instructor in engineering, saying that "If the time should come, as some believe it will, when students can not be educated free of charge elsewhere [that is at Orono], and the merits of our professor should attract them, it may be both our duty and our pleasure to place vs. his services a more just and ample reward. But while the college is suffering yearly and daily for instruction in other departments — departments essential to the proper health and life of the College — we can not justify ourselves in the distribution of our scanty funds which puts so large a share of them in a new department." There was much force in this argument, and it probably expressed the feeling of many of the professors.

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[8] President Chamberlain had been appointed United States Commissioner at the Paris Exposition.

In 1880 the Boards voted to abolish the scientific department, but retained that of engineering. In 1881, however, the Visiting Committee reported that Professor Vose desired a larger salary, but that the college was already paying him more than it could afford; that there were only seven students in the engineering department, and that the number would not increase unless a guarantee were given that students would have an opportunity of completing their course. The Committee stated that under these circumstances they had reluctantly decided to advise the discontinuance of the engineering department unless some unforeseen assistance were obtained. They closed this part of their report with the question: "Is there not some friend of the college possessed of sufficient means, who would give distinction to his own name and bring additional lustre to the college by the full endowment of this department?" Such days were still in the future, the wished-for benefactor did not appear, and the engineering course was abandoned. Professor Vose accepted an invitation from the Massachusetts Institute of Technology, and some of his best students accompanied him. Late in life he returned to end his days in Brunswick. He is reported to have said that leaving Bowdoin had been of no financial advantage to him, that the increase in his salary had been offset by the higher cost of living.

With the abolition of the scientific department the curriculum of the college proper was rearranged, and a greater opportunity was given for the study of the sciences. Indeed, the whole period from the close of President Woods's administration to the beginning of President Hyde's was characterized by a strengthening of the teaching of science at Bowdoin, both by increasing the number of instructors and by the adoption of modern methods.

In 1868 Professor Brackett stated in his annual report that it was absolutely necessary to buy laboratory apparatus of the value of five thousand dollars; and the Visiting Committee recommended that this be done as soon as funds were received for the purpose; and that every effort be made to secure them. The Boards appropriated the money, if it could be obtained without encroaching on the capital of the college. But immediate action was imperative, some students had left Bowdoin because of the want of apparatus, others were planning to do so; and, with the approval of the President, Professors Brackett and Goodale borrowed four thousand five hundred dollars themselves and bought apparatus; and, on account of the special circumstances, the Boards voted that the college should assume the debt.

Whether this and other purchases were always made to the best advantage is doubtful. In 1874 Professor Carmichael stated that apparatus was bought at the last minute, in the most expensive market in the world, the American; and that it soon became obsolete. He expressed the opinion that it would be cheaper to borrow money and buy in a different manner. He told the Visiting Committee that, in the past year, nine hundred and thirty dollars had been paid for chemicals which could have been obtained in Germany for two hundred and fifty dollars; that one hundred dollars was paid for repairing a pump when a new one could have been bought in Germany for the same price. But the Germans were not wholly satisfactory. In 1878 Professor Carmichael reported that they were slow in forwarding correct and authenticated bills. Another complaint, however, would indicate that their dilatoriness was of little practical importance. Professor Carmichael said that for five years the Boards had made no appropriations for his department, and that "So far as our library is concerned we have hardly more means of following the advance of progressive sciences than a citizen of Patagonia. Standard works and periodicals are pressingly needed by both students and instructors."

The system of teaching science by means of textbooks and lectures was greatly modified. In 1867 Professor Brackett reported that he had given his class the choice of spending the last part of the year in reviewing the textbook or in laboratory work; and that they had elected the latter, to their great profit. In 1870 the lectures in chemistry were given to the Seniors and to the medical students separately; the needs of each class were thus better met, for many of the Medics were entirely ignorant of chemistry, and the Seniors found the course a mere repetition of what they had taken in Junior year. In 1871 Professor Brackett stated in his report that the rapid advance in chemical knowledge had made textbooks in a large degree obsolete and suitable only for reference; and that he believed that the result had been the "development of a method of study and a zeal for its prosecution not otherwise obtainable."

During this administration there were numerous changes in the science Faculty. In 1873 Professors Goodale and Brackett accepted calls to Harvard and Princeton respectively. In reporting this loss President Chamberlain took comfort in the thought that "we are favored in the fact that the high reputation of the College can still draw first class men here if the salaries forbid them to stay." Bowdoin has often been obliged to content herself with this solace!

The Visiting Committee advised the establishment of a chair of botany, zoölogy, geology and comparative anatomy, and the choice of Professor Charles H. White of the University of Iowa to fill it. The professorship was created, and Mr. White appointed; but the selection proved unfortunate. He did, indeed, appreciate certain special opportunities which Brunswick afforded, reporting at the close of his first year, "I have taken some advantage of our very superior facilities for sea-side scientific studies, the success of which warrants the suggestion that provision be made for the annual improvement of those advantages, by the whole scientific division of the college." The Professor was, however, dissatisfied with his situation, claiming that the college had not fulfilled promises which had been made him by the President. The authorities, on their part, were dissatisfied with Professor White; and the next year he was given to understand that he must leave.

At the same time that Professor White was appointed the Boards made Henry Carmichael Professor of Chemistry and Physics. Mr. Carmichael was also obliged to resign, but only after twelve years of service, which in many respects was successful. The *Bugle* said of his resignation: "No Bowdoin man can but regret the loss of such an excellent scholar and able scientist as Professor Carmichael. Few institutions could be deprived of such an able instructor and not feel the change."

In 1874 Mr. F. C. Robinson of the class of 1873 was chosen Instructor in Analytical Chemistry. In 1875 the Visiting Committee reported that he had "conducted with great success the exercises in that study, winning the respect and regard of his pupils and managing the laboratory with great prudence and economy. It is recommended that his position and salary be continued." His position was continued with a more honorable title and increasing compensation until his death in 1910.

It will be noted that the Committee spoke of Professor Robinson's winning the respect and regard of his pupils. This was the distinguishing mark of his career. The *Bugle* of 1878 said: "Mr. Robinson has always been the staunch friend of us all; his lenity and sociability have made him a great favorite; his ability and studiousness have always been recognized, and it is with real hearty feeling of good will that we note his advancement to the honors of Professorship." In after years, when a college meeting was to be held, undergraduates, doubtful if it were worth while to go, would ask if "Prof Rob" were to speak. His interests were by no means confined to college work. He was frequently consulted as a chemical expert, he was president of the National Public Health Association, and he devoted much time to scientific investigation. He was also an excellent business man; he was specially interested in town affairs, it was largely through his efforts that Brunswick obtained her water system, and, like Professor William Smyth, he contributed greatly to the improvement of her schools.

The late seventies and the early eighties were marked by a bitter feud between Professors Carmichael and Robinson. Professor Carmichael was Professor of Chemistry in the Medical School; Professor Robinson held the same position in the college, and each accused the other of encroaching on his domain. So fierce was the contest as to who should teach mineralogy that one year the course was not given. There was also a dispute over the use of laboratories and recitation rooms. The Visiting Committee reported that if the two Professors could not be reconciled so as to work together for the good of the college it would be better that one, or even both, should resign. The whole affair was at last referred to a special committee of the Boards with directions that both Professors should place their resignations in the hands of the arbitrators. These gentlemen decided in favor of Professor Robinson, and Professor Carmichael was obliged to go. Mr. Carmichael did not resume teaching but became a consulting expert, and gained both reputation and a handsome income in his new profession. It is pleasant to learn that in after years the breach between these two able and worthy men was healed.

Professor White was succeeded for one year by Mr. George L. Chandler of the class of 1868, and then by another of the professors notable in Bowdoin history for length of service and for the high regard in which he was held, Leslie Alexander Lee. Mr. Lee was born September 24, 1852, at Woodstock, Vermont, he graduated from St. Lawrence University, taught at Dean Academy for a year, and then came to Bowdoin as Instructor. At the end of his first year the Visiting Committee stated that they had received from him quite a minute report, "from which we infer that he has been enthusiastic and efficient, and this view is wholly corroborated by very positive testimony of other members of the Faculty. He is a new man here, young, of great energy and promise, and should be retained." He was retained; and he spent his life in loyal service to the college and in the enjoyment of the special affection of the undergraduates. A student who had failed in Biology went to him in great anger; on coming out he said: "Well, I'm still flunked but Pink (Professor Lee was popularly known as Pink, or Pinkie) is the finest man I ever knew." It was once said, and the statement was made by a man who ought to know, that "a man might respect Mr. Lee, he might enjoy Mr. Lee, he might even love Mr. Lee, but the man who came to Mr. Lee filled with trouble, was the only man who knew what a real trump Mr. Lee was." After his death an article in the *Bugle*, apparently written by an older man, said: "Neither as an investigator, thinker, or teacher was he a great man as the world commonly reckons greatness. He was too human for that. He loved human companionship too much to be willing to undergo the necessary isolation. He preferred the reputation of greatheartedness to that of great mindedness. And in this, he chose what the world needs most; and we who knew him are glad he made the choice. And those who knew him best are sure that it was a deliberate choice.

"And what a great hearted man he was! How his sympathies went out to students, townsmen, and to that wider and ever widening circle of friends he was attaching to himself constantly.

"But if not great as an investigator, he knew what was being done by others, if not great as a thinker, he knew and loved the greatest thoughts; and if posterity will not rank him as one of the world's great teachers, his pupils will never forget the gracious influence which went out from his class room.

"He had the reputation of being the best informed man on natural history in the State of Maine; and he got that reputation not by looking wise and acting superior but by freely giving out his knowledge to all."

The Faculty Minute adopted on his death says much the same thing, in more elevated language, and perhaps does greater justice to Professor Lee's work as a scholar. It describes him as "A gifted, conscientious and tireless investigator, a wise and ever sympathetic sharer of his wealth of learning and experience, a gentleman fearless in his advocacy of the right and the pure, a brave soul and a true friend."

Mention should also be made of the work of Ernest S. Morse, Professor of Comparative Anatomy and Zoölogy from 1870 to 1874. The *Orient* of 1873 said that his lectures to the Juniors on natural history were so interesting that many Seniors took them a second time.[9]

One of the most unpopular requirements in the old college curriculum was the compelling men with little or no mathematical ability to study mathematics. In 1878 the Faculty on their own responsibility gave some relief by allowing the Sophomores an option between analytical geometry and calculus, and Greek and Latin.

The Professor of Mathematics in his annual report explained the reasons for the change. He said that they were (1) "The conviction that it was not well to oblige those who have a distaste for mathematics to study Analytical Geometry especially as electives are the order of the day in colleges around us and are proving very attractive to young men (2) the difficulty in bringing the two departments [classical and scientific] together in the same recitations (3) the fact that establishing an election allowed of extension [*sic*] and improvement in the Latin and Greek courses, advantages which are and will be [enjoyed] by the great majority of any class, since comparatively few can be expected to take advanced mathematics." The Visiting Committee, however, seem not only to have disapproved of the change, but to have disbelieved in the right of the Faculty to make it. It said in its report that the college laws required that the classical course should be such as was usually given in the leading American colleges, but they ironically acknowledged "That in one or two of those colleges which assume to be Universities, it is claimed that young gentlemen of seventeen or eighteen years of age are capable of deciding wisely whether a thorough mathematical training is or is not essential to their proper education, and have accordingly made these same parts of the mathematical course elective."

[9] Professor Morse lived for half a century after leaving Bowdoin, but he kept his interest in her and remembered her in his will.

The Committee said that it believed that the change at Bowdoin was due to the physical impossibility of giving a full mathematical course to both the classical and scientific departments;[10] that it was confident that the Faculty had acted in good faith, and, since that body had authority over details, that the change might be within its jurisdiction; but the committee added that in its opinion the alteration affected fundamentals and required the consent of the Boards. That the change was popular there could be little doubt; of twenty-three Sophomores in the classical course, only three elected mathematics.

Old Professor Smith died in 1868. He was succeeded by Charles Rockwood, a graduate of Yale, who served five years, then went to Rutgers for four years, and to Princeton for eighteen, when he became Professor Emeritus. Professor Rockwood's successor was Charles Henry Smith, also a graduate of Yale. He was popularly known as "Co-Sine," and in some respects resembled his namesake and predecessor, Smyth, '22. He was intensely interested in his subject and could communicate some of that interest to others. The Examining Committee of 1881 said "Professor Smith succeeds in awakening the zeal if not the enthusiasm of the young men for a study which has often been one of the least attractive for college students. He is getting his pupils out of the idea that mathematics is a dead science in which no progress is to be expected. So he keeps his own freshness and that of his pupils."

When Professor Smith accepted the chair of History and therefore was obliged to relinquish the teaching of mathematics, his place was taken by a gentleman known to official documents as William A. Moody but to nearly fifty classes of Bowdoin men as "Buck." Mr. Moody was born at Kennebunk on July 31, 1859. He graduated from Bowdoin in 1882 where he distinguished himself by taking the Smyth mathematical prize. In 1884 he was appointed Tutor in Mathematics, in 1887 Instructor and in 1888 Professor. In 1926 he withdrew from active service and became Professor Emeritus, the first professor to receive that title at Bowdoin since Professor Upham fifty-nine years before. To most collegians mathematics is a word of power and of fear and the instructor, and ranker, is most awe-inspiring. Professor Moody, like his predecessor, Ferox Smyth, was resolved that the students should perform the work assigned them and Buck became a tradition of terror. Someone wrote on the narrow strip of blackboard over the high doorway of his recitation room the inscription which Dante tells us was carved over the gates of Hell:

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[10] Presumably because the college had only a few recitation rooms.

Leave every hope behind, ye who go in.

A Bowdoin man who was severely wounded in the World War said at a Bowdoin dinner that as he saw men falling all around him and knew that his own turn must come he thought of Buck's recitation room. But the students respected and even liked Professor Moody, their attitude somewhat resembled that of the English schoolboy who wrote "The new teacher is a beast but he is a *just* beast," and some who, to their own surprise, passed the course may have felt that Professor Moody was not merely a just but a most benevolent man.

During the period covered by this chapter there were several changes in the occupants of the classical professorships. In 1865 Professor Packard resigned the chair of Ancient Languages; he was succeeded by Reverend Jotham B. Sewall, who taught at Bowdoin for twelve years. Professor Sewall seems to have appreciated the human side of his subject, for in 1869 he obtained from the Boards an appropriation of $59.76 for the purchase of maps illustrating ancient history. In 1871 Mr. Henry L. Chapman was appointed Tutor of Latin, and in 1872 Professor. He served until 1875, when he took charge of the English Department. He was succeeded for one year by Abner Harrison Davis. In 1876 a committee that had been appointed to recommend a candidate for the Latin Professorship reported that because of the financial condition of the college it was not prepared to do so; but added that it might alleviate the sorrow of the Boards to know that the Professor's duties were extremely light. The committee stated that there were nine and a half recitation hours a week in Latin and eleven in Greek; that part of the work was done by a Tutor; and it suggested that unless there were an increase in the college income it might be well to unite the Greek and Latin Professorships, as had been done in earlier years.

Mr. Charles H. Moore had acted as Tutor, and the committee recommended that he be made Professor with a salary of only eleven hundred dollars a year, although a regular Professor's salary was seventeen hundred; but he was merely given an instructorship with a salary of one thousand a year. He held the position for a year and then resigned. He was succeeded by Samuel Valentine Cole, later Vice President of the Board of Trustees, and President of Wheaton College, who served for four years. Between 1878 and 1880, both inclusive, Mr. Henry Winkley of Philadelphia gave sums amounting to forty thousand dollars to endow a chair of Latin at Bowdoin. The first occupants were John Henry Wheeler for one year and George T. Little for three.

There was little change in the authors studied in this period. In the summer term of 1867 the Freshmen, who had formerly read Cicero's De Senectute, were given the Odes of Horace, with good results.

The Greek Professorship experienced no such fluctuations as the Latin. When Professor Sewall resigned in 1877 he was succeeded by John Avery, Amherst '61. Professor Avery had taught Greek and Latin at Iowa College before coming to Bowdoin, and he was disappointed by the low standards of scholarship and industry which he found there. He said in his first report that many students had been admitted with insufficient preparation and required much drill in the elements, and that "The bidding for students with other colleges of the State has a most disastrous effect on the standard of scholarship in this college. The argument is constantly ringing in our ears, 'Be careful how you reject students lest they enter some other college.' I am confident that in the long run the college which affords the *best education* will attract the most students. In my department I am resolved to insist upon the complete performance of the preparatory work required in the catalogue, and I hope that before long it will seem practicable to the Boards to increase the amount of work required for admission until it has reached the level of the best New England colleges." Professor Avery also thought that many students were injuring themselves in every way by petty dissipations. There was probably ground for these criticisms. Bowdoin drew most of her students from Maine, a scantily populated, rural state; and many boys from the country towns may have had a poor fit in Greek and Latin. Of idleness while in college there is independent evidence. About the time of Professor Avery's report Rev. Dr. Fiske of Bath wrote to Mr. Putnam: "I think as a general rule our students will bear a little more crowding in studies, and Professor Avery is doing good service in this direction." On the other hand Professor Avery, himself, may have been to blame if his students manifested little interest in their work. A former pupil told the author that he had been through *Edipus the King* under Avery, without the Professor showing the slightest recognition of the fact that the play was great literature. Inquiry of two other alumni brought similar replies.

Under President Chamberlain the modern languages maintained and even strengthened their position. From 1862 to 1876 the instruction in this subject was in charge of Stephen J. Young of the class of 1859. Mr. Young was a scholarly and efficient teacher,[11] a man of keen intelligence, and of unquestioned honor. In 1876 he became Treasurer of the college and rendered excellent service in that capacity until his death in 1895. From 1863 to 1869 he was also Librarian. His report of his work in 1871, expressed with characteristic frankness and humor, should doubtless stand, *mutatis mutandis*, for his whole work, and for that of the majority of the Professors. He said that he had given the usual instruction in German, French, Italian and Spanish, "with the usual success of teachers in my department. Some have learned a good deal, others remarkably little, but I do not take the blame myself. I have tried to do well by all." It will be noticed that Professor Young speaks of Spanish and Italian. Courses in these languages were given at Bowdoin from time to time. In 1870, on the recommendation of Professor Young, concurred in by the Faculty and the Visiting Committee, the Boards reversed the position in the curriculum hitherto held by these languages, moving Italian from the Senior to the Junior year and Spanish from the Junior to the Senior. Professor Young said that many undergraduates liked Italian, but that few really cared for Spanish; and that Italian was neglected because it came so late in the course.

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[11] It was said of him after his death that "He was one of the most accomplished linguists and philologists in New England. His knowledge of French and German was most complete, but he was master of the grammar of twenty-eight different languages and was a proficient Hebrew scholar."

Professor Young was succeeded in the department of Modern Languages by Mr. C. C. Springer of the class of '74 and then by Mr. Henry Johnson of the same class who served as Instructor and Professor until his death in 1918. Mr. Johnson was born in Gardiner on June 25, 1855. He fitted for college at Andover Academy, and after his graduation from Bowdoin studied in Germany. At Bowdoin he not only taught, but served as Librarian for five years and as Curator of the Art Collections for over thirty. He was at times on leave, but President Sills said in an address after Professor Johnson's death, "His periods of absence were really devoted to the College as they were spent in preparation for his academic tasks and in research. In 1884 he took his degree of Doctor of Philosophy at the University of Berlin — a very distinguished performance in those days. I remember hearing from one of America's foremost scholars, at that time studying in Germany, what a deep impression was made when it became known that the young Bowdoin instructor had won what was then possibly the most difficult degree to obtain in Germany."

Professor Johnson was a man of deeply religious nature, of true Christian charity and of high ideals to which his life conformed. With him scholarship was a matter of honor and conscience and the extent and accuracy of his information won the admiration of highly qualified specialists in fields of learning widely divergent from each other. Professor Johnson edited Schiller's ballads and Shakespeare's *Midsummer Night's Dream*, published two volumes of original poems and translated Heredia's sonnets. But his literary masterpiece was a translation of Dante's *Divine Comedy* on which he worked for twenty-three years. A great Italian scholar said of the book, ". . . this version seems to me truly excellent and it has never happened to me in reading the *Commedia* translated into any language whatsoever that the original echoed constantly in my ear the way that it does here."

As a teacher Professor Johnson won the respect and affection of the students; but many of them may have been pricked in conscience later by thought of the pain which they must have caused him. A man of the most delicate feelings, with the scholar's love of accuracy and the artist's delight in and reverence for beauty Professor Johnson was obliged to teach freshmen who cared little about either. Yet he treated them with punctilious courtesy. No matter how stumbling and bad a recitation a pupil made, Professor Johnson's mode of putting an end to their mutual agony was to say "that is well." He knew that he must make allowance for youth. On one occasion when he had with some difficulty quieted a disturbance in the class room, he said, "I won't say anything to you now, I can't trust myself." At the close of the recitation the class waited for the thunder but none came. The Professor merely said, "I guess I won't say anything to you at all, only," and the tone became slightly pleading, "try to grow up as fast as you can."

The modern languages had had a hard fight to maintain their position, but rhetoric and oratory had long been highly regarded and the members of the Boards were true to their old love. In 1867 Mr. John Smith Sewall of the class of 1850 was chosen Professor of Rhetoric and Oratory, and the next year the words "and of English Literature" were added to his title. In 1871 Mr. James Brainerd Taylor, a graduate of Harvard, was elected Provisional Professor of Elocution and Oratory. He was also employed by the state to give instruction for brief periods at the state college and the normal school. In 1873 the Visiting Committee reported that Mr. Taylor's salary was more than the college could afford to pay and he was not re-engaged. His training, however, had been valuable and of the kind that is now desired from professors of elocution. President Chamberlain said of Mr. Taylor, "His best work was where it was most needed, in the direction of common delivery, reading, and unimpassioned discourse."

In his report of 1874 Professor Sewall stated that he had heard no declamations the past year and asked that the word oratory be dropped from the title of his professorship. But the Visiting Committee, while expressing appreciation of the sense of honor shown by Professor Sewall's request, recommended that it be not granted. The Committee said that Professor Sewall had done some work in oratory and that until further instruction could be provided in that branch it believed that no change should be made in Professor Sewall's title. The Committee added, "It may console you to know that several colleges including Harvard are giving no more attention to elocution than ourselves."

Apparently the instruction in both rhetoric and literature was deficient. In his report for 1872 President Chamberlain said, "It is a shame that educated men should swell the crowd that is corrupting the noble idiom of English speech. If the college could do nothing else it should teach men to reverence and preserve the language which is not only a sacred legacy from the fathers, but is potent with the spirit that is to enfranchise and regenerate mankind."

Professor Sewall did some work in English Literature. For a part of one year he gave, with much success, a voluntary extra course in *Macbeth*, the play was read in class and at the close of the course each member read a report on some special topic. But there was no opportunity for a full regular course of this kind. The *Orient* expressed itself most vigorously on the deficiency. It said that it was a shame for men who were supposed to be acquiring a good English style to spend time ponying out Homer, Virgil and Co., and to give no attention to Shakespeare and Milton.

In 1875 Professor Sewall accepted a call to the Bangor Theological Seminary where he remained as Professor and Professor Emeritus of Sacred Rhetoric until his death in 1911. Professor Sewall was a man of noble nature and commanded in a high degree the esteem and affection of all who knew him.

Professor Sewall was succeeded in his professorship at Bowdoin by Professor Henry Leland Chapman. Professor Chapman was born at Bethel on July 26, 1845. He graduated from Bowdoin in 1866. While in college he was a member of Phi Chi, of the baseball team and of Phi Beta Kappa. He went through Bangor Theological Seminary; immediately after his graduation he was called to Bowdoin and he remained there as Tutor, Instructor and Professor until his death in 1913. His early teaching was chiefly in Latin and Logic. The Visiting Committee reported that while a good teacher of Latin, his best work was done in Logic, that here his mind seemed to play in the right direction. But to his pupils of later years it would seem that his true throne was the chair of Literature. His knowledge of the subject was broad and his judgment keen. His own style was rich and beautiful. He was a fine interpretative reader and his power was not limited to one type of literature. He was equally successful in making his hearers feel the high courage and honor of Tennyson's *Revenge*, the quiet pathos of the *Iron Gate*, which he read to his class at the time of Dr. Holmes's death, and the feminine spite of Regan and Goneril in *Lear*.

Professor Chapman's manners were those of a courtly gentleman of the old school. On one occasion a student fell asleep at a lecture and had to be roused. At the close of the hour he went to the desk to make an apology but the Professor almost made one himself, saying, "I was sorry to wake you but you were disturbing the class." Yet, "the velvet scabbard held a sword of steel." During Professor Chapman's earlier years, the sword was much in evidence, for he waged fierce war against hazing; and thereby rendered himself very unpopular with many of the students. And even during his later and gentler days, if a student thought that he could trick or bluff his courteous teacher into changing a D to a C, he quickly discovered his error. Professor Chapman resembled President Woods in some respects and one of them was indulgence in what appeared to be a certain indolence. Had Professor Chapman been President of Bowdoin, he would not have shirked the delivery of baccalaureate sermons, but would have made them things of beauty worth travelling miles to hear. But for many years he gave only one full course in English Literature, which hardly seemed putting his talents to their proper use.

Professor Chapman required a strict adherence to the text-book. If a student said, "I think," there would come the gentle but embarrassing question, "What does the *author* say?" Probably the author's views were much more valuable than those of an undergraduate; but it is well for a student, at times, to make an independent use of his own brains, even though the result may not tend to the elucidation of the subject.

Professor Chapman, like his predecessor, found himself assigned more work than one man could properly perform. In 1881 he told the Visiting Committee that his theme work occupied a great deal of time, that when he was a student the only instruction given in speaking by the professor of rhetoric was a four weeks' course for the Sophomores, but that now much more time was required. Professor Chapman said also that other colleges were giving more attention to the claims of English Literature and that "the neighboring institution at Waterville, Colby University, has made far better provision for such instruction than has been done in this college." The Professor therefore asked for a division of his department. But the Visiting Committee stated that they were glad Professor Chapman was doing more work on the students' themes and that they sympathized with his wish for a division of the department, but that on account of the low state of the college finances they could only advise the employment of an assistant for rhetoric and oratory. In 1882 Mr. Charles T. Hawes, '76, was appointed Instructor in Rhetoric. Mr. Charles H. Cutler, '81, also gave some assistance and Professor Chapman was able to offer a full year's course in English Literature.

With the demand for a course in English Literature there came also a call for instruction in History. The *Orient* regretted that two hours a week were given to Parliamentary Law when there was no course in Hygiene, Zoölogy or Modern History. Professor Avery advised that one hour a week throughout the course be given to History. He said, "Experience and observation have led me to think that most students graduate from college hideously ignorant of history." In 1878 the Boards requested the Faculty to prepare a suitable course of reading in English and United States History for the students and give them an examination at the end of the year. This was done, but the next year President Chamberlain reported that the work was insufficient. He advised that the Freshmen read Oriental and Classical History, the Sophomores Mediaeval, the Juniors Modern English and American, and that lectures on current events be given to the Seniors. He also advised that the classes meet the instructor once a week and that they be examined at the end of each term. The Boards accepted the recommendation and the work was done by the President himself. In addition to this he gave a course in public law which included international, constitutional and parliamentary law and President Chamberlain also taught economics. His lectures on these subjects were regarded as specially valuable and the course was one of the most popular in the college curriculum.

The resignation of Dr. Harris from the Presidency also deprived the college of its Professor of Mental and Moral Philosophy. The chair of Philosophy was considered extremely important because many religious men believed that there was great danger from materialism. But it seemed impossible to obtain a permanent and satisfactory incumbent. Professor Paul A. Chadbourne, the former Science Professor, accepted the place, but after a year's service resigned to become President of Williams. The Boards then elected a clergyman, Rev. Ephraim C. Cummings of the class of 1853. Mr. Cummings was a worthy man but many years had passed since he had taught or had given much attention to philosophy and in spite of earnest effort he was a failure as a professor, a fact which he himself had the good sense to recognize. With his own approval the college did not reëngage him, and he did not return to teaching or preaching but devoted himself to literary work. It is evident that Mr. Cummings bore no grudge against his Alma Mater for in 1914 his widow bequeathed three thousand dollars to Bowdoin to found a scholarship in memory of her husband.

Mr. Cummings' successor was a far different man, the famous Mark Hopkins who had recently resigned the presidency of Williams. His service was not for the whole year; his course began in February, but the excellent quality compensated for the lack of quantity. The students highly esteemed his lectures and he had in his audience clergymen of Brunswick and of Portland. But at the end of the year the Visiting Committee reported that although Dr. Hopkins' services were well worth more than the thousand dollars paid him, for financial reasons the course in philosophy should be given by the President or by a Professor. Accordingly General Chamberlain agreed to carry the burden for a time. He did so for five years and then at his earnest request the Boards relieved him and elected a permanent professor. The gentleman chosen was George Trumbull Ladd, afterwards one of the foremost psychologists in the United States. But though an able thinker and investigator he was very minute and technical, too much resembling the learned Doctor Dryasdust. He was publicly criticised in the *Orient*, and wrote a reply stating that the best students appreciated his course and that it was the lazy men who objected to it. Doubtless there was some truth in this, but it was probably for the best that in 1881 Professor Ladd accepted a call to Yale. He was succeeded by Professor Gabriel Campbell, a graduate of the University of Michigan, who came to Bowdoin from the University of Minnesota. He stayed two years and then left Bowdoin for Dartmouth, which offered a larger salary. Professor Campbell was well liked by the students who blamed the Boards for letting him go, alleging that money could have been saved from other expenditures and Dartmouth's offer matched. Professor Campbell was succeeded by Samuel Gilman Brown as Provisional Professor. Dr. Brown had taught at Dartmouth for twenty-nine years and had been President of Hamilton for fourteen. Like his predecessor he taught for two years at Bowdoin and gave satisfaction.

In 1883 President Chamberlain rather suddenly resigned. He was blamed by many of the alumni for the decrease in the number of students consequent on the failure of the scientific department and he had offended some of the ultra-Congregationalists. A wound received during the Civil War gave him much trouble and at times rendered him unable to perform the duties of his office. He had also become much interested in the development of Florida. The Boards accepted his resignation with complimentary resolutions, asked him to sit for his portrait, and also requested him to remain on the Faculty as lecturer on political economy and constitutional and international law. General Chamberlain's investments in Florida proved unfortunate. He served as President of the Institute of Arts in New York City and in 1900 was appointed Surveyor of Customs at Portland and retained the position until his death in 1914.

CHAPTER VI

ADMINISTRATIONS OF PRESIDENTS HYDE AND SILLS

THE resignation of President Chamberlain was followed by a two years' interregnum, most of the duties of the presidency being performed by Professor Chapman who was made Dean of the Faculty, for that purpose. Probably the delay in electing a president was due in part to differences of opinion among the Trustees, Overseers and alumni and in part to a feeling that the prosperity, if not the very existence of the college, depended on the finding of the right man. The matter was discussed with some care and earnestness at a dinner of the Alumni of Washington City. Llewellyn Deane of the class of 1849 declared that it would be good policy from a business point of view to pay any salary to secure a man with the proper qualifications, that he would favor giving ten thousand a year if necessary (probably a larger salary than was paid by any institution of learning) and call on the alumni to make the promise good. Unfortunately there was mixed with this loyalty the old denominationalism. Mr. Deane said "that in the selection of the new President there should be found not only a wise and learned gentleman but one distinctively religious and holding the confidence of the churches." Senator Frye, who was credited with making the speech of the evening, said that he agreed with Mr. Deane, that "he wanted to see a religious man as President of the college; that he did not like the Unitarian drift that the college had been taking for the past twenty years and believed in the good old Presbyterian doctrines."

The Association appointed a committee consisting of Mr. Deane and of Messrs. Sewall, '46, and Alexander, '70, to correspond with the Trustees and Overseers and with the other alumni. They must have found much difference of opinion. Many of the Overseers felt that there was no need of going abroad to seek a President, that the college would be wise if it gave the position to the man who was already doing the work of the office, Dean Chapman. It was said that many alumni who had formerly opposed such action now favored it. On the other hand there were objections of considerable weight. Professor Chapman's vigorous effort to put down hazing had offended many. Moreover, Mr. Chapman was on the verge of forty, he was by nature conservative and there was a strong feeling that the new President should be young and "advanced." General Chamberlain's health had improved and some wished that he be earnestly requested to reassume his former office. It is said that an informal offer was made to Professor Garman of Amherst but that he declined. At last, after two years' meditation, the Boards found their man, Rev. William DeWitt Hyde, a graduate of Harvard of the class of 1879, of Andover Seminary in 1882, and pastor of the Congregationalist Church in Paterson, New Jersey. Those who desired a young President must have been gratified. Mr. Hyde was not quite twenty-seven, he was said to be the youngest college president in the country, and certainly was the youngest man ever chosen to fill that office at Bowdoin. He was also the least known. But he had shown great promise and had excellent sponsors. At Harvard he was one of eight students in a class of almost two hundred who made Phi Beta Kappa. He had been president of the Signet Literary Society and of the Christian Brothers and was the founder of the Harvard Philosophical Club. His relations with Professor Palmer had been peculiarly close and their mutual esteem and affection proved lifelong. Probably an even more effective champion of the election of the Paterson minister was Professor Egbert C. Smyth of Andover Seminary, then a Trustee. It is said that the other members of the Boards, absorbed in their life-work, gave little attention to college affairs except when they met at Commencement, but that Professor Smyth remained in touch with Bowdoin throughout the year and that his opinion had great weight with the Boards because they knew that it was based on a thorough knowledge of facts.

These and other considerations proved so persuasive with the Boards that the election was unanimous. It is probable that there was an understanding that the new President should decline all future calls and devote his life to Bowdoin. Later there were rumors of intended resignation, but they remained rumors only and Mr. Hyde remained President of Bowdoin for thirty-two years, dying in harness on June 29, 1917. The end, perhaps, was hastened by fear of the effect of the war on the college he had built up and the emotional strain of seeing so many young men leaving Bowdoin not for happy and useful life but for untimely though honorable death.[1]

With the election of a President of Bowdoin the anomalous position of Dean of the Faculty ceased to exist. The Faculty recognized the tact and ability with which it had been filled by passing the following vote: "Resolved, that we hereby express to Professor Chapman our cordial appreciation of the manner in which he has served the college as its chief executive officer during the past two years. During the first of these years it was his duty and his pleasure to relieve our beloved Dr. Packard from the actual weight of burdens which could not have been borne alone; and so well did he discharge his trust that the closing year of that long and honored life was one of rest and freedom from official care.

"During the past year he has been head of the college in all but name, a position involving peculiar difficulties, yet one which his prudence, tact, and never failing courtesy have enabled him to fill with distinguished success.

"As his associates we extend our hearty thanks for the wise and gentlemanly leadership with which he has honored and helped us, especially for the thoughtful and conscientious attention to details of administration which has made these two years a season for rare opportunity for us to pursue uninterruptedly our work as teachers."

The new President was received cordially and made a favorable impression. The *Orient* said of him: "Although comparatively a young man he is very highly recommended as a zealous student; of wonderful executive ability, and one of the deepest thinkers of his age. President-elect Hyde is said to be much interested in athletics, which will be pleasing news to the younger alumni and to the undergraduates." The *Bugle* said: "With this year has come our expected President, and the satisfaction with which he has been received by us all is a very plain intimation of his future success. We have in him a man, who while thoroughly alive to the high trust placed in his hands, and deeply conscious that mental training cannot be too carefully pushed on, is not so deeply wrapped up in the vapors of scholastic profundity as to overlook the fact that winning the boys' hearts is the surest way to direct them with ease. It is fortunate for Bowdoin that she has in her presidential chair a young man. With those instructors which she now has, men of large experience and approved judgment, this infusion of youthful blood well charged with the spirit of the present day, has given an impetus to College life which may well be a cause for congratulation." Professor C. F. Smith expressed a like opinion, but noted also Mr. Hyde's caution. He said: "We believe that Old Bowdoin will renew her youth in that of her President, but in no revolutionary way, for he has evidently come with the sensible determination to start with things as he finds them, and make changes gradually as the wisdom of their introduction becomes evident." A few years later the *Bugle* had a cartoon of the Faculty of a somewhat uncomplimentary nature, but to the President it gave a halo with the inscription, "Twenty years ahead of his time, but he gets there just the same."

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[1] For an account of President Hyde's character and work the reader is referred to addresses distributed among the alumni after his death and to the biography of him now being written by Professor Burnett.

About the same time a gentleman reported that he had found President Hyde truly orthodox and liberal. These terms "orthodox" and "liberal" well describe the President's attitude on the vexed question of denominationalism. The President was not formally installed until the Commencement after his election when he had held office for a year. In his inaugural address he said that it was obviously fitting that a college should be under the religious control of one denomination, that all concerned in the government of Bowdoin admitted that in this sense Bowdoin belonged to the Congregationalists, and that the religious teaching of the college should be positively evangelical, but the President added that controversial attacks on other denominations should be avoided and that there should be no proselyting, but that each student should be encouraged to live consistently "in the form of faith which parental example and early association has hallowed and made sacred." Such a policy may have been satisfactory to Mr. Deane and his friends, but it was not to the liberals, and Henry V. Poor[2] of the class of 1835 published a vigorous letter in which he denounced the binding of a college to any teaching, declared that if Bowdoin was to escape from the narrowness that was dooming her to inefficiency she must renounce dogma, asked what was meant by evangelical teaching and declared that many preachers were playing the part of hypocrites, that they disbelieved in the old evangelicalism but dared not say so. Mr. Poor's seed fell at first on stony ground, but the bonds of denominationalism relaxed little by little and when Andrew Carnegie gave his endowment for pensioning professors in undenominational colleges, Bowdoin, under the leadership of President Hyde, cut every formal connection with the Congregationalist church, and on the President's death chose as his successor an Episcopalian.

From the first President Hyde was obliged to face the question of the maintenance of the old curriculum with the classics and mathematics as the main subjects. At his inauguration the address of investiture was made by Edwin B. Webb, D.D., of the class of 1846. Dr. Webb was sixty-five years of age, and was a good representative of the elderly, conservative men who constituted the Boards forty years ago. Of the curriculum, Dr. Webb said, "The College is not the place for specialties. The cry for electives, if heard sooner than the third year is heard too soon. The college is to prescribe *study* — study for every student — but more and more persistently what to study. Otherwise not symmetry but monstrosity may characterize the product." The President's reply may have given much comfort to men of the old school, but a careful study would have shown them that, in certain circumstances, he would consider a change proper; and two years later he recommended one of considerable importance. In his report for 1887 he said that there was too little variety in the course at Bowdoin, and too much of a mere continuance of the work of the fitting school, that it was only during the last year that any science had been given before the Junior year;

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[2] Author of *Poor's Manual of the Railroads of the United States.*

and the President advised that French and German be each begun one year earlier, that is in the Freshman and the Sophomore year respectively, and that Botany and Physics be moved from the Junior to the Sophomore year. The Visiting Committee heartily endorsed the proposal and the Boards adopted it. In 1892 the President said that half the course was elective, and that it would be unwise, at present, to further extend the right of election in college. But he also said: "Experience shows that the students, acting with the advice of parents and professors, choose much more wisely for themselves than any body of men could choose for them." And he threw a veritable bombshell among the Boards by proposing that Greek be no longer required for admission to Bowdoin, but that the Faculty be allowed to accept in its place a modern language or a science. The Faculty, he stated, were unanimously in favor of such a change. The President spoke very highly of Greek, saying that "it will always be one of the foundation stones of a literary education. The most symmetrical education will be impossible without it," but that the question was, would the college give as good an education as possible to students who could not offer Greek without great inconvenience to themselves or their schools.

The Boards did nothing, but in 1895 the President returned to the attack. He said that Williams had changed at the time that he made his first recommendation and that every college in New England, except Yale, which had the Sheffield Scientific School, Bates, and Colby, had made an alteration in their requirements such as he proposed. "A step which was urged three years ago in order to keep the college in the front of educational progress is now absolutely essential to prevent it from falling to the rear. What was possibly justifiable then on the ground of reasonable conservatism, has now become an obsolete and antiquarian position. What could then be defended as a sectional position, supported by the traditions of New England against the West, is no longer sectional but provincial; and would array Maine in opposition to the progress of the world. Whatever else is done or left undone, this is the main issue to be considered at the next meeting of the Boards."

Very reluctantly the Boards gave way and allowed three years of

French or German, or two years of Physics and one of Mathematics to be substituted for Greek as an entrance requirement. That year the Commencement Dinner suggested a funeral, the public burial of Greek. Man after man arose to describe the virtues of the deceased. There was but one discordant note. Henry K. White, Bowdoin, '74, a thorough Greek scholar and a very successful teacher of the language in the secondary schools, said that there was no more reason for requiring Greek for an A.B. than for requiring Sanskrit; that it might be true that art and culture came from Greece, but that art and culture could be got where most of the students got their Greek, out of a horse.

The Boards had yielded to necessity, but they still kept their colors flying. A man might enter Bowdoin without Greek, but he was not to be held worthy of the degree of Bachelor of Arts, the proof of high liberal culture, he must be content with being a Bachelor of Literature or a Bachelor of Science. The President made little objection to this discrimination, because he knew that it was impossible, at that time, to induce the Boards to give the A.B. without Greek; and because the question would not be a practical one for four years. But in 1899 he earnestly requested the Boards to reconsider their action. He said that a large number of colleges [114] gave the A.B. without Greek. "The degree of Bachelor of Arts stands today as it always has stood for a liberal education. Greek is simply one of many studies which are desirable elements of a liberal education. These desirable elements are so numerous that no one student can take them all. There is no reason why the omission of Greek should deprive one of the degree of A.B. when the omission of history, or philosophy, or political economy, or biology, or physics does not deprive one of that degree. B.L. is distinctly inferior, B.S. is greatly inferior or superior to the one proposed to be given."[3]

The Boards were unmoved, but the President renewed his efforts again and again. Once he suggested that if students must be penalized for not taking Greek, at least they should be given a degree of better reputation than that which they now received, and proposed that they be made Bachelors of Philosophy. At the Commencement of 1902 the Faculty resolved that as a matter of expediency it was necessary to grant the degree of A.B. without Greek, and the Boards, at last, voted to do so.

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[3] Many institutions gave the degree of B.S. to students of inferior capacity or industry; it was also the regular degree of a few scientific schools who granted it only for work of very high quality.

President Hyde, however, was very anxious that some knowledge of the Greek spirit and genius should be acquired by the students, and proposed that Freshmen entering without Greek be required to take a course in Greek Literature. The Faculty referred the matter to a committee who reported that the proposed course would restore compulsory Greek in another form, and that Freshmen were not sufficiently prepared to take advantage of it; but the committee said that it would approve an elective in Greek Literature for Juniors and Seniors. The committee also stated that it was not opposed to more studies in Freshman year, but that they should be elective, as should some then required.

There was a question not only of whether Greek should be compulsory, but whether it should be wrestled with as a series of problems in philology, or read as literature, great in thought and expression. When President Hyde took office Greek was still taught by Professor Avery. Mr. Avery was a thorough scholar, with high ideals, and an appreciation of the value of Greek civilization, but in the classroom he was almost entirely the grammarian. At least a partial explanation of this narrowness may be found in the fact that Professor Avery was primarily a Sanskrit rather than a Greek specialist. The Indian language was the object of his life-long devotion, and, in 1887, having saved a modest competence, which would enable him to give his whole time to this non-lucrative subject, he resigned his professorship at Bowdoin. Then came one of those tragedies that occasionally blast, and seem to render useless the whole life of a scholar. At Commencement the Boards reluctantly accepted Professor Avery's resignation, passed complimentary resolutions, and conferred on him the degree of LL.D. On September 1 Dr. Avery, not yet fifty years of age, about to devote himself exclusively to what should have been his life work, and for which he had made long and thorough preparation, died.

Professor Avery was succeeded by Frank Edward Woodruff. Professor Woodruff was born on March 20, 1855, at Eden, Vermont, graduated from the University of Vermont and from Union Theological Seminary, taught, studied abroad for two years, and was elected Professor of Sacred Literature at Andover Theological Seminary. It was the day of the famous Andover heresy case, when a number of professors were accused of teaching doctrines contrary to those required by the founders of the seminary, and were obliged to modify their action or resign. "No one who knew Professor Woodruff could doubt what course he would take. A quiet man, remarkably free from ostentation of any kind, he was inflexible in his devotion to duty, regardless of the effect which his action might have upon his own career." He promptly left Andover and was immediately called to Bowdoin, where he taught Greek until his death in 1922. His work was thorough and broad. He required the student to know his grammar, but sought a rendering of the spirit as well as the letter. A class was reading a Greek play in which the King, speaking to the chorus of elders, said, "O Andres"; a student rendered this "Oh men"; the Professor interrupted him, "How does the President address his Cabinet?" "Gentlemen," was the reply. "Then translate it so." The Professor's manner of conducting a recitation was almost ideal. He neither rushed in at the slightest hesitation, taking the words out of the student's mouth, nor allowed him to flounder horribly before giving assistance, but extended help just when it was needed.

When the day of change came and Greek literature was studied in translation, openly as well as privately, Professor Woodruff did not, like many of his brother "Grecians," waste time in vain lamentations, but frankly accepted the new method. The close of his life was active and practical. As a professor, he had seemed an example of the scholar who takes little part in affairs; he was not particularly successful in inspiring enthusiasm in lazy men or in those who took Greek because it was required. But, when over sixty, he entered vigorously into the woman's suffrage crusade, and was sent to the Legislature as a Democrat by the Republican town of Brunswick.

The Latin chair, during President Hyde's administration, had several occupants; some of whom combined great excellencies with grave deficiencies. In 1885 Professor Little resigned the Professorship of Latin, and for a year the work was done by the Professor of Greek and a Tutor. In 1886 the Boards called Ernest Mondell Pease to the chair, for one year, evidently as an experiment. At the next Commencement President Hyde reported that Professor Pease was a thorough scholar, and an enthusiastic teacher, "one with whom our relations are in all respects most pleasant," but that his discipline was poor; and that it was for the Boards to give this point full and fair consideration, and to decide whether he should be elected for another year or whether it was expedient to seek a new man for the position. The Visiting Committee stated that Mr. Pease had done fine work with his classes, and seemed to have got a great deal of work out of them; but that there had been much noise and confusion in his recitations, and many "class cuts." The Boards took a somewhat more lenient view than the President and the Committee, and, although they recognized the bad effect of disorder, continued Professor Pease in office until 1891, when he solved the difficulty by resigning. He had received an invitation from Leland Stanford University so favorable for the prosecution of research work in which he was engaged that he felt obliged to accept it; but he wrote to the Boards that his associations with Bowdoin had been so pleasant, and his interests had been so centered in the welfare of the college, that he resigned with deep regret.

President Hyde, discussing the filling of the vacancy, in his annual report for 1891, said: "Mr. Pease was one of the foremost scholars of the country in technical linguistic attainments. To secure his equal in these lines would be impossible. Rather than take a man of his type but of inferior attainments, it seems best to take a new type of scholar. The literary side of classical study is now coming to the front. A man capable of leadership in this movement would be a most valuable acquisition both to the efficiency and the reputation of the college. Mr. William Cranston Lawton is such a man and can be secured." The Boards elected Mr. Lawton but he served only one year, and with but partial success. He stimulated and helped his classes, and he had a true appreciation of good literature; but he also had a great deal to say about himself and his work, and the students thought him outrageously conceited. Their feeling is illustrated by an entry in the *Bugle* Calendar, "Lawton lectures on Aeschylus's Persians, a little about the Persians, mostly about Lawton." In one important particular he was out of harmony with the college tradition and sentiment. He missed the feminine element at Bowdoin, and said so; and most of the students, while duly appreciating the ladies, did not wish the college to become co-educational. Perhaps time might have modified the views of the Professor; but in 1892 Mr. Lawton received an unexpected offer from Bryn Mawr, and though he had come to Bowdoin with the understanding that he would regard his position as a permanent one, President Hyde thought it inadvisable to hold him to his promise, and the Boards accepted his resignation.

Professor Lawton was succeeded by William Addison Houghton. Professor Houghton was a graduate of Yale, of the class of 1873, and had taught at various institutions, including the Royal University at Tokio, Japan, and the College of the City of New York. President Sills, who knew him both as instructor and colleague, wrote of him at his death: "He was a man of unfailing patience and courtesy and of ripe and discriminating scholarship. Particularly in his advanced classes did his students feel that they were being taught by a man of real intellectual power and true literary taste. Those who have read under Professor Houghton the Satires of Horace will long gratefully recall the Horatian spirit of the man, himself, his gentle if at times quizzical humor; his aptness of phrase; his appreciation of the frequently capricious workings of fortune or Providence — never very strong in health, and sometimes hampered by physical infirmity, a little distant and reserved in dealing with his classes he always conveyed the impression of an unusually fine gentleman and scholar. Bowdoin men who studied under him will learn with regret of his death; and many a busy man now approaching middle life will be taken back in memory to the classroom in Memorial Hall and will recall some illuminating comment, too keen perhaps for careless lads at play, but treasured in the mind as coming from a teacher of whom his pupils were fond and who was in turn keenly interested in them."

It will be noted that the President says that Professor Houghton was at his best with his advanced classes; this was undoubtedly true and suggests his chief defect as a teacher. Like Proxenos, whom his friend Xenophon has described for us in the Anabasis, he was able to command well disposed men, but not others. Professor Houghton, indeed, made almost no attempt to keep order. He was somewhat deaf and was unaware of all that was going on. Moreover, he probably thought that if the boys did not choose to avail themselves of their opportunities, it was their affair, not his. But the world is not ready for rule by moral suasion merely, whether internationally, municipally, or educationally, and abdication of authority is not fair to the students who are anxious to do good work, or even to those whose somewhat feeble inclinations to strive after excellence need reinforcement.

The close of Professor Houghton's career at Bowdoin was unfortunate. President Hyde became firmly convinced that the best interests of the college required that Mr. Houghton should leave. But the latter considered himself unfairly used and resisted desperately. He even obtained permission to appear before the Boards and read a paper giving his side of the case. The Commencement procession waited two hours while the Boards fought the matter out. It ended in Professor Houghton refusing a re-election and receiving a bonus of a year's salary in appreciation of his faithful and excellent services, and a recommendation for a pension from the Carnegie foundation, although technically he was not entitled to one.

A matter which caused some difficulty in the teaching of Latin during this period was the method of pronunciation. The "Roman" way was coming into use, but at Bowdoin the introduction of the change was resisted and checked. In 1883 the Examining Committee stated that "The committee are not fully prepared to appreciate the modern method of pronouncing Latin — and they cannot see why Kaesar, Kikero, and Superkilious are any better than the old way of pronouncing these words." After the report had been written, good tidings came and the Committee interlined the cheering news, "Mr. Little does not propose to insist on this style of pronunciation."

In 1886 the *Orient* said that it understood that Professor Pease was using the Roman pronunciation, but that it hoped that he would change to the English, "which was that in vogue in all the preparatory schools and the one which has long been in use in this college." The employment of the English method by the fitting schools made a later acquisition of the Roman particularly difficult. The Roman finally won the day at Bowdoin, but it is to be feared that, during the transition period, many a student acquired an individual method, which was neither Roman nor English.

Greek and Latin, after undergoing various vicissitudes, had at last become separate subjects under the charge of a full professor. Somewhat later French and German received like treatment.

In 1884 Assistant Professor Atwood, who was in temporary charge of the department of Modern Languages, made an earnest plea for greater attention to this subject. He said, "The college already enjoys a prestige which is lacking to other colleges. The Modern Language wave is upon us, and ought not Bowdoin College to be on the highest crest? Let it be known that the college makes a specialty of that, and it will bring many students to us, who might otherwise go elsewhere." Mr. Atwood urged that there be two professors in the department, one teaching the Romance languages and the other German; but the Boards were not yet ready to make the change, the college was still poor.

But from 1888 to 1890 there was a professorship of French, held the first year by Benjamin Lester Bowen and the second by John Ernst Matzke. Professor Matzke was an able man of the Pease type, and became one of the best modern language scholars in America. But at Bowdoin he was a failure. He was a philologist fitted for investigation and the training of specialists, not for the teaching of beginners. Moreover, he was a young man of German birth and early education with goose-step ideas and a somewhat imperfect knowledge of English. But Professor Matzke's want of success was not due to lack of effort. In after years his former pupils kept a vivid recollection of the vigor with which he would shout, "I mean earnest."

In 1894 Mr. George Taylor Files was called to Bowdoin as Professor of German. Professor Files was born in Portland on September 23, 1866, and was therefore exactly eight years younger than President Hyde. He graduated from Bowdoin at the head of his class, in 1889, taught at Bowdoin, took a Ph.D. in Germany, and then returned to his alma mater to spend the rest of his life in her service and that of his state and country. "The distinguishing feature of Mr. Files' teaching was his enthusiasm. He always made his classes interesting and popular, and he felt that the best methods to employ in stimulating his students were constant encouragement and liberal praise." But much of Mr. Files' most important work was neither that of an investigator nor of a teacher. He rendered extremely valuable service in reorganizing the administration of the college, and from 1897 to 1905 served as Registrar, an officer who then performed many of the duties now assigned to the Dean. As a member of the committee on buildings and grounds "he did very much to make our campus a thing of beauty. His friendly ways and his ability to work with others made him popular with all with whom he came in contact; and it is high praise, and the kind of praise he would like, to say that nowhere will he be more fondly remembered than by the janitors and other employees of the College." Professor Files took a lively interest in town affairs. "And his activities extended also to the State. Throughout Maine he was regarded not only as perhaps the best known member of the Bowdoin Faculty, but as the original and consistent champion of good roads. He was one of the leading highway experts of the State; he did much to secure progressive legislation, and he gave very freely of his time and of his money to the cause. He also was an early advocate of aeronautics, and with Admiral Peary founded a society, before the war, to secure better protection by means of aircraft for our long Maine sea coast." When the war came Professor Files, inspired by a high sense of duty, volunteered for war work in France. His service to his country broke down his health, and he died on April 23, 1919, the oldest graduate of Bowdoin to give his life for the cause. On May 4, 1919, a service in his memory was held in the chapel, and President Sills concluded a biographical sketch and appreciation with the words, "The scholar has finished his learning, the teacher has taught his last class, and left to us all a noble example of industry and devotion. Best of all his service abroad unstintedly given, his last illness borne with patience and courage and marked consideration for others, have won for him praise higher than usually falls to the lot of mortals. Here at Bowdoin he will long be remembered as a very kindly and very brave man."

The departure from Brunswick of ex-President Chamberlain left the subjects of History and Political Science without a teacher and it was proposed to drop them, but half the Junior class requested Professor Charles H. Smith to take up the work of General Chamberlain as lecturer and he consented to do so. The next year the Boards made him Professor of History and Political Science. This included what is now known as Economics. It was the practice of Professor Smith to divide the year between a general study of the principles of the science and a special examination of some subject of immediate public interest. In 1888 and 1889 the class took up the tariff for intensive study, in 1890 the Professor, believing that the issue of taxation was more important for the people of Maine, assigned that subject for special consideration. At the close of the year Professor Smith accepted a call to Yale and was succeeded by Mr. David Collin Wells, a graduate of Andover Academy, of Yale in 1880, and of Andover Seminary. He took a year of post-graduate study and was teaching History and German when called to Bowdoin. The choice proved a good one. Professor Wells was an earnest, thorough student and though the boys sometimes grumbled at the length of his lessons and the lowness of his ranks, they both respected and liked him. His special excellence, however, was not in classroom work but in stimulating and guiding individual students by personal conferences. In 1893 Professor Wells accepted a call to Dartmouth where President Tucker was giving the college a new birth. There was a personal as well as a scholastic reason for his leaving Bowdoin for Mrs. Wells was a sister of President Tucker.

Professor Wells was succeeded by Professor William MacDonald.

His preparation was somewhat peculiar. The sketch of him in the *Bugle* runs: "Born at Providence, R. I., July 31, 1863. Fitted for college at the High School in Newton, Mass., but ill health compelled postponement of a college course. In 1884 graduated at the New England Conservatory of Music, Boston, and from 1884 to 1890 was Dean of the Department of Music in the Kansas State University. Resigned in 1890. Entered Harvard College, and received the degree of A.B. in 1892. Was Professor of History and Economics in Worcester Polytechnic Institute, 1892-3."

Professor MacDonald's first two years were unfortunate. He had made a fine impression at Harvard and he had some excellent theories of teaching, but he lacked experience in applying them, lacked knowledge of his subject and was deficient in tact. He also suffered from illness and had serious illness in his family which may have prevented him from doing himself justice. But he was supported by President Hyde until he was able to support himself. He won the respect of the students, he was very useful in matters of administration and when he went to Brown in 1901 his departure was felt to be a loss to the college. Professor MacDonald has been a writer as well as teacher, among his works are a history of the United States from Jefferson to Lincoln, in the Home University Library, and an edition of American Constitutional Documents for President Eliot's Harvard Classics.

Professor MacDonald had a number of able successors who served for comparatively short periods. Among them was Professor Allen Johnson, who introduced the preceptorial method in his classes, was called to Yale after five years' service at Bowdoin, remained there fifteen years, and is now editor-in-chief of the Dictionary of American Biography. Professor Johnson's successor was Professor Charles H. McIlwaine, Princeton, '94, then a Preceptor at that University. President Hyde who had a faculty of discovering young men of promise wrote to President Woodrow Wilson of Princeton concerning him and Mr. Wilson replied praising Mr. McIlwaine and saying that he should advise him to accept an invitation to Bowdoin as unfortunately Princeton was not able to meet the Bowdoin offer. But Professor McIlwaine remained at Bowdoin only a year.

While there he published a thorough and original work, *The High Court of Parliament and Its Supremacy* which brought him a call to Harvard.

In 1894, on the urgent recommendation of President Hyde, the professorship of History and Political Science was divided and an instructorship of Economics and Sociology was established which in 1897 was made a professorship. The first occupant was Henry Crosby Emery of the class of 1892. Mr. Emery was the son of Chief Justice Emery, Bowdoin '61. He graduated from Bowdoin before he was twenty, tying with three other men for the leadership of his class. He taught at Bowdoin until 1900 when he became Professor of Political Economy at Yale. In 1909 he was appointed chairman of the United States Tariff Board and served four years. During the latter part of his life he was connected with important banking interests in New York City, Russia and China. "He was a man of unusual gifts and of very rare personal charm and was frequently regarded as the most brilliant Bowdoin graduate of his generation. His friends, whom he numbered by the hundred, feel on his death as if a real light had gone out."

Professor Emery died at sea on February 6, 1924.

On coming to Bowdoin President Hyde found the chairs of Chemistry and Biology occupied by two Professors of considerable experience in teaching, Messrs. Robinson and Lee. Physics was taught by a young man hastily called to fill the vacancy made by Professor Carmichael's resignation, Mr. Charles Clifford Hutchins of the class of 1883. Mr. Hutchins taught for a year. The Examining Committee of 1886 reported that his work with the Juniors in the Physics laboratory showed that he was an instructor of no ordinary promise. The Committee said: "A man as competent as Mr. Hutchins to inspire young men with that spirit of enthusiasm which appeared in prompt statement and explanation of principles tested by personal experiment, and of sufficient mechanical genius to construct a spectroscope, and to reconstruct the telescope, with imperfect and extemporised tools should by all means, be secured to fill a permanent place in the college." Mr. Hutchins attended the Harvard Graduate School for a year and served the following year at Instructor in Physics. At the end of the year President Hyde told the Boards that "Mr. C. C. Hutchins has proved a successful instructor in Physics and also has done work in his department of such originality and recognized scientific value as to entitle him to a Professorship." The Visiting Committee cordially endorsed the recommendation of the President and the Boards elected Mr. Hutchins Professor of Physics, a position which he held until the Commencement of 1927 when having completed forty years of continuous teaching at Bowdoin he became Professor Emeritus, and with his resignation passed what may be termed the second generation of the Professors who gave their lives to Bowdoin.

Professor Hutchins has done remarkable work in the invention of scientific instruments and extending the bounds of scientific knowledge. He was either the first or second man to use the X-ray in a surgical case, made the first efficient X-ray tube in America, and contrived a mechanical device for holding an airship on its course. He invented a thermograph for measuring the heat of the moon and was the first to measure air radiation. In both cases he invented and made his own instruments. "His work with the spectroscope was also notable. He greatly improved the quartz spectrograph for ultra-violet work, and first discovered that an arc lamp could give the spectrum of a gas.

"Among his other inventions was the first machine for determining in the laboratory all the errors of a sextant. He made great improvements on the radio-micrometers, and invented an artificial horizon which was not affected by jars and vibrations. Among his most significant studies are that of the thermo-electric properties of alloys. In all his work Professor Hutchins has shown great mechanical skill and ingenuity especially in the grinding of lenses and the blowing of glass. When his X-ray tube was first produced he made them in considerable quantities for the Physical laboratories of the country."

Mr. Hutchins is a man of breadth and force. A *Bugle* dedication gives an excellent thumb-nail portrait of him, describing him as "Scientist and Humanist, a true son of sober-suited wisdom who always speaks the thing he will."

With the opening of the twentieth century there began at Bowdoin a very considerable increase in the number of the Professors and of the courses offered by them. The change, however, was not sudden or revolutionary but, in the main, a development on lines already marked out, and for reasons given in the preface the instruction of the last twenty-five years will not be described in detail here. The introduction of a few subjects marked an expanding into new fields and some of these courses after a shorter or longer period of experiment were withdrawn. As Sanskrit was given in the eighties because the Professor of Greek was a fine scholar in the Oriental language, so Russian was taught for a little while because Professor Ham had spent some time in that country. In 1905 a chair of Education was founded and an able man of very independent mind was chosen to fill it, Professor William T. Foster, later President of Reed Institute, Oregon. The catalogue announced that the courses in Education were "planned to satisfy the requirements of those states and cities which demand the professional training of teachers, but the courses are not intended primarily for teachers. Rather they aim to be of value to the parent, the citizen, the educated individual in any community." The courses in Education were continued until 1919 when the departure of the instructor caused them to be suspended.

It will be noted that care was taken to explain that the work done in Education was not that of a vocational school. Like precaution was used when a course was given in the elements of the Common Law. The catalogue of 1921 announced that the course was "Designed to acquaint the student with the principles of Contracts, Agency, Deeds and Mortgages, and Negotiable paper. This is not a law school course, nor intended to prepare the student to practice law."

The chief divergence from the rule that Bowdoin should be a college and not a professional school was the giving of a little instruction in Applied Science. Although Bowdoin possessed a large and well equipped science building and gave excellent courses in Biology, Chemistry and Physics, yet its graduates were obliged to take the full number of years in scientific institutions because they had not studied a few special subjects. One of these was shop-work. In

1902 the Boards voted that Mr. Simpson, the Superintendent of Buildings and Grounds, might give a course in shop-work to such students as were approved by Professor Hutchins. This condition prevented from taking the course men whose object was not to gain needed knowledge but merely to win points for a degree. In his report for the following year President Hyde said of the course, "It is intended for those who propose to enter technical professions or schools. The work is done in the machine shop of the Searles Science Building, it includes pattern making, moulding, and casting machine and hand tools. Students are required to make scale drawings and from these finish some useful piece of apparatus." In 1904 the Boards appointed a committee to secure a subscription of two thousand dollars to purchase tools for a course in shop-work. But the money was not raised and the course was abandoned. In 1906 President Hyde told the Boards that it was certainly desirable for the college to offer the same preparation for the graduate study of technical subjects that it did for the study of law or medicine. The Boards, however, were unwilling to appropriate money for technical courses, but before the next Commencement the Boston alumni raised enough money to secure the employment of an instructor in mechanical drawing, descriptive geometry and practical surveying. The *Orient* stated that with these courses a Bowdoin graduate could go through a technical school in two years instead of spending three or four and urged that a salary of twelve hundred dollars be paid to ensure the engagement of a competent instructor, and that six hundred dollars be paid for the purchase of instruments. The writer said that he had found many students in college who would take the course, that he believed that a dozen more men would join the entering class if the course were given and that he himself had met by chance two men who would do so. Competent instructors were found but the course appears to have been less popular than the *Orient* expected.

A few years later President Hyde said in his report, "Surveying and mechanical drawing is so incidental a subject in a college of liberal arts that it offers no satisfactory career for a man of ambition and ability. Probably as an exception to our policy of an all professor faculty, we shall have to maintain this subordinate department by a series of instructors. It appeals only to the very few students who are preparing for a school of technology, and to them only in an elementary way."

The course was discontinued because the instructor was obliged to leave on account of illness. Should a graduate of the Massachusetts Institute of Technology again be placed on the mathematical staff it is probable that surveying and mechanical drawing would resume its place.

There was some attempt not only to introduce "useful" courses but to establish a scientific school in connection with the college. There is always a demand for a "practical" education and increased numbers help win athletic championships. But the Bowdoin authorities stood firmly on the ancient ways. President Hyde was an ardent believer in the small college and the Faculty and the Boards supported him. Shortly after his accession to the presidency an offer of a two years' post-graduate course was struck out of the catalogue and the President stated at a college dinner that it had been decided that Bowdoin should remain an old-fashioned country college but that it would be one of the best of its kind. He even declared that every student should during his course recite to every professor. Years later Dr. Hyde so far modified his attitude as to state that the college would welcome an endowment sufficient to maintain a first-class engineering school, but this was a mere gesture, no such endowment was in sight and the declaration may have served as a tub to the whale of bigness.

An addition to the curriculum which was at once practical and in accordance with Bowdoin principles was the re-introduction of Spanish after the war with Spain and the acquisition of the island dominions. In October, 1900, Judge Putnam wrote to the Faculty urging that it provide regular instruction in the language, and a course of one hour a week with Matzke's reader for a text book was established and made the equivalent of one whole course for the spring term. The next year a full course was established which opened the way to the enjoyment of Spanish literature and fitted a reasonably able pupil to read easily a modern Spanish novel or newspaper and gave such a knowledge of the spoken language as would enable the student three or four weeks after his arrival in a Spanish speaking country to engage in conversation. Subsequently a two-year course was given. The regular study of Spanish was followed by that of Italian.

In 1903 a course in debating was given for a term, and later the instruction in this subject was much extended.

In 1905 Mr. Charles T. Burnett joined the Faculty and under him the course in Psychology was greatly developed, special stress being laid on the practical and experimental side. In 1913 courses in Art and Music were introduced and it is probable that in the near future what may be termed imaginative as distinct from reasoning subjects will be given a more prominent place. The courses in Music are partly in appreciation and partly in practice. The courses in Art are historical and appreciative only. In the late nineties a course in drawing was given, but though the instructor was highly competent, so few students took the course that it was withdrawn. In a small college limited semi-professional subjects are usually out of place. The Faculty rejected a proposal for a course in the technique of the drama on the ground that the subject was too narrow.

The most recent addition to the curriculum has been a one semester course in the Social Evolution of the Hebrew People.[4] The course deals with "the origins and social development of the Hebrew People, with special reference to their literature. The influence of early civilizations upon Hebrew customs and thought, and of the Hebrew people upon later Jewish and Christian culture."

The nearest approach to an extension into a university which Bowdoin has made since the abandoning of the scientific department in the seventies was the favorable consideration of a proposal to move the Bangor Theological Seminary to Brunswick and affiliate it with Bowdoin. The Boards passed a resolution favoring such an arrangement and it would have been of great advantage pecuniarily and culturally to the Seminary had the plan been feasible. But it was discovered that the Seminary did not own its valuable site in Bangor and would forfeit it by moving. The Seminary is peculiarly unsuited for college affiliation since it makes a specialty of preparing for the ministry men of comparatively little education. The advantages of connecting a Theological Seminary with a college or university are great but there is a loss of individuality which is harmful and it may be well that the proposed marriage or adoption did not take place.

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[4] A course dealing principally with the life of the Jews was introduced in the eighties but soon abandoned. The first year that it was given many students took it, the second, only two. The instructor, Professor Woodruff, explained this astounding falling off by stating that many chose it the first year thinking that it would afford an opportunity for evading work and found that they were mistaken. Men who have sat under Professor Woodruff will have no doubt of his ability, quietly but firmly, to convince such men of their error.

The administration of President Hyde was marked by important experiments in "student government." The first of these, and the one which attracted the most attention, was the creation of a "college Jury." As has been said in the last chapter, the eighteen-seventies and early eighties were marked by great disorder at Bowdoin, which caused much bad feeling in the college and seriously injured its reputation. In 1882 matters came to a crisis, several students were removed and the Faculty maintained its authority for the time. But it looked forward to the next year with much apprehension. In 1883 Amherst established its "Senate," and the Faculty and students of Bowdoin were induced by this example, and by the earnest efforts of Professor C. H. Smith, to create a Jury of undergraduates with extensive powers. The Jury was composed of a member from each class, and one from each intercollegiate fraternity that had been established at Bowdoin for at least three years; to these groups was afterward added one made up of the unrepresented men. The President met with the Jury, but only in an advisory capacity, his duties resembling those of the Judge who charges an ordinary jury. On the application of six or more jurymen the President might, in his discretion, remove a member. The Jury had authority over offenses against the peace, order, and good name of the undergraduate community, but not over payments to or from the college, rank, college exercises, or deliberate falsehood before the Jury, concerning matters properly before them. No student could refuse to answer questions because he would thereby incriminate himself.

Misconduct was divided into four classes: deliberate falsehood, grave misdemeanors, major offenses, minor offenses. In deciding a question of fact all the jurymen present must concur, but in determining grading and punishment a two-thirds vote was sufficient. The President had the right of remitting a sentence in whole or in part. It was also provided that: "The President is at liberty to inquire into the conduct or character of any student or the circumstances or causes of any disturbance. He may do this with a view of giving private admonition, advice, or warning to students or their friends," but it was to be expressly understood that such action should not be considered as a college censure. The students promised to submit to the Jury all questions of insult, class customs and the like.

The agreement could be amended by a majority vote of the two parties to it, the Faculty and the students. Either party could, by a three-fourths vote, notify the other of its wish to nullify the compact, and if, after four weeks, the notice was ratified by a like majority, the Jury would be abolished. Ten years later the rules were amended to make the respective jurisdictions of the Faculty and of the students more clear, and provision was made for a mixed committee to decide disputes.

The Faculty distributed copies of the plan; and after they had been in the hands of the students for a week a mass meeting of undergraduates was held and the articles were accepted with only a few dissenting votes. The Faculty had not formally passed on the question, perhaps waiting to see if the experiment would receive general support, but now, say the records, it adopted the proposal "almost unanimously." The Trustees and Overseers seem to have been less favorably disposed. A committee to whom they referred the matter reported that the rules should have been submitted to the Boards. They said that the plan was most skillfully framed, but that the manner of choosing the Jury, and the functions given to it, were without precedent. They acknowledged that the old method of enforcing order, the performance of police duty by the Faculty, would be intolerable; and that when it had been passed on by the courts, as had sometimes been the case at other colleges, it had seldom received judicial sanction. The committee said that in large cities the proper method was to turn offenders over to the police, but that this was probably impracticable in country colleges because there was no local forum competent to deal with such cases. The committee hinted that the Boards might appoint a committee of grievances, which should meet at fixed times, and hear the complaints of both the Faculty and the students. But such a committee would have been slow to act, and ill acquainted with conditions, and its appointment would have tended to weaken discipline without giving the students the advantages of self-government. Fortunately it was not created.

The establishment of the Jury was followed by a great relaxation of tension between the classes. At the ensuing Commencement, Acting-President Packard reported that whatever might be the cause, it was a fact, that in the nearly seventy-five years during which he had been connected with the college, as student or instructor, he had not known a year so free from disturbing influences.[5] Professor Chapman, who, as Dean of the Faculty, did most of the work of the presidency, was not ready to pronounce a definite opinion on the value of the Jury. He pointed out that no case had arisen "that has completely shown the ability of such a body to administer justice in a time of excitement and strong party feeling. It must, therefore, still be considered as on trial, though it is proper to say that an important consideration in its adoption was the hope that it might prevent the occurrence of excitement and disorder." Ten years later Professor Smith, the real founder of the Jury, said, in an article written at the time of the college centennial, that what was known of the feeling of the students justified making the experiment, and that the hoped-for results were worth the attempt "even at the expense of an occasional unjust decision or some laxity in the maintenance of order." Professor Smith frankly admitted that the new system was not perfect, that the jurors were not much in advance of their constituents, and that they had quietly ignored things which they could not control. Professor Smith, however, believed that the Jury did good work in moulding student sentiment, and teaching responsibility. In the same year, 1894, Professor Little

[5] This good behavior may have been due, in part, to the high regard of the students for Dr. Packard, himself.

wrote an article on Bowdoin, in which he gave a very fair and accurate description of the conduct of the Jury. He said, "On several occasions, since 1883, when the Jury was first originated it has dealt with cases of hazing, and instances of public disorder, in a manner which has met with the same amount of public approbation, to say the least, which was granted aforetime to decisions of the college faculty. While the Jury has not neglected its duties when a specific offense has been brought to its attention, it has during these years, never evinced a desire to magnify its functions, but rather to assume an attitude quite characteristic of public officials in a prohibition state."

The early decisions of the Jury threw some doubt on its zeal and efficiency in maintaining order. At its first meeting, for judicial business, the Dean of the Faculty, Professor Chapman, brought before it the matter of the destruction of one of the gates of the fence inclosing the college yard. It was made of wood and, perhaps, had been used for a bonfire. "The Jury discussed the case informally. The opinion was expressed that such action was entirely uncalled for and indefensible, and should not be overlooked. In accordance with the sentiment of the meeting it was moved and carried that each member of the Jury endeavor in a quiet way to find out what party or parties are guilty of the action." But no discovery was made.

Another matter brought open criticism on the Jury. The class of 1886 had promised not to haze and the Freshmen took advantage of this disability to perform many provocative acts. Phi Chi, a song strictly forbidden to Freshmen, was sung in a room occupied by two Freshmen, who are said to have made themselves particularly obnoxious. The upper classes were willing to act as substitutes for keeping the Freshmen in order, and a number of unknown students, reported to be Seniors, went to the room and smashed furniture. The Jury discussed the affair, condemned the destruction of property, but expressed the opinion that there had been great provocation. It then referred the matter to a committee, who reported that others besides Seniors were concerned, but that it was no nearer a discovery of the participants than at the beginning; and recommended that no further action be taken. The Jury agreed to the report by a vote of six to three. A Freshman, E. C. Plummer of Bath, wrote an anonymous letter to the Portland *Globe* accusing the Jury in bitterly sarcastic terms of neglect of duty. Mr. C. B. Burleigh, '87, in his history of the class states that the singing was not a deliberate challenge to the Sophomores but the result of a sudden impulse and that the best men in college strongly condemned the wrecking of the room. But carrying college quarrels to the public was contrary to student custom and an undergraduate meeting was called with the intention of making Plummer, who it was generally understood was the author of the article, publicly admit that he had written it. Two Seniors, one of whom was thought to have taken part in the raid, abused the correspondent vigorously but Plummer set his jaw and never spoke a word.[6] Some of the Seniors then expressed their opinion of the destruction of furniture in language that must have been very unpleasant for the guilty parties to hear. But the majority of the students were loyal to college "law" and passed resolutions praising the Jury and censuring the correspondent of the *Globe*.

A few years later the Jury investigated itself. On March 20, 1887, a recitation room was broken open and damage done. A number of students were brought before the Jury but all were acquitted though there was testimony that two of them were seen carrying away a door. In May the Jury directed each member to deliver to the Foreman a statement of all the knowledge regarding the affair which he possessed, his vote on each case, and the reasons for it.

If the Jury seemed slack in individual cases, it was vigorous in laying down rules. On October 29, 1894, it voted that every interference with the liberty of a Freshman should be punished by a suspension of from two to four months, and aggravated cases, by expulsion. The special attention of the Jury being called to the damage done to the hats of several Freshmen when the Sophomores compelled their removal, "After due consideration the Jury voted to class this act of the Sophomores with hazing and that the Sophomore class be informed of the action of the Jury." The Jury, however, could refuse to meddle with trivialities. In 1896 it took up the question of fights between Sophomores and Freshmen, but only "voted that President Hyde make the subject of class rushes a subject for a chapel talk and warn the students against further offenses of that nature." On the night of November 8, 1897, the Freshmen hung a 1901 banner in the chapel, and next day there were some clashes between the two lower classes; but the Jury decided, by an informal vote, that the affair was not of sufficient importance to require action.

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[6] With what appears to have been a confused recollection of one of Elijah Kellogg's pieces and of Roman history the students rewarded Plummer's fortitude by dubbing him Regulus the Carthaginian and the nickname shortened to "Reg" stuck to him throughout his college course.

On October 30, 1899, the Jury considered the subject of scufflings between the Sophomores and the Freshmen in front of the chapel, and, say the records, "It was the general opinion that while small in itself, it ought to be stopped because of outside appearance." President Hyde suggested that the Jury announce that they would deal severely with the first case, and that they would hold inciters as guilty as participants; and the Jury voted to do so.

Professor Little states in his *Historical Sketch* that the Jury showed no desire to magnify its functions; but, if it carefully refrained from too frequent exercise of its undoubted powers, it took cognizance of matters which might seem to come under the jurisdiction of the Faculty. The Jury record of December 5, 1892, states that "The condition of the reading-room was discussed. The practice of reading papers in church was spoken of and condemned. Several members spoke of the kicking of steampipes in chapel the preceding Sunday. Decided to let it be known that any such case would be severely dealt with in future. The price of rooms in Maine was discussed; and several jurymen complained of the occasional failure to furnish heat in the Hall. Notice was taken of the practice of throwing slops out of the windows and of the insufficient number of janitors." On March 29, 1905, the Jury voted to suspend for four weeks a student who had hidden a reserved book. A motion to make the time of suspension six weeks was lost. In February, 1906, a citizen complained to the Jury that two students had called him "hard names" at a college dance in Memorial Hall and asked that they be required to apologize; the Jury voted that they must do so or leave college. The Jury also voted that any student who was drunk or disorderly at a college function should be suspended at once without warning.

This was practically the last act of the Jury. For some years it had been moribund. From May 28, 1900, to October 3, 1904, there had been no meetings. In 1906 an Inter-Fraternity Council was established, but it was found to lack moral influence because it represented sections rather than the student body as a whole. The Faculty announced that it would gladly coöperate with a student representative body; the offer was accepted though somewhat slowly. The college paper said "The *Orient* is not desiring to recall the old idea of 'student government.' We really do not believe that student government is either possible or advantageous. The students do not desire to govern themselves nor is there any logical reason why they should be expected to do so. The faculty is given the authority and the faculty can not delegate their responsibility. But there are many relations in which the students should have more expression of opinion, where the students themselves should maintain more oversight over their own organizations, and where there is necessity for matters of real college custom to be discussed." In 1908 a Student Council of ten Seniors was established. In 1912 its number was increased to twelve by the addition of two Juniors. The Council is elected annually by the undergraduates and "In matters pertaining to student affairs it makes recommendations to the student body, and occasionally to the Faculty."

Shortly before the Commencement of 1925 there was an advance in the coöperation of the students with the college authorities by the appointment by the President of a committee of the next year's Seniors to report on what the aims and efforts of the college should be for the next ten years. In his report for 1926 the President stated that the student report did honor to the college, that it was able, candid and very suggestive.

In 1926 a new Fraternity Council was established. At present its authority is confined to the supervision of inter-Fraternity sports. But there is a feeling among the Fraternities that matters relating to them should be managed by a body where each Fraternity has representation and possibly the new Council may take over such matters as fixing the date of initiation and passing on requests for fraternity action.

In 1927 students sat with members of the Boards and of the Faculty on a committee to consider the methods of awarding scholarships.

The administration of President Hyde was marked by a great softening of student manners. There was no college rebellion or great hazing scandal though there were narrow escapes from both.

The class of 1896 had been too zealous in its Sophomore duties and President Hyde announced that he would suspend thirteen Sophomores unless both under classes pledged themselves not to haze. The Sophomores informed the President that if the thirteen were sent home the class would go, and the Freshmen by an overwhelming majority refused to promise not to haze the next year. The Sophomores took a sort of pledge against hazing, the thirteen were put on special probation and their parents were written to, but there were no suspensions. It has been said that the President gave way because he did not wish to have a great strike in the year of the college centennial.

In March, 1897, there was a hazing incident which might have rivalled the Strout affair. Members of the class of 1899 visited a Freshman who is said to have refused to give twenty-five cents toward the purchase of a Sophomore tar-barrel and tossed him in a blanket. The Freshman was small, the tossers were muscular, and, unintentionally, he was thrown against the ceiling and had a tooth knocked out. The Jury suspended those actively concerned for the rest of the term, thus requiring them to postpone their examinations. To one, a Senior, his loss of instruction proved so serious that he was unable to qualify for his degree in June and was obliged to take work the next year.

At the meeting of the Jury, Marcellus Coggan, son of the Marcellus Coggan who was knocked senseless by the Freshmen in the Phi Chi fight of 1870 and suspended by the Faculty, expressed the wish of the Jury that the letters to the parents of the suspended students be made as mild as possible. President Hyde promised to do this, and, in return, requested the members of the Jury to use their influence to keep the matter out of the papers.

On June 29, 1917, President Hyde died. His lieutenant and close friend, Dean K. C. M. Sills, then served as acting president and in 1918 was chosen his successor. President Kenneth Charles Morton Sills was born in Halifax, December 5, 1879. He was fitted for college at the High School in Portland where his father was Dean of St. Luke's Cathedral (Episcopalian). In 1897 he entered Bowdoin. His college career was one of great distinction; he won seven prizes, took an A in every course, a distinction which no other student has attained, and is believed to have received the highest rank ever given at Bowdoin. He was an editor of the *Orient*, of the *Bugle* and of the *Quill*, was Class Poet on Ivy Day and had the Parting Address on Class Day. After graduation he studied and taught at Harvard and Columbia and also taught a year as Instructor at Bowdoin. In 1906 he was called to Bowdoin as adjunct Professor of Latin and became Win~~c~~kley Professor the next year. In 1910 he was appointed to the newly created Deanship.

Some of the events of Dr. Sills's presidency are noted elsewhere in the book, but it is too soon to give any full account of even his first decade. Here it is enough to say that he has endeavored to unify the college, keep its ideals high and exalt the intellectual and spiritual over the formal and material. He has done much to make the undergraduates feel that they are taking a course, not courses, and that they must know some things well. He has freed the abler men from the continuous mass lock-step which cramps the exceptional student. He is making athletics an important and healthful recreation for all, not the war-like business of a few. He is insisting on a large and able Faculty. If one should seek the keynote of President Sills's administration he might find it in two sentences from his report of 1924: "We Americans have, I think, been guilty of putting too much emphasis on the log and too little on the Mark Hopkins . . . Poor buildings and excellent teachers are much to be preferred to beautiful halls and wooden instruction."

CHAPTER VII

MISCELLANEOUS

The Faculty

BOWDOIN, like other colleges, has often been hampered by lack of money, and therefore has been compelled to pay its professors inadequate salaries. As has been noted above, President McKeen was offered at his election one thousand dollars a year and the use of a house, a compensation which he thought small. Professor Abbot was allowed only five hundred dollars a year, but Elijah Kellogg wrote the President that he had found some boys for Mr. Abbot to fit for college which would "make him some farther encouragement." The Trustees voted that he should have an increase of two hundred dollars a year after four years' service, but the Overseers disagreed. They consented, however, to an increase after two years of one hundred dollars, and in 1805 Professor Abbot's salary was made eight hundred dollars and President McKeen's twelve hundred.

Professor Cleaveland was allowed from the first the salary of a full professor, eight hundred dollars a year. The Boards also authorized a loan to him of not over one thousand dollars to assist in the purchase of land and the erection of a house, and in 1814 they accepted the house and land in satisfaction of the debt. Later they allowed him the use of the house without charge, he paying in lieu of rent the cost of upkeep and additions. New professors sometimes received less than a full salary. When William Smyth was appointed Assistant Professor of Mathematics he was paid only six hundred a year. In 1826 the Visiting Committee spoke of his success in infusing a portion of his own love and devotion to the science into the breasts of his pupils and recommended that "more adequate provision be made for him in order that his talents and services may not be lost to the college." The next year Professor Smyth was given a salary of seven hundred dollars. In 1828 Professor Cleaveland wrote to the Visiting Committee asking it to recommend an increase in Professor Smyth's salary. The Committee reported that purely because of the necessity of providing for instruction in modern languages, it could not advise making Professor Smyth's salary equal to that of the other professors, but that an addition of one hundred dollars would make it equal to the salary of the Professor of Modern Languages and that such an increase should be allowed during the continuance of the state grant of three thousand dollars a year. But the Boards were more liberal and gave Professor Smyth a thousand dollars a year.

In discussing Professor Smyth's salary the Committee had said that should the state grant not be continued it was manifest that there must be an apportionment of salary among the instructors or a diminution of their number. The grant was not continued, the college became extremely embarrassed and the Visiting Committee proposed to pay the Professors somewhat as if they were mechanics doing piecework. The Committee suggested that the President receive a thousand dollars a year and the use of his house, that Professor Cleaveland be allowed the use of his house, that each of the Professors be paid five hundred dollars a year and that the tuition money be divided among them. By this means the more students who could be induced to come to Bowdoin and to stay there the better it would be for the professors' pocketbooks, and so, in the opinion of the Committee, the Professors would be inspired to do more and better work. There is something to be said for the Committee's position. The danger that professors become lazy or that they devote to minute investigation time which should be spent in preparing for class work is real, but it is better met by gradual promotion and increase of salary in return for proved fitness than by putting a premium on quantity production of graduates. The Trustees passed a resolution like that recommended by the Committee but the Overseers vetoed it. In 1852 the Committee again referred to the matter but said that as the proposed change would require an entire reorganization of the college and as its success was problematical, it had not thought it worth while to give time to the investigation of the subject.

In 1860 Professors Smyth, Packard, Upham and Chamberlain were given eleven hundred dollars a year. The rise in prices during the Civil War was not counterbalanced by an increase in salaries and in 1865 Professors Packard and Smyth made a formal written statement to the Visiting Committee that it was impossible to live on their salaries and that during the past year they had over run them four or five hundred dollars. The next year a second memorial was presented, the first not having been submitted in time. The Visiting Committee approved the claim for increase saying, "If we can not be generous let us at least be just." The Boards voted an increase of one hundred dollars for the year just passed and in 1867 made the salaries of Professor Smyth, Packard and Upham fifteen hundred a year and in 1872 raised the maximum salary of a professor to sixteen hundred. In 1881 this was increased to seventeen hundred. In 1883 Professor Charles H. Smith was given twenty-five hundred dollars a year and most of the other Professors eighteen hundred, but the Professors of Latin and of Modern Languages received only twelve hundred. A little later all the Professors were given eighteen hundred. Since that time there has been a gradual increase, and now full professors receive from three thousand dollars to five thousands dollars a year, according to length of service.

The salary of the President always has been larger, often considerably larger than that of the Professors and he has usually received the use of a house or commutation therefor. The early Presidents were paid twelve hundred dollars as salary. There appears to be no record of the amount of President Allen's salary. President Woods was given fifteen hundred dollars, President Harris twenty-five hundred dollars, and during his last year of service twenty-six hundred. President Chamberlain received twenty-six hundred dollars and three hundred in lieu of house rent as he occupied his own. In 1874, because of the straitened financial condition of the college, he relinquished his commutation. In 1880, an endowment of one hundred thousand dollars having been given to the college by the alumni, the commutation was restored from 1879. President Hyde, on his appointment, was given three thousand dollars as President and Professor of Mental and Moral Philosophy, and was provided with a house, but for some years he paid rent to the college. In 1909 the President's salary was increased to four thousand dollars a year and in 1915 to five thousand. In 1920 the salary of the President was made six thousand dollars and in 1923 seven thousand dollars. The President is frequently called on to attend meetings of learned societies and college dinners and this demand has greatly increased in recent years. President Hyde asked the Boards to make an appropriation for his expenses in this particular. Apparently the Visiting Committee first favord the request and then reversed its position, for its report contains a paragraph approving the grant; which has been crossed out. But later, money was given for such purposes.

The official residence of the President has also been improved. When President Allen came to Bowdoin an addition was made to his house for a library and study and there he worked on his famous *Biographical Dictionary*. In 1926 Mr. William J. Curtis and other New York alumni met the expense of adding a large reception room to the present Bowdoin White House.

A matter which at times has caused some difficulty is the granting of extra pay for extra work. During President McKeen's last illness, which was of considerable length, his duties were divided among the Faculty. Professors Cleaveland and Abbot, by their own request, received no extra pay, but a tutor was given special compensation. In 1814 President Appleton was voted a hundred dollars for additional services but declined it and the Trustees directed that this act of liberality be entered on their records. But in 1817 President Appleton received two hundred dollars and Professor Cleaveland a little over one hundred for teaching the classics after the resignation of Professor Abbot. President Allen, shortly after assuming the duties of his office, presented a bill for preaching in the chapel, at the rate of five dollars per sermon, but the Boards declined to pay it.

When President Allen was removed by the legislature the Boards voted that the duties of the President should be performed by the

Faculty and the Faculty divided them between Professors Newman, Upham and Cleaveland, assigning to Professor Newman the conducting of the chapel exercises, to Professor Upham the President's teaching and to Professor Cleaveland the executive duties. The Faculty was of the opinion that the Professor who officiated in chapel and preached to the students performed a work so burdensome that he should receive extra compensation. The following year the Faculty voted that Professor Newman should receive two hundred dollars a year from his six colleagues, each paying equally, but that any of them should be at liberty to take the chapel duties a proportionate part of the time instead of paying. On Professor Newman's resignation he was granted three hundred dollars as compensation for his service in chapel, which had been performed very carefully and ably. At different times Messrs. Chamberlain, Smyth and Bracket received extra pay for work not in line of duty.

In discussing the vacancy caused by Professor Newman's resignation the Visiting Committee reported that if it should be deemed best to leave his professorship unfilled "its duties should be divided and faithfully performed without any cause of complaint or any further compensation. While the instructors are well paid, it is important for their own improvement, and that of the youth under their care as it is just and right that they should work hard." But in 1845 the Committee reported that it was satisfied that the Professors were overworked. In 1855 the Boards voted that "in consideration of Professor Cleaveland's long and faithful services, and for his great extra labor in arranging the conchological and mineralogical cabinets, occupying the whole of his vacation for several years," the Professor's note given to the college when funds were being raised in the early forties should be returned to him.

In the eighteen-thirties the Boards were much dissatisfied with the way in which the work performed by the instructors was divided among them. The Visiting Committee urged that as far as possible every professor be brought in contact with each class during the college year. The Committee said that they were "not insensible to the claims of those who have been longest in the service of the institution and most adorned with academical laurels, to comparative exemption from the daily toils of teaching the younger classes. They are acquainted also with the requisition there is upon their powers to meet the demands of the more matured minds of the advanced classes, and they appreciate the title they have acquired to some peculiar portions of their time to extend their own general literary and philosophical researches and fit themselves more perfectly for informing and enriching the minds of their pupils by the processes of lecturing and instruction." But the Committee was of the opinion, notwithstanding, that an arrangement such as it proposed would be fairer to the younger professors and beneficial to the students. It felt that "An arrangement of the college exercises by which the most eminent among those who are looked up to with respect and admiration are sequestered and kept aloof from the Junior members of the College Society is supposed to involve a possible loss of a portion of their best influence and usefulness upon the minds and dispositions of [the] students."

Somewhat related to this problem is the question of an all-Professor Faculty. During Bowdoin's earlier years very young men were employed as proctors and tutors, they served for one or at most two years, they were usually preparing for the ministry and a part of the consideration was the supervision of their studies by the President of the college. The salary was small, but even this was a burden and from 1827 to 1835 tutors ceased to be employed, "the instruction being given wholly by professors, who had rooms in the college, which they occupied more or less during the day.[1] While this regime induced by sheer necessity was in force, it was sometimes claimed as a special advantage, which colleges with tutors did not possess — it being a great thing that mature intellect and ripe scholarship should thus constantly be brought into contact with the pupil. Notwithstanding this, there had been for some time a growing conviction that the interests of the college required a return to its former practice in regard to tutors." Tutors were again employed and in 1839 the Visiting Committee reported that "there are certain branches of instruction which may be given by Tutors fully as well, perhaps, as by permanent Professors and at half the expense. Tutorships, by affording handsome and highly eligible situations for young men of talent, hold out to them prospects of honorable distinction within their reach. They serve in regard to college as a connecting link, as it were, between the situations of young men and those of men more advanced in life. Many a young man of the first order of talent, even after having studied for a profession, would be happy to spend a couple of years as a Tutor in college to afford him an opportunity to enlarge and fill up more satisfactorily to himself the circle of his information. By maintaining and preserving these offices in college and filling them from year to year with young men of talent, we conciliate the feelings of the young, active and enterprising. We promote good will toward the college; we save expense to the Treasury; we prevent by their residing within the walls many irregularities and disturbances and probably also save from time to time some interesting but excitable student to his friends and the community."

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[1] In one case at least a professor's wife did this also. When Mrs. Stowe found the noise of her eight children unendurable she sought the scholastic quiet of Appleton where her husband had a study, and worked on *Uncle Tom's Cabin.*

Tutors continued to be employed for several decades, but conditions changed, divinity schools and graduate schools gave better opportunities for post-graduate study than did tutorships at a small college, and President Hyde desired an all-Professor Faculty. He wished Bowdoin to be a small college, teaching all it taught well, not a mongrel college-university, teaching many things superficially, perhaps inefficiently, and sacrificing real achievement for the sake of a big institution and a long list of courses.

Yet he was not the slave of this or any other principle but showed himself a true Aristotelian, a believer in the doctrine of the mean. Where the subjects demanded the preceptorial method, conferences between the Professor and four or five students, or where students of exceptional ability deserved much personal attention from the Professor, he gave these advantages to the limit of the financial ability of the college; where a subject could well be taught by lectures or by brief recitations, he frankly favored larger or even large classes, though as a result Bowdoin's ratio of instructors to students might be made larger than that of other New England colleges.

With the question of tutors was entwined that of the proper age for Bowdoin instructors. President Chamberlain in his report for 1875 mentioned the youth of the Faculty as its chief weakness. He said that with the hard work which the members did this defect would soon cure itself, "did not calls to more promising places call our professors away as soon as they have gained a good foothold and reputation. All indeed do not go but many of late have and in filling their places we ought to look for those qualities, among others, which age, experience of life and knowledge of men can alone bring out."

But the danger, if danger there was, of a young Faculty soon passed. Several of the young men of 1875, or a slightly later date, grew old in faithful and valuable service. With increased funds the teaching force became larger and Bowdoin enjoyed what may be termed a healthy, balanced ration of elderly, younger and young instructors. President Hyde in his report of 1906 thus described the situation: "The college has been extremely fortunate in the personnel and make-up of its Faculty. The majority of the departments . . . have at their head men who have been here for twenty years or more, and have acquired that devotion to the college and that identification with its spirit which insures the continuance of their services during life. Others are in the hands of younger men, who manifest the same enthusiastic devotion to their work and to the college; and may be counted upon for the same permanent service. In a few departments we have had a series of brilliant and ambitious young men, who have given to the college the years in which they were making their reputation; and then have been called to larger salaries and broader fields elsewhere. All these elements are valuable; and Bowdoin College has been fortunate in having them in about the right proportion. . . .

"The ages of the eighteen professors and instructors range from twenty-seven to sixty-one, with an average of forty-three. Their experience in teaching ranges from three to thirty-seven years, with an average of twenty years. If one were selecting a faculty for maximum efficiency, these are the age and length of experience he would endeavor to secure."

In 1914 the President looked less favorably on young short service men. He said: "Of late years in certain departments we have had a procession of these young professors coming and going every three or four years. We have been extremely fortunate in getting, save in continuity and maturity, as good men as we have lost. Such good fortune, however, cannot be counted on permanently. To lose men of proved adaptation and success and fill their places year after year with untried men however promising, in the long run amounts to playing the game with other colleges on the terms, Heads you win, tails we lose. That we have played it so long without serious loss is little short of a miracle." And the President, as a matter of justice to the older Professors who were devoting their lives to the college, and of mixed justice and policy as regarded the younger men who were sure to receive more liberal offers from other colleges, urged that the salaries of Professors be increased five hundred a year without delay.

The question of young or old professors is sometimes a question between personality and teaching ability on the one hand and minute scholarship on the other. The student committee on the ten-year plan advised that special attention should be given to obtaining men of the first mentioned type especially if they were to teach elementary studies and the lower classes. There is much force in this. President Hyde has spoken of the object of the university being the subject, of the college, the man. At least we may say that while both college and university aim at individual training the training is not quite the same and research is incidental at the college and primary at the university. The college must avoid the professor who in any considerable degree resembles the one who said that he would like his position very much if there were not any students. It is true, however, that some of the most successful professors at Bowdoin during the last decade have combined thorough research with instruction.

President Sills in his report for 1926 declared that such union was necessary. He said, "The students in their report have asked for men who are not 'parroting pedagogues' or 'learned pundits,' and have emphasized the need of real teaching ability on the part of all members of the Faculty in a small college. With that there can of course be no disagreement, and yet it is well to point out that no one can continue to be a good teacher if he does not keep his intellectual life vigorous by writing and study. A great deal that is called research nowadays is unworthy of that name. The College does not expect to force the men on its Faculty to write useless articles simply for the sake of so-called productivity. On the other hand, there can be no doubt but that the teaching of the college would be dead if the men on the Faculty were not doing scholarly work as well as giving instruction. We have made it a rule of late years in our promotions on the Faculty to insist upon a certain amount of scholarly and productive work having been done, or in rare cases being promised. We have been generous in granting leaves of absence, sabbaticals, and other things to members of the Faculty engaged in any kind of research work. There is, I veritably believe more scholarly work being done in the Faculty now than ever in the past; but the ideal has not been reached until every member of the Faculty is, in his own particular field, a recognized scholar as well as a fine teacher. It is not a question *either or;* it is a question of *both and.* A member of the Faculty should not be *either* a good teacher *or* a good scholar. He ought to be *both* a good scholar *and* an inspiring teacher."

Still one must remember that high ideals are seldom attained, even approximately and that it is sometimes necessary to decide what part is mint, anise and cummin and what contains the weightier matters of the law. In this connection it may not be amiss to consider the comment by that experienced scholar, Dr. J. Franklin Jameson, on Professor Jernegan's report on "the inquiry why there is not a greater amount of productive research on the part of the holders of Ph.D. degrees in history." " . . . It is accepted doctrine that the college or university instructor teaches better if he is engaged in some investigation on the side. Quite right. Surely the main business of a teacher is to teach. Nearly all our colleges and universities were founded for that purpose alone. Those presidents whose indifference to research so many of Mr. Jernegan's correspondents accuse ought to encourage with liberality whatever will make their teachers vivid forces in the class room. It is, however, not superfluous to point out that there are other ways beside research for achieving this end. Wide reading and careful thought, feeding the imagination and clarifying the judgment and energizing the powers of expression, may give the teacher all that his classes need without his resorting to print at all."

The Boards have been obliged to determine how far other qualifications then character, scholarship and ability to teach shall be considered in the appointment to professorships. Mention has already been made of the attempt in the eighteen-forties and fifties to require all professors to be orthodox. It not only drove C. C. Everett from his chair but excluded Henry B. Smith from a permanent professorship because he had studied in Germany and it was thought that he might be infected with the Higher Criticism and other heresies. Curiously enough Mr. Smith may have met with Unitarian opposition also as he had formerly held their doctrines, but had renounced them for those of the Congregationalists. The theological requirements which had been matters of practice rather than strict technical rule were, however, gradually relaxed. But this was not done without protest. In 1858 Professor Packard said, "Let but the suspicion possess the public mind of unsoundness in a high-toned moral sentiment and of treachery to the faith and spirit of Protestant Christianity, — the flower of our youth will not be sent [to Bowdoin] to imbibe poison within its walls." President Chamberlain said that in the choice of professors preference "should be given where possible to men of decided religious character and who sympathize with the prevailing faith of the Boards and Faculty of this historic college." And after the holding of certain theological opinions had ceased to be regarded by the Boards as of great importance President Hyde attempted to soothe the fears of conservatives by saying that all of the Faculty came from orthodox families, and while frankly admitting that some of the Professors had changed their earlier views, he declared in the strongest terms that he had never heard any of them say in the presence of a student anything likely to weaken or alter the young man's religious belief.

Another question which has given some trouble is what is the right proportion of Bowdoin and non-Bowdoin men on the Faculty. In the late fifties there was sharp public discussion of the matter. Some alumni who believed that the college was excessively conservative alleged that relationship to a member of the Faculty or the Boards was made a most important qualification for position on the Faculty. It was indeed a curious fact that although the Faculty was very small it contained a son of a Professor and one of a Trustee. But it is also true that both these young gentlemen, Egbert Coffin Smyth and Charles Carroll Everett, were men of unusual ability and that their departure was a great loss to Bowdoin. On the other hand many alumni believed that too little attention was paid to the claims of graduates, to professorships and other positions connected with Bowdoin. After the resignations of President Woods and Professor Upham the Faculty was for a time an all-Bowdoin one and a reference to this circumstance at the Commencement dinner called out loud applause.

The College Seal

A college like other corporations must have a seal and the design should, if possible, be specially appropriate. When Bowdoin was founded it was the most eastern college in the country and accordingly a full sun, doubtless supposed to be a rising one, encircled by the inscription, Bowdoin Collegii Sigillum 1794, was chosen as a design for the seal. The conception was appropriate but unhappily the execution was most inartistic. The sun appeared as a large moon-faced head surrounded by triangles of what were meant to be flames, and the effect was made worse by inferior cutting. But, for over a century no change was made. Then, in 1896, the Boards referred the matter of redrawing the seal to Professor Johnson. In the following year ex-President Chamberlain, Professor Johnson and Dr. Mitchell were appointed a committee to report on an improved seal. In 1898 one designed by the instructor in drawing, Mr. Algernon V. Currier, was accepted. Mr. Currier retained the sun as the emblem of Bowdoin, but to signify it he chose a slightly modified reproduction of a head of Helios on a metope found at Ilium. The god is represented as a young man, crowned with the sun. The rays were meant to typify the effulgence of the college, and blood spots added by Mr. Currier stood for fulness of learning. In the lower corner were the initials of the designer. Artistically the new seal was a great improvement, but the question was not one of beauty only. The *Orient* said with truth that it was a very serious thing to change the college seal, "The old seal meant a deal of tradition, . . . The fact that it's dear, stupid and round old face smiled from the sheepskins of Bowdoin's great men and small men seemed to imprint upon the hearts of all a feeling akin to love." The *Orient* stated that it welcomed Mr. Apollo or Helios but that, "He will have a hard row to hoe, however, until he gets better acquainted with the friends of his predecessor." The *Orient's* prophecy proved fully warranted. Many alumni were opposed to a change and their objections were increased by the perpetual uniting of Bowdoin and Mr. Currier by the insertion of his initials. Mr. Currier announced that he had only acted in accordance with a custom of artists and that he was perfectly willing to have his initials removed, but the sacrifice did not save his work. In 1899 the Boards suspended their vote of the year before and the opinion of the alumni was sought. Two votes by mail were taken. In the first only a few participated, and there was no decisive majority. The friends of the original seal now bestirred themselves. The alumni of Washington sent a letter to other associations arguing against a change, but, on the advice of Chief Justice Fuller, refrained from taking any action until there had been opportunity for further investigation. The second vote showed a large majority against a change. At the Commencement dinner President Hyde announced that "The college seal is still the old seal," and his words were received with a burst of applause. A new die, however, was struck, which while keeping the old sun did, according to the *Orient*, "beautify some of the ugly details." Beautify is a strong word but there was an improvement. In reproducing the seal, however, care has not always been taken to make it appear as well as possible, and some ten years later the Faculty appointed a committee "to prevent in the future, such representations of the college seal as have appeared on various programmes and elsewhere, and particularly on the class day programmes of this week."

COMMONS

The feeding of college students has always been a difficult problem. Sometimes a college has endeavored to furnish its sons with physical as well as intellectual nourishment, but the attempt has usually been a failure. Whatever may have been the case with the mental pabulum, the physical has evoked many criticisms because of its simplicity. Yet when the students are thrown on the mercy of the townspeople there are loud complaints of the kind of board furnished, and of the prices charged. Bowdoin's experience has been no exception to the general rule. "At the opening of the college in 1802 an inn was built on what is now the northwest corner of the college grounds and it is probable that from the first a few of the students took their meals there, most however boarded in private families approved by the college authorities." But in 1810 the Trustees and Overseers appointed a committee to consider the selection of one person to board the students or some other means of reducing the price of board. This resulted in an arrangement with the proprietor of the inn, Captain or Colonel[2] Estabrook. "No student could board out of Commons except on the certificate of a regular physician, various ills used to invade the college dormitories, and some portion, although not the most lucrative part, of the excellent Dr. Lincoln's practice was in cases the remedy for which was a certificate that the health of A. or B. would be promoted by his securing his sustenance elsewhere than at the college table." Nehemiah Cleaveland says, "Justly or not there was almost constant complaint of the living[3] and frequent quarrels with the purveyor. . . . As a school for bad manners it [Commons] was wonderfully successful." In 1813 the Trustees and Overseers appointed a committee "to agree with Captain Estabrook concerning the price, quality, etc., of commons or to make any further necessary provision." In May, 1815, the Boards voted that commons be suspended for the next term and that their committee should agree with a suitable person, if one could be found, for the following term. He was not found, and commons, as a strictly college institution, was known no more at Bowdoin, except for a brief period during and just after the World War.

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[2] He is called Colonel in Professor Packard's *Reminiscences* but Captain in a vote of the Trustees.

[3] Professor Packard says that the most frequent critics were those who were faring better than they were accustomed to do in their own homes.

But in 1825 a number of students formed an association for reducing the price of board and presented a petition to the Faculty praying that it would take measures for this end, and the Faculty voted to do so unless the Brunswick boarding-house keepers reduced their prices. The Trustees and Overseers petitioned the legislature for financial assistance, part of the money to be used for the erection of a dining hall, but no help was given. Meanwhile the student association struggled on by itself. In March, 1828, Professor Cleaveland wrote to Charles S. Daveis that the high price of board had always been a serious injury to the college, that at times it had prevented as many as six to ten students from entering and that something must be done. Professor Cleaveland said that experience had shown that good and satisfactory board could be obtained for about $1.16½ a week,[4] which met not only the cost of the food but a charge of 96 cents for a poor room. Mr. Cleaveland suggested that an individual or a stock company might invest $1,650.00, or better, $2,000 in the erection of a hall, but he hoped that not merely business motives but college loyalty might be appealed to, for he asked, "Can our alumni be induced to do something as a body, as has recently been done in many Literary Institutions in this country?" The Visiting Committee reported that the student association, notwithstanding its inexperience and the lack of a suitable hall had reduced the price of board three or four shillings a week and that many students who wished to join it had been prevented by lack of room. The Committee therefore recommended that a petition of the students that a building be erected by the college and leased to them be granted. The Boards agreed and appropriated $1,750.00 for the purpose, fixing the rent at what was probably the usual interest on that amount. Next year the committee reported that there had been constructed a neat and commodious building — the brick building on Bath St., now used as a carpenter shop — fitted with suitable rooms for cooking and with chambers for the persons employed, and that, "The students provide commons for themselves of a good quality at a very economical rate, the expense not exceeding $1.16 a week. The entire police of the establishment is under the students themselves and we are happy in being able to say that every degree of order and decorum is observed that can be desired furnishing a very convincing proof of the capability of the students to govern themselves when they are under no other restraints than their own personal convenience and sense of propriety." The association purchased twelve or thirteen cows and the Boards appropriated forty dollars for a well and fifty dollars for an ice house for preserving meat.

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[4] It should be remembered that Professor Cleaveland himself lived very simply, being compelled because of the smallness of his salary and the number of his children to economize on both clothing and food. His meals would have been scanty indeed but for the abundance of potatoes in the vicinity of Brunswick.

But the eternal difficulty of a college commons soon appeared, one set of boarders wished to please their palates, another to spare their purses. In 1833 the Visiting Committee reported that during the last term less than one-half of the students were in commons. Apparently there had been some difficulty in making collections for the committee recommended that the charge for board be placed on the term bills. This was not done but in 1834 the rent was remitted and in 1835 the Committee recommended that in lieu of rent twenty-five cents a term be added to the bills of those boarding in commons. The Committee said that it was important for the college that commons should be maintained and that a slight reduction in rent would tend to secure that object.

The association ceased to do its own marketing but made a contract for board, and in 1844 the Boards authorized the Faculty to regulate from time to time the price of board as justice and the interests of the college should require. In 1851 the Trustees and Overseers appropriated not over one hundred dollars to provide accommodation for the domestics and to this vote we owe the unsightly wooden ell of the old building. A few years later the use of the hall for the commons finally ceased; but the Visiting Committee pointed out that the building still served a purpose, for the knowledge that it might be reopened helped to keep down the price for board charged the students by the thrifty citizens of Brunswick.

In more recent times proposals have been made to reëstablish commons. In 1891 the *Orient* said that the price of food had risen not only at the clubs but throughout the town and that the only remedy then practicable was the employment by the fraternities of a common purchasing agent, but that the best way would be an arrangement like that at Harvard, if Bowdoin had a building corresponding to Memorial Hall in Cambridge. A few years later President Hyde became an earnest advocate of a commons. In his report of 1894 he said, "The reduction of necessary expenses of poor students, and that, not exclusively by charity, is an absolute necessity, if, with the progress of standards of living among the wealthy we are still to retain that most valuable and sturdy element of the college community — the poor boy from the humble home who works his own way."

But a special building was absolutely indispensable. Like Professor Cleaveland, sixty-five years before, President Hyde expressed a hope that the friends of the college would loan the necessary funds. He believed that the saving to the students and the rent of rooms over the hall would not only pay the interest but amortize a thousand dollars of the principle each year. But the graduates and friends of Bowdoin preferred to aid it in other ways. In 1900 the *Orient* said that, "The proposed college commons for Bowdoin is still in the air, and the indications are that it will stay suspended for some time." Nevertheless, during the next ten years there was earnest advocacy of a commons. In the fraternity system was found one of the chief arguments in its favor, and also one of the greatest practical difficulties. A commons was strongly defended as a means of doing away with fraternity clannishness and yet it was recognized that without fraternity support nothing could be done. The fraternities had recently built chapter houses with full facilities for boarding. The alumni had contributed liberally to the cost, but it had been necessary to borrow considerable sums. Should the space allotted to dining room and kitchen become of little use, and the financial help they furnished be lost? More important still, was the fact that, as the classes grew large and the elective system developed, the fraternities were the chief means of bringing men of varying abilities and tastes into friendly broadening contact, and in the new conditions, if the Greek letter men were to be true brothers, they must be, trapezoi, table-companions. There was a report that the Boards would appropriate money to fit up the old Commons hall if a hundred students would agree to board there for a year. But in 1909 an editorial in the *Orient* said that the students would not be satisfied with a commons system, that it would be a failure financially, and that after a fairly thorough investigation the writer had been unable to discover an instance where it had been successful.

The World War brought a Commons to Bowdoin but it was highly unsatisfactory and President Sills said in his report of 1920 that a Commons hall would be very difficult to equip and maintain and that recent experience had convinced him that neither Faculty nor students would welcome a Commons and that a building for one was neither necessary nor desirable.

In the year 1925-1926 most of the fraternities joined in the employment of a purchasing agent who buys in large quantities in Portland and therefore can obtain provisions at reduced prices. When the much talked of Union becomes a reality it may contain a dining room to be leased by the college to some individual who is willing to try his hand at boarding students.

SCHOLARSHIPS

The first scholarships were given by the State of Massachusetts. When in 1814 the Commonwealth granted the college an annuity of three thousand a year for ten years it was provided that one-fourth of the amount should be used for paying the tuition of worthy and indigent students. The annuity was assumed by Maine when it became an independent state and was later renewed for seven years. The college had drawn most of its students from the wealthy and well-to-do classes but free tuition, although during this period tuition was not over twenty-four dollars, drew to Bowdoin many young men of very modest means. In 1831 the college petitioned the legislature to renew its bounty, but without avail. About the same time another help failed. In 1815 a Benevolent Society had been formed. Professor Packard says that it was "designed to afford relief to such students as needed it, was composed of members of college, graduates, and friends, and for several years rendered aid by loans. Its resources were donations in money, furniture, textbooks, etc. On the evening before Commencement, a public address was delivered before the society in the church, after which a contribution was taken for its benefit, and the liberally minded made it an object to be present for the advantage of this contribution. The records show that a large number of undergraduates were helped on their way. The society received an act of incorporation in 1826, but it did not long survive this public recognition of its worthy object."

A proposal was made that the tuition of poor students be reduced and that the loss of income be made good by a slight increase in the general charges but the Visiting Committee said that it was unable to recommend any such change and that if there were to be a remission, it should be allowed only in a few special cases to be passed on by the Faculty or by the Boards. But the Committee advised the abolition of the assessment on each member of the graduating class of five dollars for the Commencement dinner and five dollars for a diploma. The Committee said that these exactions were "not necessary, but exceedingly onerous to many Young Gentlemen who have faithfully earned the honors of College but have not the Cash to pay for them." It was also suggested that the erection of a dormitory to be occupied by students who, during the life of the state grant, would have had free tuition, might appeal to the benevolent. The hall was either to be rent free or its rents were to be applied to the aid of poor students. The Visiting Committee said of the proposition, "This is for the consideration of the benevolent. We are not to be the choosers." For some years no aid was forthcoming. Then, in 1847, Mrs. Amos Lawrence, a sister of Mrs. President Appleton, gave a fund of six thousand dollars, the income to be used to defray all or part of the tuition of worthy and needy students, a preference to be given to persons entering from

Groton Academy, Lawrence, Massachusetts. No other scholarships were received for over twenty years, partly because many persons believed that such help had a bad effect on the recipients, making them willing paupers. Doubtless this is sometimes the case, especially in theological seminaries, where students may be few and scholarships many, but in colleges scholarships often give greatly needed aid to worthy young men, and Bowdoin suffered from the lack of them. The other Maine colleges not only charged less for tuition but gave scholarships and even promised them in advance. As a result, desirable students who were in narrow circumstances were lost to Bowdoin. In the year 1868-1869 President Harris, relying on private generosity, promised assistance to several sub-Freshmen, but as the expected aid was not certain the Visiting Committee asked the Boards to allow the Faculty to remit sixty dollars from the term bills of not over five students of the entering class and to continue to do so throughout their course. The Committee said that there would be no loss to the college as the beneficiaries would not enter without this aid. The Boards passed the desired vote and the Committee of 1870 reported that they believed that it had caused no diminution in the college revenue. They also said that one student had left Bowdoin during the year because of lack of funds, that it feared that one or two other students must do so and it recommended that in extreme cases the President be allowed to remit tuition, reporting his action to the Boards in each instance. The Boards gave the desired authority but vested it not in the President but in the Faculty. President Chamberlain in his first annual report, that of 1872, stated that the finance committee believed that there had been too great liberality in the matter of scholarships, that he had reduced the number from fifteen to five, and that more care had been exercised in the selection of holders. The President said, "Especially do I disapprove of the common practice of promising scholarships beforehand to induce students to come to this college. I do not look upon these scholarships as an electioneering fund to overbid other colleges and I have continually refused to take that course in replying to the solicitations of candidates for admission." But a little later President Chamberlain modified his position.

In 1874 the Boards voted that the college finances did not warrant the granting of scholarships and that no more should be given except from special funds. Such funds began to increase in this very year, and important additions were made from time to time, nevertheless the endowments failed to meet the need. In 1883 the college resumed the practice of granting five scholarships of sixty dollars each. In 1884 Dean Chapman, who was practically though not formally Acting President, stated in his report that undergraduates would be obliged to earn money by outside work but that for the sake of their studies they should do as little of this as possible. He said that there was a constantly increasing strictness in the collection of term bills but that there was not a corresponding effort to increase the assistance given to really deserving students. "To attract and retain patronage the college must be administered not only on strict business principles in collecting and expending its resources, but also with due reference to the circumstances and needs of its patrons, to make pecuniary exactions rigorous without being able to offer relief when it is imperatively needed will have a tendency to dishearten and repel a class of students whom it should be our effort and ambition to attract and to reduce our numbers when they should be increasing." Professor Chapman said that several scholarships had been divided, that no student received over forty-five dollars, that various alumni had been appealed to for temporary assistance, that W. W. Thomas had given one hundred dollars and ex-Senator Bradbury fifty, but that more money was needed.

In 1889, following a recommendation of President Hyde made in 1886, the Boards increased the number of college scholarships to ten and reduced the amount from sixty to fifty dollars. In 1891 the college became entitled to a large bequest from Mrs. Garcelon of California. The only wish as to its use expressed by the donor was that due consideration be paid to the claims of needy students. President Hyde recommended that there be established from the income twelve working scholarships of the value of two hundred dollars a year. The intention was to help without pauperizing men worthy of assistance. The President said, "It is not desirable to make Bowdoin College a place where education is given away to every one who applies for it. It is highly desirable to make Bowdoin College a place where any boy, who combines good natural ability, high moral purpose and willingness to work shall have an opportunity to earn an education for himself under circumstances which will neither break down his health nor impair the value of the education he obtains." No action was taken. In 1901 President Hyde urged the appropriation of five hundred dollars a year for working scholarships, in addition to all other aid. Again the Boards did not act and in his report of the following year the President discussed the change in the standard of living. He urged that all scholarships be raised at once to a hundred dollars a year and declared that "the establishment of forty scholarships of twenty-five hundred dollars each is the most urgent need of the college to-day; for we are now turning away men who would prefer to come here." The President, however, retained his objections to free scholarships and in 1909 obtained from all living donors permission for the Faculty, in their discretion, to make the performance of work for the college a condition of receiving the benefit of the scholarships given by them.

In the last quarter of a century friends of the college have been most liberal in their gifts of scholarships. There have been three foundations of ten thousand dollars, two of fifteen thousand, one of nearly twenty-five thousand and one of fifty thousand. Joseph E. Merrill directed that from the income of his bequest four thousand dollars a year should be set aside for scholarships.

Some of the scholarships, usually the small ones, have had conditions annexed to them by the donors. A few are given only to men who intend to enter the Trinitarian Congregationalist ministry. In 1897 Henry T. Cheever, "Desiring to perpetuate my [his] abhorrence of the pernicious habit of smoking and chewing tobacco, and under a deep conviction of the danger to young men especially of the unclean habit of smoking," bequeathed to Bowdoin the sum of five hundred dollars, the income to be given to two Freshmen who had not smoked for a year and who were pledged to a life long abstinence from smoking and drinking. W. W. Thomas directed that no part of the income of his five thousand dollars scholarship fund should enure to the benefit of any one who "uses intoxicants or is not a believer in the Christian Religion."

In the awarding of some scholarships preference must be given to men excelling in certain subjects. The Hartley fund of fifteen thousand dollars is primarily for the benefit of those intending to study law. The Merrill scholarships are confined to American-born young men and a preference is given to natives of Maine. Various scholarships are to be assigned preferentially to students from certain towns or schools. Mrs. Leslie A. Lee provided that in awarding a scholarship in memory of her son, Richard Almy Lee, who was drowned during his college course, a preference should be given to members of his fraternity, the Beta Theta Pi. The scholarship of the class of 1903 is primarily for the benefit of worthy and needy descendants of members of the class; the benefit of the scholarship given in memory of Rev. Richard Woodhull of the class of 1827 goes first to his descendants. The custom of refusing to promise aid in advance has been so far relaxed that the Faculty has expressed approval of this being done by alumni.

At present there is much dissatisfaction among the undergraduates with the way in which scholarships are assigned. The student committee on the ten year plan stated that worthy men who need aid do not receive it, while others who indulge in luxuries, buy golf clubs and expensive clothes and frequently attend house parties are helped on the ground of lack of means. The committee said that "This state of affairs can be traced to two main causes. In the first place the students at Bowdoin do not appreciate the purpose and significance of student aid. They regard scholarships as the gift of magnanimous people to be had for the asking. Secondly the actual machinery and methods for awarding scholarships have not been adequate to meet the situation. The committee advised that every applicant be obliged to describe his financial situation personally and that help be given on the basis of combined need and scholarship in the ratio of sixty to forty per cent." The committee advised that the scholarships be fewer but larger, a considerable number of students, however, expressed an exactly opposite opinion.

Ranking and Prizes

Bowdoin has not relied merely on a love of learning and a sense of duty to make her wards industrious but has appealed to pride and emulation. The early laws provided that in order to correct the tendency of students to be idle and negligent a public examination should be held (all examinations were then oral). The Boards believed such examinations to be of great value both in stimulating the students and in giving the Boards themselves useful information concerning the progress of the undergraduates and the abilities of the Professors. The Visiting Committee was present at the examinations at the close of the year and there was also a special Examining Committee. The latter committee was continued even after the examinations became written. President Hyde reported that it was of little use since its membership changed from year to year and the committee had been organized to meet conditions no longer existing. The President advised that it be replaced by a committee on instruction which should have power to recommend candidates for vacancies on the Faculty and should serve for several years. But a vote of the Trustees creating a committee resembling the one recommended by the President was vetoed by the Overseers.

But it is doubtful if the public examinations had the good effect on the students, at least in later years, which the Boards expected. The examiners were usually elderly, very conservative men, often chosen for other than scholastic reasons and the boys sometimes regarded them with little respect. The *Orient* of 1885 stated that "The fossils, as usual, were present in large numbers at the examinations and filled the hearts of the Freshmen with awe and reverence with the depth of learning shown in the questions asked. The Juniors, even, were rendered speechless when asked if the centre of the sun could be looked into by means of the spectroscope." Fossils was a favorite term for the visiting gentlemen, but it was not because of the subjects in which they excelled for in 1888 the *Orient* reported that one of the fossils asked rather irrelevant questions in mineralogy.

A more constant appeal to emulation than was afforded by public and semi-public examinations was the establishment of a graded ranking system. In 1827 the Visiting Committee presented a plan for a scale of merit setting forth the rank of each student and the following year the Boards accepted the recommendation. The first scale applied to the work of the student as a whole, but a few years later the practice was introduced of ranking the student separately in each study. The system was not popular. There was a strong movement in the educational world of the day against the use of emulation as an incentive to study, which was regarded as an appeal to an unworthy motive. A leader in the new crusade was President Lord of Dartmouth, then one of the most eminent of the alumni of Bowdoin. The wave of reform swept over the Maine college and in 1836 the Seniors, supported by all the other classes, petitioned for the total abolition of the ranking system. The feeling was intense. A Canadian student wrote to his father that the Faculty in reply to a former petition had taken it upon themselves to do away with distinctions of rank at public speakings, "Which," declared the angry youth, "is mere get off. Now if they do not act *pretty much* as the students want it or as the Yankees would say be right up to the mark I should not wonder if a third of the class left and went to some other college." The Boards, however, refused to make any change, acting in accordance with a calm, well-reasoned report of the Visiting Committee, written by Ebenezer Everett, and no secession took place. In 1839 the students petitioned again asking that the Commencement parts be assigned without regard to rank. The Visiting Committee, in what Nehemiah Cleaveland well describes as "a brief and pithy paragraph from Judge Preble's caustic pen," and a committee to whom the matter was specially referred reported against the change "thus putting the question to rest," says Mr. Cleaveland.

But, while attempts to change the system may have ceased or rather may have been suspended for many years, heart-burnings due to the individual grading of a whole class remained. The feeling was the more bitter because although rank was taken as an indication of scholarship, it did not depend on scholarship alone. Points were forfeited for minor infractions of college discipline and the students thought it grossly unjust that an able man should take a lower place because he had been cutting chapel more frequently than his duller rival. When General Chamberlain became President of Bowdoin this unfairness was removed and the accounts of scholarship and conduct were kept separately. Another cause of complaint was removed by abolishing the announcement of a definite rank and merely reporting that a student was in a certain group. At one time a class was divided into quarters according to rank. Then for many years a student received first, second or third class standing in each study. With the turn of the century came a modification. In 1898 the *Orient* announced that it was probable that there would be a change to four classes, A, B, C, and D, the old first class being divided into A and B. The *Orient* said that the Faculty seemed to be almost unanimously in favor of the change, believing that if a man did specially good work he should have something to show for it, but that the students seemed to be opposed to the new plan with hardly an exception. In 1901 the four-letter arrangement was adopted. It was also provided that students receiving A or B in three-fourths of their courses should graduate *cum laude*, those receiving A in one-half their courses should graduate *magna cum laude*, and those obtaining A in three-fourths of their courses should be given a *summa cum laude*. In 1911 the requirements for degrees with distinction were increased. A rank of A or B in seven-eighths of the courses was made necessary for a *cum laude* and a rank of A in like number for a *summa cum laude*. For a *magna cum laude* an additional eighth of Bs was demanded.

Although the mingling of scholarship and conduct in the determining of rank had been abandoned, what was given with one hand was in a measure taken back with the other, for a goodly proportion of rank was given for attendance. But in 1904 rank was made dependent on scholarship alone (so far as that could be determined by recitations and examinations) and stringent rules against cutting were laid down to secure the presence of students. In recent years students taking high rank are allowed extra privileges, in this matter. The danger of abuse is recognized, however. Dean Nixon on one occasion preceded his list of the happy few with the words "The following men are permitted to cut lectures at discretion and are advised to use some."

The distinctions just mentioned are mostly honorary, others give to the Tartarins of the class both glory and flannel, in varying proportions. About thirty prizes are now awarded annually. They are listed and described in the annual catalogues, which are easily accessible, and here mention will be made of only a few which for one reason or another are of special interest. When Bowdoin opened the generosity of a friend had provided it with a prize as well as a library. On November 4, 1795, Judge David Sewall sent a ten-dollar bill to the Boards for a prize in oratory or for such purpose as the Boards should see fit. The accompanying letter announced the purpose of the donor to continue the contribution yearly until he should establish a prize fund which would yield ten dollars a year, and the promise was duly carried into effect. The form and conditions of the award of the prize have varied from time to time. In 1809 the Boards voted that two gold medals alike, except that they should be numbered one and two, should be awarded for the best compositions in prose or verse submitted in a special contest. A few years later the Trustees voted that the ten dollars should be awarded to the best orator in the three lower classes. In 1823 three prizes were offered of five, three and two dollars to be paid in books, and the contest was limited to Sophomores. In 1834 the Trustees voted to make the contest a Senior not a Sophomore one and to allow the winners to receive the prizes in money, but the Overseers disagreed. Later, however, the prizes were reduced to two and paid in cash. The small fund was absorbed in the general funds of the college and forgotten, but the prizes were still given. But in 1899 a resolution highly praising Sewall was passed by the Boards and a fund sufficient to produce ten dollars a year was set apart for the payment of a "David Sewall Premium" to be awarded to a Freshman for excellence in composition. In 1905 the Alexander prize for select declamation was founded and the Sewall Premium was given for the best translation of an assigned passage in Latin, French or German.

For over seventy years after the foundation of the Sewall prize no other prize fund was given to the college,[5] then the class of 1868, just before its graduation, voted to found a prize for the best written and spoken oration by a member of the Senior class, the contestants were to be four or six in number and were to be selected by a committee of the Faculty. Each member of the class of 1868 was to contribute fifty dollars or his note for that amount endorsed by ten classmates and payable in ten years. During this period the prize was to be sixty dollars and the interest of the remaining one hundred and fifty dollars was to be used to defray the expenses of the speaking. After the expiration of the ten years the prize was to be the interest on one thousand dollars. The arrangement proved difficult of execution. Some men failed to pay the interest on their notes; provision had been made for collection but it was not carried out and on many occasions the winner of the prize was obliged to write to strangers asking for small sums. This did not redound to the honor of the class and it decided to suspend the giving of the prize until a fund of one thousand dollars in money had been accumulated. From 1882 to 1887, both inclusive, the prize was not awarded. The speaking was then resumed and has been continued until the present day, although with the fall in the rate of interest the prize has sunk from sixty to forty-five dollars.

There has been some criticism of the way in which the contest was conducted. The *Orient* of 1890 complained of the short time given the speakers for preparation and declared that the exhibition suffered in consequence. In 1904 the *Orient* said that at the last speaking three of the five contestants had been prompted and declared that the participants should be allowed to take their manuscripts on the stage and read them as other public speakers did.

In 1874 the Brown prizes for Extemporaneous Composition were established and from that time new prizes were given frequently.

The largest prize is the Smyth Mathematical prize, given by Henry J. Furber of the class of 1861 in memory of Professor William Smyth. It amounts at present to three hundred dollars and is given to the student attaining the highest rank in mathematics for the first two years. The prize is paid in equal instalments at the end of the Sophomore, Junior and Senior years; should the winner leave college the balance is paid to the next in rank.

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[5] The college itself gave four prizes in English Composition which later were withdrawn, the need having been supplied by private generosity.

There are two prizes which it may be somewhat embarrassing to award and to receive. The Owen Premium, a ten-dollar gold piece given in memory of Colonel William Henry Owen, Bowdoin, 1851, by his brother is awarded to "some graduating student recognized by his fellows as a humble, earnest and active Christian." Lucien Howe has given a prize scholarship of fifty dollars to be "awarded by the Faculty to that member of the Senior class, who, during his college course, by example and influence has shown the highest qualities of conduct and character."

Four prizes have been given by men who at the time of the gift or previously were members of the Faculty. They are the Goodwin Commencement and the Goodwin French prizes given by Daniel Raynes Goodwin and the Sophomore Greek and Latin Prizes given by Jotham B. Sewall. Mr. Goodwin hoped that his classmates might also contribute a thousand dollars for a second prize, in which case both the prizes were to be named after the class of 1832, but the money was not raised. Another prize came to Bowdoin through William Jennings Bryan, acting as trustee of a fund established by Philo Sherman Bennett of New Haven. The prize is given for the best essay on the principles of free government.

Some of the professors and eminent graduates of Bowdoin have been prize winners in their student days. In 1875 the second Extemporaneous Composition prize was won by Arlo Bates. In 1877 the two first English Composition prizes[6] were won by George T. Little and Robert E. Peary, respectively. Albion A. Moody won the mathematical prize and also took second prize in declamation with Longfellow's "Bell of Atri." Austin H. MacCormack won the '68 prize with an essay on Scotland and Her Singers.

In 1891 Algernon S. Dyer of the graduating class won four prizes with the same essay, and the next October the Faculty voted that no part of any essay which took a prize should be used in any subsequent competition. In 1909 the Faculty voted that prizes should not be awarded to any man whose work was incomplete.

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[6] In this contest there were two first and two second prizes; the future Professor's subject was, "The Jesuit and the Puritan in America," the future Admiral's, "Shall the Turk Remain in Europe."

The objection in the middle of the last century to the ranking system was partly due to a disbelief in the fairness of the Faculty. Many thought, it is to be hoped without warrant, that the winning of scholarship honors depended largely on orthodoxy in religious belief. Daniel R. Goodwin provided that his Commencement prize should be awarded by a committee of clergymen, and it was said that a moderately liberal oration might win the prize but not a radical one. Today many students think that personality, grasp of the subject, and other matters which may be interpreted according to the individual views of the instructor are considered where only full and accurate knowledge should be taken into account.

Apart from the question of personal feeling the attainment of relative fairness is somewhat difficult because the examinations and the ranks are not given by a single Board as at Oxford and Cambridge but by a great number of teachers with somewhat divergent ideas of what should be expected from college students. To check serious injustice a rule has been in force for a number of years that all ranks shall be reported to a central authority and if an instructor has given an unusual number of very high or very low marks he is notified of the fact so that he may review his judgments.

A matter of importance, though not one of proportional justice, is the determination of the general demands of the college. Shall the requirements for admission and graduation be great or small, rigidly enforced or scraps of paper? The general public often regards even a little learning as an awe inspiring thing, its connection with matters educational is with the management of the public schools where there is special reason for gentleness in fixing conditions of passing, and opinion outside the college has favored low standards. Many alumni held similar views. Bowdoin needed tuition money, at times it needed it badly; in the seventies the very existence of the college was threatened and where standards were concerned many alumni were ready to proclaim that "Low life is better than no life at all." Or, perhaps, it were kinder and fairer to say that these men were thorough-going Aristotelians, and though anxious that the college should lead the good life had a full realization of the fact that to do this it must first have life. Some alumni placed athletics above scholarship. In 1903, when Bowdoin had been beaten by Maine 16-0, an alumnus said, "In my day the University of Maine was a standing joke. They used to come over here and we had lots of fun with 'em. The fun's on the other side now, and I don't know but what I'm glad of it. We got licked to-day because we hadn't the stock — the stock, sir. Good what there was of it, but the supply is short. Old Bowdoin must fling wide open her gates and get some — some stock, sir." But many men in authority at Bowdoin took a higher view. The Examining Committee was not always composed of learned men, but that of 1873 said in its report: "It can not be too often repeated and repeated that severe and patient study, not recreation and ease; a gymnastic exercise of the whole mind often, and not milk-punch and cigars is the portion of a College Student . . . Make the course high and broad. Better that some fall in the ditch or break their necks at the bars than that the ditch be so narrow and the fence so low that every clod-hopper shall clear them."

President Hyde stated that it was quite impracticable to teach the ill-prepared and the well-prepared together and that Bowdoin had taken as her duty the teaching of the well-prepared. Today the question is extremely acute. President Hyde in advocating a broadening of the entrance requirements said that Bowdoin from her geographical position was almost wholly dependent on Maine for students. Now a majority, though a small majority, of the Bowdoin undergraduates come from outside the state. Maine has not the numerous excellent fitting schools that densely populated and wealthy states like Massachusetts can boast. Frequently boys from the smaller towns cannot meet high requirements or are prevented from trying by exaggerated rumors of their difficulty. Hence men of fine character and good ability are lost to the college. Yet if entrance is made easy the college may be overrun with youth with small brains and less backbone. It is a most important problem and a most difficult one. At the Alumni Day luncheon of 1926 President Sills said that there was no other question which so urgently demanded the attention of the graduates of Bowdoin.

COMMENCEMENTS

The first Commencement did not occur until 1806, but as it would be of considerable importance the college held a sort of dress rehearsal. The year before, the Portland *Gazette* of September 9, 1805, said, "On Tuesday last being the third anniversary of the Commencement [the word is here used literally] of Bowdoin College, the Trustees and Overseers assembled at Brunswick and several specimens of the improvement of the students were exhibited to a small but respectable audience.[7]

"No parade was designed, it being the wish of the governours of the College, that this first exhibition should not be very public. Those however who were so fortunate as to be present were highly gratified and somewhat surprised at the very manly and sensible compositions of the young gentlemen concerned in the performance of the day.

"Their style of oratory was animated and correct; free from that frippery which is so frequently esteemed ornamental and which has hitherto been considered essential to college oratory. Upon the whole, the writer of this, who has seen many brilliant Commencements at Cambridge, from the specimen exhibited last Tuesday, believes that the first grand Commencement at Brunswick, will afford as strong marks of improvement in science [well-grounded knowledge], and in polished oratory, as that Antient and respectable seminary will exhibit."

The "first grand Commencement," although postponed a day by a fearful storm, appears to have been otherwise successful. After the exercises, in which all the seven members of the graduating class took part, "the procession . . . repaired to the hall [Massachusetts] and partook of an excellent entertainment given by the Corporation. A large concourse of ladies and gentlemen from Boston, and other citizens partook of the entertainments of the day. Splendid entertainments were given, and notwithstanding the most violent storm which this season ever produced raged for a great part of the time, as much hilarity and rational mirth was found as the most lively anticipate on such occasions.

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[7] The smallness may have been due to the fact that the village of Brunswick contained comparatively few persons who, in the sense in which the word was then used, were "respectable."

"On Wednesday evening, the exercises having been postponed to Thursday on account of the storm, a subscription ball was given, and on Thursday evening the graduates gave a Commencement ball, which was attended by more fashion and beauty than ever before appeared in the District of Maine. One hundred and twenty ladies and a greater number of gentlemen were present on the occasion and a stranger would have imagined himself in Boston or New York, rather than in a humble village had he taken a view of this splendid assemblage."

Professor Packard, in his *Reminiscences*, says of this Commencement: "The exercises were held in the church building, yet unfinished and affording but a poor shelter from the pouring rain. President McKeen presided in the pulpit with an umbrella over his head; what the audience did in that shower-bath has not been recorded . . . The adventures under the pelting rain and tempests of those days through gullied and muddy streets in the moonless nights; mishaps of overturns in the Egyptian darkness (Gen. Knox's carriage, with its company of gentlemen and ladies, was upset down the bank on the side of the bridge . . .) . . . all together made a series of scenes, of misadventure, fun and jollity such that many declared that they would repeat it year by year. It was a tradition for years."

The second Commencement was noteworthy for the graduation of the smallest class that Bowdoin ever sent into the world. Only three men, Charles S. Daveis, Robert Means and Seth Storer, took the bachelor's degree, and it was necessary in order to have exercises of the kind customary on such occasions to double the parts. The fewness of the speakers was made the subject of special official notice and as befitted an institution of learning, this was couched in classic phrase. On the program was printed in Greek letters, Trikephalos Hermes, three-headed Hermes, Hermes being the Greek god of eloquence and letters. But Bowdoin was more fortunate in the number of its smallest class than was a college with which she has recently had friendly and scholarly contest, Rutgers. At Rutgers' first Commencement there was but one graduate and this linguistic youth gave three orations, in Latin, Dutch and English, respectively.

The subjects treated by the students at Commencements and "Exhibitions," that is, public declamations and discussions, covered a wide field. Much attention was given to the men and to the history of Greece and Rome. It was a period when the newspapers were filled with letters from "Leonidas," "Cimon," "Aristides," and other ancient heroes, and when a writer to the *Cumberland Gazette* could argue that Bowdoin would make a better governor than Hancock, because: "We need now the firm, steady, undeviating mind of a Cato, not the flexible, soft and accommodating temper of an Atticus." These particular Romans seem to have had a special attraction for Bowdoin men. At the Exhibition of May, 1807, there was "an English dialogue in the characters of Cicero and Atticus on the happiness resulting from their respective modes of life"; at an Exhibition in 1814 there was a "conference" in Latin "on the conduct of Cicero, Atticus, and Cato during the civil wars of Rome."

In 1823 there was a Latin dialogue on the Reign of Nero, William Pitt Fessenden being one of the participants. Two years later John P. Hale gave a Latin dissertation on The Writings of Quintilian. In 1824 "Hawthorne," if a printed program may be trusted,[8] delivered a Latin dissertation, *De Partribus Conscriptis.* Not only Latin, but Greek and even Hebrew, or what purported to be that language, were heard from the public platform. But the speakers were not always the best scholars in these languages; far from it. In 1810 a student named Wise, and noted for his collection of tobacco pipes and his constancy in using them, delivered an oration in Greek. Professor Packard says that in his time "The Hebrew taught at Bowdoin did not amount to much although the Commencement of 1814 was dignified by what was called a Hebrew oration by King of the graduating class." Nehemiah Cleaveland says of King, "He rubbed along through college in some unaccountable way, as others have done before and since." He is one of the few alumni of whom the college lost all trace.

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[8] Hawthorne had an incurable aversion to public speaking and was accustomed to cut his assignments.

But in their zeal for antiquity Bowdoin students did not forget the claims of later days. A transitional subject was that of a dissertation which compared the characters of Pericles and Lorenzo de Medici. The future Governor Dunlap discussed The Utility of Ancient History for a Modern Statesman. There was a conference between Columbus and Vasco da Gama on the merits of their respective discoveries. In 1822 there was a conference on The Military Talents of Knox, Greene and Gates. In 1823 Henry W. Longfellow in the character of King Philip and James W. Bradbury representing Miles Standish debated the respective rights of the Indian and the white man to the soil of North America. Occasionally subjects of immediate business or political interest were discussed. In 1813 John Anderson, later a prominent Maine lawyer and a member of Congress for eight years, and Benjamin F. Salter, a future merchant, debated The Usefulness of the Legal Distinction between Misfortune by Insolvency and by Vice. In 1814 there was a colloquy on The Commercial Advantages of the District of Maine.

Though Bowdoin was a classical college the claims of science were not neglected. Quimby of the class of 1806 discussed astronomy in his Commencement part. At an Exhibition of the same year there were demonstrations in perspective, astronomy and algebra. In 1823 William Pitt Fessenden, and William Rufus King, a nephew of William King and Rufus King, had a dialogue in English on Modern Inventions.

The place of the speakers was for a time determined by the nature of their parts. On May 11, 1809, the Faculty resolved that, "The government deem it expedient, that at exhibitions and Commencements, Forensics be delivered in the galleries, dialogues and conferences on the stage."

But though there was a certain variety yet there was much repetition both of subject and treatment. In 1851 a correspondent of the *Boston Journal*, perhaps A. G. Tenney of the class of '35, wrote: "Regret was expressed that, the part upon Sebastian Rasle was excused. Such themes as 'Classical Studies,' 'the Reformation,' etc., have become too hackneyed to be employed at Commencement Exercises, and we think that we speak the sentiments of a majority of those who usually listen to them, if we say that a theme illustrative of any local event of history always receives admiring attention when a more trite one would hardly be regarded."

It may be that Mr. Tenney did not do justice to the youthful efforts which he heard year after year, or time may have brought improvement, for in 1867 a correspondent of the *Christian Register* wrote, "One cannot fail to notice a maturity of thought and an excellence of delivery not observable at Cambridge, whether due to the advanced age and poverty of the students here, who all come to study, [shades of Phi Chi] or to the greater diligence, I know not, but the fact is patent."

Whatever the quality of the speaking there was no doubt of its abundant quantity. For over seventy years every member of the graduating class, unless specially excused, was required to deliver a "part," receiving according to his rank an oration, philosophical disquisition, literary disquisition, disquisition, discussion, dissertation. In the eighteen-twenties the Boards appointed a committee to consider the shortening of the Commencement exercises, but nothing was done. In the sixties a newspaper correspondent stated that though excuses were to be had for the asking over half the class spoke and the "Commencement audiences generally most certainly at Bowdoin are fast getting wearied of the tedious display of young rhetoric." In 1877 there was a rumor that the number of parts was to be cut down to twelve or fifteen. A correspondent of the *Orient* protested vigorously. He said that if a man won his A.B. he deserved a part and that a refusal might cause him a pecuniary loss, meaning, probably, that it might affect his success in obtaining a good position as a teacher. The correspondent expressed doubt of the ability of the Faculty to rightly determine a difference of one per cent and said that comparatively stupid men obtained high rank by "grinding," while others who were brilliant in some specialty stood lower in general average. The correspondent, however, was quite willing to shorten the exercises. He said that what was important was that each graduate should have some part assigned him on the program, to the audience a disquisition seemed as honorable as an oration, actual delivery might well be limited to eight or ten of the best writers and speakers or to those who obtained the highest rank. The correspondent said that graduates who had been refused parts had gone away with bitter feelings and that "Surely in the present condition of Bowdoin, it is desirable to secure 'by a trivial concession,' the support of any graduate, especially when a slight yielding will not only create a friend but destroy an enemy." The Faculty appears to have approved the suggestion, for it voted that each member of the graduating class should have a part, but that only the ten having the highest rank should speak. In 1880 it was provided that two of the ten should be chosen, not on account of rank, but for their ability in writing and speaking.

In 1894 the Seniors petitioned that only the names of those men who were to speak should be printed on the program, and that there should be no indication of relative rank. The Faculty discussed the subject at length, postponed it for a week, then discussed and postponed it again, but at the third trial reached a decision. It voted that at the ensuing Commencement honorary appointments should be given to all who had attained a rank of seven in a scale of eight or who had been assigned a part because of ability in speaking, but that after 1894 the names on the program should be divided into two divisions, determined by rank, and that the name of the leader of the class should be clearly indicated. All who attained a rank of seven in a scale of eight were to write parts and read them to a committee of the Faculty which would select six to speak.

Some years later the distinguishing of the leader of the class was discontinued, the change was probably a wise one. Students might be tempted to avoid hard courses or professors who were hard rankers or they might injure their health by excessive study as was found to be the case in England. Furthermore it was difficult to determine justly the slight difference which gives A rather than B the first place. In 1892 four students, H. C. Emery, L. M. Fobes, H. F. Linscott and E. B. Wood, tied for first place. The calculation was then carried out for another decimal with the same result. The Faculty then assigned the salutatory by lot, the distinction falling to Mr. Wood and an announcement of the tie was printed on the Commencement program. Curiously enought three men were tied for last place in the class.

In September, 1917, a further change was made. The Boards voted that a Faculty committee headed by the President should, before the first week in December, select six members of the graduating class who were of good scholastic ability and also able to write and think clearly, and that by March twentieth these men should submit drafts of parts and the President should select four of them to be revised and delivered at Commencement. Now the preliminary selection is made later and ten not six men are chosen.

Another change in the Commencement exercises was the passing of Latin. For many years either the valedictory or the salutatory was given, not in the speech of Americans, but in that of ancient Romans. But as the dead language became yet deader, its appropriateness grew less and concessions were made to human ignorance. The Commencement *Orient* of 1877 announced that the Latin valedictory "was written in the plainest and easiest manner possible, so as to be intelligible to the poorest Latin scholar. This was very fortunate, as there were many good hits in it which otherwise would have been lost to the majority." A little later the Latin part was changed to the salutatory, and in 1883 this became a few sentences of greeting in Latin, addressed to the "guardians," and then an address in English like the other parts. The *Orient* disapproved this modification of old custom. It said that people expected college students to know all the arts and sciences and that they would look to hear much which they could not understand, that the Latin gave a pleasing variety and distinguished the first scholar in the class and that its omission would diminish interest in Latin. But such arguments could not save the little Latin left. Ten years later George S. Chapin of the class of 1893 gave the last Latin-English salutatory at Bowdoin, and in 1894 Edgar M. Simpson marked Bowdoin's centennial year by delivering as the Salutatory an English oration of the same nature as those given by other members of the class.

Every Commencement has had not only its feast of oratory, but a more literal and mundane feast. In May, 1806, the Boards voted, "That there be a public dinner on Commencement days for the Trustees and Overseers of the College.

"That the Treasurer be appointed to procure a suitable place and provide a public dinner for the Commencement on the first Wednesday next.

"That there be a committee of arrangements for said day who shall be impowered to invite to the public dinner the clergy and such other public and literary characters as shall attend the Commencement." In September the Treasurer was directed to provide a dinner at the next Commencement for not over one hundred persons. As the day approached the Boards became more generous and increased the number of persons to be fed to one hundred and twenty. In 1809 a dinner was ordered for one hundred, but the Boards subsequently voted that provision be made for one hundred and eighty. This liberality was due to the presence of distinguished guests. Governor Gore was making a tour through Maine and attended the dinner. We have no record of the speeches; but at a dinner to Mr. Gore in Portland one of the toasts was, "Bowdoin College, May its infancy be as distinguished as the riper years of the venerable Harvard." In 1821 Acting-Governor Williamson attended Commencement accompanied by his staff and an escort of cavalry, but the Boards voted only one hundred and thirty dollars for feeding expenses. In 1839 the Boards extended the bounds of their liberality, yet with due regard to the treasury. They voted that the supper held by the alumni on the evening before Commencement should be paid for out of the dinner appropriation, provided that this was sufficient for both meals.

The dinner has always been free, but this did not make it satisfactory. A special correspondent who attended the dinner of 1867 wrote "Let me say here that the dinner provided on these occasions is not fit to set before hungry Christians. There is little variety, too little of any one thing and that neither well cooked nor served in clean dishes. We might have good bread, warm coffee and plenty of well-cooked cold meat at no greater expense." Another correspondent said that the Commencement dinner had been irreverently called, "A meal on cold meats and Calvinism." But soon there was a great improvement. In 1870 the dinner was held in Memorial Hall, and a correspondent reported that "The change from the contracted walls of the old gymnasium[9] to this spacious hall was most acceptable, and the authorities made another innovation by providing a dinner that was really eatable . . . there will hereafter be a pleasant place for the alumni to meet . . . and there will be something good to eat after the long and wearisome exercises in the church." But if Memorial Hall was more convenient it must arouse thoughts not wholly pleasing. In 1878 Professor Packard, who presided at the Commencement dinner, said that he would slightly change the epitaph of Sir Christopher Wren and quote it as, "Si impecuniam quaeris circumspice." "This allusion to the unfinished state of Memorial Hall was received with shouts of laughter." After Memorial Hall was finished the dinner was held in the upper hall, the portraits of Bowdoin men on the walls suggesting the dining halls of Oxford and Cambridge. But the increase in the size of the college, in time, rendered even Memorial crowded and uncomfortable and the first Sargent Gymnasium was tried. This, though an improvement, was not wholly satisfactory. But now a good dinner is served in the spacious new Gymnasium, and places are reserved for the classes holding quinquennial reunions.

"The Commencement of 1821 to which the governor came with his staff and an escort of cavalry, and which was largely attended by prominent and influential men from all parts of the state, revived memories of the famous first Commencement." That two handsome lads of good families, named Hawthorne and Longfellow, took their entrance examinations at this time was a minor event of local interest, perhaps hardly that. When they came to graduate Longfellow stood fourth in his class, or, technically, third since the young man, Gorham Deane, who ranked second in the class died shortly before Commencement, a victim of excessive devotion to study. He had completed his work, and forty-nine years after he would have graduated the Boards at the request of his classmates voted that his name be printed in the catalogues with that of his class. Young Longfellow, who graduated at eighteen, had been somewhat given to writing melancholy verse in college, with money earned by his pen he had bought an elegant three volume set of Chatterton's poems, and for his graduation part he had chosen "The Life and Writings of

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[9] Now the carpenter's storehouse.

Chatterton" and his oration was thus entitled on the Commencement program. But Longfellow's father expressed the opinion that "so few of your audience have ever heard of his name that I fear you will not be able to make the subject interesting to them." The young man therefore wrote another oration and the printed program was altered. Hawthorne stood about the middle of the class. He had written themes of most excellent quality but he had persistently cut declamations. He read what he liked, did little work on what he did not care for and obtained no part. Much has been written of the college life of Longfellow and Hawthorne; especially valuable are the life of the poet by his brother and the book on Hawthorne, which is devoted chiefly to his college life, by his close friend and classmate, Horatio Bridge. A most interesting address on the class, which contained many able men, and on the Bowdoin of their day was given by Edward Page Mitchell, '71, at the Commencement of 1925.

The Commencement of 1824 was notable for being the only occasion in the history of Bowdoin when a degree was conferred out of Brunswick, and also for the advantage that was taken of this circumstance. Lafayette was then making his famous visit to the United States and came as far east as Portland. It was hoped that he would honor the college with his presence and the Boards voted him the degree of LL.D. The General, however, decided not to extend his tour so President Allen went to Portland and presented the degree with due solemnity, to which Doctor Lafayette made suitable reply.

Meanwhile a very different scene was being enacted at Brunswick, which is thus described in a letter of Rev. Dr. Peabody to Nehemiah Cleaveland, "Your kinsman John Cleaveland[10] will give you a very amusing account of the reception of Lafayette in Brunswick,— a mock reception, in which the town's people were entirely taken in,— in which Cleaveland played the part of Lafayette even to the most tender salutation of the ladies. It was by far the greatest and most amusing hoax I ever knew, and ought to be preserved in the records of the college. Were Cleaveland not near you I would write an account of it, beginning with bells ringing; the circulation of the rumor of his coming; cannon firing; shutting down of the saw-mills; procession formed, headed by such music as could be got; cheering; the flocking of the citizens, the marching down [one side of] Maine St. and up the other; the ladies at the windows and in the yards waving their handkerchiefs, and in an agony of enthusiasm; Cleaveland, in old regimentals and with his aid in an open chaise, and actually getting out at one house where a bevy of fair ladies stood at the gate, their eyes dim with excitement and enthusiasm, and kissing them, all wound up with a supper over which the Maine law did not preside, at which we came near being blown up by a barrel of gunpowder, etc."

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[10] John Cleaveland was a brother of Nehemiah and was a Sophomore when he played the hoax.

Some of the Commencements have been notable for celebrations of anniversaries in the life of Bowdoin. The first was that of 1852 in honor of the semi-centennial of the college. It was held in a great tent,[11] none of the college buildings containing an auditorium large enough for the purpose. Care was used in selecting the guests of honor. Mr. Daveis suggested to President Woods that a special invitation be sent to the well-known lawyer, writer, and leader of the Whigs, Joseph R. Ingersoll of Philadelphia; the President replied that he approved the suggestion and would write himself, "Unless it may be thought that having declined to invite Mr. John Van Buren and other leading Democrats at the request of some of their political friends an invitation to Mr. Ingersoll might be thought to show partiality." But the President said that he had submitted the matter to the committee of arrangements and anticipated no objection as "Mr. Ingersoll is one of our laureates [honorary graduates] and is known as a literary man as well as a politician."

The celebration was held the day before Commencement. Among those present were the three surviving members of the first class, the Democratic candidate for the Presidency, Franklin Pierce of New Hampshire, George Evans, one of the ablest Whigs in the country, and Nathaniel Hawthorne. It was expected that another Presidential candidate, John P. Hale of New Hampshire, would also be present but he did not attend. In anticipation of his coming two campaign banners bearing respectively the names of Pierce and of Hale had been hung side by side. The alumni assembled at 10.30 at the chapel where President Woods "made a welcoming speech and expressed a desire that all hearts might be pervaded only with the spirit of brotherhood. The guests then proceeded in long procession to the church." There Nehemiah Cleaveland gave an address on the history of the college and Judge Tenney one on its instruction, and Rev. Ephram Peabody of Boston delivered a poem. At three o'clock the much enduring audience was released and marched in procession to the tent. This had been decorated with portraits of Governor Bowdoin and other gentlemen connected with the college. At its head was the motto, *Vita sine Litteris Mors.*

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[11] There is good authority for saying that a temporary building was erected but a contemporary newspaper says that the dinner was given in a tent.

On the right hand wall was the motto of the Athenaean Society, *Scientia Suos Cultores Coronat* (Knowledge Crowns her Worshippers), on the left hand was the motto of the Peucinian Society, *Pinos Loquentes Semper Habemus* (We have Always the Murmuring Pines). Mr. Evans who acted as toastmaster at the dinner praised New Hampshire, "which had been the birthplace of many distinguished men to whom the nation has already been largely indebted. What obligation it was to impose, in the future, he said the future must determine. He was sure, he said, that on this occasion, all present of whatever party and from whatever section, would unite with him in testifying their approbation of the honor done to a sister State and to their Alma Mater, in the confidence reposed by the people in two brother alumni.

"These remarks were warmly received.

"Honorable Frank Pierce rose to respond and was received with great applause. In an easy, forcible, and happy manner he thanked the presiding officer for his generous reference to his native State, and to himself, so bountifully, as he expressed it, compensating for the meagerness of the subject by the amplitude of the compliment. He then, in a brief but felicitous manner, congratulated the brethren present on the pleasant reunion, tinged though it must be with the melancholy reminiscences of loved companions now no more.[12] His remarks were received with round after round of applause and

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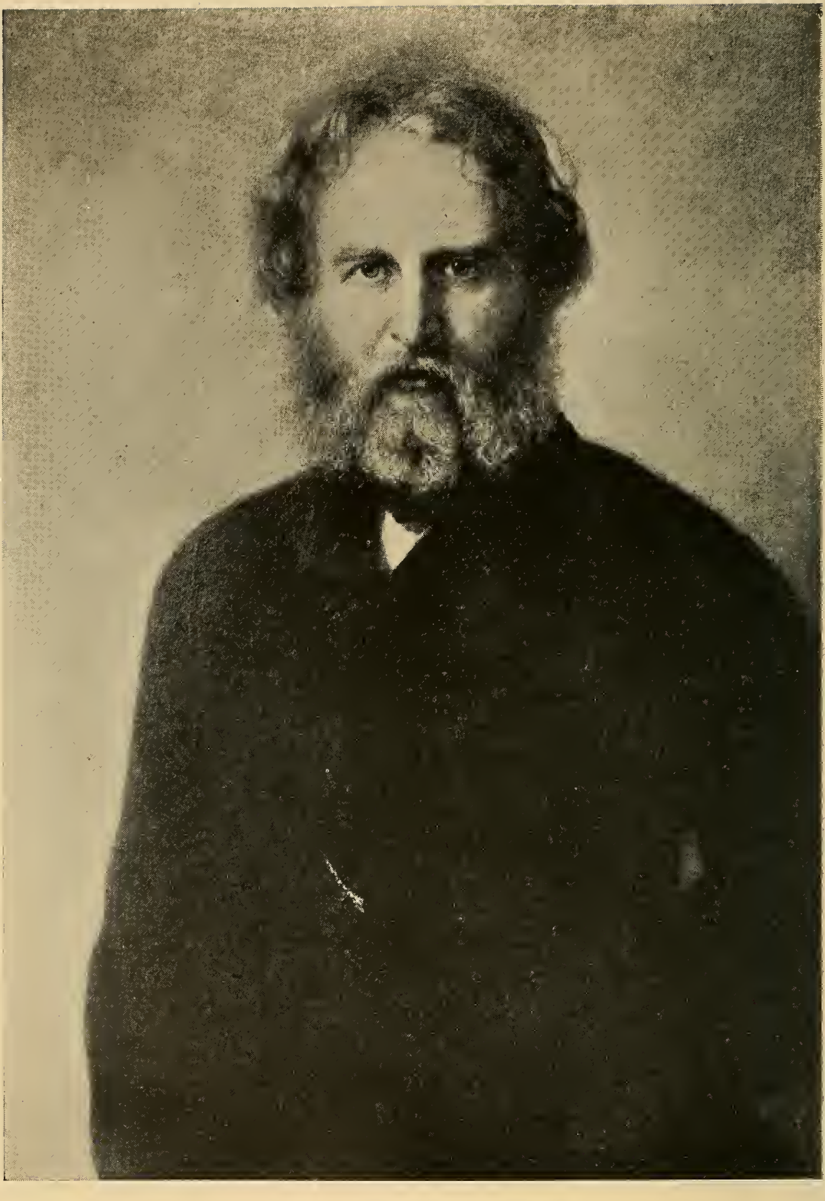
[12] One of Pierce's closest friends at college died soon after graduation.



Henry Wadsworth Longfellow

enthusiastic cheers. Professor Champlin of Waterville College answered to a sentiment recognizing that institution as a worthy and respected sister. In his remarks mirthful allusion was made to the bell of Waterville College, which is supposed to be secreted in the classic sands of Bowdoin.

"The flow of soul continued until the dusky shades of evening obscured the distinguishing features of the happy company, when, with Auld Lang Syne and three cheers for Bowdoin, the alumni dispersed." At ten, after various social and class meetings, all the college buildings were illuminated, and to the chapel were attached transparencies bearing the names of Governor Bowdoin and of the college presidents.

In 1875 the interest in the class of 1825 caused the members to hold their principal class reunion in public in the Congregationalist church.[13] Of course the class poet could be no other than Longfellow. He was not felicitous in occasional poetry and made it a practice to refuse invitations to deliver it. But on this occasion, though he at first declined, he later acceded to the request to act as poet, became much interested in his task and produced *Morituri Salutamus*. Professor Packard states that the exercises "were held in the Congregational Church the afternoon before Commencement, the class being seated on the platform with Prof. Packard, the only survivor of their college instructors. The exercises were introduced by Prof. Egbert C. Smyth of the theological seminary, Andover, Mass., president of the association of alumni. Prayer was offered by Rev. John S. C. Abbott of the class. A poem was pronounced by Prof. Henry Wadsworth Longfellow, and an address by Rev. Dr. George Barrell Cheever."

Of the thirteen survivors of the class eleven were present. One of the absentees was William Stone, who was born in Maine but who passed his life after graduation in Mississippi where he gained success in law and politics. He died in 1877 and an obituary notice stated that "the greatest grief of his later days was being prevented by sickness from attending the meeting of the survivors of his class in Brunswick."

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[13] There were other meetings. The last took place on the morning of their departure from Brunswick. The class gathered for half an hour in one of the college rooms and then proceeded to the Thorndike Oak. One of their number, Reverend David Shepley, offered prayer and then the members took each other by the hand, knowing that it was for the last time.

In 1894 the college celebrated the anniversary of its founding. Special exercises were held in the college church. An oration was delivered by Chief Justice Fuller, Bowdoin '53, and a poem by Professor Arlo Bates, Bowdoin '76.

At the dinner many prominent men spoke, most of whom were interesting. Among those attending were the oldest living graduate, Rev. Thomas T. Stone of the class of 1820, and ex-Senator Bradbury, the last survivor of the class of 1825. Mr. Stone rose, supported on each side, and murmured a few scarcely audible words of greeting. But Senator Bradbury gave a short, interesting speech in clear, firm tones.

In 1902 the centennial of the opening of the college was marked by the delivery of an oration by Thomas B. Reed of the class of 1860. It made no reference to Bowdoin but was in the main an earnest philosophical proclamation of one of Reed's favorite theories, that it is the times and the masses which make history, and not individual men. At the dinner he made a speech which was very short but full of characteristic wit and sense.

At the Commencement of 1904, the centennial year of Hawthorne's birth, an address was given by Bliss Perry. In 1907, Longfellow's centennial year, Professor Chapman delivered an address and appreciation and President Samuel V. Cole of Wheaton read a poem.

In 1909 Bowdoin, with considerable ceremony, conferred the degree of LL.D. on Robert E. Peary in honor of his discovery of the North Pole. General Hubbard, '57, President of the Arctic Club which backed Peary financially, delivered a long address on Peary's just claim to be the discoverer. Alfred E. Burton, '78, the Dean of the Massachusetts Institute of Technology, spoke of Peary the Scientist. His companion in the expedition, Donald B. MacMillan, '98, spoke of Peary the Leader, and Professor Chapman, Bowdoin '66, delivered a brief but stirring poem on Peary of Bowdoin.

In 1925 the centennial of the graduation of Bowdoin's greatest class was celebrated by an address on Longfellow and Hawthorne by

Bliss Perry, an address on "The Class of 1825" by Edward P. Mitchell, '71, and a poem by Charles W. Snow of the class of 1907, the latter being chosen by competition.

Student Celebrations

Most of the exercises described above were provided or supervised by the college authorities, there were others, often of a more lively nature, which were given by the different classes. Professor Packard says in his *Reminiscences* that the class of 1818 celebrated Fourth of July[14] at "Paradise," a bubbling spring of clear cool water in a dell in the forest below Professor Cleaveland's, which . . . was much frequented." The class of 1837 held a supper on July Fourth of its Senior year, various toasts were given, one by a French Canadian student, W. D. Morrin, expressed the hope of a peaceful settlement of the question of the Aroostook boundary, a sentiment which was received most cordially.

In 1859 the graduating class celebrated what may be regarded as the first regular "Class Day." It was held on Monday of Commencement week. In the morning a poem was delivered in the Congregationalist church, the class then marched to the cemetery and stood with uncovered heads at the grave of Professor Cleaveland, who had died at the beginning of the college year. They then marched to the house of President Woods, again paying their respects to the memory of Professor Cleaveland by raising their hats as they passed his late residence. At the President's, complimentary speeches were exchanged and the class proceeded to the houses of the other Professors and of ex-Professor C. C. Everett. At all these places refreshments were served. In the afternoon the public exercises were continued under the Thorndike Oak. The program, exclusive of music, was, Chronicles of the Class, A. Mitchell, Yarmouth; Prophecy, James A. Howe, Lowell, Mass.; Parting Address, Oliver Libbey, So. Parsonsfield; Ode, by Americus Fuller; Smoking the Pipe of Peace; The Farewell. The class stood in a circle round the Oak to sing the Ode and preceded it by Auld Lang Syne.

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[14] The long vacation was then in the winter.

Class Day has been continued with minor modifications until the present time. An oration as well as a poem is given and the prophecy, which is said to have been serious originally but which came to be a collection of "roasts," not always in the best taste, was transferred to the class supper. One reason for the change was that with the increase in the size of the classes the prophecy had become long and tiresome for outsiders if not for the class. The calling on the Professors was soon dropped from the program; a newspaper of 1869 speaks of it as a former custom.

Although Class Day was originally held early in Commencement week it was soon moved to the close; the class was now a group of alumni free from Faculty control and the members sometimes availed themselves of their immunity to pay off old scores. The Faculty attempted to protect themselves. John C. Coombs of the class of '69 was informed that he would be stopped if he attempted to deliver part of what he had prepared. Were the exercises held before the conferring of degrees the Faculty would hold the whip hand, and in 1875 it set aside Tuesday for Class Day. There was great difference of opinion in the class on the matter, some wished to fight, others to yield, others to omit the exercises. No decision was reached and no parts assigned until Commencement week had actually arrived. Then it was determined to have the exercises on Friday in a hall in the town.

In 1877 the class complied with the wishes of the Faculty and held the exercises on Tuesday, although a large minority favored Friday, "thinking it rather inappropriate to make their farewells until the last day of their connection with the college." The change, however, did not save the Faculty from fiery darts and the *Orient* expressed the opinion that both the Historian and the Prophet were unduly severe, it added, however, "Both parts were very finely written and well delivered and had an air of freshness and originality which must have been exceedingly agreeable to the regular attendants of 'Class Day,' to whom the old stereotyped forms and expressions must be decidedly stale."

The Juniors as well as the Seniors have their special day, Ivy Day. On October 26, 1865, the Junior class planted an Ivy, probably at the chapel, with an oration, poem, and ode, the latter written by Henry L. Chapman. But there were no other Ivy Days until 1874 when the class of 1875 held one and its example was regularly followed by all succeeding classes. There were two important changes from the first Ivy Day. The new one was held in June and besides the serious speaking there was a conferring of "Junior Honors." One "honor" is real and always the same. A wooden spoon is given to the most popular man of the class. The other honors vary from year to year and are bestowed as jokes.

The class of '77 granted six honors, the wooden spoon going to William T. Cobb. The ode was written by Robert E. Peary. The class of '78 gave only four honors, perhaps because it was decided to have an Ivy at so late a date that the "chapel parts," that is the serious addresses which were then given in the chapel, were omitted although the speakers had been chosen. Two of the honors were given to men who in after life became leading citizens of Brunswick, Hartley C. Baxter and Barrett Potter. The wooden spoon went to Alfred E. Burton. Potter had also been elected poet. There was a precedent for this doubling of parts, the class of '76 made Arlo Bates both poet and president.

For many years the fraternity groups and the non-fraternity men each furnished a member for a presentation, but now a few men are chosen for reasons of appropriateness.

Although Ivy Day belongs to the Juniors, the most impressive part is in only a slight degree a Junior exercise. When the ceremonies under the Oak are finished the graduating class marches in solid formation to the chapel, which it is not obliged to attend afterward, and holds Seniors Last Chapel. There is a brief service, then the Seniors in solid body, lock-step, move slowly down the aisle singing Auld Lang Syne. It is a touching scene, not only do some of the fair spectators shed tears but the Seniors themselves are at times unable to control their emotions. After the Last Chapel of the class of 1892 it was said that one Senior, a big, hardy fellow, the very reverse of a sentimentalist, was so overcome that had he not been supported by his companions he would actually have fallen.

In the seventies the revival of Ivy Day was an experiment which at times seemed likely to fail. But it justified itself. In 1884 the *Orient* said that "The Ivy exercises are beginning to attract nearly as much attention as Commencement, filling an important place in student life and memories." The exercises were not the only attraction. On the day before there was a boat race and a college Field Day. On the day itself there was a ball game and a dance.

There have been general college celebrations somewhat disrespectful to the powers that be but which they were not strong enough to put down. One of these was the May Training. In 1836 the legislature attempted to compel college students to take part in the annual drills of the militia of the towns in which their respective colleges were located. At Brunswick the Bowdoin students appeared in most farcical array and were very properly ordered off the field. The affair was ridiculous in the extreme; the Brunswick *Telegraph* gave an account of it in order, said the editor, that people living outside Brunswick might have some idea of what had taken place, but he added that no mere description could do it justice. A most vivid account of the "drill," written by Thomas B. Reed, may be found in the *Tales of Bowdoin.* The conduct of the students was indeed most insulting. On their way to the field they stopped at the house of Governor Dunlap and groaned in unison. A banner carried by the Freshmen had on it the representation of a donkey with the legend "The Sage *Ass*, what made the *Law.*" The students had the sympathy of their superiors, however, for the Faculty took the opinion of Chief Justice Mellen as to the constitutionality of the law. The legislature, whose authority had been scorned, passed another act making any private who appeared at a muster dressed in a manner intended or calculated to excite ridicule liable to a fine of from ten to twenty dollars. But the act proved of no importance, the militia musters ceased to be held and Mr. Reed expresses the opinion that the Bowdoin affair was a chief cause of the contempt into which they fell.

But the students had found the muster most entertaining and every May they held one of their own.

The Training of 1856 was reported in the Brunswick *Telegraph* and the article was reprinted fifty years later. The *Telegraph* said of the Bowdoin militia that about fifty officers were well equipped and mounted and appeared first rate as did the Bath band, "But the company — how shall we describe them? . . . We thought the first one of the privates looked as bad as possible, and every succeeding one beat his predecessors. They ranged all the way from 'as homely as a hedge fence' to as homely as the — one with the horns and tail." The soldiers had their pictures taken while parading the streets, then they marched to the chapel and listened to an oration by the chaplain. It was meant and taken as mere nonsense, the *Telegraph* spoke sarcastically of its appalling eloquence. But to the men of today, who know what was soon to come, the intended travesty is indeed appalling. For the orator began: Soldiers of a hundred unfought battles! Veterans of the next war! The commander of those laughing boys, Francis Fessenden, was to give a limb for his country eight years later, others were to make the supreme sacrifice and many were to feel that the greatest honor of their lives was the title flung to them in jest. All this was in the unknown future, but there was a feeling even then that the May Training was a violation of propriety, again and again it had been said that it should be given up, but college customs are wonderfully tenacious and the burlesque continued until stopped by tragedy. In 1858, just before the time fixed for the training, a student committed suicide. The boys had no heart for farce and once omitted the training was not held again.

Another custom was one which with some variations of detail was common in American colleges, the funeral of mathematics, held by the class which had just completed its required course in that awe-inspiring subject. At Bowdoin sometimes the remains (books) of Calculus were borne on a bier and burned on a pyre and sometimes those of Anna Lytica (Analytical Geometry). The ashes were placed in a coffin and buried and a stone with a suitable inscription was placed at the grave. When '77 came back for its twentieth it sought the ancient tombstone lost in the grass, dug it up and moved it to another and less inconspicuous situation.

A graphic description of the burial of Calculus may be found in Professor Mitchell's account of Elijah Kellogg in Minot and Snow's

Tales of Bowdoin, which is itself based on a part of the twenty-second chapter of Kellogg's *The Whispering Pine.*

A full description of the burial of Calculus in 1859 was given in the Brunswick *Telegraph.* It states that "Ye eulogist and elegist wore dickeys of monstrous size running out into triangles as sharp as the severest reprimand ever received by unlucky student, neglectful of his duties, and the necks of the distinguished speakers were environed by good clean white cotton neckcloths just 3/4 long and 3/4 wide, purchased by 12½ cents per yard. The mourners wore long white frocks and some of them hats as high as 'Sugar Loaf' Mountain, with tails of black cambric depending therefrom, as extended as the wreaths which cling to the sides of Sugar Loaf . . . The funeral pile was constructed in the Delta of light inflammable stuff, and it was a pile indeed, say 8 or 10 feet square and 12 or 15 feet high upon the summit were deposited the bier and books, and then the order apply the torch was given." In 1875 the *Orient* announced that the funeral ceremonies which were being conducted by the class of '77 would consist of a eulogy by W. T. Cobb and an elegy by R. E. Peary under the "old oak" and a lamentation at the funeral pyre by O. M. Lord and that there would be a supper at Masonic Hall. The account of the solemnity stated that groans and sobs accompanied the eulogy and elegy and that after the lamentation "the pyre was . . . lighted, and amid the wild unearthly yells of her followers, the last remains of Anna were hastily devoured by the flames"; there were mourning programmes for these funerals, frequently with a picture of a coffin and the titles of the participants in Latin. Seventy-seven had only a hundred programs printed and it is said that the resulting shortage caused fabulous prices to be paid for them by collectors of memorabilia.

The Freshmen and Sophomores have had their special days. Both classes have held suppers to mark the completion of the class year. Morrin of '37 wrote to his father that the Sophomores had received their class tickets and that they would plant their class tree, run in a ring around it and then smoke the pipe of peace under its "umbrageous canopy." Perhaps at this time, certainly twenty years later, the other classes performed like gyrations. The Seniors had a tree of their own in front of the chapel, the lower classes encircled one near Massachusetts Hall. Today the Sophomores endeavor to kidnap the "Frosh" President and break up their banquet if they can discover beforehand where and when it is to be held, and the Freshmen try to kidnap the Sophomore President as a trophy for the banquet. Halloween and the spring solstice are consecrated to Sophomore deviltry and the bill for damage to college property is sometimes heavy. The Sophomores also devote a day or night, or both, to making the Freshmen perform "stunts." In the late nineties they introduced the custom of a nightshirt parade of the Freshmen through the streets. In 1913 the practice was formally abandoned at the earnest request of President Hyde. At that time a portion of the "town" was very hostile to the "gowns," there had been serious conflicts on parade night and there was danger that some one might be killed.

The Sophomores, however, could not give up their fun, and the nightshirt parade was soon succeeded by Proclamation Night. Proclamations are posted giving directions to the Frosh, who in one were described as "Ye lisping larvae," "Ye puerile pups." In the evening the new men are gathered in the gymnasium, go through various performances suggesting the side shows of a circus, have the proclamations pasted on their backs and run the gauntlet of the paddle. But the Freshmen have their hour of revenge on "Rising Night." They are required to wear a special headgear. For some years it was ridiculous and insulting. Now it is a simple cloth cap with a white button on top, which has the advantage of enabling the members of the incoming class to recognize each other. Still it is regarded as a mark of inferiority and late in the spring the Frosh gather on some evening, burn their caps and mete out punishment to Sophomores who are thought to have abused their powers. Obnoxious Sophomores sometimes barricade their rooms and stand on their defense and it is possible that Rising Night may end in a scandal and a tragedy.

Several customs, though long lived and famous, have now passed away. Among them are the holding of the Peanut Drunk and the Turkey Supper. The former was a Freshman, the latter a Sophomore function. At the first the Freshmen would endeavor to assemble secretly at the chapel, scatter peanut shells about and break a jug of cider on the steps, could they do this without interruption from the Sophomores great was their triumph. In the same way the Sophomores endeavored to hold a turkey supper on the campus without being interfered with by the upper classes. The class of 1900 won a victory which threatened to be indeed a Pyrrhic one. The supper was joyfully served at 4 A.M. on the steps of the Art Building. The grease and gravy soaked into the pavement and limestone steps and it was feared that irreparable damage had been done. The class promptly sent one of their number to apologize to the Faculty in their name and offer to submit to any punishment which they might see fit to impose. Fortunately the boys' carelessness was less serious in its results than had at first been feared, but according to the class historian "At first it seemed as if some of us would have to buy a new Art Building."

The Peanut Drunk and the Turkey Supper unostentatiously died out, other events were formally abolished. The Sophomores had been accustomed to hold a horn concert. Originally, perhaps, a terror to the Freshmen, it grew to be a martyrdom for the Sophomores. They were expected to march in a body round the dormitories blowing horns while the upper classes did their best by throwing eggs, turning on the hydrant and even using clubs to break them up. Ninety-eight had the moral courage at the close of their Freshman year to resolve that they would give no concert. In September, 1899, the Sophomore-Freshmen rope pull was discontinued. It had become a farce because of the upper classes mixing in. The Sophomore football rush was also abandoned. It had been the custom for the Sophomores to cry football, football, as they marched out of chapel and on some day during the first week of the year for a Freshman in the choir gallery to throw a football into their midst. There followed a vigorous scuffle for its possession between the occupants of the different dormitory "ends," each group endeavoring to carry the ball into its own end. The rush was irreverent, delayed recitations and was somewhat dangerous. At the same time that the football rush was abolished the custom of class cuts at the beginning of the year was dropped, thanks to the vigorous action of President Hyde.

Another event now known only to "history" is the trotting of the famous horse, "Triangle." Like other mythological heroes his origin is hid in clouds. But in the early eighties it was known to all, particularly to the Freshmen, that the mathematical professor, Co-Sine Smith, owned a famous trotter entered for the races at the Sagadahoc County Fair, commonly called by the students the Topsham Fair, from the town across the river from Brunswick where the Fair was held. A half holiday was given by the college and many an innocent Freshman visited the library to obtain the free tickets which were offered for Triangle day. Sometimes the horse was driven by Instructor Moody, and when Professor Smith went to Yale the *Orient* joyfully announced that Triangle would remain in Brunswick in charge of Professor Moody. Regular posters were printed, naming Triangle among the horses entered for the race. Once it was announced that Dr. Whittier had purchased a steed Parallelopiped to match against Triangle. In 1896 the *Orient* announced that Triangle was not up to his usual standard. "He is getting to be rather an old horse to back against the younger ones; but he still finds his victims." About this time Triangle seems to have vanished from the scene but he reappeared five years later and was aided by a vigorous propaganda. In 1904 the Portland *Advertiser* stated that Triangle had been in training for weeks and that his stable was guarded night and day by Sophomores. It also said that the Young Ladies Thursday Night Sodality of Brunswick had presented the driver with an embroidered blanket and that the Faculty had given Professor Moody a sulky with artillery wheels, pneumatic tires, satin cushions, twin screws and a music box attachment. In 1913 it was stated that Triangle had trimmed Marshall's "Mother Liquor" and Pewee's "Test Tube" in the 2.10 class.

It is true that some Freshmen Sadducees held the same views concerning Triangle that Mrs. Gamp did of Mrs. Harris, but if disappointed yearlings looked in vain for Triangle was there not a reason? One year Professor Moody did not put him on the track because he feared that the old horse could not stand the strain of a race, another year the Professor was unable to properly prepare his beloved steed on account of the time demanded by his large classes in mathematics, a third year the judges barred the noble Triangle, suspecting him to be a ringer. And has not the horse answered to his name? Once when Professor and Mrs. Moody were driving by the dormitories a student shouted from his window "Whoa, Triangle," and the horse stopped.

Still it must be admitted that Triangle is passing away. Peace to his shade, may it nibble choice grass in the Elysian Fields, for if his life was less dignified and useful than that of Calculus or Anna Lytica, yet to many of the students he has left a far more pleasant memory.

The close of the required mathematical course ceased to be celebrated in the early eighties. In the late nineties another "last" appeared, Seniors Last Gym. It seems to have started with a little skylarking and nonsense which gradually became more elaborate and serious. On one occasion an instructor was hung in effigy, on another a celebration of a very convivial nature was held in a hired building. The Faculty voted to put the whole class on probation, but to release all whom the class president would certify took no part in the drinking. Only a few were actually concerned in the festivities but the class had voted to celebrate and therefore decided to stand together.

The next year there was a public and lawful celebration of which the following account appeared in the *Orient*. "Last Wednesday evening the class of 1915 celebrated with much red fire and various strange costumes the occasion of their last gymnasium period. In spite of the fact that all nationalities, sexes and religions were represented in the motley assemblage which gathered in front of the Chapel, the celebration was safe and sane throughout. Music was furnished for the parade by the College Band, led by Fillup Souser, in the person of Brierly, '18. The procession marched down to the Town Hall where several class cheers were given. Visits were then made to the homes of Doctor Whittier and President Hyde, after which 'Gym' was buried with great sorrow, the funeral sermon being delivered by Livingston, '15.

"Trips were made to the old and new gymnasiums several college cheers were given and the funeral of 'Gym' was over."

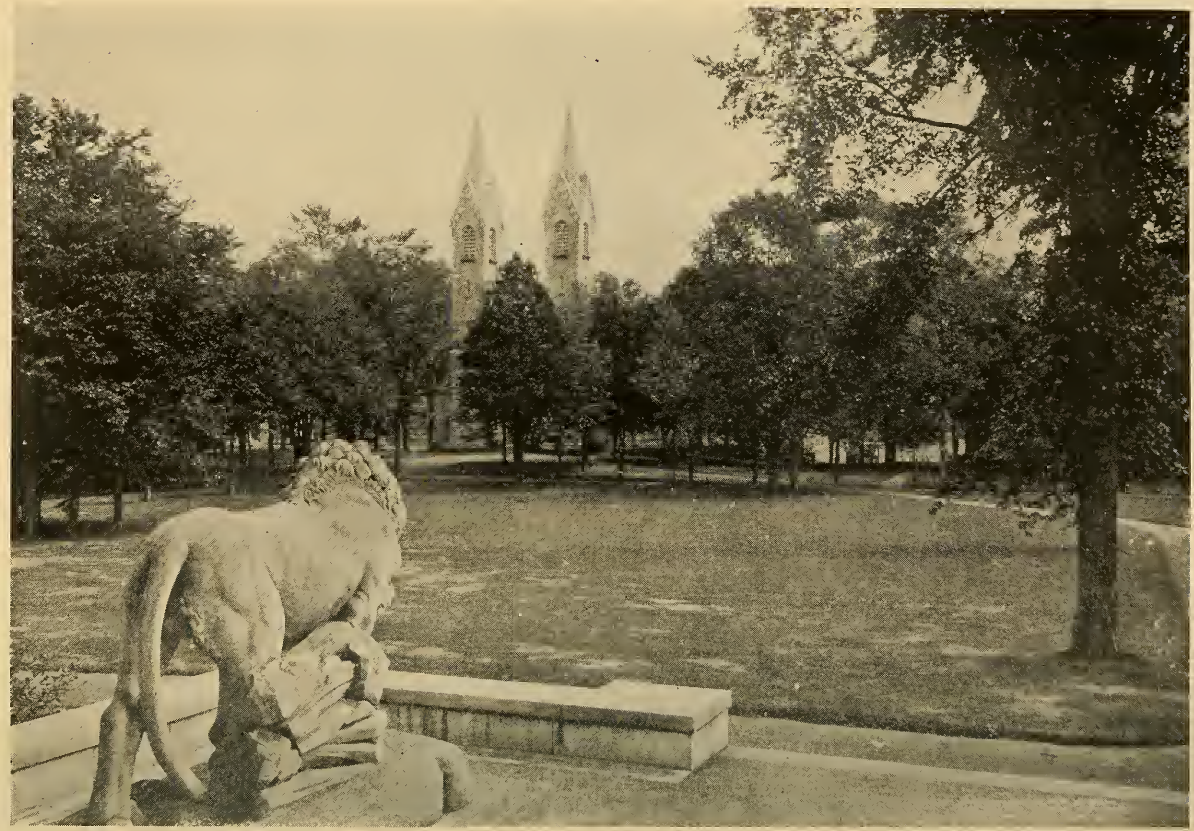
The funeral was substantially over in a sense not intended by the writer. With outdoor athletics offered as a substitute for gymnasium work the training unity of the class was broken and Last Gym went the way of older funerals and celebrations.

The early part of the present century was marked by the rise of the rally in its various forms. The first Bowdoin Night was held on September 25, 1903. A Portland paper summarized speeches by President Hyde, Professor Chapman, and "Jack" Minot, '96, and then said, "One of the new members of the Faculty was next called on,—he being a Portland boy, Kenneth Charles Morton Sills, '01, the instructor in English. He said, 'Such a gathering as this is something that the college has needed for a long time and let us hope from now on, it will be an annual custom.'" It has developed into Alumni Day, a gathering of the Alumni in the fall on the day of the chief football game in Brunswick. They see Bowdoin in action, intellectual as well as physical, and a luncheon is held where information concerning the college is given and there can be an interchange of opinions. Commencement is mainly a rejoicing over achievements, Alumni Day gives regular opportunity for a discussion of problems. The first Alumni Day was celebrated in 1925.

There have been various smokers and rallies, the latter term being substituted for smoker in deference to outside sensibilities. These meetings were held in the evening, usually to arouse enthusiasm for an athletic contest. They have been less frequent of late. They interfere with studying, of which there is more in college than the outside public realizes, and it is hoped that Bowdoin men will do their best without artificially pumped up enthusiasm.

There are class days, serious and otherwise, college days and alumni days and now there is an entrance day for Freshmen. In 1926 the day before the opening of the college was set apart for the entering class when its members were shown around and advised by members of the Faculty and others without a single wild Sophomore in sight or the cry of "fresh meat" once ringing in their terrified ears.

The celebrations and pranks described above, if not all held on fixed days, yet came with great regularity. There is one which has happily occurred only a few times, usually as a part of Sophomore-Freshman rivalry, the climbing the chapel spire. It seems to have been done first by Elijah Kellogg who put the hat of "Old Gul," President William, or Guilielmus Allen, on top of the chapel spire. In 1888 Jonathan P. Cilley, '91, and George B. Chandler, '90, put their class flags there. A like feat was done by Donald B. MacMillan, '97, and Charles D. Moulton, '98. Some years later the flag of 1903 was flown there, but for fear of the Faculty the names of those concerned were kept secret.



The Chapel from the Art Building

CHAPTER VIII

RELIGIOUS LIFE AT BOWDOIN

WHEN Bowdoin College was opened religion and particularly Evangelical Congregationalism was at a low ebb. The Great Awakening of 1740 did much to quicken spiritual life, but it spent its force after some twenty years. Soon the troubles with England began. Most of the Congregationalist clergy were ardent Whigs and preached more patriotism than piety. When war came the soldiers acquired habits of Sabbath breaking, profanity, gambling, and intemperance, and then returned to their old homes, caring little for Puritanism, either theological or moral. The officers had associated with those of the French army and often had become disciples of Voltaire. A little later the French Revolution bred disrespect for authority in church as well as state. Colleges suffered severely. In Maine, as elsewhere the Baptists and Methodists were showing a vigorous life, but they looked for a quickening by the "spirit" and regarded human learning with suspicion. In the early days of Bowdoin the students were usually the sons of well-to-do or rich parents, who, even if they cordially approved of the church, were unwilling to join it lest they should be obliged to give up worldly amusements like dancing and card playing. There was, indeed, a liberal movement among the Congregationalists, and men were throwing off the incubus of a rigid Calvinism; but President McKeen belonged to the conservative wing of the church, although he was more moderate than many of his allies. President Appleton was more conservative than President McKeen. The authorities at Bowdoin regarded no one as religious unless he had been converted or at least had manifested a tendency toward that special religious experience by being "hopefully pious," and in reading pessimistic accounts of the state of the college, allowance should be made for the special views of the writers. But it must not be forgotten that these men, narrow as they were in some respects, were fighting a dangerous laxity in morals and that they were filled with an earnest desire for the welfare of their brothers.

In 1858 Professor E. C. Smyth gave, in the Congregational Church in Brunswick, three lectures on the religious history of Bowdoin until the close of President Allen's administration. Professor Smyth was a son of Professor William Smyth and had excellent opportunities of obtaining information. He was an orthodox Congregationalist minister and was probably, at that time, more narrow than when, thirty years later, he became the center of the Andover Controversy. He stated that in 1802, the year of the beginning of instruction at Bowdoin, there were few settled infidels in the Brunswick region, but that there was a general paralysis of faith and that the pulpit was affected. "Sinners, if they attended the sanctuary, in very many of our parishes could sit Sabbath after Sabbath and hear nothing which touched the conscience. One good man who preached here as a candidate, so that a sense of sin was awakened in the bosoms of some of his hearers, was refused a call for this reason alone. The degeneracy of doctrine was nearly as marked as the corruption of morals and this was fearful. In several parishes of this vicinity the ministers were viciously intemperate. Rum flowed down our streets. Sabbath-breaking and profaneness were greatly prevalent. The population had outgrown the means of education. There was little religious instruction afforded the young — they were seldom catechised. There were no Sabbath schools. Moral restraints generally were deplorably relaxed. It was a rare spectacle if a young man confessed before men his Redeemer. Very few of the young men were members of the churches. During the first four years of Dr. McKeen's presidency, though some of the students were thoughtful, upright and possessed of fine social qualities, there was not one, it is believed, who was a member of any church or who believed and hoped in Christ as his Saviour . . . In the first eight classes, I can learn of but one who may have been deemed, at the time of admission, hopefully pious, and it is doubtful whether he had made a public profession of religion." The influence of this student and of a tutor, acting, it was believed, with the approval of President Appleton, secured the formation of a college theological society. Professor Smyth says that the meetings were usually held on Sunday evenings and that "the exercises were the discussion of some passage of Scripture, and dissertations upon theological and ethical questions. Personal piety was not made a qualification of membership, and the object of the society was not directly a practical one. Still its institution marks the beginning of religious progress. It organized the more sedate and thoughtful, and turned their attention to religious themes, and to the teachings of the Bible."

But the early progress, moderate as it was, was not maintained. Professor Smyth states that, "During the first term of the academic year 1811-1812,—the whole number of students being upwards of thirty,—there was not one among them who had made a profession of religion. The interest in the Theological Society became nearly extinct and few, if any, came forward to take the places of those of its members who had graduated. It was regarded by most with feelings of bitter opposition. The greater part of the students appear to have been thoughtless. Not a few were reckless and openly immoral, some of whom formed habits of intemperance which clung to them in later life and brought them to a dishonored grave.

"Notwithstanding these discouragements, the President abated not in heart or hope or zeal. He enforced the requisite discipline with prudence and paternal kindness, but with uniform and unshrinking firmness, and in a way which deeply impressed upon the students the conviction of the necessity of law and the guilt of its violation. He sought constantly to bring the truths and sanctions of religion to bear upon the conscience. When the moral stupor which prevailed seemed most profound it is related that he once requested the students to remain after evening prayers, and then read to them, with all the impressiveness of manner he could command, the narrative of the death of the backslider and free thinker, Sir Francis Newport. The effect produced at the time by its reading was very marked. The friend who gave me the incident said, that the next morning he obtained without difficulty, twelve or fourteen members for the Theological Society, not one of whom before had been willing to join it. The revival of this society was an important measure uniting and organizing, as it did, all who were willing to be ranked upon the side of good morals. Of still more consequence was the fact, that at about this time a new element began to appear in College life,—that of humble, earnest, devoted and aggressive piety." Among the first Bowdoin men to manifest these qualities at college were Frederic Southgate and James Cargill.

Frederic Southgate was the son of Robert Southgate, a wealthy and influential resident of Scarborough, and of Elizabeth King, a sister of Rufus and a half-sister of William King. Frederic graduated from Bowdoin with honor, and began the study of law in Portland, but the sermons of Rev. Mr. Payson changed the whole current of his thoughts and he resolved to devote himself to preaching the gospel. While studying theology with Mr. Payson he was offered, and accepted, a tutorship at Bowdoin. Here he combined his duties as instructor and his life-work in what seems today an extraordinary fashion. A pupil of his wrote in later years that often at the close of a recitation, "he would shut up his Horace and most affectionately and seriously urge those present to acquaint themselves with God and be at peace with Him." It was a strange combination, Horace and an Evangelical sermon, certainly a less appropriate one than that made, in his student days, by an instructor of the twentieth century. This honor to the college, who led his class and graduated *summa cum laude*, told the author, with little appearance of contrition that it had been his custom to sit in the window of his entry with a copy of Horace in his hand and paper bags filled with water at his feet, and simultaneously to read the Roman poet and keep an eye out for passing Freshmen.

Under Southgate's influence religious students of the "Orthodox" type held weekly meetings, originating a practice which endured, though with important modifications, for a hundred years. Mr. Southgate had only begun his work when his health failed and he was obliged to return to his home, where he died on May 29, 1815, before completing his twenty-second year. His mantle fell upon one of the students, James Cargill of Newcastle, who had been his active assistant. Cargill was a very different man from Southgate, and if judged by outward appearance, seemed ill fitted for carrying on his work. Awkward, plain of feature, pale and stooping, rustic in his manners, he was what today is called a "hick." Nor, though of good intelligence, was he a man of brilliant parts. He was also extremely poor and received financial assistance both open and secret. Yet in spite of all these disadvantages Cargill, by his deep but unobtrusive piety, and his cordial good fellowship, won both the respect and the affection of the students. Unfortunately, he succeeded not only to Southgate's leadership but to his fate. Cargill was consumptive when he entered college; he gave little or no attention to his health while there; at Commencement his weakness obliged him to crawl up the steps of the speakers' platform, and he died in less than a month after receiving his degree.

The loss of both Southgate and Cargill seemed a heavy blow to evangelical religion at Bowdoin; but their work was quickly taken up, and in a more effective and permanent manner. In 1813 three young men, Rodney G. Dennis, Ebeneezer Cheever, and Phineas Pratt, who had already begun their life-work in the ministry, entered Bowdoin with the purpose, as Professor Smyth says, not only of receiving good, but of doing good in Christ's name. They obtained much help from Tutor Enos Merrill, who had been appointed to his position the year after Southgate's death. In 1815 there was received at the Brunswick post office a letter from the Praying Society of Brown University directed to the Praying Society of Bowdoin College. There was no such organization; but, stimulated by the action of

Brown, the six "professors of religion" in college met in Dennis' room[1] and formed the Praying Society of Bowdoin College. The title was later changed to that of the Bowdoin Praying Circle; perhaps because there were many "societies" and the term was thought to have a worldly sound.

The object of the Society was declared by the first constitution to be, "to pray for the influence of Divine Grace upon ourselves, upon this institution [Bowdoin] and upon the world at large." The Constitution provided that elections to membership must be unanimous; that each member should give "charitable evidence that he is a real Christian;" and that on being admitted he should, "in a brief manner, state the reasons of his hope, and give his assent to the fundamental doctrines of the gospel." The officers were to be a president, a vice president, and a secretary, the president must be a member of the highest class represented in the society. The secretary was to act as treasurer, to pay all bills of the society out of his own pocket, and to be reimbursed by a tax levied at the close of the college year. Fortunately for the secretary the expenses were extremely small. There are such entries in the records as, "Paid Brother Flagg 12½¢ for letter which subtracted from 52¢ leaves 40¢ in the treasury.—Sec. received from former Treas. 40¢. Postage for the year past amounted to that sum. Hence the treasury is empty." The records of March 3, 1835, inform us that, "A contribution of 83 cents was taken up to defray certain expenses." In 1856 there was a hope, but it is to be feared, a vain one, that some Rockefellers in miniature would come forward to meet a financial crisis. The records state that "The expenses for the past year have been $3.50, to pay this it will be necessary to tax each member the sum of ten cents unless some few will contribute to pay the whole." In the records of 1871 there appears a desire for physical comfort which may denote a lessening of the ancient Spartan consecration. In November of that year it was voted, "that Mr. Boker [*sic*] be paid satisfactorily for building the fires [for the Circle] each Sunday morning during the winter." The next winter $1.50 was expended for this purpose.

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[1] For a number of years the religious meetings were held in the students' rooms; later the authorities allowed one of the recitation rooms to be used for this purpose. Many of the meetings were not "general" but of members of the same class only.

The records[2] of the Circle were kept in a most pious manner. Not only are there statements of the moral and religious condition of the college, but many ejaculations and prayers, such as, "Oh that the Lord would have mercy on the Students.— Were much disturbed by the noise of the students. O may the time soon come when they shall leave their vain amusements to assemble with us for the purpose of supplicating the mercy and grace of God upon their souls and ours. A large class soon to graduate and not half of them even profess godliness and nearly 2/3 of those in college are in the path to hell." On another occasion the secretary noted that there had been no recent conversions, and that "many were declining from the ardor of their first love and yielding too easily to the torrent of godlessness which still rolls fearfully through our midst." Yet the aspect was not always dark. Under date of February 19, 1833, there is the entry, "May every meeting of this term savor of piety as much as this." In 1853 the secretary wrote in his records the encouraging statement: "The general moral aspect of the college is, by the admission of all, much better during the present year than has been observed of many past years." In 1855 he reported the moral condition as steadily improving.

For a number of years the Circle maintained relations with similar institutions at other colleges. Members were appointed to solicit a correspondence with the "pious students" at Harvard and Yale, probably in response to letters received from them. The records also note letters written to or received from students of Princeton, Colgate, Dartmouth, Waterville, and Middlebury. Particular care for Bowdoin was shown by various religious organizations in Maine. In 1821 the members of the Congregationalist Church in Augusta pledged themselves specially to remember the college in their prayers, and in 1822 the "young converts" at North Yarmouth agreed to meet every Wednesday morning and pray for Bowdoin. The record of the Praying Circle of May 11, 1844, says that "A communication was read from Bangor Seminary. It stated that great interest was felt in the Seminary for a revival in this college, that they were having daily prayer meetings and were besieging the throne of Grace on our behalf. They encouraged us to institute such a meeting or to have some particular hour to pray for a revival here. The brethren agreed on a certain hour in each day when each would in his closet approach the throne of Grace."

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[2] The records are now in the college archives. On the inside of the cover of the first volume is written, in a hand suggesting that of an old man,

"There comes a voice that awakes my soul,—
It is the voice of years that are gone,—
They pass before me with their deeds."
Ossian.

The Circle on its part noted the progress of religion outside the college. On May 6, 1816, the secretary made the record: "A very interesting letter read from Brown University stating various and extensive revivals of religion. We ought to rejoice." Two years later there is the record: "Heard joyful accounts from Amherst. The Lord is doing a great work there." On another occasion the tidings were less definite. The entry runs: "Had some information that there was an apparent seriousness among the townspeople — one woman had obtained a hope. O that the Lord would come this way and subdue the prevalence of vice among us."

The fixing of the requirements for membership in a church or other religious society is a difficult problem. Laxity brings reproach on its cause, rigidity may lead to Pharisaism. The original conditions of membership in the Circle were strict; they seem, however, to have been liberally interpreted. On October 3, 1816, "those of the new members of college, who hope in God's mercy through a Redeemer, and those under serious impressions" were admitted. In 1821 the constitution was revised and a provision was inserted that "No person of serious deportment and good moral character shall be excluded from the privilege of meeting with the Society for social religious worship"; and a committee was appointed to ascertain what students were hopefully pious, and to invite them to join. Those who sought admission were seldom refused it. Probably the Circle was too straight-laced for anyone to desire entrance who was not "orthodox" and "pious." Yet the gate was sometimes shut, at least temporarily. On October 13, 1816, it was voted "Sophomore Ingraham to be examined at some future meeting, after the members have had opportunity for private conversation with him." Later an examination was held but he was "not received into our number." One wonders why, for Nehemiah Cleaveland calls him in his history, "A most amiable and pious youth," and when he died, four years after graduation, he was preparing for the ministry.

Similar to, but even more difficult than the question of admission, is that of the treatment of members whose conduct is unsatisfactory. We know from Cyrus Hamlin's autobiography that men were kept out of the Circle or found an excuse for staying out because of the failings, real or supposed, of prominent members. Yet the Circle exercised a supervision over the brothers. From time to time it instituted moral and spiritual house-cleanings, and when remonstrance failed, removed dead branches. Sometimes the offenses were grave, such as quarrelling and lying, but more often the delinquents were only guilty of the moderate use of wine, dancing, and card playing, or of neglecting to attend meetings. The "pious students" honestly felt that it was their duty to Christ to manifest their superiority to worldly allurements, and this belief appears repeatedly in the records of cases of discipline. Such a conception of duty was not necessarily Pharisaic. In 1859 a special day of prayer was appointed in behalf of four members of the Circle who had acted in a manner contrary to its principles, and the secretary recorded that "It was the first instance of the kind that has been brought before the Circle[3] and conscious as we are of our own sinfulness we know not how to act for the best interests of Christ's kingdom." Ultimately one member resigned, two were dismissed, and the fourth expressed penitence and was restored.

The most interesting case of discipline, because of the importance of the members concerned, is also the one which reflects most discredit on the Circle. In April, 1837, a committee was appointed to examine the state of delinquent members and it reported charges against two Seniors with great futures before them, John A. Andrew, the war-governor of Massachusetts, and Fordyce Barker, the eminent physician. At the meeting to consider the accusations Andrew rose before they were presented, stated that he was obliged to leave in a few minutes, and, by permission, read a formal protest. He then withdrew. Most of the charges applied to Andrew and Barker equally. It was alleged that they did not manifest a Christian character, that they had failed to attend meetings of the Circle, and that, disregarding the wishes of their brethren, they had gone to the "Saltando" (perhaps a travelling gymnastic show). Andrew was also accused of singing obscene songs and using filthy conversation. The charges were held to be sustained and the delinquents were ordered to appear at a certain time to receive admonition. Both refused. Andrew wrote that he would, with the permission of the Circle, attend at their next regular meeting. Barker sent notice that he considered himself and wished the Circle to consider him no longer subject to its discipline. But the Circle evidently felt that it had gone too far. Instead of dismissing Andrew and Barker it voted that the standing committee should confer with them and try to effect a reconciliation. It also directed the committee to look into the proceedings of the Circle to see "if the course pursued by it has been the most judicious and report at the next meeting." As far as the records show, no report was made and no reconciliation was effected. But it is to the credit of the Circle that it manifested a desire to retrace its steps. Probably the committee on delinquents was composed of some of the narrowest men in a narrow organization. We can hear without surprise or grief that Andrew and Barker had been cutting the meetings and that they had gone to a circus. But the statement that they did not manifest a Christian character is most astonishing. An intimate friend and colleague of Fordyce Barker says that when his every moment was of value, he never showed impatience if called upon to render professional aid to old friends overtaken by adversity.

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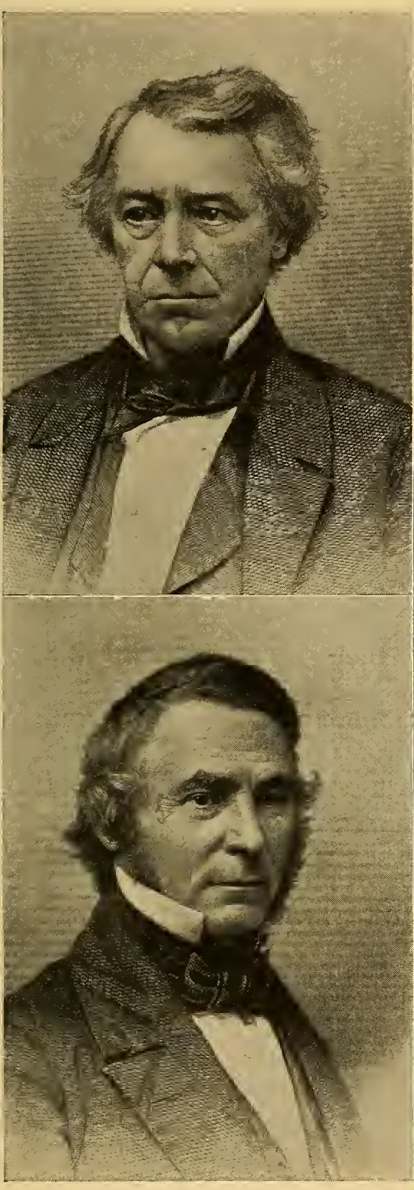
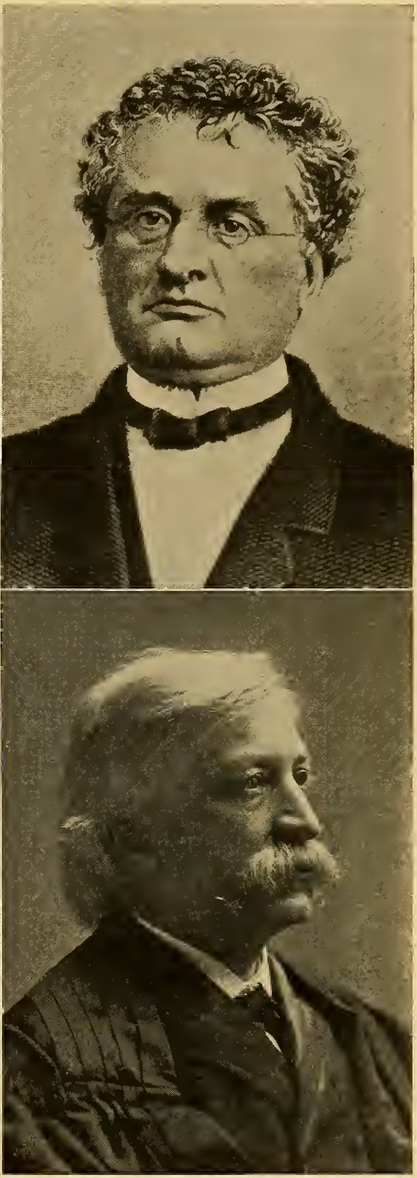
[3] There had been previous cases of cutting off members, perhaps the secretary did not know of them.



George Evans
James Ware Bradbury



John Albion Andrew
Melville Weston Fuller

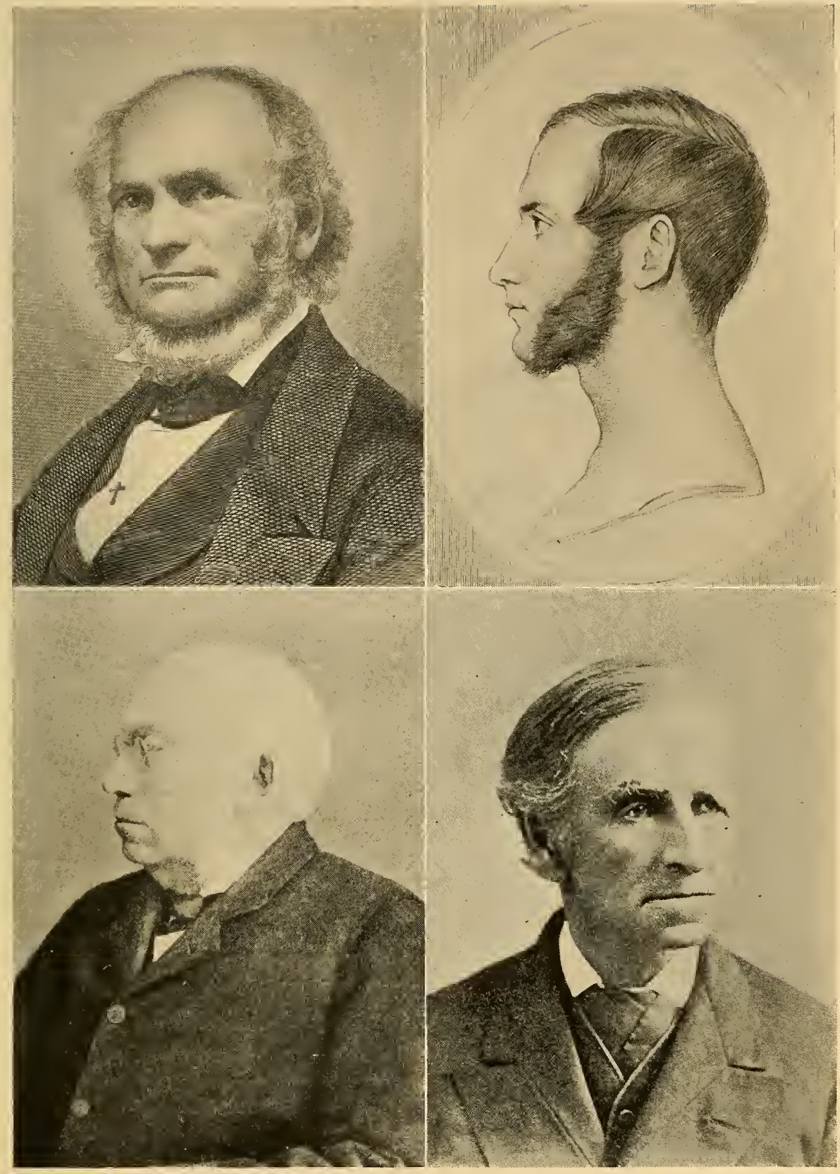
Andrew's principal biographer says truly, "His great labors for his country and for a despised race [the negro] had been but a part of his daily obedience to the command: 'Thou shalt love thy neighbor as thyself'"; and on the semi-centennial of Andrew's graduation President Hyde in his baccalaureate sermon exhorted such Seniors as were to be lawyers to "seek glory along the lines of Christian faith in God, and Christian love for man where your brother alumnus of fifty years ago the war governor of Massachusetts, found a place of honor in God's approval, and a nation's gratitude." Of the obscenity we cannot judge, because no instances are given. Andrew was a jolly, fun-loving youth, he was barely nineteen when he graduated, and he may have allowed himself to use indecent language, but such conduct does not seem in accordance with his nature; and doubtless the Circle, which disapproved of going to the post office on Sunday, was easily shocked.

A religious organization must not only decide on and maintain standards for its members but should, in all proper ways, influence others to join it. Here the Circle partially failed. Members, indeed, engaged actively in college revivals and at times appeals were made to individuals, but on the whole the Circle, in its desire to walk separate from sinners, was often guilty of unchristian clannishness. Professor E. C. Smyth, after giving well-deserved praise to some of the leaders of the Circle, says: "They did not come fully up to the true standard of Christian charity, fidelity, courage and hopefulness, in approaching those supposed to be thoughtless. A certain circle had some reason to suppose that they were abandoned to ruin by the professedly pious students. The Christian men waited for this class to come to them with the question, What must we do to be saved? They on the other hand, waited to have the subject introduced by Christians,— and so, in some instances, the silence was never broken." An alumnus who had been converted after his graduation, said: "The lines of distinction were drawn in College marked and distinct between the pious and those not pious. The pious roomed by themselves, associated by themselves, and went by themselves. The gay and thoughtless were on their part obliged to go by themselves, or obtrude themselves upon the company of others." Elijah Kellogg gave similar testimony.

But in spite of this unjustifiable reserve the Circle did exert a strong and beneficent influence. Professor Smyth follows the criticism quoted above with the statement: "Yet there was in the College, a constant, steady flame of piety. There were examples, and those not a few, that shone unintermittingly brightly. There were true-hearted Christians, who, to use the testimony of those not then of their number, exerted a powerful moral influence, and upheld the standard of the gospel, and made religion respected even by those who resisted its claims."

The Circle occasionally took formal notice of events in the college, but none of those in the outer world not directly connected with religion. Prayers were offered for President Appleton during his last illness, and the burning of Maine Hall was recognized as a deserved punishment by a just God, but the Circle was apparently untouched by the anti-slavery movement, and there is no reference in the records to the Civil War or to the murder of Abraham Lincoln. Yet with all these deficiencies a great work of a certain type was done. Many revivals were held, the Circle lent earnest aid and there were what has been termed "clusters" of conversions.

Among the men whose lives were thus changed were Henry Boynton Smith, Daniel Raynes Goodwin and Samuel Harris. There was also a great improvement in the morals of the students. In 1850 Calvin E. Stowe of the class of 1824 was called to a professorship at Bowdoin and he was so impressed by what he found there that he declared that if there were as great an advance in the next quarter of a century as there had been in the last, the college would be all that could be expected of a human institution before the millenium. Unfortunately this happy situation was not attained. In 1868, indeed, Professor Packard reported, in his capacity as Collins Professor, that is, as special adviser of the students in morals and religion, that "There has been scarcely any call for the interposition of the authority of the college, and scarcely an instance has come to



Calvin Ellis Stowe
Charles Carroll Everett

Daniel Raynes Goodwin
Elijah Kellogg

his knowledge of dissipation or intemperance among the students, which from his long connection with the institution he thinks is without example in its history." But the ensuing years were a period of great disorder, unfavorable both to the growth and to the reputation of the college. In religious matters, too, there was a decline, at least if the old Evangelicism be taken as a standard. It was said that the Faculty and professed Christians, members of the Praying Circle, neglected the Saturday evening "lectures," that is, religious addresses. A correspondent of the *Orient* wrote: "Three members of our Faculty at the prayer-meeting, and four at the dance across the walk. A theme for the moralist." There was a demand for new methods. In 1876 the *Orient* urged that class prayer meetings be changed to praise meetings which, it said, "With singing would be both pleasant and profitable." In the following January it recommended that such meetings be substituted at times for the Saturday evening lectures. "For it is true that many persons will attend a service of song gladly, who will not of themselves attend a sermon." The Praying Circle grew weaker although it was given two rooms in North Maine and old members furnished them "in an attractive and suitable manner." The Circle itself recognized that its work was done and in 1882 voted to become a branch of the Young Men's Christian Association. The *Orient* gave the change a somewhat guarded approval. It said that it was argued that there would be an increase of usefulness from the assumption of a grander name and from becoming part of an association which extended through the principal colleges. "So, perhaps in payment for the loss of the old Praying Circle in which we have all taken so much pride, we may fairly expect to see at once a decided increase in religious feeling and work among the students."

The Association began with frequent meetings, much zeal was shown and much success attained. About ten years later a student said that the informal, practical talks delivered by the professors had done him more good than all the sermons he ever heard, and another undergraduate stated, in substance, that the influence of the steady following of Christ's example by the men in the Association had done more than anything else to induce him to acknowledge Christ. But full membership in the Bowdoin Y.M.C.A. was, by the law of the national body, limited to church members. The "Liberals" felt insulted at being excluded *ipso facto* from a Christian association and in time the rule came to bear hardly on Congregationalists themselves. Many students believed in the principles of the "Higher Criticism," and were unable to accept the creeds of their home churches. In 1894, on the report of a committee specially appointed to examine the subject, the requirement for membership was reduced to belief in "One God, the Father Almighty, and in one Lord Jesus Christ, and in the Holy Spirit." The *Orient*, in an article approving the change, stated that thirty-three Seniors had graduated at the last Commencement, that only four of them were church members, that the proportion would not vary greatly in the other classes and that — "Men who had as much right to the full privileges of the Association as those who happened to be members of a church, were by the constitution, refused those privileges. That this refusal to admit some men to full privileges worked harm, no one acquainted with the facts will deny." But it proved extremely difficult to frame a satisfactory rule of admission. The one chosen excluded the Bowdoin organization from the national Y.M.C.A., and in March, 1899, the Bowdoin Association by a unanimous vote adopted the old conditions of admission. These were soon disregarded in practice, but the nominal sectarianism proved an obstacle to the success of the Y.M.C.A. at Bowdoin, and it seceded once more. Yet admission almost without conditions made for flabbiness, and it was voted that membership should be limited to those who wished to become disciples of Jesus Christ in life and service. Any condition, however, may keep out students whose membership would benefit both themselves and the Association, and now every man who is admitted to Bowdoin becomes thereby a member of its "Christian Association" which, however, is frequently called the Y.M.C.A. The Association shares in the proceeds of the "blanket tax" and for several years the interest of an old endowment given for the religious and moral instruction and assistance of the students was used for the payment of a secretary who was a member of the Faculty and did some teaching.

The aims and methods of the Y.M.C.A. have undergone a change similar to that of the requirements for membership. For many years the Association had at least two meetings a week, one on Sunday with an address, often by a member of the Faculty or a local or visiting clergyman; and the other a student prayer meeting, on a week day; the former was usually an afternoon, the latter an evening service. In the fall and early winter of 1898 students, who certainly proved their faith by their works, met at the Y.M.C.A. rooms on Sunday at seven in the morning, for Bible study and prayer. Later in the winter the time was changed to five P.M. and the meetings were held in the students' rooms, evidence, perhaps, that few came to them. Despite the earnest efforts of a part of the students, attendance at all the meetings declined. Some of them were abolished and then revived. The tendency was to have fewer services, but abler and more stimulating speakers. Some of these drew large audiences and there have been well attended classes for the study of matters connected with religion. It is nevertheless true that some religious exercises have been abandoned and others modified, and that the change has been regarded by many as a sad declension; but there is both student and Faculty testimony that this was a tranformation rather than a loss. The *Orient* in January, 1901, said of the Y.M.C.A.: "The first meeting of the term, the year, and the century was a good starter for the work to be carried on for a few years by us, then by whom? But we can rest assured that it will not die or languish for any length of time in this new century, any more than it has in the last. Interest in prayer meetings may not be so lively and general as it was a dozen years ago when the *Orient* chronicles class prayer meetings held by Freshmen and Juniors; but real Christian work, if quiet, is going on as strongly as ever. And those who drop into these Thursday evening meetings find there is much inspiration and help." In 1906 President Hyde said of the Christian Association: "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 today 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."

The Y.M.C.A.[4] has engaged in various extra-college activities. One closely related to its original purpose was the giving financial assistance to the "Bowdoin missionary" in India, A. S. Hiwale, a graduate of the class of 1909. The Association has also aided Dr. Grenfel in his work in Labrador. Much of its work, however, has been done nearer home. Members have gone among the poor in the neighborhood of Brunswick, and have acted as leaders of boys' gymnastic clubs. They have also done deputation work, visiting churches and schools to give religious teaching to the young people. But these missions, though at first successful, often put young men into situations for which they were not fit. Greater care was then used in the choice of deputies, their work was first confined to schools, and then discontinued entirely. Conferences with Y.M.C.A. students at other colleges were also held, but are said to have proved of little worth. Professor Langley, the Faculty Secretary of the Y.M.C.A., reported that "Our attitude toward student conferences is pessimistic. We believe that in spite of the sincerity of purpose and effort of their promoters, the results are largely negative. The spirit of repugnance often displayed by students is justified by the apparent commercialized appeals and sentimentalism."

The Y.M.C.A. has benefited students in other than religious ways. It has welcomed the entering class with a reception, published a handbook of information, the "Freshman Bible," for their benefit and conducted an information bureau at the beginning of the year. Poor students have been aided to obtain secondhand textbooks, sick students have been visited.

The home of the Y.M.C.A. has been changed several times. At first it had quarters in Maine, it was then moved to Winthrop, and when that Hall was renovated it obtained the use of Professor Chapman's recitation room in Massachusetts. In minor matters the change was both fortunate and unfortunate. There was no need of a carpet and the Association sold its old one for $16.50; but it found the new quarters too dark and a committee was appointed to consult President Hyde "about having one or two more electric lights put into Professor Chapman's room and if possible, to have the college pay for the same." After the erection of Hubbard Hall the Association was given quarters in the old library. At present it has no official residence. A number of meetings have been held in Professor Burnett's "summer house" and in the different chapter houses.

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[4] By this term is meant the principal student religious organization since 1883, whatever its formal title.

A custom consonant with the spirit which gave life to the Praying Circle and the early Y.M.C.A., but which was not in accordance with the feelings and ways of later times, was the observance of a Day of Prayer for Colleges. Early in the nineteenth century some of the churches designated one day in the year on which prayers should be offered for colleges and other seminaries of learning, and in which these institutions should, themselves, participate. At Bowdoin, as at other New England colleges, the day was observed by the omission of recitations and the holding of long and earnest prayer-meetings. But the religious habits of the students changed with those of the public in general, they came to treat the day of prayer simply as a day off and it became a joke. The *Orient* of February 8, 1899, said that the recent Day of Prayer would probably be the last. "The meaning and sense of the day has long been forgotten and its only significance is that some well-known divine preaches in King's Chapel before about a dozen students and some two hundred old ladies living about Brunswick . . . in the olden times it was the custom to set apart one day in the year during which every one connected with the college, and all its friends should pray for its welfare and good work. The prayer began early in the morning and lasted nearly all day. There certainly is not the religious fervor in college today that existed here thirty years ago. It is a different sort of feeling altogether. It should be maintained, however, that the average collegian today is better equipped morally to encounter the trials and temptations of the world outside, and that is the main thing to consider so far as a college course is concerned."

In 1900 the first Sunday in February was made the Day of Prayer, President Hyde declaring that the change was "necessary to prevent the day from degenerating into an academic counterpart of Fast Day."

The Praying Circle and its successors have been the chief religious associations at Bowdoin but the Theological Society also played an important part. Its founding and early years have been noticed above. The details of its work before 1836 are little known for the fire of that year which gutted Maine Hall destroyed its records. A new book, however, was bought and a constitution, which was probably the old one restored from memory, was duly entered.

The preamble stated that, "Deeply interested in the inquiry 'What is truth' and sensible that a free interchange of thought by means of friendly discussion is one of the best adapted instruments for obtaining correct principles, we, therefore, form ourselves into a society to be governed by the following,

Constitution"

The meetings were held fortnightly, at each there were two dissertations and two forensics, the question was then open to general discussion and on the conclusion of the debate a vote was taken. The Society resembled the Literary Societies, it had an initiation, though a simple one, a pledge of secrecy, public anniversary celebrations, and a library. As befitted a religious society, its meetings were opened and closed with prayer, and the subjects of discussion usually related to religious matters.

The debates were sometimes protracted and hard fought. In 1837 the Society discussed for three successive meetings the question, "Is immersion essential to baptism"; it is recorded that one member read "a long and labored argument," and that another talked for an hour. The society decided in favor of the negative by a vote of ten noes to two undecided. Evolution, transcendentalism, the withholding of the Bible from the slaves and from the common people, and, after the Revolution of 1848, the fitness of the French for a Republican form of government, were all discussed. The questions might be highly theoretical or extremely practical. On March 29, 1837, the society debated, "with considerable interest," the question, "Will there ever be a time, when all the people upon earth will become righteous?" Another question considered was, "Whether natives of Maine residing in the state and preparing for the ministry ought to remain in the state." The society voted fifteen to six that they should do so. But the most immediately important subject was that discussed on August 6, 1843. It was "Can a theological society be honorably sustained in this college," and the negative won by a large majority. For some time interest had been declining, and efforts to revive it proved unavailing. The Society fell into debt and the meetings were poorly attended and frequently omitted altogether. A debate assigned for July 26, 1847, was held exactly one year later. On July 13, 1850, the society voted to suspend its meetings indefinitely, assigning as reasons that "there are now so many other societies in college, in which students may exercise their talent for forensic disputation and so many other ways to take up their time." The library was deposited with the Praying Circle, which, soon after, for its greater security, transferred it to the college.

In the period under consideration foreign missions were regarded as having a right to financial and personal aid from churches and from individual Christians. The religious students of Bowdoin acknowledged this claim. A proposal was made to change the name and purpose of the Theological Society so as to make it also a missionary society. The attempt failed but the society held up a high standard for missions by voting eight to three, one undecided, that "missionaries ought not under any circumstances to defend themselves by force of arms." The Praying Circle took a keen interest in work for the heathen. Early in its history an addition was made to its constitution providing for a Monthly Missionary Concert, by which was meant a meeting for prayer for missions at the same time as other religious institutions held them, and a discussion of the missionary problem — not an elaborate rendering of Greenland's Icy Mountains. On May 8, 1833, the Circle met to bid farewell to two missionaries, Samuel Munson of the class of 1829 and his companion, Henry Lyman of Amherst, who had been taking a short course at the Medical School preparatory to missionary work in the East Indian Archipelago.

The records say: "It made our hearts ache while we took their hands and pressed them for the last time. They have made a deep impression on our minds, enlarged our views of duty and led us to look on the world with new feelings." The farewell was a final one. Within a little over a year Lyman and Munson were murdered and probably eaten by a war-band of cannibals in Sumatra.

A Missionary Society of Inquiry was formed in the Praying Circle and Dr. Cyrus Hamlin late in life expressed regret that it had accomplished so little. But a fair number of Bowdoin men have served as missionaries and their record is good. It is true that the supply rather suddenly ceased, but President Hyde stated that this was due to the fact that the Congregationalist foreign missions had fallen into the hands of an ultra conservative faction under whom no man of independent character would wish to serve.

The *Orient* of 1910 gives a brief account of the Bowdoin missionaries. It says: "Asa Dodge, '27, went to Syria as a missionary and physician in 1832; three years later he died of fever in Jerusalem, because he had hurried too fast to the bedside of a sick man." Munson's death is then mentioned. "Horatio Southgate, '32, devoted the fifteen best years of his life to mission work in Turkey and Persia.[5] Daniel Dole, a fine teacher, went to the Sandwich Islands in 1841, took charge of a school and later was president of Oahu College. Elias Bond went to the Sandwich Islands and Hawaii in 1841 and gave forty years of his life to the work there, in that time taking a vacation of two weeks in 1869. Crosby H. Wheeler, '47, was sent to Harpoot in East Turkey in 1855 and there founded Armenia College. B. G. Snow, '46, was assigned to the island of Kuaie in Micronesia in 1852. He was the first to reduce the island language to a written form. He issued in it a primer, spelling books, readers, a hymn book, and translations of the Gospels, Acts and some of the Epistles, and a church manual. James S. Phillips, '60, was the son of a missionary, was born in India, and gave himself to the work in that country. Perhaps the most famous of the Bowdoin missionaries

[5] This is an error, Mr. Southgate's service abroad was considerably shorter.

was Cyrus Hamlin, '34, whose model steam engine is now in the Physics laboratory. He went out to Turkey in 1839. His skill was tried many times as he had to thwart French and Jesuit intrigues. It is a matter of history how he improved the sanitary condition of the military hospitals during the Crimean War, how to provide employment for poor Protestant Armenians, he started a bakery and supplied a great British camp with bread. He turned over the profits of this enterprise, $25,000, to the Missionary Board. His greatest work was the establishment of Robert College in Constantinople, which he accomplished after a long conflict of skill and diplomacy. The magnificent site and buildings and grounds of this college constitute a splendid monument to the energy and foresight of this Bowdoin alumnus. At present [1910] there are living four Bowdoin missionaries. Joseph K. Greene, '55, is still in Constantinople, just now in charge of the publication of periodicals in Armenian and Turkish in the Armenian alphabet, and Turkish in the Greek alphabet, after fifty years of service from 1859 to 1909; Americus Fuller, '59, who went to Aintab, Turkey, in 1874, who has taught in Central Turkey College and who has been President of Euphrates College, has but recently retired from active work; Dr. Charles S. F. Lincoln, '91, is at the present day a useful medical missionary at St. John's College, Shanghai, China."

There have been few distinctively denominational societies at Bowdoin. Students of evangelical affiliations joined the Praying Circle and the Y.M.C.A., those connected with other churches usually have been too few to maintain separate organizations. In the eighteen-twenties the Unitarians at Bowdoin banded themselves together. In November, 1824, Longfellow wrote to a friend, of "our little Unitarian Society at Bowdoin." "I wish," he said, "something could be done for us; we are as small as a grain of mustard seed. There are but six members now, in college, and our library is limited to a hundred or two volumes. I wish you would exert your influence in our behalf." The society seems to have prospered for a time, for on August 31, 1829, Peter Thacher wrote to C. S. Daveis, the Portland lawyer and orator, that he had been made an honorary member. Mr. Thacher said that there were two classes of members, honorary and immediate. The latter were undergraduates, of whom there were about twenty in the society, "Our objects," he said, "are . . . the awakening attention to the great truths of religion and of a spirit of free inquiry into them and the diffusion of liberal views. We have a library which though small contains much useful matter. It has increased very rapidly within a year, chiefly by donations." The society seems, however, to have quietly disappeared, perhaps the founding of a Unitarian church in Brunswick rendered it less necessary.

Beside the strictly religious societies there have been at Bowdoin several organizations for promoting moral reforms. Temperance societies were founded, flourished, died and were re-born. John A. Andrew founded a peace society of which he was the first president. The society had a library of several hundred books and pamphlets, the gift of Captain Ladd of Minot who devoted his life to denouncing all war. There was an anti-slavery society, established through the influence of Professor Smyth. Kind-hearted conservatism, which wished for reform without disturbance, attempted to lead the abolition movement into safe channels by means of a colonization society for settling free Negroes in Africa. A branch of the society was established at Bowdoin and it is said that though the "members were few they were very respectable."

Many, perhaps a majority, of the students were members of none of these societies and some at least, if judged by their lives, cared little for either religion or morals. The paternal Faculty of Bowdoin did their best to remedy this unfortunate situation. They could not force the undergraduates to be pious and holy but they could require them to attend "divine service," and there was compulsory chapel twice a day. The exercises were held, "*horrible dictu,*" at six in the morning and five in the afternoon, or, when the days were short, at sunrise and sunset. After morning chapel there was a recitation and then breakfast. These rules remained in force without important change until 1872. In that year the Visiting Committee reported that the Faculty unanimously favored the discontinuance of "evening chapel" except on Sunday. They said that students were compelled to walk a considerable distance [probably this referred to men who roomed off the campus] and suffer inconvenience for the sake of an exercise which lasted only a few minutes and that conditions were different in former years when a recitation preceded chapel.[6] The Boards accepted the recommendation of their committee and two chapel services a day were known no more at Bowdoin.

There was sound reason for abolishing before breakfast chapel also. In 1897 an alumnus who had graduated sixty years before quoted the following lines, written by one of his classmates:

That chapel bell, that chapel bell
How dire a tale its echoes tell
Of luckless nights of sleep bereft
Of drowsy beds at sunrise left.

and said, "It is an epitome of the chapel of sixty years ago in the leggard, hurried, irreverent attendance of those days."

But the authorities of Bowdoin felt the question of early chapel was important not only religiously but scholastically.

When in 1864 an attempt was made to push the hour forward Professor Upham and other members of the Faculty expressed a fear that if college exercises should begin at eight instead of six the students would find their beds too attractive and would not devote sufficient time to the preparation of the morning lessons. The Visiting Committee reported that the experiment of holding morning chapel after breakfast had been tried at other colleges but that the Committee did not know that it had been successful, and that, though it brought the matter before the Boards for their consideration, it was not prepared to recommend a change. Nor were the Boards prepared to make one, and the Bowdoin boys suffered the torments of early rising twelve years longer. Then, in 1876, the time for morning chapel was fixed at seven-fifty, a rising bell being rung at six-thirty. Ultimately still further concessions were made to the desire for late sleeping. First, in the fall and winter, and then in the spring term also, chapel was held at eight-twenty. The rising bell was not rung until seven and in the spring of 1911 was discontinued. In 1924 a set of chimes was hung in the chapel tower and one of the

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[6] One of President Chamberlain's reforms was the holding of all recitations in the forenoon.

Faculty suggested that they play President Sills's song, "Rise sons of Bowdoin," at seven A.M. It was only a jest, but when the writer repeated it to a Sophomore the young man was not in the least amused, being awakened at such an unearthly hour was too dreadful a thing to be treated with levity.

The college was not satisfied with compelling its children to take part in what may be called family worship. They must go to church as well. The church selected was the Congregationalist, and there, for many decades, most of the Bowdoin undergraduates attended regularly. The rights of conscience were protected by allowing a student, on his own request, if he were of age, or on that of his parent or guardian, if he were a minor, to attend some other church in Brunswick or Topsham, but to church he must go. Conscientious scruples may, at times, have served as a cloak for other reasons. John A. Andrew obtained leave to attend the Unitarian church, but his biographer thinks that the request had no theological significance, that the future Governor wished to enjoy the benefit, or pleasure, of listening to shorter sermons. The solicitude for their immortal weal was not always appreciated by the students, and they sometimes manifested their feelings in a manner that was at least indecorous. On July 2, 1818, it was announced in chapel that as frequent conversation had been ineffectual to deter students from reclining their heads on the seats at meeting, fines in future would be imposed on offenders. Other misbehavior at religious service was punished in like manner. Three students were fined fifty cents apiece for sleeping at public worship. Franklin Pierce paid the same sum for being in an improper position. This luxury cost another student only twenty-five cents, but he was mulcted a second quarter for bringing a cane into chapel. Similar disorder occurred some sixty years later. The Faculty records of October 28, 1899, state that "The posture of students during chapel exercises was discussed but no action was taken." Sometimes the improprieties have been of a less quiet nature. In the early days of the college a student threw his hat across the chapel. About a hundred years later there was more than one instance of such misbehavior, and the *Orient* stated that several Professors had ceased to attend chapel, and had discouraged their friends from doing so except on Sundays, when apparently a different spirit prevailed. President Hyde found it necessary to prohibit pranks and freakish costumes inside the chapel. There have been class rushes and "hold ins," practices often abolished and again revived. It is said that in 1922 President Sills was shoved about while attempting to stop a rush between Sophomores and Freshmen, and in 1923 he announced that the rush had become dangerous and that if it occurred again the Sophomore-Freshman football game would be forbidden.

There has been considerable opposition to the requirement of attendance at chapel and church. It is urged that compulsion in such a matter is un-American and creates prejudice against religion itself. There is also a physical difficulty. The chapel was built for a much smaller college than the Bowdoin of today. As early as the middle nineties it was said that if every student would go to chapel for a week, attendance could no longer be required for there would not be room for all the undergraduates. This heroic experiment was not tried, and the Faculty temporarily met the difficulty arising from lack of space by putting settees in the aisle. But in 1917 the *Orient* stated that on the second day of the winter term an actual count showed that there were sixty men without seats, and suggested that chapel attendance be voluntary for Seniors. Three years later the paper asked why attendance was called compulsory when it was not really so, referring probably to Faculty liberality in allowing cuts.

Part of the student objection to attendance at chapel has been due to the conduct of the Professors. There is little doubt that for nearly three-quarters of a century after the opening of the college the Faculty "lived itself, the truth it taught" and attended chapel with great regularity. But about 1870 a change began. The seats of the Professors were frequently vacant, much to the irritation of the undergraduates. From time to time sharp comments appeared in the *Orient* and the *Bugle.* In 1882 the *Bugle* said that it was a poor rule which would not work both ways and printed a statement of the attendance, for one week, of each Professor. In 1909 the *Bugle* gave figures on Faculty cutting and announced that nearly all the Professors would be put on probation. The Professors, however, were not unmindful of their sin. In the *Bugle* calendar for 1902-03 there is an entry under November 5, "Effects of the Faculty revival meeting show themselves and the Faculty break all records. Eleven Profs in chapel." And, in all seriousness, the members of the Faculty did recognize the ill effect of their absence. Their records state that President Hyde urged the Professors to attend chapel, and at a later date the Faculty appointed a committee to devise means to secure a reform in this respect. Apparently no further action was taken at that time, but arrangements are now in force which result in a certain number of Professors attending chapel each morning.

At present there is a strong movement in many colleges against making attendance at chapel compulsory. In Bowdoin, however, the majority of the student body does not seem to desire any radical change in this matter. But the undergraduate committee on the ten year plan recommended that more cuts be allowed and that the number permitted to each student be increased as he passed from class to class. In regard to Sunday chapel the committee expressed a wish for a fund to bring good outside speakers to Bowdoin and for a good Faculty committee to select them. They added, "Until this ideal can be accomplished we strongly recommend that the President speak as often as he is able at the service as we feel that he imparts more inspiration than any man under the prevailing system."

The question of compulsory attendance at church has been practically if not formally decided in the way most pleasing to the body of the students. In 1900 the Faculty on motion of Professor Chapman voted that the Boards be informed that in the opinion of the Faculty the obligation of the college in regard to student attendance at church would be best discharged by a public announcement that students were expected to attend, the keeping of a record of the conduct of each student in this matter and the forwarding the same to his parent or guardian, and the Boards passed the vote desired.

Bowdoin was somewhat slow in recognizing the importance of having a beautiful and dignified building in which to hold religious services, but it appreciated the worth of music. Mr. Cleaveland says in his history, "Music, vocal and instrumental, has always been cultivated more or less in the college. A society for the cultivation of sacred music was in active operation during the college life of the writer [1813-1817]. In subsequent years the Lockhart Society was sustained by an unusual amount of musical talent, furnishing music for chapel services, and leaving proof of its enterprise and spirit in the organ, for which it raised three hundred dollars and left it in trust to the Boards of the college." The organ was much appreciated and proved of great use, but as the years passed it became nearly worn-out. Church organs in Maine improved, and on January 17, 1887, the Faculty appointed Professors Chapman and Hutchins a committee, "to take whatever action they deem best towards securing an organ for the college chapel." Their efforts were successful and Oliver Crocker Stevens of the class of 1876, and his wife, presented Bowdoin with a fine pipe organ, selected by the committee. Mr. and Mrs. Stevens requested that the college organist be compensated and that the students be allowed to practice on the organ at reasonable hours. The gift and the implied conditions were cheerfully accepted, but this new organ, like its predecessor, in time became antiquated, and in 1911 the Faculty voted to ask the Visiting Committee to recommend the appropriation of three thousand five hundred dollars for a new one. The Committee, however, did not feel justified in acceding to the request and Bowdoin waited fifteen years for some generous friend to supply the want. Then in the fall of 1926 Mr. C. H. K. Curtis of Philadelphia gave Bowdoin as large an organ as the chapel would accommodate and one of the first quality.

Perhaps when the new organ is installed more room will be obtained by making the old organ loft a Freshman gallery and putting the organ over the speakers platform which can be extended a few feet into the aisle.

The Lockhart Society went the way of other clubs, but during the middle of the last century the students showed much interest in music, and it is probable that they furnished it for the chapel exercises. In 1877 the Faculty records state that a petition of the "choir" to be excused from one recitation a week for a rehearsal, was laid on the table. A week later, however, the members of the choir were allowed a credit of two marks a week for attending two rehearsals not held in recitation hours and were subjected to the loss of a mark for absence from either. In 1881 the *Orient* stated that "The introduction of singing into our chapel exercises[7] is an improvement that is enjoyed and appreciated by all. A choir has been selected from the best singers in college, and books have been purchased with the proceeds of a concert given in the chapel. No matter how cold the chapel may be, a man's heart involuntarily warms as he listens to the inspiring notes of Coronation; and for a time, at least he forgets to complain because the attendance is compulsory, and the furnaces mostly ornamental appendages, not intended for heating." In 1884 the Faculty recommended that the organist, like the bell ringer, be given his tuition, seventy-five dollars a year, because he had spent time and money in acquiring his skill and because the college made regular use of his services. But the Visiting Committee thought that Bowdoin could not afford the expense. After the gift of the new organ from Mr. and Mrs. Stevens, however, the proposed honorarium was voted.

During the middle of the last century there was a widespread feeling that both the beliefs and the habits of many of the students at Bowdoin were not such as befitted descendants of the Puritans and when, in the forties, Bowdoin obtained a large sum by proclaiming itself orthodox, part of the money was given for the express purpose of founding a professorship of Natural and Revealed Religion. The largest donor was Mrs. Elizabeth Collins of New Jersey, who gave her notes for six thousand dollars and in acknowledgment of this generosity the professorship was named after her. The professor was to be not only the instructor but the confidential friend and adviser of the students. The conditions of the trust provided that "The professor shall at all times be selected from ministers or ordained clergymen in regular standing of the Trinitarian Congregational denomination of Christians. The professor shall not be a member of the executive government of the college, nor be required or allowed to communicate any knowledge of the character, opinions, or conduct of any student of the college obtained by intercourse or conversation with the students.

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[7] This expression seems strange. There is clear evidence of the employment of a choir a little before this time.

"It shall be his duty to endeavor to cultivate and maintain a familiar intercourse with the students, and to visit and converse with them at their chambers; and by conversation, as well as by more formal teaching and preaching, to impress upon their minds the truths of the gospel of our Lord Jesus Christ, and their suitableness to promote the happiness of the present life, and the necessity that they should be cordially embraced to secure the happiness of a future and endless life.

"The Trustees and Overseers of the college may regulate the manner in which these duties shall be performed, and may prescribe other duties to be performed, including ordinary instruction in the college; but they may not do this so as to prevent the performance of the duties enjoined or so as to cause the professor to teach or conduct in any manner inconsistent with the faithful performance of these duties."

There has been unusual difficulty in carrying on the work of the Collins professorship because of the insufficiency of the endowment and the stringency of the rules laid down by the founders. Financially it has been extremely unfortunate. The original subscriptions amounted to between thirteen and fourteen thousand dollars. The usual salary of a professor at Bowdoin was then one thousand dollars. The Boards elected Rev. G. L. Prentiss, a clergyman of reputation and a brother of S. S. Prentiss, Collins Professor, with the provision that his salary should be drawn exclusively from the fund and should not exceed one thousand dollars a year. But Mr. Prentiss declined and another clergyman also refused the ill-paid honor. In 1850 Rev. Mr. Stowe, Bowdoin '24, then a professor at Lane Seminary, Cincinnati, accepted the position. He was guaranteed a salary of a thousand dollars a year, the college promised to defray the expense of his removal to Brunswick, which he agreed should not exceed five hundred dollars, and the Boards accordingly voted him first four hundred dollars and then one hundred more from the income of the fund.

Professor Stowe found his salary insufficient and was obliged to ask a three months' leave of absence to include the winter term. The Visiting Committee reported that his request was reasonable saying that "His associations are so extensive that he can not easily reduce the expenses of his family [which consisted of a wife and eight children] if he desired to do so." The endowment of his chair, insufficient from the first, was disastrously depleted by heavy losses. Mrs Collins became financially embarrassed and unable to pay her notes. Other subscribers met with like misfortune. The Boards directed the Treasurer to ascertain the amount of the fund and ordered that only the interest be paid in carrying out its purposes. The Treasurer reported that if all subscriptions other than certain ones specifically mentioned were paid, if no financial losses of the college were to be considered as affecting the fund and if the large sums paid for its purpose by the college should not be charged against the fund, it would amount to $8,100. In 1877 Mr. Delano of Bath gave five hundred dollars to the professorship.

In 1864 Professor Packard was appointed Collins Professor and served until his death twenty years later. The chair then remained vacant for several years. In 1888 the Visiting Committee recommended that it be filled, but stated that the income would not pay the salary of a professor. They therefore advised that one of the Faculty be made Collins Professor and suggested the name of the Professor of Greek, Franklin E. Woodruff, who had taught at Andover Seminary and had given special attention to Biblical exegesis. The Committee recommended that Professor Woodruff receive no additional salary but that he be relieved of a part of his work in Greek by the employment of an assistant during the spring term. In 1890 the Visiting Committee reported that Professor Woodruff devoted his attention mainly to Greek but that his salary came chiefly from the Collins Fund, and that the Assistant Treasurer believed that this practice was of doubtful propriety if not absolutely wrong. The Committee therefore advised that Mr. Woodruff be chosen Collins Professor, which was done. It was understood, however, that he was to perform only part of the work contemplated by the founders of the professorship.

In 1893 President Hyde recommended an important change in the use of the Collins Fund. He said, "The precise terms of the professorship are such as, if strictly interpreted and literally observed would defeat the very end which the founders of the professorship had most at heart. Systematic visitation of students in their chambers for religious conversation by a person employed and paid to perform that particular function is manifestly impracticable." The President stated that other colleges had found it advantageous to obtain the services of eminent preachers and he advised that the college appropriate five hundred dollars from the income of the Collins fund for the employment of ten of the most prominent ministers of New England to address the students on the first Sunday of each month. Nothing was done and in 1898 the Faculty discussed at some length the application of the Collins Fund, but without result. In 1901 the President again brought the matter up in his annual report and urged the adoption of a definite policy in regard to the Fund. He stated that two uses of the income had been suggested, the payment of a Y.M.C.A. Secretary, and that of a new professor, and that if the latter course were chosen it might be necessary for the college to contribute to the professor's salary. President Hyde said that the Y.M.C.A. was the form which religious life had assumed in most American colleges and that at Bowdoin "the life of the Association for the past few years has ben a series of ups and downs, depending upon the personal qualities of the students to whom its leadership has been entrusted. A graduate secretary of the right sort would give to the work of the Association a steadfastness and fruitfulness which it is pretty sure to lack for a large part of the time if it is left exclusively to the leadership of undergraduates."

Still nothing was done. In the year 1904-1905 one of the proposed uses of the Collins Fund was rendered unnecessary by the generosity of Professor and Mrs. Files. Then and from year to year they met the expense of bringing to Brunswick once a month clergymen from other towns and often from outside the state. These gentlemen preached in the Congregationalist church in the morning, addressed the students at chapel in the afternoon and usually met them informally in the evening.

In 1908 the long attempted revision of the rules for the expenditure of the Collins Fund was at last attained. Where it is no longer practicable to carry out the exact conditions of a trust the courts will permit a modification not inconsistent with the purposes of the founder. Accordingly the college obtained authority, subject to the further order of the court, to take one thousand dollars of the income of the Fund for the benefit of the Y.M.C.A. Eight hundred dollars was to be used for the payment of a permanent secretary and two hundred dollars to be expended under his direction for the benefit of the Association. Any balance of the income was to be added to the principal or to be used for the support of the First Parish Church or of the service of the college chapel or for the purchase for the college library of books of a religious, theological, ethical or philosophical character, or for providing speakers for or otherwise aiding in carrying on the work of the college Young Men's Christian Association. Later the college obtained permission to use one thousand dollars for the secretary's salary.

A most able man was found for the new and somewhat difficult position in Miles T. Langley, who was made instructor in surveying and mechanical drawing as well as Y.M.C.A. Secretary. President Hyde said of him: "Professor Langley's conduct of the Christian Association has been highly successful. While he has not emphasized some of the traditional forms of Association work, he has developed such a sensible and wholesome spirit of Christian service that the Association has risen to a height in student estimation and appreciation which it never before had attained."

The relations between Bowdoin and the principal Congregationalist Church of Brunswick have been very close, but there has sometimes been a difference of opinion on the question which party was receiving the greater advantage. The interchange of services began before the opening of the college. The church was then in a feeble condition and without a pastor and on April 12, 1802, Rev. Alfred Johnson of Freeport wrote to President McKeen, "This moment one of the committee for supplying the pulpit in Brunswick (Deacon

Kincaid) has come to desire me to find for them a candidate. I have proposed you as the fittest person to inquire of, heretofore, and have agreed with the Deacon to write you; and shall take no other steps until I hear from you. The Deacon says, that half of the town has gone over to the Baptists; that Mr. Williams [Elder Williams, the Baptist preacher in Brunswick] is popular, active and on the increas [increase] and that without a minister equally able and active, in all parts of the town, the parish will be lost." Mr. McKeen replied, "I have made some inquiry after a candidate for Brunswick, but have not yet succeeded." No regular minister was installed until 1811, but there appear to have been supplies, and, at times, Presidents McKeen and Appleton preached.

A few years after the opening of the college it was proposed to build a new church and the Boards agreed to take eight shares in the building on condition that it be erected within one hundred rods of Massachusetts Hall, that such use of it should be secured to the college as the President and Trustees might deem necessary, and that if the proprietors should ever settle or employ any other than a Congregationalist minister the money should be refunded. An acre for a site was also granted under the same conditions, a committee of the Boards being appointed to locate the acre "on such parts of the college lands as shall be most convenient and least prejudicial to any future management of the college." Later some questions arose as to the rights of the college and in 1821 the parish conveyed one-ninth of the church lot and a right for the Professors and students to use the north gallery for the purposes for which it was then used by them. In 1824 the college contributed fifty dollars for the purchase of a bell on condition that it might use the bell and the meeting house for public literary exercises. The parish agreed, provided that ten days notice were given, except for the exercises of Commencement Week, and provided that the parish might withdraw the permission on repaying the fifty dollars. In 1830 the Boards voted to contribute $33.51 "to painting and repairing the meeting house owned by the first parish and Bowdoin College." In 1845 the college contributed two hundred dollars to the cost of repairing the church on condition that the north gallery should be fitted with pews like the gallery opposite, except that there should be no doors (a wise provision, one can imagine how the students would have accidentally slammed them) and that the college might, when necessary hold public speakings in the church if this were done in the day time.

The changes made were much more extensive than those first planned and the parish proposed a modification of the contract. The Visiting Committee reported that "considering the meeting house is so much more beautiful and so much more convenient for college purposes than was contemplated when the Boards voted $200.00 towards the repairs of the old building they therefore cordially recommend that the terms proposed by the parish be compiled with," and the Boards agreed. The gallery reserved for the undergraduates was the south not the north gallery, but twenty years later, at the request of the minister, a part of the students were transferred to the north gallery, probably in the hope that if divided they would behave better.

The congregation has been shocked sometimes by the inattention and the irreverent postures of the students which their position in the gallery has made manifest to all. At one time a plan of scattering the students through the congregation was discussed, but it was felt that the experiment would not be successful unless it were made with the cordial acceptance of both parties, and it was never tried. It was probably with reference to the decision against this change that the *Orient* said "Students who keep late hours Saturday nights will be rejoiced to hear that we are to retain our sleeping apartments in the galleries of the church."

There have been some differences between the parish and the college as to their respective rights of taxation and of the use of the church. In 1879 the Visiting Committee conferred with a committee of the parish and reported that they thought themselves warranted in saying that they believed that the parish would be satisfied with the payment of one hundred and seventy dollars in discharge of all claims, legal, equitable or moral, and the Boards made such an appropriation. The college continued to pay for the use of the galleries by the students and for the President's pew. At times there has been a lack of harmony between the minister and the students. The Reverend Mr. Mead, minister from 1822 to 1829, appears to have given special offense. The Trustees passed a vote disclaiming all responsibility for his call to the pastorate and also resolved not to send the vote to the Overseers. In 1823 some students hung Mr. Mead in effigy. Happily we may be sure that the two undergraduates of that day in whom Bowdoin takes special interest were free from the guilt of participation. Longfellow was too quiet and law-abiding and Hawthorne wrote to his sister, "Mother need not be frightened as I was not engaged in it." Six months later he wrote to his aunt "the students have been very steady and regular this term, but religion is less regarded than could be desired. This is owing in part to the unpopularity of Mr. Mead, whom the students dislike so much that they will attend to none of his exhortations." Perhaps Mr. Mead's chief failing was inability to sympathize with unregenerate youth. A member of the class of 1826, who was converted in his Senior year, afterward spoke with much gratitude of the help which he received from Mr. Mead at that time.

In the early eighties the minister preached against the dances called Germans which the students were giving. Some years later there was a sharp discussion in the *Orient* of the fitness of the minister then serving to guide young men and of the right of the students to express their opinion on the subject. In the present century ministers of the church have made special efforts to meet the needs of the students.

CHAPTER IX

FRATERNITIES AND SOCIAL LIFE

COLLEGE is a natural place for the formation of societies and fraternities. The students have not wholly outgrown what has been called the "gang spirit," they are separated from the family in which their life has been spent, and they are associating almost exclusively with young men of their own age and of a considerable similarity of tastes and interests. Under these circumstances it is natural that societies should be formed which are not mere clubs but to a greater or less degree real brotherhoods. In the first half of the nineteenth century organizations of this nature, with the special aim of training their members for the public discussion of serious questions, flourished in most American colleges. There were often two principal societies in each college and their rivalry helped to keep them alive and vigorous. Bowdoin was no exception to the rule. Before her first class graduated a literary society was established. On November 22, 1805, eight students met, formed the Philomathian[1] Society, and adopted a constitution. The preamble, obviously influenced by that of the constitution of the United States, ran "We members of Bowdoin College, in order to form a more perfect union to promote literature and friendship and realize the benefits resulting from social intercourse do establish this constitution of our society." Members must be admitted by a unanimous vote but could be expelled by one of two-thirds. There was a tax on each member of one dollar a term, and a fine of twelve cents for absence from a meeting. A little later an initiation fee of fifty cents was established "in consequence of the expense attendant on the previous collections of books and papers." There were the usual officers of a club, and a committee of three to purchase books, but the constitution wisely provided that no money should be appropriated that was not "actually in the treasurer's books." As befitted a literary society it became the custom to elect the two members who were supposed to be the best scholars president and secretary.

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[1] "Lover of learning."

In 1814 the society was divided into a "General Society" which consisted of all members, both graduate and undergraduate, and which had final authority, and an undergraduate society which made its own regulations subject to the approval of the General Society.

A few months after the foundation of the Philomathian a proposal was made to change the name to Peucinian. The matter was referred to a committee which reported that objection had been made to the term Peucinian because of its merely local significance, but that all names of places were due to some peculiar circumstance. "Beside this all academies of note have had some particular ornament of this kind for their exhibition poetry. Cambridge in England has its willows, Oxford its osiers and we have our pines. What object around us can give us a better name[2] and had we not better take a name from some object around us. Every literary society can be a Philomathian society and the name has been often applied but every society cannot be a Peucinian Society nor has there been one." These arguments prevailed, the society became the Peucinian and took for its motto *Pinos loquentes semper habemus.*

There was a formal initiation. The Secretary of the society conducted the neophytes to the room where the Peucinians were assembled, informed the President that, in accordance with a vote of the society, he had invited A, B, and C to become members, and read their acceptances, which on the request of the President they acknowledged. The President made an address and the Secretary read the constitution. Then the Secretary, with his right hand, extended a pine bough which had several branches and said, "This we present you as a symbol of the society and emblematic of our connection. As we now unite our hands in the branches of this bough, may our hearts be united in affections and our endeavors in literary pursuits. As gentlemen, you solemnly affirm in presence of this society, that you will, to the utmost of your endeavors promote its objects, that you will be governed by, and never divulge its constitution and that you will ever strive to advance its respectability. This you promise upon your honor." The President, Secretary and the other old members then shook hands with the new.

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[2] Certainly not the Androscoggin River. A few years later an embarrassed Peucinian bard told his audience that he would leave it to Indian poets to weave the unmanageable word into their song.

Meetings were held fortnightly in the fall and winter, and weekly in the summer, terms. Among the subjects discussed in the first year of the society were: "Whether the D[istrict] of Maine becoming a separate State would be to the advantage of the inhabitants? Whether the fear of shame or the love of honor be the greater inducement to virtue? Whether the practice of Duelling be justifiable or not? Whether eloquence be advantageous to a commonwealth? Whether the crimes resulting from barbarism or the vices allied to refinement be most pernicious to Society."

For the first twenty years of the society the meetings were held in rotation in the rooms of the members, then they were allowed to use first one and then two of the recitation rooms in Maine Hall. These rooms were middle ones, one became the library room of the society, the other its assembly hall. There was at that time communication between the two ends and on special occasions the door could be opened and a good sized apartment thus obtained.

It will be remembered that November 22, 1805, was the date of the organization of the society. On October 8, 1806, it voted ". . . to celebrate the approaching anniversary by a festive agglomeration of social atoms over materials of bliss." It also voted that the dinner should be preceded by a speech by the President and an oration by one of the members.

The anniversary celebration became permanent and was one of the chief events of the college year. The public was admitted to the speaking. Professor Packard describes in his *Reminiscences* how "Members decked with the society medal and blue ribbon, president and officers with broad blue scarfs, and the elite of the town tramped from Maine Street, through the dark muddy lane, to a hall in the house of Mr. John Dunning and listened to the oration by the president of the society, and a poem, if the Muse had inspired anyone with the gift of song. After exercises, members had a supper served in the best style of the favorite boarding house of the village in the parlor below." Professor Packard gives the officers scarfs but a vote of 1809 assigns them ribbons of varying colors and widths, carefully discriminated.

Even more important than the anniversary was the day preceding Commencement. The general society held its annual meeting, and then marched to the chapel or to the Congregationalist church where an oration and a poem were delivered by graduate or honorary members of the society. The first Commencement oration was given in 1808 by Charles S. Daveis of the class of 1807, who took for the title of his speech a Greek phrase which means Let us return to Athens. Mr. Daveis began by saying, "In the evening the Grecian exiles were used to sing, Let us return to Athens. Let us return to Athens this evening, for we are exiled from Greece by two great seas, and two thousand years." Mr. Daveis then spoke with much enthusiasm and rhetorical ability of the value and the immortality of Greek literature.

A copy of the oration was sent to the *Boston Anthology*, a literary magazine then held in high repute throughout New England. Not only was the address accepted for publication but one of the editors gave it a most flattering notice, saying, "The following communication upon Greek literature we have received from the district of Maine, a part of the country, which in our local pride we have supposed to be near Boeotia [the Boeotians were thought by the Athenians to be specially stupid] but after perusing the charming rhapsody, we were forced to suspect, that in obedience to the call of the motto . . . the young author of this piece would have less ground to traverse than some of us, who fancy that we live in sight of Athens."

In after years the Peucinians had other writers and speakers who surpassed Mr. Daveis, able as he was, for they could show upon their rolls the names of Henry W. Longfellow, George Evans, and Seargent S. Prentiss, but the society did not allow a few of the more talented members to do all the work and receive all the benefits of training. An account of the Peucinian Society in the *Orient* of February 4, 1880, which, perhaps, was written by Professor Packard, states that "The more earnest members were solicitous that all should take part, the modest were encouraged, it was discreditable to be dumb and shirks were received with no indulgence." Opportunity was given for practice in different kinds of speaking and writing, for the constitution of the society provided that there should be at each regular meeting one original and two selected declamations, two dissertations, a debate, and the reading of a paper.

The society formed a large and well-selected library in which it took great pride. The contributor to the *Orient* quoted above mentions the enthusiasm aroused by the news that an undergraduate member, James Winthrop Bowdoin of the class of 1814, had given a seventeen-volume edition of Swift to the library. Dr. Cyrus Hamlin says that "the loyalty of each student was measured by his gifts to the library." In 1838 twelve Peucinians gave ten dollars apiece for the purchase of books. There were two conditions, that there should be at least ten subscribers and that each donor might select the books to be bought with his money.

In 1840 a Freshman, J. M. Mitchell, noted in his diary that a classmate had returned from Boston where he had been to purchase books for the Freshmen Peucinians to give to the society library and that "He procured some most splendid works among which was Shakespeare's Gallery, a book of paintings and poetry illustrating them, cost fifteen dollars."

At times, indeed, the ardor of the Peucinians may have outrun their discretion. In 1830 the gifts of individuals reached the unusual number of one hundred and eighty volumes, and the committee of the general society reported that the undergraduate committee "very judiciously remark that those who are disposed to do more than their means allow should reflect that the worth of the Society depends upon the character of the members no less than on the size of the library." This warning would appear to have been heeded for the report of 1832 stated that there had been no excessive generosity that year. The loyalty of the members, however, did not prevent considerable "hooking," or, as the scholarly youth of a later time would say, "swiping" of books, a practice which was facilitated by some unwise methods of administration.

At first the Peucinian Society reigned alone, but a real or supposed misuse of its powers raised up a dangerous rival, the Athenaean. This society was founded in 1808, it is said by a disgruntled Peucinian, who did not graduate. It was disbanded in 1811, revived in 1813, disbanded again in 1816, and revived the next year. Unlike the Peucinian in its first days the Athenaean admitted Freshmen. One year it invited the whole class and all but one accepted. Such hospitality gave the Athenaeans so great an advantage that Peucinia, too, was obliged to open her arms to the infants. The Athenaeans were also the first to found a library. Again the Peucinians promptly imitated their rivals. In 1828 the Athenaeans obtained a charter of incorporation from the legislature. In 1833 the Peucinians did the same. Each society was allowed to own, in addition to its books, property of the value of five thousand dollars, but this could only be employed for encouraging science and literature and diffusing useful knowledge. The Athenaeans had a General Society but it was dependent for its powers on the will of the undergraduate society except that it had control of the library. The society had once distributed the books among the members and disbanded, but the special authority of the General Society would serve to prevent such action in the future.

Despite certain differences of structure the objects and methods of the two societies were very similar. The Peucinian was regarded as the more aristocratic of the two and for that reason John A. Andrew, who always had a Christian compassion for the under dog, joined the Athenaean. In the days of their strength the societies were about equally successful in attracting men of future eminence. The Peucinians enrolled George Evans, Nathan Lord, Henry W. Longfellow and Seargent S. Prentiss; the Athenaeans secured John P. Hale, William Pitt Fessenden, Franklin Pierce, and Nathaniel Hawthorne. The rivalry between Athena and Peucinia was intense. Old alumni have contrasted the peaceful days of the literary societies with the quarrelsome, partisan times of the Greek letter fraternities, but, in truth, society feeling was so bitter in the eighteen-twenties and eighteen-thirties as seriously to interfere with college discipline. When the Visiting Committee recommended the appointment of Daniel R. Goodwin as Professor of Modern Languages it laid especial stress on the circumstance that he was an Athenaean. It said that all the professors who belonged to a Bowdoin society were Peucinians and that consequently when an Athenaean was punished by the Faculty his brothers, unless the case was very clear, attributed the action to society prejudice.

The libraries of the societies were of great benefit to the college, but there was an unfortunate duplication in administration and in purchasing. For this reason and because of the ill-feeling existing between the two societies the college came to look upon them with disfavor. After the Athenaean was incorporated the Trustees voted to petition the legislature to repeal the act, but the Overseers disagreed. A little later an attempt was made to induce the societies to commit suicide by marrying, or at least to merge their libraries. In 1831 the Boards appointed a committee, with Chief Justice Mellen at its head, to consider "whether any regulations are necessary to be adopted, relative to the two rival Societies now existing in the College and if so, to recommend such measures as in their judgement, may be most conducive to the harmony of the Students and the best interests of the College." A joint meeting of the undergraduate members of the societies was held and Judge Mellen addressed it and urged a union of the societies. The standing committee of the Peucinian General Society had pronounced in favor of such a course, saying "That this plan if adopted will obviate many of the difficulties now existing appear to your committee too evident to admit of doubt. Tender recollections we all love to cherish but there are times when it becomes us to yield to higher and holier motives, to sacrifice them to the general good." But both Peucinians and Athenaeans rejected Judge Mellen's proposal with indignation.

The literary societies had resisted the exhortations and blandishments of authority,[3] but they were soon to encounter a more dangerous enemy, the intercollegiate Greek letter fraternities. In the short period between 1841 and 1844, inclusive, four of these brotherhoods were founded at Bowdoin, Alpha Delta Phi in 1841, Psi Upsilon in 1843, Chi Psi and Delta Kappa Epsilon in 1844.

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[3] Notwithstanding their disapproval, the Boards made no attempt to coerce the societies but continued and even extended their right of using rooms in the dormitories for their libraries and meetings.

The danger to the older societies was quickly recognized. Athenaeans who joined Alpha Delta Phi were accused of disloyalty. One of them, H. H. Boody, made a sharp reply declaring that they were loving sons of Athena, but that if such accusations were continued they might be alienated. Time proved that the alarm caused by the founding of the new societies was justified. They came to hold the first place in the affections of their members, and the offices in the old organizations were regarded as trophies to be fought for by the Greek-letter men. The old Athenaeans and Peucinians had been actuated by a similar spirit. In 1840 a Freshman literary society had been almost disrupted by a disputed election which was really an Athenaean-Peucinian fight. Interest in Athena and Peucinia died out in the student body but they kept a merely formal existence because of their libraries, and of the affection of the older alumni, who were unwilling to admit that the societies which they so loved and from which they had received so much benefit had had their day.

From time to time earnest efforts were made to revive them. The old rivalry almost disappeared and, as, with a change in the style of public speaking the supply of orators and poets had decreased, the societies celebrated Commencement together and furnished or tried to furnish an orator and a poet alternately. In 1858 an attempt was made to have a series of joint public debates but only one was held.

In 1864 the *Bugle* stated that for some years there had been few meetings of the societies, and that these had been of a business nature. The societies presented petitions to the Boards asking that college recitations be omitted Saturday morning in order that they might devote Friday evenings to their exercises. They claimed that the college neglected "this department" and promised, if the desired privilege were granted, that they would do their utmost to restore the societies to their former state. But the Visiting Committee said that it could see no necessity for giving up a recitation, that in former years the societies had flourished without this aid, and the Boards concurred with their committee.

In the seventies a last attempt was made to render the literary societies once more worthy of their name. The Bowdoin Association of the East, a club of alumni in Washington County, offered a gold medal worth fifty dollars, to be called the St. Croix medal, or its value in money, to the best debater in an annual debate between the Athenaean and Peucinian societies. The debates were held for three successive years and the *Orient* justly said that if the object of establishing the prize was to give the people of Brunswick an opportunity to hear a debate it had been attained, but that it had not if the purpose was to revive interest in the Athenaean and the Peucinian. The fourth year there was no debate because no money came, the members of the Association saw that the only result of their gold pill treatment had been to cause the societies to meet twice a year instead of once, the second meeting being held to choose the debaters. The next year the *Orient* stated that the Athenaeans had met to initiate new members but that no one had applied, that there had been a rumor in circulation that one Freshman had expressed a willingness to join but that no one believed it. The *Orient* of 1873 had advised the societies officially to declare themselves dead and the old members at last recognized the necessity of sleep though not of formal death. There was some difficulty in getting meetings legally qualified to dispose of the libraries, but by the Commencement of 1880 the two libraries had been moved to a wing of the chapel, where they were shelved as separate collections, that old Athenaeans and Peucinians might see the books which they and their friends had helped to buy. But this separate arrangement made consultation less easy and ultimately the society libraries were merged with that of the college.

The Athenaean society twice revived for a moment. As it had made only a deposit of its library there was some danger that after most of the members had died a few nominal members of the latest days might claim the library books for their personal profit, accordingly a meeting of the society was held and the deposit changed to a gift. In 1886 the Athenaean society became entitled to a bequest of a thousand dollars under the will of a member of the class of 1839, Samuel Hazen Ayer. Mr. Ayer died in 1853 but his bequest did not become available until the death of his wife in 1886. By that date the society had practically ceased to be but the surviving members gave the money to the library to establish a book fund and every volume bought with the income contains a bookplate with a picture of a Greek temple, the motto of the Athenaeans, *Scientia suos cultores coronat*, and a statement that the society established the fund from whose income the book was bought in memory of Samuel Hazen Ayer.

The Peucinian and Athenaean each had as a kind of annex a scientific society. The Peucinian was called the Caluvian and the Athenaean the Phi Alpha. They died long before their parents, but not until they had collected a miscellaneous assortment of biological and other specimens and a few pictures which ultimately became the property of the college.

There were several reasons for the triumph of the Greek letter fraternities. Athena and Peucinia, together, had come to include all or nearly all of the undergraduate body and there was a special attraction in belonging to a more select association. There was also a certain distinction in being a member of an intercollegiate society. Secrecy, too, cast a glamour. The literary societies were semipublic. The Greek letter fraternities were so secret that for a time the very place of meeting was known only to the initiated, who went thither singly and by different routes. Another cause of the success of the Grecians may have been the pleasure men often feel in opposing authority, for both the Faculty and the Boards highly disapproved of the newcomers.

In 1846 the Visiting Committee discussed the subject of the recently established fraternities at great length. After some general remarks the Committee said: “They [we] refer to what are denominated particularly as Secret Societies. These are confined to a few select members, having their meetings late at night, shrouded in mystery, shunning observation and concealing their operation equally from the eyes of the Faculty and their fellow students. It is not imagined that there is any mischief designed by the Secret Societies, or that they are intended as coverts for irregularity and dissipation. On the contrary they are understood to have been commenced among some of the most correct and distinguished individuals in former classes now graduated; and no personal imputation is known to attach to the character or conduct of any present members. It is not conceived that there is anything absolutely wrong in their principles or improper in their intentions or purposes. They are rather supposed to spring out of much the same causes as other existing societies only seeking some peculiar modification of the social principle, by becoming more select, mysterious and exclusive. Setting up perhaps some ideal standard of merit and excellence which they would cultivate apart for themselves."

The Committee stated that bitter animosities resulted. "All this takes place, too, among brethren of the same literary fraternity equally cherished children of the same common Alma Mater and that to a degree to disturb the order and for a short period to almost destroy the peace of College."

The Committee said that the Boards might be unwilling to put such a mark on the societies as to exercise the right of abolishing them on the ground that they were unfavorable to science and morality, but that it understood that some members themselves were ready to disband, and that others would acquiesce in a dissolution by the Boards. The Committee thought that no immediate action was necessary, but as the Boards would not meet again for a year and other societies might spring up against which it would be advisable to act, it recommended that the Faculty be empowered to abolish "All Societies which from their character of secrecy or otherwise shall be injurious to the order, harmony and welfare of the Institution." The Committee admitted that it had heard only one side, but said that the Boards were accustomed to act on information furnished by those in charge of the college, and that the Faculty were unanimous in condemning the fraternities. The Committee also acknowledged that there was no evidence of irregularities, but added that such evidence would be difficult to obtain. They said that the friends of the college complained of the expense caused by the societies, that the existing literary societies were auxiliary to college objects and that the time which they drew away from studies was as much as should be allowed for social purposes. The Committee claimed that the evils of the fraternities were not accidental but inherent "from the perniciousness of the secret principle and the inevitable tendency to multiply, and overrun the College with their dark and deadly influence." Was this a relic of Anti-Masonry?

The members of the Committee stated that were they more convinced than was the case, that there was a difference between the fraternities, yet the welfare of the College demanded the equal sacrifice of all. The Committee suggested that these reasons might be reported to the upper classes in the spirit of kindness in which they were conceived, and that if the students desired there might be a hearing before the committee the following year.

The next year the Committee recommended that strict measures be taken against the fraternities receiving new members, but the Boards side-stepped the responsibility and merely gave such power to the Faculty, and the Faculty did not venture to take so radical a course. In the late fifties the Faculty and the Visiting Committee reported that the evils of the fraternity system had greatly diminished, yet they still condemned it and expressed an earnest desire for its abolition. But this remained simply a pious, or impious, hope. The college authorities dared not begin a war to the knife. The intercollegiate associations gave strength to each chapter in the band. The eminent men who acted as orators and poets at their public anniversary exercises gave them prestige.

But the most important reason for the failure to abolish the fraternities was the impossibility of obtaining a general union of colleges against them. A few small colleges were afraid to act alone because they might drive away more students than they could afford to lose. It should be said, however, that the opposition to the fraternities was not confined to the Boards and the Faculty. A branch of the Delta Upsilon or Anti-Secret Confederation was formed at Bowdoin in 1857. It proved short-lived and when revived in 1892 it no longer proclaimed itself an anti-secret society but only a non-secret one. Among the resolute fighters against the societies was

Thomas B. Reed, '60. He refused throughout his course to join one, but at graduation, feeling perhaps that the fight was lost, he yielded to the earnest request of his roommate, Samuel Fessenden, to whom he was devotedly attached, and was initiated into Chi Psi.

The movement in the late fifties was the last attempt to drive the fraternities from Bowdoin. Their number has gradually grown, and though some have temporarily disappeared, all of them have been revived. There are now eleven Greek letter fraternities at Bowdoin, ten national and one local. They are, in the order of their original establishment, Alpha Delta Phi, Psi Upsilon, Chi Psi, Delta Kappa Epsilon, Delta Upsilon, Theta Delta Chi, Zeta Psi, Kappa Sigma, Beta Theta Pi, Sigma Nu, and Phi Delta Psi. Their members form a very large majority of the student body, but in 1925 there were about seventy-five undergraduates who were non-society men. There is a feeling among the fraternity members, themselves, that the exclusion of so many men from the pleasures and benefits of fraternity life is unfortunate and various remedies have been proposed. Some would diminish the size of the fraternities. Undoubtedly those outside would then be less isolated, but more would feel the sting of rejection, and the reduction of the number of men in the societies would strengthen the temptation to narrowness and snobbishness and might transform the fraternities into clubs of the socially and financially select.

It has also been proposed to increase the number of fraternities so that practically every student would be a fraternity man. But this would make fraternity struggles more fierce; with only enough men to go round, the fraternities, which are under heavy expense, would be obliged to take in almost anybody, *esprit du corps* would be diminished and standards lowered.

Although there has been no serious attack on the fraternities as such for nearly seventy years there have been various attempts to change the details of the system. There has been much discussion of the proper time for pledging and admission. In the first few years of the Greek letter societies Freshmen were not publicly recognized as members. In the fall term of Sophomore year the new members appeared in chapel wearing their pins and this "swinging out" as it was called was always awaited with much interest. The Alpha Delta Phis took in men from all classes, but they did not wear their pins until Junior year. It is said that a son of a professor who disapproved of societies refrained from swinging out during his whole course. A local society, however, offered Freshmen full privileges and the other societies felt obliged to do the same.

Today a majority of the men, or boys, are pledged while in the fitting schools, no fraternity daring to leave that field to its rivals. The sub-freshmen are invited to Bowdoin for some athletic or social event and if chapter and guest are pleased with each other a pledge is offered and accepted. This mode is better than that of a wild scramble at the beginning of the college year, but it is hasty work, nevertheless, and mistakes are sometimes made. It has been proposed that, to remedy this evil, no one be pledged before a fixed date. This would have the disadvantage that some Freshmen would lose the special friendship and guidance which they need at the beginning of their course, while a few who were much sought after because of athletic or other ability would enjoy a long period of courtship although what they needed was a course of instruction in modesty.

Moreover, there is danger that each fraternity would find in the conduct of some rival an excuse for evading its promise and it might be as hard to prevent informal pledging as it is to stop the offering of inducements to high school athletes or to define the indirect compensation which destroys amateur status. Doubtless, however, much could be done by the adoption of stringent rules. It has been suggested that during the probation period Freshmen be forbidden to eat more than a few times at any fraternity house and that invitations to pledge be offered by letter on a fixed date, the same for all fraternities. Such a rule, however, would be embarrassing for the fraternities since they could not regulate their angling by the number and kind of the fish already caught. They might find themselves in the situation of a bidder by letter at a book-auction who in order to make allowance for the successes of his competitors has bidden for twice as many books as he wishes to buy and finds that he has miscalculated and that his shelves are crowded with duplicates in substance though not in form.

Somewhat related to the question of pledging is that of deferred initiations. For many years the initiations were held after a short but intense rushing season. Now they are postponed at least until the most important of the Maine championship football games which are held in Brunswick that year. The great occasion brings many alumni back and a considerable number of them stay over to initiation. Some fraternities, however, defer the initiations until after the mid-year examinations. If a decided mistake has been made on the part of the fraternity or the pledgee there is a chance of its being discovered in time. Moreover, if a student is obliged to leave college within a few months of his arrival because of unsatisfactory scholarship or conduct, some fraternity is not saddled for life with a brother whose membership is likely to be one of form rather than of spirit. For the student the rule is sometimes a hard one. There are boys who look forward with great anxiety to initiation, the experiences of the days before, which are popularly known as "hell week," are somewhat trying and if the newcomers find the transition from the work of the fitting school to that of the college bewildering, the fear of the goat as well as the Faculty may turn what would have been success into failure. The problem is a difficult one; different fraternities have given different answers and the same fraternity has changed from year to year, but all agree that it is highly desirable that, if possible, a unanimous decision be reached.

One of the chief evils of the fraternity system is a tendency to carry loyalty too far and allow fraternal feeling to interfere with the selection of the best men for class offices and for the athletic teams. This would not be serious did not different fraternities make "combines" by which group support is obtained for a slate. The evil is very old. We have recollections and extracts from a diary concerning the election in February, 1862, of the officers for the Freshman class-supper to be held the following July. The writer, Mr. X, had passed his entrance examinations for Bowdoin but went to Hamilton. He was, however, in Maine for a vacation at the time of the election and was induced to come to Brunswick and help decide the great battle. Mr. X was not the only warrior thus obtained. He states in his diary: "The different factions brought men here to vote whose claims to belong to the class were very slight, and who never again took part in any college exercises. Money was expended very freely in carrying on these operations." Mr. X, himself, received five dollars to defray his expenses, receipting for it to the collector, that resolute opponent of fraternities, Thomas B. Reed. The fight was earnest but good-natured. The diary says: "A Junior rode 90 miles last night and got two men. All mere society rivalry. No principle is involved . . . No hard feeling was manifested only intense excitement."

In later years the excitement was maintained without the good feeling. The *Orient* of 1877, after praising the Seniors for the manner in which they had conducted their class election, said: "We hope never to see another of these wretched squabbles which make a pandemonium of our college for a week or two, and never satisfy anybody in the end. Every man, in our judgment, ought to be a politician, in the true sense of the term, both in college and out, but there is a vast difference between following B. F. Butler as a standard and the lamented Sumner."

Recently various plans have been suggested for putting down combines. It has been proposed that elections be held under the supervision of the Student Council, that each voter sign his ballot, and that, if the ballots show that a combine has been formed, a new election be held and the combiners deprived of the right of suffrage.

An attempt has been made to bring about a better state of feeling and a better acquaintance among men of different fraternities by forming social clubs or fraternities cutting across the old fraternity lines. Their rise in some respects resembled that of the Greek letter societies and it is possible that ultimately the latter might have suffered the fate of the Athenaean and Peucinian but for the interposition of the authorities.

President Hyde, in his report of 1902, said: "An Inter-Fraternity Fraternity was established here a few years ago, with the avowed purpose of diminishing rivalry between the fraternities. As might have been expected, this new organization was not entirely successful in accomplishing its avowed object, but called into being a rival Interfraternity-Fraternity. The function of these organizations is chiefly social, and is not sufficiently distinct from the purpose of the regular fraternities to warrant their separate existence. The fact that a few men from each of the regular fraternities are in these inter-fraternity organizations has an unfortunate influence on the internal harmony of the regular fraternities; it introduces the very difficulties which the first one was established to remove. It is not wise for the authorities of the college to interfere arbitrarily with social arrangements of the students; but it is worth while for the alumni of the regular fraternities who are now being called upon to do so much for the material equipment of these fraternities to very carefully inquire into the effects of these outside organizations upon them; and if they are found to be injurious, to bring influence to bear upon their undergraduate members to discontinue them. These outside organizations are a source of increased expense to their members. Taken in addition to the regular fraternity life, they probably introduce into the life of the student more social distraction and diversion than is beneficial. It has been proposed to merge these organizations in a common college club; but the maintenance of a college club for so small a student population as we have at present, would be an expensive luxury and is not to be encouraged."

The fraternities thus condemned soon ceased to exist, but new clubs were quickly established.

In 1904 the Ibis was founded, in 1906 the Friars (Junior), in 1911 the U. Q. (Freshman) and in 1913 the Abraxas (first Sophomore and later Junior). Although one of the objects of the Ibis is to bring men of different societies together it is more than a social club. It consists of a few of the ablest and most scholarly men in college. Serious subjects are discussed at its meetings, addresses are given before it by Professors, some of whom are honorary members, and the society has occasionally provided public lectures by men of ability and eminence. The Friars, though much less literary than the Ibis, showed its interest in scholarship, or perhaps made a bid for the favor of the Faculty and the Boards, by giving a cup to be held by the Greek Letter fraternity which had attained the best rank during the preceding semester. The Abraxas has been regarded as a successor of Theta Nu Epsilon, a national interfraternity fraternity of a very lively nature.

But notwithstanding their vivacity the Abraxians followed in the footsteps of the Friars by giving a cup to be adorned with the colors of the school whose graduates, provided that they were at least three in number, attained the best rank at Bowdoin during the first semester of Freshman year. The rivalry between the Friars and the Abraxas soon became intense, although they were Junior societies, it is said that men were approached at the end of Freshman year, and that three men were sometimes taken in order to get one. It was proposed that the interfraternity societies be abolished and that there be established in their place one honorary society in each class, like the societies at Yale, and that the members be publicly invited at special "Call Day." The suggestion met with sharp opposition from alumni. The time of the proposal was peculiarly inopportune. A novel, *Stover At Yale*, which gave a very unfavorable picture of the Yale societies, had recently been published and had obtained a wide circulation; and the views of the author, and an unfortunate incident at a recent Tap Day, were used as arguments against the proposed change. But its friends, though willing to give up Call Day, stood by the rest of the plan and in 1922 three class societies, for which special duties were found, were established by act of the Student Council and the Friars, Abraxas and U. Q.'s were dissolved. The Ibis was judged to be of a different nature and was spared. But the new class societies failed to take root and in 1924 they met the fate of their predecessors.

The abolition of student societies was in accordance with precedent established nearly a century before, the Faculty having been specifically authorized by the Boards to dissolve any clubs which might have a "tendency contrary to the interests of science and morality." In the first twenty-five years of the college history three clubs were thus abolished. Their purposes, at least their apparent purposes, were to eat eggs, to study law, and to cultivate music, and they bore the names of the Ovarian Society, the Law Club, and the Pan-Harmonic Society respectively.

The Ovarian Club was the oldest of the three, having been founded in 1806. As befitted an Ovarian club the badge was egg shaped, the President was known as the Most Glorious Grand Rooster and the Secretary as the Great Chicken. The records state that at an initiation Dunlap, the Most Glorious Grand Rooster, extended his paw to the new members. At one meeting a dissertation on eggs was delivered. The meetings were convivial, but certain limitations were imposed. It was at first provided that only four bottles of wine should be brought before a meeting, the number was increased to five, then to six and then to half a bottle for each member at the meeting. Every member absent from a meeting was fined a bottle of the best wine unless he had an excuse satisfactory to the President. In January, 1811, it was provided that there should be other refreshments such as biscuit and cheese. On Christmas, 1811, it was voted to purchase a dozen and a half of wine glasses. Like other societies the Ovarian had an anniversary feast, the records state that at the first anniversary the society "had a *Salmon*[4] for supper, etc."

The society, however, was not for eating and drinking only. At each meeting there was a sort of mock trial and the member who lost an action was fined twenty-five cents. During the first years there were also forensics at the meetings. At some meetings the exercises were more elaborate. The records of August 10, 1808, state that Lord was appointed to read a poem, Cobb to give a Latin oration, Southgate and Waldo to deliver forensics, McArthur to bring an action and Southgate and Cobb to provide refreshments. Lord was the future President of Dartmouth, Cobb bore a well-known Bowdoin name, was an intimate friend of Southgate and was known, says Mr. Cleaveland, "for his consistent piety and exemplary life." Today the assignment to him of an oration in Latin seems peculiarly appropriate. Nathan Cobb of the class of 1926 took the Sewall and Emery Latin prizes and assisted in teaching Latin to the Freshmen. His brother William of the class of 1928 tutored troubled Freshmen and in due time took the Sewall prize. Whether he will take the Emery lies in the unknown future, but enough has been accomplished to justify the comment of a student that the Cobb family seems to have a corner on the Latin market. It is somewhat surprising to see the names on the roll of the Ovarian. But Nehemiah Cleaveland tells us that Nathan Lord's career at Bowdoin was distinguished not only for high scholarship but for "great vivacity." Moreover, he later resigned from the club. Cobb and Southgate were very young, entering at fourteen and barely fifteen respectively. If Cobb and Southgate were hopefully pious and moral, Waldo and McArthur were much the reverse. Waldo was suspended and did not graduate. McArthur, though a trial to the Faculty, obtained his diploma. His after life, like that of William Pitt Fessenden, was very different from his college life.

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[4] Italics in the original.

The club was anxious to veil its doings from the eyes of an inquisitive Faculty and the law provided that no Professor should be admitted to a room where a meeting was being held and that if the occupant was fined for refusing, the other members of the club should assist in paying the fine. Later the club appears to have hired a room in town. But this precaution proved unavailing as did a vote of November 30, 1812, "That drinking be suspend[ed] from the club, and that a dinner be substituted in its stead, the last week of this term."

The next year the blow fell and the Ovarian ceased to be. But the records were preserved, handed down in the family of a member probably, and some years ago were given to the college. Recently an old Ovarian badge, a thin metal disk in the shape of an egg, was also sent to the library.

Of the Law Club it may be said that its life was short and discreditable. On October 8, 1822, the Faculty passed the following resolution: "Whereas there exists in College a Club recently established called a Law Club, which society, to the dishonor of college, held a meeting on Saturday evening last, at which meeting liquors of various kinds were drunk, and whereas the tendency of this Society appears both from its constitution and the manner of conducting it to be unfavorable to science and morality, therefore voted to prohibit from this time the meeting of this club."

The Pan-Harmonic Society appears to have walked in the evil ways of the Law Club, but from appreciation of the elevating nature of music, when properly performed and of the usefulness of a musical society to the college, or for some other reason the Faculty mingled mercy with judgment. Its records of December 3, 1828, state that "It appearing on examination that the Pan Harmonic Society, including active and honorary members,[5] have been recently present at two convivial entertainments therefore Voted, That, as in the opinion of the Executive Government, the Pan Harmonic Society as it has been conducted has occasioned irregularities, and by consequences is in its tendency unfavorable to morality and science, the said Society is hereby prohibited from meeting again, unless they first present to the Executive Government a certified copy of an article in their Constitution, which shall prevent the occurrence of such irregularities in future." Apparently the Society did not attempt to purge itself and quietly dissolved but it is probable that some of the members joined in organizing the Pandean Band which continued in existence for about fifteen years and assisted at college exhibitions and other exercises.

In 1835 a fourth society, the Old Dominion, was advised by the Faculty to dissolve on pain of expulsion of its members. An alumnus writing some fifteen or twenty years later called the society a myth rather than a reality, but it held initiations and issued terror-inspiring proclamations. In 1834 it was betrayed to the Faculty. When advised to dissolve eight members submitted, two continued posting on the walls notices of meetings. At the end of the next college year six men were initiated into the "Club of Hercules." This died a natural death in a year or two, was revived in 1845-1846 but soon died again and permanently.

Most famous of all the societies formed with a purpose of violating college rules was old Phi Chi born, as its song proclaims, in '64, on May 10th of that year, to be exact. The north end of Winthrop, popularly known as Sodom, was for some years unoccupied and one or two rooms,[6] appropriately decorated, were used by Phi Chi when, as the Sodom County Court, it tried offending Freshmen. The culprit was never lead upstairs but was dragged over the roof from

[5] Apparently alumni were setting a bad example to their young brothers.

[6] Tradition said, but incorrectly, that one of these rooms had been occupied by Longfellow.

Gomorrah or through the Tarpeian Rock, a hole in the middle wall between the fourth stories of Gomorrah and Sodom, or was hauled up from the ground by a block and tackle. The court was organized in legal fashion and counsel were provided for the accused but no verdicts of acquittal were ever rendered, even the lawyers for the defendants only asked for a mitigation of sentence. The initiations, which were rough, were never held in the same place twice.

Numerous pranks were contrived in Sodom and duly carried into execution. One of the earliest, most famous and least excusable of them was the "borrowing" of the bust of President Cheney of Bates. A very lively account of this violation of the rights of property may be found in Minot and Snow's *Tales of Bowdoin,* pp. 19 to 60.

Another affair which might have led to serious results was the interference with a billboard of Bailey's circus. The society resolved that "due sway could not be given to the deep and attractive influences of Plato and Aristotle, etc., while this thing of the body (in opposition to mind) stood in such close proximity to classic ground, therefore, it was resolved to raise [*sic*] it ignominiously to the ground, its appropriate place. If policemen appear and are obstreperous hang together and resist."

Apparently the "raising" was successfully done, but Humpty Dumpty was again set up and at the meeting of Phi Chi on June 29 it was reported that some "foolish individual" had bet a hundred dollars that the students could not throw it down again, and that the board was guarded by armed watchmen. It was voted to make it a class affair that those rooming off the campus should endeavor to sleep in the dormitories that night, but in order that the sleep should not be unduly prolonged "Asmodeus" [an official name of the president] should keep a well selected assortment of alarm clocks in his room. "The disguises were then settled upon, and all further matters disposed of in a manner befitting the high intellectual tone of the fraternity."

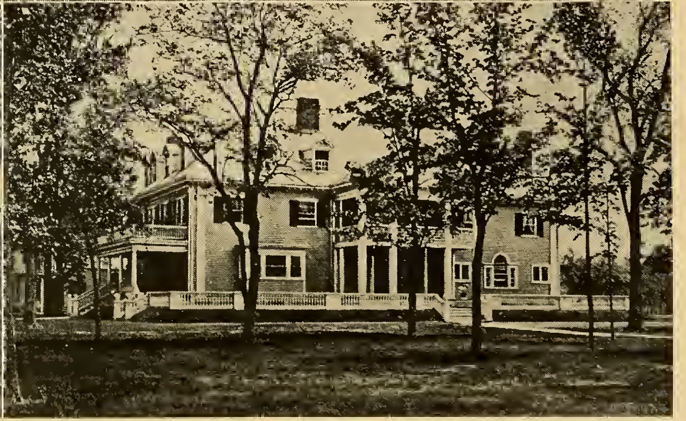
Phi Chi took the lead in most of the hazing of its day. Its assault upon a Freshman room and the pumping of Hawthorne, '74, have been noted in an earlier chapter. In the *Tales of Bowdoin* there is a group picture of the active members of Phi Chi taken in 1873. It is interesting to see among them their ex-victim, "Bunny" Hawthorne. Next to him stands F. M. Hatch, later Foreign Minister of Hawaii, and next to him is Arno Wiswell, the future Chief Justice of Maine. Phi Chi lived in spite of the opposition of the Faculty and the softening of manners outside the college until the early eighties. In the initiation of 1882 a neophyte while being projected down a slide struck his head with nearly fatal results. This narrow escape from a tragedy proved the final blow and it is probable that no other initiation was held. The buzz saw known as the hew-gag was subsequently given to the college. The "brave old banner" and "the old ancestral drum" are said to have been cut in pieces and divided as relics among the last members. But for many years the former terror of the college lived in E. P. Mitchell's song. In the early nineties, however, if not before, some verses were omitted. After Professor Chapman's death the verse referring to Chapman and Moore was dropped and today the whole song is following the society into oblivion. The students seldom sing it among themselves and every year decreases the number of alumni who thrill with recollections of pride or terror at the once familiar strains.

During the short period of official class societies the Sophomore society bore the name of Phi Chi. Since its abolition there have been organizations of Sophomores with varying names such as the Vigilantes, the White Owls, etc., whose duty it is to observe and restrain the Freshmen.

Fraternities had been established at Bowdoin for fifty years before they were allowed to have chapter houses. But in 1896 the old Newman house and lot came into the market and was bought for the Delta Kappa Epsilon fraternity and with some difficulty the Boards were induced to permit the erection of a chapter house. One was duly built and was ready for occupancy in the fall of 1900. Meanwhile the Alpha Delta Phi fraternity had purchased a house, remodelled it and had moved in, in February, 1900.

Probably the Faculty expected that many years would pass before more than one or two other fraternities provided themselves with chapter houses, but this was a great miscalculation and one for which

Alpha Delta Phi House
Chi Psi House



Psi Upsilon House
Delta Kappa Epsilon House

Delta Upsilon House
Zeta Psi House

Theta Delta Chi House
Kappa Sigma House

there was little excuse. A fraternity with a chapter house would be much more attractive than one without such a centre, the other fraternities took prompt steps to obtain homes of their own and now every fraternity at Bowdoin has its chapter house, though some are hired not owned. In 1924 Alpha Delta Phi sold its house, to be moved off, and erected a new one of brick, the only fraternity house at Bowdoin of that material. There was danger that rivalry between the fraternities would cause expenditures on their houses which would bear heavily on the undergraduate members and lead to appeals to the alumni which might interfere with the giving of needed assistance to the college. Accordingly in 1921 the Faculty voted that no new chapter house should be built or old one extended without the approval of the committee on buildings and grounds and in 1924 it was provided that no new house should be built at an expense exceeding the replacement cost of the most expensive of the existing chapter houses.

The college, itself, has attempted to give the non-fraternity men some of the advantages of fraternity life. The Faculty had long felt the inequality to which the non-fraternity men were subjected, and in the college year 1911-1912 fraternity and non-fraternity men protested against it in the *Orient,* and by petition requested the Faculty to provide a remedy. The Faculty arranged for the formation of a club of non-fraternity men which should rent one of the college houses paying for it in the same manner as the dormitory rooms were paid for. The Faculty also voted to ask the Boards to appropriate fifteen hundred dollars to furnish the kitchen, dining room and living rooms and to bear the living expenses of the club for the first few days. The constitution of the club provided for payment each year of interest on the sum advanced, and of five per cent of the value of the furniture to balance the depreciation. President Hyde said that there was danger of some slight loss but that he felt strongly that the college ought to assume this risk "in view of the serious reproach which continued inequality in treatment of students would bring, now that the matter has been brought prominently to student and public attention; and the great advantages that the plan will bring both directly to the students immediately involved and indirectly to the College as a whole. Several eastern colleges like Wesleyan, Union and Tufts, when confronted by the same problem, have solved it by establishing such societies, and have found them both socially and financially successful."

The students occupying the house took the name of the Bowdoin Club. But the relations of the members were not entirely harmonious and two factions formed, popularly known as the ins and the outs. Some twenty members withdrew and formed the local society, Beta Chi. Others formed the Phi Theta Upsilon and hired the house for a semester, but in 1918 the Beta Chi became a chapter of the national society Sigma Nu and the same year the Phi Theta Upsilon was taken in by the Chi Psi's whose chapter at Bowdoin had become dormant in the sixties.

The college ceased to maintain a club house, but for some years it has allowed students who desired to do so to board in one of its houses. The college would be pleased to have them make the house a gathering-place but they have shown little desire to do so. The non-fraternity group is large and heterogeneous and close union is difficult, but there have been several cases of fraternity planets forming from this nebula and it is reported that another evolution of this nature may soon take place.

The Bowdoin club life of Bowdoin men has not ceased with graduation. There are one general and various local alumni organizations. The first alumni association was formed in 1835, but though vigorous at first it soon became inactive. There is evidence that many men graduated from the college with unkind memories, due to the aloofness of professors and a belief that a man's rank was much affected by his orthodoxy or the lack of it. There is a letter in the college archives written in 1900 by Professor John S. Sewall of the class of 1850 describing the relations of the college and its alumni in the decade of 1850 to 1860. Professor Sewall says:

"The old Faculty of that time and the Boards failed to manifest any interest in their graduates. No catalogues were distributed except by the students themselves. No regard was had for alumni in election to membership of the Boards — the principle of election

Beta Theta Pi House

The President's House

Sigma Nu House

Phi Delta Psi House

seeming to be to choose men who were rich and influential whether they were friends of the College or not, it being expected seemingly that making them members of the Trustees or Overseers would make them friends, and perhaps get gifts of money to the College. The first movement to change this state of things I think was in 1865 and 1866 when the practice began of sending catalogues to alumni whose address was known and the program of Commencement week. You have the date of the information of the Alumni Assn I think it was in 1866. This was a means of change. The alumni began to come. They could meet each other at any rate. But more, they began to discuss questions, and before long to ask that the Assn be permitted to nominate a proportion of the board of Overseers — *and they got it. Then* there was scarce an alumnus on the Boards — *now* of the Overseers all but three (I believe) are alumni, and of the Trustees all but the President and Judge Peters! Also when a Φ B K or other oration was to be given, some distinguished stranger was invited not an alumnus. Prest Woods was terribly short sighted in this regard.[7] Well it is all changed, thank God, and I do not believe there is a college in New England about which its alumni gather with more interest and affection than Bowdoin — dear old Bowdoin."

In all or nearly all of the societies mentioned above the social element was very important. Other clubs have been founded, mainly for intellectual improvement. In the earlier days of the college practice in speaking was most earnestly sought. The extensive training in debating given by the Athenaean and Peucinian was not enough. In the life of Seargent S. Prentiss there is an account of the "Spouteroi," a very informal club of six members of the class of 1826, all Peucinians. At every meeting the President, that is the occupant of the room where the meeting was held, announced a subject for debate and every member was obliged to speak. Later there was a Freshman debating club, and even in the seventies when the interest in debating had much decreased there were class debating clubs. But these went the way of the Athenaean and Peucinian, and repeated attempts to found a debating society, which would live, failed. Finally debating was made a part of the regular course and good work was done.

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[7] It may be that President Woods in this as in some other matters was wiser than his critics. Men from outside were like fresh blood.

Numerous clubs have been formed for the study of special subjects but most of them have been short-lived. The oldest is the Deutscher Verein, which was established in 1895 and was killed by the Great War, but has recently been refounded.

There have been many organizations for the cultivation of music. Very early in the college history we find references to a Pleydel Society and a Handel Society. A little later there were the famous Pandean and Pandowdy or Pandowda Bands, the former did serious work, the latter was chiefly devoted to making night hideous and there is good evidence that it attained its object. Later various musical organizations were formed which failed to take root. But in the late nineties successful glee and mandolin clubs were formed and gave successful concerts in different Maine towns. In recent years more attention has been given in the college to music as an art and there has been considerable difference of opinion to whether the musical club should be a lot of "jolly boys" pleasing their audiences in general and sub-Freshmen in particular by rendering college and other lively songs and instrumental pieces with the verve which only "students" can give, or whether they shall render classic and difficult pieces and, perhaps, win grave and restrained commendation from virtuosos.

With music is closely associated the drama, and Bowdoin students have been successful in amateur theatricals as well as concerts, but only in comparatively recent times. Music was a part of the church service and if of a serious nature was approved by the Faculty and Boards from the first, but never would they have consented that the youth under their charge should even for a moment have become actors. Indeed, the laws of the college specifically prohibited students attending any theatrical entertainment or idle show in Brunswick or Topsham. But in 1875 the *Orient* suggested the formation of a "dramatic corps" to raise money for the benefit of boating. It said, "We have so large a number to select from that there would be no difficulty in properly filling the male roles, and the young ladies in the town have already proved their willingness to help in a good cause [by joining the students in a public spelling match given in behalf of the boating association]. There are many both in the College and in the town who have not only a deep interest in dramatic enterprises but who have already shown positive histrionic talent. There seems to us no reason why this talent should not be utilized. Entertainments might be given in Brunswick and Bath and possibly in some of our neighboring towns. Besides the real advantage as a drill in elocution which this might be to those who took part in it we can speak from experience in saying that it would also be thoroughly enjoyable. A dramatic entertainment is one of the few undertakings in which the pleasure overbalances the trouble and from which at the same time a handsome sum of money may be gained."

No dramatic society was organized at this time, but in the winter of 1877-1878 one was formed called the Dorics. The Faculty did not forbid this but it established a censorship. It directed the society to be informed that there must be no performances given out of town without permission being first obtained and that this would not be given unless all profane and improper expressions were left out of the play. There was considerable friction between the Faculty and the club. Both the receipts and the quality of the acting fell off and after a brief and troubled existence the Dorics vanished from the college scene.

It was twenty-five years before another dramatic club was formed at Bowdoin, although in 1891 a call for such a society appeared in the *Orient*, and in 1894 a number of the students, including some future ministers, took part in a play given by members of the Congregationalist church, "The Frogs of Windham."

In November, 1903, a student dramatic club was formed under the leadership of James A. Bartlett, '06, and in the following winter the club presented a musical comedy, "King Pepper," with Romilly Johnson, '06, in the title role. The operetta was given in Portland, Lewiston and Bath as well as in Brunswick and proved a great success. In 1909 the club was made a permanent organization under the name of the Masque and Gown and in 1913 a new constitution was adopted which, it was thought, would ensure greater care in the selection of managers and of players. The reorganized club soon devoted itself to Shakespeare, giving "The Taming of the Shrew," "As You Like It" (twice), "The Merchant of Venice" (twice), "Twelfth Night" (twice), "The Tempest," "The Merry Wives of Windsor," "Macbeth," "Othello," and "Much Ado About Nothing." In 1927 "Hamlet" was chosen. An important change this year, but one for which there were precedents in other colleges, was the playing of the female roles by women, the parts of Ophelia and the Queen being taken by Brunswick ladies.

These plays have been given on Wednesday of Commencement week. They have been acted in the open air on the broad terrace of the Art Building which with its statues of Sophocles and Demosthenes and its Italian loggia forms an excellent background. The club has been very fortunate in having a zealous and competent coach, Mrs. Arthur Brown of Brunswick.

Plays have also been given on Ivy Day, they were usually of a lighter kind. For several years a "Revue" written by students was offered. These plays need scenery and therefore the Cumberland Theatre is used. A few years ago the Masque and Gown made successful trips to various towns and cities in Maine.

The Puritans shunned equally the theatre and the dance hall, and for the greater part of the early nineteenth century there were no decent theatres or theatrical companies in Maine, but dancing was common in the best society, though considered improper for church members, and the college did not forbid the students to dance. There were two balls at the first Commencement, one of which was given by the graduating class, and among the clippings preserved in albums in the library is the ticket of admission to the Commencement ball of 1821 issued to Acting Governor Williamson. Beside what may be termed official dances students also gave dances from time to time, but it is probable that they were frowned upon by the church and the Faculty and that the attendance suffered in consequence. With the growth of a more liberal spirit dancing became what may be termed a "recognized sport," under the direction of members of the Junior class. Three Junior assemblies were held during the winter but for some years they took place in the Town Hall. College functions were usually held in Memorial Hall, a building consecrated to the memory of the soldiers of the Civil War. But it was only after continued application that permission was obtained to use the hall, first for a single assembly and then for a series of three. The objections were numerous and not without weight. It was said that the hall was not built strongly enough, and that the preparations were expensive and disturbed the rooms below for several days. It was also said that the winter term was the only one free from outdoor athletics, and that dances distracted the minds of the students and should not be encouraged officially. There was objection not only to dances as such but to holding them in Memorial. The *Orient* said "that there has always been more or less of a feeling that the hall is not the place to be used for such purposes."

Scarcely had the desired privilege been granted than dissatisfaction was expressed with what had been received. Indeed, while arguing that assemblies should be allowed in Memorial the *Orient* said that the question would be entirely settled by the erection of a gymnasium with a large smooth floor. In 1909 the *Orient* asked: "In view of the recent liberal donations will not our financial condition warrant the expenditure of a few paltry shekels for five or six new boards on the floor of Memorial Hall." When the new gymnasium was built it made a far better dance hall and the *Orient* said that the preceding year "every one sighed with relief as the last journey was taken up and down the hills and valleys" on the floor of Memorial. But even the gymnasium floor did not escape criticism.

In 1915, on the recommendation of the Student Council, the Junior assemblies were abolished. They were class rather than college affairs and for some years had been poorly attended. Their place has been taken by a dance at the end of the football season, a Christmas dance, the Sophomore Hop in the winter term and formal and informal dances at the chapter houses.

Student concerts and plays give enjoyment, it is to be hoped, to both participants and spectators. There is another undergraduate activity which is common in American colleges that usually gives those carrying it on more experience than happiness — college journalism. This began at Bowdoin almost exactly a century ago with the appearance on October 3, 1826, of *The Escritoir*, controlled and published by "Oliver Dactyle." It was a fortnightly and the subscription price was two dollars a year. Like other worthy projects it was discontinued because of failure of financial support. In the last number the editors expressed pleasure at the earnest but unsuccessful efforts which had been made to discover them. Later an ex-editor, Rev. Ephraim Peabody, stated that the *Escritoir* "gave us great amusement and was probably of some advantage in promoting a habit of composition." The editors were six or seven Seniors. It is probable that Alpheus Felch, the future United States senator from Michigan, was one of them, and that John Owen, the Cambridge publisher, was another. The first article in the first number of the *Quill*, the present and it is to be hoped permanent successor of the *Escritoir*, is a brief history of that magazine written by Professor Chapman. Professor Chapman says that "the editors wrote upon a great variety of subjects from 'Penobscot Indians' to 'Spanish Drama,' from 'Anacreon' to 'Alcohol,' from 'Mathematics' to 'Diable Boiteux Redivivus.' There was nothing either in title or contents to suggest that the magazine was a college publication, with the possible exception of an article by Oliver Dactyle himself, entitled A Tour from Brunswick to Topsham, which seems to have been intended as a burlesque upon the frequent accounts of tours and travels in the periodicals of the day. It is not libellous to add that while there was no lack of verse in *The Escritoir* there was a lack of poetry. Some of the blank verse of which there were several specimens show a degree of skill in the use of that form, but not much poetic insight or imagination."

Twelve years after the death of *The Escritoir*, in April, 1839, there appeared a successor, *The Bowdoin Portefolio*. The *Portefolio* lived for only seven numbers but like its predecessor had the honor of being given a biography in the *Quill*. Each number contained thirty-two pages, the last two or three of which were devoted to editorials and college news. There were only three or four tales in the whole issue and but one which was in the least degree connected with college life. The first number announced that contributions had been promised by Nathaniel Hawthorne, Henry W. Longfellow and Professors Smyth, Packard and Goodwin. For the July number, "Longfellow who always kept his promises," sent in a chapter from *Hyperion,* then unpublished, and Professor Goodwin a review of Manzoni's *I Promessi Sposi,* with a translation from the novel. There is verse as well as prose in the *Portefolio,* but it is all serious except a Latin epitaph on a moth miller "which had been fatally attracted by the brilliancy of the editorial lamp. . . . It is not difficult to read even for a Senior, who is popularly supposed to have forgotten his Latin, but it was, nevertheless, accompanied by a metrical translation ingeniously wrought by the hand of Elijah Kellogg."

Twenty years after the discontinuance of the *Portefolio* some students founded a semi-annual, later changed to an annual. It was, however, a newspaper rather than a magazine, though it sometimes contained brief pieces in verse and prose which would have been suitable for the *Escritoir* or the *Portefolio.*

It was the custom at Bowdoin for the students to issue twice a year a pamphlet giving the names of the Faculty and the undergraduates, the conditions of admission, the courses of study and so forth.

In 1858 Isaac Adams and Edward Bowdoin Neally, Seniors, Stephen J. Young, a Junior, and Samuel Fessenden, a Freshman, published a small pamphlet which beside presenting what may be termed official information contained brief editorial articles some of which were written with considerable levity. Among them was an address to the incoming class tendering good advice to those infants. The editors named their magazine the *Bowdoin Bugle* and evidently hoped that it would sound through the years for they expressed their pleasure "That the students of old Bowdoin have at last taken hold of the matter in good earnest, determined to put it through this time." Their trust was well founded. For over fifty years the undergraduates have put the *Bugle* through,[8] and the *Bugle* has reciprocated, at times with much vigor. At first, indeed, there were no individual grinds. The *Bugle* of 1863 said "It is difficult to delineate the various phases of character observable among the wisdom-seeking votaries of old Bowdoin; and as we desire to evade every imputation of dealing with personalities, whatever observations, we shall make upon our brother-students shall, if possible, be such as will excite the displeasure of none." But in 1869 personal grinds appeared in the form of a few poetic quotations applied to individuals. Personalities quickly became more frequent and more stinging till they were checked, temporarily by the Faculty, as the result of a court decision. Williston Seminary in Massachusetts, like many other institutions for the education of youth, had a publication similar to the *Bugle* and in the late seventies the editors were sued for libel. In vain they pleaded a kind of customary privilege, the court ruled that an action would lie. With courage apparently strengthened by this decision the Bowdoin Faculty warned the editors of the *Bugle* of the class of '81 that they must be careful what they published. The *Orient* said, "We understand that this subject has been discussed by the Faculty before, and the decision in regard to the Williston publication no doubt influenced them to act as well as discuss." The *Orient* approved their conduct, the *Bugle* took a less favorable view and printed a "poem" lamenting the loss of a grind on the Faculty and that the editors were forbidden

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[8] In 1879 the Junior class took full control of the *Bugle,* furnished the editors and assumed financial responsibility. For many years the editorial board was composed of a representative of each fraternity and of the non-fraternity group. Later an "Art Editor," who furnished some of the illustrations, was added.

" . . . by Prex. and cruel Profs,
On them to launch their meed of scoffs."

The class histories were also omitted. These changes were not permanent but in time personalities became fewer and milder. The '83 *Bugle* stated that, "Our endeavor has been to present a sharp, fresh and interesting *Bugle*, which, while pleasing to all, would wound the feelings of none." But this moderation was not always maintained. Class quarrels were fought, and hard hits at individuals came back. The students may have felt that a Pasteurized *Bugle* was no *Bugle* at all. The '93 *Bugle* said frankly: "It has been our aim to produce such a book as Mr. Wanamaker [The Postmaster-General] would not hesitate to allow to pass through the mails, and yet one which no Methodist preacher would care to substitute for his prayer-book." As far as is known no Methodist or other preacher has introduced any part of the *Bugle* into the church service, but as the years passed the grinds have been fewer and somewhat less rough. To suppress them altogether might be unwise. They afford an opportunity for an expression of opinion which should be useful to Faculty, Boards and Alumni. The editors on their part should recognize their own responsibility and beware of being influenced by any personal dislike.

Objection has been made both by Faculty and students to the increasing cost of the *Bugle.* The price of the first *Bugle* was four cents, that of 1890 one dollar and in 1891 President Hyde said in chapel that a *Bugle* should be produced that would sell for twenty-five cents; but the price rose instead of falling. The expense of getting out the *Bugle* was partly met by advertisements, which first appeared in 1874. They have at times been somewhat difficult to obtain, the merchants feeling that they did not receive a sufficient return and the *Bugle* has printed urgent requests to the students to patronize those who have helped it by advertisements. But the receipts from the sales and advertisements have proved insufficient to meet the bills, and heavy class assessments have been necessary. In 1924 and in 1925 the tax was eighteen dollars, each member of the class, however, receiving a *Bugle* without extra charge. In 1924 about fifteen per cent of the class, who were known to be in straitened circumstances, were not asked for payment, but in 1925 the word went forth that there were to be no exemptions.

Some official attempts have been made to decrease the *Bugle* tax. One year in the early part of the present century the *Bugle* cost twelve hundred dollars and it is said that the sale, including that to Fraternities for exchange, did not average one to each member of the class. In March, 1907, the cost of the *Bugle* to be issued that year had reached nine hundred dollars and the Faculty voted to recommend to the class of 1909 that the total cost of their *Bugle* should not exceed five hundred dollars and that the individual assessments should not be over five dollars. The *Orient* approved the action of the Faculty. The editor said that the *Bugle* was not a good advertisement for the college, that it gave the impression that assessment and expenses in general were high at Bowdoin, and that he had discussed the matter with a former *Bugle* editor who believed that by making a few changes the cost could be greatly reduced. An earlier *Orient,* however, had taken a different view. It said, "The class *Bugle* is one of the few class works in which we take away a tangible recollection of our course. We do have our *Bugle* to look over after other class ties have been severed." It claimed that the expense was not an objection since it was known and prepared for in advance and that the *Bugle* more than anything else told other colleges what Bowdoin was. There is a similar divergence of view among the students today. The increase of cost is chiefly due to an improvement in the appearance, and a widening of the scope, of the *Bugle*. For the first few years the *Bugle* was a fly sheet with a picture of the campus for a heading. In 1867 it became a pamphlet with paper covers. The picture of the campus was placed on the back cover and one of the chapel on the front. In 1868 the cover was adorned by a bugle. In 1874 the name was changed to *Bowdoinensia,* which was printed diagonally across the cover, but the next year the old title was resumed.

The *Bugle* grew much thicker, with more numerous illustrations, but it lived for thirty years without attaining the dignity of a stiff cover. Then under the leadership of George B. Chandler, who had put the flag of '90 on the chapel spire, that gallant class crossed the Rubicon and their *Bugle* appeared with a stiff cover, on which, as befitted the annual of a learned institution, were pictures of the Phi Beta Kappa men of the preceding year. The editors knew that they were incurring serious financial danger and one of the illustrations is a group of five good looking young men (there were five editors) sitting at a table on which are books and papers, on the wall is a sign, "The Lord will Provide." But the class graduated without paying its *Bugle* bills and the *Bugle* of '91 has a picture of a cell in which are five young men in prison suits, on the table is a loaf of bread and a bucket of water, and a sign on the wall reads: "The Law will Provide." However, let it be said to the honor of '90 that its debt was ultimately paid.

In spite of the ill fate of '90 the stiff covers remained. They have been of various colors and have borne various devices. The college seal has been a special favorite, in one issue there appeared with it the chapel, in another the Bowdoin bear. In 1919 a soldier was outlined. For a few years the cover was of limp leather, thereby increasing both the beauty and the expense of the book. For many years each *Bugle* has had a special dedication. The first was of the *Bugle* of 1879, it ran, "To our Lady Friends; always full of love for us when we are in trouble; and full of trouble for us when we are in love, the hopes of whose approval have made us bustle at our work, and (w)hoop because tis finished." The *Bugle* was sometimes dedicated to the members of the class, that of '84 was inscribed to the members of the class and their girls. In later years it became the custom to dedicate the *Bugle* to a member of the Faculty or to some prominent alumnus. There was a sketch of his life and his picture was given the place of honor as a frontispiece. In 1919 the dedication was

To those sons of Bowdoin
who are serving humanity
and their country
On land, on sea and in the air
This book
Is proudly dedicated.

The *Bugle* could only very imperfectly supply the demand for a college newspaper and a college magazine, and in 1871 certain students determined to establish a fortnightly periodical that should meet both needs, particularly the first. Two of this group, E. P. Mitchell of '71 and Harold Wilder of '72, were crossing the campus one evening discussing a name for the projected paper when they noticed the brightness of the constellation, Orion, and Mitchell suggested this for a title. But after a little reflection the word seemed uneuphonious and inappropriate and he proposed Orient, with special reference to the rising sun on the college seal. The name was adopted but provoked much criticism. It was urged that the word Orient in no way suggested Bowdoin but only a "down-easter" and that to call Bowdoin peculiarly the eastern college was to disregard the latitude of Waterville and Orono. To meet these objections two years after the founding of the paper its name was changed to *The Bowdoin Orient*, but in ordinary speech and usually in the paper itself it remained simply the *Orient*.

The first number of the paper appeared in March, 1871. There were four editors, John G. Abbott, Marcellus Coggan, Herbert M. Heath and Osgood W. Rogers, all Juniors; of these Abbott is said to have been the leading spirit. The *Orient* has at times been accused of being too much a mere reflection of official opinion but such a charge could not have been brought against its founders. In their first issue they censured the excessive attention paid to the classics at Bowdoin, attacked the ranking system, often a sore point with the students, and expressed a wish that the money spent on the chapel had been used to found a professorship.

At first great attention was paid to the magazine side of the *Orient* and consequently many thought the paper heavy. In 1879 a correspondent wrote that he did not wish the *Orient* to be entirely light and humorous, "But what we protest against are these long articles on subjects which are only for an essay or discussion before a literary society and which it is impossible for the average college student to treat in an original and readable manner." In 1893 the paper, itself, expressed a similar opinion. It said, "Now the *Orient* is not, primarily, a literary magazine, it aims to give a reasonably full account of college life, a brief resume of the doings of our graduates, and offers an opportunity for free discussion of any subject relating to college interests that may arise. The literary department is a survival and by no means a survival of the fittest. We do not intend to disparage the productions of contributors, but the fact remains that the weakest part of the *Orient* is the so-called literary part."

Five years later, in 1898, a separate literary magazine was founded, *The Bowdoin Quill*, with Percival P. Baxter as the first editor-in-chief. Like other magazines it has suffered severely from lack of contributions and cash, but it has survived and now its expectation of life seems to be good. Like the *Orient* it receives a subvention from the proceeds of the blanket tax of twenty dollars a semester, which the college levies on the undergraduates for the benefit of various college institutions. A greater interest in literature among the students has increased the number and quality of the pieces offered for publication and the new ideas rampant among the young men of today have given many of the undergraduates something to say and a will to say it. A Professor stated a few years ago that he disagreed with the sentiments expressed in the *Quill* but that for the first time in its history the magazine was readable.

With the establishment of a literary magazine the *Orient* became still more a newspaper, but as it appeared only once a fortnight its "news" was very late. This was partially remedied in 1900 by making the paper a weekly.

There is also an unacknowledged brother of the *Orient.* After the expiration of the *Orient* year a paper of the same size as the *Orient* styled *The Bowdoin Occident* is sent to all subscribers to the former paper. The *Occident* is devoted to the recital of supposed events in which members of the Faculty, easily recognized under slightly altered and somewhat ridiculous names, play a prominent part.

The *Orient* has a double constituency, made up of graduates and undergraduates. What is news to the former is often very antiquated to the latter and much alumni news which is of great interest to classmates and friends makes small appeal to the young strangers in college. A desire has been expressed for an alumni review, but the cost appeared to be prohibitive. A plan, however, has now [1927] been worked out by Walter F. Whittier, a member of the Senior class, for the publication of an alumni news quarterly, *The Bowdoin Alumnus.*

From 1922 to 1927 the college possessed a humorous publication, *The Bowdoin Bearskin.* It was founded with the cordial approbation of the Student Council but failed to secure the support of either the Faculty or the students and in May, 1927, an announcement appeared in the *Orient* that the *Bearskin* was in financial difficulties and would be discontinued.

The achievements of Peary and of other Bowdoin men in the Arctic have suggested the name of another Bowdoin publication, *The Explorer.* This is a leaflet issued at intervals by the Alumni Council to inform the alumni of what is going on at the college.

CHAPTER X

ATHLETICS

PHYSICAL TRAINING and athletics were at first no part of American college life. During the eighteenth century almost no attention was paid to the health of undergraduates. As many people believed the enjoyment of various innocent pleasures to be unsuitable for a member of the church, so it was often felt that robust health and scholarship were hardly consistent with each other; and Gray's description of the "Pallid student, with his written roll," was thought to be in accordance not only with fact but with nature. The close of the century, however, saw a reform in this as in other educational matters; and when Bowdoin opened in 1802 the college took some care of the physical as well as of the mental and moral health of the boys under its charge. President McKeen gave members of the first class plots in his garden, that they might obtain exercise and recreation by cultivating them. But, with this exception, the college, during its first twenty years, had nothing to do with the exercise of the students except to restrict it. There was excellent pigeon shooting near Brunswick, there was also fishing, but in neither sport might the undergraduate indulge unless permission was first obtained. By 1824 conditions became so serious that the college government encouraged athletics, by advice. Longfellow wrote to his father, "This has been a very sickly term in college. However, within the last week, the government, seeing that something must be done to induce the students to exercise, recommended a game of ball now and then; which communicated such an impulse to our limbs and joints that there is nothing now heard of, in our leisure hours, but ball, ball, ball. I cannot prophecy with any degree of accuracy concerning the continuance of this rage for play, but the effect is good, since there has

Sargent Gymnasium and Hyde Athletic Building

been a thorough-going reformation from inactivity and torpitude." Longfellow, himself, endeavored to take moderate exercise regularly. In the letter just quoted he expressed a wish that he had a horse in Brunswick, in which case, he said, he would ride daily, in good weather. About this time came the forerunner of the gymnasium, a bowling alley placed where the chapel now stands.

The interest in ball appears to have developed into a general interest in athletic training. John Neal of Portland, destined to be known as an acute and independent critic and a radical reformer, came to Brunswick and gave instruction in boxing, bowling and other sports. A bowling alley was set up near where the chapel now stands. Most of the students voluntarily associated themselves as "gymnics" and petitioned the Boards to erect a shed where they might exercise. But the Visiting Committee, while highly approving of gymnastics as benefitting the students not only physically but morally, stated that Bowdoin could not then afford to erect the shed because other and more pressing needs of the college demanded all its funds. The same year the Trustees appointed Hon. Stephen Longfellow, the father of the poet, and Rev. Dr. Nichols of Portland, a committee to consider the subject of athletic exercises for the students. The committee appears to have made no report, but in 1829 the Trustees voted that in the fall term a series of lectures, which should include the subjects of diet, regimen and exercise, should be given to the Seniors and Juniors by the Professor of Anatomy. Students attending were to pay the Professor three dollars each. The Overseers appear to have been less appreciative of the value of a course in hygiene for they vetoed the resolution. The Trustees asked them to reconsider their action but they declined to do so. A compromise vote allowing the Seniors to attend anatomical lectures was then passed by both Boards. But many of these lectures were suited only for specialists and the next year the vote was repealed in accordance with a recommendation of the Visiting Committee. The Committee recommended that when practicable a course be given, resembling that originally proposed by the Trustees, but apparently nothing of the kind was done until the days of Dr. Whittier, over half a century later.

The students, however, were not discouraged by the conservatism of the Boards. The bowling alley disappeared but an out-of-door gymnasium was set up in the pines where the Thomas W. Hyde Athletic Building now stands. "This college playground, one of the first in America, gave physical training to Bowdoin men for over thirty years." But the college authorities were as neglectful of practical as they had been of theoretical hygiene. The care and support of the gymnasium were left entirely to the students, with somewhat unsatisfactory results. The *Bugle* of 1860 said that the setting up of the gymnasium had been made a Freshman duty, that each entering class attempted to accomplish something, but that it was opposed by the elements and the yaggers [lumberjacks from the woods], and had rather a hard time. The *Bugle* gave the following "summary of the present condition of the great department of Callisthenics in Bowdoin College, two ropes (suitable for swings), 2 do. (considerably shorter.) 1 ladder (movable) Iron rings (four inches in diameter, one inch wire,) 1 chopping block (for leaping over), 1 wooden frame (a cross between a rail fence and a saw horse), 4 big stones (for feats of strength), little ditto (for quoits), quant. suf. Pine trees (for climbing and raising emotions of the sublime), ad. lib."

Already, however, successful efforts were being made to obtain not only apparatus but a building. The brick and wooden structure on Bath Street originally used as a College Commons had fallen into decay. Many students petitioned that the building and grounds be fitted up as a gymnasium and that a sum equal to the interest on the amount thus expended be added to the term bills of the men using it. The Visiting Committee of 1859 advised that the request be granted and in 1860 the Boards appropriated two hundred and fifty dollars for the purpose. In 1861 the Visiting Committee presented an important report. They said that "The gymnasium established last year seems to have attained an unexpected measure of popularity and favor. The Executive Government are unanimous in their testimony not only as to its favorable influence on the bodily health and strength of the students but even as to its very happy intellectual and moral blessings. It is thought that in their vaultings and strainings and somersets they expend a great amount of animal energy which might otherwise bring them into serious collision with the laws of College, and also that, having opportunity for recreation and good influence on the college grounds, they are prevented from resorting as they have formerly done, to places of questionable character elsewhere."[1]

The Committee recommended that one hundred and twenty-five dollars be expended on remodelling the building, one hundred and thirty-five dollars for shingling the roof, and ten dollars for purchasing a lancewood bar. The Boards appropriated these sums and from time to time various amounts were voted for similar purposes.

The students had the benefit not only of a building but of a teacher. About 1860 William C. Dole, an ex-prize fighter, the class from which gymnasium instructors were then usually drawn, began giving instruction at Brunswick in gymnastics. Originally this was a purely private matter, like the study of French, thirty-five years before. A specialist in a subject not taught by the college appeared at Brunswick and held private classes, whether the student members paid their fees was no more and no less the concern of the college than if they fell into arrears with their tailors. Mr. Dole's work was very satisfactory and gradually his position was recognized by the college authorities. In 1861 every student signed a petition that the college pay Mr. Dole a competent salary and make the gymnasium free to all. But such a course seemed too radical to the Visiting Committee and to the Boards and they merely voted that students who voluntarily subscribed not over a dollar a term to the compensation of the director of the gymnasium might have that amount added to their term bills, provided that the consent of their parents or guardians was first obtained. It was doubtless felt the gymnastic training was no part of the work of a literary institution and that a charge for it should not be made without special permission. But in 1863 the Boards appropriated four hundred dollars a year for the salary of the instructor in the gymnasium and voted that to defray the expenses of the department one dollar and fifty cents be added to the term bill of each student. The salary was later raised to five hundred dollars. Mr. Dole served until 1870 when he accepted an offer from Yale. He was succeeded by one of the greatest directors of physical training that America has produced, Dudley A. Sargent. Mr. Sargent was born in Belfast, on September 28, 1849. When a boy he joined a circus, but he soon felt a desire for a different position in life and a college education. In 1870 he came to Brunswick and was appointed instructor in physical training at Bowdoin. He studied a year in the high school, entered college in 1871 and graduated in 1875. He then resigned his position in the gymnasium and, like his predecessor, accepted a call to Yale.

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[1] The report originally spoke of these places as being "elsewhere in the village" but the latter part of the statement was crossed out.

Mr. Sargent appears to have been dissatisfied with his treatment by the Boards, although in 1872 his salary had been raised from five hundred to eight hundred dollars. In his letter of resignation he said that students received their tuition for sitting in the library for an hour or for ringing the chapel bell, but that he was obliged to pay his janitor out of the apparatus money. President Chamberlain was most anxious to retain Sargent's services, but the Boards would not increase his salary, and he went first to Yale and then to Harvard, where he devised a system of physical exercise based on individual measurements, which gave him a national reputation. However, Bowdoin men can have the satisfaction of knowing that most of the principles on which the system was founded were worked out at the Maine college.

During Mr. Sargent's period of office gymnastic exercise was required of all students, an order to that effect having been issued by President Chamberlain on January 20, 1872. This marked a great change in the conception of a college, and much pains were taken to persuade conservatives that the ideals of Bowdoin were not being lowered or the safety of the students endangered. The Visiting Committee called particular attention to the fact that the gymnasium had been running for several years without any accident of importance, and they quoted statements of members of the Faculty to prove that the exercise had benefitted the students mentally and morally as well as physically. Annual exhibitions were held, but these were of doubtful value as propaganda though stimulating to the students. Some of the feats were decidedly spectacular, unless exactly performed they were perilous, and many who saw or heard of them freely expressed their disapprobation of what they considered useless and dangerous circus tricks. In July, 1875, Mr. Sargent issued a circular describing and defending gymnastic training at Bowdoin. He said that during the fall and winter terms every student not physically incapacitated was required to exercise for half an hour a day, five days a week, the exercises consisting of thirty movements, each lasting one minute. "The discipline is peculiar. Each student is permitted to talk, to laugh, and sing if he chooses, provided he can do it and attend to his business." Mr. Sargent stated that the regular exercises of the college classes were distinct from the work of the voluntary division of "proficients," that they were not spectacular, and that the object in prescribing them was the improvement of the health of the students. Of the exhibitions he said that "Some of the feats are exceedingly difficult and can only be executed after many years of practice. When accomplished they amount to nothing in themselves, but the power of concentration and the rapid and responsible exercise of judgment which are so frequently called for, will be of great service to a man in any vocation in life." Mr. Sargent said that if there were no sports, contests, and exhibitions, "an element would be set free which in a short time would demoralize the whole institution. This is the work which gives to energy and daring a legitimate channel. It kindles enthusiasm and furnishes a stimulant to the indolent and inactive. Without the reacting influence of these 'sports,' the class exercises would soon be devoid of interest, and without interest any system of physical culture, however well-planned, can be considered little less than a failure." This was an anticipation of a truth which is often regarded as a recent discovery, that formal exercise done as a task is of inferior value. A Bowdoin graduate, however, had already proclaimed the principle. In 1861 the Brunswick *Telegraph*, then edited by A. G. Tenney, of the class of 1835, said: "The introduction of the bowling alleys was a capital move, as bowling combines in an eminent degree amusement with exercise. To derive good from exercise one's mind must be diverted."

In the six years after Mr. Sargent's resignation there were three instructors in physical training, Frederick K. Smyth, for two years, who was also tutor in mathematics, Alfred Greeley Ladd, a Senior in the Medical School, for one year, and D. A. Robinson, a medical student and instructor in mathematics, for three years. Then for five years no instructor was hired, but the captain of the varsity crew did all that was done in that capacity without pay. In 1886 Frank N. Whittier was appointed Director of the Gymnasium at a salary of six hundred dollars a year.

To the Bowdoin men of today "Doc Whit" needs no introduction; but for the alumni of tomorrow when, like Professor Cleaveland, President Hyde and others of the greatest men of the Faculty he shall have become a tradition, some account of him may be useful.

Frank Nathaniel Whittier was born at Farmington, Maine, on December 12, 1861, fitted for college at Wilton Academy and graduated from Bowdoin in 1885. He made his mark in college, both as a scholar and an athlete, being a member of the Phi Beta Kappa and captain of the first Bowdoin crew to win an intercollegiate boat race.

After graduation Mr. Whittier began the study of law, but on receiving the call to the Bowdoin gymnasium he accepted it and remained there first as instructor and then as Professor of Hygiene and Physical Training until his death in December, 1924. Mr. Whittier took a course in the Medical School and received his M.D. in 1889; in 1897 he was appointed an instructor in the School and later became Professor of Pathology and Bacteriology. He was intensely devoted to the School and has been called the heart of the institution.

"One interesting thing about Dr. Whittier was that without a great deal of university or graduate training he had in very full measure the attitude of the scholar and the scientist. He did as much original research as did any other member of the faculty of his time, perhaps, indeed, he did more. Some of his discoveries were of national importance, as for example, his demonstration microscopically that the firing pin of every rifle has an individuality of its own, that every cartridge leaves, as it were, its own finger prints."

Dr. Whittier was able to accomplish so much in his double role as gymnasium director and medical professor because of his great physical strength and vitality, which, however, at last gave way under the burdens which he insisted on carrying alone, and his ceaseless energy. President Sills says: ". . . as one passes swiftly in review those busy years, it is not surprising to find the keynote to Dr. Whittier's career in hard work, in tireless industry. Of all the men of my acquaintance he worked the hardest and rested the least. He was not a busy man with the fretfulness and fussiness that is the bane of so many Americans and that is so essentially childish. I never knew him to say 'I'm busy.' But he worked as few other men work, and long into the night. Those lights in his laboratory one could never find out, passed he by ever so late."

But Dr. Whittier was no scientific recluse, thinking only of retorts and gases. He had a keen knowledge of human nature and had he followed his original intention of being a lawyer he would have been a redoubtable champion in forensic conflicts. President Sills says: "Dr. Whittier was a positive man, a good fighter. In faculty he was a most resourceful debater, a skillful fencer, a stout advocate of his cause and best of all, perhaps, one who knew how to take a defeat and how to come up smiling. He was a patient man, tenacious, in many ways very conservative, with a constitutional liking for things as they are and with a distrust of newfangled notions particularly in physical training. In politics he was a staunch Republican and on one occasion at least rejoiced in being the sole member of the Faculty to refuse [to sign] a political petition. The term 'stand-patter' had no terrors for him.

"Dr. Whittier had a keen and very lively mind. He was the wittiest man amongst us, with a dry, quaint humor that was expressive of his own elusive personality. It really was an intellectual treat to hear Dr. Whittier take up a subject, for his quaint whimsical analysis — turn it about — play with it — delay until the very end to bring out the point. He exemplified in such exercise American humor at its best."

But by the majority of Bowdoin men Dr. Whittier may be remembered less for his scientific attainments or even for his forcible and original way of putting things, though his ability helped to make many a student-meeting a success, than for his development of physical training at Bowdoin, his championship of strenuous but honest athletics and his interest in the individual students. President Sills truly says: "He knew the undergraduate in a way that no one else amongst us — except possibly the Dean — knew them. He counselled them as a wise physician and as a friend, no less; and if sometimes there were something a bit direct and stoical in his prescriptions there was never a doubt about the kindly heart underneath. . . . No other member of the faculty did so much to help undergraduates who were in need of work or of financial assistance. How often professors and students, too, would say to discouraged and needy boys, 'Go to Dr. Whittier and he will help you.' . . . That same interest and sympathy led him to climb dormitory stairs or walk to distant chapter houses at all hours of day or night when students were ill or hurt. Like all other physicians he made occasional mistakes, but these were never due to lack of care or of unwillingness to consult others."

Dr. Whittier's services were rewarded in the best way, by appreciation and success. ". . . His was a happy life and a happy death. He wished for the chance to serve his college and it was given him in full measure. He wanted always to die in harness, and death came to him suddenly, early on that December morning while he was on the train to Portland on professional business.

"Others will take up his manifold tasks and duties; for the College goes on as her servants do their work and die. His influence will for long years to come inspire and help. After unremitting toil to him comes rest, after labor, repose, and the sweetest *Nunc dimittis* must have stolen on his ears, for he must have known that he had done good work."[2]

In 1886 the Department of Physical Training, after being tossed hither and thither, at last obtained a building specially constructed for its use. "Commons Hall" was small and ill-adapted for exercises and in 1873 the lower story of the unfinished Memorial Hall was appropriated temporarily for gymnastic purposes. But the hall proved very cold in winter, as cloth stretched across the window frames took the place of glass. In 1879 the Visiting Committee reported that there was great need of a new gymnasium, that plans had been drawn for one to cost from five thousand to six thousand dollars, and asked: "Is there not some graduate of the college — some poor narrow-chested, weak-voiced, pale, dispeptic, who in mercy to those who are to come after him, and moved by his own miserable experience, to the generous act, will adorn the grounds and bless posterity in the gift of this building?" No such benefactor appeared and later a committee was appointed by the Boards to solicit subscriptions, but it met with small success. "In 1884 William Blaikie, a famous lecturer on physical training, spoke in Memorial Hall on the benefits of gymnasium exercise. The students hoped for great improvements as a result of the lecture, but, as far as is known, nothing came of it except that one of the professors appeared at the gymnasium and permanently borrowed the only really good pair of Indian clubs." The students were becoming very impatient with the condition of affairs. The *Orient* said: "We submit that it would be better to allow the students to spend their time for exercise out-of-doors in the pure air where every one now spends his leisure hours, than to keep them swinging clubs, and pulling weights in such an unventilated old refrigerator as the gymnasium now is." Next year there was an improvement. The completion of Memorial Hall had dislodged the Department of Physical Training, but the Boards remodelled half the ground floor of Winthrop for its benefit and the *Orient* rejoiced over the acquisition of "a baseball and boating room twenty feet wide by a hundred feet long, well lighted and warmed and completely furnished with dumb-bells, Indian clubs, parallel bars and rowing weights." This, however, was only a makeshift and discontent reappeared. But the gymnasium fund was small, and the members of the committee having it in charge were reported as being unwilling to build until they could erect a substantial and permanent structure. Even the *Orient*, which had favored immediate action, admitted that "unless a temporary building were glaringly inconvenient, we should in all probability be saddled with it permanently." It was the more strange that funds could not be raised, as men not over inclined to make physical training a part of college work now hoped that a gymnasium might stave off what they regarded as the evil of intercollegiate athletics. Moreover the number of students at Bowdoin was decreasing and one reason was the little opportunity it gave for physical training. But this want was soon to be supplied, thanks in the first instance to a more persuasive lecturer than Blaikie. In 1885 Dudley A. Sargent, then Assistant Professor of Physical Training and Director of the Gymnasium at Harvard, lectured before the Bowdoin students on physical training, and stated at the close of his address that if Bowdoin would build a gymnasium he would be glad to equip it himself. Next day the Faculty subscribed a thousand dollars to a fund for a gymnasium and voted to ask the Boards to build one at the expense of the college, if the money could not be obtained in some other manner. The Boards assented. There was a slight delay, but in 1886 the gymnasium was completed and ready for use.

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[2] The substance of this sketch and all the quotations are taken from President Sills's Memorial Address.

It was said later that the erection of the gymnasium was a turning point in the history of Bowdoin, that it showed that the college was alive to the needs of the present. For several years the building had no name, then in 1889 the Boards voted that it should be called the Sargent Gymnasium. In the same year graded courses in physical training were introduced and counted toward a degree, although rank depended on participation, not achievement. It is said that Bowdoin was the first college in America to give credits for physical training. As some students might be able to "cut gym" extensively, yet get a passing mark by good work in literary branches, the Faculty authorized the instructor in Physical Training to require satisfactory work in his department as a condition of promotion to a higher class. The attendance rule was rigidly enforced; only the Faculty could grant exemption and this was not to be obtained without good cause. The records show that Mr. Doolittle was excused from exercises until he should recover his health, and a like privilege was given to several students that they might earn money to defray their college expenses, when the earning necessitated considerable exercise; but a petition for leave to substitute the taking of boxing lessons for gymnasium work was refused. Special permission to use the gymnasium was given to citizens of Brunswick of various ages, the list including both high school boys and clergymen.

The Bowdoin students appreciated the advantages of physical training, but sometimes showed their approval in a reprehensible manner. In 1891 the Faculty voted "that Dr. Whittier be requested to formulate some good plan for checking the custom of removing clubs and dumb-bells from the gymnasium without permission."

Within ten years after the completion of the gymnasium, which had been hailed as so great an addition to the college equipment, there came a demand for a new and larger one. For this there were two main reasons, an increase in the number of students, and a change in gymnasium methods. Indoor athletics were displacing the Swedish and German mass drills, which required much less space. President Hyde, in his report for 1896, set forth the need of a new gymnasium, but without result. In 1901 some of the alumni gave money for the drawing of plans for a gymnasium, and the architect who had built the "Sargent" prepared them. President Hyde in his report for the year described this preliminary work and said: "In the past Bowdoin has had the good fortune to find friends to give needed buildings and it is to be hoped that the same fortune will now produce a gymnasium suited to our needs." But in the depleted state of the college finances an endowment of the building was also necessary and it proved impossible to raise sufficient funds.

Ten years later the Faculty decided to make an earnest effort to obtain a modern gymnasium. There had been just criticism of the plans drawn in 1901, the last decade had seen much improvement in gymnasium construction, and it was determined to start anew by "seeking suggestions from the new gymnasiums at Dartmouth, Princeton and the University of Pennsylvania." In considering means of obtaining funds the attention of the Faculty was drawn to the circumstance that Mr. John S. Bowdoin of New York, a member of the Morgan firm, was a descendant of Governor Bowdoin, and that he had already shown his interest in the college by a gift to the library of a fund of one thousand dollars, the income to be used to purchase books relating to the Huguenots. Mr. Bowdoin was approached, perhaps with a hope that he would, himself, furnish the money needed for a gymnasium. This he did not feel able to do, but he promised $10,000 if an additional sum of $90,000 were raised during the year. A circular was then sent to the alumni reporting Mr. Bowdoin's pledge and urging that the completion of Dr. Whittier's quarter century of service be signalized by the erection of a new gymnasium. The circular stated that "with meagre and inadequate facilities he [Dr. Whittier] has won from Dr. Sargent and other experts the praise of conducting the best course of physical training given in an American college; and at the same time has done more than anyone else to keep Bowdoin athletics in the sound, healthy condition in which they have been throughout this period. To crown this period by a new gymnasium, as General Hubbard crowned a similar period of service by Dr. Little with a new library, would, in addition to meeting an urgent need, fittingly express the appreciation of our alumni and friends for this notable period of service by one of the most effective and loyal servants any college ever had." The response to the circular was disappointing. Many of the older graduates could see no need for a gymnasium so much more elaborate than that of their day. They told President Hyde, "This is a young man's enterprise, let the young fellows show whether they want it or not." The Faculty now turned to the undergraduates. On April 21, 1911, a student rally was held in behalf of a gymnasium. President Hyde described the attitude of the alumni; Dr. Whittier told how student subscriptions had caused General Hubbard to give a grandstand and said that the success or failure of the movement for a gymnasium would be determined by the action of the undergraduates. Very properly no attempt was made to take advantage of the excitement of the moment, but the students were requested, after cool consideration, to state the amount which they would subscribe. The young men rose nobly to the occasion; the undergraduates offered over eight thousand dollars, over a thousand more was pledged by students of the Medical School. The *Orient* stated that the greater part of these pledges was made by the Seniors and Juniors, and that the payment would come upon them, not their parents. In recognition of this generosity the Faculty declared the next Saturday a holiday. Even chapel was not held.

On May 5 Mr. Hyde of Bath offered to give $25,000 for an athletic building in memory of his father, General T. W. Hyde. On May 10 a second call to the alumni was issued and on June 1, a third, but by June 8 the pledges amounted to only $81,000 and $5,000 more from Mr. Bowdoin "if the hundred thousand were secured by Commencement." The subscription seemed on the verge of failure, but at the last moment a united and determined rush carried the ball over the line. At the Commencement dinner President Hyde thus described the victory: "On June 13, the committee finding that $10,000 was still needed, issued a final urgent appeal with a blank form of subscription attached. In response to this appeal money came pouring in, mainly in small subscriptions, at the rate of $2,000 a day, three days later, June 16th, the entire sum was subscribed and at Commencement there was an over-plus of five thousand dollars."

But the balance, while gratifying, proved embarrassingly small. The Athletic Building when finished cost forty-two thousand dollars instead of twenty-five thousand. Mr. Hyde, however, met the additional expense himself in order that the memorial to his father might be his gift alone. By careful management the gymnasium was completed without incurring a deficit, but though essentials were obtained it was necessary to forego luxuries. In a speech at the dedication of the building the architect said: "I have seen a good many gymnasiums first and last in my pilgrimages among the various colleges. Some of them are built of stone and finished regardless of expense, like that at Northwestern University. Some are the flimsiest wooden buildings, like that at the University of California, and some are built for business, like that at Bowdoin. As I said before, Dr. Whittier and ourselves have attempted to get the biggest building we could for the money without the use of any unnecessary expenditure. Our walls are finished inside in plain brick, unadorned, our ceilings are sheathed, our finish is hard pine. On the exterior we have practically nothing to offset the severe lines of the construction except the beaming seal of Bowdoin which adorns the pediment, and two unassuming lanterns to differentiate the front door from the back."

The Gymnasium has a frontage of 80 feet and a depth of 140 feet. On the first floor are the lockers, the dressing rooms, managers and instructors rooms, and rooms for boxing, fencing, and handball. On the second floor are the main exercising room, 112 feet by 76 feet, a smaller exercising room, a trophy room and offices.

The building is equipped with the most approved apparatus, is heated and lighted by modern methods, and is supplied with a ventilating system able to change the air throughout the building every twenty minutes.

The Athletic Building is connected with the Gymnasium. It has an earth floor 160 feet by 120 feet, and a one-twelfth mile running track 10 feet wide. In this building are set off spaces 120 feet by 40 feet for track athletics and 120 feet by 120 feet for a full sized baseball diamond with space to overrun the bases by nearly 15 feet.

Organized sports came to Bowdoin about the same time as did collegiate instruction in gymnastics.

"In the first number of the Bowdoin *Bugle* published July, 1858, there is editorial notice of the recent formation of two boat clubs, the 'Bowdoin' formed from the class of 1860 and the Quobonack from the class of 1861. '60's club, which had already put an eight-oared boat upon the river, contained sixteen members, to whom probably belongs the credit of being the founders of boating at Bowdoin. . . .

"On another page of the *Bugle* we are told that their boat was fifty feet long, painted straw color with blue stripe, and carried two flags, in the bow a white Jack with Bowdoin inscribed in blue letters, in the stern the American ensign. The uniform worn is described as consisting of blue shirts with white trimmings, blue pants, belts and straw hats. Tradition tells us further that Hon. W. W. Thomas, Jr. rowed stroke and Hon. T. B. Reed No. 7, but is silent concerning the positions of the rest of the crew. . . .

"The Quobonack Club was only a few weeks behind the 'Bowdoin,' for the *Brunswick Telegraph* of June 18, 1858, chronicles the arrival of the six-oared boat purchased by the members of the Freshman class. This boat is described as being forty-two feet long, bow a white Jack with Quobonack inscribed in red letters, in the stern the Union Jack. Of the make-up of the crew we know nothing, but the before-mentioned copy of the *Bugle* tells us that Thomas W. Hyde was president of the club, and among the names we notice F. L. Dingley and Henry J. Furber.

"It is probable that these first boat clubs were formed more with a view to recreation than for actual racing. . . . Still we are told that the '61 club intended to send a crew to the regatta at Worcester, although the project seems to have promptly fallen through on account of lack of enthusiasm. The graduation of the classes of '60 and '61, together with the breaking out of the war of the rebellion, put an end to boating for a time, and a touching obituary notice appears in a contemporary number of the *Bugle*. The classes of '66 and '67 attempted to revive the boating interest, but nothing definite was done."

In 1868, 1869, and 1870 state regattas were held at Brunswick, and although the students did not take part[3] the contests did much to stimulate interest in rowing at Bowdoin. A Boating Association was formed, a fund was raised by contributions from graduates and undergraduates and boats were purchased.[4] The first Bowdoin regatta was held on June 11, 1871. The same year the Sophomores bought a four-oared boat. The college also possessed a four-oared racer, the Forget-me-not, and it was decided to enter the state regatta. But the college crew had such hard luck, the bow oar having to give up on account of boils, and the stroke on account of whooping cough, that it was finally decided to send the Sophomores "to represent the college." But before reaching the starting line an oar broke, one of the rival crews refused to wait, and Bowdoin was out of the race.

"In 1872 it was determined to represent Bowdoin at the intercollegiate regatta held at Springfield. The students gave a gymnastic exhibition at Lamont Hall to raise funds for boating. A six-oared shell was ordered and the crew went into training early in the season. Price, a member of the celebrated St. John Paris crew, which had won the races at the Paris Exposition of 1867, was engaged as a trainer. Then came the traditional Bowdoin ill-luck of which boating men have always complained. First Captain Sargent, . . . had the misfortune to injure his arm so severely as to make it necessary for him to stop rowing for a time. Next, the new shell which had been ordered from New York was so injured in transportation that it was several weeks before it could be repaired. In spite of these misfortunes the crew developed great speed and felt confident of winning. The race was rowed at Springfield, July 23, 1872. Bowdoin took the lead at the start and had held it for two miles, when Hooker, who had been considered one of the strongest men in the boat, had a nervous spasm and was obliged to stop rowing. Thus handicapped, Bowdoin finished fourth but was credited with the best college record for one and one-half miles. The order in which the crews crossed the finish line was: Amherst, Harvard, Amherst Agricultural, Bowdoin, Williams, Yale." The breakdown of Hooker, the bow oar, was not unexpected to those who knew the facts. He had distinguished himself in athletic exercises but developed weakness in rowing practice at the close of the training season. But the time for the race was so near that it was thought inadvisable to make a change. The *Orient* said of the breakdown, "There is poor consolation in the fact that this mistake has taught us a most emphatic lesson. We only hope it may be profited by.

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[3] In the regatta of 1870 the college entered a crew but an oar broke as it rowed to the line and time to get another was refused.

[4] The names of some of the boats at Bowdoin bear witness to the culture and vivacity of the youth who rowed them. Three wherries were called the Mephistopheles, the Gil Blas and the Don Quixote, three single shells the Cupid, the Venus and the Psyche.

"With this lesson before us we shall be surprised if hereafter any one will be allowed to pull in the college boat on any other consideration than that he is the best to be obtained. Aware that the public judge only by the *result* of the race, we offer these remarks in no sense as a defense for Bowdoin, but as we said before, deeming it proper that our friends should know the position of matters, and that our defeat was not owing as many thought, to the quick stroke pulled by our crew, nor to their appearing too eager to keep the lead for the first part of the race, or, as one of the crew said, to taking the lead at the wrong end of the race.[5]

"The next year Bowdoin's prospects seemed bright. With four of last year's six in the boat, the same coach, and the experience they had gained, it hardly seemed possible that the white banner should fail to win an honorable place. The race was rowed at Springfield, July 17, 1873. There were eleven colleges represented. Bowdoin and Cornell had the ill luck to draw positions on the shallows on the extreme right. Under the circumstances Bowdoin made a good fight, finishing seventh according to the newspaper accounts, although the Bowdoin *Orient* claimed a tie for fourth place with Columbia and Cornell.

"In 1874 the famous drill rebellion so occupied the attention of the students that it was not possible to send away a crew.

"In 1875 the regatta was held at Saratoga. On account of lack of funds necessary to secure a suitable boat, our crew was obliged to practice in a lap-streak, weighing nearly 500 pounds, until within a few weeks of the race. This time there were thirteen colleges represented. Our men finished tenth, and it is a relief to learn that they offered no excuse for their defeat except the very satisfactory one that they couldn't row as fast as the other crews. The next year marked a change of policy. It seemed best to withdraw from the National Association and to work for a new boathouse and the promotion of class races. The class of 1873 had given a cup to be rowed for annually by the class crews, and for the next decade the class race was one of the great events of the college year. It is one of the few college institutions that has had vitality enough to be handed down without break to the present time [1893]. Each year the winning crew has the privilege of decorating the prize cup with its class ribbon. Formerly the names of the winners were inscribed on a parchment which was framed and kept in the College Library. On this parchment we find the names of some of the most successful of Bowdoin's younger alumni, among them R. E. Peary of the victorious crew of '77. The erection of a new boathouse in 1879, at a cost of about $800, shows that a healthy interest in boating existed during this period." The *Orient* highly approved the change from college to class races. It said, "By sending a crew one year and withdrawing for the next year or two, we lose half the benefit and all the interest of the races. We are continually starting afresh. We have no experience or training to build upon when a crew is to be organized." The *Orient* said that the intra-college races the preceding October had shown that successful races in "our own waters were possible, that they excited more interest than did those at Saratoga and a much larger number of students received the benefits of training."

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[5] A very stirring account of the race by one of the crew, Dr. D. A. Robinson, '73, may be found in Minot and Snow's *Tales of Bowdoin.* Dr. Robinson says in a letter to the author: "In the race at Springfield in 1872 the Bowdoin crew rowed the first half-mile in 2 min., 2 sec., and the mile inside of five min. This is the record for six-oared boats.

"Hooker was not considered 'one of the strongest men in the boat,' but was the weakest. In fact, Dr. Mitchell who examined us advised that he be dropped from the crew on account of weak heart. But as the Senior class was managing the crew and Hooker was the only man in the class who could possibly do the work he was retained. What he did in the race he did several times in training when we rowed 'on time.' He simply stopped rowing a few seconds until he caught his breath, but it was enough to throw the crew out of stroke and let Amherst and Harvard pass us. We came in a tie for third place with Amherst Aggies.

"We of course felt badly to lose the race for we had made much better time in practice than the winning crew made in the race."

Nevertheless, in 1882, Bowdoin joined Pennsylvania, Wesleyan, Princeton and Cornell in a Rowing Association. "The race [four-oared] was rowed at Lake George, July 4, 1882. Bowdoin rowed to the starting line at the appointed time and was obliged to wait over an hour in a drizzling rain for the other crews. When the word was finally given, Bowdoin went to the front and held the position for half a mile when she lost it by bad steering, and from that point, according to the associated press dispatch, guarded the last place to the close." The result of the race was a great surprise to everybody, for Bowdoin had made better practice time than any other crew on the lake. In December, 1882, delegates from Columbia, Cornell, Pennsylvania, Princeton, Rutgers, Wesleyan and Bowdoin met in New York City and formed the Intercollegiate Rowing Association. On account of the serious illness of her stroke, Bowdoin was not represented at the next regatta, held at Lake George, July 4, 1883. In 1884 the Bowdoin crew had an excellent prospect of winning when they were thrown out of the race by a passenger steamer passing in front of them. "A little later Bowdoin got a grain of comfort from the fact that A. H. Brown, '84, had a walk-over in the single-scull race." In 1885 Bowdoin met Cornell, Brown and University of Pennsylvania. Bowdoin was fouled by Cornell and finished third with two inches of water in the boat. The referee ruled out Cornell and ordered another race between Bowdoin and Brown. Bowdoin won by four lengths, "rowing the one and one-half miles in eight minutes and twenty-four seconds, which at that time was the best intercollegiate record."

In 1886 only Bowdoin and Pennsylvania met, and Bowdoin won, beating the last year's record by ten seconds. In 1887 there was a very close race between Bowdoin and Cornell, the latter winning by two and a half feet. This was the last four-oared intercollegiate regatta in which Bowdoin took part, for the next year both Cornell and Pennsylvania gave up fours for eights. In 1890 Bowdoin decided to follow their example. Bowdoin was beaten by Cornell. An Ithaca man said that the Bowdoin men "were nervous and ragged and spurted most of the time" and that they "were clearly outrowed and had not a ghost of a show." The Bowdoin men had been kept waiting a long time, the Cornell crew sending word that they could not leave their boathouse on account of rough water, and the *Orient* declared that Cornell was guilty of unsportsmanlike conduct and not for the first time. A race was also rowed with Boston Athletic Association, which Bowdoin won. This was the last race in which Bowdoin participated. The expense of an eight-oared crew was heavy, football and baseball made large demands, and the Boating Association decided to confine itself to encouraging class races. But the class crews went the way of the Varsity. Soon, instead of each class having a crew, the Sophomores and Freshmen raced on the morning of Field Day, but when new shells were needed the money could not be raised and the last class race was held in the spring of 1894 when '96 beat '97. There was talk of further racing but nothing was done; and in 1898 the boathouse was sold to the Lewiston, Bath and Brunswick electric railroad, and was moved on the ice to Merrymeeting Park, where it was made into a bowling alley.

Dr. Whittier closed his history of rowing at Bowdoin with the words, "Taken all in all, we may well be proud of Bowdoin's record at the oar. Boating has certainly gained the old college far more credit than any other branch of college sport and has made the name of the college familiar in many places where it would never otherwise be heard. Our victories have been honorable victories, and of our defeats it may be said that it were better to have rowed and lost than never to have rowed at all."

Rowing has the honor of being the first of the chief athletic sports to come to Bowdoin, but baseball followed close upon it. In the late eighteen-fifties the old "round ball" was gradually giving way in New England to "baseball." In the fall of 1860 some students who had become acquainted with the new game during the summer vacation, determined to introduce it into Bowdoin. It was received with great favor by all four classes, who quickly formed associations and teams. The Seniors led the way. They marked out a diamond on the Delta[6] and began to practice, the Juniors followed the good example, and on September 29, 1860, the two classes played the first game of baseball at Bowdoin of which there is any record; the Juniors won by a score of 23 to 13. There was in Brunswick a baseball club which, as most of its members were regularly employed, played its games before breakfast and was therefore named the Sunrise. Under such circumstances nothing could be more natural than a trial of skill between town and gown, and on October 10, 1860, the Senior nine crossed bats with the Sunrise at Topsham Fair grounds.[7] The teams were well matched, one was nearly as bad as the other, but the Sunrisers won, making 46 runs to the Seniors' 42. The victors behaved magnanimously, they had treated the college men very courteously during the game and at its close they presented them with the ball. The bat used was a new one which had been made that morning by Mr. John Furbish, father of ex-Treasurer Samuel B. Furbish. The eighteen players now wrote their names on it,[8] and it remained for some years a treasured possession of the Sunrise Club. It was then given to the Pejepscot Historical Society, and about 1919 was deposited with the college, which gave it a place of honor with the ball in the trophy room of the gymnasium.

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[6] The old athletic field is triangular in shape and the classical students of earlier days named it the Delta.

[7] There is a discrepancy in accounts of the game, concerning its exact date, but an article in the *Orient* of July 7, 1886, by "One of Sixty-One" is based on a contemporary diary of the writer, and he says that "Early on the morning of the 10th we repaired to the Fair Grounds," etc.

In 1864 a college nine was formed; then there seems to have been a decrease in interest, but in 1866 the baseball club was reorganized and Bowdoin joined an association composed of various local clubs, some of which were famous in their day. The other members were the Crescents of Saccarappa, the Pine Trees of Kents Hill, the Androscoggins of Lewiston, the Cushnocs of Augusta, and the Athletics and the Eons of Portland. An annual tournament was held, the winning nine was regarded as the champion of Maine and received the temporary custody of a large silver ball which had been specially manufactured in Boston. Later the trophy was changed to a pennant, which in 1875 was won by Bowdoin, to the extreme joy of the students.

Baseball came later at other Maine colleges than at Bowdoin, but in 1872 Bates and Bowdoin played, Bowdoin winning 25 to 19. In 1876 Bowdoin began her long series of contests with Colby by defeating her by a score of 30 to 8. No game was played with Maine until 1885. In that year there were two games, the score standing Bowdoin 8 and 10, Maine 7 and 6. A description of all of Bowdoin's intercollegiate games for the last fifty years would be tedious and would swell this history beyond reasonable limits. A list of the contests with the Maine colleges, and the scores, will be found in the appendix; here there is only room for an occasional comment, a notice of a few of the most interesting games, and a brief summary of results.

There has been at times a laxity in training. The *Bugle* of 1878 gave warning, by authority of the captain, that however able a man might be, he could not make the team unless he was willing to train in the winter and practice in the spring. In 1898 the *Orient* announced that in the preceding year "The fellows smoked regularly and paid no attention to hours whatever," but that this year training rules would be enforced. At times there was a lack of unity in the college, and in the team. The *Bugle* of 1888 said that in 1887 "We lost the championship through internal dissensions, and the same cause bids fair to produce the same result this season. So long as personal considerations or society feelings are allowed to triumph over College loyalty, so long will our athletic interests pay the penalty."

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[8] The Bowdoin team consisted of Johnson, c., Emery, p., Loring, ss., Wiley, 1b., Howe, 2b., Finger, 3b., Thurlow, lf., Hicks, cf., Stubbs, rf. One of the Sunrisers was Ira P. Booker, in later years Assistant Treasurer and Treasurer of Bowdoin.

If Bowdoin men sometimes admitted that the college was to blame for its defeats, at other times they maintained that their opponents won through the partisanship of the umpire. On one such occasion the *Bugle* burst into poetry, stating that,

> The solemn fact was recognized
> By all our players then
> Nine men can never win a game
> When the other club has ten.

There were also charges and counter-charges of hiring players.

The Faculty has usually been very liberal in giving the teams leaves of absence, but its point of view is not always that of the students, and in 1897 there was a most serious disagreement over the baseball schedule. This schedule, as first arranged, called for twenty games within a period of about six weeks, necessitated several hundred miles of travel and provided for games in each of the six New England states. It seemed to the Faculty inconsistent with the attention of the nine to their college studies and even detrimental to athletic interests themselves. The amount of time required for the trips was far in excess of that taken by any previous nine. The schedule was referred to the manager and to the Faculty members of the Athletic committee with suggestions that the number of games be cut to fifteen at least, that there should be but one prolonged absence from Brunswick and that it should not exceed four days. There was much excitement among the undergraduates who held a college mass meeting and invited President Hyde to attend. Some of the students urged that arrangements had been made which it would be dishonorable to break, and finally the team was allowed to play nineteen games, of which fifteen were to be in Brunswick.

The Faculty exercised a wise restraint in other ways. In November, 1898, they voted that there should be no ball game in Brunswick on Memorial Day, and in June, 1905, they advised that a proposed game after Commencement with a professional nine be not played.

The games in the eighteen-sixties and seventies are remarkable because of their large scores. In the present century the scores have often been very small, and on some occasions the regular nine innings have not been sufficient to give the victory to either side. In 1902 Bowdoin played a ten inning game with Dartmouth, the score, however, was fairly large, being 8 to 7 in favor of Bowdoin. Bowdoin might have said of her opponent, as did De Montfort at Evesham, "'twas from me that he learnt it," for baseball was first introduced at Dartmouth by a Bowdoin student of the class of '69 who transferred to the New Hampshire college. The season of 1903 saw a great triangular battle of pitchers, the champions being Cox of Bowdoin, Mitchell of Maine, and Vail of Colby. In one of the games with Colby neither side scored until the last inning and no Bowdoin man reached first base. In the ninth inning Bowdoin made three runs and won. The *Orient* said of the game: "About this time rumors came down from Waterville of the p[h]enomenal prowess of Mr. Robert Vail, the great 'King Bob.' Bowdoin went to Waterville and Colby played her King. A right good King he was, too, but Bowdoin had the Ace." Maine also proved a dangerous rival, but the season closed with Bowdoin the victor. In 1910 Bowdoin and Colby played a seventeen inning game. In the sixteenth inning Hobbs, the Bowdoin pitcher, was injured, he weakened and Colby won the game.

On the Ivy Day of 1912 Bowdoin played the longest baseball game in its history, defeating Bates by a score of 4 to 1 in an eighteen inning game. Of this battle the *Orient* said: "Captain Means ended his brilliant pitching career by the best exhibition of endurance, grit, and pitching ability ever seen on Whittier Field, and every man on the Bowdoin team played wonderful baseball. In the eleventh inning Bates brought in a run, and things looked bad for the White, until Neal Tuttle, appearing for the first time in a Bowdoin uniform, tied the score with a home run hit. The game was brought to a sensational close in the eighteenth inning when Weatherill scored Brooks on a beautiful two bagger. Means had seventeen strike outs to his credit and allowed nine hits while Stinson of Bates struck out ten men and was hit safely eleven times. Joy and Brooks, who, like Captain Means, were playing their last game for Bowdoin, also distinguished themselves in this contest, the former having twenty-seven put outs at first, and the latter catching a wonderful game and refusing to leave the field though badly injured three times."

The longest game played with an out-of-state college was a thirteen inning one with Trinity in 1915. It was largely a pitchers' battle, and Trinity won by a score of 1 to 0; the Bowdoin defeat is said to have been due to a wild pitch.

Bowdoin's banner year in baseball was 1921. At home it defeated each Maine college twice; out of the state it not only won from Wesleyan and Amherst but defeated Princeton, 4-3, and Harvard, 4-1. The next year was less successful, but Bowdoin tied Maine for the state championship, beat Pennsylvania, 6-2, and Columbia, 10-6. Princeton, however, got revenge with a 7-1 score and Bowdoin was also beaten by New York State.

When baseball was first introduced at Bowdoin it is probable that over half the college played. For many years each class had a nine, and for a time each fraternity; the local hazing society, Phi Chi, and even the Faculty had teams, at least in the *Bugle*. But with the development of track and football, and with baseball itself becoming a more highly specialized game, these nines disappeared. An attempt has been made in the last twenty years to revive some of them, but with only partial success, they have been born, died and been born again. Among the objections to them were that they prevented men from trying for the Varsity, that they caused feeling between the fraternities, and that the practice of "ragging" from the grandstand, harmless enough in these games, was apt to be carried over into intercollegiate contests.

Today there is a Sophomore-Freshman game and a successful inter-fraternity league. The old evils of intra-college baseball have nearly disappeared and the fraternity games are helpful in carrying out the new policy of athletics for all.

Field and track contests began at Bowdoin in a very modest way. On October 30, 1868, a "tournament" was held at the Topsham fair grounds for the championship of the college. The events were a two hundred and twenty yard dash, a mile run and a mile and a half walk. The next fall there was a more elaborate tournament of eight events. For a few years meets were sometimes held in both the fall and the spring, but in 1876 the fall meet was discontinued. The *Orient* explained that the attention of the students during the opening fortnight of the year was taken up by other matters than preparing for a field day, that only three or four weeks then remained before the weather became too cold for an outdoor contest and that a fall field day could be little more than an impromptu affair at the best. Several colleges had abandoned fall meets for this reason, and the *Orient* approved of Bowdoin's action. The next year, however, the paper took a different view. It said, "Of the three associations sustained by the students [boating, baseball and track] this [track] is best calculated to promote health and manly vigor, and we believe that there is a good deal of surplus vitality in college that might be profitably worked off in this direction."

An attempt was made to excite interest in the contests by freak events, and for a number of years the meets usually included one or more of the following races, potato, wheelbarrow, sack, knapsack, hop-skip-and-jump, and three-legged. These were for the benefit of the spectators. The contestants were lured by prizes, usually made of silver. To the winning class-team was presented a jug of cider. On one occasion this resulted disastrously. It was the custom to choose the President of the Y.M.C.A. from the incoming Senior class. The class of '80, which appears to have been an impious crew, had only one man in that worthy organization. A believer in muscular Christianity, he was also a member of the winning track team. Someone "doctored" the cider, the team celebrated, the Y.M.C.A. man behaved as no Y.M.C.A. man should, and lost the presidency. However, he was a "good sport" and declared that he had rather have had his fun with his class than hold any college honor.

In 1895 the Maine Intercollegiate field and track contests began and soon took the place of the Bowdoin field day, but in 1902 class contests were for a while resumed and now the Sophomores and Freshmen have a meet in the fall.

Bowdoin has been remarkably successful in the state meets. It has won more championships than all the other colleges combined and has to its credit an unbroken series of victories from 1919 to 1927, both inclusive.

In 1887 Bowdoin sent a team to the New England Intercollegiate meet. The score was then expressed in prizes, and of these Bowdoin secured one, the second place in the pole vault being won by Lory Prentiss of '89, later Physical Director in the Lawrenceville School. His jump was 9 ft. 2¾ inches. In 1911 the Athletic Council recognized the feat of Bowdoin's pioneer victor by voting him a "B." Bowdoin did not again compete in a New England meet until 1893 when it failed to win a single point. But in 1894 Soule of '95 won the two-mile run, bringing five points to the college, and Borden, a Medic, won one point in the running high jump. From this time there was an almost steady gain. In 1896 Bowdoin won fourth place, in 1897 third and in 1899 the college won twenty-three points and the meet.

The contest was most dramatic. It was uncertain till the end and in part turned on the question when the end came. The last event was the pole vault. Walter B. Clarke of Bowdoin and a Williams man were tied for second place. If the points were divided Williams would win the meet by one point, if the vaulting was continued and Bowdoin won it, then the Maine college would win first honors by a single point. The vault was jumped off, Williams protesting, and Bowdoin won.

The Lewiston *Sun* thus described what happened when the wondrous tale was telegraphed to Brunswick: "To say Bowdoin was overjoyed by her unexpected but well earned victory is to put it mildly, very mildly indeed. The news was received at 8.15 Saturday night, and after the first incredulous feeling such a wave of excitement struck the town as has never before been seen. The chapel bell was rung, a bonfire was hastily collected and lighted, which, however, was one of the largest ever seen here. The band was hastily collected and the impromptu collection of rejoicing students paraded and listened to bright speeches by faculty and undergraduates until 1 o'clock in the morning." Godfrey of '99 was the first of the victors to reach Brunswick, he was carried in triumph to the chapel steps (no easy task, he stood six feet four inches high and weighed two hundred pounds) and a speech demanded. He named each man and each received a three times three. He also spoke of the sportsmanlike way in which the Bowdoin men had been treated, particularly by Dartmouth and Williams, and these colleges were likewise given the triple cheers.

Such success against colleges larger and wealthier than Bowdoin must be exceptional, but Bowdoin has since won two first and three seconds in the New England Meet. Bowdoin has also produced men with remarkable records. In 1899 Cloudman of 1901 won the hundred yard dash in the Maine Meet in 9⅘ seconds, making a record for the United States and equalling the world's amateur record. In 1900 he broke the New England records for the 220 yard run and the broad jump. Frederick B. Tootel, '23, after distinguishing himself greatly, while in college, in throwing the thirty pound weight and the sixteen pound hammer, won the hammer championship at the Olympic games of 1924 with a hammer throw of 174 feet and 7 inches.

Football, so long considered the chief sport at Bowdoin, at first made its way slowly and humbly. In 1869 the Sophomores and Freshmen played the first game.[9] The "teams" were the members of the two classes and the rules were similar to those of the English kicking game. A precedent was thus established which was followed for nearly thirty years. In the late eighties the Seniors and Juniors began to take a hand, the contest gradually degenerated into a farce and in 1898 it was abandoned. But during the eighties football of this type was a popular game at Bowdoin. Almost every afternoon during the fall term a few enthusiasts would congregate on the campus, kick a football about and yell "football" until enough of a crowd collected to warrant "choosing up." Then two captains would be nominated from the floor, the choosing up would be duly performed, and the game would begin.

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[9] An account of this game by one of the participants, Dr. D. A. Robinson, may be found in the *Orient* of 1925.

The *Orient* usually gave football a strong support. It assured the friends of baseball that the "national game" could never be supplanted by minor sports like la crosse and football and ventured the assertion, "There is no reason why a good, well conducted game of football should not be as interesting as any other athletic sport." An attempt to introduce the more elaborate Rugby game was made in 1882 and renewed in 1884. In that year an association was formed with Frank N. Whittier as President and William W. Kilgore as Vice President. The *Orient* kindly assured the students, not their grandmothers, that "The blood-thirsty accounts of the last football fight between Yale and Princeton should not alarm our novices, as this is a highly evolved form of the game which we cannot hope to reach for some years." But despite this encouragement little was done. In 1888 Rice of '89 and Sears of '90, both of whom had played football before entering Bowdoin, got the students to take up Rugby[10] once more. There were no outside games, but the *Orient* noted that "Foot-ball has gained greatly in popularity this term and if we may judge from the number of invalids and cripples among us we should say that very satisfactory progress has been made in the knowledge of the game." On October 12, 1889, Bowdoin began her contests with outside football teams by playing Tufts at Portland. Tufts won by a score of 8 to 4, making her two touchdowns in the first ten minutes of the game.

"Bowdoin's second game of foot-ball, the first ever seen in Brunswick, was played with the Boston Latin School eleven on the college Delta, November 2d. The home team won an easy victory, the Latin School boys being unable to do anything with our heavy rush line."[11] The score was 44 to 0. "On the following Saturday Bowdoin and Bates met on the delta, in the first game of foot-ball ever played between two Maine college teams. The Bates backs played with snap and dash, but could do nothing with our heavy rush line." Bowdoin won by a score of 62 to 0. "On the whole the friends of foot ball were greatly encouraged by the results of the season's work. Great credit is due to G. B. Sears of '90, who captained and managed the team, and was active in rousing enthusiasm for the game. To Mr. Sears, more than to any one else, belongs the title of 'Father of Football at Bowdoin.'"

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[10] The term "Rugby" has been used to differentiate the new game from the old, but it is "American Rugby," not in all respects like the English.

[11] This and several of the following quotations are taken from Dr. Whittier's account of football at Bowdoin.

In the following year Bowdoin entered a league whose other members were Amherst, Dartmouth, Massachusetts Institute of Technology and Williams. "The first championship game was at Hanover, with Dartmouth, November 1st. The result was a great disappointment to Bowdoin supporters, Bowdoin being defeated by a score of 42 to 0. The secret of our defeat lay in that Bowdoin could not stop Dartmouth's round the end runs while Bowdoin plays were often stopped behind the line by the Dartmouth tackles breaking through — The second championship game was with Williams, and was played in Brunswick, November 5, Bowdoin was defeated by a score of 50 to 0. The story of the game is that of the Dartmouth game over again. Williams, however, gained ground through the line, and by a criss-cross, as well as by round-the-end plays. The game was marred by much slugging and rough playing.

"The league games with Amherst and M. I. T. were not played. Our team was so badly crippled after the Williams game that it was thought best to forfeit the game with Amherst.

"Technology whose experience in the league was a duplicate of our own forfeited to us."

We also played our first game with Harvard this year. The score was Harvard 54, Bowdoin 0. "The Boston papers called our players 'giants' but said the lack of blocking and clean tackling was painful."

"For the season of 1891, E. B. Young was chosen manager and R. F. Bartlett, captain. The prospect for foot-ball was not bright. At a meeting of the Intercollegiate Association, Bowdoin had been dropped from the league. Only two men were left in college who had played regularly the year before. The former management had left the association deeply in debt, and the foot-ball interest in college was so dead that it was only by the greatest exertions that Captain Bartlett could get men enough upon the field to form two elevens." Nevertheless, reasonably good work was done, men were trained for the next year, and the debt was paid off. On October 15, 1892, Bowdoin played her first game with Colby, winning by a score of 56 to 0. On Friday, November 11, Bowdoin defeated Brown's strong eleven at Providence by a score of 8 to 0. Carleton and Fairbanks made the touchdowns. Bowdoin played her best game for the season, a game that probably would have defeated any New England college that year, barring Harvard and Yale. In the spring of 1895 Dr. Whittier wrote of Bowdoin football, "We have had good elevens the last two years, but we need harder work and more careful training to bring our teams up to a standard. In base-ball and track athletics, Bowdoin will always be handicapped in competing with other New England colleges, by the shortness of our Maine season; but in foot-ball we have no such disadvantage, and there is no reason why Bowdoin should not take the same stand in foot-ball that she formerly took in boating. But to do this, individual, class, and society interests must be set aside, and all work with a will to give the whole a place of which every Bowdoin alumnus must be proud."

Thirty years have passed since these words were written, Bowdoin has kept up football, with alternations of victory and defeat, but her small size, due largely to her standards of scholarship, and the need of expensive coaching have prevented her from taking an outstanding position.

In 1893 Bowdoin played her first game with Maine, winning by a score of 12 to 10. In 1897 Bowdoin for the first time lost a game with a Maine college, Bates defeating her by a score of 10 to 6. In 1900 Bowdoin defeated Amherst and Tufts, and played Yale and Harvard. The *Orient* called the season the most satisfactory one in Bowdoin's history. Massachusetts critics ranked the team fourth in New England, only Yale, Harvard and Brown being given a superior position. The class of 1878 presented the team with sweaters and in the following February the Boston alumni invited the members to attend the annual banquet as their guests and sent a check for travelling expenses. In 1903 Bowdoin was beaten by Amherst 23 to 0, but she won honor in defeat. The *Orient* said: "The score does not tell the story by any means, of how the light team from Bowdoin held Amherst's heavy line for downs on the one yard line, of the brilliant, desperate playing of Captain Beane, or of the wonderful fight of the crippled Bowdoin backs." There was a similar and more successful display of resolution in a game with Bates, the last of the season. "The game was nearly over, the score five to five, Bates had the ball on Bowdoin's twenty-two line, with eight yards to gain. Bowdoin braced and held like a stone wall, taking the ball on downs. Never was such a fierce attack as the Brunswick team made now. In six rushes thirty-nine yards were gained. Kinsman was given the ball, Finn and Fernald opened a good hole, and Kinsman was off like a shot, running through and over his opponents at race horse speed, winning a touchdown and the game." In 1909 Bowdoin beat Tufts 6 to 0. Tufts reached the Bowdoin five yard line, but could not fight her way across the final strip. In 1910 Bowdoin took revenge on Amherst, Captain Smith making the only score of the game by kicking a field goal. In 1913 Bowdoin played a nothing to nothing game against Wesleyan, showing special skill in meeting Wesleyan's forward pass. In 1915 Bowdoin was beaten by Amherst on account of what the *Orient* described as the wretched tackling of the whole team, and the remarkable running of Rucker of Amherst. The same year Bowdoin was beaten by Colby 54 to 6, the defeat being partly due to the remarkable ability of one of the Colby players, Cawley. In 1916 Amherst lost to Bowdoin; her captain, Goodrich, repeatedly broke away for long runs, but his gains were more than balanced by Bowdoin's line bucking. Of the season the *Orient* said: "Coach Weatherhead inspired the team with the one thing that had so long been lacking — fight — and supplemented this with a thorough and careful teaching of the game. Captain Shumway made a most excellent leader for the team. Trainer Magee played no small part in keeping the men in as good physical condition as he possibly could."

Since the war Bowdoin's record in football has on the whole been disappointing to her alumni, although some creditable victories have been won.

Rowing, baseball, track and football have been the chief sports at Bowdoin, but other games have been played from time to time and some of them have received official recognition, first as minor and then as major sports. In the eighteen-fifties cricket was played and in the eighteen-seventies lacrosse. In 1884 bicycling was popular and seems to have been regarded as a sport. But the first minor sport to be authoritatively recognized was tennis, originally lawn tennis and played on grass courts. In 1882 a tennis set appeared at Bowdoin and there were a few players. Next year there was a great increase in interest. The college, itself, laid out ten courts and they were in constant use. The *Orient* said, "The present interest in lawn tennis will doubtless account for the inactivity manifested in other directions. That this game promotes health and is in every way free from objectionable features, is attested by many eminent physicians. As the play requires quickness of movement, a sharp eye and a good disposition it is well adapted to benefit all that engage in it." In 1884 an association was formed for preparing clay courts.

In 1883 the long series of interfraternity tournaments was begun. The Psi Us and Dekes won the singles and the Dekes the doubles. A match was arranged with Colby. The doubles were played in Brunswick, the singles in Brunswick and Waterville. Bowdoin won the doubles and Colby the singles. In 1892 the Maine colleges formed a tennis association. But at Bowdoin, after the first enthusiasm, there came a serious decrease in interest; the very existence of the sport was threatened. In 1898 there was so little regard for the interfraternity tournament that it was not played out. In 1902 the tennis account showed a deficit of eighty dollars. The Athletic Council paid the debt under protest, but it was announced that this action would not be a precedent, that hereafter the manager must get a better subscription list or that the college must give up tennis. But next year Bowdoin won the championship in doubles in the New England College tournament. The sport maintained itself and now it receives a moderate grant from the general athletic fund.

Another game which made its way slowly at Bowdoin and only triumphed after a marked failure of interest is hockey. In the winter of 1906-1907 a game, to be played at Brunswick, was arranged with an Augusta team, but the condition of the field caused it to be cancelled. In February, 1907, a Bowdoin team went to Concord, New Hampshire, and was defeated by St. Paul's School, 11 to 0. The Athletic Council permitted two games with the University of Maine, but the vote stipulated that it should be considered as only authorizing a temporary arrangement. The first game was at Brunswick and Bowdoin won 4 to 1. The return game at Orono was close and hard fought. At the end of the first period, of ten minutes, the score was 1 to 1, at the close of the second period, of twenty-five minutes, the score was the same, but in the third period Maine made two goals and won the game. During the contest a Bowdoin man was injured, but Maine withdrew his opponent so that the game might continue. Next year hockey was dropped at Bowdoin, the students preferring to take their ice exercise by skating on the river, and the game was not revived until the winter of 1915-1916. In December, 1915, the Athletic Council authorized the preparation in the depression near the library of a rink of 100 feet by 60 feet, provided that the students showed sufficient interest; but it expressly voted that hockey should not be considered a varsity sport. There was severe criticism of even this limited permission. The *Orient* opposed it as did Track Coach Magee who declared that it would injure track, that it would develop muscles not important for track to the neglect of those which were. Nevertheless the rink was built but the game was soon transferred to a new one on the old athletic field. Hockey maintained its position and in 1925 had the honor of being declared a major sport.

Good work has been done in relay at the Boston Athletic meets. A fencing team has been maintained for twenty years though the sport has not called forth great enthusiasm or received large subventions.

In the maintenance of two sports, golf and outing, the students and the citizens of Brunswick have acted together. In 1898 some students formed a golf club to which townspeople were admitted; the immigrants soon outnumbered the aborigines and the name of the club was changed to that of The Brunswick Golf Club. But college men still had a right to use the links.

Recently, however, student interest in golf has been revived. Largely through the efforts of Mr. Fasso of the class of 1925 a college club was formed. In 1924 the Psi Upsilon Fraternity presented the club with a prize cup to be known as the Alfred Levenseller Wood cup in memory of a Freshman brother who had died a few months before and who had been much interested in golf.

Another recently established sport is outing. An Outing Club was organized in 1922, chiefly through the efforts of one of the Seniors, Karl Philbrick. The club has a cabin in the woods for headquarters and with the coöperation of the townspeople maintains a ski jump in winter on the Mall. In 1923 the outing team was recognized by the Athletic Council and in 1924 the Faculty gave the same privileges to outing that it did to hockey.

The last athletic diversions to become popular at Bowdoin are riding and polo. A good string of horses is now available and is much used by the wealthier students.

One intercollegiate sport has been formally condemned. Cross-country, after ten years of honorable recognition, was dropped from the list of Bowdoin's contests. The Athletic Council, with the full approval of Coach Magee, declared that these long runs tended to produce heart strain and ordered them discontinued.

The critics of intercollegiate athletics may say, and not wholly without reason, that the different sports, and especially football, have been in large measure battles of those highly paid specialists, the coaches, and therefore of pocketbooks. At Bowdoin the development of professional coaching has been gradual but almost irresistible. As noted above, Bowdoin's first football coach, Mr. H. C. Crocker of Amherst, was hired for the season of 1892. Then for two years the coaching was done by several recent Bowdoin graduates who served chiefly for love. In 1895 W. C. Mackie, an alumnus of Harvard who had played against Bowdoin in 1889 on the Boston Latin School team, and Mr. Hoag of the Boston Athletic Association, served together as coaches. In 1896 Hoag acted alone. In 1897 a Harvard graduate was engaged as coach. He knew the game but trained the men rather severely and was perhaps a little neglectful of the second eleven. The team on its side showed a lack of zeal and early in the season the captain resigned. The reason given was pressure of other work, but it was believed that lack of support by the team was the main cause. Some weeks later the coach followed the captain's example and the team finished the season under the instruction of two young alumni. In the following year the experiment was tried of employing three coaches, two of them for only a part of the season. Good work was done, the team scoring on Harvard, but the *Orient* demanded that Bowdoin engage not merely a good coach but the best one obtainable. J. B. Crolius, who had been captain of Dartmouth the preceding year, was appointed with good results. He was followed in 1900 by Locke, Brown '97, who had coached Tufts the previous year. The *Orient* said of him, "Mr. Locke has been the most satisfactory coach to the college that Bowdoin has ever had. Every man in college that has any ambition in foot-ball whatever has been given an opportunity to show what he could do. The positions on the team have been filled by the best men. Mr. Locke is a perfect gentleman on the field and his coaching has been free from the disagreeable scenes that have sometimes occurred." In 1901 a former coach came back for a short time and was succeeded by several Bowdoin alumni. The season ended with Bowdoin beaten by every Maine college. The *Orient* gave as one reason for the catastrophe, failure of the men to turn out, but added, "Even if a large squad is ready next year, it will be useless unless a competent coach stays with the men right through the season. One poor coach is better than ten good ones at different times. What would we think of a course in language in which the instructors were changed three or four times. It is just the same with football. Each coach has his special system of plays, his own theories of training and working. There is money enough to insure the engagement of the best coaching ability in the country so let us have it." The demand for a continued service was followed and for the first time at Bowdoin a football coach, John O'Connor of Dartmouth, served with full authority through two successive seasons, and did well.

In 1904 Ross McClave of Princeton was coach and in 1905 Barry of Brown. Mr. Barry was given several assistants and had some help from McClave who came to Brunswick for ten days. At the close of the season the *Orient* said that the change to the Brown method was thought to be a mistake, that the Princeton system would probably be adopted the next year and that the undergraduates hoped that the one chosen would be continued for some time. There was a call not only for a permanent system but for a Bowdoin system and for a Bowdoin man as head-coach. The *Orient* said that in earlier days football was more advanced at other colleges than at Bowdoin and that an outside coach was therefore necessary, but that this was no longer the case. The *Orient* also pointed out that there was a probability of a radical change in the football rules and that all the colleges would then be compelled to develop new theories and styles and that the moment was therefore an opportune one for Bowdoin to strike out for itself. The *Orient* said that the head-coach should be assisted by others to train players for special positions and that the sum, eleven hundred dollars, paid the past year to the out-of-state coach would be sufficient to defray the salaries of all these men.

Mr. Charles T. Hawes of the class of '76, a member of the Board of Overseers, who has taken a special interest in Bowdoin athletics, wrote to the *Orient* urging the adoption of a Bowdoin system of football. He said that when an out-of-state coach was engaged the manager must be guided by recommendations which were not always reliable, that a good player was not necessarily a good teacher of the game, and that although it might be earnestly desired to adhere to one system, the college which had developed this system might in a given year have no coach available for Bowdoin.

In 1906 Bowdoin again tried alumni coaching. A 1901 man was made coach and another alumnus assisted him. The early part of the season was disappointing, the latter part very successful. The friends of a Bowdoin system alleged that it had not had a fair trial, that there should have been more than two graduate coaches, but in 1907 there was a return to the old custom of employing out-of-state coaches. McClave of Princeton was once more engaged and was continued for 1908. His quiet and courteous ways combined with a thorough knowledge of the game, made him very popular with the students. At the close of his service the *Orient* said, "Coach McClave gave his best endeavors to produce a winning team. To lose but one game in a championship series for three seasons is an enviable record. Ross will be sorely missed next season, both by football men and by the college at large. He was an athlete, a gentleman and a scholar." McClave was fortunate in having an efficient ally who kept the team in good condition. The same editorial which highly and justly praised McClave added, "No comment need be made on the efficient work of Trainer Nickerson. 'Nick' was always on deck to look after the men and to whisper a word of encouragement between the halves."

The year 1907 was marked by the introduction of secret practice. This forbidding Bowdoin men to watch their own team seems to have caused dissatisfaction and McClave explained the matter to a student mass-meeting. He said that he made the change to obtain an opportunity to try out new men without their being mortified by a crowd watching their awkwardness and that he also wished to keep a few plays unknown. He stated that probably the secrecy would not be maintained for more than a week.

In 1909 Wallace C. Philoon, a former Bowdoin captain and star player, who had just graduated from West Point, and McClave each gave some time to coaching the team. For the next three years, Frank S. Bergen, a Princeton graduate of the class of 1910, served as coach. By 1912 some dissatisfaction with the Princeton system had developed, the treasury had been seriously depleted and the experiment was tried of engaging for 1913 and then for 1914 a popular and successful coach of a Maine high school. The result was a disappointment. The team met with mortifying defeats and there was much dissatisfaction among the alumni. Probably, however, no coach could have turned out a first-class eleven. Many of the best players had just been lost by graduation, and the team was an unusually light one. Still it is doubtful if the experiment would have been a success in any case. College men are often best directed by college graduates and a more minute knowledge of the game is required for college than for high school coaching.

In 1915, after nearly three months' consideration and search, Thomas J. Campbell of Harvard was appointed coach at what was then considered a large salary. In accordance with the wishes both of graduates and undergraduates a man trained under the Haughten system had been chosen and when, the next year, Mr. Campbell went to the University of North Carolina as Director of Athletics at a salary such as Bowdoin could not possibly offer, another "Haughten man," Albert Weatherill, took his place. For 1917 Mr. Day, also a graduate of Harvard, was chosen as his successor, but on account of the war Bowdoin agreed with Bates and Colby to employ no regular coach. Mr. Day, however, spent a fortnight's furlough at Brunswick and during that time coached the team without charge. In 1918 there was no Bowdoin team, although the Reserve Officers Training Corps furnished a team which was chiefly composed of Bowdoin men.

In 1919 Major Greene of Lewiston who had coached both Bates and Colby was engaged by Bowdoin and served for two years. At the end of the second year West Point gave Bowdoin the most crushing defeat in its athletic history. There came a loud demand for a new coach and Fred C. Ostergren, a former Holy Cross man who had been picked for the All-America team and who was then coaching the Portland High School, was urged for the place. But Major Greene's friends, and they were many, stood by him staunchly. They maintained that he was an excellent coach and that the defeats were not his fault. The team declared itself in his favor by a vote of two to one. Beyond the gates the battle was fierce and became somewhat of a local issue. The Lewiston and Portland papers made themselves counsel in the great case of Greene vs. Ostergren, each championing the cause of its townsman. But the Athletic Council, which had the final word, decided in favor of Mr. Ostergren. He was engaged for one season at Major Greene's old salary of eighteen hundred dollars, and at the close of his term he was re-engaged for three seasons at a salary of four thousand dollars a season. But he failed to turn out winning teams and was attacked and defended as Major Greene had been. The death of Dr. Whittier gave an opportunity for merging the offices of coach and gymnasium director and Mr. John M. Cates was appointed Director of Athletics and football coach. He received a salary of two thousand dollars in each capacity, the former is paid by the college, the latter by the Athletic Council.

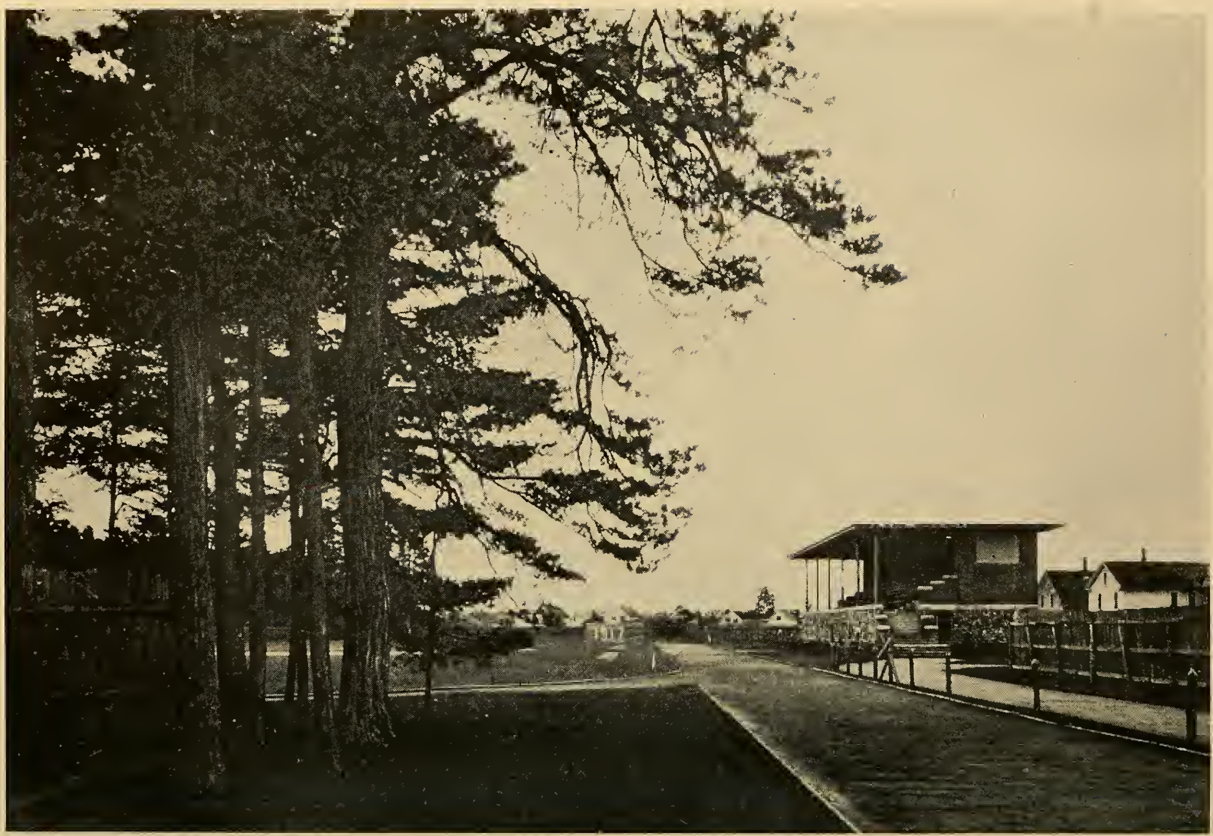
The death of Dr. Whittier was followed by a reorganization of the Department of Physical Training. Mr. John M. Cates of Yale was made Director of Athletics and football coach and he was assisted in the former capacity by Roland H. Cobb, '17, and in the latter by Malcolm E. Morrell, '24. Formal exercises in the gymnasium were largely replaced by outdoor and indoor sports, which began earlier and continued later than the old "gym work." Every effort was made to develop intra-mural contests, the Fraternities being taken as units, and to give the benefit of exercise to the largest possible number of students. Letter men are now excluded from this competition. The Sargent system of examinations was discontinued and each student is examined in the ordinary way by two or three physicians, special knowledge being thus made available. Men who are found defective are given corrective exercises.

In 1927 Bowdoin released Mr. Cates that he might accept a call to Yale. Mr. Morrell was made provisional director and football coach and Mr. Cobb was given entire charge of intra-mural sports. Mr. Cates did much to develop a policy of athletics for all, he was a gentleman and did not think athletics more important than scholarship. All this was well, but the will to succeed, so it be done fairly, does honor to any man and Dr. Whittier has shown us that scholarship, virtue and the fighting edge are not incompatible.

Non-alumni coaching for track and baseball was introduced at Bowdoin a little later than it was for football. Unlike football, these sports were professional as well as amateur and often the coaches were not college men. The first track coach was William F. Garcelon, a famous Harvard hurdler, who came in 1896 and served for three years. In 1899 a Yale man was engaged but he and the team did not get on well together and he soon resigned. The manager went to Boston to ask advice of Mr. John Graham, one of the best track coaches in the country. To the delight of the manager Mr. Graham said that he might be willing to come down himself for a few weeks, an agreement was reached and Mr. Graham sent a winning team to Worcester. He also served the next year and was succeeded by James G. Lathrop. Like Mr. Graham, Mr. Lathrop had an excellent record. He had coached Harvard teams for sixteen years and had recently studied foreign methods. He served at Bowdoin for five years and was engaged for the sixth but resigned to accept an invitation from Harvard.

The next two years there were two coaches, but in 1908 Burton ("Bert") C. Morrill was appointed and served four years. He also took a course in the Medical School and his relations with the students were close and pleasant. After he left there was again a two-year period with a different coach each year and then Bowdoin engaged Mr. John ("Jack") J. Magee who, with one break during the war, has served till the present time. Mr. Magee has been an unusually successful coach. Although the other Maine colleges have greatly improved in field and track, during the years of his guidance Bowdoin has won the state championship eight times in succession. He does not sacrifice everything to winning in a single year with the result that a champion team one year becomes a tail-ender the next, but provides for competent successors. Every man who wishes to try out is sure of welcome and attention. The coveted B has sometimes been awarded for constant, helpful effort rather than success. The squad is large and the Magee policy by itself is an approach to athletics for all.

The first baseball coach was F. E. Steere, Brown '94, who had been playing in the New Bedford League. He came in 1896 and served for three years, then for four years the coach or coaches changed each year. The coach in 1901 was a Bowdoin man, Hull, '97, who did loyal, efficient work. In 1903 Bowdoin engaged Mr. John Irwin, a professional player, who served six years and gave great satisfaction. Then there was a period of frequent change lasting until 1916 when Benjamin (Ben) Houser was elected. Mr. Houser had played on the Boston Nationals and the Philadelphia Americans; he had then coached professional and college teams.



Hubbard Grand Stand, Whittier Athletic Field

In 1915 he coached Colby. Since 1916 he has remained at Bowdoin doing excellent work with the baseball team and acting also as hockey coach.

Professional coaches are not only very expensive but at times they exercise an unfortunate influence on the youth under their charge. They are apt to encourage the feeling that the chief end of the college is to defeat its special rival, and that the true college hero is the great athlete. Moreover, the coaches sometimes set a bad example by their personal habits, even against their own wishes. It is said of one coach that he regularly began his training by telling his pupils, "I am here to teach you football, if you imitate me in other respects I'll knock your heads off." There has been a strong desire among college Faculties to modify the coaching system by making all coaches members of the Faculty. It was thought that the interruption of athletics by the World War gave an opportunity for the change, but in Maine, at least, the time was not yet ripe.

A student athletic conference was held and the *Orient* reported that "the representatives were unanimous in their condemnation of a policy of faculty coaching, which has been favored by the faculties of all the colleges, and decided to resume the former method of hiring seasonal coaches." But the changes so strongly objected to have now been partially adopted at Bowdoin. The head coaches of football, baseball and track serve throughout the year, the track coach is paid by the college and the football coach is a member of the Faculty by virtue of his position as Director of Athletics.

If a well-equipped gymnasium is needed for the older formal exercises a specially prepared athletic field is necessary for the better exercise of out-door sports, especially when they take the form of intercollegiate contests. Bowdoin's first athletic field was the "Delta," a triangular piece of land on the edge of the college grounds set aside by the authorities for student ball playing. In 1860 the undergraduates respectfully petitioned that some of the trees be removed. They also said that most of the students played ball, that the ground originally given them had been encroached on by the erection of Seth Adams Hall and that they thought it no more than just that their loss should be made good by the handing over to them of an equal amount of land. The Visiting Committee recommended that the Treasurer cause to be cut down such trees as in his opinion interfered with the playing of ball on the Delta and the Boards gave him the power.

In 1869 the Boards appropriated not over one hundred and fifty dollars for fencing the grounds and putting them in a convenient condition for use. But they were not shut off from the view of passersby; honest citizens and students could sit in their carriages or line the fence and watch the games, a circumstance which seriously reduced the gate receipts. A few years later grounds, which may have been less open to general view, were obtained at Hardings Station, four miles on the road to Bath. It was hoped that with the distance thus shortened the residents of the Shipping City would attend the games, but they failed to do so while the patronage of the students decreased, many alleging that the trip to Hardings made too heavy demands on their time and their pocketbooks. In 1884 the Boards referred a petition of the "Athletic Club" to a committee with authority to furnish the club with suitable grounds more remote from the college than the Delta if such could be found. But apparently none were discovered. In 1894 a plan for an oval quarter of a mile track at the Delta with two straightaways of 322 feet each was worked out. But it required the felling of some of the pines and this caused such criticism that the scheme was abandoned. The Faculty appointed a committee to consider the subject of a new athletic field and Dr. Whittier made an informal report on a situation near the Little Village and on another near the Delta. In 1896 the Faculty allowed the Athletic Association to use for the construction of a track a triangular bit of college land situated between New Meadows Road and Bowker Street. Adjoining land was bought for nine hundred dollars and by October the field was ready for use. On the tenth of the month the first game was played there, Bowdoin defeating Maine at football by a score of twelve to six. The *Orient*, in its own name and that of the student body, asked that as a recognition of the work of Dr. Whittier in obtaining the field and of his other services to athletics at Bowdoin the new field bear his name, and the well-deserved compliment was duly paid.

A great success had been won, but at the price of incurring a burdensome debt. A few years later, however, an attempt was made to improve matters and was successful in an unhoped for degree. The alumni of Portland and vicinity gave over three hundred dollars, the class of '98 two hundred and forty dollars and the undergraduates, themselves, three hundred dollars. But what was far more important, General Hubbard, '57, impressed by the generous loyalty of the undergraduates, and believing that those who helped themselves should be helped by others, gave a grandstand.

For many years Bowdoin had possessed a wooden affair which went by that name. In May, 1894, the *Orient* announced that "All who have been accustomed to frequent the Bowdoin Delta will be glad to notice that the old grandstand which had graced or rather disgraced this spot so long has given way to a more modern and prepossessing structure." But even this structure left very much to be desired. General Hubbard's building, however, as would be expected of anything he gave, was of the first quality. It is not a stadium, it by no means does away with the necessity for bleachers, but it contains seats for about six hundred spectators and a promenade, and beneath are well-equipped quarters for the home and visiting teams. The cost was about thirty-five thousand dollars.

In 1926 Mr. F. W. Pickard of the class of 1894 gave fifty acres of land which will be gradually prepared for various athletic sports.

For the conduct of intercollegiate athletics some special bodies are needed and with the increase of the complexity and cost of the system it has been found necessary to give professors and alumni a leading part in what was originally a student affair. In 1891 there was established an Advisory Athletic Committee consisting of the Director of the Gymnasium and one other member of the Faculty, two alumni and five students. Considerable authority was given to the committee, but in practice little attention was paid to the athletic constitution, custom ruled rather than law. The need of a new and more definite constitution was recognized and one was adopted, but owing to the opposition of some of the alumni who were most interested in athletics, it was not put in force. The difficulty arose over the question of graduate representation, the alumni demanding more than the students were willing to grant. At last in 1902 a compromise was reached and a plan for an Athletic Council of two professors, five students and five alumni was agreed to by representatives of the students and of the alumni. The new constitution was formally ratified by the undergraduates, the Alumni Association and the Faculty and with a few changes has remained in force for twenty-five years.

The financing of intercollege athletics is sometimes as difficult as the winning of victories. At first admission fees and moderate subscriptions from the undergraduates provided all the money that was needed, but these sources of revenue soon proved insufficient, and in 1895 the *Orient*, in discussing a letter of the Boston alumni which had criticised the student management of athletics, said: "Perhaps if the alumni were asked once in a while, instead of not at all, to contribute money to the support of our athletic interests, it would arouse their enthusiasm and bring about the desired closer relations." Whatever may have been the case in the last century, in the present, the touch method of stimulating Bowdoin loyalty has not been neglected. But the cost of sports, like that of everything else, has risen tremendously. At first the calls on the students, though urgent, were free from compulsion. In 1895, thanks mainly to the efforts of Dr. Whittier, the sum of five hundred dollars was obtained from graduates and undergraduates and the various athletic associations were nearly freed from debt. Five years later, again under the leadership of Dr. Whittier, four hundred dollars was raised at a student mass-meeting.

In 1908 the baseball association was staggering under a debt of one hundred and seventy-five dollars; unpaid subscriptions if collected would take care of it but nearly all the delinquents had graduated or had left college for other reasons. Again a mass-meeting was held and Professor Hutchins addressed it in his capacity as Treasurer of the Athletic Council. He said that athletics were a student institution and that if the students did not want athletics they could maintain their present attitude. If, however, athletics were desired by the student body, the student body must stand behind them financially. It cost nearly twice as much to run athletics as it did five years before, and every year the amount subscribed per student had decreased. This appeal proved effectual. On motion of Ralph O. Brewster, '09, the meeting voted that the baseball manager should solicit one dollar from every man in college, but for once solicitation was unnecessary. When the meeting adjourned the students fairly beset the manager with dollar bills in their hands. More dollars came in later and the debt was almost wiped out. But the raising of money by different subscriptions with an occasional shock treatment is not a business-like method of procedure. A manager is obliged to incur many of his liabilities before the season opens and he ought to be assured of a definite revenue. Moreover the unfortunate managers are obliged to make repeated tours through the dormitories, where they are as welcome as book-agents, they clash with each other and find that the students make the claims of their rivals a reason for sending them off with a trifle. In June, 1912, an attempt was made to avoid these difficulties by the establishment of a tax of fifteen dollars, payable in semi-annual installments at the beginning of each semester. There was created a new organization, the Associated Students of Bowdoin College, or the A. S. B. C., as it was commonly called. All students were supposed to join it and such as did not were barred from voting or holding office in various student associations. It collected the tax from its members and its Board of Managers which was composed of the managers of the various organizations benefited by the tax, distributed among them the money received, in such proportions and for such purposes as it deemed best. Because of the large number of objects for which the tax was spent it was known as the blanket tax. The payers receive the college weekly newspaper and the literary monthly, the *Orient*, and the *Quill*, and some reduction in the admission to home games. The tax, though a burden on self-supporting students, proved insufficient for its purpose. In April, 1919, an extra assessment of five dollars was voted, it being understood that the next year the expenses which it was levied to meet would be cared for by the Athletic Council or by the college. But year after year the supplementary tax was laid and in 1925 the blanket tax was formally made twenty dollars.

The history of the financial support of athletics by the Bowdoin students resembles that of the development of the English poor law. After the dissolution of the monasteries the care of the poor was left to the free action of kindly disposed persons, but this proved insufficient and the central government directed the parsons to exhort their flocks to liberality in this matter. Then local boards determined what their neighbors ought to give. Next, Pharaohs among the gentry who still hardened their hearts were asked by the Privy Council to come to London, often a troublesome and expensive journey, and explain their unchristian conduct. Finally a law was passed for the levying of a compulsory poor rate. At Bowdoin there were first numerous and urgent exhortations to help athletics and then the amount to be given was fixed by authority. Delinquents have been cited before student opinion and their associates stirred to action. In 1919, at the request of the Board of Managers, the *Orient* published a list of the men who had neither paid the blanket tax nor given a satisfactory reason for their failure to do so, the names of the fraternities to which these men belonged were also published. In October, 1923, the names of fourteen men who had neither paid nor applied for an extension of time were printed in the *Orient*.[12] Many then came forward with the money or sufficient excuses and the *Orient* announced that their names should be dropped from the roll published in the preceding issue. The final step of legal compulsion has now been taken. Twice, indeed, the students have voted to ask the Boards to put the blanket tax on the term bill. In neither case were the Boards willing to grant the request, but in 1925 they did so, the money being paid to the college treasurer and appropriated by the Faculty.

The establishment of the blanket tax increased and was intended to increase official power. But it also put into the hands of the students the means of seizing their old, rather anarchic control. In 1924 there appeared a printed appeal to the undergraduates. It roughly assailed the Athletic Council and especially its alumni members and called on the students to refuse to pay the blanket tax unless a radical change of policy was made or at least promised. The alumni secretary, who is a member of the Faculty, replied vigorously in the *Orient* and fortunately the students did not adopt so revolutionary a measure as stopping the supplies, which must have led to scandal and chaos.

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[12] The publication was against the protest of one of the most prominent and active minded of the students who declared in a letter to the *Orient* that some of the men might be unable to pay and that the publication of their names resembled blackmail and was an act unworthy of a gentleman. He was answered by one of the younger alumni who maintained that it was not the poorest men who failed to meet their assessments and that the slackers were more lacking in loyalty than in cash.

The development of college athletics placed a heavy burden on the managers. Not only do they handle large sums of money but they have the responsibility of buying and preserving great quantities of equipment and of arranging long trips whose expense is certain but whose receipts are doubtful. A week of rain can prove as fatal to the finances of an athletic team as a storm on election day may to the political fortunes of a candidate who relies on the farmer vote. The danger of entrusting the monetary success of a season to very young men chosen by a mass of still younger men who have little knowledge of the matters at issue, was seen early. The Athletic Committee of 1891 was given power to nominate two Managers for each sport from whom the association in charge of the sport in question was to select one. Like authority was given in 1902 to the Athletic Council, the election being made by the student athletic association. The nominations by the Council were not always satisfactory and on one occasion the students elected a man who was not in nomination. As a result the constitution was amended by permitting the Athletic Council to name one additional candidate if he were recommended to them by the Student Council. An amendment allowing the recommendation of one additional candidate in each sport was defeated by the negative of the Faculty.[13] But a little later a new system was adopted and almost immediately displaced by another, which is still in force. It provides that each fraternity and the non-fraternity men shall select not over four of their Freshmen as candidates for Managerships. They are tried out in different sports. At the close of the year they are rated by the coaches, choose in order of rank the sport which they prefer and serve as assistant managers, of which there are two for each sport. At the end of the second year one of them is chosen Manager. There are three electoral units, viz.: the captain, the coach and the manager; the lettermen; the Student Council. A managership is thus a Junior office, but an exception is made in the case of football where the manager must be a Senior, and accordingly two years of assistant work are required.

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[13] Amendments require the assent of the students, of the Faculty and of the Alumni Association.

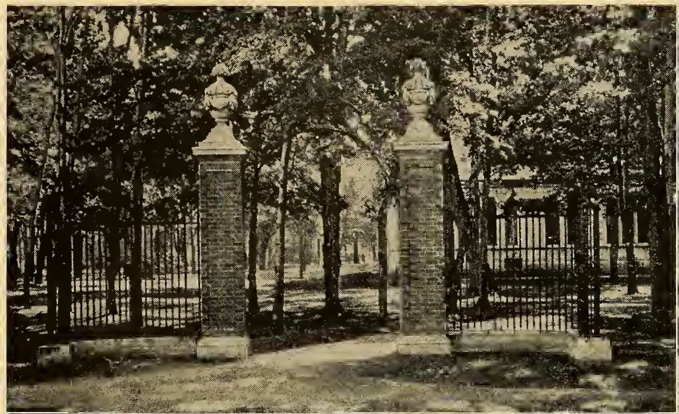
Not only has more and more care been taken to secure experienced and able student managers, but their authority has been limited. Formerly each manager had his own funds, made his own purchases and paid for them if he could and according to the young fellow's ability and the special circumstances of each year there was a deficit or a surplus. Other colleges were appointing graduate managers and a like course was urged for Bowdoin, but the expense prevented action. At last in 1922 Mr. Lyman A. Cousens, Bowdoin '02, accepted the position without pay and served until the appointment of Mr. Cates as Athletic Director in 1925. Mr. Cousens had the able assistance of Mr. Roland H. Cobb, '17, now Assistant Professor of Physical Training. Mr. Cousens established a central office which controlled all buying, issuing and making of contracts. He brought the Athletic Council from a material deficit to a material credit balance and is responsible for the finest piece of work done for athletics in a long time.

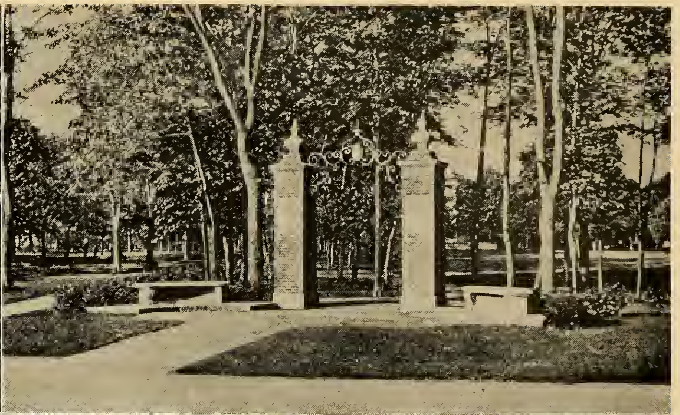
One of the most serious questions which Bowdoin has had to face in athletics, as in general policy, is, shall it consider itself as primarily a Maine or a New England college. Bowdoin was the first college in Maine to take up football, for some years after the others began to play the game they were not in its class, and at a student mass meeting in 1893 the feeling seemed to be that it was inadvisable for Bowdoin to enter a Maine League, that games with the other colleges of the state would take much time, for in the earlier Maine football seasons, each college played its opponents twice instead of once as is the custom today, would weaken the team, and would prevent games with out-of-the-state colleges by whom Bowdoin was considered a worthy rival. But an out-of-the-state policy had serious disadvantages. There were few home games. The students were called on for subscriptions but they saw little for their money. If this criticism were obviated by bringing Massachusetts teams to Portland or Brunswick, the expense was heavy. In a few years the other Maine colleges became dangerous opponents of Bowdoin. By the alumni and still more by non-Bowdoin men the state games were regarded as almost the only games. An excellent fight against a Massachusetts college or even a victory meant little in Maine. Bowdoin appeared to be dependent on its home state for students. When sub-Freshmen and even their fathers, if they lived in Maine, thought of Bowdoin as a place for education they considered its athletic record and they determined this by the scores of the games with Bates, Colby and Maine.

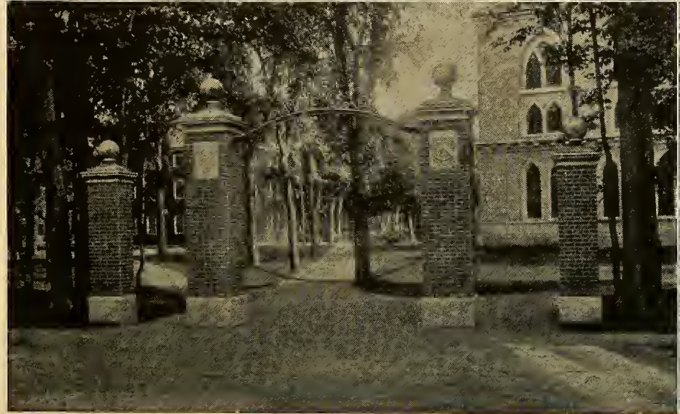
But alumni living out of Maine took a different view. The games which they and their friends saw were the ones played near their own homes, those which the Boston and New York papers thought worthy of description were the contests with colleges in Massachusetts, southern New England and New York. Possible Freshmen from the metropolitan districts were only slightly impressed by the fact that worthies like Longfellow and Hawthorne had graduated from Bowdoin nearly a century before. William Pitt Fessenden was forgotten, perhaps, even "Tom" Reed was nearly so, but if Bowdoin beat Amherst and scored on Harvard, there was proof that the college was doing great work today! At the time of the football slump in 1914 the Philadelphia alumni, who had formed a small but very zealous association, sent a letter to the college with the war cry, more money for the coaches, better games for the teams. They urged that permanent relations be established with such institutions as Amherst, Williams, Wesleyan, and Trinity even if it became necessary to sever the connections with some Maine colleges, and they pointed out that the requirements of admission to these latter institutions were lower than at Bowdoin and that they had men on their teams who had tried in vain to enter Bowdoin. A letter giving similar advice was written to the *Orient* by G. E. Carmichael, '97, the Headmaster of an excellent academy in Connecticut, which he had founded himself and had loyally named the Brunswick School.

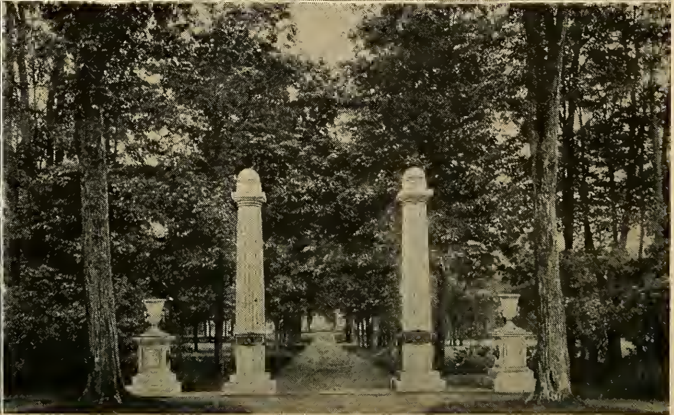
President Hyde, however, deemed it most unwise for Bowdoin to separate itself from the state from which it sprung. He told the Boston alumni that considerations of expense would not be allowed to prevent the engaging of a sufficient number of competent coaches and that he wished for more games with colleges near Boston, but that "We must beware of an arrogant superciliousness that is likely to be developed should we follow a recent trend and that is the attitude of pulling out our connections from colleges whose athletic standard is not what we would like our own to be."

Bowdoin is still wrestling with the problem of intercollegiate athletic relations, perhaps in the nature of things no final answer can reasonably be hoped for.









THE FRANKLIN C. ROBINSON GATEWAY

GATES OF '78

THE WARREN EASTMAN ROBINSON MEMORIAL GATEWAY

GATES OF '75

CHAPTER XI

THE CAMPUS, THE BUILDINGS AND THEIR CONTENTS

OF the selection of a site for the college mention has already been made. The Boards were of necessity chiefly occupied with immediate needs, but they were not unmindful of the claims of the future when the sandy plain then covered with blueberries and pines should be a real college campus, and they were determined that as far as in them lay the outward appearance of the college should be worthy of its function. In November, 1802, shortly after the opening of Bowdoin, the Boards voted that there should be made a survey and plan of the college grounds on which should be marked the location of the college buildings with such as should be contemplated hereafter. In 1808 a committee was appointed to procure a plan of the ground "where the college buildings now stand extending so as to comprehend all additional buildings that may in future be necessary for the colleges,[1] to note in said plan all such improvements in the whole site as might be made by a removal of any of the present buildings with such walks, streets, lanes, and other conveniences as may be requisite to complete the plan." Alexander Parris, a well-known architect and landscape gardener, was consulted and in September, 1808, the Boards voted that his plan of a ground plot No. 2 be accepted, and that the President, Treasurer and Secretary of the Trustees should be a committee to set out on the plot such trees as they should judge to be most eligible. The plan has disappeared. It was probably destroyed when the treasurer's office, then in a privately owned building, was burned in 1862. Professor Packard states that the plan provided for a planting of the yard with trees on the borders and in square and diamond figures and that trees were set out but that only certain balm-of-gileads and one elm were able to live in the sandy soil.

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[1] The different buildings were often spoken of as "colleges."

The college yard was not only bare but small. Professor Packard says, "The south fence ran from the north end of Appleton to Maine St. in front; and the rest of the present grounds to College St., and the whole area in rear of the halls to the pines and to Cleaveland street was open common."

Efforts were made to change the desolate aspect of the campus. The different classes celebrated tree days. The Faculty would grant adjourns to a class and the members would go to the woods, dig up a small tree and transplant it to the college yard. Unfortunately the young gardeners often closed the day in a less innocent manner. But the custom of tree planting gradually died out. In 1841 a student noted in his diary that only a few of his class would take part. The college, however, did not allow the whole burden of arboriculture to fall upon the students. But the Boards were less liberal than the Visiting Committee. In 1835 a proposal was made that the portion of the college land lying south of that already fenced be likewise enclosed, cultivated and ornamented with trees, the college officers living on or near it, Professors Smyth, Packard and Newman, having offered to be responsible for its cultivation. The Visiting Committee approved the suggestion but the Boards refused.

In 1840 the Committee advised that, as the library had a surplus of seven hundred and fifty-four dollars, the continuing appropriation of three hundred dollars a year for its benefit be suspended for three years and that the money be used for the improvement of the grounds. The Committee stated that their waste and desolate appearance contrasted unfavorably with that of other institutions, that this was due to the poorness of the soil and not to negligence, but that a little extra attention would work a great improvement at a small expense. It suggested that a terrace be erected some six or eight feet from the walls of the two dormitories, Winthrop and Maine, that the soil within it be covered with clay or manure and then ornamented with trees, shrubbery and flowering plants. The Committee expressed the opinion that this would have a favorable effect on the health, taste and even the morals of the students, "as there is unquestionably a sympathetic influence, however secret and impalpable it may be, between external and internal order, between what we habitually behold and daily do, between what pleases us and what makes us please others." The Boards were not ready at that time to go so far as the Committee proposed, but they appropriated one hundred dollars for raising an embankment around Maine and Winthrop, planting trees and improving the grounds. Later more liberal appropriations were made for the latter purpose and in 1857 the sum of three hundred dollars a year was voted for four years for carrying out, with certain modifications, plans furnished by Mr. Lucas, a landscape gardener of Massachusetts, the work to be under the supervision of the President and the Treasurer. Mr. Lucas, with the coöperation of Rev. Dr. Chickering of Portland, devised what Mr. Cleaveland describes as "the tree border in waving lines, which now adorns (some may say conceals) the halls and grounds from the passerby." Over four thousand trees were set out and the Visiting Committee highly praised both Lucas' plans and the execution of them, but Professor Little says in his *Historical Sketch*, "Unfortunately neither the tastes of the landscape gardener nor the votes of the Boards had influence over the sandy soil. When the railroad was constructed through the village a large amount of clay and loam was distributed over the enclosure with good results. Subsequent attempts at enrichment of the soil have been confined to very limited portions." The campus was mown but once a year and one of the perquisites of the janitor was pasturage upon the college grounds for his cows.

In 1884 Acting-President Packard urged that a definite plan be adopted for the improvement of the grounds. He said that the college could not afford to employ an engineer but that if some friend of Bowdoin would give his services as a labor of love something might be accomplished. Little was done, however, for over fifteen years and the college was publicly criticised because of the unkempt state of its campus. For this the students may have been somewhat to blame. Undergraduates like other Americans are prone "to catch the nearest way," and they persistently refused to keep off the grass. Their conduct moved the *Orient* to remark, "The college authorities justly think that there is little need for any new cuts into the campus lawn. The few short-cut paths which are essential will eventually be made into walks but after that there will be serious restrictions put on the formation of any new paths. Such a conservative compromise between a lane and a pasture ought to suit every one and every one ought to take his share in keeping it in condition."

In the nineties a landscape gardener set out a few flower beds which were later, with general approval, turned back to grass. When the new library building was erected in 1902 the campus was necessarily much torn up and the Boards took advantage of the opportunity to grade it, appropriating not over one thousand dollars for this purpose. In 1910 the Boards voted six hundred dollars for removing and replanting trees. Professor Files gave over two hundred varieties of young trees, the larger, mostly evergreens, were to be set out in their permanent positions at once, the smaller ones were to be placed near the observatory and transplanted later. Among the kinds selected by Professor Files were the Scotch pine, Norway spruce, pines, box, elder, and several varieties of the oak.

The care of the campus involved provision for the health and comfort of the students, particularly the securing of pure drinking water and proper drainage. To the first the Boards gave early attention. In November, 1802, they requested Messrs. Dunlap and Hasey, members of the Board of Overseers, and residents of Brunswick and Topsham, respectively, to cause two wells which had already been begun to be sunk. Subsequently other wells were driven. Still later barrels of water popularly known as "split," from a student yarn that they had originally contained corpses for the medical school preserved in alcohol, were placed behind the chapel. In cold weather a tank took the place of the barrels. In 1906 small tanks which are kept filled with Pine Spring water were placed in the ends.

A matter of great importance to the physical comfort of Bowdoin students is the provision of proper walks. Brunswick is situated on a sandy plain, it is noted for its low temperatures,[2] and mud, water,

[2] In the early part of the nineteenth century a vigorous war was waged between Hallowell and Brunswick for the "honor" of being the coldest town in the United States. Hallowell, however, appears to have had the best of the contest.

snow and ice make locomotion at times difficult and even dangerous. In 1804 the President was authorized to have "plank ways" laid down from his house, and the "college," that is, Massachusetts Hall, to the Chapel. From time to time other walks were made but they were sometimes too low, the natural difficulties in securing a dry campus were great and there was much dissatisfaction. In 1898 the *Orient* announced that, "A regular line of steamers will soon be put on between the various points of the flooded campus," and it asked why some of the money lately received by the college could not be used for levelling or draining the walks. Something was done but not enough, and in 1902 the *Orient* expressed the hope that the promised board walks would come the next year, and repeated the old joke about boats being put on the campus. The grading which followed the erection of Hubbard Hall wrought a great improvement, the campus has now many raised gravel paths winding through a well-kept lawn, yet it must be admitted that there is still too much snow and ice in the winter and far too much water in the spring.

For three-quarters of a century the lighting of the campus was left to nature. It was by the "bonnie moon" and the "little stars" that '68, according to its war-song, was mustered to do or die. In 1875 the *Orient* asked why lamps could not be placed along the paths, and said that they were much needed and that, if the new oil were used, the expense would be only about three cents a night. But artificial illumination of the campus was not to come for some years and then it was introduced for the benefit of the citizens of Brunswick rather than for that of the students. After Memorial Hall was finished various public exercises were held there in the evening, the townspeople experienced some difficulty in finding their way to the hall and two lamps were placed on paths leading to the entrance. Other lights were put on the campus from time to time and subsequently electricity was introduced, and now the quadrangle formed by the principal buildings is well illuminated, perhaps, in the opinion of some, too much so. In 1900 the *Orient* expressed a fear that the lighting of the entrances to the Science and other buildings would spoil the effect of the campus on moonlight nights, and Professor

Johnson is reported to have said that the loggia of the Art Building was lighted to keep off the human June-bugs.

From early days a part of the college grounds was protected against the intrusion of the cows which for many years were allowed to roam the streets of Brunswick and from time to time more of the yard was enclosed. The fence consisted of plain bars and uprights, with iron posts in the middle of the narrow entrances. In 1896 the *Orient* noted with pleasure that, "The old whitewashed fence, whose only sphere of usefulness was to furnish material for Hallowe'en bonfires, and its adjuncts the posts, to get between which one had to go through a series of contortions, have both disappeared from the front of the campus." But at times the old fence had died temporarily, for worthier ends than student celebrations. Elijah Kellogg, at his fiftieth commencement, told, perhaps, with playful exaggeration, how when his funds were low he would go out at night and burn the fence and then the innocent Treasurer would hire him to rebuild it.

Nearly every college with a century of history has had connected with it at least one "Character" of marked eccentricity and known by some nickname to generations of college students. If temporary sojourners and brief, though regular visitors,[3] are excluded, Bowdoin has had but one of this class, Thomas A. Curtis, as he called himself, or Diogenes as he was renamed by the students. He came to Brunswick as exhibitor of a small puppet show, soon undertook the cleaning and pressing of old clothes, and then gave himself to the discharge of some of the duties of a janitor, building the fires in recitation rooms and in the studies of such ease-loving undergraduates as chose to employ him. For about twenty-five years he lived in a hovel which he himself erected, and during all this time he maintained the strictest silence concerning his former life. Many persons made conjectures, some of which were probable, some not, but no one knew.

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[3] Like "Daniel Pratt," "the great American traveller," who passed most of his life going from college to college amusing the students by inconsequent addresses and receiving from them contributions and a nomination for the presidency of the United States. An account of a reception of this well-known half-wit of the third quarter of the nineteenth century will be found in Minot and Snow's *Tales of Bowdoin,* pp. 127-132.

There were, however, certain traits of character, mostly unfortunate, which were patent to all. Diogenes was mildly cynical, from which circumstance or from his custom of carrying a lantern on windy mornings as he passed from dormitory to dormitory before dawn, he obtained his name. He shunned women, and he seemed to have a conscientious scruple against the use of soap, but he had a strong liking for whiskey. Yet though he lived in dirt and degradation he had not wholly lost the bearing of a gentleman. Professor Chapman, in an account of him written for Minot and Snow's *Tales of Bowdoin,* says, "Once in the year, with considerable pains and awkwardness doubtless, but with conscientious regularity, he went through the ordeal of a toilet, and adorned himself with such niceties of dress as he could command, and brought forth a less dilapidated hat that he was wont to wear and, thus arrayed he proceeded with unaffected dignity to call upon President Woods, to receive from him an order upon the college treasurer for his modest stipend. Any student that chanced to meet him on one of these annual official errands deemed himself fortunate as indeed he was — he would see the shuffling menial transformed for the moment, into a self-respecting gentleman who had relations with the president of the college; and the picture was one that would not fade from his mind." One refined taste Diogenes permanently retained, he collected books. There were hundreds piled in his hut, they were of good quality, he was familiar with their contents, and not unwilling to show his knowledge.

Bowdoin has, and probably will have for many years, a memorial of its strange unknown. In describing the close of his life Professor Chapman says, "He was probably somewhat more than ninety years old at his death, which occurred on the thirtieth of April, 1868. The funeral services were conducted by President Harris, and he was buried according to his expressed wish, in the town of Weld, because it was the burial place of the family of his landlady who had always been kind to him, and in whose house he died.

"When at last he had left the solitude of his poor hut, for the scarcely deeper solitude of the grave, it was impossible by inquiry or advertisement, to find any kinsfolk to inherit his meagre belongings; and after two or three years of fruitless effort, his administrator transferred his books to the college library, where they are still to be found bearing the label, 'From the Library of Thomas A. Curtis.' The law and the library know him only as Thomas A. Curtis, but his contemporaries among the students remember him more familiarly and kindly as Diogenes."

At the Commencement of 1868 the Visiting Committee reported that the death of Mr. Curtis rendered it necessary to supply his place and suggested, without making a formal recommendation, that it would simplify the work and perhaps save expense to employ one person at a fixed salary, who should have general charge of the buildings and grounds, of the heating and the lights. They also suggested the appointment of a college carpenter, if one could be obtained for not over six hundred dollars a year.

The Boards authorized the employment of a carpenter for a portion of the year at a cost of not over seventy-five dollars a month and four hundred dollars in all. In 1870 they appropriated money to pay Mr. Booker the balance due for his services as carpenter and janitor the preceding year. Like Diogenes, Mr. Booker was to play an important part in student life and to be a familiar figure on the campus for a quarter of a century. He was not mysterious or disreputable but his relations with the undergraduates were less harmonious than were those of his predecessor. The boys, from time to time, tried to block the entrance to the chapel to prevent the ringing of the bell for college exercises, it was Mr. Booker's duty to remove the barricade in season for due calling to chapel and recitation. In this war both parties showed much ingenuity and zeal but the honors usually remained with Mr. Booker. The students took such defeats manfully and without rancor but they complained bitterly that Mr. Booker did not show similar energy in the performance of his other duties, particularly in replacing broken glass. Bitter comments on his slowness appeared in the *Orient* and the *Bugle*. The *Orient* of 1886 contained the following "poem":

"Oh Booker! in your life of ease,
Sequestered, wily, hard to seize,

When cold the cruel north winds blow,
Through windows broken months ago,
We freeze and sigh — but sigh in vain
To see thy genial face again.
Our life is short, the grave is near,
We have not long to linger here;
But, Booker, ere away we pass,
Come round, come round and set that glass."

How far such criticism was justified is hard to say. In 1881 the Visiting Committee admitted that the students had reason for complaint, but said that Mr. Booker was a faithful and efficient officer and that it was impossible to meet all the demands on him as promptly as was desirable. If the students made frank remarks about and to their janitor that worthy could return the compliment. On one occasion he found a hedge scorched, on inquiring the cause he was informed that a student had been burning papers and that the hedge had been singed, whereat he gave utterance to a dictum which some of his more highly placed colleagues may, at times, have been tempted to utter, "It is a remarkable fact that in every institution of learning there are some men destitute of brains."

Mr. Booker's work was chiefly done in the buildings, he had an assistant, William Condon, "Professor of Agriculture," who worked on the grounds. Late in life he became temporarily insane and was committed to the asylum at Augusta. He soon recovered, however, and resumed his duties, to the pleasure of the students who, the *Orient* said, were all glad to see the faithful old knight of the spade again among them. Mr. Booker had also under his orders men to attend to the furnaces.

Mr. Booker was succeeded in 1896 by Isaiah Simpson, the superintendent of the Pejepscot Water Company. The janitor's assistants had not been wholly desirable citizens and the new chief proceeded to purify his force in a manner which did not please the students. They presented a petition for the reinstatement of the men discharged, and in the *Orient* and the *Bugle* there appeared such statements as, "A cry for Joe went up when the steam went down in

South Maine," "Joe was wanted to fix the hydrants," "the Seniors could get no water in the Gym, 'twas not so when the old fireman was with us. We prefer a little less virtue on the part of our firemen and a little more heat." "Our friend Lishe has left the employ of the college. The old gang is no more." Electric light bulbs had been taken from the reading room, "If we only had 'Lishe' back. He used to look after the details." But the changes proved advantageous, on the whole, and when Mr. Simpson died in 1912 the college lost a faithful and useful officer.

Mr. Simpson was succeeded by Mr. Charles Winslow, an elderly gentleman, who did his work faithfully, but very unobtrusively. Mr. Winslow had no immediate successor and the superintendency of grounds and buildings fell into abeyance until the appointment of the present superintendent, Mr. A. T. Barrows. Mr. Barrows has proved himself a careful man who looks closely after all details, but the students have expressed a wish that he would be more liberal with sand and gravel during the slippery season. Mr. Barrows has saved several lives and has received a Carnegie medal for heroism.

Mention may also be made of "Jim" MacBane, for a number of years janitor of Maine Hall and later head janitor. On Mr. MacBane's death in 1920 the *Orient* said, "One of the happy features of the student life at Bowdoin is the very close feeling of friendship and good will between the students and the college employees. Perhaps we do not fully realize this intimate connection until such a man as 'Jim' Macbane is removed from our daily life. James MacBane was ever a faithful worker and a genial cheerful friend and helper to the students. Both students and alumni will feel his loss deeply. His place in the hearts of those who have known him can never be filled."

President Sills said of him in a chapel address, "In these days when there is so much careless slipshod work it was always a fine thing to see how thoroughly he performed all his duties and the pride and interest he took in keeping the buildings under his care in as fine condition as possible. There was a great deal of Scotch thoroughness about him both in his character and his work. He was always popular with the students and with his fellow workmen." A tablet in memory of Mr. MacBane has been placed in Maine Hall.

DORMITORIES

The erection of the first dormitory has already been noticed. For some years it was called simply "the college," but when Maine was admitted to the Union the Boards formally gave it the name of the state. The new building in some respects proved the most fortunate of the dormitories and in others the least. It seems to have attracted students noted for their good morals and piety, probably members of the Praying Circle, since its two ends were nicknamed "Paradise" and "Zion." Maine was the first dormitory to be given steam heat and other modern improvements. But though favored by the wise and good, that is, the Faculty and the Praying Circle, Maine would appear to have been under the special frown of providence. It has twice been the victim of fire and is the only dormitory at Bowdoin which has suffered seriously from this cause. The first fire occurred on March 4, 1822. It was thought to have started in the attic. Most of the students rooming in the hall were attending a lecture and when the fire was discovered about three o'clock in the afternoon it was too late to save the interior of the building, which was completely gutted. Private property to the value of about fifteen hundred dollars was destroyed, but the loss of the college was far more serious for there was no insurance. The Faculty met next day in great anxiety. At their request Joseph McKeen, a son of the first President and later Treasurer of the college, went at once to Boston to seek financial aid. One of the overseers, Mr. R. D. Dunning of Brunswick, undertook a like mission to Kennebunk, Alfred and other towns, and Treasurer Abbot went to the East.

The first report from Massachusetts was extremely discouraging. On March 8 Mr. McKeen wrote to Charles S. Daveis of Portland: "There will be something done here, but the amount must be small. I am at almost every step reminded that we are now a separate state and must support our own institutions. Portland, I presume, will take the lead in relieving the College from its present embarrassments. I have taken the liberty to write that the friends of the College in your vicinity may not place too much reliance on Boston. The citizens of Maine must put their shoulders to the wheel or the College must suffer." The citizens did so. Old Judge Sewall, who had given money for a prize, the "Sewall Premium," before Bowdoin opened, promptly sent a hundred dollar bill. But Massachusetts also did well, playing the part of the son in the parable who said I go not and afterward repented and went. The change may have been partly due to a circular signed by two eminent members of the Supreme Court, former residents of Maine — Chief Justice Parker, who had been a Trustee, and Associate Justice Wilde, who was then an Overseer. The circular said in part, "The late fire has destroyed the principal edifice belonging to the institution, and the only one which is capable of being occupied by the students of which there are upwards of a hundred. The village in which the college is situated, is too small to afford accommodations to so many students in private homes without great inconvenience to the inhabitants, besides exposing them to the temptations to idleness and vice, which a remission of discipline, in consequence of their scattered state will be likely to produce; in addition to this, the want of sufficient accommodations for students, at the cheaper rates at which they have been obtained in the building belonging to the College, will be likely to diminish their number now and hereafter, and thus cause a great diminution in one of the principal sources from which the expenses of the institution is defrayed — Bowdoin College is a child of Massachusetts; as such it should be fostered and protected. Though politically separated from the parent stock, the State of Maine will always be a member of the same family, its inhabitants springing for the most part from Massachusetts, cannot but resemble in character, manners and principles, the people with whom they so lately made one.

"How important that a country with which such relations exist, should have preserved to it an institution which, more than any thing else, will strengthen these ties. It is the country to which our young men will continue to emigrate. [Their Honors evidently did not realize that the fertile prairies of the Mississippi Valley would be more

Massachusetts Hall

Memorial Hall

Winthrop Hall

Dudley Coe Memorial Infirmary

attractive than the Maine woods.] Massachusetts will be the parent country, and Boston for a century to come, be its commercial capital. Let then the same feeling of kindness which would be felt towards the unfortunate, within our own territory, be extended towards those who are in some respects the same people as ourselves." Bowdoin could make another appeal which the judges may not have wished to mention publicly for fear of offending the Unitarian denomination which, though small, contained a disproportionate number of the educated and wealthy men of Eastern Massachusetts. The college was in substance though not in legal form a Congregationalist institution. The members of that Church now came generously to its aid. Some assistance was obtained from neighboring states and even from a few persons outside New England. The great New York landowner, Stephen Van Rensalaer, who was noted for his generosity and his interest in religious matters, gave one hundred and fifty dollars. In Washington, John C. Calhoun, who came of Presbyterian stock, gave twenty-five dollars, President Monroe, fifty dollars, and John Quincy Adams, whose contribution should perhaps be credited to Massachusetts rather than to the capital, gave one hundred dollars. William H. Crawford, the Secretary of the Treasury, and Postmaster General Meigs also subscribed. Three of these gentlemen expected to be candidates for the Presidency at the next election. Maine had not pronounced in favor of any of the aspirants, and it is possible that in some cases the liberality was not wholly unselfish. When the balance was finally struck it appeared that the college was decidedly a gainer by the fire. The final account stood,

Receipts	
Massachusetts	
Boston	$2,650.00
Other Towns	1,257.37
Maine	4,622.93
Connecticut	76.25
S. Van Rensalaer	150.00
President Monroe	50.00

J. Q. Adams	100.00
J. C. Calhoun	25.00
New Hampshire	269.12½
Additional Subscriptions	234.44½
	$9,735.32
Cost of Repairs	6,513.44
To College Treasury	$3,221.88

Prompt measures were taken for restoring the hall. On March 27 a plan was accepted. The Boards decided that the four center rooms on the ground floor should be used for recitation rooms and therefore be built without study closets[4] or wood-holes. A committee was directed to advertise for proposals for rebuilding in two Boston papers and in as many Maine papers as it thought best.

After the horse had been stolen care was taken to lock the stable door. The Boards ordered the purchase of twenty fenders at a cost of not over sixty dollars, and of fifty stoves with doors. The President, the Secretary of the Trustees and Professor Cleaveland were appointed a committee to devise an economical method of protecting the roofs of the buildings against fire, with authority to draw from the treasury a sum of not over one hundred dollars to carry into execution such plans as they might approve.

A second and more serious fire occurred in unfortunate Maine on February 17, 1836. A student thus described it in a letter to his father:

February 17, 1836.

"Dear Father:

I suppose that you will have heard of the fire here before this reaches you. It began about two o'clock this morning in the northeast corner of Maine Hall, either in the cellar or on the lower floor; the room has lately had a new fireplace, and it is supposed to have originated in some defect in this. It was occupied by Richardson a freshman; as his bed was out of order in some way, he came to

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[4] Tiny rooms where, when the temperature permitted, the students could shut themselves in and study in greater quiet.

McKeen Hall[5] and slept with Scamman; if he had not he would undoubtedly [have] been smothered by the dense smoke. One of the students in the fourth story was the first to smell the smoke, he jumped up and without stopping to attempt to save anything ran down stairs breaking open all the students' doors as he passed them. All the students in that end lost everything but the clothes they wore, most of them leaving their outside garments and watches, even. Dr. Adams, the tutor, roomed in that end, and believing when he awaked that the staircase was in flames, he jumped out of the window and broke his leg just above the ankle; he was found lying on the ground by some of the students who carried him into New College [Winthrop Hall]. Silsbee, one of the two who walked to Portland and back the same day, knew that there was a letter for his chum in the fourth story of that entry containing a hundred dollars. The staircase was by this time entirely destroyed, but the room happened to be a middle one, and he went into the one next to it in the other end, climbed around the double wall separating the two ends, passing from one window to the other, got the letter and returned in safety. This was very difficult and dangerous on account of the thickness of the college walls and what no other fellow could have done.

"The flames were communicated by the roof to the other half of the building, and beginning at the top, of course consumed it very slowly; everything was saved from this end even the doors and windows."

The Hall was rebuilt by contract for $10,800.00 and $300.00 was subsequently voted to defray an additional expense for heating apparatus. The middle entrance and the cornice of the old Maine were omitted in the new, much to the regret of the older graduates, and the dormitory became a plain brick rectangle free from any hint of beauty except a balustrade across the roof which, proving inconvenient, was subsequently removed.

Further precautions were taken against fire by providing grates, blowers and fenders for the students' rooms and constructing furnaces to warm the recitation rooms. The Treasurer was appointed agent for the purchase of fuel and he was authorized to procure coal for the students, "Schuylkill coal if practicable," to be burned in Maine Hall as long as he should deem it advisable or until the further order of the Boards. He was also to report to them the following year on the comparative cost of heating by coal and by wood. One hundred and twenty-five dollars was appropriated for constructing a cistern in the college yard. Prevention is better than cure but cure is sometimes necessary. Accordingly the Boards directed the Treasurer to place an insurance of $24,000.00 on the college buildings, divided as he thought proper, and appropriated two hundred dollars a year for premiums, the appropriation to continue until the Boards should direct otherwise.

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[5] McKeen Hall was a wooden building on the corner of Main and Cleaveland Streets, which had rooms for students in the second story.

The increase in the number of students at President Allen's accession rendered additional accommodations necessary and in 1822 a new dormitory was built at a cost of $9,536.16. The building was placed one hundred feet north of Maine and was of the same bare, bleak appearance. For over twenty years it was known as "New College" or "North College," then it was named Winthrop Hall for John Winthrop, the first Governor of Massachusetts Bay.

New dormitories are fresher and cleaner and usually better equipped than the older ones and rooms in them are usually sought by students from wealthy families, and the north end of Winthrop quickly became the aristocratic quarter of the college. But aristocracy and propriety do not always go together and the conduct of the students rooming in Winthrop soon became so disorderly as to gain for its "ends" the nicknames of Sodom and Gomorrah.

In 1839 the Visiting Committee spoke of the bad condition and reputation of the north end, whose ill fame seems always to have exceeded that of the south. In 1850 it was repaired and the Visiting Committee stated that some of the best scholars in the college roomed there. In 1853 it made the cheering report that the bad reputation of certain localities [presumably North and South Winthrop] had in great measure passed away and that students of irreproachable moral character were willing to live in it. But bad habits soon return and in 1864 the Boards ordered North Winthrop to be closed. In 1868 it was reopened and repaired at an expense of nearly two thousand dollars. Gas pipes were laid and it was estimated that fixtures could be put in the rooms and halls for only one hundred and twenty-five dollars. But the Visiting Committee reported that in the present low state of the college finances it was not prepared to recommend such action. With greater prosperity, however, the step was taken.

Winthrop had been erected but a few years when there came a demand for still another dormitory. In 1835 President Allen said in his annual report that it might be well to fix the location according to a "three college plan" adopted by the Boards some years previously, that there were now enough students to fill three dormitories, that another dormitory would be required in four years and that a fifth might be needed later. The President appreciated the need of proper separation, and of allowance for the future growth of the college. He said that "the distance of one hundred feet between the college edifices cannot be regarded as too great. Perhaps, therefore, the new college should be placed at least 300 feet south of Maine Hall, leaving room for a central Chapel with a space of 100 feet on each side of it. The uniformity of arrangement would be grateful to the eye and the security against fire is not to be overlooked."

The Boards voted that a dormitory be erected in the place recommended by President Allen, that efforts be made to find some person who would defray the expense, and that the Hall bear the name of the donor. But no such benefactor appeared and in 1843 the college itself built the dormitory at a cost of $9,088.25, the money being taken from the seventy thousand dollars given by alumni and friends of the college about this time. The Hall was known for a few years as South College, but in 1845 the Boards named it Appleton Hall in grateful recollection of President Appleton's services, and to commemorate his name and his virtues. Appleton Hall has had an uneventful history. It has not been burned like Maine or closed because of its bad reputation like Winthrop. For a while it was known as New Jerusalem, but in 1860 the Saturday night celebrations in the north end made the recent foundation of a college temperance society very appropriate.

President Allen's prophecy that a new dormitory would be needed almost immediately proved entirely wrong. A check in the increase of the number of students, a greater liberality of the Faculty in permitting rooming in private houses, and finally the erection of chapter houses prevented the building of another dormitory for seventy-five years. But if there was slight call for a new dormitory there were repeated and urgent demands for a renovation of the old ones. First gas and then electric lights were put in them, but they had neither steam heat, bathrooms nor toilets.

President Hyde said in his report for 1891-1892: "Owing to the straightened finances of the college the dormitories, which were as good as the average college dormitory forty years ago have been allowed to decline until they are no longer fit for the occupancy of persons who are supposed to be under civilizing and refining influences. Their dingy and disfigured condition invites contempt. The accommodation afforded is primitive in the extreme and neither comfort of body nor elevation of mind is to be had within their walls." In accordance with the President's recommendation the Boards voted to remodel Maine Hall, to heat it by steam and to put toilets and a bowl with running water on every floor. Ten thousand dollars was appropriated to defray the expense. Probably the change was made reluctantly. The majority of the Trustees and Overseers were elderly men and such persons usually believe that what they had as boys ought to satisfy the pampered youth of to-day. The Visiting Committee hinted that the change had proved a disappointment. It said that the preference of the students for the new apartments was not unanimous nor pronounced, that the rents had been fixed at from sixty-six to one hundred and fourteen dollars a room and that they would not yield over four per cent on the investment, but that many students considered them too high. The Committee, however, recommended a revision of the rents, but with as little change as possible in the total amounts.

The students may have objected to a considerable increase in rents and especially to a difference in the prices for rooms which they did not feel to be warranted by comparative desirability, but they were not satisfied to live without "the conveniences which modern times have made so common as to seem necessary." Winthrop and Appleton were remodelled on the same general lines as Maine had been and Maine itself was improved. But time brought loud demands for further change. In 1926 twenty thousand dollars was spent in reconstructing the interior of Winthrop, putting in tiled bathrooms and so forth, and it is probable that a like sum will be spent on Appleton and Maine in 1927 and 1928.

For very many years the students were expected to live the simple life, but they were not required to take care of their rooms, perhaps because this was not considered as suitable work for men. The first class, indeed, may have done so throughout its course, and other students for a shorter time, but in 1806 the Boards authorized the Faculty to "employ a sweeper at what they consider a sufficient and reasonable compensation for her services." On May 10, 1824, the Faculty voted "that each student, whether present or absent, pay one dollar each term for bed-making, sweeping, etc., and that the bed-maker include the officers rooms [rooms in the dormitories occupied by professors and tutors as studies and offices] in the rooms to be swept as public rooms,—it being expected, that as an equivalent for the increased compensation the bed-makers fill the lamps of students if requested." The relations between the students and the bed-makers have not always been cordial. The former were sometimes disorderly and the latter lazy. The *Orient* of 1875 said at the end of the college year, "We hope the terminus ladies will take a good long rest, so that they will be able to carry a broom up higher than the first flight." Women in the students' rooms might give rise to scandal, perhaps even cause for it, and care was taken to remove temptation. In earlier days the Faculty appointed the bed-makers and there is a tradition that one of the presidents, whenever a bed-maker was nominated, would ask, "Is she sufficiently repulsive in her personal appearance?" A custom would appear to have been thoroughly established, the college life of the writer came years after the good president had gone to his reward, but the "end women," as we termed them, amply met his requirements.

With the advent of the twentieth century the long reign of the end women came to a close. In 1901 the *Orient* spoke sharply of the conditions of the students' rooms, but said that the end women were not to blame, that each woman was required to take care of sixteen bedrooms and sixteen studies in two hours and that the whole six were paid less than was given to one man for working on the campus. The *Orient* urged that there be a man for each dormitory who should work all day. "Steam heating apparatus has been installed in all the halls, and last winter the rooms were warm. Let us hope that next year they will be clean." At Commencement the Boards directed that six men be appointed to care for the ends. The number was subsequently increased.

In providing dormitories for the students the college not only gave a privilege but imposed a duty. In the first edition of the laws, that of 1817, there is a rule that no student shall room out of college unless all the college rooms are occupied. As Bowdoin needed the room rents, the prohibition was seldom relaxed, and even then care might be taken to protect the treasury. In 1843 the Visiting Committee recommended that students residing in Brunswick or Topsham be allowed to live at home. They said that such permission was usually given in other colleges, that it was advantageous to the students from an economical point of view and that it brought them more directly under parental supervision. The Boards voted that for urgent reasons these students might be allowed to live out of college the coming year. In 1845 the privilege was extended to all students without regard to residence, but they were obliged to pay rent for the rooms which they did not occupy. This requirement, however, might be waived by the Faculty when it would bear hardly on poor students and the next year it was given power to dispense with the rule in cases where the health of the student made it necessary that he should live at home. In 1875 the Visiting Committee recommended that only Brunswick and Topsham students be allowed to room out, that they be obliged to obtain the written permission of the President and the Treasurer and that this be given only for special and urgent reasons.

In 1879 President Chamberlain told the Boards that the requirement of rooming in the dormitories sometimes kept students away either because of the expense or because their parents desired them to room outside.

The rule was not formally repealed for many years, but it was seldom enforced, and was at last openly abandoned when the fraternities were allowed to build chapter houses. There was, indeed, some thought of requiring the societies to make good the loss of room rent, but with the increase of students not only were the old dormitories filled but a new one became necessary.

In 1917 a new dormitory well equipped with modern conveniences was erected by contributions from numerous alumni and was named William DeWitt Hyde Hall.

Rules were made not only to ensure the students rooming in college but to determine what rooms they should occupy. In 1815 the Faculty voted that applications for rooms must be made at least a week before Commencement and that after rooms had been assigned no exchanges should be allowed. Later, exchanges were permitted for reasons arising after the drawing. In 1873 a rule was passed that no student rooming with one of a higher class should thereby acquire any right to his room against a member of a higher class or of his own. There was need of restriction since students had evaded the rules not only for the purpose of getting better rooms but to make money. Two students would apply for different rooms and after receiving them would room together and sell the vacant one. Of course the matter was still simpler if they were allowed to retain the rooms occupied by them. The fraternities also planned to fill ends with their own men and often obtained nearly complete possession without serious opposition from the Faculty. But in 1914 rules were adopted to prevent this, the building of chapter houses had changed conditions and the societies quietly relinquished control. It was believed that the chapter houses gave ample opportunity for the brothers meeting each other and that fraternity ends in addition would encourage a clique spirit.

Formerly it was thought that upper classmen should have the first choice of rooms, but now it is felt that care should be taken that Freshmen enter as soon as possible into the spirit and pleasures of "college life." In 1917 the Faculty voted that sixteen of the ninety-six dormitory rooms be reserved for Freshmen.

The rent of rooms in the dormitories, like other college expenses, has greatly increased. At first it was but five dollars a year. In 1819 it was raised to seven dollars and a half, and in 1822 to twenty dollars. In 1874 on the recommendation of President Chamberlain a graded system was established. With modern dormitories came something like modern rents and in the year 1925-1926 the charge for a study and bed room ranged from $110 to $235.[5*]

In 1880 President Chamberlain said that it was important that college officers should reside in the dormitories, that, at that time only two did, and that there should be one in each Hall. But there are serious objections to such an arrangement. It is apt to cause friction between Faculty and students and to stimulate rather than repress mischief, and so far from the number of Faculty proctors being increased they were done away with for many years. But the need of protecting the renovated dormitories and the absence of most of the Seniors and Juniors in the chapter houses rendered some supervision necessary. First the younger instructors and then Bowdoin graduates in the Medical School were made proctors, but the results proved unsatisfactory. Seniors whose character and temperament fitted them for the position were then appointed with a professor as head proctor and the experiment has been found to work well.

CHAPEL

The founders of Bowdoin believed that a chapel was a necessary part of a college and in 1805 the Boards engaged Mr. Samuel Melcher of Brunswick to erect one. Mr. Melcher was a skilful and careful architect and builder. He appears to have been also a good business man, for his papers, recently examined by his grandson, show that his contract price was twelve hundred dollars and the actual cost of the chapel eight hundred. The chapel has been described as "A plain, unpainted structure of wood, with trimmings of white, which stood about one hundred feet in advance of Maine Hall. It was of two stories with a pediment and cornice facing the west.

[5*] The expense, however, is usually divided by two students rooming together.

The lower story was the chapel, the reading desk in the rear end, with a window that looked out upon Maine Hall." This story was twelve feet high; the second, which housed the library and philosophical apparatus, was nine. "In the summer of 1818 the chapel was moved a few feet and turned so as to face north to Massachusetts Hall. A tower and belfry were added to receive the college bell transferred from Massachusetts Hall, and the whole building was painted a straw color."

The chapel was inartistic, small and cold and in every way unsatisfactory. An attempt was made to obtain money to defray the cost of a small addition but without success. In 1825 the college petitioned the Legislature for a grant of three thousand dollars a year for three years, part of the money to be used for building a new chapel. But the Solons believed, quite unjustly, that Bowdoin was well off and refused aid.

After waiting seventeen years longer the Boards, encouraged by some subscriptions which they had obtained, directed a committee to purchase the lumber which would be necessary for the construction of a building to serve as a chapel, a library, and a gallery of painting. The total cost was not to exceed fifteen thousand dollars. Nearly one-third of this amount had been raised when the likelihood of the college receiving a large sum from the Bowdoin estate became known to the public, and the Visiting Committee of 1843 was obliged to report that for this reason, "A further appeal to private munificence is found to have little chance to prove successful." Probably another cause of the drying up of the stream of liberality was the offense given to Massachusetts friends of the college by the means taken to enfore the college claim to the Bowdoin lands.

The Boards, however, did not lose heart but repeated their vote of the preceding year. President Woods was most anxious that Bowdoin should have a stately and beautiful chapel like those of English colleges, and he carefully discussed the matter with Mr. Richard Upjohn of New York, one of the foremost architects in America. Mr. Upjohn, with the collaboration of the President, drew plans for a Romanesque church. The style appears to have been chosen in part at least for business reasons, for the Visiting Committee told the Boards that "The Order adopted . . . is distinguished from the Gothic, by greater simplicity and is consequently capable of being executed at less cost." [Denominational feeling may also have had an influence. Congregationalists were inclined to look with disfavor on elaborate architecture, moreover Mr. Upjohn was an Episcopalian and usually reserved the Gothic for his own church.]

The architect was paid by commission, and so confident was Mr. Upjohn that the cost would not exceed a limit of fifteen thousand dollars which had been fixed by the Boards that he waived his right to a commission on any excess. It soon appeared that there would be a serious excess; but it was thought that six thousand dollars would complete the building and Bowdoin found an "angel" in ex-Governor King. That gentleman had a real interest in education, he was somewhat vain and fond of show, and he had reached the age when such men begin to turn their thoughts to the establishment of some memorial which shall tell future generations of their greatness. Accordingly King came to an understanding with the Bowdoin authorities that he would pay six thousand dollars toward the cost of the chapel and that they would name it "King." There was of course no contract nor even a public mention of the "deal." The Visiting Committee of 1844 told the Boards that "In consideration of the valuable services of the Hon. William King as President of the Convention which framed the Constitution of the State, and as its first Governor, in promoting the cause of science and learning within this State and of his regard for the welfare of the college, the Committee recommend that the Chapel when executed be called, and known by the name of 'King Chapel.'"

The Boards passed a vote similar to that proposed by their Committee, but the consideration failed. King, indeed, promptly offered to pay six thousand dollars toward the completion of the chapel and his donation was gratefully accepted by the Boards; but the ex-Governor was land poor and with the consent of the Boards he gave not cash, but his note for the amount that he had promised. The Boards appropriated an equal sum from the college funds to be replaced when the note was paid. That time never came. King was obliged to encroach on his principal in order to meet his ordinary living expenses, his mind gave way, and he soon died. The estate was not sufficient to support his widow and pay his debts. The most available part of his property had already been levied on and King's note to Bowdoin was worthless.

In these circumstances the King family and the college gave mutual releases. Mrs. King wrote to President Woods, "Entertaining the best wishes for the prosperity of Bowdoin College, and believing were my late husband alive and in full possession of his faculties, it would be his earnest desire to have such measures adopted, as would relieve the college from pecuniary embarassment, arising from the outlay on the Chapel, express it as my desire that the name of King be withdrawn from the Chapel, and that of some future generous donor or the name he may suggest be substituted, provided the $4000.00 are not raised in the manner contemplated.[6]

(*signed*) Respectfully
ANN M. KING"

Then followed a postscript, signed by Governor King's only son, and by other members of the family, "We approve of the above request."

The Visiting Committee recommended that the Boards pass a resolution stating that "the college honor and cherish the memory of Gen. King and have full confidence in his intentions and expectations; but that in view of the circumstances of the case and the pressing necessities of the college, the petition of Mrs. King and others [It was a conditional assent not a request] should be taken into consideration; and that a joint committee of two from this Board and three from the Overseers be appointed with power to substitute if they think best some other suitable name for that of the name of King provided that as a consequence of this arrangement a sum of not less than four thousand dollars can be secured for the benefit of the college." The next year the Boards accepted the "proposal of the King family"; but they passed over the suggestion of the committee that they make some complimentary remarks about the late Governor.

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[6] The meaning of the last clause in the letter is obscure.

Meanwhile the college was struggling desperately to meet the unlooked for cost of the chapel. In 1846 the Visiting Committee recommended that work be stopped when it had reached some fixed point. It had been suggested that the literary societies be asked to complete the wings, which could then be used for their libraries, but the Committee deemed the proposal unadvisable. In 1848 the south wing was ready to serve as a temporary chapel and the next year the north wing became an art gallery and a lecture room for the mathematical department. In the same year the Committee reported that a quantity of black walnut timber for decorating the interior had been purchased and was seasoning, and it advised that the work be pressed on as fast as possible, "with a preference to the useful part over the ornamental." The Committee thought, however, that an exception to this rule might be made in favor of the towers, as the chief expense for them had been incurred already. In 1851 the problem of the chapel had become so perplexing that the members of the Visiting Committee frankly confessed that they were unable to solve it. They said in their annual report: "To leave the chapel in its present unfinished state, with its principal room useless, would expose the college to the mocking reproach spoken of by our Saviour, of those who attempted to build a tower and had not wherewith to finish it, and to complete it with funds drawn from a constantly diminishing treasury would expose the college to still more just reproach. It is for the Boards to decide what course shall be pursued."

In 1852 the Treasurer, acting on the urgent advice of President Woods and Professor Upham, permitted the appropriation for the chapel to be overdrawn in order that the work might continue. Professor Upham was confident that he could easily obtain four thousand dollars if the giver were allowed to name the chapel. The Visiting Committee was decidedly of the opinion that this would be unadvisable, but their objection was to a public announcement.

Other colleges have been even less scrupulous. In 1803 the College of Rhode Island offered to take the name of any one who, within a year, would give it five thousand dollars. Just at the expiration of the time a wealthy merchant of Providence tendered the money, and so we have Brown University.[7] Happily the chapel was finished without christening it with the name of some benefactor whose motives were mixed and whose donation, though much needed, would have been but a small part of the cost.

In 1855 the building was at last completed and on June 7 it was solemnly dedicated, almost exactly ten years after the laying of the corner stone. The cost was $46,509.10, or more than three times the original estimate.

The following description of the chapel, "will give to those who have not seen it, some idea of a structure which has exerted an influence as real as it has been unperceived. The facade is strongly marked by twin towers, the spires of which rise to a height of one hundred and twenty feet. The main walls equal in length the height of the towers and shut off the nave, which forms the chapel proper, from the aisles. These, thus converted into separate rooms are used chiefly for recitation and conference rooms. The transepts break the long reach of the low roof of the aisles and afford entrance and office rooms. It is the nave that especially illustrates the aesthetic views of President Woods. One find himself in a broad aisle, on either side of which are five forms running lengthwise and with three rows of seats each behind and above the other. These are occupied by the students, the lower classes sitting nearer the entrance, while members of the Faculty occupy seats between the forms, or on the platform which occupies the other end of the room. High above this is the gallery which affords admission to the room formerly used for the art collections. The entrance to it is so arranged that the large rose window at the east end pours a flood of light into the chapel in the morning. Directly opposite is the organ loft with a gallery for the choir, and a tasteful organ, the gift of an alumnus and his wife. The woodwork, all of black walnut, has designs in relief in harmony with the architecture of the building. The smooth walls rise nearly forty feet above the wainscoting before they are broken by the clerestory windows. This space is divided by decorative frescoing into twelve large panels for as many paintings."[8]

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[7] It should be said, however, that this was only the first of Mr. Brown's benefactions and that the total value of his gifts and bequests is said to have been nearly one hundred and sixty thousand dollars.

From the first the chapel has been the object of unstinted praise. The Visiting Committee in its report of 1845 said that the members "have examined the Chapel now erecting and express their unqualified approbation both of the plan, the materials and the workmanship. The building is erecting in the most substantial and durable manner and will be an ornament to the Country [this may have meant surrounding territory and not nation] and reflect credit on all concerned in its erection, and they believe besides its intrinsic usefulness, it will be beneficial by attracting Students to a place where such good taste prevails." Apparently the chapel not only witnessed to the artistic feeling of the authorities of Bowdoin but improved the manners and morals of the undergraduates. After the completion of the chapel the Visiting Committee noted with surprise that there was not a single knife mark on the walnut wainscoting and that the students had held it sacred from all injury. The Committee said that should the forbearance continue, the generous friends who contributed to the erection of the chapel would feel amply rewarded by this improvement in the character of the undergraduates. The early respect was maintained. Professor Little says that the chapel "has been the pride of each successive generation of Bowdoin students." The admiration has not been confined to Bowdoin men. The late Congressman McCall, a Harvard graduate, said in his life of Thomas B. Reed that other colleges have larger chapels but none which excels Bowdoin's in appropriate beauty.

Beauty and immediate practical usefulness do not always go together, indeed they are often incompatible, and such has been the case with the Bowdoin chapel. Professor Little says "The majority of New Englanders believed that meeting houses, including college chapels, should be erected according to the law of acoustics — President Woods held that a church should be erected according to the law of optics. The Bowdoin chapel was so erected." It was therefore ill adapted for preaching or the giving of informal addresses to the students. This defect was the subject of serious complaint until the want was partly met by the building of Memorial Hall. The heating of the chapel was both difficult and expensive. The original furnaces were wood burning only and in 1858 the Visiting Committee advised that when it became necessary to rebuild them they should be constructed so as to permit the use of coal. In 1861 two hundred and twenty dollars were appropriated for such a furnace. In 1864 the Committee reported that the furnace had consumed nearly three hundred dollars worth of coal and that "this has been in part at least on account of the great altitude of the room, and the windows being at the most elevated part, which have admitted much cold air as well as light." On the recommendation of the Committee the Boards gave the Faculty permission to change temporarily the place of chapel exercises, a power that was used from time to time. In 1882 the Committee recommended that a beginning of steam heating be made with the intention of ultimately doing away with the hot air furnaces. This was done the next year and the *Orient* declared that it could not praise the new system too highly. But though steam heating contributed much to the comfort of the students, decorum sometimes suffered. The pipes ran behind the seats and it was very easy to kick them without being discovered. The Professors, however, were not helpless as may be seen from a rebuke in the '86 *Bugle*: "If the steam pipes happen to be restless and noisy, no Christian man would take revenge by praying five minutes longer."

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[8] This description is taken, with a few changes to bring it up to date, from an account of the chapel by Professor Little in his *Historical Sketch.*

Although the chapel was pronounced finished and was dedicated in 1855, the six panels on each side of the prayer room were unfilled. It was not the intention to provide them by appropriations from the college funds but to rely on the generosity of individuals. Doubtless President Woods hoped that private munificence would soon meet the need, but it was sixty years before vacant spaces ceased to mar the beauty of the chapel. A beginning in filling them was, however, quickly made. President Woods while calling or visiting at the house of Jared Sparks the historian showed, doubtless with much enthusiasm, the plans of the building in which he took such pride. Mr. and Mrs. Sparks at once said, "Let us fill one of the panels." The Sparks possessed a number of photographs of fine pictures, they were examined, Raphael's cartoon of Paul Preaching on Mars Hill was selected, and a copy was duly placed in the panel nearest the preacher's platform on the right-hand side. At about the same time Bellamy Storer of Cincinnati, an honorary A.M. of Bowdoin, gave a second panel representing the Healing of the Lame Man at the Gate Beautiful, and some two years later an anonymous donor now known to be Timothy Walker of Boston, a cousin of President Woods, gave a picture representing the Adoration of the Magi. All three were painted by Mueller, a German artist of New York. The first two were copies of cartoons by Raphael, the third of a picture by Cornelius, a founder of the Dusseldorf school. In 1860 President Woods engaged an unknown artist to fill the panel on the same side next the door with an Annunciation copied from one of the chief works of the French artist, Jalabert. The President expected to defray the cost by the sale of a copy of Titian's Danae, one of the Bowdoin collection of pictures, which the Boards considered improper to be exhibited, but the Annunciation was finished without a sale being effected and at the President's request Hon. Nathan Cummings of Portland advanced the necessary money, taking the Danae as security. Months passed, a sale was reported to be hopeless and the President induced Mr. Cummings to accept the picture in satisfaction of the debt. In 1866 the graduating class began the filling of the left side of the chapel by presenting a picture, after Raphael, of St. Michael Slaying the Dragon. Sixty-Six was the founder of Phi Chi and the Faculty may have felt that they could hardly have found a less appropriate subject for their class gift than the *overthrow* of evil. Eleven years passed and again the Seniors filled a panel. Some of the members of seventy-seven had hoped throughout their course that their class would leave such a memorial and the vote to do so was almost unanimous. The picture selected was Raphael's Moses Giving the Law, the artist was Francis Lathrop. Many Brunswick people served as models for the Israelites and their faces can still be recognized by the older citizens. Professor J. B. Sewall posed for Aaron. The panel chosen was the one on the left-hand side of the chapel with one space between it and the St. Michael. The same year Mrs. Perry of Brunswick gave in memory of her husband a copy of the upper half of Raphael's Transfiguration, which was placed opposite the Moses. About the same time friends of Dr. John D. Lincoln of Brunswick, Bowdoin '43, gave in his memory a Baptism of Christ after Carlo Maratti, painted by Francis Lathrop. In 1886 Henry J. Furber of Chicago, the donor of the Smyth mathematical prize, filled the panel between the St. Michael and the Moses with a picture by Frederic Vinton of Boston after the Adam and Eve of Flandrin in the church of St. Germain des Pres near Paris. Unlike the other pictures this was first painted on canvas and then fastened to the panel. As a work of art, it is one of the best in the chapel. But the figures seem too large, being drawn on a scale out of proportion to those of the other pictures. In 1908 Dr. Gerrish of Portland, in memory of his brother, placed next to the Giving of the Law a reproduction of Tissot's picture of David with the head of Goliath and the maidens of Israel singing songs of joy. The artist was Mr. Kahill, a resident of Maine, but a Syrian by birth. In 1913 Dr. Gerrish won the distinction of being the only person to give two pictures by presenting one in memory of Professor Chapman. It was a Delphic Sibyl after Michael Angelo and was painted by Miss Edna Marret of Brunswick. The same lady filled a panel with a reproduction of Michael Angelo's "Isaiah," given by Dr. Lucien Howe, '70, in memory of his brother, Albion Howe, '61. The half-panels by the platform steps have been filled by Fra Angelieo angels.

The panels have not received the almost universal approbation given to the chapel as a whole. There has been warm praise, there has also been criticism. The earlier pictures were received with great enthusiasm. The Visiting Committee claimed for them not only beauty but a strong religious influence. It said that the students were "often seen gazing with earnest attention & apparent heart felt interest upon the scenes so warmly portrayed to the eye deriving impressions both more vivid and durable than is (*sic*) likely to be obtained in any other mode." More recent critics have seen the faults as well as the beauties. It is but fair to remember that mural painting came late in America, and that some of the amounts paid the artists were small even for their day. Otto, who painted the St. Michael and the Dragon, received one hundred dollars for each figure and about eighteen dollars for travelling expenses. He probably obtained the least of any of the painters and perhaps deserved the least. "Amoeba" wrote to the *Orient* at the time of the completion of the picture that it did not seem to have given universal satisfaction. The anatomy was certainly defective for the artist failed to discriminate between St. Michael's right and left foot. An editorial in the *Orient* of May 28, 1884, advocating a proposal that the Senior class should fill another panel urged that a prompt beginning be made in accumulating a fund so that enough money might be obtained to engage a first class artist. "Deformed angels should be guarded against in the future."

Library

Bowdoin had a library before it had either a faculty or buildings. Part of the first subscriptions for its benefit were of books, not money; and one of the earliest entries on the records of the Boards provides that Rev. Doctor Deane shall have charge of the books given to the college and "lend them to any of the Trustees who may incline to borrow them." At the opening of the college there were some five hundred books in the library and it was quickly doubled in numbers and more than doubled in usefulness by the generosity of Madam Elizabeth Bowdoin, the widow of Governor Bowdoin, who requested President McKeen to have purchased for the college, in London, on her account, books to the value of one hundred pounds sterling. There were no overhead expenses. A London gentleman, Mr. George Erving, bought the books and Mr. James Bowdoin defrayed the whole cost of the transportation to Brunswick.[9] In 1803 the Boards appropriated a thousand dollars for the purchase of books, a large sum considering the poverty of the college. In 1811 Mr. James Bowdoin died. He left various bequests to the college, including his library. "This consisted of upwards of two thousand volumes and of as many pamphlets. The books were largely purchased abroad, and were evidently chosen with much personal care and thought. The collection was especially strong in French literature and history, in science and agriculture, and in international law. In mineralogy it seems to have included almost everything in print. The works in English literature are well selected, but the absence of poetry is noticeable . . . The library was appraised at $5362.66."

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[9] It has been said that Madame Bowdoin gave five hundred dollars and the cost of bringing the books to Brunswick, but an official list of donations to the college makes her gift $444.00, which would be the equivalent of one hundred pounds sterling, and the records of the Trustees contain their vote of thanks to George Erving and James Bowdoin for the services mentioned above. It has also been said or implied that President McKeen selected the books, but the authority was shared with the Vice President of the Trustees, Dr. Deane.

Mr. Bowdoin is only the first on a long list of donors of special collections and sets. Among them are the British and Foreign Bible Society, The American Bible Society, and the American Board of Foreign Missions. As a result of their generosity Professor Packard could say in 1879 that he doubted if any American college library was richer in versions of the Scriptures. Bowdoin was not supplied with the Christian Scriptures only. A missionary in India gave an edition of the Mahrabatta, kindly sending also a complete translation, and S. R. King of the class of 1859, who had intended to enter the ministry, but had been prevented by circumstances, gave the Maine college an elaborate edition of the Tripilaka, the writings of the Southern Buddhists. In 1895 the King of Siam presented an edition of this work and a few years ago his grandson sent to Bowdoin and to many other colleges a number of volumes correcting and enlarging the earlier edition. A letter from the Siamese *chargé des affaires* accompanying the gift stated that the Prince had spent years in preparing a correct edition, moved by reverence for Buddhism and respect for his grandfather.

Private individuals have also made generous gifts. Mr. Wolcott of Boston, through President Allen, gave five hundred volumes, which he would have presented to Dartmouth University had that institution survived. Nathaniel Johnson of Wolfboro, New Hampshire, gave three hundred and fifty French books. Judge Thacher bequeathed to the college a considerable part of his large library.

The college, itself, purchased books regularly, the annual appropriations averaging for many years somewhat less than two hundred dollars; a small sum, but Bowdoin's income was also small. The money went chiefly for magazines and publications of learned societies. Both the works given and those purchased were somewhat narrow in scope and of rather minute scholarship for a small college. The Visiting Committee of 1827 recommended that more care be taken to purchase books which would be most useful to the students, and such as from their decided merit and standard character would give permanent value to the library. It should be remembered, however, that the college library was not the only collection of books set apart for Bowdoin students. The two "general" or "literary" societies, to one or the other of which most of the students belonged, had excellent libraries. For nearly fifty years they were steadily increased by gifts from the graduate and undergraduate members. The Visiting Committee of 1828 said that they fully believed that the society libraries were of more value to the students than was the college library. Lack of accomodations for the latter interfered with the purchase of books. At times the librarian could not spend to advantage even the modest sums allotted him by the Boards, but at other times there was a most serious deficiency. In 1862 the librarian advanced $159.72 of his own money. In 1874 the college was in great financial difficulty and the Boards made no appropriation for the library. The librarian stopped purchasing books on the college account and discontinued the subscriptions to some magazines which had been taken since the foundation of the college. He paid for other magazines himself and also bought eleven dollars worth of books for which the demand was urgent. Matters soon improved but the library was still poor.

In 1880 President Chamberlain said, in his annual report, that it should be endowed and made as valuable as any chair of instruction. An attempt was made to raise twenty thousand dollars for this purpose, but without success. In 1881 the Visiting Committee recommended that the subscriptions to periodicals be continued and that the books which the library already had be made more available. There was considerable difference of opinion among the authorities in regard to the proportion in which the library's scanty income should be divided between the purchase of new books and the preserving and rebinding of old ones. But there can be little doubt that the former was much the greater obligation. In literature the old books are often the best books, but in other branches of learning, while a few works stand as true classics, the great majority soon become of little use except as material for a history of human knowledge. And it may be that the Bowdoin library was in special need of modern works. In 1885 Dean Chapman stated that the collection, though large and valuable, was peculiar and President Hyde said in his first report, "The library is a growth rather than a systematic selection. It is rich in the curiosities of the past rather than in the essentials of the present. The need of increased funds for the purchase of books is urgent." This need was gradually met. The Boards had been granting six hundred dollars a year for the purchase of books, including one hundred dollars for the departments of physics and of history, respectively. In 1889 the total appropriation was increased to a thousand dollars, and in 1892 to twelve hundred dollars. In the year 1925-26 about eight thousand six hundred dollars were spent for the increase of the library, but only a part of this was appropriated by the Boards from unrestricted income.

Although the attempt to raise twenty thousand dollars for a general endowment of the library had failed, individuals and classes gave from time to time and the library has now funds amounting to about eighty thousand dollars whose income is to be used either for the purchase of books, often on special subjects, or for the general purposes of the library. All the funds bear the name of the donor or of some person selected by him. Of special interest to Bowdoin men is a fund of six thousand dollars given by Dr. Frederic H. Gerrish in memory of his classmate, Professor Chapman, the income to be used for the purchase of books on English Literature, and a fund of one thousand and twenty dollars given by Mr. George S. Bowdoin, a descendant of Governor Bowdoin, the income to be used for the purchase of books relating to the Huguenots. By a skilful use of this modest sum the college has built up one of the best collections of Huguenot material in America if not in the world. The largest fund yet established and the one perpetuating the memory of the senior alumnus so honored is the Appleton Library Fund of about ten thousand dollars, established by Frederick H. Appleton of the class of 1864 in memory of his father, Chief Justice Appleton, of the class of 1822.[10] One of the most recent funds given to the library and that commemorating the youngest person is the Thomas Hubbard Book Fund. Thomas Hubbard, a son of General Thomas H. Hubbard, the donor of the Bowdoin Library Building, died at the age of five. His father in order to provide a fund for his son's education had deposited to his account one hundred dollars on each birthday. After the boy's death General Hubbard refrained from disturbing the deposit which became sacred to him. General Hubbard died in 1915 and his surviving children for some years allowed the deposit to accumulate, then in 1922 they decided to transfer it to the Bowdoin Library as a memorial for their brother. The Thorndike Oak has commemorated for Bowdoin men a youth of whom it has been said

Brief was his race and light his task
For immortality
His only tribute to the years
The planting of a tree.

But the infant, Thomas Hubbard, will have a long remembrance on even easier terms. Perhaps he may claim the distinction of being the youngest boy whose name is specially preserved by any college in America.

Although in more recent times the gifts made to the library have been of money rather than books, it has received some large and valuable collections. In 1875 Alexander Agassiz gave the college the works of his father in thirty-seven unbound volumes and pamphlets and thirty volumes of plates. In 1895 Rev. Thomas T. Stone, of the class of 1820, at the time of his death the oldest graduate of Bowdoin, bequeathed to the college his library of a thousand volumes, which included a complete set of the Christian Mirror. In 1905 the college received a thousand volumes and twenty-three hundred pamphlets from the professional library of Professor A. S. Packard,

[10] In 1926 Messrs. H. H. Pierce, '96, and T. L. Pierce, '98, gave a handsome sum to the Library in memory of their father, Lewis Pierce of the class of 1852; they have also announced their intention of adding to the fund from time to time, but the amount of the fund has not been made public.

'61, a son of Professor A. S. Packard, '16, and an entomologist of national reputation. The gift was made by Professor Packard's widow in accordance with her husband's wish. Professor Lee said that it was the most valuable single gift of books which the library had ever received. In 1918 the library obtained "a complete set of the British and Foreign State Papers from 1812 to 1913, in one hundred and six volumes, absolutely the last complete set that the Stationers Office [in London] could make up."

The library problem at Bowdoin, as elsewhere, was not solved by the acquisition of books. There remained, increasing with the increase of numbers, the difficulty of obtaining proper housing and due accessibility. When Bowdoin opened the books found shelter in Massachusetts Hall, but they were soon transferred to the second story of the old chapel. At the time this was felt to be a makeshift, but it endured for years. As the collection grew the space allotted for it became totally inadequate, moreover the building was a fire-trap. The library was heated by a stove and so was the chapel beneath. A roaring fire was built to keep the students from freezing at morning and evening prayers and was then left unwatched to go out or burn building and contents as chance might determine.

The new stone chapel was intended for a library as well and the choir was reserved for the books, which were moved into it in 1848. In 1850 the Visiting Committee reported that among the individuals who had shown very favorable dispositions to the college were the Hon. William Bannister and his family who had given over three thousand dollars and that "In view of what has been done by them and of the very friendly dispositions which are still known to exist [in plain English, in the hope of getting more money out of them] it is proposed that the name of Mr. Bannister should be given to the portion of the chapel containing the College Library." The Boards accepted the proposal and the choir became Bannister Hall.

Bowdoin had suffered much from the deficiencies of the old library, after long waiting a new one had been obtained, which was much safer from fire, but which in other respects was unsatisfactory. Librarian Goodwin, in the first report that he made subsequent to the transfer of the books, said: "Of the beauty of the New Library Room each one will judge for himself; — its extreme inconvenience will not be so readily perceived." The library like the chapel proper had been built as if it were a part of a cathedral. The windows were of stained glass and could not be opened. To make matters worse, it was necessary, through an error of the architect, it is said, to put in nine or ten galleries reaching to the ceiling. Consequently some of the books could not be seen from the floor and could be reached only with difficulty. They also suffered from the high temperature at the top of the room. In 1861 the Boards ordered that the windows be made movable, but they appear to have had the strongest objection to making any change in the stained glass, the dim religious light which shone through it was impressive and beautiful and, unlike the students, the Trustees and Overseers did not have to read by it. But at last in 1885, urged by the Visiting Committee and by Acting President Chapman, the Boards ordered the glass removed. The panes were, however, preserved, but after the new library building was erected they were transferred to its cellar where some years ago they were accidentally smashed.

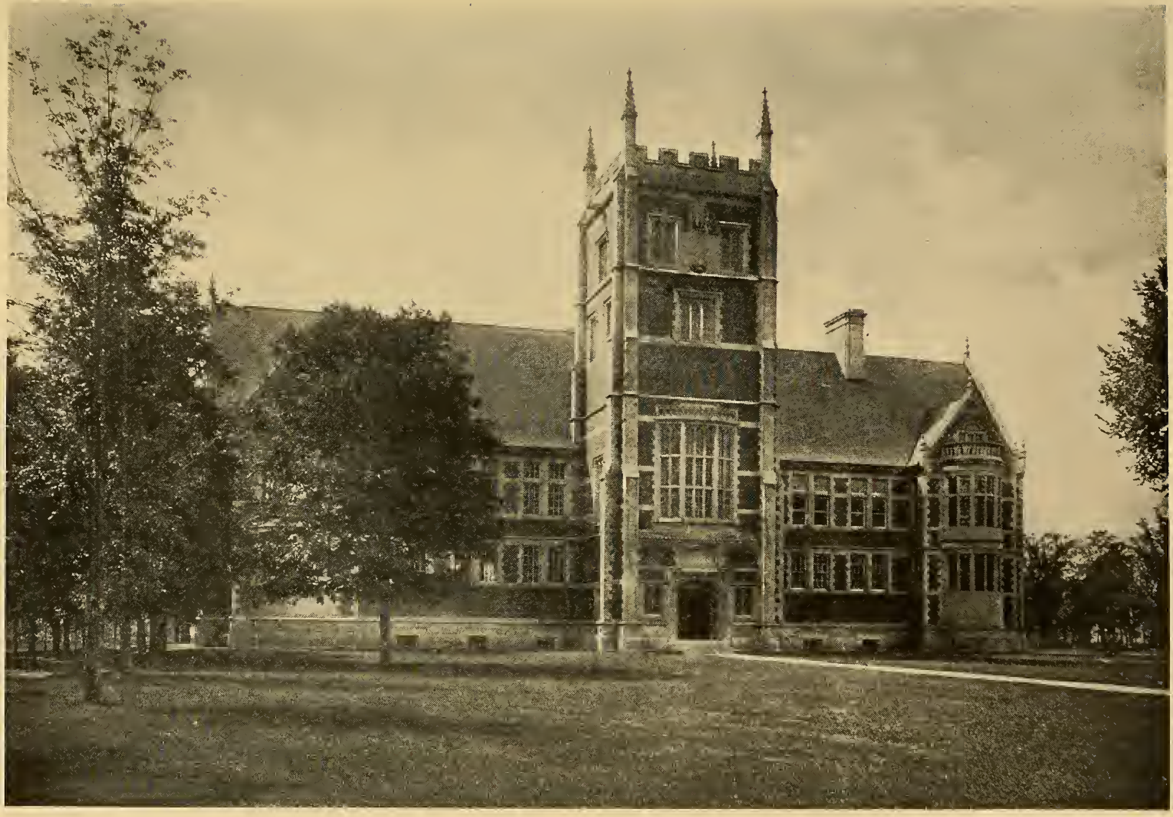
Bannister Hall had scarcely been occupied when the suggestion was made that the college, the Maine Historical Society, which then held its meetings in Brunswick, and the Literary Societies unite to raise fourteen thousand dollars and that the money be used to erect a two-story building to serve as a library and place of assembly for the college and the societies. But apparently no serious attempt was made to carry out the plan, and perhaps this was well for co-ownership is a great breeder of differences. The wings of the chapel were gradually made use of and the deficiencies of Bannister Hall and its adjuncts were borne with whatever patience the various students were endowed. In the late eighties three different plans for a new building were drawn, but the Visiting Committee reported that the cost would amount to seventy-five thousand dollars, that the college was not able to furnish such a sum and that "None of its friends appear disposed to depart and leave us that amount for that purpose." In 1895 the Boards appointed a committee to consider the matter of library accommodations and it reported that, because of the need of new administration and study rooms, the enlarging of the capacity of the existing building would give insufficient relief, that the necessity of a new building should be brought before the friends of the college and that if twenty-five thousand dollars could be obtained a stack-room should be built at once.

Not only was Bowdoin experiencing the truth of the proverb "It is ill-waiting for dead folks shoon" but circumstances made it inadvisable to apply to the living. A library committee of which President Hyde was chairman said: "The cost of such a structure would be upwards of $100,000, an amount which we can hardly ask of any one individual. Benefactions of such size and importance come from the few who have alike great means and generous hearts and whose munificence is not generally called forth by personal appeals." But the situation was becoming more and more serious. Crowded by the new accessions needed for the efficiency of the college, older books were each year withdrawn from the central library and stowed away in other buildings where they were nearly useless. The difficulty of choosing wisely the books to be eliminated was great, so great that Professor Little declared that no librarian worthy of his position would wish to assume the responsibility. Makeshift methods of meeting the need of a new library building were proposed, such as making the North Wing of the Chapel fireproof and introducing a steel stack, or erecting a brick "book room" to be part of the library of the future. Fortunately, before it became necessary to resort to either of these half measures, the same alumnus who had saved the college from being obliged to content itself with an ordinary science building performed a like service in the present need. On April 23, 1900, it was publicly announced that General Hubbard would present the college with a first class library building. The cost he mentioned was one hundred and fifty thousand dollars, which it was believed would be sufficient for the purpose. But when the plans were drawn the General was much dissatisfied. He was told that changes such as he desired would greatly increase the expense, but feeling that this was a case where economy was parsimony he directed that the alterations be made; and the building was erected at a cost nearly double that first proposed. Had there been a short delay even the generosity and wealth of General Hubbard might have proved insufficient to meet the sudden increase of building costs throughout the country. A recent estimate by an authority in library construction gave the replacement value of the Bowdoin library as over nine hundred thousand dollars.

Hubbard Hall, as the General's gift has been appropriately christened, is built of Harvard brick, Indiana limestone and Maine granite. Its general style is late renaissance. There is a central tower resembling that of Magdalen College, Oxford. On passing through the principal entrance one crosses a small vestibule, ascends a short flight of steps and enters the long charging hall. At the farther end are the drawers of the card catalogue in a handsome oak setting on which is a plaster bust of Franklin made by Houdon, given by Franklin to Benjamin Vaughan and presented by him to the college. In the hall are the charging desk, a case for recent books, etc. On the left is the large reading room with cases for twelve to fifteen thousand books. On the opposite side is the periodical room with shelf room for about seven thousand volumes. On this side of the corridor there are also the current newspaper room and the inner and outer offices of the Librarian. There was also a secluded room known as the standard library room. Professor Little and other experienced librarians, such as Librarian Koopman of Brown, were strongly of the opinion that the main reading room must be a kind of workshop and that there should be another room for the quiet reading of the best literature. The standard library room was prepared accordingly, but it was, perhaps, too secluded to attract the students generally, and it is now being transformed into a room for choice books on art.

On the landing of the stone stairway leading to the upper floor is a beautiful library clock given by the widow of Judge Putnam.

In the second story there is a long hall corresponding to that below. On the wall opposite the stairway is an old clock, the gift of Mrs. Sarah Bowdoin-Dearborn. On the side walls hang portraits of persons connected with the college. On the left hand side of the hall is one of Peary's sledges. It was proposed to have administrative offices and classrooms on this floor, but such an arrangement was



Hubbard Hall

contrary to General Hubbard's wish. He intended to give a library building pure and simple; in his speech of presentation he stated not that he gave the building to the college but that he gave it to the library. Accordingly the President and Dean were sent to Massachusetts Hall and the rooms are used for conferences and seminars and offices for Professors, but not for regular classes. One large room originally intended for the gathering of alumni at Commencement has just been fitted up as a home-like reading room for the students. It contains books for which there would be a special demand by general readers and also a complete set, as far as the college is able to obtain one, of books by alumni. No studying is permitted.

In the tower are two rooms, one for conferences, the other, the Abbot room, containing books, manuscripts and other relics of the Abbot family of Farmington and New York. It may be that the library will become a memorial hall for Bowdoin men connected with it and with literature. A bronze tablet in memory of Librarian Young has been placed in the vestibule, a portrait of Professor Little hangs in the main hall and in 1926 a tablet in memory of Charles Boardman Hawes was placed near the entrance of the new reading room.

The stack is large and is so planned that additional sections may be erected from time to time. The financial means are provided by a liberal endowment given by General Hubbard. The income may be saved to meet anticipated expense or may be used for current needs. The basement contains numerous storerooms and in 1926 a large room was fitted up for the examination of newspapers, thus saving the trouble of bringing the heavy cumbersome volumes upstairs.

For many years the usefulness of the library was seriously diminished, not only by poor housing but by lack of accessibility. The Librarian was not an independent officer but was one of the Professors, whose regular work took most of his time, and who was paid, as Librarian, one hundred dollars a year. Consequently the library was open but a little while, with now improvement and now retrogression. By the laws of 1817 the Boards directed that it be open Wednesday noons; by the laws of 1824 on Saturday noons also. In 1828 the students petitioned for greater privileges and the Visiting Committee declared that their requests were reasonable and advised that the Librarian be required to attend from two to five and that students in detachments of one-third of a class be allowed to enter the library and remain for at least one hour, to call for and receive books; but that they be not permitted to take down books or to enter the alcoves without the special permission of the Librarian. In 1829 the Boards voted to open the library each week day from twelve to one, and from two to five. The change made a great demand on the time of the Professor-Librarian, and the next year the afternoon requirement was repealed. In 1844 the Boards allowed the library to be closed on Mondays, Thursdays and Saturdays, but the change inflicted less hardship as one or the other of the society libraries was open on two of these days. In 1869 Professor Packard was elected librarian at a salary of three hundred dollars, with the understanding that the library should be open every week-day during term time. The next year the library was open each week-day from nine-thirty to twelve-thirty. In 1872 it was closed one week-day, presumably on Saturday, and books could be exchanged on only two days. In 1873 the Boards directed that the library should be open daily at such hours as the Faculty might appoint, but in 1885 the Boards themselves fixed the hours as eight-thirty to four. In the fall of 1891 electric lights were put in Bannister Hall and it was opened evenings. At the present time [1926] the large reading rooms of Hubbard Hall are open week days from eight-thirty to five-thirty and from six-forty-five to nine-forty-five. The stacks, however, close for the day at five-thirty, which the students regard as very inconvenient. It is only in comparatively recent years that the library has been open Sunday. In 1885 the Faculty considered the question but voted that it was unwilling to do anything which might contribute to the secularization of the Sabbath. In 1891 the *Orient* proposed that the library be opened for an hour or two Sunday. It argued that the Y.M.C.A. men would find it advantageous to do some appropriate reading before their meetings. The *Orient*, however, was frank enough not to base its arguments on such considerations alone. It said that "Aside from the religious influence and benefit thus obtained, there are several students who would if possible, go into the library Sunday for a few hours of quiet reading instead of as too many of us do now, sitting in close rooms full of tobacco smoke, thinking of the interminable length and weariness of Sunday." But Puritan conservatism made a firm stand and it was not until 1911 that the library was opened to readers on Sunday afternoons and it remained closed in the evening until 1924.

The importance of sufficient room for the library had been recognized from the beginning, but not that of frequent consultation of the books by the undergraduates. It might be said that at first their use was discouraged as interfering with college work. No student could borrow oftener than once in three weeks and Freshmen could not borrow at all. Seniors and Juniors were allowed to take out three books at a time. Sophomores, "who are necessarily more employed in attending exercises," said the laws of 1817, were restricted to two. Students and Professors might keep a book six weeks, but could not renew it if it had been called for, the other applicant having acquired a right. The Faculty might direct that books of great value, or proper to be consulted only occasionally, should not circulate. In 1824 Freshmen were permitted to borrow one book at a time and in the following year it was made the duty of the Faculty "to designate for the direction of the Librarian such books as will be most useful to the Freshmen." The Faculty were specially privileged. By a law of 1825 proctors and tutors were permitted to borrow six books at a time, officers of the executive government nine. An earlier law provided that gentlemen living within thirty miles of Brunswick, who had donated twenty dollars to the library, might, by special license of the President, borrow not more than three books at a time and retain them for three months. The license was to be for one year only, but was renewable. In 1841 the Visiting Committee advised that the time for keeping a book be reduced to four weeks "so that the laudable curiosity of those waiting for interesting books may not have its patience tempted"; and this was done. Many of the laws, however, were mere paper enactments. For example, they strictly limited the right to draw books and forbade a person having a book from the library to lend it, but the Librarian stated in his report of 1839 that it had been the custom from time immemorial for members of the Boards and professional gentlemen in Brunswick, and sometimes elsewhere, to draw books and for students to lend to each other. No person had a right to borrow more than nine books at a time but the Professors had keys and helped themselves. The Visiting Committee of 1839 declared that breaking the college laws by members of the Faculty was a legal ground for dismissal even if they had been appointed during good behavior. The Boards issued no edict, but the terror of the possible may have produced an effect for the Committee of 1841 reported that the Faculty doubted if any one but the Librarian should have a key to the library. Happily in recent years the conduct of the Professors in regard to the library has improved.[11] The chief offenders seem to have been moralists and clergymen. In 1915 the Librarian reported: "During the past year it has been necessary to purchase odd numbers of the International Journal of Ethics, Bibliotheca Sacra and Journal of Biblical Literature, the library copies of which proved too great a temptation to those who read them here." But the undergraduates have not been free from guilt. The Visiting Committee of 1850 reported that they had been "hurt to learn [of] the barbarous mutilation of a few volumes of a translation of Tacitus, perpetrated not so much for wanton mischief, as with the design of obtaining pernicious facilities in construing one of the authors read in the original by the students, thereby nursing their sloth, and precluding a thorough knowledge of the dead language in which it was written and which could not be critically imparted by translating it by the use of those helps that retard instead of advancing the progress of the pupil."

In 1851 the Committee advised that only the Librarian and the Assistant Librarian have access to the shelves. But the Committee of 1852 made a contrary report, which showed that the members had a high sense of fairness and a good understanding of the undergraduate mind. They said that a rule forbidding the students to take down books would greatly diminish the usefulness of the library, and would be unenforceable if the undergraduates were allowed access to the shelves; and that it would be "an unpopular and odious change, and would thus increase the exposure of the library by the ill-will which would be excited, and, finally, . . . it would be quite unreasonable until we have catalogues of our books to place in the hands of those who are to use them."

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[11] Complaint has been made, however, that they keep books overtime, but considerable license is allowed in this matter.

The lack of a suitable catalogue was, indeed, a serious disadvantage to the library. A catalogue had been prepared in 1819 but it had no arrangement, not even an alphabetical one. Poor as it was it had no successor until 1848 when a manuscript catalogue in two volumes was prepared by Librarian Goodwin. Professor Goodwin left spaces for new entries; but ten years later the Visiting Committee reported that none had been made, though fifteen hundred volumes had been added to the library. In accordance with a vote of the Boards, the Librarian, William P. Tucker, prepared a new catalogue. The Visiting Committee of 1860 advised that it be printed if possible, but added, "Aside, however, from the question of printing it such a catalogue only really puts us in possession of a library in the valuable sense of the term. Its treasures otherwise will be like gold hid somewhere in the mountains." The Boards voted a thousand dollars for printing the catalogue. The sum proved insufficient, but rather than have the work abridged or delayed the Treasurer, on the advice of the President, made good the deficiency and was reimbursed by the college. The catalogue was an excellent piece of work. Professor Packard says that it ranked among the best of its kind.[12]

In the early eighties a great forward step in the development of the library was taken by the appointment of Professor George Thomas Little as Librarian and the relieving him from the work of teaching.

Mr. Little was born in Auburn, on May 14, 1857. He graduated from Bowdoin in 1877, taught at Braintree, Massachusetts, from 1878 to 1882, was called to Bowdoin and taught Latin as Instructor and Professor until 1885. In 1883 he was made Librarian, but more fortunate than his predecessors, was soon permitted to give most of his attention to the work of that office. Acting President Chapman told the Boards that the Librarianship "ought not to be an adjunct of an exacting department of instruction but to employ the chief effort and time of someone like our present efficient librarian, Professor Little." The Visiting Committee said that the library should be under constant superintendence of an intelligent and industrious bookman and such Professor Little undoubtedly is. The Boards wisely released Professor Little from the teaching of Latin, but they made him Instructor in Rhetoric and for four years he corrected themes, work which could be done at intervals at his desk.

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[12] Advantage was taken of the opportunity given by the cataloguing to dust every book in the library. The Visiting Committee said that in some libraries this was done every year, but the Committee seemed in doubt whether so frequent cleaning was really necessary.

Professor Little served with great efficiency for over thirty years. After his death President Hyde said of him:

"He was the editor of the General Catalogue, author of the centennial history of Bowdoin College.

"He was one of the organizers of the State Library Commission, and for twelve years served as a member of the National Council of the American Library Association.

"Four great qualities happily united won for him our admiration and affection. He was conscientious. Whatever he undertook was done, and whatever was done by him was done thoroughly and well. One of the great delights of college work is the absolute freedom of method and time which it involves, the only enforced responsibility being for results. Yet so conscientious was Dr. Little that he kept strict account, not merely of the months and weeks, but of the hours he gave to his library work; thus enforcing upon himself a minute and detailed responsibility no one would ever have dreamed of requiring of him. His catalogues and bulletins are monuments of the painstaking thoroughness with which he filled the arduous office of Secretary of the Alumni.

"He both inherited and developed generosity, not only the generosity that gives the comparatively indifferent surplus, but the generosity that gives at cost and sacrifice of things highly valued and desired for himself and those dear to him: not merely generosity in money, but in time, thought, strength and sympathy.

"He was individual and cared for individuals and details. Like

Professor Packard before him, he not merely by name and face, but by class and achievement, knew the graduates of the college. He followed each one's career with an almost parental fondness and appreciation: thus being in himself an almost personal embodiment of their Alma Mater's affection for her sons. Each item of usefulness and honor was carefully culled and filed; and his last work was the almost complete catalogue of those who have been students of the college without remaining to graduate — a most laborious and discouraging task: yet one which his enthusiasm and industry brought within reach of a successful issue. Such devotion to individuals and details of course runs the risk of sometimes missing the sense of proportion, and sacrificing the greater to the less. From serious error of this sort he was saved by the greatest of all devotions, the last quality of which I shall speak.

"He was reverent. He loved things bigger than himself: and these he found on the material side in the mountains: on the spiritual side in God. He was a skillful and a daring mountaineer; with mountains so far apart and different as Mt. Lefroy in British Columbia and Mt. Sinai to his credit. The same reverent spirit made him love to climb the spiritual heights, and to be alone with God. Strength for love, patience for trial, inspiration for service, he sought and gained on the spiritual peaks of prayer and meditation; the study of God's word. These are not all his qualities: there were other sides to his nature, other lines of his affection I forbear to explore: his love of family and ancestry; his fondness for good books and travel; his interest in temperance and kindred reforms. But these four taken together, conscientiousness and generosity, individuality and piety, form a character which we shall all cherish in grateful remembrance."

With the appointment of Professor Little as Librarian came a moderate provision for needed assistance. For many years the Librarian's only aides were some half-dozen students whose chief reward was the privilege of taking out as many books as they chose. In 1841 this privilege was reduced to that of having out six books at a time. In 1852 the Committee advised that two paid assistants be appointed instead of four to eight who were unpaid and therefore irresponsible. The Committee said that many young men in the state who would prefer Bowdoin were obliged to go to Harvard or elsewhere because of the ampler means of obtaining aid. "The price paid for the tuition of two students would be sufficient compensation for the assistants and as it would be an inducement to attract indigent students [it] might not prove an expense to the college." Accordingly the Committee recommended that forty dollars be appropriated for the payment of two assistants. The Boards directed the Faculty to require one or two students who were receiving the benefit of an education fund to help in the library. Next year the Committee recommended that an Assistant Librarian be appointed. The Boards did so and at the following Commencement the Committee reported that the experiment had been successful, that fewer books were missing than in the preceding year. In 1886 the Boards voted to allow two students their tuition, seventy-five dollars a year, in return for service by each of two hours a day in the library. In 1896 the Boards appropriated not over four hundred dollars to employ from five to ten student assistants. On Professor Little's death the Assistant Librarianship was discontinued, but it is probable that it will be re-established.

Various rules have been passed to secure the proper care and return of the books. The laws of 1817 required that there should be entered in a record book the title, size, and state of every book issued, the dates of its withdrawal and return and the name of the borrower, these statements to be signed by him. Every book was to have a paper cover and to be returned undefaced. An undergraduate breaking the rule was to be fined ten cents, a resident graduate was to lose his library privilege. In 1857 Librarian Tucker reported that he had had "the more attractive books in the library stamped with the college name. He hopes that advantage may be derived from this in the ensuing year." In 1884 Professor Little reported that he kept a daily record of books issued, "by means of stamped and dated slips which also serve as book marks and remind the students of the time the volume should be returned." Today every volume has a bookplate, a library stamp on the title-page and on page fifty-five, and the date when it is due on the inside back cover or on a piece of paper fastened thereto. The cost of the book is entered by hand on page fifty-five.

Bowdoin has a large and well equipped library building, a fund for its maintenance and improvement and numerous book funds. It has a permanent staff, service on which helps many worthy students to defray their college expenses. The undergraduates, however, are not satisfied, perhaps it is as well that they should not be, for satisfaction means stagnation. The library has moved far from the conditions of forty-five years ago when the *Orient* stated that in a library of twenty thousand volumes there was no copy of Thackeray or Cooper and until the receipt of a recent bequest, none of Hawthorne, but the students still complain of a neglect of up-to-date fiction. It has been alleged that too few novels of the day are bought but the authorities answer that the criticism comes from men who want to read all the popular novels as soon as they come out, that to meet this demand would exhaust the library income and would crowd the shelves with books which would not be taken out for months at a time after their transient popularity had passed. The student committee recently appointed to consider what should be the policy of the college in the immediate future stated that it did not think that there was need of buying more novels, but that often an unnecessary time was allowed to pass between the publication and the purchase of a book. There has been considerable "swiping" of reserved books and the undergraduates feel that student censure is not strong enough to prevent this and that reserved books should be kept in a separate room under the charge of an assistant.

In the opinion of the Librarian and of the President the great need of the library is more money to buy books. The college is endeavoring to give the best students ample opportunity for individual work and to draw and keep first-class professors by providing them with facilities for a reasonable amount of research, and for each of these purposes a good supply of expensive books is necessary.

Memorial Hall

The war for the Union had scarcely closed when steps were taken to commemorate the sons of Bowdoin who had participated in it.

At the Commencement of 1865 a meeting for this purpose was held at the chapel and it was resolved unanimously to honor the soldiers and aid the college by erecting a building which should not only contain inscriptions, busts, flags, etc., but which should provide the college with recitation rooms, a hall for exhibitions and a gallery for pictures, of all of which Bowdoin was in great need. A committee with Professor Smyth at its head was appointed to carry the resolution into effect. On September 11 it issued a circular which gave a report of the meeting, and announced that the purpose of the building had been broadened and that it would commemorate not only the soldiers of the Civil War but the founders, benefactors and distinguished alumni of the college. The committee said that it was intended to raise twenty to twenty-five thousand dollars and that it was believed that with suitable effort the building could be erected by the next Commencement. There was no lack of effort but when Commencement came Professor Smyth was obliged to report that although he had spent the winter and spring vacations and three months of term time in soliciting subscriptions he had obtained in payments and pledges only $20,065; he added that he had been informed that six hundred dollars had been promised in Chicago, but that he had not yet received the papers. Professor Smyth now was of the opinion that forty thousand dollars would be needed to build a hall worthy of its purpose, but he believed that six thousand dollars more could be obtained in the state and ten thousand dollars outside, and that this, with what the college could give, would meet the requirements.

Professor Smyth continued to work with the utmost energy and care but during the next college year he was able to obtain only about seven thousand dollars in cash and pledges together. The time had been a very unfavorable one for raising money. Maine not only felt the financial depression which affected the country in general but she had suffered severely from fires, particularly from the great Portland fire of July 4, 1866. At the Commencement of 1868 Professor Smyth was no longer among the living. He had not only obtained subscriptions amounting in all to $30,280 but he had acted as supervising architect and inspector of building and his death was probably hastened by his efforts for the completion of the Hall. The selection of an architect and the decision on the style and plans of the Hall had proved matters of great difficulty, and were complicated by personal and financial considerations. Dexter A. Hawkins, a prominent New York lawyer, was a member of the committee on the Hall and took a most active interest. He engaged a New York architect, Eidlitz, to draw plans, paying the fee himself as his contribution to the fund. Professor Smyth, after seeing the sketch, wrote to Nehemiah Cleaveland that it was "of exquisite beauty, a perfect gem. For mere commemorative purposes nothing could be finer. It does not, however, answer all the conditions of my problem and is therefore . . . rejected, very much to the regret of some good friends." Professor Smyth preferred, upon the whole, the plans of another New York architect, Mr. S. B. Backus, and induced the committee on building the Hall to accept them, although he was most unwilling to offend Mr. Hawkins, who had aided him materially in securing subscriptions in New York and whose further help was needed to obtain contributions which could not be spared. Professor Smyth and Mr. Backus did not always agree, but their differences did not prevent mutual respect. Mr. Backus wrote to Nehemiah Cleaveland that he thought that Professor Smyth was wrong in having so little width in proportion to length. He said: "I believe our American ideas of fronts come in part from shallow town lots and in part from a characteristic spirit of ostentation — the white house with red brick style of building. I mean that our habits of thinking come in this way." Smyth wrote: "The sketches of Mr. Backus gave me a very favorable impression of his genius as an architect and my confidence in him as a man has been increased by our correspondence." The most serious difference between agent and architect was in regard to the amount of work and consequently the compensation to be assigned to the latter. Smyth told Cleaveland that he did not wish to hire an architect to build the Hall, he could do that himself with proper working plans. "In the hard condition of the problem I have to solve, bricks without straw, — all that I can do myself to save expense — I must do. I have to weigh every dollar." Backus on his part objected to having his sketches used as working plans and said that he ought to see the granite of which the walls were to be built. He told Smyth, "I would like very much to have the work to do. What I ought to do I can hardly say. I am reminded of a mantel maker who was asked to put work at a low price into the Academy of Music, 'because it would be such a card for him.' He replied that he had been making cards for twenty years and began to wonder when he was to do profitable work." But differences were accommodated, plans agreed on, and the work begun. It was decided that the building should be of three stories. The first was to contain two recitation rooms and a large room for the libraries of the two Literary Societies; the second story was to be mainly a hall capable of holding six hundred persons and of being used for all college exercises except Commencement; the third story was to be lighted only from above and was to serve as a gallery for the college pictures.

It must have been a matter of deep regret to all the friends of Professor Smyth that although he saw the Hall begun he died before success was assured and so missed the one thing he still asked of life. On May 15, 1867, he had written to Mr. Cleaveland: "I am very desirous now to carry forward this work to its completion, to the earliest possible day. I had to commence my labors for this object under the shadow of a great affliction and to continue them for the last eight months under constant anxiety for the health of my only daughter. She was released from her long protracted sufferings on the morning of the 19th inst. The light of my dwelling removed, in anguish of heart and the consciousness of irreparable loss, I resume the weary labors of life, with entire submission, I trust, to the Divine will, and the confident hope, that whatever of work remains for me to do, God will give me strength to accomplish. I am extremely desirous to complete this work for the College, and hope that the desire of my heart may in this respect be granted to me, Pardon, my dear Sir, this allusion to myself."

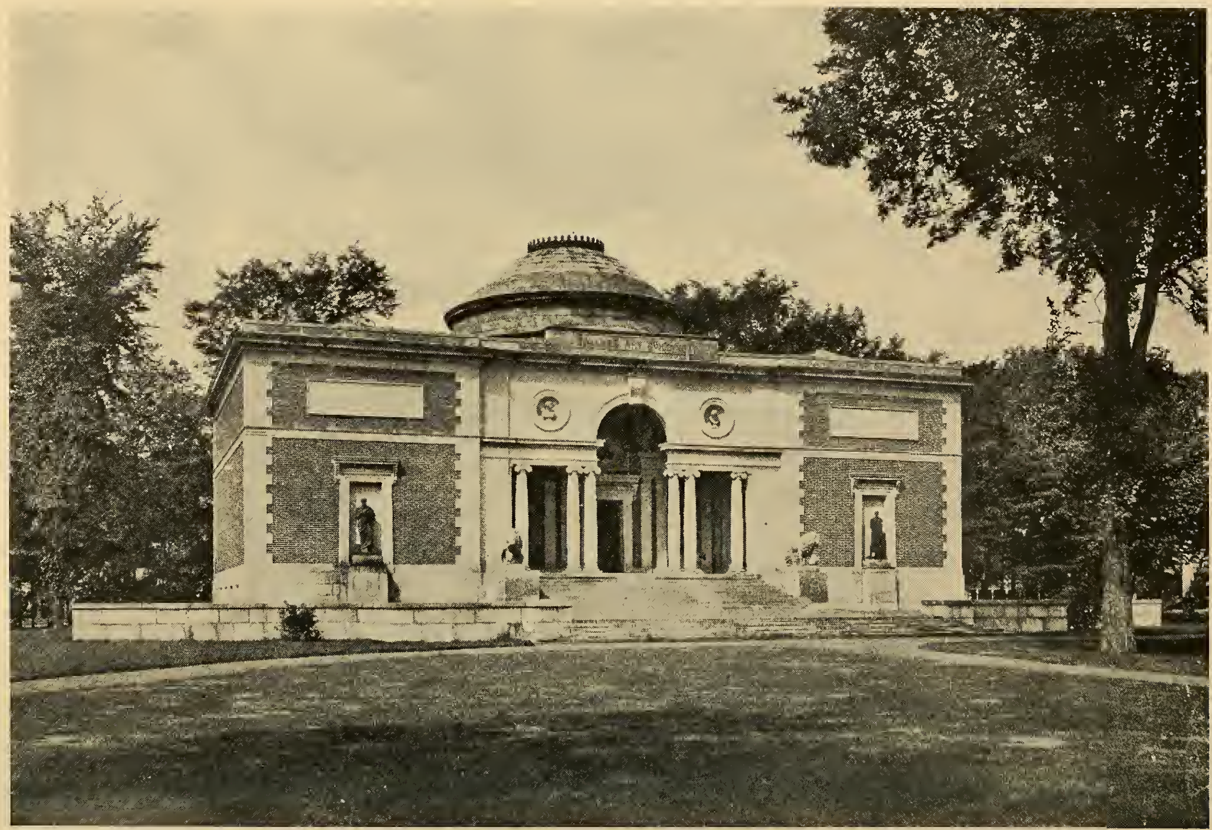
At the Commencement of 1870 it was announced that the outside of the Hall had been completed at a cost of $47,027.53. Enough money had been pledged to more than defray this expense, but some subscribers had died, others were unable to fulfill their promises and the Hall had been finished with borrowed money, three of the committee, Joseph Titcomb of Kennebunk, Professor J. B. Sewall, and John M. Brown of Portland, giving their personal obligations. The alumni now had on their hands an unfinished building and a debt of $6,500. The failure to complete the memorial to the soldiers of the Union must have injured the reputation of the college and the debt threatened to alienate the alumni from their Alma Mater. The collection of the money to pay the interest on the loan became a nuisance and therefore a danger. In 1878 Professor Chapman wrote Judge William L. Putnam that the necessary sums had been obtained only by means of an unexpected gift and by repeatedly drumming the alumni for small amounts. "Coming up as it does and must before the alumni at every annual meeting it is rapidly killing the interest of the alumni in that meeting and is consequently doing the college very serious harm." Professor Chapman said that the college had derived advantage from the building by using it as a gymnasium, that it would be wise under all the circumstances to draw on the college funds to pay the interest, and that the Boards would be much more likely to pass the necessary votes if the Visiting Committee recommended them to do so. This the Committee did and the Boards took action accordingly.

Next year the generosity of a lady, Mrs. Valeria Stone of Malden, Massachusetts, provided the means of relieving the alumni and the college from their embarrassment. Mrs. Stone offered twenty thousand dollars to finish the interior of Memorial Hall provided that the alumni would transfer the Hall, free of debt, to the college. It might seem that the alumni should have gladly done so, but they had recently raised a fund of a hundred thousand dollars, and the college assumed the debt. Twenty thousand dollars proved insufficient to finish the interior and the generous Mrs. Stone gave five thousand dollars more on the very reasonable condition that if this were not enough the college should do the work itself.

In completing the interior the general lines of the earlier plan were followed, but there were certain modifications. The Literary Societies were hopelessly dead, their libraries were about to be moved to the chapel building where the college library was, and the space intended for them in Memorial was devoted to a small hall for rhetoricals, class meetings and similar gatherings. The upper hall was made a memorial to the heroes of the Civil War alone and there were no ante-chambers for special collections. The attic remained an attic and was used for baseball practice instead of an art gallery.

Apparently Mrs. Stone's gift was not sufficient for its purposes for in 1882 the Boards appropriated six hundred dollars for the immediate fitting up of such rooms as could best be occupied. This was promptly done and next year Professor Avery said in his report: "I am able to refer with pleasure to the comfortable recitation room now occupied by the classical department, the only defect being the lack of adequate means for ventilation; the means provided in the wall being utterly useless, and the small movable section of the windows requiring the skill of an experienced mechanic to open or close them with safety." There was no change in the general arrangements of the Hall until 1897 when Lower Memorial was made into recitation rooms for the French and German departments. The appearance of the upper hall was much improved through the generosity of General Thomas H. Hubbard of the class of 1857. He caused to be placed upon the eastern wall of the upper hall bronze tablets on which are engraved the names of the two hundred and ninety men who served in the United States Army and Navy during the Civil War. Around the names is a beautiful border of pine cones and other flora. After the carving had been done it was gone over again to increase the beauty and accuracy of the representations, and to remove any whose originals were not found on soil of the state, so that the wreath for Maine heroes might be of Maine growth only.

It was intended that the memorial to the Bowdoin soldiers should be beautiful and noble, an honor to them, to the college, and to the state. Professor Smyth fully realized the need of economy and took the greatest care to save even trifling sums, but he vigorously opposed a suggestion that the Hall should be made of brick instead of granite. At another time he wrote: "One thing is certain. Whatever I do shall be done well. I will not be accessory to putting up an abortion to be despised and repented of when too late, and that



Walker Art Building

merely for the sake of saving a few hundred dollars." Would that all college builders had had such worthy ideals. But if the conception was noble the realization was sadly imperfect. Granite from a quarry near Hallowell was selected for the material and it was perhaps of better quality than that used for the chapel. But in design the chapel is infinitely superior. Its towers and spires express lofty aspiration and move the beholder to worship; Memorial Hall is like a great stone box; the old European universities had prisons and Memorial might be one. There are, indeed, pointed windows, for the style was supposed to be French Gothic, but they have no structural relation. It would seem that a house of four unbroken walls had been built and then some windows were cut. In the upper hall the window frames were filled with squares of colored glass which is inexpressibly dreadful. Changes in the building have been proposed, but they would be difficult to make and probably would not be wholly satisfactory. In 1915 the Boards referred the matter of putting in new windows to the committee on art interests and John C. Stevens an architect, and appropriated two thousand two hundred and fifty dollars to defray the expense, but nothing was done. It has been suggested that the Hall be regarded as a memorial of the soldiers of the World War as well as of those of the Civil War and that the money for the former be used to remodel the Hall, but it is doubtful if this would meet the approval of the alumni.

Art Building

Bowdoin is unique among New England colleges in the possession of a valuable art collection almost from its opening. When Mr. James Bowdoin died in 1811 he bequeathed his pictures and drawings to the college. Professor Little gives the following account of the collection: "Mr. Bowdoin in his repeated visits to Europe seems to have developed a love for art which his last residence in Paris gave him an excellent opportunity to gratify. Unfortunately no memoranda are extant of the many purchases he made there. No catalogue from his own hand exists, or appears to have existed at his death, of a collection then considered the finest in this country, and which still [1894] holds a most prominent place among those possessed by American colleges. The inventory furnished by the executors identifies each picture by its subject but fails to give the name of the painter except in case of twenty-two canvases. These belong mainly to the Dutch school and include good examples of Wouvermans, Hondeköter, Berghem, Van Balen, and Michael Carré. The Flemish school is represented by originals or fine copies of Rubens, Vandyck, and Teniers; the French school by originals by Stella, Patel, Manglard, and Laroix; the Italian school by a Salvator Rosa and by copies from Raphael, Titian and Guido Reni. Portraits of Thomas Jefferson and James Madison, painted by Gilbert Stuart at Mr. Bowdoin's special request, are admirable specimens of American art. The Bowdoin family portraits which were received at a later date include good examples of the work of Robert Feke, John Singleton Copley, and possibly of John Smibert.

"Less known to most graduates of the college, because not till recently arranged for exhibition, is the collection of one hundred and forty-two drawings by old masters. These, there is reason to surmise, were bought at one time from an expert collector . . . Among the famous artists represented are Titian, Domenichino, Claude Lorraine, Poussin, and Rembrandt."

In 1852, the year of the semi-centennial of the college, Colonel George W. Boyd of the class of 1810 gave his collection of pictures to the college. Colonel Boyd's opportunities as a collector, perhaps also his taste, were inferior to those of Mr. Bowdoin and his gift was evidence of his loyalty to the college rather than of his skill as a connoisseur.

About 1850 Mr. Allison Owen of Cincinnati presented an oil portrait of President Harrison and it was hoped that the generosity of alumni and friends of the college would provide it with a set of portraits of the Presidents of the United States. The hope proved vain, the only other presidential portrait given was one of Bowdoin's sole president, Franklin Pierce. The donor was the ex-President's son. In his letter transmitting it he spoke most highly of his father, and the Boards accepted the gift with such words of praise as were seldom heard of Pierce in the north.

Bowdoin has many portraits of officers, alumni and benefactors.

A few have been painted by the request and at the expense of the college, but most have been given by groups of alumni.

The curators of collections are often embarrassed by gifts that are of little value but which they are unwilling to refuse for fear of offending the donors or their families. Of the portrait of Judge Sewall, which was bequeathed by his widow, the Visiting Committee of 1839 said: "Criticism upon this production of the pencil would be here out of place. Would that so good a man had found an artist more capable of doing him justice." In 1886 the Visiting Committee recommended that Professor Johnson be authorized, with the advice of the President and Faculty, to store for the present some few paintings which were practically worthless and tended to cheapen the rest of the collection, and in the following year the Boards gave the desired authority without limit of time. In 1897 the Boyd collection was described in the *Orient* as made up for the most part of uninteresting paintings by old and unknown painters.

The Boards have been troubled not only by aesthetic problems but by questions of propriety and morality. Mr. Bowdoin's bequest included an excellent copy of Titian's "Danae and the Golden Shower" and a picture described in the executor's catalogue as "Nymphs Bathing." New England Puritanism, even when greatly modified by time, looked with disfavor upon the nude in art. In the late eighteen-forties the erection of the chapel building, with a separate room for the pictures, raised the question of what should be done with the Danae, which had never been exposed to public view, with the Nymphs and with another picture which probably had been secluded also. A sale was suggested, but some men of more liberal opinions, including President Woods, opposed the plan. It was not merely a question of the propriety of the pictures but also one of right and policy. It was urged that Mr. Bowdoin intended by his bequest of the pictures not simply to increase the property of the college but to establish an art gallery, that the college could if it chose have refused to receive the gift in whole or in part but that having once accepted the paintings it had no right to sell them. Moreover, there were reports that members of the Bowdoin family would be displeased if the college should part with the pictures, and if offense were indeed given the sale would not only be an act of ingratitude but might dry up the springs of liberality in the future. In 1847 the Boards, acting on the recommendation of the Visiting Committee, authorized the President to exchange such pictures as in the opinion of the Faculty were not suited for public exhibition "for other works of art, of worth and merit." The new room for the pictures was not ready until 1850, and meanwhile no exchanges were made. The Visiting Committee of 1850 again discussed the question. It said, "It is understood that there are several paintings in our collection unsuitable for public exhibition, and still more for the private inspection of the young of either sex. Some sections of our own country and most foreigners may think this idea to be founded on a false delicacy but the purity of morals should in our opinion be allowed to hazzard [*sic*] no contamination from spectacles thought among us to be in bad taste, however, they may be considered by others differently educated." The committee said that the pictures could be sold for a price which would pay for restoring all that were left and buy others. "In all this there will be no misapplication of any gift as will easily be perceived by a slight reflection. A portion of no value to us will have been parted with at a high price in order to preserve the great majority of the pieces and to enlarge the collection by purchasing others really better than those sold [Alas for Titian] thus taking advantage of the peculiar taste of a few to gratify the taste of more." The Boards authorized the President, with the consent and advice of the families of the donors, to take the measure proposed, but no sale was effected. In 1852 the Boards voted that it having been suggested that some members of the Bowdoin family would consider a sale as a breach of faith the President was requested to ascertain if this were so and if it was not to execute the vote for the sale of the "Danae" and the "Nymphs." The "Danae," however, was retained until 1860 when as stated above it was first given as security and then sold for the money needed to pay for one of the panels in the chapel.

In the middle of the nineteenth century an art museum usually meant in America a collection of pictures, but Bowdoin was fortunate enough to obtain a few pieces of very old sculpture. In 1858 a missionary physician at Mosul, Henry B. Haskell, a graduate of the Medical School in 1855, offered to obtain some Assyrian tablets from Nineveh for the college if it would pay the cost of transportation. Probably the Boards were not inclined to spend money on art, but this was an exceptional opportunity. The Visiting Committee spoke of the interest of the slabs to students of the Bible and advised the Boards to accept the offer. The Boards did so and obtained an interesting illustration of the ways of the unchanging East. On January 23, 1860, Dr. Haskell informed the Boards that on "May 23/59 I wrote you that the slabs had been shipped to Bombay. A few weeks since an English merchant at Bassora informed me that they had only a few days since been forwarded to India having been detained there nearly a year on account of low water.

"So the East moves.

'Better a year of Europe
Than a cycle of Cathay.'[13]

"The rafts on which the stones floated to Bagdad are the same as those used in the time of Xenophon, and the ships which drew them to Bombay are the copy of those in which Alexander's soldiers sailed into the Persian Gulf from India."

In a few months the slabs arrived and were deposited in the vestibule of the library where they could be examined. The Boards had appropriated not over five hundred dollars for expenses. The bill was only $387.44 and it appeared that for once cost had been less than maximum estimate. Then came additional bills amounting to $340.73. Dr. Haskell expressed great surprise as he had supposed that the first bill covered everything, and the Boards referred the matter to the Treasurer and the Finance Committee with power to act. What they did is uncertain.

In the late seventies Professor Johnson raised by subscription several hundred dollars for the purchase of plaster casts of antique sculpture. The class of 1881 voted to give one of the Marble Faun. There was much delay in securing the work for it proved impossible to obtain a cast in the usual manner, but through the kind intervention of an American artist, Mr. Franklin Simmons, and the preparation of a special mould one was finally obtained and was received by the college ten years after the graduation of the class that gave it. In 1882 Hon. W. W. Thomas, '60, gave several casts. The statues were of course nude but apparently there was no opposition to their acceptance. Perhaps in order to meet objections such as were made to the exhibition of the Danae, Mr. Thomas said in his letter of presentation, "I have had in mind the refining and educative power that masterpieces of art are certain to exert on students of recent as well as ancient times."

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[13] Dr. Haskell either was weak on Tennyson or else he thought the poet's "fifty years" not strong enough.

The housing and preservation of the art treasures proved difficult and expensive. Their first home was in Massachusetts Hall. In 1826 the Boards appointed a committee for "removing the pictures now in closets and placing them in situations where they will be removed from injury." In 1848 the Visiting Committee reported that the pictures were standing on the benches of the room for medical lectures, exposed to injury by their necessary removel from place to place twice during the year.[14] When the present chapel was built the pictures were hung in the room in the second story in the rear of the chapel proper. This room was named the Sophia Walker Gallery in honor of the mother of Mr. Theophilus Wheeler Walker who had contributed a thousand dollars to the erection of the chapel and who, it was hoped, would give further proofs of his generosity and of his interest in Bowdoin. Subsequently the gallery was placed at the disposal of the Maine Historical Society and the pictures were moved first to the south and then to the north wings. In 1872 they again found rest in the Walker, the Society having transferred its headquarters to Portland. The drawings, the most valuable part of the collection, appear to have been mislaid and in 1882 were discovered in a vault of the Treasurer's office.

From time to time the college was obliged to use some of its scanty funds for repairs and restorations. In 1847 when the pictures were about to be transferred to the chapel the Boards appropriated two hundred dollars to be used by the President to engage the services of a competent artist to examine the paintings and to take measures to preserve them from injury. President Woods spent fifty dollars in fitting up the Walker Gallery and the rest of the appropriation for cleaning the pictures. As the amount proved utterly inadequate the President gave his own note for $579.50 to obtain money to meet the expense of cleaning the whole collection. The Visiting Committee reported that the work had been done in so excellent a manner as to surprise even connoisseurs, that it believed that the President had acted with commendable disinterestedness, and that the question was no longer one of making an appropriation but of paying a debt and it accordingly advised that the Boards direct the Treasurer to meet the note when it became due, and the Boards accepted the recommendation. In 1885 three hundred dollars were appropriated for repairing pictures and mounting drawings. In 1905 one hundred and fifty dollars were appropriated for repairing the frames of the pictures of the Bowdoin family. It is now the policy of the college to restore a few canvases each year. Frames are also restored or replaced.

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[14] Presumably when the school was in session the pictures sought another place of refuge.

Much of the reparation money was probably spent unwillingly. The Visiting Committee said of the cleaning ordered by President Woods that it would make the gallery, "the most elegant resort of youth and beauty and taste our state affords." It is to be feared, however, that the Committee overestimated the youthful appreciation of art. A letter to the *Orient* of 1883 said, "It seems decidedly foolish to stow away in a room seldom visited a collection of paintings worth thousands of dollars, and at the same time be suffering for the common necessities of life . . . If these pictures are worth as much as claimed, they ought to be exchanged for a decent telescope and observatory, so that some practical work in astronomy can be done here as well as in other colleges. A gymnasium ought to be built with the proceeds of a 'Vandyke,' and better salaries paid the professors, so that the best of them need not be snatched away by richer colleges when they get a reputation here. There are lots of things we need, and we don't need that fossilized, antiquated collection of brown paint."

Fate willed that the college not only should keep and should receive large additions to its "collection of brown paint," but that the need for a suitable place for the exhibition of its art treasures should be most nobly met. Mr. Theophilus Walker, because of whose gifts to Bowdoin the Walker Art Gallery received its name, had spoken of giving the college a building to be used solely as an Art Museum. He died before his purpose had taken shape in act, but in 1891 his nieces, the Misses Mary Sophia and Harriet Sarah Walker, who had inherited the chief part of their uncle's estate, wrote to President Hyde offering to erect such a building in Mr. Walker's memory.

It was a remarkable gift. Mr. Walker was not a son of Bowdoin or even of Maine. His connection with the college was slight and of ancient date. To his nieces the college was little more than a name. Their uncle appears to have given them no charge in the matter yet they determined without pressure of any kind to carry out his inchoate purpose. They erected a beautiful and costly building and when it appeared that it would give an impression of incompleteness they added at considerable expense a terrace and three mural paintings. The whole was done in a manner throughly characteristic of the donors. The Misses Walker were typical New England ladies of the old school, intelligent, reserved and resolute. When they came to the exercises of formal presentation and were thanked for their generosity and praised for the beauty of the museum, their reply was as brief and simple as courtesy would permit. The Museum was a luxury. Bowdoin was suffering for necessities and the attention of the Misses Walker was gently called to its need of a library. Instantly it was apparent that they would not even consider a change of their gift. In like manner they would admit of no change in the mural painters whom they had selected, although one, John La Farge, was in poor health, took four years to finish his picture and repeatedly offered to give up his engagement.[15] But the firmness of the ladies never degenerated into ignorant arbitrariness. They gave close attention to details but they left to experts the decision of matters which properly belonged to them.

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[15] When Mr. La Farge signed his picture he added in Italian the words sick and weary.

Walker Art Building by Moonlight

After the completion of the Museum the Misses Walker bore the expense of installing the collections and made many choice additions to the collections themselves, while the survivor bequeathed a fund for the maintenance of the fabric.

The building and its contents are thus described in the college catalogue:

"The main entrance consists of a loggia, in front of which, and supporting the wall above, are six Ionic columns of stone. Niches in the front wall of the building on either side of the loggia contain bronze copies, by De Angelis, of Naples, of the classical statues of Demosthenes and Sophocles. Pedestals on either side of the ascent to the loggia are surmounted by copies in stone of the lions of the Loggia dei Lanzi.

"The entrance from the loggia is to the Sculpture Hall, occupying the central portion of the building beneath a dome which rises to the height of forty-seven feet, and furnishes light to the apartment through a skylight at the top. The floor tympana below the dome, each twenty-six feet in width, are filled with four paintings symbolizing the artistic achievements of Athens, Rome, Florence, executed by Messrs. John La Farge, Elihu Vedder, Abbot Thayer and Kenyon Cox respectively.

"Original classical marbles; busts, and work in low-relief; bronze and plaster facsimile casts of classical figures and groups of statuary are exhibited in this room.

"The Bowdoin, Boyd, and Sophia Wheeler Walker Galleries are entered from three sides of the Sculpture Hall. The Bowdoin Gallery contains chiefly the collection of about one hundred paintings and one hundred and fifty original drawings by old and modern masters bequeathed to the College by Honorable James Bowdoin, and a series of portraits of the presidents and of the distinguished benefactors of the College. The Boyd Gallery contains, mainly, the collection of paintings bequeathed by Colonel George W. Boyd, of the Class of 1810, a collection of Japanese and Chinese works of art, collected and formerly owned by the late Professor William A. Houghton, A.M., a collection of objects of Oriental Art given by

David S. Cowles, Esq., the Virginia Dox Collection of objects of native American art, a collection of original Classical Antiquities from Mycenaean to Roman times given by Edward P. Warren, L.H.D., and collections given or loaned by Mr. George W. Hammond, Mrs. Levi C. Wade, Hon. Harold M. Sewall, Mr. Dana Estes, and other friends of the College. The Sophia Wheeler Walker Gallery contains exclusively works of art given by the Misses Walker, being chiefly specimens of ancient glass, Roman sculpture, old Flemish tapestry, Oriental ivory carvings, miniatures, etc., with paintings and drawings by modern artists of the foremost rank, and a bronze relief portrait, by French of Theophilus Wheeler Walker.

"In the basement are two lecture rooms and a room of Assyrian sculpture. The Charles A. Coffin collection of etchings is exhibited mainly in the Assyrian Room. There is also a collection of seventeenth, eighteenth, and nineteenth century watches bequeathed by Hon. James Phinney Baxter, Litt.D."

A recent addition to the collection of portraits is the Healy portrait of Longfellow. Mr. Longfellow considered it a specially good likeness as did his intimate friend Annie Louise Cary Raymond. Mrs. Raymond for years hoped to possess it, was finally fortunate enough to purchase it and on her death left it to the college.

Probably the articles in the Bowdoin collection which particularly appeal to specialists are the examples of early American portraiture, the etchings, and some Greek vases and other antiques.

The Art Building is becoming crowded and it is more necessary than ever to pay great attention to the quality of any additions to the collection. In 1916 Professor Johnson said: "It is the ambition of those in charge of the Bowdoin Art Collections to exhibit ultimately in its galleries original works of art only . . . The most welcome gifts are of two kinds, either objects judged and described by an expert, or funds to be used by expert direction in securing originals. It is conferring a sounder permanent benefit upon the college to give it one good original such as a fine Greek coin or a drawing by a master of painting, an object that is not necessarily very expensive, than to furnish never so good copies in any field whatever."

Science Building

Although Bowdoin has always been a college where the humanities occupied the first place, yet it has paid great attention to the sciences. President McKeen, when considering the call to the presidency of Bowdoin, sought information concerning the philosophical, that is scientific equipment of the college. The Boards appropriated a thousand dollars for the purchase of scientific apparatus at the same time that they voted a thousand dollars to buy books. One of Mr. Bowdoin's first gifts was an endowment for a professorship of mathematics and of natural and experimental philosophy, and he bequeathed to the library not only his own library, "which seems to have contained nearly everything in print on the subject of mineralogy," but "the Haüy collection of minerals valued at $400, models in crystallography valued at $200, and other scientific apparatus appraised at an equal amount."

Professor Cleaveland's reputation, his correspondence with eminent scientists abroad and the presence at Brunswick of a mineral, then rare, and therefore valuable in exchange, enabled Bowdoin to obtain many foreign minerals. Professor Cleaveland also had many minerals of his own which were mingled with those of the college and notwithstanding the Professor's general care and accuracy it proved to be difficult to determine which specimens were his property and which belonged to Bowdoin.[16] Visiting Committees expressed great admiration of the manner in which Professor Cleaveland had arranged his treasures but he seems really to have had little method and they have been rearranged twice according to present scientific custom.

After Professor Cleaveland's death his private collection was purchased by the college, the Visiting Committee stating that this would be a more appropriate tribute than the erection of a monument. There appears to have been some difference between the college and the family of Mr. Cleaveland in regard to their respective rights for the vote for the purchase of the collection provided that it should be regarded as a satisfaction of the claims of both parties.

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[16] A similar difficulty arose in the time of Professor Carmichael.

Various collections and specimens have been given or bequeathed to the college. Among them are a collection of shells bequeathed by Dr. George Shattuck of Boston, which enabled Professor Cleaveland to give a course in conchology; a herbarium collected by Rev. Joseph Blake of the class of 1835, presented by his brother, Samuel H. Blake of the class of 1827, and a collection of birds made by Dr. N. S. B. Cushman of Wiscasset, and presented by residents of Brunswick and vicinity.

The housing of these collections has given the college much trouble. The difficulty was met in 1873 by the construction of the Cleaveland Cabinet in Massachusetts Hall. Hon. Peleg W. Chandler of the class of 1834, a son-in-law of Professor Cleaveland, at his own expense remodelled the interior of the Hall. The outside he left nearly in its former condition but he raised the porch a story and the roof a few feet. Professor Little thus describes the change: "The two original upper stories of the building have been thrown into a single hall, called the Cleaveland Cabinet, forty-eight feet in length by thirty-eight feet in width and twenty-three feet in height. A gallery reached by spiral staircases surrounds the room. Fourteen alcoves and many large cases on the main floor contain the collections of minerals he [Professor Cleaveland] made, as well as several other scientific collections belonging to the college. A projection on the east side provides a spacious entrance and staircase. On ascending the visitor notes two interesting autographs — the last letter Professor Cleaveland ever wrote and the sonnet to his memory by his old-time student, Longfellow."

The construction of the Cleaveland Cabinet provided reasonably well for the exhibition of the scientific collections of the college but did nothing in the more important matter of facilitating instruction. In the old days the students sat wedged together in a small room and watched Professor Cleaveland perform his regular experiments with unvarying success unless a passing cloud caused an adjournment. But under the new system experiments were performed by the students themselves and more space and more equipment were necessary. In 1862, largely through the generosity of Mr. Seth Adams of Boston, a building now known as Seth Adams Hall was erected for the

Searles Science Building

medical school and part of it was used as a laboratory by the college students. It became, however, entirely insufficient for modern demands, high schools and academies were better equipped for the study of science and visitors to Bowdoin were hurried along as they passed through the laboratories. In his report for 1892 President Hyde set forth the condition of affairs so vigorously that some fear was felt that his great frankness would injure the college. But the demand created the supply. Mr. Edward F. Searles presented the college with a thoroughly modern scientific laboratory in memory of his wife, Mary Frances Searles. The laboratory "Is a brick building with stone trimmings designed in the Elizabethan style of architecture by Mr. Henry Vaughan of Boston. The extreme length is 172 feet, and the depth from front to rear of wings 107 feet. It is three stories in height with a well-lighted basement. The three departments have separate entrances and stairways, the chemical and physical occupying the northern and southern wings respectively, and the biological the third floor."

The circumstances of the gift of the Searles building were very peculiar, it may be said that the real donor was General Thomas H. Hubbard. Mr. Searles had married a very wealthy woman who soon after died leaving him her property. Her relatives tried to break the will. Mr. Searles' lawyer was General Hubbard, who saved the estate for his client. When Mr. Searles asked what was the lawyer's compensation General Hubbard replied, a science building for Bowdoin College. According to another account Mr. Searles paid his lawyer's bill but expressed a wish to do something more and the General then mentioned the science building. "But I have no connection with Bowdoin," said Mr. Searles. "What reason is there for my doing this?" "Oh, give it in memory of your wife," said the General. And so Bowdoin has the Mary Frances Searles Science Building. Whatever is the exact truth of the matter at least all Bowdoin men may join in the sentiment expressed by Chief Justice Peters, a graduate of Yale but a Trustee and loyal friend of Bowdoin, "Aint I glad that man married that woman."

The erection of the Searles building completed the quadrangle, but there are other college buildings outside its limits. A useful though very unobtrusive one is the observatory built in 1890-1891 with money given for the purpose by Mr. John J. Taylor of Illinois and several Bowdoin alumni. It is the smallest of the college buildings, but is well equipped, having both a reflecting and a refracting telescope of good size and excellent quality. The atmospheric conditions at Brunswick are such that telescopes of great power would not be specially valuable.

An account has already been given of the old and the new gymnasiums. The old one was transformed into a central heating plant and a Union, but in February, 1920, the building caught fire. The Brunswick fire department, working in a fearful blizzard, saved the part used as a heating plant but the rest of the building was a total loss.

In 1917 Dr. Thomas Upham Coe, '57,[17] erected, equipped and endowed the Dudley Coe Memorial Infirmary in memory of his son, Dudley, who died at the age of fourteen.

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[17] Dr. Coe was a nephew and namesake of Professor Upham.

CHAPTER XII

THE MEDICAL SCHOOL[1]

IMMEDIATELY upon his acceptance of the presidency of Bowdoin College President Allen wrote to Dr. Nathan Smith, the founder of the Dartmouth Medical School, then Professor of the Theory and Practice of Medicine at Yale, with regard to the improvement of medical instruction in the state to which he was soon to remove. His correspondent said in reply: "I think after what experience I have had, we could form a medical school that would, in point of real utility, equal any in the country. In a new state like Maine, where neither habit nor parties have laid their ruthless hands on the public institutions, and where the minds of men are free from their poisoning influence, everything is to be hoped for. Such a field would be very inviting to me; and such a place I take Maine to be. For though they have heretofore been divided into parties, I am disposed to think, that now they have become a state and are left to themselves, party spirit will in a great measure subside, and they will be ambitious to promote the honor and the welfare of the state."

This hope of aid from the state was realized. The first legislature of Maine, to its honor and to the material increase of the health and happiness of the people, established, June 27, 1820, the Medical School of Maine, to be under the control of the Trustees and Overseers of Bowdoin College; granted fifteen hundred dollars for procuring necessary books, plates, preparations and other apparatus; and authorized the annual payment of one thousand dollars for general expenses until otherwise ordered. The first series of lectures was given in the spring of 1821 by Dr. Smith, assisted by Dr. John Doane Wells, who, at first as assistant, but soon as a full professor, conducted the courses in Anatomy and Surgery, and by Professor Cleaveland, who had charge of the chemistry for nearly forty years, and for an equal period was the devoted and efficient secretary of the school. Twenty-one young men were in attendance. The next year there were forty-nine, and subsequent classes to the present time have averaged nearly eighty.

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[1] The account of the school until 1894 is taken verbatim from Professor Little's *Historical Sketch.*

Temporary quarters, as it was then supposed, were provided for the school in Massachusetts Hall. Time moved on but the school did not. The building came to be spoken of as the Medical College. Possibly the conservatism of the secretary was responsible in part for this inaction. The accommodations, narrow and insufficient as they were, had served several of the largest and most talented classes to which he had lectured. He saw no insuperable objections to remaining. The principal reason, however, lay in the changed relations of the college and the commonwealth. The fostering hand of the state which, it was believed, would continue to support the institution, abandoned it at an early age. Subsequent legislatures did not maintain the reputation of the first. The need of a general hospital, both for the insane and for surgical cases requiring especial skill, early became manifest to the Medical Faculty and to the leading physicians of the state. The desirableness of connecting this with the medical school was even more clear. The legislators, though providing an act of incorporation for such a hospital in 1826, after the persistent efforts of Professor Cleaveland and Hon. Robert P. Dunlap, of the class of 1815, repeatedly refused to endow it or make any grant sufficient to warrant an attempt to open it, and depend upon private benevolence for its maintenance. Not only were these attempts to secure a hospital at Brunswick unsuccessful, but the annual grant itself was discontinued in 1834. How efficient this had been in establishing the character and increasing the efficiency of medical instruction, is shown by the circumstance that the school possessed, at this time, the finest library and apparatus of any in New England, though four others surpassed it in age.

Dr. Smith's connection with the school was severed in 1825, when his duties in New Haven had become such as to forbid his absence. His successors in the chair of the Theory and Practice of Medicine have been, almost without exception, gentlemen who have had extended experience as lecturers in other medical schools in this country. Dr. William Sweetser and the present incumbent, Dr. Israel Thorndike Dana, may from their length of service, extending over a score of years, be claimed as belonging especially to the Maine Medical School. The early death, in 1830, of Dr. John Doane Wells was a severe blow to the school in which he had taken the deepest interest. The expenditure of a great portion of the legislative grant of $1,500 was made by him during an extended residence abroad, and to his skill as a surgeon and brilliancy as a lecturer much of the success the school attained in its first decade was due. Of his successors in the chair of Anatomy and Surgery, only Dr. Edmund R. Peaslee exceeded him in length of service. In 1857 the chair was divided and instruction in physiology was added to the duties of Dr. David S. Conant, the new professor of Anatomy. Of subsequent professors of Surgery, Dr. William W. Greene and Dr. Stephen H. Weeks have each held the chair upwards of a decade. In 1825 the chair of Obstetrics was established and Dr. James McKeen of Topsham, the youngest son of the first president of the college, filled it for fourteen years. His successors have been Dr. Ebenezer Wells, Dr. Fordyce Barker, Dr. Amos Nourse, Dr. Theodore H. Jewett, Dr. William C. Robinson, Dr. Edward W. Jenks, and the present incumbent, Dr. Alfred Mitchell. At the time of offering instruction in this subject the fees were increased from forty-five to fifty dollars. These, as well as the length of the course, three months, remained practically unchanged for thirty years.

An important addition to the course was made in 1846 by the establishment of the chair of Materia Medica and Therapeutics. No sketch, however short, can omit mention of the service in this branch of the curriculum of Dr. Charles A. Lee, Dr. Frederic H. Gerrish and Dr. Charles O. Hunt. Three years later a formal course of lectures on medical jurisprudence was first given. With two exceptions, the subsequent annual courses on this subject have been given by Hon. John Searle Tenney, Hon. Charles W. Goddard and Hon. Lucilius A. Emery. These and other changes required, in 1856, the lengthening of the term to four months.

A most important event in the history of the school was the erection in 1860-61 of a building especially adapted for its use. The inconveniences suffered in the cramped quarters in Massachusetts Hall had begun seriously to threaten the prosperity of the institution. Its friends, therefore, petitioned the legislature, in 1858, for aid in erecting a home of its own. The petition failed. The following year it was renewed and one-half a township of wild land was granted for this purpose. Unfortunately, however, its opponents succeeded in attaching a proviso to the effect that the "legislature may make any necessary regulation for the admission and graduation of students." This provision, which looked towards a future change of attitude towards homeopathic and eclectic schools of medicine, was extremely distasteful to the Maine Medical Association. That body finally informed the Trustees that if the grant were accepted on these terms it would refuse graduates of the Medical School admittance to its membership. Happily, by the united efforts of the college and the association, the obnoxious proviso was repealed in 1861. By the $5,500 obtained from this source, to which an equal amount was added from the college funds, and a generous gift from Seth Adams, Esq., of Boston, the Trustees were enabled to build and equip Adams Hall, according to designs furnished by the secretary of the medical faculty, Professor Paul A. Chadbourne. It was first occupied in 1862. Through the gift of one thousand dollars from Dr. Calvin Seavey of Bangor, important additions were made at this time to the anatomical cabinet of the school. By the zeal and interest of the present incumbent of the chair of Anatomy frequent accessions have been made during the last decade to the collection, until the facilities for study in this department are unusually complete.

In 1872 a separate chair was established for instruction in physiology. It has been held in succession by Dr. Robert Amory, Professor Burt Green Wilder, Dr. Henry H. Hunt and Dr. Charles D. Smith. The last named is also lecturer on public hygiene, which has been a part of the curriculum since 1875. The introduction of laboratory courses in chemistry — a subject which has always been in charge of a member of the academic Faculty — and a general readjustment of the curriculum, led to an extension of the term to twenty weeks in 1886, and an increase in the tuition charge, which is now eighty-three dollars, with a graduation fee of twenty-five dollars. Reference only can be made to the endeavor, in this decade, to raise the standard of medical instruction by requiring an entrance examination from those who are not graduates of the higher educational institutions, and in the present decade by requiring attendance upon three full courses of medical lectures.

The medical faculty, as well as a large majority of the practitioners throughout the state, have been long of the opinion that the efficiency of the school could be promoted by its removal to Portland on account of the enlarged clinical advantages to be secured in connection with the hospitals and dispensaries of that city. This proposal, after considerable opposition, has met with the approval of the Trustees and Overseers and would doubtless have been carried out before this were it not for the uncertainty in regard to the bequest of Mrs. Catherine M. Garcelon. If her generous purpose is accomplished the Medical School, with an endowment of two hundred thousand dollars, will be enabled both to erect new buildings and to provide for the further enlargement of the course of study it now offers.[2]

The money was received but the school proved unable to maintain its honorable position. The failure, however, was not due to want of earnest effort to introduce reforms and meet new demands. In 1897 President Hyde said in his report: "The present connection between the Governing Boards and the Medical School is little more than nominal, and the mode of administering its affairs is primitive in the extreme. The existing relations and methods are those which tradition has handed down when such relations and methods prevailed in professional schools throughout the country. The prospect of a considerable endowment of the school in the near future [a reference to the Garcelon-Merrit bequest] and the increasing need of material equipments for the proper study of medicine, indicate that the time has come for placing the Medical School in closer relations with the Governing Boards, and administering its finances in a more impersonal method." The income of the Medical School consisted of fees which the Professors divided among themselves or otherwise disbursed as they saw fit. The Boards were practically a rubber stamp wielded by the Medical Faculty. President Hyde recommended that appointments, appropriations, changes in the requirements for admission and in the curriculum and all other matters requiring action by the Boards be reported to the Visiting Committees at their annual meetings two weeks before Commencement. The President said that this would allow the Boards to give the same attention to the affairs of the Medical School that they did to those of the college and would prevent appointments and appropriations being made by persons affected by them. The President advised that all receipts be paid to the Treasurer of the college and be disbursed by him in accordance with specific appropriations by the Boards. He also recommended that the Professors receive definite salaries instead of a portion of the fees.

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[2] Professor Little's sketch ends here.

After proper consideration of matters of detail the President's proposals were accepted.

About the same time the often discussed question of the removal of the school to Portland received a final solution. In his report of 1898 President Hyde stated the arguments for remaining in Brunswick and building a cottage hospital and for moving to Portland. He said:

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

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

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

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

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

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

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

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

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

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

Fifth: The tendency of medical instruction is in the direction of city schools, where the greatest variety of cases and the highest grade of medical talent is to be found.

The President suggested that the school would be an honor and advantage to the community in which it was located, that both Portland and Brunswick might be willing to assist in procuring the building or buildings needed, and that the decision of the Boards might be influenced by the amount of the offers made by the two places respectively. No bidding occurred but the Boards voted that the last two years of the course should be given at Portland, and in December, 1899, the change was made. The catalogue announced that as soon as a second building was completed the whole school would be located at Portland, but this time never came. The Portland School for Medical Instruction offered to transfer its building to Bowdoin for the Medical School on condition that it would assume a mortgage of eleven thousand dollars. The Medical School had been given nearly eight thousand dollars from a bequest for education, the building could be leased when the school was not in session and the rent would pay the interest on the balance of the debt. Believing the risk of loss to be small the college accepted the gift and the liability. The change proved advantageous, the opportunities offered by the Maine General Hospital being especially valuable.

The movement to Portland was preceded, accompanied and followed by a raising of standards, lengthening of the school year and an increase in the number of courses and the number of instructors. In 1904 President Hyde said in his annual report: "The current year marks even more decided progress in the Medical School than in the college. Within the past twenty years the number of instructors in the Medical School has been increased from ten to twenty-three. From two courses of sixteen weeks each, the second course being substantially a repetition of the first, the school has developed a graded course, extending over four years of nine months each year [the change from six to nine months was to take effect the ensuing fall] . . . A thorough laboratory course in Pathological History and Bacteriology has been recently introduced. The terms of admission have been raised from 'evidence of a good English education' liberally interpreted to thorough secondary education, including Latin, Physics and Chemistry rigidly enforced." The requirements for admission grew steadily. In 1902 the Medical Faculty was authorized to make the standard of admission substantially equivalent to that of admission to the Academic Departments of recognized colleges. In 1906 the Boards accepted the conditions for admission of the Association of Medical Colleges with the addition of an absolute requirement of one year of Chemistry. In 1909 the Boards voted that from and after 1912 admission to the school must be preceded by one year in a reputable college where Chemistry, Physics, Biology and French or German had been taken, and advised that two years be taken in college. In 1914 the Boards, acting on the recommendation of the Medical Faculty, voted that after 1916 two years in college should be not merely recommended but required.

Many students wished for both a liberal and a medical education, but both could not be obtained without a serious postponement of the age of entering on practice. Accordingly certain medical courses were accepted for the bachelor's degree and finally permission was given to take the Senior year in college in the Medical School. An earnest attempt was made to induce the Boards to give the degree of B.S. for two years in the college and two in the Medical School provided that a rank of B were obtained and that both Faculties joined in approving the degree. But the Boards were unwilling to take the step, probably believing that it would be contrary to the principle that the degrees of the college should signify a liberal not a technical education.

The school was under the serious disadvantage that almost all the Professors were practicing physicians who could give only a part of their time and strength to teaching. They were liable to be suddenly called away on cases or even to change their residence permanently. The yearly salary was so small, one thousand dollars or less, that it was impracticable to obtain men of proved ability from other places. To meet this difficulty the Boards, acting on the recommendation of President Hyde, provided for assistants to the Professors who should teach not over one quarter of the time, and thus acquire experience and be able to supply a vacancy should one arise.

But these reforms were insufficient to save the school from criticism and serious danger. Andrew Carnegie had financed a movement to improve medical education in the United States and get rid of many inefficient schools which turned out doctors unworthy of the name. Investigators came to Brunswick, stayed a very short time and made a report which was in some respects decidedly unfavorable to the Medical School. Both President Hyde and Dr. Whittier published vigorous replies, but that could not prevent the reputation of the school from suffering severely.

In 1910 President Hyde discussed the matter in his annual report. He said that the Medical School had done good work on a small income and that "It would be difficult to find anywhere an institution which during the past ten years has shown more costly and intelligent progress toward higher standards of work, increased facilities, and improved quality and range of instruction. At present in common with all Medical Schools our school is the object of critical investigation by Associations and institutions which have at heart an earnest desire to improve the quality of medical instruction throughout the country. In so far as this critical examination has been based on standards of practical efficiency for the actual practice of the profession, the Medical School of Maine has stood the test splendidly, and has been placed by competent judges in the first rank of medical schools. In so far as this critical investigation is based on the idea that the test of a medical school is the facilities for original research and the contribution it is able to make to the advancement of the science of medicine, it has revealed certain lacks in our school; part of which can and ought to be promptly met; and part of which it is not possible to meet without expending a sum of money enormously in excess of any substantial benefit that could reasonably be expected from it. Maine is not sufficiently populous and wealthy to support a school with equipment and endowment equal to that of the Harvard Medical School, or the Medical School of Johns Hopkins University, though if schools of that kind are the only schools needed in the country, then the mission of the Medical School of Maine, and of scores of other Medical Schools, with long and honorable records for usefulness, is at an end. If, however, there is still room, as most of us believe there is, for schools which while adequately equipped to avail themselves of all practical results of medical research, yet make it their chief aim to train men to use those results in the actual practice of medicine, there will always be a field of usefulness for schools like the Medical School of Maine."

The President admitted, however, that developments were needed for which increased funds were necessary. He mentioned better laboratories and a much better dispensary but said that "The most essential conditions of meeting what is reasonable in the new standards of medical education are a few professorships which shall be held by men who give their whole time to teaching, and consequently receive much higher salaries than are necessary for professors who combine teaching and the practice of their profession." But the President added that "A splendid beginning in this direction has been made by Dr. Whittier, who, although he has other duties in connection with the academic department, still gives much more time to his department of Bacteriology and Pathology than a practicing physician would be able to give. Medical Chemistry, also, fortunately has been in the hands of an expert [Professor Robinson] who, though having other duties in the academic department has also been free from the demands of regular practice."

In order to obtain a portion of the money for needed improvements the school cast itself on the bosom of Bowdoin, claiming that there were two departments, the academic and the medical, each entitled to support from its mother. The Dean of the school, Dr. Addison S. Thayer, in his report for 1913 admitted that "Discovery that a poor relation is also a very near one naturally arouses mixed emotions." But he added that "whatever emotions the friends of the college may feel as a result of this readjustment of the relation between the two departments, there is apparently no disposition on the part of anybody now to deny the facts or to dodge the consequences." Certainly the Boards seemed ready to take a most liberal view.

In 1911 they appointed a committee to consider the needs of the Medical School and the committee reported that the school was intended to be a department of the college. The Visiting Committee expressed the same opinion in the strongest terms. It said: "If the Medical School and the college were persons instead of institutions the way in which they have been associated for many years, while unconscious of the original and real relationship existing between them, might almost suggest a plot for a work of fiction. It has long been commonly supposed that the Medical School, with its own funds, faculty and aims, was in the beginning a sort of orphan needing a legal guardian and that in view of that need it came under the care of the college the latter institution holding the funds of its ward and allowing therefrom whatever seemed necessary for its ward's support, without feeling much further concern. But an examination of the statutes and history bearing on the case, as set forth in the admirable report of the special committee, appointed a year ago, reveals the fact that the Medical School, called without legal warrant the Medical School of Maine, has never been chartered, incorporated or intended to be a separate institution, it is not a ward, it is a member of the family, it is as truly an organic part of the college as is the Department of Physical Training or of English."[3]

In the preceding year an attempt had been made to raise one hundred and forty thousand dollars for the improvement of the laboratories and the erection and endowment of a dispensary. The attempt was an utter failure. In September, 1911, Mr. Hugh J. Chisholm of Portland and New York offered to erect and equip a dispensary if an endowment of fifty thousand dollars were raised. This also proved impossible. The failures were partly due to the fact that heavy demands had been recently made on the alumni for the addition to the endowment and for the erection of the gymnasium. For this reason the college had not thought it wise to make a new call, but it evidently felt a duty to the School for the Financial Committee took the great responsibility of underwriting the dispensary subscription by the deposit of securities owned by the college to be returned as subscriptions came in. The Visiting Committee endorsed the action and the Boards ratified it. At the same time provision was made for the employment of six instructors who could be regarded as "full time professors."

The closer connection between the college and the Medical School was indicated by the abolition of the special medical graduation and the conferring of all degrees granted by the Boards at the same time and by the assigning of one of the Commencement parts to a Medic.

The relations between the two institutions became in most respects very cordial. This had not always been the case. The Medical School, indeed, had been founded and connected with Bowdoin in full accordance with the desires of President Allen and many alumni of the college. "Bowdoin a University" would have been a popular cry. Professor Cleaveland was devoted to the Medical School heart and soul. His interest in it and the compensation which he received as its Secretary and Professor of Chemistry may have been one reason for his refusal of calls to other institutions. But many felt that the school was a disadvantage to the college. It lingered for years in Massachusetts Hall when the college was greatly cramped for room. Students separated from the college by the Faculty entered the Medical School and though their stay might be soon cut short they had time to exercise a bad influence on the college students. The Visiting Committee of 1839, which found so much to criticise, spoke of the matter quite sharply, although it mingled its blame with praise of the Medical School. A little later the Visiting Committee stated that there had been a great improvement in the matter complained of, but intimated that were the question a new one it might be well to have the school located in some other place than Brunswick.

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[3] This was a very broad statement. The Department of English had no separate Faculty nor was it supported by fees to which the college had no right. The Medical School was created by the Maine Legislature and put "under the control, superintendence and direction of the President and Trustees and Overseers of Bowdoin College." This is much more like giving an orphan a guardian than ratifying an adoption.

The relations between the students of the two institutions became unfortunate. It was extremely easy to enter the school, its year was originally three months, the college students could not but regard it as inferior and its students not in their class; they manifested their feelings freely and played pranks on the Medics and of course provoked retaliation. About 1890 there came a change. The *Orient* welcomed the new students and the college men refrained from the insulting demonstration with which they had been accustomed to greet the Medics. From this time matters gradually improved. The medical course became longer and harder. Many Bowdoin alumni entered the Medical School. The vote of the Boards permitting the last year of the A.B. course to be taken in the Medical School made the link stronger. Medics served on athletic teams and helped win points for Bowdoin.

The school strove earnestly after excellence. The requirements for admission were increased. But this, while pleasing to the pride of Faculty and alumni, reduced the number of students. Dean Thayer said that the aim had been to have a small but good school and that the first part of the plan would soon be accomplished. The clinical facilities at Portland, though much better than at Brunswick, were still limited; unless the classes were small they could not obtain the opportunities for bedside study and for personal instruction which were desirable, but small classes made the cost of education per student high and so exposed the school to the charge that it did little at a great expense. In fact the school was in a situation like that of the Scientific Department forty years before. The requirements were so severe as to repel many students and on the other hand the larger institutions had some advantages for which the Maine School could not hope.

In 1917 came the entrance of the United States into the World War. Many Professors and students were drawn into the service and the school shrunk. In 1918 the Dean made no report. Next year he explained that the school had been sick unto death and too weak to talk. In 1918 the Trustees voted to discontinue the school in 1921, but the Overseers refused their consent. The blow, however, was but deferred. Financially speaking the school was an open sore. It had a deficit of seven thousand dollars a year which was made good from the general funds of the college. The Council for American Medical Education decided that it would not include in Class A schools with an income of less than twenty-five thousand dollars a year exclusive of fees. In September, 1920, the Medical Council gave notice that the Medical School was so far below its standard that it must be dropped from Class A. In June, 1920, the school celebrated its centennial. In December of that year a special meeting of the Boards voted that unless an endowment could be obtained for the school by June, 1921, Bowdoin would disclaim all responsibility for it. There had been much bitterness of feeling. In 1919 a number of graduates of the school and college, mostly residents of large cities out of the State, issued a circular advising the closing of the school. Members of the Faculty replied with vigor. The Maine Medical Association and various college alumni organizations declared in favor of the school. The friends of the school resented the implied charge that it was a pauper depending on the college. They said that Mrs. Garcelon would never have bequeathed two hundred thousand dollars to the college had not her husband and her brother been medical students at Brunswick and that the income of her gift would care for the medical deficit. It was urged that the school could do a necessary and worthy work even if it did not produce physicians and surgeons of wide reputation [which, however, it had done].

Dean Thayer said in his annual report of 1916: "Three-fourths of our medical students are State of Maine boys. For the making of good family doctors, I believe that no better stock can be found. It becomes increasingly apparent, that the demand is now outrunning the supply. In the United States, in the last dozen years, a decrease of more than forty per cent, in the number of medical schools, and a decrease of nearly fifty per cent in the number of medical students, is producing the hoped for improvement in the quality of output. It is also multiplying the calls for recent graduates to serve in hospitals or to practice in sparsely settled communities."

When the college refused to continue the school its friends turned to the Legislature. Bills establishing a medical school and giving it fifty thousand dollars a year for two years were introduced into the Legislature. It was understood that the new school would be located in Portland and would probably be joined in some way with the state Department of Public Health. The public and the medical profession were both divided in opinion. The opposition seemed to center in Portland. The main argument for the bill was that it would help supply the great need of the small towns for doctors. The opponents of the bill argued that the Medical School had done little in this respect during the last ten years and would do little in the future. Much was said of the great expense which the State would incur. It was claimed that the money granted by the bill would be but a beginning, that state institutions always demanded more and more, and reference was made to the enormous increase in the claims of the University of Maine. The bills were referred to the committees on Judiciary and Appropriations jointly, which reported unanimously against them. The Legislature overruled its committee and passed the bills, but Governor Baxter vetoed them chiefly on the ground of economy.

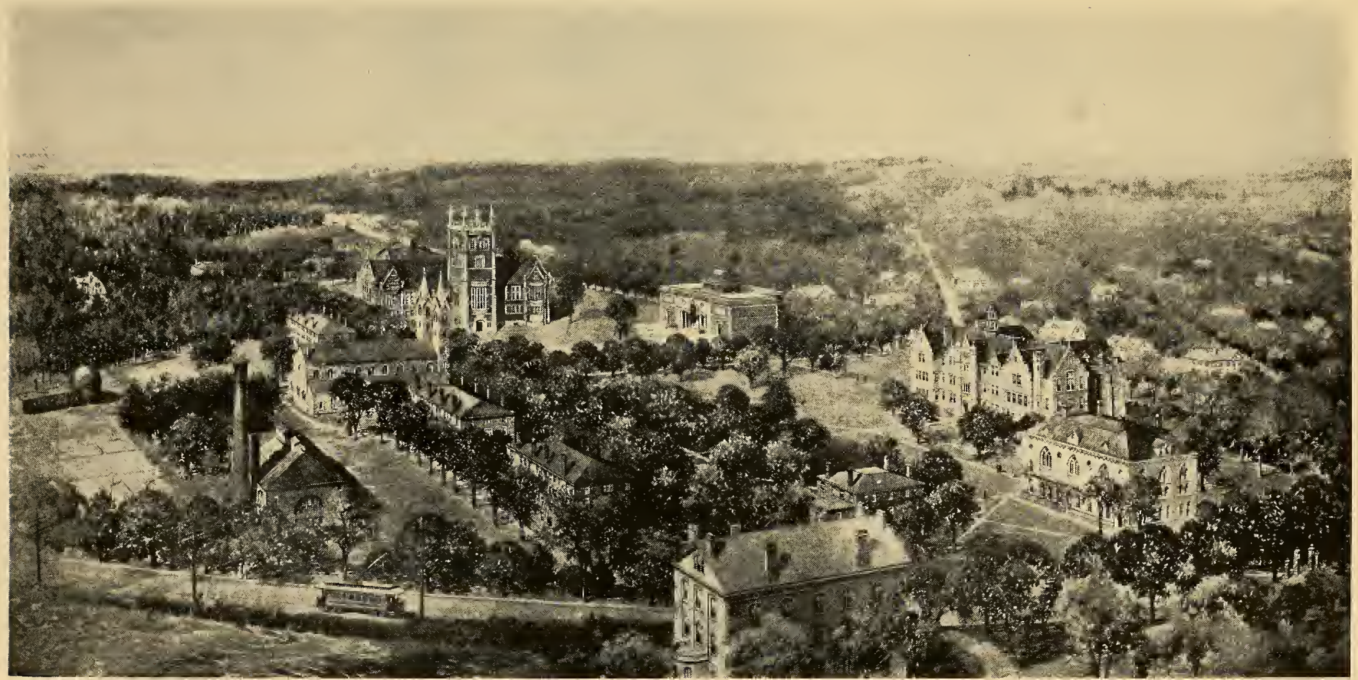
No Maine Rockefeller came forward to save the school and at the Commencement of 1921 it ceased to be. During its last few months of life it gave intensive courses to its students to assist them in transferring to other institutions, the college at its own expense providing special instruction. Bowdoin still holds the Garcelon-Merritt fund in trust, and nine thousand dollars is given annually for medical scholarships. The bulk of this is used to provide means of study in medical schools, but a portion is given to students taking a two years pre-medical course at Bowdoin, which the college has established.

The President and the Dean of the Medical School regarded the abolition of the school somewhat as one looks on the decease of a friend whose honorable lifework has been accomplished. President Sills said in his report of 1921: "For those who have known the College intimately, the closing of the Medical School naturally brings great regret. The College has had so many points of contact with the medical profession of Maine throughout these hundred years, and has received so much generous and loyal support from graduates of the Medical School that the abandonment of the school means a very great loss. The loss, however, is as nothing compared with the impairment of reputation, both of the school and the college which would have followed the inability to maintain the school properly.

"I cannot close this chapter of the history of the College without a tribute to the men on the Medical Faculty of the present time who have labored hard and consistently against great odds for the welfare of the students of the School, and in particular I desire to say what coöperation the administration has received both from the Dean, Dr. Thayer, and from the Deputy Dean, Dr. Whittier of Brunswick, with whom it has always been a pleasure to work. The School closes its century of existence with a creditable record and in good standing."

Dean Thayer closed his report with a brief description of what had happened in the past few months and said, "On the twenty-third of next June, unless the unexpected happens, medical education in Maine will cease to exist. The possibility of future revival appears to be small . . . The Bowdoin Medical School, at times, has found the struggle for existence precarious, and the easier way alluring. Release brings a measure of relief."

In looking back over the history of Bowdoin there are qualities which seem specially characteristic of the college. First, a readiness to welcome new truth and help to carry forward the torch of prog-



Bowdoin in 1910

ress, combined with the caution and sanity which takes care not to burn the wheat with the tares. Second, as President Sills's song Rise Sons of Bowdoin proclaims the producing of men. The first alumnus to win any wide fame was Nathan Lord, '09, the president of Dartmouth, and no man can succeed as president of an American college who is a scholar only. It is true that Bowdoin has graduated famous scholars of the minute type like Ezra Abbot and pioneers in intelligent scholarly investigation like C. C. Everett. It has also on its rolls the names of those literary artists, Hawthorne and Longfellow. But Dean Everett has been described as "... shy, reticent, ... yet with such reserves of courage, of strength, of eloquent speech, that no person and no righteous cause ever appealed to him in vain for counsel or help." And if anyone doubts the vigor of the gentle Longfellow or the courage and loyalty of the shy Hawthorne, let him read the letter which the former wrote when the Boards wished to give him an instructorship instead of the professorship which had been promised him[4] and the reply that Hawthorne made when his publishers objected to his dedicating a book to his old college friend the very unpopular ex-President Pierce.

One of the finest instances of heroism in American public life was the conduct of William Pitt Fessenden, Bowdoin '23, in voting for the acquittal of President Andrew Johnson of whose conduct Mr. Fessenden disapproved, and whom his party hated as a traitor, because in Senator Fessenden's opinion the President had committed no legal offense. Similar courage was shown by John A. Andrew, '37, when he parted from his friends in opposing prohibition, and by Thomas B. Reed, Bowdoin '60, when almost alone in the House of Representatives he proclaimed his opposition to the war with Spain. These were not isolated deeds of heroism in the lives of the men performing them, but typical of their careers, and they were done not by mere agitators but by able and responsible executives and legislators.

And if with some, the achievements of the nineteenth century are taking their place with others of the half-forgotten past yet at least it was in modern times that Robert E. Peary, Bowdoin '77, planted the stars and stripes at the North Pole.

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[4] The chief cause of the proposed change was the poverty of the college.

APPENDIX

I

MUSIC AT COMMENCEMENT

From early days there was music at Commencement, but it soon came to be furnished by the graduating class and paid for by the speakers, and the cost was heavy. In 1824 the Boards authorized the Faculty to limit the amount thus expended or to engage the music itself and charge all or part of the expense on the last term bills. The next year such action by the Faculty was made mandatory. But in 1828 the Visiting Committee reported that the law against the hiring of music by students was of uncertain meaning, that if this were forbidden at Commencement, the music must be omitted entirely or paid for by the college and that either course was to be deprecated. The Committee stated that the students were understood to be dissatisfied at being deprived of a privilege enjoyed by their predecessors and that, "It is apprehended that the want of this accompaniment may materially diminish the number of the audience and ultimately injuriously affect the character of the other performances." It recommended the repeal of the vote of the preceding year, and the desired vote was passed.

In 1839 the Boards voted that fifty dollars be paid to the Senior class provided that they furnished suitable music for Commencement. The next year the Visiting Committee recommended that the amount be raised to one hundred dollars as the cost in excess of fifty dollars was imposed on the speakers and that consequently many refused "parts," and the change was made.

In 1845 the Visiting Committee discussed the subject at some length. They said that as the speakers paid for the music, men who had no parts were active in obtaining a class vote for expensive music, that the music cost the speakers from ten to fifteen dollars apiece and that "As young men who felt that their future success in life depends wholly on their own exertions are more likely to be industrious than those who look to their Father's wealth for support, a majority of indigent students will always be among the best scholars and taxed heavily for music and it is frequently the case that they are obliged to forego performing on account of this expense. Your committee think that this evil may be remedied and also that light and unseemly music [may] be prevented from desecrating a temple dedicated to the worship of God, if it should be the duty of the executive government to engage the music, and that the portion of the expense not paid by the societies be charged equally upon all students of the graduating class which they therefore recommend." The Boards accepted the recommendation and next year the Committee reported that the change had worked well and that there had been no refusals to speak. But rules in regard to student expenses, like other sumptuary laws, are difficult to maintain, at least in the spirit. The custom grew up of the graduating class providing a concert in the Town Hall. The performers were expensive musicians brought from away, and though an admission fee was charged, there was usually a deficit of from one hundred to four hundred dollars. The expense was probably due to class patriotism, each class wishing to outdo its predecessor.

For many years, however, the Senior Concert has been omitted and now may be regarded as abolished.

II

SCIENTIFIC COLLECTIONS

In recent years important additions have been made to the equipment of the department of Biology and it may be that the general public and even the alumni are not aware of the facilities for instruction and study which it possesses and of the original work which it is doing. In response to an inquiry concerning these matters Professor Gross wrote: " . . . I am glad to say that our equipment and facilities for biological work are of the very best excelling those of many of the larger universities. We now have a splendid collection of illustrative material including dissections, anatomical preparations, models and prepared specimens of animals and plants.

We have a very complete collection of bird skins which is unexcelled for work in ornithology a course which is now given at the college. Only a few institutions in the country now offer a course of this kind. The mechanical equipment such as microscopes, drawing and projection apparatus is also complete in every respect. We . . . have a well equipped laboratory for milk and water analysis. The milk inspection for the Town of Brunswick is done by the Biology department.

"We are also well equipped for research work. Dr. Copeland is carrying on work in animal physiology and I am doing work such as directing the New England Ruffled Grouse investigation and I have just completed a large work on the Heath Hen the vanishing bird now represented by only a few specimens on Martha's Vineyard the only living individuals in the whole world."

In reply to a question concerning valuable collections possessed by the college, Professor Copeland wrote: " . . . I suggest that you refer to the Charles Fish (Bowd. '65) collection of moths and butterflies. We have recently received a collection of microscopic preparations and photographic slides made by Charles H. Clark, D.Sc. (Bowd. 1876) and presented by his son. Botanical and mammalian collections from the arctic have been given by MacMillan. There is also a collection of owls from Peary."

III

THE CAMPUS

Some alumni have wished that the unsightly wooden fence could be succeeded by a handsome one of iron, but such an enclosure might befit a monastery rather than an American college, at least Bowdoin has much more pressing needs. The by-laws of Brunswick, thanks in part to the persevering efforts of A. G. Tenney, Bowdoin '35, the editor of the *Brunswick Telegraph*, forbid the gentle cow to rove the streets at will, while trees and bushes check the careless intrusion of boys and drivers of carriages and autos. Lawful entrance is provided by gateways of brick and stone. The most elaborate was given by the class of 1875 and affords admittance to the path leading from Maine Street to the Chapel. Another gate was presented by the class of 1878. A third is a memorial to Professor Franklin C. Robinson and his wife. The fourth is named for a nephew of Professor Robinson, Warren Eastman Robinson, who was killed in the Great War, falling just before the Armistice. It was given by his wife, a daughter of Professor Henry Johnson, and was placed at the spot where the Professor usually entered and left the campus. The gateway is an entrance, not a barrier, and to typify this, curved stone seats are placed on each side of the posts.

Proposals have been made for erecting memorials in the quadrangle. Some twenty years ago a suggestion was made that statues of the youthful Hawthorne and the youthful Longfellow be erected there. Plans for a Hawthorne statue were carried so far that application was made to Daniel C. French, the sculptor, who expressed his readiness to undertake the work, and subscriptions were made for defraying the cost but the sum needed was considerable and it proved impossible to raise it.

It has been proposed that a rostrum be built as a memorial to the Bowdoin soldiers of the Great War and plans have been drawn but no definite steps have been taken. One structure, however, that is not a building has been placed on the campus. In 1923 the class of 1898 celebrated its twenty-fifth anniversary by erecting near the chapel a bronze bulletin board. One side is reserved for notices by members of the Faculty, the other for announcements by students.

IV

BASEBALL SCORES

Year	Bowdoin-Bates		Bowdoin-Maine		Bowdoin-Colby	
1872	25	19	..	..	..	..
1873	7	13	..	..	..	..
1874	17	14	..	..	..	..
	7	5	..	..	..	..
1875	12	15	..	..	..	..
	4	8	..	..	..	..
1876	0	3	..	..	30	8
1877	2	8	..	..	7	8
	..	..	..	..	11	12

Year	Bowdoin-Bates		Bowdoin-Maine		Bowdoin-Colby	
1878	7	9	..	..	6	3
	4	10	..	..	3	6
	..	..	..	..	12	4
1879	8	9	..	..	14	5
	7	10	..	..	28	11
1880	16	3	..	..	11	1
	6	16	..	..	14	12
	7	4	..	..	..	..
	5	6	..	..	..	..
	2	10	..	..	..	..
1881	8	6	..	..	7	5
	..	..	..	..	5	15
1882	8	9	..	..	2	6
	13	12	..	..	3	17
	11	6	..	..	..	..
	4	5	..	..	..	..
1883	10	0	..	..	7	8
	13	5	..	..	5	9
	10	0	..	..	4	3
	4	1	..	..	3	1
	9	0	..	..	8	10
1884	..	..	..	..	6	9
	..	..	..	..	6	3
	..	..	..	..	1	2
	..	..	..	..	0	4
	..	..	..	..	13	9
	..	..	..	..	11	8
	..	..	..	..	10	4
1885	26	4	8	7	6	3
	14	4	10	6	13	14
	..	..	3	1	7	6
	..	..	4	3	..	..
1886	6	3	4	2	6	4
	4	2	18	13	0	1
	4	8	9	10	3	5
	9	10	..	..	..	..
1887	18	8	..	..	6	7
	3	10	..	..	3	5
	..	..	..	..	17	5
	..	..	..	..	8	13
	..	..	..	..	6	11
1888	4	9	9	8	3	8
	11	4	5	3	1	5
	12	11	11	6	8	11
	..	..	..	..	17	11

Year	Bowdoin-Bates		Bowdoin-Maine		Bowdoin-Colby	
1889	21	5	8	12	11	9
	8	16	11	12	10	15
	6	17	..	..	8	4
1890	10	3	17	23	8	10
	3	9	8	4	6	10
	..	..	..	..	5	6
1891	..	..	..	..	8	21
	..	..	..	..	23	6
	..	..	..	..	9	8
	..	..	..	..	12	7
	..	..	..	..	4	14
	..	..	..	..	11	12
1892	10	15	..	..	20	8
	10	25	..	..	18	17
	4	5	..	..	14	9
	13	8	..	..	..	..
1893	24	6	15	2	10	1
	21	3	30	8	2	9
	13	24	..	..	9	4
1894	6	14	..	..	13	7
	26	8	..	..	10	11
	10	13	..	..	..	..
1895	11	17	5	7	7	8
	6	8	27	10	8	5
	..	..	2	20	6	8
1896	15	16	15	7	19	11
	12	14	..	..	18	8
	11	6	..	..	..	..
1897	7	4	3	1	1	5
	8	9	6	11	11	6
1898	9	8	9	8	11	9
	10	2	1	5	8	12
	10	11	..	..	..	..
1899	10	1	6	2	4	5
	4	7	9	5	..	..
1900	8	9	2	9	..	..
	10	3	9	4	..	..
	5	7	..	..	..	..
1901	2	1	12	6	2	4
	6	3	8	7	12	20
1902	1	9	1	7	7	3
	3	6	5	3	11	10
	9	3	1	2	1	0
1903	5	0	1	6	6	10
	15	3	5	4	3	0
	12	5	8	4	8	3

Year	Bowdoin-Bates		Bowdoin-Maine		Bowdoin-Colby	
1904	7	6	3	0	6	0
	1	6	4	5	2	5
	1	0	..	..	..	..
1905	6	3	6	7	6	11
	7	1	6	2	4	3
	11	5	..	..	..	..
	3	2	..	..	..	..
1906	2	3	6	3	6	7
	6	1	6	2	3	7
	2	11	..	..	3	0
	..	..	..	..	0	6
1907	2	5	2	1	4	3
	5	2	6	4	5	1
	4	3	..	..	3	7
	5	1	..	..	..	..
1908	11	7	2	1	5	3
	5	2	9	0	2	3
	10	3	..	..	..	..
1909	0	8	6	5	6	7
	8	6	4	3	5	8
1910	2	5	4	1	2	4
	4	5	0	5	1	2
	5	6	..	..	..	..
1911	9	10	6	5	4	0
	4	0	4	2	9	1
	4	3	..	..	..	..
1912	2	1	4	5	3	6
	5	4	5	6	0	5
1913	1	2	1	9	4	1
	5	1	4	3	9	2
1914	0	4	4	3	4	8
	6	4	1	3	3	2
	4	1	..	..	..	..
	10	12	..	..	..	..
1915	6	2	3	10	2	3
	9	18	3	9	7	12
	3	7	0	2	4	7
1916	3	9	3	4	2	14
	8	5	2	13	1	0
	3	1	3	1	5	6
	9	1	..	..	..	..
1917	13	8	8	7	5	2
	5	1	1	3	14	4
	6	1	..	..	5	3

Year	Bowdoin-Bates		Bowdoin-Maine		Bowdoin-Colby	
1918	2	8	6	7	2	3
	5	6	6	5	3	10
	3	13	..	..	..	..
1919	14	4	9	7	4	6
	7	4	0	6	5	2
	3	7	..	..	..	..
1920	12	2	11	1	0	1
	2	3	5	6	..	..
	5	9	..	..	..	..
1921	2	4	10	8	10	7
	4	2	7	0	9	5
	6	2	..	..	..	..
1922	6	1	6	2	4	0
	5	1	3	5	7	3
	5	2	..	..	..	..
1923	10	16	5	0	5	8
	8	4	11	1	10	5
1924	2	3	2	14	12	10
	10	9	7	4	9	6
	0	10	..	..	..	..
	10	9	..	..	..	..
1925	2	1	3	6	8	5
	3	5	..	..	2	3
	6	5	..	..	2	3
1926	5	15	3	2	5	8
	11	3	1	2	4	14
	5	4	..	..	..	..

MAINE INTERCOLLEGIATE TRACK MEETS

Year	Bowdoin	Bates	Maine	Colby
1895	99	9	16	11
1896	108	13	4	10
1897	71	24½	16	14½
1898	69	18	39	9
1899	75	19	38	3
1900	92½	13	12½	17
1901	89	10	31	5
1902	57	8	60	1
1903	67	11	46	2
1904	64	10	50	2
1905	59	4	55	8
1906	39	22	51	14
1907	45½	23	46½	11
1908	58	18	48	2

Year	Bowdoin	Bates	Maine	Colby
1909	68	11	35	12
1910	49	37	28	12
1911	16	39	41	30
1912	18	43	39	26
1913	17	43	47	19
1914	21½	13½	54	37
1915	32	5½	60½	27
1916	39	13	61	13
1917		No Meet		
1918		No Meet		
1919	73	17	36	..
1920	45	25	31	25
1921	44⅓	26	28⅓	26⅓
1922	55½	32	26½	9
1923	63	23	37	3
1924	50	25	35	16
1925	41	40	26⅔	27⅓
1926	53½	37	33½	11
1927	51	29	46	9

FOOTBALL SCORES

Year	Bowdoin-Bates		Bowdoin-Maine		Bowdoin-Colby	
1889	62	0	..	..	..	..
1892	..	..	..	..	56	0
	..	..	..	..	22	4
1893	54	0	12	10	42	4
	..	..	..	..	40	0
1894	26	0	..	..	30	0
1895	22	6	..	..	6	0
1896	22	0	12	6	12	0
	..	..	..	..	6	6
1897	6	10	..	..	4	16
	..	..	..	..	0	0
1898	0	6	29	8	17	0
1899	16	0	14	0	0	6
1900	..	..	38	0	68	0
1901	0	11	5	22	0	12
1902	0	16	0	10	5	16
1903	11	5	0	16	0	11
1904	12	6	22	5	52	0
1905	6	0	0	18	5	0
1906	0	6	6	0	0	0
1907	6	5	34	5	5	0
1908	0	5	10	0	9	6

Year	Bowdoin-Bates		Bowdoin-Maine		Bowdoin-Colby	
1909	6	0	22	0	5	12
1910	6	6	0	0	6	5
1911	11	0	0	15	0	0
1912	6	7	0	19	10	20
1913	10	7	0	9	0	12
1914	0	27	0	27	0	48
1915	7	0	13	23	6	34
1916	13	3	7	7	7	14
1917	13	0	7	0	10	7
1918	6	0	..	..	0	13
1919	14	3	0	18	30	0
1920	0	0	7	7	7	0
1921	..	..	14	7	18	6
1922	3	7	6	7	6	6
1923	7	12	6	28	6	6
1924	13	0	0	0	0	9
1925	6	7	14	28	7	10
1926	13	7	6	21	21	14

ERRATA

Page 32, line 30, 1812 should read 1822.

Page 52, line 17, 1888 should read 1887.

Page 74, line 1, *Gazette* should read *Advertiser*.

Page 182. Professor Palmer recommended Mr. Hyde for a professorship, not for the presidency.

Page 255, line 29, thirteen should read twelve.

Page 265, line 33, Mrs. Gamp should read Betsey Prig.

Page 300. Professor Langley was not the first secretary.

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