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NEW SERIES

NUMBER 59

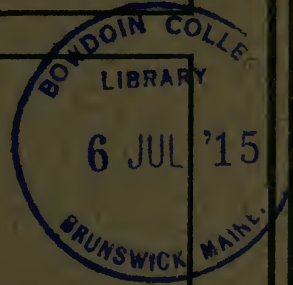
BOWDOIN COLLEGE BULLETIN

ADMINISTRATIVE NUMBER

1914



1915



BRUNSWICK, MAINE
PUBLISHED BY THE COLLEGE SIX TIMES A YEAR, IN
DECEMBER, FEBRUARY, APRIL, MAY, JUNE & JULY

MAY,

1915

REPORT OF THE PRESIDENT
OF BOWDOIN COLLEGE
FOR THE ACADEMIC YEAR, 1914-1915

TOGETHER WITH THE REPORTS OF THE DEAN
OF THE COLLEGE, THE DEAN OF THE MED-
ICAL SCHOOL, THE LIBRARIAN, AND THE DI-
RECTOR OF THE MUSEUM OF FINE ARTS.

1914



1915

BRUNSWICK, - - MAINE
PRINTED FOR THE COLLEGE, MDCCCXV

THE RECORD PRESS
BRUNSWICK, MAINE

REPORT OF THE PRESIDENT

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1914-15:

General Thomas Hamlin Hubbard, LL.D., died on the nineteenth of May, 1915, in the seventy-seventh year of his age. He graduated from Bowdoin College in the class of 1857, and from the Albany Law School in 1861. He was First Lieutenant and Adjutant of the 25th Maine Volunteers in 1862; Lieutenant-Colonel of the 30th Maine Volunteers in 1863; Colonel in 1864, and was brevetted Brigadier General in 1865.

In 1865 he resumed the practice of law in New York City, and for many years was a member of the law firm of Butler, Stillman and Hubbard. He was a vice-president and director of the Southern Pacific Railroad Company from 1896 to 1900, president of the Mexican International Railroad Company from 1897 to 1901, and of the Houston and Texas Central Railroad from 1894 to 1901. He was president of the Guatemala Central Railroad Company from 1901 to 1912. He has been President of the Pacific Improvement Company since 1903, and president of the International Banking Corporation since 1904. He was a director in many banks, railroads and business corporations, and for several years had a controlling interest in the New York *Globe*. He was Commander of the Military Order of the Loyal Legion of New York from 1903 to 1906. He was president of the New England Society of the City of New York from 1903 to 1905. As Chairman of the New York State Bar Association Committee on Legal Ethics he introduced important reforms in legal practice. He was a trustee and benefactor of the Albany Law School. Since 1908 he has been president of the Peary Arctic Club.

He was an Overseer of the College from 1874 to 1889, and has been a Trustee since 1889. He received the degree of LL.D.

from the College in 1894. He secured for the College the gift by Mr. E. F. Searles of the Mary Frances Searles Science Building. With Mrs. Hubbard he gave Hubbard Hall. He gave the tablets in Memorial Hall, and the Grand-Stand on Whittier Field. He was a generous giver to the Endowment Fund; and to all the funds, large and small, the College has raised during the past thirty years.

He was a brave and efficient soldier; an able and conscientious lawyer and business man; a generous supporter of a host of charities and reforms; and a liberal benefactor to scores of persons.

In his professional and business life he kept in mind, as scrupulously as his own interests, the interests of clients and patrons. His large fortune represented value rendered to those from whom it came; and his generous gifts expressed a personal identification with the causes and persons to whom he gave.

He was the best friend Bowdoin College ever had. He carried its problems and interests constantly in his mind and heart, and his great benefactions, amounting to more than half a million dollars, came not in response to solicitation, but as the spontaneous expression of his intense devotion.

Joseph Williamson died July 30, 1914 in the forty-sixth year of his age. He graduated from Bowdoin College in the class of 1888, and received the degree of A.M. in 1892. He had been a member of the Maine House of Representatives, and attorney for Kennebec County. In 1914 he was elected an Overseer of the College. His geniality and kindness won him a host of friends throughout the state.

Galen Clapp Moses died on the nineteenth day of April, 1915, in the eightieth year of his age. He graduated from Bowdoin College in 1856, and received the degree of A.M. in 1859. Since 1865 he had been treasurer of the Worumbo Manufacturing Company. He gave Bath its public library and was the principal giver of the Bath Y. M. C. A. Building. Since 1880 he has been an Overseer of Bowdoin College: since 1886 he has been on the finance committee of the college: and since 1912 he has been President of the Board of Overseers. He was a trustee of Ban-

gor Theological Seminary: and a member of the American Board of Commissioners for Foreign Missions.

He was a most liberal giver to the College, the Seminary, Home and Foreign Missions, and a host of benevolences public and private. His liberality is the more remarkable in view of the fact that it did not spring from a natural propensity to give; but had to be acquired by an arduous struggle to make over his nature in this respect in accordance with Christian principles. As citizen, churchman, alumnus, trustee, director and treasurer, he was public-spirited, devoted and vigilant.

The college has made arrangements with an artist of recognized ability for a portrait of Edwin Bradbury Smith, Esq., of the Class of 1856. The college has also provided, under the direction of Mrs. Fessenden Carney, of Portland, a beautiful monument in the cemetery at Kennebunkport.

GIFTS

The following gifts have been received during the past eleven months: that period being taken that hereafter the year reported may coincide with the financial year.

Payments on Gymnasium Building Fund From May 1, 1914
to April 1, 1915

G. W. Burpee	\$ 10 00
F. A. Burton	15 00
R. E. Palmer	10 00
W. H. Cunliffe, Jr.	20 00
J. A. Harlow	8 33
H. R. Miller	5 00
J. S. Brown	5 00
J. E. Odiorne	10 00
E. E. Tufts	10 00
W. C. Philoon	10 00
J. C. Carr	6 67
C. R. Crowell	10 00
J. L. Curtis	10 00
C. H. Merrill	5 00

J. L. Doherty	50 00
A. V. Bliss	10 00
W. A. MacCormick	8 67
D. W. Snow	100 00
D. H. McMurtrie	10 00
S. E. Pope	16 66
Class of 1904	1,250 00
W. H. Greeley	13 33
G. C. DeMott	5 00
R. I. Carney	8 33
A. H. Holmes	15 00
H. M. Jordan	33 34
C. A. Towle	20 00
G. O. Cummings	6 65
P. W. Meserve	5 00
H. E. Thompson	15 00
B. E. Moulton	10 00
R. Faulkingham	10 00
A. W. Perkins	16 67
F. K. Linscott	16 66
G. A. Tolman	16 66
R. H. Hinkley	16 66
A. R. Cole	2 50
P. P. Cole	2 50
P. W. Brooks	70 00
L. S. Pratt	5 00
J. C. O'Neil	10 00
D. Hovey	10 00
E. P. Spinney	10 00
C. R. Bull	10 00
J. Heywood	27 00
F. I. Cowan	10 00
H. M. Hayes	5 00
J. E. Philoon	10 00
H. N. Gardner	20 00
D. Redfern	33 33
P. B. Morss	16 66

REPORT OF PRESIDENT

T. S. Lazell	10 00
J. E. Moore	25 00
J. W. Leydon	10 00
H. S. Chapman	15 00
M. O. Baltzer	5 00
E. Wilson	16 66
H. L. Robinson	20 00
E. M. Nelson	10 00
C. H. Stephens	8 33
J. R. Redlon	10 00
J. M. Loring	20 00
E. R. Woodbury	10 00
H. H. Smith	16 66
A. H. Parcher	10 00
S. J. Hinch	5 00
A. E. Neal	10 00
R. K. Eaton	20 00
J. C. Oram	10 00
E. F. Abbott	25 00
A. W. Johnson	15 00
A. Somes	10 00
M. Standish, Jr.	15 00
E. W. Torrey	20 00
M. W. Hamblen	7 75
L. H. Gibson, Jr.	10 00
F. D. Walker	5 00
W. W. Fairclough	45 00
P. Straw	10 00
F. T. Garland	5 00
F. J. C. Little	15 00
H. V. Bickmore	5 00
T. D. Bailey	10 00
W. A. Coombs	3 35
G. L. Berry	10 00
C. N. Peters	16 67
H. B. Field	15 00
E. Locke	9 00

W. E. Leighton	16 00
J. E. Dunphy	5 00
D. L. Wormwood	16 67
E. H. Webster	15 00
P. L. Wing	5 00
A. M. Merriman	66 67
A. W. Stone	2 00
S. W. Pierce	10 00
T. W. Williams	14 00
G. A. Porter	10 00
J. G. W. Knowlton	15 00
C. H. Hastings	30 00
J. C. White	10 00
G. F. Eaton	5 00
L. Prentiss	33 33
E. H. Snow	7 50
R. E. Bodurtha	13 33
A. E. Gray	5 00
L. McFarland	10 00
F. W. Burkett	7 00
A. G. Dennis	10 00
T. E. Makepeace	5 00
S. T. B. Jackson	10 00
S. S. Knowles	5 00
M. B. Auten	10 00
C. E. Kellogg	15 00
E. W. Skelton	20 00
W. H. Callahan	10 00
V. W. Marr	5 00
W. B. Trickey	5 00
G. C. Brooks	14 00
J. A. Norton	13 00
G. B. Sears	66 67
L. A. Dodge	5 00
E. E. Kern	28 00
C. E. Sayward	25 00
R. D. Kennedy	10 00

REPORT OF PRESIDENT

9

J. H. Morse	10 00
L. S. Lippincott	15 00
P. C. Savage	10 00
H. A. Jones	15 00
L. D. Lincoln	10 00
H. M. Keating	5 00
H. A. Barton	6 83
E. A. Nason	10 00
H. W. Hastings	15 00
H. C. Arey	6 67
G. H. Stover	25 00
H. B. Eastman	25 00
C. B. Haskell, Jr.	10 00
H. H. Pierce	50 00
W. H. Farrar	6 66
	\$3,287 37

Gifts from May 1, 1914 to April 1, 1915

Ephraim C. Cummings Scholarship	\$3,000 00
Hugh J. Chisholm Scholarship	5,000 00
Art Department	100 00
John F. Hartley Scholarship	15,000 00
Albert M. Rollins Scholarship	45 00
Richard A. Lee Scholarship	75 00
Mrs. Edith D. Files	200 00
Stanley P. Chase	5 00
	\$23,425 00

Gifts to the Medical School

F. C. Payson	\$ 100 00
Hon. A. R. Savage	50 00
	\$ 150 00

THREE BOWDOIN POLICIES

The colleges of the country are in a state of transition. No one of them can fulfill its mission by simply repeating its own past; or duplicating the features of the others. Each college is called upon to do its share of costly experimentation for the common good. Many of these experiments are being tried on Freshmen. Harvard gives them separate dormitories. Reed gives them a course of study in college life. Amherst gives them a comprehensive introduction to the social sciences. Columbia gives them an elementary course in Philosophy.

Bowdoin watches all these experiments with eager interest; and after making the necessary discount for the tendency of each institution to an optimistic interpretation of its own experiments, will be ready to incorporate whatever results prove of permanent value. For the present, however, Bowdoin adheres to its policy of making the Freshman year a thorough drill in subjects which require analysis, concentration and hard work. Such a year is still believed to be the best preparation for class spirit, college life, social science, philosophy and whatever else is most valuable in the later years. Still, Bowdoin has three policies, each of which is sufficiently rare to be designated as distinctive:

First: the Freshmen are given almost exclusively experienced professors receiving the maximum salary. Only a very small portion of the Freshman instruction is given by young instructors. In fact the college has no instructorships filled by a procession of young men, trying themselves out on the students. It is very seldom that we lose a man in a subordinate position to a subordinate position elsewhere; for the reason that we pay promising young men better and promote them faster than most institutions. Our loss is almost exclusively in men who have reached our maximum position and salary. Such losses have been extremely heavy. We have been obliged to refuse reappointment to only five men in the past fifteen years—a very small number for an institution which refuses to carry on its teaching staff men who deserve to be dropped. The result of this policy of retaining and rapidly promoting successful instruc-

tors, and having no others, is that our teaching staff is from a third to a half smaller in proportion to the number of students than that of most institutions of equal resources.

As fewer men, and those few better teachers on better pay, rather than more men with half of them inexperienced on inadequate pay, is our first policy: fewer courses and those more intensively taught is the second. As in a meal, the quality of the food eaten rather than the range of the printed bill of fare is the important consideration, so in a curriculum the thoroughness and interest of the courses taken is more important than the number and range of the courses offered. In the courses where it is most essential, like history, government, literature, economics, and sociology, the preceptorial method of dividing classes into groups of five or six for personal conference, doubles the value of the course to those who take it; and it is the policy of the college to give a few courses by this costly method rather than many on the cheaper plan of mere lectures or quizzes for undivided or inadequately divided classes.

In many of our departments the number of courses offered is from half to a third smaller than those offered by most institutions of similar size and resources. Six or eight semester courses intensively taught are better than fifteen or twenty courses taught with wholesale methods by overworked professors or inexperienced instructors. In a university where the subject is the end, and the man is the instrument, quantity may count for more. In a college where the man and his development is the end, and the subject is the means, our policy is so essential that no false ambition of a university type of professor to spread his courses out in university fashion should be allowed to lure us from it.

The third distinctive policy of Bowdoin is the introduction of a few limited courses, open only to the few who are qualified to profit by them. This gives scholarship its natural premium in opportunity for more scholarship under conditions of minimum waste and maximum efficiency. To the two or three such courses already in successful operation we propose to add two or three more next year; so that history, literature, the physical sciences,

and the social sciences will be represented in this stimulating and costly method of instruction.

All three of these policies, and especially the combination of them, are very expensive. As compared with the cost of a college which uses a few overworked professors and a lot of underpaid instructors, to teach large classes in the mass; and does no more for the best man than for the worst; a college which aims to make every successful instructor permanent at a living salary, and has no others: which teaches by the preceptorial method so far as it is applicable: and gives exceptional opportunities to exceptional students: costs from a third to a half more. To conduct a college of this second type and carry our distinctive policies to their logical and effective conclusion, requires immediate and continuous increase of our resources. We have put our hand to the plow of these costly experiments, which if carried through will give us a better college than the world has ever seen: and our alumni and friends will not permit us to turn back for lack of means to carry them to a successful issue. The accompanying table shows that while smaller than most of the New England colleges, Bowdoin College has a much larger proportion of professors of full rank and salary than any; and a larger number of such professors than any of these colleges except one. The universities are not included; but if included would compare in this respect still less favorably. The colleges other than Bowdoin are indicated by letter rather than by name to avoid in any case the publication of an unfavorable comparison. The table also shows that in no institution is less of the work done by half paid assistant or associate professors; and in only two institutions is a smaller proportion of the instruction turned over to mere instructors. It also shows that only two of these colleges have a Faculty as small as, or smaller than, Bowdoin. Whatever strength we have is not in size but in the proportion of experienced and well paid to inexperienced and underpaid men. We are trying the costly experiment of growing better without growing bigger.

	Professors		Associate and Ass't Professors		Instr's and Ass'ts.		Total
	No.	%	No.	%	No.	%	
Bowdoin	21	77.7	2	7.4	4	14.7	27
A	21	47.7	20	45.4	3	6.8	44
B	27	49.1	11	20.	17	30.9	55
C	18	60.			12	40.	30
D	11	44.	7	28.	7	28.	25
E	16	51.6	4	12.9	11	35.5	31
F	21	53.8	8	20.5	10	25.6	39
G	20	27.	21	28.4	33	44.6	74
H	9	33.3	17	62.9	1	3.7	27
	—		—		—		—
Total	164		90		98		352
Average	18.2	46.6	10	25.6	10.8	27.7	

THE CHRISTIAN ASSOCIATION

The student activities of the Christian Association are both social and religious. The Association has always stressed the social aspect of its work: there is a Freshman Reception each fall, which practically the whole college attends; a special Freshman Meeting explains college customs to the new men; a Handbook is furnished to each student; an Employment Bureau is conducted, and a Text Book Loan Library provided. This year two new features of work were undertaken. On Thanksgiving Day the Social Committee arranged an informal gathering in one of the fraternity houses for those who could not go home; a Tutoring Bureau for non-fraternity Freshmen who would profit by advice from high standing upperclassmen, was organized, and its usefulness demonstrated. The undergraduate religious activities were carried on much as in the past: Bible and Mission Study classes were well attended (the record attendance was 137); the meetings, both the small weekly group and the monthly public addresses, attracted satisfactory audiences; specially successful was the series of meetings on "The College Man," addressed by Hon. Carl E. Milliken, ex-President of the

Maine Senate, President Aley of Maine and Principal Stearns of Andover.

Outside the college the Association has been particularly successful. Church attendance and membership have been urged upon the undergraduates; twenty men have united, as temporary members, with the Church on the Hill, and eight have joined by confession, either here or at their home churches. For two months, in the winter, Bowdoin Deputation Teams were away every Sunday; over a dozen men visited twenty communities, including four academies; at one, over eighty boys decided to lead a Christian life. The Sunday School at Pejepscot, composed of both Protestants and Catholics, has been continued. The Association has been well represented at the various College Y. M. C. A. Conferences; Northfield, State Efficiency Conference, and State Student Conference. In coöperation with the other Maine colleges a State College Y. M. C. A. Conference will be established this September. Hiwale, 1909, has again been supported as Bowdoin's representative in India; due to the generosity of the alumni nearly four hundred dollars has been sent this year. Nor have Bowdoin men neglected the needs at home: at Thanksgiving and Christmas the dinners given to poor families in town fed eighty people; the Freshman Religious Committee has collected clothing for Dr. Grenfell's mission and magazines for the State Prison. As the result of a special campaign last fall 300 pounds of clothing was sent to Cambridge University, England, for the Belgian refugees, and a contribution was made to the Red Cross. The classes in English for foreigners and the Brunswick Boys' Association have continued the successful work reported last year.

The Bowdoin Christian Association is unique in the support it receives from the college: the Secretary is a member of the Faculty and the Boards appropriate \$200 annually, from the Collins Fund, for the work of the Association. Bowdoin is probably the first college to incorporate in its annual reports any statement of the religious activities of the year. Both of these features are now being adopted by other institutions.

DEBATING AND PUBLIC SPEAKING

This year, as in previous years, in the triangular Debating League including Hamilton, Wesleyan and Bowdoin, each college won one and lost one of its two debates. In the New England Intercollegiate Public Speaking League, which includes Amherst, Brown, Wesleyan, Williams and Bowdoin, Mr. Kenneth E. Ramsay, Bowdoin 1915, won the prize, receiving the unanimous vote of the five judges. Of the six contests held since the formation of this league, Bowdoin has won three.

CHANGES IN THE FACULTY

Professor James L. McConaughy leaves us this year, after six years of faithful and effective service as Secretary of the Christian Association, and Professor of Education and English. With rare tact and resourcefulness he has successfully conducted difficult and delicate departments of college work. He goes to a position at Dartmouth where he will have increased administrative responsibilities and opportunities.

Mr. Harold M. Hayes in Physics and Mr. Neal Tuttle in Chemistry have proved successful temporary instructors. At the last Commencement more permanent provision for these positions was made in the election of Mr. Rhys D. Evans instructor in Physics, and Mr. Philip W. Meserve instructor in Chemistry; who complete their graduate work at Harvard in June, and come to us in September. The Committee on Vacancies have recommended two additional instructors: one in Mathematics, and one in History, for election at Commencement.

THE NEEDS OF THE COLLEGE

While we have income sufficient to conduct what on paper would appear to the uncritical like a pretty good college, our present income falls some ten thousand dollars short of meeting the expense of the costly methods of instruction previously described: to say nothing of making the logical extensions of those methods which their success invites and our growth demands.

Memorial Hall, save for the memorial tablets and the memorial window to Dr. Jewett, remains as glaringly inartistic as

when after long delay it was first built. The roof and walls have been made tight; but the interior decoration is not what a memorial to the soldiers of the Civil War and the chief assembly room of an institution of learning should be: and our beautiful new buildings make the defects of this hall more striking by comparison.

The pressure upon our scholarship and loan funds caused by the increased cost of living, and the increasing number of students of slender means who take us at our word that a resourceful and successful student can very largely support himself while going through college, render necessary an increase in scholarships and loan funds.

A swimming pool would make our athletic equipment complete. Many New England colleges, including Amherst, Brown and Wesleyan, have fine pools. A swimming pool should be located adjacent to the gymnasium. The cost would be approximately \$25,000.00. Such an addition to our equipment would be much appreciated by the students and would be of great assistance to the work of our department of Physical Training.

A suitable infirmary adequately endowed is a pressing need. The college has been fortunate in escaping serious epidemics but there is no assurance that the good fortune will continue. Two years ago a questionnaire was sent to the other colleges in New England asking for information relative to methods and cost of maintenance. The returns show that the yearly cost of maintaining an adequate infirmary in a college of the size of Bowdoin varies from \$2,000 to \$6,000.

These together with the steadily increasing general needs of the college require from the alumni and friends a constant stream of gifts while living; and the generous remembrance of the college in the wills of all who are financially successful beyond the urgent and immediate needs of those dependent upon them.

A BOWDOIN UNION

Bowdoin College lacks opportunity for the students to meet in informal sociability in an all-college way. It is the opinion of the faculty that a Union would satisfy this social need.

That the need of such a building has been long felt is shown by the following extract from an editorial in the *Orient* of May 3, 1899:

"It is good and healthy for students to get together and discuss things which interest the college as a whole; but they will not unless there is a convenient and suitable place. Such a hall as is needed should be connected with some building where students naturally go for comfort and social enjoyment; a building not associated with recitations, lectures and examinations, but with relaxation, indoor games and reading. In short, the college has reached that stage in its development where it needs to have special provision made for some things which a college was formerly thought to have little or nothing to do with. It is not simply a hall, then, that is needed, but a building of moderate size containing such a hall. The building should be recognized as a student building: there should be in it a reading room; a room with facilities for quiet games of chess and checkers; one or two small rooms for meetings of committees; a room with billiard and pool tables; and other features which readily suggest themselves. The building of chapter houses is an additional reason for a building such as has been outlined. The only disadvantage to be feared from the growth of chapter houses at Bowdoin is the tendency they will have to separate groups of students from contact with the college as a whole. This disadvantage, we believe, is more than offset by manifest advantages: it can be removed entirely by the plan proposed. The *Orient* can assure anyone disposed to carry out the plans thus imperfectly outlined, that by so doing he will receive the blessings of Bowdoin students for all time to come."

The outlook for the donation of a sum sufficient to construct and equip a separate building to be used as a Union is, to say the least, not bright. Such a building, of becoming architecture and agreeable interior, could not be built for less than \$30,000. The proposition of including a Union in any of the dormitories is incompatible with the real spirit of a Union, and would hinder rather than help efficient work in the building in which it is located. We have on the campus a building formerly used as a gymnasium, of which the major portion is now serving no pur-

pose. In the estimate of a graduate who is an architect, an outlay of \$5,000 would make possible a set of rooms, which for comfort and artistic arrangement would compare favorably with any building now on the campus. Moreover, the location of the old gymnasium is ideal for the proposed purpose.

The architect's plans call for a division of the gymnasium floor into three rooms, separated by sliding doors. The north room, the approximate dimensions of which will be 27 by 40 feet, is to be used as a billiard and card room. In the northwest corner, separated from the billiard room, it is proposed to place a lavatory. The middle room, 25 by 40 feet, is to be used as a lounging room. Present structural arrangements lend themselves appropriately to the artistic construction of a large fireplace, seats, and book-shelves. Above this middle room, on the flooring of the old track, it is proposed to construct a number of small offices where the administrative departments of the various undergraduate activities would be concentrated in a definite and convenient location. The south room, 27 by 50 feet, can normally be used as a part of the lounging room, and when occasion demands, may serve the purpose of meeting or rehearsing room for any all-college activity.

Altogether these three rooms and the offices above should serve as a unit for the whole college. Undergraduate activities, dramatic, literary, and social, might center there. Wherever men are easy and interested, there is sure to be interplay of human spirit in its finest form.

Of late years the college has made great strides in developing a more wholesome moral and social life among the students. This has been done not by the expulsive power of the faculty exercised to remove the students from college, but by the expulsive power of larger and better interests operating within the minds of the students themselves. The proposed Bowdoin Union is urged as the crown and consummation of this policy; giving to all the privileges now enjoyed by the majority, and making these privileges democratic rather than exclusive. In view of the deficit of ten thousand dollars this year, in which there is no prospect of an immediate reduction, it seems necessary to appeal

for this much needed improvement to the generosity of our alumni and friends.

THE COMMENCEMENT DINNER

For a long time there has prevailed at Bowdoin College a custom followed nowhere else, of having speeches at the Commencement Dinner from classes returning after five and multiples of five years. This involves some ten speeches in addition to the speeches of guests and alumni who for special reasons are invited to speak. The result has been an unduly prolonged occasion with steadily diminishing audience, until the last speakers, who naturally are the younger men, were left to speak to largely deserted seats.

The Alumni Council has recommended that the speaking be limited to specially invited speakers, and the representatives of three classes:—the classes that have been out of college fifty, twenty-five and ten years; thus giving each class a representative three times: once when young; once when in middle life; and once at the approach of old age.

With this reform the Alumni Council recommends the introduction of music at the dinner—music more lively than the traditional college hymn, which of course will retain its ancient place. If in view of these changes the alumni will plan to remain throughout the brief period of singing and speaking, that important occasion can be made more than ever fruitful of good to the institution as well as pleasure to the alumni.

Both these improvements will be introduced at the coming Commencement.

CAUSES FOR GRATITUDE

The distinguishing feature of the year has been mutual and universal good will. We are all grateful for the rich endowment and equipment our generous alumni and friends have placed at our disposal; and by continued gifts and generous bequests are keeping commensurate with our growing needs and opportunities. We are all grateful for the zeal and devotion of our able and enthusiastic Faculty, every man of whom is doing a work which the students appreciate and to which they respond. We

are grateful for our manly students, from whom the lazy who cannot pass a reasonable entrance examination or earn an honest certificate, and the cowardly, who are afraid they cannot pass, are automatically excluded: whose wholesome interest in things athletic, scientific, artistic, literary, political, religious and social, automatically excludes for the most part the grosser forms of vice and dissipation.

We are grateful for the increasing interest shown by our alumni in the conduct of college affairs, and the constructive criticism of college policy. The colleges have always stood for culture: they are fast becoming a cult. Their thousands of loyal alumni more and more identify their own sense of honor and satisfaction with the life and work, the victories and achievements, of the undergraduates who continue the traditions which they helped to form. Bowdoin College will endeavor to be worthy of her precious traditions inherited from an honorable past: and the growing interest of her alumni which is so inspiring for the present, and so full of promise for the future.

Respectfully submitted,

WILLIAM DEWITT HYDE.

Brunswick, Maine,

May 20, 1915.

REPORT OF THE DEAN

To the President of Bowdoin College:

I have the honor to submit the following report for the year 1914-15:

ENROLMENT

Number of	
Students enrolled Dec. 1, 1914.....	397
Students enrolled May 1, 1915.....	358
Students withdrawn or removed since Dec. 1.....	31
Students who have completed the work for their degree....	10
Students readmitted and entered.....	2

Dec. 1, 1914 - May 1, 1915

Students in Senior Class.....	76	69
Students in Junior Class.....	77	75
Students in Sophomore Class.....	90	85
Students in Freshman Class:		
First Year	136	121
Second Year	10	4
Special Students	8	4

Number of	
Students in the Medical School Dec. 1, 1914.....	69
Students in the Medical School May 1, 1915.....	67

Number of students advanced in college standing during the year:

From Freshman to Sophomore.....	4
From Sophomore to Junior.....	1
From Sophomore to Senior.....	3

The net loss for the year, 29, is somewhat smaller proportionately than usual, being a little over 7%. Of the 31 students withdrawn and removed, 14 were dropped for poor scholarship, 12 withdrew on account of ill health, 3 left college for other reasons, and 2 were dismissed.

BOWDOIN COLLEGE

ENROLMENT FOR THE DEGREES OF A.B., B.S., ETC.

Class	A.B.		B.S.		Medical Prep.		Special		Total
	No.	%	No.	%	No.	%	No.	%	
1915	71	89.9	8	10.1					79
1916	73	85.9	12	14.1					85
1917	66	75.0	22	25.0					88
1918	88	64.7	37	27.2	11	8.1			136
Total	298	76.8	79	20.4	11	2.8			388
Special							9		9
Total	298	75.1	79	19.9	11	2.8	9	2.3	397

It will be seen from this table that there is a steady increase in the number of candidates for the B.S. degree. Statistics seem to show that these students do almost as well in their studies as do the candidates for the A.B. degree. The principal distinction in the requirements is that the A.B. candidates must have completed four years work in Latin; and that the B.S. candidates must have completed one year of mathematics in college and have taken a major in one of the sciences. The college is apparently succeeding in making the B.S. degree as difficult to obtain as is the A.B. The different degrees represent a slightly different kind of training.

Although the B.S. candidates who remain in college do as well as the A.B. men, there is a much heavier mortality in the freshman class. For example, this year of the 16 freshmen withdrawn or removed, 10 were enrolled for the B.S., 2 for the medical preparatory course and only 4 for the A.B. degree. The B.S. men thus lost 27% of their number; the medical preparatory men 18%, and the A.B. men but 4½%. The figures tell their own story.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Maine	261
Massachusetts	80
New Hampshire	10
New York	10
Rhode Island	6

Indiana	5
Connecticut	4
District of Columbia	4
New Jersey	4
Washington	2
Wisconsin	2
England	2
Colorado	1
New Mexico	1
Canada	1
Illinois	1
Missouri	1
Idaho	1
South Dakota	1
Total	397
Per cent. from Maine.....	66
Per cent. from outside of Maine.....	34

The percentage of students from outside of Maine has risen from 31.8 to 34, thus maintaining the slight increase that has marked the last four or five classes.

Last year of 190 schools on the list of preparatory schools of Maine made up by the State Superintendent of Schools, 38 had students in the college: this year the number is 34. Of these 34, 21 are large high schools and 7 large academies (large is the term used for schools with four or more teachers), 2 are small high schools, and 4 small academies. In most of the small high schools of the state there are many boys of promise: it is a pity that Bowdoin does not draw more successfully from this constituency.

ENROLMENT IN COURSES

1914-15

Subjects		First Semester	Second Semester
Art	I, 2.....	29.....	25
Biblical Literature	.....	.....	16
Biology	I, 2.....	41.....	36
" "	3, 4.....	12.....	12

BOWDOIN COLLEGE

Biology	9,	33.....	
Botany	.....	.....	34
Chemistry	1, 2.....	72.....	60
“	3, 4.....	30.....	25
“	5, 6.....	7.....	21
“	7, 8.....	7.....	8
“	Spec.....	1.....	3
Economies	1, 2.....	77.....	62
“	3, 4b.....	44.....	37
“	5, 6.....	56.....	33
“	10.....	.....	24
Education	.....	6.....	
English	1, 2.....	118.....	111
“	3,	44.....	
“	4.....	.....	123
“	5, 6.....	20.....	8
“	7, 8.....	6.....	6
“	9, 10.....	23.....	34
“	11, .....	.....	22
“	13, 14.....	35.....	24
“	17, 18.....	16.....	27
French	1, 2.....	30.....	24
“	3, 4.....	15.....	19
“	5, 6.....	11.....	11
“	7, 8.....	24.....	23
Government	1, 2.....	45.....	35
“	3,	10.....	
German	1, 2.....	96.....	95
“	3, 4.....	45.....	40
“	5, 6.....	42.....	41
“	7, 8.....	25.....	23
“	11, 12.....	12.....	17
“	13, 14.....	21.....	14
Greek	A, B.....	12.....	12
“	1, 2.....	7.....	7
“	3,	2.....	
“	5,	2.....	
“	7,	24.....	

History	1, 2.....	48.....	47
“	3, 4.....	66.....	53
“	8.....	.....	27
“	9, 10.....	48.....	40
Hygiene	.....	132.....	
Italian	1, 2.....	9.....	8
Latin	A, B.....	23.....	22
“	1, 2.....	44.....	47
“	3a, 4a.....	22.....	17
“	5a, 6a.....	6.....	5
Mathematics	1, 2.....	93.....	85
“	3, 4.....	14.....	14
Mechanical Drawing	1, 2.....	20.....	15
Mineralogy	.....	.....	23
Music	1, 2.....	38.....	40
“	3, 4.....	7.....	4
Philosophy	1, 2.....	60.....	61
“	3, 4.....	2.....	2
Physics	1, 2.....	66.....	53
“	3, 4.....	14.....	12
“	5, 6.....	12.....	11
Psychology	1, 2.....	18.....	15
“	5, 6.....	4.....	4
Surveying	1, 2.....	4.....	4

The new courses this year are those in Biblical Literature and Modern European History (History 8). The registration in almost all courses is normal. There has been an encouraging increase in the number of men taking the classics, particularly in the enrolment in Greek and in sophomore Latin. The enrichment of the curriculum in the past ten years is shown by the fact that 66 courses were given during the year 1914-1915 whereas in 1904-1905 there were only 46. The tendency of the faculty now is not to add many new courses but to provide for more intensive work in the courses given.

FRIAR CUP CONTEST

The Bowdoin Club won the cup, Delta Upsilon which had won the first eight contests being second. The figures are made up

as follows: A is counted 4, B is counted 3, C is counted 2, D is counted 1 and E is counted minus 2. The total rank is divided by the number of men in each fraternity.

February, 1915.

Bowdoin Club	11.3513
Delta Upsilon	10.7951
Zeta Psi	10.6617
Beta Theta Pi	10.2179
Theta Delta Chi	10.0862
Alpha Delta Phi	10.0781
Delta Kappa Epsilon	10.0250
Kappa Sigma	9.7571
Non-fraternity	8.1043
Psi Upsilon	8.1000

MAJORS AND MINORS

This is the first year in which the new requirements for the selection of Majors and Minors have been in force. The junior class have made their choice of Majors as follows:

Chemistry	18
German	13
History	12
Economics	11
English	8
French	6
Biology	4
Latin	3
Mathematics	2
Physics	2

The same men have chosen their Minors in the different departments as follows:

Economics	32
German	32
English	27
History	17
Chemistry	12
French	10

Biology	7
Physics	7
Latin	6
Greek	3
Mathematics	3
Philosophy and Psychology.....	2

The Majors are fairly well distributed through ten departments. Although Chemistry is in itself a popular Major, probably the number is larger because of the requirement that every candidate for the B.S. degree, and in this class there are 12, is required to take a Major in a physical science. It is hoped that the departments will take particular interest in the men who are majoring with them, and also endeavor to correlate their Minors. Some of the members of the faculty believe that the choice of Minors should be restricted by the departments in which the Major is taken; but there has been as yet no general agreement on this point. The restriction of choice of Majors and Minors is in line with the movement that is coming on in many colleges now, looking to the group system instead of the absolutely free elective.

ENTRANCE CONDITIONS AND RANK IN COLLEGE

A study has been made of the men entering college with conditions in the four classes of 1911, 1912, 1913 and 1914, to see if any general conclusions may be drawn. The following table presents the number of men entering in each class, the number of men with conditions, the number of those who dropped out before completing the work for their degree, and the grades obtained by the men with conditions who got the degree. The average grade of men entering with conditions is possibly a point lower than the average grade of the class. Of the 93 men who entered with conditions in these four classes and who subsequently got their degree, five graduated cum laude, one magna cum laude, one summa cum laude, and six were elected to Phi Beta Kappa, not at all a bad proportion. On the other hand it would be seen that of the 144 men conditioned, 51 withdrew or were dropped before completing their college course; so that a

man with entrance conditions has apparently only two chances out of three of completing his work.

Class	No. Entering	No. Cond.	No. With-drawn	No. Finish-ing	Grades of those finishing				Average Grade
					A	B	C	D	
1911	99	38	18	20	104	205	331	144	78.33
1912	115	37	13	24	91	275	370	163	78.32
1913	93	41	7	34	162	401	520	238	78.84
1914	85	28	13	15	35	136	256	136	76.08
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	
	392	144	51	93	392	1017	1477	681	

The following table presents the number of men with conditions, divided by the number of units in which they were lacking on entering. It will be seen that in the main the work of those who have fewer conditions is slightly better than that of those who entered with more conditions. Of those conditioned in three or more units, 13 of the 26 were dropped out, or 50%; of those with less than three units, 38, or 32%. It should be remembered that the cases of men who present less than 12½ units are considered by a special committee of the faculty and treated as special cases. Occasionally in this group a good man is found; but in the main the college would not suffer by being more strict. The figures on the whole, however, seem to justify the action of the college in dealing with conditioned students; but here, as elsewhere, the college might very well pay more attention to the character of the student and his general attainments.

Units of Conditions	Number Entering	Number Dropped	Number Left	Average rank of Number Left
5	1	0	1	78.1
4½	3	2	1	88.8
4	4	4	0	
3½	4	1	3	74.5
3	14	6	8	76.0
2½	18	9	9	78.3
2	29	12	17	77.6
1½	14	2	12	78.6

I	31	9	22	79.1
½	26	6	20	78.8
	<u>144</u>	<u>51</u>	<u>93</u>	

RESIDENCE OF STUDENTS

The following table shows the division of the college in various chapter houses and dormitories. The figures are made on the basis of the class lists in the catalogue; there have been some changes since that time. It will be noticed that all the chapter houses and dormitories are full and that 73 men are living outside the college. This is a very large number and is in a certain way detrimental. The college will very shortly need a new dormitory. The formation of the local fraternity of Beta Chi has diminished the number of non fraternity men, but one of the grave problems still before the college is how to give those men who are not at present in a fraternity pleasant and home-like surroundings when they are not in their own rooms.

	Seniors	Juniors	Soph.	Fresh.	Sp.	Total
A.Δ.Φ. House	5	5	—	1	—	11
Ψ.Υ. House	3	6	2	1	—	12
Δ.K.E. House	8	7	4	1	—	20
Z.Ψ. House	7	5	3	2	—	17
Θ.Δ.X. House	5	4	3	4	—	16
Δ.Υ. House	2	7	8	1	1	19
K.Σ. House	4	5	2	—	—	11
B.Θ.Π. House	6	6	6	—	—	18
Bowdoin Club	2	4	2	1	—	9
North Winthrop	1	1	15	15	1	33
South Winthrop	4	4	7	15	1	31
North Maine	4	5	10	13	—	32
South Maine	3	5	6	15	1	30
North Appleton	2	4	3	22	1	32
South Appleton	1	2	9	20	1	33
Private Homes	9	3	4	26	2	44
At Home	7	2	5	6	—	20
Out of Town	3	2	1	3	—	9
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total	76	77	90	146	8	397

SUMMA CUM LAUDE GRADUATES FROM 1902 TO 1914

Below is a list of those who since 1902 have graduated Summa Cum Laude. In 1911 the faculty voted that the degree Summa Cum Laude should be awarded to all students seven-eighths of whose grades are A. Up to that time it was awarded to those three-fourths of whose grades were A. During the past year the faculty voted that the awards with distinction should be so designated on the diplomas.

Class of 1902

Ralph Bushnell Stone
Charles Henry Hunt
Harry Gordon Swett
George Rowland Walker

Class of 1903

Clement Franklin Robinson
Philip Greely Clifford
William Morris Houghton
Selden Osgood Martin
Scott Clement Ward Simpson
Leon Valentine Walker

Class of 1904

Marshall Perley Cram
John Merrill Bridgham
Myron Andrew Bryant
George William Burpee
Samuel Trask Dana
Howard Cousens Griffin
Eugene Pablo Durant Hathaway
Ralph Stanley Smith

Class of 1905

Stanley Perkins Chase
James Newell Emery
John Edward Newton
Louis Dwight Harvell Weld

Class of 1906

Philip Freeland Chapman

Melvin Thomas Copeland

Walter Averill Powers

Robie Reed Stevens

Class of 1907

Neal Woodside Allen
Charles Reynolds Bennett
Edward Carpenter Pope
Malon Paterson Whipple

Class of 1908

Thomas Edward Gay
Albert Trowbridge Gould
Carl Merrill Robinson
Philip Hunter Timberlake
Chester Henry Yeaton

Class of 1909

Harrison Atwood
Ralph Owen Brewster
Harold Hitz Burton
Ernest Leroy Goodspeed
Jasper Jacob Stahl
Fred Veston Stanley

Class of 1910

Robert Hale
Henry Quinby Hawes
Alton Stackpole Pope
Warren Eastman Robinson
Harold Edwin Rowell
Fred Paterson Webster

Class of 1911

Ernest Gibson Fifield

Chester Elijah Kellogg	Class of 1913
Edward Eugene Kern	Laurence Alden Crosby
Edward Warren Skelton	Class of 1914
Class of 1912	Robert Devore Leigh
Ellison Smullen Purington	

ATHLETICS

During the past year there has been more or less discussion on the part of the alumni concerning the athletic situation. For the information of those interested in college athletics it may be convenient here to summarize the regulations affecting eligibility, and briefly to state why such rules exist. The college believes heartily in athletics, knowing no other means by which college students may be trained more soundly in honor and chivalry, in fairness and frankness. Most of the members of the faculty are followers of some sort of out-door sport, and many take much interest in following the careers of the various athletic teams. The faculty realizes, to be sure, that athletic success or failure has very little to do permanently with the life of the college. The freshman class is likely to be as large and as able after a disastrous athletic season as after a series of victories,—a statement that may be verified by figures at Bowdoin as well as at Harvard; and yet so long as we have organized athletics, we do not wish them to be conducted stupidly nor to have them fail to inculcate the best sort of training in sportsmanship. The college insists, however, that athletics must be the side-show, that studies must come first. For this reason only a definite amount of time is allowed to the various teams for absence: for example, the football team must play half of its games at home, and must not be absent from college during the season more than six days in all: the baseball team must not be absent more than seven days. To many this may seem a liberal allowance; but it is not too much to pay for the good things that come from intercollegiate sport. The regulations in regard to eligibility are very simple: No student can represent the college on an athletic team unless he have class promotion: that is, a senior must have completed all the work of his sophomore year and more than half the work of his junior year: a junior must

have completed all the work of his freshman year and more than half the work of his sophomore year: a sophomore must have removed all his entrance conditions and have completed more than half of his freshman work: no upper classman may compete in athletics if he is below standing in two studies; and no freshman or first year special if he is below standing in one subject: a student on probation for any other reason is not allowed to take part in athletics. These regulations are simple, easily enforced, and have done much to keep up the standard both of scholarship and athletics.

Another factor has entered into college athletics very recently. Many of those who have been greatly interested in athletics in the past have also done much to promote scholarship; nowadays it is becoming more and more recognized that the lagging scholar does not often make a satisfactory athlete. The point may be illustrated by a remark attributed to the head coach of the football team at Harvard, "We used to take good football players and see that they kept up in their studies; we now take good students and teach them football." That may be a humorously exaggerated way of putting it, but there is no doubt that in most colleges there is being developed a saner point of view. The same thing is true at Bowdoin. When at a mass meeting in the interest of athletics the new football coach announces that "any student who cannot keep up with the scholastic requirements of Bowdoin College is not intelligent enough to play on my team;" and when he says that "shirking studies in the spring is as bad as breaking training in the fall," some of the older alumni whose motto is always "athletics first" may well rub their eyes. Seriously, the college has reason to be grateful to those who have been here as coaches during the past three or four years. I have never been asked by a coach to favor an athlete who is down in his studies; and those of the alumni who are most interested in athletics could learn much about the proper attitude toward athletics from those who have been here as professional coaches.

CHARACTER AS AN ENTRANCE REQUIREMENT

To a certain extent character is an entrance requirement now. Every good college insists that testimonials of good character must be presented before certificates of admission are granted; yet this requirement is too often interpreted in a purely formal way. Colleges, to be sure, often receive letters from principals and teachers describing in some detail the character of the boys sent up; and it is probably true that in many cases the dean or the committee on admission knows a good deal about the school careers of incoming freshmen. Too frequently, however, principals instead of writing frankly about the character and the weaknesses of their students, content themselves with the colorless phrase "satisfactory" or "good" or "excellent." And too few college officials accept freshmen without too precise inquiry. In my experience at Bowdoin College I have known of but one instance where a principal withheld a certificate of character—a statement be it remembered that insures, or should insure, that the boy is morally as well as intellectually prepared to take up college work; and this boy eventually got to college. The case suggests the amazing virtue of American youth, the wide charity of the American schoolmaster, the careless eagerness of the American college to get students. Both school and college to a certain extent neglect character.

Few college officials would deny that there are boys in our colleges today who would be much better fitted for other tasks; most school teachers tell us that despite the many and wide opportunities today offered, there are many boys of sturdy habits, of ambition and of industry in our public schools who do not get to college. Possibly a readjustment might come through paying more heed to character as an entrance requirement. The problem is no doubt complicated by the fact that the constituency from which college students are drawn has changed much of recent years. The majority of men and women in our colleges today do not come from homes of as much culture and intellectual background as was the case in the early history of our American institutions. The average college undergraduate does not, it seems, have the earnestness and the ambition of his pre-

decessors of fifty years ago when many a boy who went to college fully intended to make his college career a stepping-stone to the presidency of the United States. To make sure that with increasing members the quality is not lowered: to take measures that in the wonderful democratization of the college the product is not diluted: to see to it that the many graduates of our colleges today do not fall below their far fewer predecessors in character and in intellectual attainment; these are measures worthy of the deepest study.

The college has the distinct duty of so administering its system of admission that no worthy, ambitious student of sound character shall be excluded. The present methods of admission were doubtless devised with that end in view; and yet in all of them are grave defects. Colleges that insist on entrance examinations of high grade believe that the very necessity of passing such examinations insures an entering class of high character because tested in ability and industry. Yet such examinations may be passed through the aid of tutors and cramming schools by boys whose brains and character are no stronger than those of their poorer mates who have no chance to be forced by hothouse methods. Colleges that accept certificates believe that in putting the responsibility on the principal who theoretically knows most about his own pupils they will only receive boys of ability and character. The certificate system, as administered by our own New England Board works well; but apparently all principals do not live up to the high requirements and ambitions of the board. Too often principals adapt their recommendations to the rank, irrespective of the character, of applicants. Boys are sometimes denied certificates when their ranks are just below the standards set and their characters high: and boys are sometimes given certificates when their ranks are high and their characters flighty. Again the method of admission by personal interview is obviously not entirely satisfactory, although it may work well locally; an attempt to estimate the character of an incoming student by a few minutes of conversation, even when supplemented by letters, implies too much knowledge of human nature on the part of the examining officer.

In some colleges where the question of the limitation of classes may soon become a real issue, it has been suggested that some of the principles of the selection of Rhodes Scholars might profitably be imitated. A system of examinations given by some centralized board and no more severe than the responsions at Oxford, might be supplemented by recommendations from a committee in each community that should pass on the general qualifications of the applicant to pursue a college course. Such a committee would inquire into a boy's standing in his school, into his character, into his athletic and other interests, into his hopes and ambitions. Under such a scheme character would become a very important entrance requirement.

Even under our present conditions our committee on admissions may very well pay more attention to character. It would be perfectly feasible for the college to require a more definite statement from the principal of the school in regard to the attainments and moral stamina of students entering. Such information we have now in some instances, but there is no reason why we should not require it of all students entering. With more complete information about the character of boys we should be able to draw better conclusions in the case of those boys whose admission is a matter of doubt. I recommend that the college discuss this matter of paying more attention to character on entrance, with the hope of arriving at some proper solution.

Respectfully submitted,

KENNETH C. M. SILLS.

May 10, 1915.

REPORT OF THE DEAN OF THE MEDICAL SCHOOL

To the President, Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the year 1914-15.

In the history of this School, fatal illness among our students has been rare. March 23, 1915, Lawrence McFarland, a graduate of the college and a fourth year student in the Medical School, died of pneumonia, in Boston, where he was doing the work in obstetrics now provided for the students of our School. McFarland embodied some of the ideals prescribed by Cecil Rhodes for his Oxford scholars. Formerly a prize-winner in athletics, he was an earnest, modest, attractive man. At the time of his death, he was preparing, for possible acceptance, a commencement-part to be delivered next June at the graduating exercises held for the first time in conjunction with the college.

In our graduating class there are now twenty-two men. For the next two years, the number of students in the School will be small and the income from tuition reduced. We expected this year an entering class of about eighteen, and we have twenty-six.

The destructive criticism of American medical schools, which began a dozen years ago and reached its acme in the Carnegie report of 1910, has totally eliminated more than one-third of the schools. The survival of our own school, and its present standing in the highest grade, according to the rating of February, 1915, of the Council on Medical Education, is due, in part, to the loyalty of the boards, the alumni, and the faculty, and to the existence of the Garcelon-Merritt Fund; but it is also a product of the plain, cold principle of demand and supply.

While a lull in criticism and an attitude in critics which is even apologetic allows us a chance to breathe more easily, we may well consider our shortcomings and our needs.

All of our teachers who do the basic work of instruction in the first two years of the course in Brunswick, receive small or very moderate compensation. Most of the teachers who do the clinical work of the last two years, in Portland, receive no direct compensation whatever. This year, the only increase in expenses which the faculty is recommending to the boards, is for the purpose of keeping two teachers in Brunswick. It is obvious that the quality of the teaching throughout the School might receive an impetus, if it were less dependent upon loyalty to the School and interest in the subject taught. Our teachers are working gladly, but there are degrees in gladness.

We need a plan and a prospective income for building up, in Portland, a working medical library for the use of practitioners, teachers and students. Our pathological museum should be systematically expanded for illustrative teaching; the facilities of our clinical laboratory should be more ample; and in many of the special branches of surgery and medicine material equipment should be provided.

These needs are mentioned to show that we are conscious of our limitations. We are grateful for what we have received from the boards, and under present conditions, we are not requesting increased appropriations.

Last June, your Visiting Committee, at the request of the Medical Faculty, presented to you the following resolution, which now awaits your action:—"That the Boards be requested to consider the advisability of conferring the degree of Bachelor of Science after four years of satisfactory study,—two years academic and two years medical." In order to make it more certain that this action will elevate the standard of the B.S. degree, the Medical Faculty makes the following additional suggestion:—"That, under this plan, no student shall be recommended for the degree of Bachelor of Science unless he shall have attained, for the four years, an average grade of B, or better."

Respectfully submitted,

ADDISON S. THAYER,
Dean.

REPORT OF THE LIBRARIAN OF BOWDOIN COLLEGE

In accordance with the laws of the College, the Librarian presents to the Visiting Committee his thirty-second annual report for the year ending 1 May, 1915. The financial statement, however, relates to the college financial year which closed a month before this date.

SIZE AND GROWTH

The number of volumes now in the library, inclusive of 5,000 belonging to the Medical School of Maine, is 111,008. The accessions for the past twelve months have been 2,490; of these 1,285 were purchased at an average cost of \$2.03; 18 were obtained by exchange; 338 came from binding periodicals, and 849 were given by various donors. As heretofore the Appendix to this report gives an itemized statement of the growth of the collection during the year and its contents by the different classes in which it is arranged.

In the statement of the present number of volumes, an allowance is made for loss and removal as of no further use, of forty-eight books since the last actual count of the shelves. This enumeration was made not long after the occupancy of Hubbard Hall. It is to be feared, in view of the free access to the books which has been the settled policy of the library administration, that this annual estimate of volumes lost is less than the reality. Books that were evidently taken from the building without permission months before quite steadily drift back to the shelves. A loss and injury, alike noticeable and vexatious, results from the purloining of unbound periodicals. During the past year, it has been necessary to purchase odd numbers of the *International Journal of Ethics*, *Bibliotheca Sacra*, *Biblical World* and *Journal of Biblical Literature*, the library copies of which proved too great a temptation to those who read them here.

PURCHASES

While the average cost of the volumes purchased has exceeded that of last year by a third, the number of those worthy of individual mention is less than usual. Among books of reference may be cited the second edition of the New international encyclopædia; in bibliography, Evans, American bibliography, Vol. 8, 1790-1792; in history, Molinier, Sources de l'histoire de France; in philology, *Éléments de paléographie*; in English literature, Lyly, Complete works, 3v.; in German literature, the completion of the *Deutsche Rundschau*; in science, Helmholtz, *On the sensations of tone*, 4th ed.; in fine arts, the Monograph of the works of McKim, Mead & White. Especial pains has been taken to secure a representative collection of the pamphlets as well as of the books issued in connection with the European war. For the first time in the history of the library, a considerable sum has been expended upon musical scores as distinct from books about music.

GIFTS

The library has received from Mrs. Charles H. Wood of Bangor, Maine, forty-four volumes of educational works used by her son, Rev. Earl B. Wood of the Class of 1892. Through the kindness of W. Graham Bowdoin, Jr., Esq., of Baltimore, Md., a complete set of the Works of President Buchanan in twelve volumes, edited by John Bassett Moore, has been added to our collection. Hon. D. S. Alexander, LL.D., of the Class of 1870 has repeated his gift of last year and allowed the librarian to make his own selection of the books to be bought. Dean Sills has supplied the reading room with the English periodical, *Punch*. Mrs. George C. Riggs has insisted upon defraying the expense of the case in which is placed our unique collection of the writings of Maine's authoress, Kate Douglas Wiggin, in the original editions and in the translations into various languages.

By the permission of the donors, this library, in turn, has enriched the shelves of others less fortunate with many volumes of periodicals given it in the dispersion of private libraries. With the approval of the Faculty, it has contributed in a slight degree

to the exhibit of the American Library Association at the Panama-Pacific Exposition and to the expense of its maintenance.

CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year is 7,047, a slight decrease from the average of the preceding four years. The largest circulation for a single month was 922 in May; the smallest, 246 in August. As has been observed in former reports, the number of books loaned is in itself no criterion of the service rendered by a college library. Of those who enter the building to use the books, not one in a score takes a volume away. On the other hand by the purchase of a few duplicates in popular books of recent fiction, the circulation could be at once doubled.

FINANCIAL STATEMENT

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

RECEIPTS

Annual appropriation	\$1,500 00
Consolidated Library Funds.....	1,691 00
W. A. Packard Fund.....	225 00
Drummond Fund.....	150 00
Hubbard Library Fund.....	2,213 00
Reading-Room Association.....	500 00
Gifts and Transfers.....	201 00
	<hr/>
	\$6,480 00

EXPENDITURES

Books	\$2,607 00
Periodicals and serials.....	678 00
Binding	442 00
Library supplies.....	373 00
Express and freight.....	146 00
Desk Clerk.....	632 00
Janitor and supplies for building.....	656 00
Furniture	228 00
Repairs	425 00
Clerical assistance.....	293 00
	<hr/>
	\$6,480 00

THE CARD CATALOGUE

This has been an eventful year for the cataloguing department, since it has witnessed the completion of the laborious task undertaken ten years ago, namely, the entire replacement of the catalogue of that period, consisting of over ninety thousand cards, by one made up as far as possible of Library of Congress cards, and, when these were not available, by typewritten copies of standard size of the former cards revised. In addition, two long series of books purchased in previous years have been elaborately catalogued, one of them, the Latin Series of Migne's Patrologia being now represented by 1925 cards. The Alumni Collection has been shelf-listed on cards with the fullness of entry characteristic of the Library of Congress cards. At the beginning of each tray of the card catalogue a colored card has been placed showing briefly how to use the catalogue and giving certain necessary explanations. The following are the details of this year's work on the catalogue. There have been inserted 17,823 standard size cards; of these 8,466 were for accessions, 9,357 replaced small cards. Of the cards for accessions 5,114 were bought of the Library of Congress, 588 were printed cards bought of the A.L.A. Publishing Board, 2,764 were typewritten. Of the 9,357 which replaced small cards, 2,729 were bought of the Library of Congress, 273 of Harvard College, and 6,351 were typewritten. New back labels to the number of 2,700 have been placed upon the purchases of previous years.

RESERVED BOOKS

One place for every book and every book in its place, when not in actual use, is the accepted theory for a well ordered library. But to facilitate the work of instruction, especially in the departments of history and economics, all college librarians remove large numbers of much called for books from their regular places, and restrict them from general circulation during the hours the library is open. This interference between theory and practice is obvious. In our reference room where these "reserved books" are placed, is a carefully selected collection of twelve thousand volumes, chosen with especial thought of their

usefulness to the undergraduate who is encouraged to seek and to find there for himself what he wants. Those lads, the delight of a librarian's heart, yet not as numerous as could be wished, who first consult the card catalogue to learn the exact location of the volume they desire, have been saved no little inconvenience by a device recently introduced by the assistant librarian. Whenever a volume is reserved at the request of an instructor, a vise signal, so called, is attached to its author card in the catalogue. This signal by its color shows the departmental group with which it is temporarily located during the period of its reservation. The exact position in the reference room of this particular group is only to be learned by enquiry at the charging desk. The vise signals are, of course, promptly removed when the volumes are no longer reserved and these may then be found in their regular positions.

The tendency to increase the number of reserved books, the difficulty of keeping them in orderly sequence and the consequent inability to find readily the book desired, the great labor involved in frequent checking up as a precaution against theft, have led to a consideration of what is the maximum amount of reading matter that can with profit be withdrawn from circulation for the particular use of a special class. It is obvious that in a large reference room like ours, ease and convenience in consulting the regular reference books which never circulate, such as encyclopædias, dictionaries, statistical annuals, will be lessened rather than increased by any change in their customary location. It is equally evident that aside from these works of casual reference, no gain will result to any particular class by reserving more books than its members can actually use, while the loss and inconvenience to other patrons of the library is real and genuine. The maximum number of books, therefore, which an instructor can rightfully reserve for one of his classes may be expressed algebraically by the equation r equal phs divided by x . In this equation r represents the number of pages of reading matter to be provided; p is the number of pages a student can intelligently peruse in an hour; h is the maximum number of hours in the library at his disposal during the reservation period; s is the number of students in the class for which the books are

reserved; and x is the number of interchanges of volumes between those students that can be made without undue inconvenience. It is evident that this last factor can be easily increased by duplicating the volumes containing passages deemed most important by the instructor or that prove most attractive to the students. The writer believes that the frequent complaints about reserved books result from two causes, first, the porcine characteristics of a very few of the undergraduates, who care naught for the rights of their fellows, second, the lack of coöperation in advance between the librarian and the instructor. An effort will be made the coming year to provide for the special pressure upon the reserved books that has made the day before an examination one of weariness and vexation to the attendant in charge of them.

GEORGE T. LITTLE,
Librarian.

Hubbard Hall,
May 10, 1915.

REPORT OF THE LIBRARIAN OF THE MEDICAL SCHOOL

The Librarian of the Medical School of Maine submits the following as his eighteenth annual report for the year ending May 10, 1915.

Many graduates may be surprised to learn that the size of the Medical library continues the same, namely, five thousand volumes. The reason is this. Experience has shown that out-of-date text books are a hindrance rather than a help. Usefulness demands new books. The gift of Dr. A. S. Whitmore a few years ago of a large private library, built up by a scholarly physician, has rendered valueless, save for historical purposes most of the volumes bought soon after the establishment of the Medical School. Hence the gradual but constant withdrawal of these old books that have been clearly superceded. These withdrawals are made to correspond closely with the accessions of each year.

The appropriation of the past year has been divided quite equally between purchases of new books and the expenses incident to the various periodicals taken by the library. Among the former the following are worthy of mention: Starling, Principles of human physiology; American medical directory, 1914, 4th ed.; Allen, Studies concerning glycosuria and diabetes; Cammidge, Faeces of children and adults; Lorand, Old age deferred, 4th ed.; Kaplan, Serology of nervous and mental diseases; Zinsser, Infection and resistance; Bailey, Source, chemistry and use of food products; Keen, Animal experimentation; Reed, Manual of bacteriology; Houston, Studies in water supply; Wallin, Mental health of the school child; Thompson, Occupational diseases; Lunge, Technical methods of chemical analysis.

The customary appropriation for the purchase of books and periodicals for the ensuing year is respectfully requested.

GEORGE T. LITTLE,
Librarian.

APPENDIX

The Library as Classified, Showing accessions for the Period
From May 1, 1914, to May 1, 1915.

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	12	27	39	1,070
Library economy	020	9	7	16	570
General encyclopædias	030	9		9	804
General collected essays	040	1	2	3	37
General periodicals	050	160	1	161	6,025
General societies	060	20	1	21	190
Newspapers	070	36		36	977
Special libraries	080				367
Book rarities	090				62
Philosophy	100	7	2	9	252
Metaphysics	110	2	1	3	43
Special metaphysical topics	120	2	1	3	50
Mind and body	130	7	6	13	257
Philosophical systems	140				25
Psychology	150	6	3	9	375
Logic	160				77
Ethics	170	13	9	22	723
Ancient philosophers	180	2	1	3	61
Modern philosophers	190	5	2	7	598
Religion	200	11	4	15	1,697
Natural theology	210				306
Bible	220	19	3	22	1,742
Doctrinal theology	230	2	3	5	913
Practical and devotional	240				380
Homiletical, pastoral, parochial	250	1	3	4	799
Church, institutions, work	260	7	1	8	813
Religious history	270	7	3	10	817
Christian churches, sects	280	5	1	6	1,104

Non-Christian religions.....	290	2	2	4	255
Sociology	300	17	2	19	734
Statistics	310	3	6	9	658
Political science.....	320	45	53	98	2,985
Political economy	330	67	77	144	2,569
Law	340	28	14	42	2,242
Administration	350	43	40	83	2,228
Associations, institutions.....	360	10	16	26	844
Education	370	31	51	82	3,284
Commerce, communication	380	14	39	53	1,209
Customs, costumes, folk lore.....	390	3		3	180
Philology	400	7	6	13	354
Comparative	410	1		1	84
English	420	5	2	7	351
German	430	5	1	6	316
French	440	1	3	4	186
Italian	450	1		1	42
Spanish	460		1	1	45
Latin	470				326
Greek	480	2	1	3	248
Minor languages.....	490		8	8	148
Natural science	500	31	11	42	2,217
Mathematics	510	23	5	28	1,087
Astronomy	520	7	12	19	1,076
Physics	530	10	5	15	599
Chemistry	540	20	6	26	962
Geology	550	6	21	27	1,255
Paleontology	560		2	2	59
Biology	570	11	6	17	558
Botany	580	17	7	24	607
Zoölogy	590	3	9	12	1,471
Useful arts.....	600	12	5	17	651
Medicine	610	38	36	74	5,000
Engineering	620	4	8	12	642
Agriculture	630	9	7	16	888
Domestic economy.....	640	4	1	5	37
Communication, commerce.....	650	10	4	14	172

REPORT OF LIBRARIAN

Chemical technology.....	660	5	2	7	149
Manufactures	670	2	2	4	92
Mechanic trades.....	680		1	1	7
Building	690				24
Fine arts.....	700	4	3	7	437
Landscape gardening.....	710		1	1	111
Architecture	720	7	2	9	176
Sculpture	730	2	3	5	123
Drawing, design, decoration.....	740	2		2	52
Painting	750	3		3	320
Engraving	760				18
Photography	770		2	2	52
Music	780	55	6	61	222
Amusements	790	10	1	11	379
Literature	800	29	5	34	1,035
American	810	90	14	104	4,138
English	820	160	8	168	4,510
German	830	30	3	33	2,164
French	840	5	5	10	2,965
Italian	850	5	2	7	974
Spanish	860	3	1	4	234
Latin	870	14	2	16	1,796
Greek	880	15	10	25	1,380
Minor languages.....	890	10	5	15	235
History	900	26	3	29	1,047
Geography and description.....	910	101	17	118	4,814
Biography	920	77	29	106	1,694
Ancient history	930	5		5	617
Modern history, Europe.....	940	109	3	112	3,396
Asia	950	1		1	156
Africa	960	1		1	77
North America.....	970	37	28	65	1,960
South America.....	980				81
Oceanica and polar regions.....	990				87
Alumni collection.....		1	8	9	1,266
Maine collection.....		35	81	116	3,514
U. S. documents.....			48	48	5,517

REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

To the President of Bowdoin College:

The Director of the Museum of Fine Arts has the honor to submit the following report for the year ending April 30, 1915.

The following additions have been made to the Art Collections:

Casts from the Funeral Monument of Hegeso, at the Dipylon Gate, Athens, and the Parting of Orpheus and Eurydice, from the original at Naples; given in memory of Miss Caroline Tillson Robinson, formerly Assistant Curator of the Art Collections.

Five Leaves of an illuminated Manuscript on Vellum, a Book of Hours, of the late fourteenth century; given by Edward Perry Warren, Esq.

Small card-case, supposed to be woven from reindeer-sinews; given by Horace Parker Chandler, Esq.

Two Water-color Drawings, designs for Gateways to the Campus and to the Whittier Athletic Field; made and given by Felix Arnold Burton, Bowd. '97.

Four casts from Sculpture originally on the Acropolis of Athens, a Caryatid, Nike adjusting her sandal, and two slabs from the Frieze of the Parthenon; given by Henry Deering, A.M.

Six slabs from the Frieze of the Parthenon.

Cast of the Venus of Milo from a recent and accurate mould, in replacement of that given in 1881; secured through the Winthrop Bequest Income.

The care of the Art Building has involved in the past year an amount of work somewhat in excess of what is usual. The

proper maintenance of the waxed floors has required, besides the daily labor, refinishing in two of the galleries, the stairs and the basement corridors. The wear of the surface is necessarily considerable with our annual number of visitors about eight thousand.

The care of the contents of the Building imposed this year some rearranging of the objects in the Sculpture Hall. The problems of effective exposition become yearly more difficult with the increasing number of works of art. The books and pamphlets already accumulated and constantly increasing have become so numerous that expert assistance from the College Library has been secured to prepare a suitable card catalogue. The sectional bookcases are accessible not far from the lecture-room in which the courses in the history of Art are given. The secondary material for illustration in teaching, such as slides and photographs, has been added to as immediate need has required. Certain whole classes of objects, however, are still lacking, such as engravings. Reproductions of ancient bronzes would be of special value.

As the college up to the present moment has never made expenditures in the purchase of original works of art, except in the case of commemorative portraits, it may be well to express the earnest desire that any one wishing to help the college in its educational efforts in matters of art will contribute funds for such a purpose rather than works bought without reference to the symmetrical development of our collections. The purchase this year made possible by the generous gift of Henry Deering, Esq., is specially satisfactory, not only because of the favorable terms which the college enjoys, but because of the perfect fitness of the objects in long-made, careful plans.

Mr. A. E. Moore has devoted his professional care this year to thirteen paintings, which had come to need various degrees of attention. His proved caution and skill have resulted in our having at present no canvasses that are not in good condition to exhibit and for some time to withstand the attacks of age. His patience is minutely watchful and effective, knowing nothing of wonder-working temerity.

The opportunities for wise helpfulness which are in the reach of one in personal charge of the Collections have been taken most conscientiously and valuably for the interests involved by Miss Anna E. Smith, elected Curator at the last Commencement. Her wide knowledge of the best foreign and American museums has been freely used to the advantage of the college.

The number of those visiting the Art Building in the last calendar year is 7991.

Very respectfully submitted,

HENRY JOHNSON,
Director.

May 1, 1915.

