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**IN THE SUPREME COURT OF THE STATE OF VERMONT**  
**CASE NO. 25-AP-148**

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**Hon. James H. Douglas, Special Administrator  
of the Estate of John Abner Mead  
*Plaintiff/Appellant***

**v.**

**The President & Fellows of Middlebury College  
*Defendant/Appellee***

APPEALED FROM: Vermont Superior Court, Civil Division, Addison Unit  
CASE NO. 23-CV-01214

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**APPELLANT'S PRINTED CASE**  
**VOL. V**

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Hon. James H. Douglas, Special  
Administrator of the Estate of John  
Abner Mead, *Appellant*

By: L. Brooke Dingledine, Esq.  
Valsangiacomo & Pelkey  
*Attorneys for Appellant*  
P.O. Box 625  
172 North Main Street  
Barre, VT 05641  
(802) 249-7836  
[Lbrooke@vpvtlaw.com](mailto:Lbrooke@vpvtlaw.com)

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**STATE OF VERMONT**

**SUPERIOR COURT**  
**Addison Unit**

**CIVIL DIVISION**  
**Case No. 23-CV-01214**

**Hon. James H. Douglas,** )  
**Special Administrator of the** )  
**Estate of John Abner Mead,** )  
***Plaintiff*** )  
v. )  
 )  
**President and Fellows of Middlebury** )  
**College** )  
***Defendant*** )

**PLAINTIFF'S EXHIBIT LIST**

**RE: DEFENDANT'S  
SECOND MOTION FOR SUMMARY JUDGMENT**

<b>Ex. #</b>	<b>Exhibit</b>	<b>Date</b>	
1	Mead's <i>Letter of Offer – of the “Mead Memorial Chapel”</i>	5/11/1914	
2	Letter: Thomas to Trustees w/ JAM's <i>Letter of Offer</i> and requesting immediate responses	5/15/1914	
3	Letters from Trustees to Thomas	May/Jun 1914	
4	MC Board Minutes: Accept the “Mead Memorial Chapel”	6/22/1914	
5	MC Board Meeting Minutes – Resolved to go forward with construction - \$60,000 by Mead & bal. by College	12/18/1914	
6	Acceptance Letter: JAM to Trustees – Mead agrees to pay \$60,000 if the College agrees to complete the chapel	1/13/1915	
7	Letter: Thomas to Vermont Marble Co. re quote for change to plans requested by Mrs. Mead re pilasters and windows.	2/22/1915	
8	Letter: Thomas Rogers to Thomas Quote for change	2/24/1915	
9	Offer Memorandum: JAM to Trustees – Mead offer to pay additional 1,031, if Trustees install \$5,000 pipe organ	2/27/1915	

10	Letter: Thomas to Partridge re \$1,031 approval	3/1/1915	
11	Letter: Thomas to Rogers - Authorizing \$1,031 changes	3/1/1915	
12	MC Board Meeting Minutes- Acceptance of Mead's offer to add \$1,031 and College will buy \$5,000 pipe organ	4/14/1915	
13	News Article: Barre Daily Times - Fine Organ Ordered	August 1915	
14	Mead Memorial Chapel - Architectural Plans – Mead No. 4 – East Elevation (Front of Chapel)	3/31/1915	
15	Mead Memorial Chapel - Architectural Plans – Mead No. 19 – Main Entrance Doors under Portico	3/31/1915	
16	Mead Memorial Chapel - Architectural Plans – Misc. 1	3/31/1915	
17	Mead Memorial Chapel - Architectural Plans – Misc. 2	3/31/1915	
18	Letter: JAM to Thomas – Offer to add Chime of Bells to the Mead Memorial Chapel	6/21/1915	
19	MC Board Meeting Minutes - Gratefully accepting Bells	6/23/1915	
20	News Articles: Middlebury Register - Chime of Bells	1915	
21	News Article: Middlebury Register - “Bells Delight Many”	1/7/1916	
22	Letters/invoice re Chime of Bells - \$6,960, pd by Mead	Dec. 1915	
23	Photos of the Chime of Bells – present day	2024	
24	Letter: Thomas to JAM – Cornerstone Box and sod	5/27/1914	
25	Program: “Breaking Ground for the Mead Memorial Chapel & Presentation of Corner Stone”	6/23/1914	
26	Photos – Ground Breaking & Cornerstone Ceremony	6/23/1914	
27	Speech: “Breaking Ground and Presentation of Corner Stone” by Ex-Governor John A. Mead, ‘64	6/23/1914	
28	Speech: “Acceptance in Behalf of the Trustees” by Rev. James L. Barton, D.D., LL.D., ‘81	6/23/1914	
29	Speech: “Address in Behalf of the Faculty” by Prof. Wright	6/23/1914	

30	News Articles - <i>Groundbreaking &amp; Cornerstone Ceremony</i>	June 1914	
31	News Article: Boston Transcript Article on MMC	4/8/1915	
32	New Articles – Announcing <i>Dedication Ceremony</i>	June 1916	
33	Mead's Speech – Dedication & Presentation of Keys	6/18/1916	
34	Ezra Brainerd's Acceptance Speech obo the Turstees	6/18/1916	
35	New Articles – Reporting on <i>Dedication Ceremony</i>	June 1916	
36	1916 - Kaleidoscope dedicated to Mead	1916	
37	Correspondence re architects, plans, specs, construction, costs, contractors, contracts, building committee	1914-17	
38	Mead Memorial Chapel Booklet – correspondence between Thomas, Mead, & Mrs. Mead	11/14/1916 to 12/13/1916	
39	The Hymnal of Praise inscribed “Mead Memorial Chapel”	Sept. 1916	
40	Mead's additional agreement to pay for Hymn Boards	Dec. 1916	
41	Mead's gift of \$1,000 to the College Endowment	June 1918	
42	Board Meeting Minutes making tribute to Mead.	1920	
43	Letter - Thomas to Carl B. Hinsman re completing the west end of the Chapel with marble	6/14/1920	
44	Letter – Carl B. Hinsman to Pres. Moody re repairs to spire, and expressing strong desire that it be restored	4/29/1931	
45	Letter - Pres. Moody to Carl B. Hinsman – matter settled, proceeding with the repairs to the spire.	5/8/1931	
46	Letter – Moody to Mrs. Carl Hinsman - asking for consent to add the galleries as balcony seating	7/20/1937	
47	Ordering re-inscription of 7 of the original 11 bells which were recast in 1985, with Mead's gift and verse	4/2/1985	
48	Photos of MMC and sign before & after removal. Photo of the original Mead Family Bible	2021 2021	
49	The Community House Report and Financial Statement	1919-20	

50	“Pearsons Hall”	1908-10	
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(Copy of reply to Dr. D. K. Pearson)

May 9, 1908.

Dr. D. K. Pearson,  
Hinsdale, Ill.

Dear Sir:

I thank you for your kind consideration of my appeal in behalf of Middlebury College, and I gladly reply to your questions.

Our productive endowment is \$420,000.00. We spent last year \$28,153.37, and this is about our yearly budget.

We have eleven (11) teachers, i.e., the President, eight (8) full Professors, and two (2) instructors.

Two additional instructors are engaged for next year.

I am certain that the College is needed, and absolutely sure that it will live. Otherwise I should not have given up flattering prospects in the ministry to cast in my lot with its fortunes. It is as fixed in the green hills as Camel's Hump and Killington, being anchored by \$233,000.00 worth of stone and marble buildings, and by the enthusiastic loyalty and love of hundreds of friends, mostly poor, but all rich in courage.

No Church controls the College, but it is Congregational in sympathy, its Presidents for over 100 years having been Congregational clergymen. The students are obliged to attend prayers daily, and the Church of their choice on Sunday.

We have had co-education for 25 years, since 1883. The admission of women is a fixed policy, and will not be retracted.

I expect to raise much more than \$100,000 in the next few years. I think I am a good beggar. I started a Church with nothing, and in fifteen years left it with a property of \$35,000, free of debt, having raised also \$6000 a year for current expenses and over \$23,000 for missions. I suggested \$50,000, not as our total need, but as what I hope you will see your way to give for education in your native State. We should have at least \$250,000.00 for a

Woman's College, and if you will give me a start, I will set out to get it. But I plead with you for \$50,000.00 now, to meet the pressing need of a building for our girls to live in, some central place to gather for their social life, and to allow us to employ a Dean or Matron to look after them. They are now scattered in the homes of the village, and we have no one to supervise them, except the teachers who have already all they should do in their work for the men.

Marble is cheap in Vermont, and for the sum named we will erect a building that will do you lasting honor, and will be a blessing to hundreds of girls who otherwise would be without opportunity of higher education.

Such a gift now would make you the virtual founder of our work for women, as hitherto we have had no gifts especially for a woman's college.

It is true that the University of Vermont is near us, but it is also true that we can get all the girls we can take care of. They come to us not only from Vermont, but also from Mass., New York, and Conn., being shut out of colleges nearer them by prohibitory expenses. Besides the emphasis at Burlington is on the courses in Medicine, Engineering, and Agriculture: in strictly college work we have more students to-day than they have. The two institutions are working in harmony, pursuing different lines, and there is abundant room for both. Middlebury is not inaccessible to the largest centers of population in the United States, and these centers, not Vermont alone, are her field.

I am 38 years old, have good health, and am full of ambition for my Vermont college. I am going into it as my life-work. The wisest men I can find approve my course and say I have a great opportunity. I have much to do for the men also, but for the immediate needs of the girls I am looking to you with earnest hope.

Faithfully Yours,

John M. Thomas (signed)

(Please return.)

D. K. PEARSONS,

Room 601,

Merchants Loan and Trust Building,  
135 ADAMS STREET.

CHICAGO,

Hinsdale May 12<sup>th</sup>  
1908

Dr Thomas

You need \$100,000 to do the  
work right - you must have a  
Heating Plant.

I will give you \$25,000  
when you raise \$75,000. If you  
can get along with less, I will give  
you \$1, for every \$3 you raise.

I have only one style of doing  
business,

Very D K Pearson,

This is Co Education I understand you

S ORIGINAL

1908

(COPY)

(30¢.)

Hinsdale, May 12th.

Dr. Thomas:

You need \$100,000 to do the work right. You must have a heating plant. I will give you \$25,000 when you raise \$75,000. If you can get along with less, I will give you \$1 for every \$3 you raise.

I have only one style of doing business.

Truly D.K. Pearson

This is co-education I understand you.

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LIBRARY.  
Office

MIDDLEBURY COLLEGE BULLETIN

VOL. III.

No. 1.

THE D. K. PEARSONS

Pearson's Hall/

BUILDING AND ENDOWMENT FUND.

MIDDLEBURY, VERMONT

SEPTEMBER, 1908

Published by the College September, October, December, February, May, and July. Entered as second Class Matter at the Post Office, Middlebury, Vermont, under act of Congress of July 16, 1894.

5

started in to give, as shrewdly and as much like a Yankee as all his earlier life he had acquired, and on as large a scale. He selected the small Colleges for his field, the scattered institutions that bring higher education within the reach of the thousands in remote and humble homes, who have not the initiative nor the resources to attend the large Universities. To date he has given away over four and a half millions, and he has encouraged others to give three times as much. "I have but one style of doing business", he writes me: by which he means that he always attaches a condition making every College raise about \$3 for every \$1 of his gift.

It is a fact that the good Samaritan did not stand and proclaim that he would give \$5 to help the poor fellow out if other people would make it \$20, but Dr. Pearson does not claim to be a good Samaritan. He is investing money in the heads and hearts of young men and women, and he invests it in such a manner as to make it attract the largest amount of capital to accompany it, in order that it may do the most good. The General Education Board, a body of men distinguished for educational and philanthropic wisdom, has endorsed the method of Dr. Pearson by imposing similar conditions in their benefactions.

#### DR. PEARSONS AND MIDDLEBURY.

When I was making my plans for Middlebury, I wrote Dr. Pearson a letter. I told him I wanted to build up a larger and better College for boys and girls of the humbler homes of the northern mountains. I reminded him that he was born in Vermont, and with all his benefactions he had done nothing for the College of his native State. I pledged him the best effort that is in me in behalf of those who have a hard time to get a start, if he would come to my help. He wanted to know all about Middlebury, just where the College stood, and after investigation of the facts he wrote me: "You need about \$100,000 to do the work right. I will give you \$25,000 when you raise \$75,000." This offer was announced at my inauguration, June 24, 1908, and at the issue of this Bulletin the fund amounts to \$81,793.

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**"WHAT TO DO WITH MONEY"**

The friends of Middlebury College naturally wish to know about one who wishes to help them, and as Dr. Pearson was the first man to bring large hope to my heart, I am glad for the chance to let him speak for himself as to the fun he has had in giving to small Colleges, and why he believes in them. The remarkable story of some of his earlier gifts is set forth graphically in a speech he made at Battle Creek, Mich., ten years ago. I have his permission to reproduce this address. It is interesting to notice that when Dr. Pearson makes a proposition to a College, and they meet his terms, he sometimes promptly makes them another offer. In some instances, when they can show good cause, he has come to their help with a gift outright. Perhaps Dr. Pearson has noticed something like this himself.



1908.

Degrees.

Voted to confer the Degree of A.M. in  
causes upon the following:

A.M.

Dame Lucy Robinson '03

Archibald Atkin Withers '05.

A.B.

Voted to confer also the following Degrees:

A.B. and of course upon Latin Lyon

Allen '08 Interim

LL.D.

LL.D. upon George Edward White '01

Reports

Voted that the letters from the Faculty be  
received and referred to the Committee on In-  
struction.

Pres. elect Harvey made a report of his  
work so far & next time his plans.

Pearson's  
offer - es.  
sort to meet.

Voted that the Board engage in an ac-  
tive effort to meet the conditions of the offer  
of Mr. Pearson, to give \$25,000. It  
is voted that \$15,000 additional be raised,  
and that the matter be referred to the Pres-  
ident-elect with power.

Asst. Pro-  
fessors.

Voted that Instructor Robinson and  
Withers be promoted to Assistant Professors.

Instructors.

Voted that the Board approve the ap-  
pointment of Instructor in Modern Lan-  
guages and Philosophy as proposed by  
the President-elect.

Agreement to meet at the Chapel at  
9 o'clock Tuesday morning.

1909.

Voted that the policy as to Scholarships,  
outlined by the President, meets with the  
approval of the Corporation.

Scholarships  
policy.

Voted that President Brainerd be ap-  
pointed Professor-emeritus, and be so  
designated in future issues of the cat-  
alog.

Brainerd  
Prof.-emeritus.

Voted to accept the following resolution: *Hobburn  
Gift.*  
Resolved that the corporation accept,  
with deep gratitude, the gift of Mr  
A. Foster Hobburn of Thirty thousand  
dollars to provide a woman professor,  
and that a Professorship be establish-  
ed, - the incumbant to be a woman, -  
to be known as the "A. Foster Hob-  
burn Professorship".

(1) *Clerk*

John A. Fletcher,  
Wentworth

in training of his side, improvement  
in health and the confident expecta-  
tion of his physician that his case McElroy  
may have a complete recovery  
of the most severe form.

The Board of Directors de-  
sire to express to Professor Dr. G. W.  
their high appreciation and only  
of the faithful and efficient  
service that for so many years he  
has given to the College in his  
special department of work, but  
also for his hearty influence  
on the whole student body, especially  
in athletic affairs. They trust  
that these valuable services may  
be long continued to the College."

Voted to recommend to the other Board of  
Directors their petition, asking that the Students  
athletic fee of five dollars be added Athletic fee,  
and annually to the best of each stu-  
dent (men?), to be collected by  
the College Treasurer.

Voted to build the Gymnasium - Gymnasium  
of gray stone or marble  
Marble.

Voted to lay on the lake, the mo- Suggestion  
tion of Mr. Flagg to grant the degree <sup>asst. a degree</sup>  
of A. B. to President Vilas, former  
of Ripon College, Wisconsin.

Meeting adjourned

(Adjourned)

John C. Fletcher  
Secretary

April 8, 1909.

Dr. D. K. Pearson,  
Pasadena, Calif.

My dear Dr. Pearson:

We are very sorry indeed to learn of your illness. Perhaps it will bring you a bit of cheer to know that there has now been promised to us the \$75,000 necessary to complete the conditions of your gift. I expect to have the cash all in within a few weeks, and to be able to send you a list and statement to that effect.

With most earnest gratitude and sincere good wishes for your early recovery, I am

Faithfully yours,

E. F.

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February 9, 1910.

Mr. D. K. Pearson,

Winsdale, Ill.

My dear Mr. Pearson:

Every room and every space in our two dormitories for boys is occupied. We can not possibly crowd another boy in. Next fall we shall receive at least forty more boys than we graduate in June. That is conservative: I really believe we shall have 55 more. If we could provide room for them, in two years we could have 100 more boys than can be taken care of in our present accommodations. Our last dormitory for boys was built in 1861, and for seven years we have gained 20 students a year, and the last two years we have gained 55.

We are as badly off for recitation rooms. We have now 19 Professors and only 13 recitation rooms. Next year we shall have 21 teachers, and only 13 rooms. It is hard to know where to put the classes, and we have to keep recitations going until five o'clock, and also Saturdays, when the boys need that time for earning money.

Will you give me \$50,000 if I will raise \$150,000 additional? I want it to build a dormitory for boys, and to provide more recitation rooms. If you will give me until July 1, 1911, I know I can get the money, and I can

have the dormitory ready for that fall. I am in better shape to get \$150,000 now than I was to get the \$75,000 when you made the offer of \$25,000. I would rather you would make me work for it, since it enables me to get other friends, and helps greatly in stirring interest.

60 per cent of our students are from Vermont, and the rest are from plain homes of northern New England and New York. It is out of the question for these boys and girls to go to the expensive colleges all around us. We still give table board at \$3 a week, and propose to keep it so. Our rooms are less than \$1 a week, with heat and light. I am going to put in my life to build and preserve a plain, simple, but good college, for the old Vermont stock. I have no other ambition, and I will not be turned aside. Within a year I have put away suggestions of two \$6000 a year pulpits. My life is in this college: you gave me my first lift, and I turn to you with courage for my second great effort.

We shall have the new building for girls ready, on its magnificent new site - 35 acres - for next fall. We want to call it Pearson's Hall, if you will let us. We shall have 100 girls on that hill, and the building will be full.

The past year I have made myself a missionary to the people of Vermont. I have spoken in 70 towns since July, and have tried to lift up with all my might. This work turns the thought of the Vermont people to our college as never before. We have over 400 applications for catalogues for next year. I appeal to you to help me provide a place for them. With the endowment we had and our new appropriation from the State we are fairly well off for Professors, but we are mighty weak in buildings. With all my strength I appeal to you for help, and I do not want anything better than your old proportion, \$1 to \$3.

Faithfully yours,



February 9, 1918.

Hon. John G. McCullough,

New York.

My dear Governor McCullough:

I have one or two suggestions for achieving the results which might perhaps have been accomplished if that speech you commended had been made in Carnegie Hall.

Our most distinguished graduate in political life was Edward J. Phelps. We have no memorial of him in our College, neither a building nor a Professorship. There should certainly be an Edward J. Phelps hall upon the Campus of the college which he did so much to distinguish, located in the village of his birth-place, and to which he once referred as the "little mountain college from which his feet first took their way."

Middlebury has not built a dormitory since 1861. Every space in both the old dormitories is taken this year, and next fall we shall undoubtedly receive 40 more boys than we lose. The accommodations in the village are few, and we must provide living quarters for the rapidly increasing number of students. We are as badly off for recitation rooms, and next year we shall have 21 teachers with only 13 recitation and lecture halls. \$75,000 would both build a dormitory

for 75 men and provide recitation facilities by alterations in old Painter Hall. I know I can make such a building earn the salaries of three instructors, by income from the building and tuition from new students for whom it would provide.

It occurs to me that Mr. J. Pierpont Morgan, a friend and admirer of Mr. Phelps, and a friend of New England also, might be willing to honor the memory of our distinguished graduate in this manner, particularly in view of the large good it would accomplish in our college. I should of course be glad to prepare for Mr. Morgan an exhibit of the resources and condition of our college, showing the substantial foundation on which the institution rests.

I know I am not asking a light thing in suggesting that you bring this matter to his notice, but perhaps the need and worth of our college will overcome your feelings, as they have overcome mine in thus writing to you.

I make bold to offer another suggestion. Years ago you generously sent us your check for \$1000 towards a gymnasium. The matter was not then pressed, but your gift has been allowed to accumulate until it amounts now to over \$1400. At the recent meeting Messrs. Gifford and Wright and Dr. Starr stated they would give \$1000 each for this purpose. I cannot see the needed \$50,000 from our Alumni at this rate. But if you could make the "McCullough Gymnasium Fund" \$25,000, on condition that I secure a like sum

(written 1901)  
J. G. McCullough

from other sources, I believe I could get the balance for a  
"McCullough Gymnasium" before next commencement.

Forgive me if I am over-zealous. It is for the  
boys of Vermont, and their need makes me bold.

Faithfully yours,

HALL FARM,  
NORTH BENNINGTON, VERMONT.

March 4, 1910.

Dr. John M. Thomas,  
Middlebury College,  
Middlebury, Vermont.

My dear Mr. President:

Owing to much pressure before  
sailing my answer to your favor of  
the 9th ultimo has been greatly  
delayed.

You make two suggestions:

As to your first suggestion, I  
have not yet seen my way clear to do  
anything about it and doubt if I  
ever shall.

As to your second suggestion,  
you seem quite confident of being  
able to raise before Commencement  
from other sources the sum of  
\$25,000. to enable you to erect a  
fitting Gymnasium for the College,  
provided I would give a like sum for  
that purpose, thus making your

Gymnasium Fund at least \$50,000.  
You may count on me for the second  
\$25,000. upon the conditions stated  
in your letter.

I sail for Europe tomorrow. So  
good-bye.

Yours faithfully,

J.W. Ellough

~~Quint~~ 1910  
~~July~~ 6

March 5, 1910.

Office of Hon. John G. McCullough,  
North Bennington, Vt.

Gentlemen:

Will you kindly let me have Gov. McCullough's foreign address. I have a letter indicating that he sails for Europe to-day and desire to communicate with him as soon as possible.

Faithfully yours,

March 19, 1910.

Governor John G. McCullough,  
North Bennington, Vt.

My dear Governor:

I read your letter to the boys yesterday and I wish you could have heard the cheers for McCullough. They were given with a good will and with more enthusiasm and joy than I have hitherto seen manifested among Middlebury students during my connection with the institution. We are all greatly excited and blessings are called down upon your head by every one.

Unfortunately I was out of town when your letter arrived, and when I got back it was too late to telegraph you my great joy and deep gratitude for your very generous offer. I wrote for your address, but so far have no reply. I earnestly hope this will reach you and I trust you will believe that from the moment your letter reached me I have been feeling the most earnest thanks to you for your substantial help. I am bound to get the rest of the fund and I shall try hard to make it a full \$60,000.

I hope you are having the best kind of a good time in sleepy, lazy Europe. I would like to be with you if it wasn't so much fun raising money.

Please remember me kindly to Governor Stewart and Mrs. Sylvester, and believe me

Your very grateful friend,

April 5, 1910.

Hon. John G. McCullough,  
c/o French, Lemon & Co.,  
Rome, Italy.

My dear Governor McCullough:

You must have been thinking me very ungrateful in that no response has reached you from the communication which so greatly cheered my heart and which makes my hope strong that we shall have a gymnasium at Middlebury in the near future. Your very generous offer to give us \$25,000 towards the fund, mailed to me just before you sailed from New York, did not arrive in time for me to reach you even with a telegram of gratitude. I wrote at once to Bennington for your address, and not receiving a reply addressed a letter to you there with a "Please forward" request, and now your son writes me that your mail has been unopened.

I am sure it was wise in you to claim complete exemption from home matters during your stay abroad, but I wish I had known how to break through the lines to tell you of my gratitude. You certainly have helped the College greatly. When I told the students they made the old chapel resound as I had never heard it before and in five days handed me their own pledges for \$600. I think we shall have about \$1000 from them. In all I have about \$10,000 to date aside from your gift.

Please remember me kindly to Governor Stewart and Jessica and accept my very grateful regards.

Faithfully yours,

May 27, 1910.

Hon. John G. McCullough,  
C/o French, Lemon & Co.,  
Rome, Italy.

My dear Governor McCullough:

I have just addressed a letter to Governor Stewart at London and send this to you in the hope that one or the other epistle will bring you the good tidings that the General Education Board has made our College a grant of \$50,000, conditional upon the securing of a supplemental fund of \$150,000. Our gymnasium fund will count towards meeting this condition. I am greatly rejoiced to receive the endorsement of this organization established by Mr. Rockefeller. They have a very thorough system of examining colleges, and it is by no means easy to secure their approval. I realize that it will be a considerable effort, with good fortune attending, to win success, but I am glad for the opportunity to try.

Our gymnasium fund is making progress, better in the number of subscribers and enthusiasm of the givers than in the amounts secured. The returns from the students and recent graduates are excellent. Last year's class, my first senior class, has subscribed \$600, which is pretty good for men less than one year out of college. The boys and girls now here have given over \$1300.

You must get an early steamer and be back for our Roman Drama June 21st, and commencement with the conferring of degrees upon Mrs. Dorr, Judge Stafford, and the others.

Our best wishes are ever with you. Quietness to the waves and peace to your conscience.

Faithfully yours,

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ROBERT C. CLOWRY, President and General Manager.

NUMBER	SENT BY	RECD BY	CHECK
<i>29-3 WPAW</i>			<i>10 Paid</i>
<b>RECEIVED</b> at		Middlebury VT	936am 6/22 19010
Dated	<i>S S Carmantia Via Sea Gate NY 22</i>		
To	<i>Prest Thomas Middlebury College Middlebury VT</i>		
<p><i>Expected to be with you storms prevent.</i></p> <p><i>Hurrah for Middlebury</i></p> <p style="text-align: right;"><i>J. G. McCullough</i></p>			

June 26, 1910.

Governor John G. McCullough,  
North Bennington, Vt.

My dear Governor McCullough:

Great enthusiasm was stirred by the reading of your wireless "Hurrah for Middlebury," yesterday afternoon at the Commencement dinner. I wish you could have been there for us to have a little fun with you over our success in meeting your conditions and our confidence that we are to get your \$25,000. I was able to announce that Alumni and friends have pledged \$25,000, thus meeting the conditions of your promise of an equal sum made on the eve of your sailing for Europe.

As you know, I have been working for a total gymnasium fund of \$60,000. I thought I could make it \$50,000 from general contributions and have been looking for some one who wanted to insure the calling of blessings upon his head by a gift of \$10,000 for the swimming pool portion of the building. Thus far no one has availed himself of that privilege, but I am still hoping that our new Gymnasium may include that most useful accessory, for which doubtless \$60,000 is not too much. In the meantime we are happy that the amount originally proposed in my letter to you is assured.

In reality much more has been accomplished than I dared to hope when I first wrote you. The General Education Board has made us a grant of \$50,000 towards a total of \$200,000, the gymnasium fund to be included, and I have pledges of \$34,500 towards meeting their conditions, besides the above-named gymnasium fund. The outlook is decidedly encouraging. You started the ball a rolling. Blessings on thee!

We had a delightful Commencement, the best in years. The degrees for Mrs. Dorr and Judge Stafford met with great favor. The latter responded with a poem "Vermont" which was really a great production. The only cloud was the absence of yourself and Governor Stewart.

With sincere regard and gratitude, I am

Faithfully yours,

HALL FARM,  
NORTH BENNINGTON, VERMONT.

June 27th, 1910.

Dr. John M. Thomas,  
Middlebury College,  
Vermont.

My dear Mr. President:-

As you know from my wireless, of course as usual, I got in too late.

I am in receipt of your favor of the 23rd inst., and am so up to my eyes in belated correspondence, that I have only time to say; that while junketing around Europe and on the ocean for three and a half months, stopping anywhere only about twenty-four hours, I received your various communications both written and printed and wish now to tell you that I read all with great interest and congratulate you upon your magnificent success. As stated in yours of the 23rd inst., I am glad if you had any fun at my expense and to assure you that my check for \$25,000.00 is at your disposal when you call for it.

Cordially yours,

*George L. Clough*

July 2, 1910.

Governor John G. McCullough,  
Hall Farm,  
N. Bennington, Vt.

My dear Governor McCullough:

I wish to thank you very heartily for your kind letter of June 27th. I appreciate your expressions of confidence and congratulation and am especially pleased that you accept the fulfillment of the conditions of your gift to our gymnasium fund. The Trustees entrusted our present building committee with the duty of erecting the gymnasium and urged that we get at the matter promptly. I suppose that we ought not to proceed very far until we have the actual cash in hand. The receipt of your check would doubtless encourage prompt payment on the part of others, and we shall be very pleased therefore to acknowledge the same at any time.

Once more assuring you of my deep gratitude, I am

Faithfully yours,

HALL FARM  
NORTH BENNINGTON, VERMONT

JUL. 4TH, 1910.

Dr. John M. Thomas,  
President of Middlebury College,  
Middlebury, Vt.

My dear Mr. President:-

Patriotic greetings on the Day!

I am in receipt of your favor of the 2nd inst.. In fulfillment of my promise, and to enable you to carry out the purposes at once expressed in your letter, I am pleased to enclose you my check to your order, of this date, on the First National Bank of North Bennington for the sum of \$25,000.00,

And beg to subscribe myself,

Very cordially,

Your obedient servant,

*J.W. Bullough*

July 5, 1910.

Governor John G. McCullough,  
Hall Farm,  
North Bennington, Vt.

My Dear Governor McCullough:

I have a special feeling of gratitude to Dr. Parsons, since I feel that he gave me my first real start in work for Middlebury, and your good word on my inauguration day helped to make it a real advance. My gratitude to you is very similar, since it was your promise toward the gymnasium which began the movement resulting thus far in \$50,000 for that purpose, \$60,000 for general endowment from the General Education Board, and \$35,000 for endowment from other sources. I realize that the best expression of my gratitude for the check for \$25,000 received this morning will be successful endeavor to make the gift useful to the College and its students. To this end I pledge my best endeavors.

With most earnest good wishes, I am  
Faithfully yours,

May 25, 1911.

Hon. John G. McCullough,  
North Bennington,  
Vermont.

My dear Governor McCullough;

I thank you for your recent letter  
of approval of proposition to Board of Trustees.

We want you to lay the corner stone  
of the McCullough Gymnasium on the afternoon  
of June 20th Alumni Day. There is nothing  
else for you to do but to consent, since every  
one will insist upon your participating in the  
exercises in this manner. We will make all  
the arrangements and endeavor not to have the  
labor too severe.

Faithfully yours,

Price

March 2. - 1934

FIFTY-SEVEN BROADWAY  
NEW YORK

My dear Mr. Pinches:

I have had a mind to  
see you this morning  
for mid-J. It is severe, & I say  
it's least to sell things at  
present price to release funds  
for building purposes. I have  
some pronounced views in  
the matter. I hate marble, &  
especially white marble. all it  
use & knew for marble is  
very costly & won't make  
green stones to move

EXHIBIT

52

over it grows? My  
friends. I do not like  
the look of it either. I  
have done some figures  
on a gray brick envelope  
I wove like to show you it  
plans & confab a bit about  
it. When are you coming  
to New York?

Kasety

O. D. Kellogg

Voted to recommend to the students their position, asking that an athletic fee of five dollars be added annually to the bill of each student (when ?), to be collected by the College Treasurer.

<sup>w</sup> Voted to build the Gymnasium of gray stone or marble.

Voted to lay on the table, the motion of Dr Flagg to greet the Delegation of D.D. to President Silas Evans of Ripon College; Wisconsin.

Meeting adjourned

1870.

1. Resolved that the Board of Directors  
voted to adopt the following resolution: to burn  
Resolved that the corporation accepts,  
with deep gratitudes, the gift of Mr.  
A. Barton Hepburn of Thirty thousand  
dollars to provide a woman professor,  
and that a Professorship be establish-  
ed, the incumbent to be a woman, -  
to be known as the "A. Barton Hep-  
burn Professorship".

4

Attest

John A. Fletcher,  
Secretary

Commons, was still a member of the corporation and would hear the report. Nevertheless, it is probably an accurate reflection of Thomas's true feelings about the old commons building.

(48) JT to A. Barton Hepburn, March 27, 1915, TP.

(49) CM, 2:52. Also see "Why He Remembered Middlebury," MCB 12 (November 1917).

(50) JT to James Barton, May 26, 1915, TP.

(51) JT to Edwin L. Allen, January 18, 1916, TP.

(52) A. Barton Hepburn to JT, March 24, 1915, TP. Interestingly enough, Hepburn said in that letter that he wanted gray brick, not yellow. When or why he changed his mind is not clear. After his death, the college painted the yellow brick gray, and ever since people have assumed he would not have liked that color. Perhaps he would have!

(53) The legislature continued the annual appropriation of twenty-four hundred dollars for state scholarships and the six-thousand-dollar grant passed in 1908 to support the pedagogy department. See *Acts and Resolves Passed By the General*

COPY



319 W. 103rd Street  
New York, N. Y.  
June 9, 1939

THE PRESIDENT  
and FELLOWS of MIDDLEBURY COLLEGE  
Middlebury, Vermont

Dear Sirs:

It is my intention to build a hall in honor of my beloved husband for the use of the boys of Middlebury College, to be known as "THE JAMES M. GIFFORD MEMORIAL HALL for BOYS", the construction of which shall according to his wishes follow the plan used by Mr. A. Barton Hepburn.

Sincerely yours,

Mrs. James M. Gifford

Minutes  
Trustees' Meeting  
June 10, 1939

The annual meeting of the President and Fellows of Middlebury College was held in the President's Office, Old Chapel, Middlebury, Vermont, at 9:00 A.M. on June 10, 1939

Members present, Redfield Proctor, Chairman of the Board, President Moody, Messrs. Weeks, Partridge, Lane, Wilds, Botsford, Brigham, Nelson, A.D. Mead, C.A. Mead, Hadley, Parker, Leach, Wade, Allen, and Simmons.

Prayer by President Moody.

It was voted to approve the minutes of the Trustees' meeting of April 8, and of the Prudential Committee's meeting of May 13, since they had been previously distributed to all Trustees and no criticisms or suggestion for correction had been received.

It was voted to approve the following promotions in rank, as recommended by President Moody:

Walter T. Bogart, from Assistant Professor to Associate Professor.  
(Salary increase provided in budget)

Mary S. Rosevear, from Assistant Professor to Associate Professor.  
(Salary increase provided in budget)

Ida V. Gibson, from Instructor to Assistant Professor.

President Moody announced that due to ill health, Prof. V. C. Harrington has presented his resignation effective July 1, 1939.

It was voted to accept his resignation with an expression of profound appreciation for his work and regret that he feels it necessary to resign.

On recommendation of President Moody, it was voted that the College supplement Prof. Harrington's retiring allowance under the Carnegie pension by \$100.00 a year for his lifetime, and in the event of his death \$50.00 a year to his widow for her lifetime. This will equalize what he would receive were he to continue teaching for one more year.

Mr. Nelson distributed copies of the Treasurer's report for the period ended May 31, 1939, and reported that it is estimated that the accounts will show a deficit of about \$6,000.00 at the end of the fiscal year.

It was voted that the report be received and placed on file.

Copies of a supplemental memorandum on payroll changes in connection with the 1939-40 budget were distributed, and the 1939-40 budget was referred to.

It was voted to approve the 1939-40 budget as submitted, after amending it so as to include the changes recommended in the supplemental memorandum of June 10, the action taken at the Prudential Committee's meeting of June 9, and that just taken on Prof. Harrington's salary.

Mr. Nelson read a report of the Women's College Committee, listing the recommendations made by the Advisory Board on Women's College at their meeting on April 22.

It was voted that the report be adopted. The Recommendations as approved are as follows:

1. That the Guest Room in Forest Hall, which is now available to returning Alumnae, be continued under the present arrangement, i.e., at the rate of \$1.50 each when used by two people and \$2.00 when used by one person for each night; and that the proceeds therefrom be set aside and added to the Student Alumnae Building Fund by the person in charge of Forest Hall.
2. That colored movies of the Women's College be made, similar to those now used in the Men's College, with arrangements for the use of the equipment now owned by the Men's College, and that a sum not to exceed \$300.00 be set aside from the general fund for this purpose.
3. That a sum of money not to exceed \$500.00 (to be taken from the \$5.00 application payments) be appropriated, to be used at the discretion of the Social Committee to carry on social activities.
4. That a new head of house be provided for Freshmen at Hillside and also a new head of house be provided at Battell for sophomores (the expense for these new heads of houses not to exceed \$400.00 each, plus room and board), with the understanding that Miss Bowles, whose duties are in part at Hepburn, should reside there. It is further recommended that the heads of houses collaborate with the Director of Social Activities.
5. That \$500.00 be allocated to the Women's Athletic Association from the Women's Athletic Fees, this amount to be made a permanent yearly allocation.

Academic Recommendations:

1. That the recommendations with reference to the Departments of Education, Psychology and Sociology be referred to the Curriculum Committee for a report to be presented to the Board at the meeting in January 1940.
2. That the recommendations with reference to a course on the problems of marriage be referred to a special committee made up of Dr. Moody, Dr. Patterson, Dean Ross from the College and Mrs. Milliken

from the Advisory Committee, and that this committee report at the January meeting as to the type of course which should be given at Middlebury, if in their opinions such a course should be given.

The matter of commission on the first year's salary in cases where teaching positions are found for graduates of the College was referred to the Committee on Women's College to report at the January meeting, viz.,

1. Whether the practice shall be discontinued.
2. Whether there shall be established in the College a bureau of placements.
3. Whether such a bureau, if so established, shall have a regular charge to all applicants in the form of a commission on the first year's salary or whether this bureau of placements shall be operated at the expense of the College and without charge, as is common in most colleges.

It was voted to approve the recommendation "that a Scholastic Aptitude Test be required of all students entering the Women's College."

Mr. Brigham read a letter concerning the present condition of "The Lodge, Inc.," of which the College owns five shares of stock.

It was voted that Governor Weeks be authorized to represent the College at the meeting of the stockholders of the Lodge, Inc. to be held on June 20 at Burlington, Vermont, with full authority to vote in behalf of the College on all matters coming before that meeting.

In event Governor Weeks is unable to attend the meeting of the stockholders of the Lodge, Inc., it was voted that President Moody be authorized to execute the proxy in behalf of the College, authorizing William H. Edmunds and Ralph Marsett as true and lawful attorneys to represent the College at the meeting to be held on June 20.

Mr. Partridge read a report from Mr. McCullough of the Finance Committee referring to the withdrawal of the \$10.00 annuity paid by Miss Elizabeth Nesbitt and the amount paid by the College.

In accordance with his recommendation, it was voted that the administrative officers of the College, including the Treasurer, be authorized to make such settlements in their discretion.

A report from Mr. McCullough, Chairman of the Finance Committee, was read, concurring in the recommendations of the Treasurer and the Business Manager that the following student accounts be charged off, and if was so voted:

Frank W. Casey, '39 \$554.00 student account,  
Robert N. Perry, '32, 100.00 (two \$50.00 Scholarship Notes),  
Leslie Valois, '30, 260.71 Jewett Loan Note #37.

It was voted that Dr. Elbert C. Cole, '15, of Williamstown, Mass., nominated by the Alumni, be elected a Trustee for a term of five years.

Upon recommendation of the Walker Furlough Committee, it was voted that one semester's leave for the year 1940-41 be granted to Prof. Bruno Schmidt and Prof. Russell G. Sholes.

It was voted to approve the report of the Committee on Committees, and to elect the Committees as nominated by them for the ensuing year, viz.,

(See list of Committees enclosed)

Redfield Proctor was elected President of the Corporation.

Redfield Proctor was elected Chairman of the Board.

Egbert C. Hadley was elected Secretary.

George H. V. Allen was elected Treasurer.

J. J. Fritz was elected Assistant Secretary.

R. D. Hope was elected Assistant Treasurer.

A rising vote of thanks was given to Mr. Allen H. Nelson for the time and attention he has given as Treasurer during the past five years.

The Chairman announced the resignation of Mr. Frank L. Bell as a member of the Board of Trustees, and it was voted that Mr. Bell's resignation be accepted with regret.

It was voted the degrees in course, A.B., B.S., A.M., and M.S., including those for the 1939 Summer Session, be conferred as recommended by the President and Faculty. See records of the Registrar.

Mr. Hadley gave a report of the Committee on a Plan for the Men's College Campus, stating that \$1,800.00 has been appropriated to date, the expenditures were \$1,948.99, leaving a deficit of \$148.99.

It was voted that the Plan as presented be approved, that we appropriate money for the deficit, and that the Committee be continued.

It was voted that the part of the Plan which we have approved covering land not owned by the College on the west should not be publicized.

It was voted that the seventy existing copies of this map be kept in the possession of the Chairman, and at the discretion of the Committee the plate of the map be corrected, and that new maps in sufficient quantity for the use desired be printed from a corrected plate and the money is hereby appropriated for the purpose.

Mr. Leach read a report of progress for the special Committee appointed on Athletics, and it is understood that the Committee will later make a final report.

It was voted that the report be received and placed on file.

In view of the cumulating deficit in Athletics, Mr. Leach proposed a reconsideration of the adoption of the item in the report of the Women's College, appropriating \$500.00 to the Women's Athletic Association from the Women's Athletic Fees. The motion was declared lost.

It was voted that the Treasurer be given power to employ an additional person in the Treasurer's Office - provided he deems it necessary - at a salary of not to exceed \$1,200.00. (Not provided for in budget).

Mr. Lane made an informal report for the Alumni Council. He reported that they have been considering the awarding of a plaque or some other symbol to alumni of the College who in their judgment have served meritoriously the interests of the College or alumni body. This will not conflict with Honorary Degree awards, but will simply show the appreciation of their own group of alumni men. Such a system is in force in many of our eastern colleges. He displayed a plaque prepared with the idea for such an award.

It was voted that the appreciation of this Board be expressed to the Alumni Association for initiating that action.

Mr. Allen read a report prepared by the special Committee appointed to Study the Undergraduate Activities' Collection and Disbursement Procedure.

It was voted that the report be adopted and put into effect by the Treasurer.

As recommended in Mr. Allen's report, it was voted that the Chairman of the Board be authorized to appoint a Committee to meet with one representative from each of the following: The Executive Council of the Men's College, the Legislative Council of the Women's College; and the Boards of the Campus, Kaleidoscope and Saxonian, to determine the proper basis of compensation for the Boards of the three publications.

President Moody read a letter from Mrs. James M. Gifford, in which she offered to duplicate Hepburn Hall on the north side of Mead Chapel in memory of her husband, and Mr. C. A. Mead made a report of her wishes in regard to it.

Following is a copy of the letter:

319 W. 103rd Street, New York, N.Y.  
June 9, 1939.

The President and Fellows of  
Middlebury College,  
Middlebury, Vermont.

Dear Sirs:

It is my intention to build a hall in honor of my beloved husband for the use of the boys of Middlebury College, to be known as "THE JAMES M. GIFFORD MEMORIAL HALL FOR BOYS", the construction of which shall according to his wishes follow the plan used by Mr. A. Barton Hepburn.

Sincerely yours,

s/ Mrs. James M. Gifford.

It was voted that President Moody be authorized to communicate our acceptance of and gratitude for her gift.

It was voted that the Building Committee for the new Dormitory should consist of the following, Messrs. Weeks, Hadley, C. A. Mead, and Mr. Munroe, if available, the Committee being authorized to elect its own chairman.

President Moody announced that he has expectation of a gift of a new Recitation Building.

It was voted that such specific appropriations as have been made during the meeting today be added to the budget, and that a copy of the revised budget be sent to each member of the Trustees.

Mr. Hadley made a progress report for the special Committee appointed on the Remodelling of Starr Hall. He reported that another estimate has been obtained which runs into approximately \$80,000. The Committee expects to gather figures together without employing any further architectural services or pushing the matter forward otherwise.

Meeting adjourned 12:40 P.M.

J. J. Fritz,  
Ass't Secretary.

July 20, 1939.

TO THE PRESIDENT AND FELLOWS OF MIDDLEBURY COLLEGE,  
Middlebury,  
Vermont.

Dear Sirs:

As I advised you in my letter of June 9, 1939, it is my intention to build a hall for the use of the boys of Middlebury College, to be known as "The James M. Gifford Memorial Hall for Boys." I now desire to make a formal agreement with the College for the erection of this building.

I hereby request you to permit the erection of this building on the land belonging to Middlebury College north of Mead Memorial Chapel, in a situation corresponding to the location of Hepburn Hall south of the Chapel, the building to be erected of native Vermont limestone and the plans to correspond generally with the plans of Hepburn Hall but with such minor variations as may be desired by the College authorities and approved by me, or, in case of my death, by my personal representatives.

In consideration of your permitting the erection of this building in this location on the land belonging to the College, I hereby agree for myself, my heirs, executors and administrators to pay the cost of the erection of the building, with proper connections to electric, water, heating and sewer mains and the necessary grading about the building, the aggregate of such cost now estimated to be in the neighborhood of two hundred and fifty thousand Dollars (\$250,000.00), and not to exceed that sum, the work to proceed as rapidly as possible.

I agree to pay the fees of the architects and engineers and the cost of the furniture and equipment for the building, all within a further limit of \$40,000.00.

Please advise me at your early convenience if this proposition is satisfactory to the College and if it will agree to the use of its land for the erection of the building.

Very truly yours,

s/ Harriet B. Gifford.

COP

July 20, 1939.

Mrs. James M. Gifford,  
319 West 103rd Street,  
New York City.

My dear Mrs. Gifford:

The President and Fellows of Middlebury College are in receipt of your letter of July 20, 1939, in which you offer for yourself, your heirs, executors and administrators, to pay the cost of building and furnishing and equipping a hall for the use of the boys of Middlebury College, to be known as "The James M. Gifford Memorial Hall for Boys," provided the College will permit the erection of the building on its land to the north of Mead Memorial Chapel in a situation corresponding to that of Hepburn Hall to the south of the Chapel.

I have been authorized by the President and Fellows of Middlebury College to accept this generous offer and to advise you that the College hereby agrees that the Hall may be erected at the place requested by you and in accordance with the plans as stated by you.

I desire to express to you, on behalf of the President and Fellows of Middlebury College and all connected with that Institution, as well as on my own behalf, our great appreciation of your most generous action in erecting this building for the use of the boys of Middlebury College.

Yours very truly,

THE PRESIDENT AND FELLOWS OF MIDDLEBURY COLLEGE,

By

Egbert C. Hadley  
Secretary.

10

Saturday, October 14, 1939.

REPORT OF MIDDLEBURY COLLEGE BUILDING  
COMMITTEE OF JAMES M. GIFFORD MEMORIAL  
HALL FOR BOYS.

Mrs. Gifford became definitely committed to the building of Gifford Hall on July 20, 1939. The plans and specifications were completed and bids were called for on September 6, 1939, to be submitted for opening on September 23, 1939. The call for bids contained the following:

"May we request that your bid be submitted in the following forms:

a. Comprehensive straight contract bid including all labor and materials required for the construction of the building as covered by above listing of plans and specifications.

b. Guaranteed comprehensive contract bid, with a fixed contractor's fee, and a proportionate share in any savings as later agreed upon."

The call for bid also asked for other information as to the cost of other items, unit prices, etc.

As Mrs. Gifford intends to sign the building contract herself and requires that the plans and specifications must meet with her approval, there are in this case four parties concerned in the contract instead of the three as usual, namely, the donor, the College, the Architect and the Contractor.

There were seven calls for bids and, when they were opened on September 23, the highest bid proved to be \$350,438.

The lowest bid was by John W. Harris Associates, Inc. and named \$285,000. The second lowest bid was that of Fred T. Ley & Company, Springfield, Massachusetts, \$290,900. The third lowest bid was that of Tidewater Building Company, \$291,800.

Notice was at once given to all bidders that these three lowest bids were the only ones still under consideration by the Building Committee. The bid of Fred T. Ley & Company did not merit serious consideration in view of information received in regard to that firm.

The bid of John W. Harris Associates, Inc. stated:

"We estimate the net cost of this building to be \$273,000.

We are willing to act as general contractor in the construction of this building under the same form of contract as used for the construction of Forest Hall for a fixed fee of \$12,000. Under this contract, all savings are the property of the college."

On reading the bid it was noticed that this did not in terms state that the maximum cost was guaranteed but a reference to the original Forest Hall con-

tract showed that that contract provided for a guaranteed maximum cost and the Building Committee assumed that this was intended.

Mr. Grover C. Burrows, a Vice-President of John W. Harris Associates, Inc., was in Middlebury the day the bids were opened and late in the afternoon of that day the chairman of the committee, in a casual conversation with Mr. Burrows, learned that the Harris Associates, Inc. had merely submitted their estimate of the cost and had not made a guaranteed maximum bid. Mr. Burrows stated that it would be necessary to add \$10,000 to the \$285,000 figure to make it a guaranteed maximum bid. Later he stated that he had called up Mr. Harris in New York and he had been authorized to make a guaranteed maximum bid if \$5,000 were added to the \$285,000 figure.

This information was passed on to the Building Committee at another meeting held that evening and produced a very unfavorable impression, since the call for bids had distinctly asked for a guaranteed maximum bid.

On Monday, September 25, the John W. Harris Associates, Inc. were informed that, as they had not made a guaranteed maximum bid, they had submitted nothing which could be considered by the Building Committee. They were asked to submit a bid for a guaranteed maximum of \$285,000, if possible.

In response to this request, John W. Harris Associates, Inc., wrote the Building Committee on September 26 as follows:

"In accordance with our talk in your office yesterday, we ask that you consider Two Hundred and Eighty-five Thousand (\$285,000) Dollars as our price for the construction of the proposed James M. Gifford Memorial Hall for Boys at Middlebury College, Middlebury, Vermont.

It is understood that this building is not to be built according to the drawings and specifications on which the above price is based; that the above price materially exceeds that allowed in the budget, and that we are to collaborate with you and your architect in making changes in these drawings and specifications, resulting in savings, to the end that the cost will not exceed the budget.

This afternoon we have had a meeting with your architect, Mr. Muller -- have discussed with him possible changes in the drawings and specifications -- and are now preparing estimates of savings resulting from these changes."

It will be noted that this letter stated that the building was not to be built according to the drawings and specifications on which the above price was based but that Harris Associates and the architect were to collaborate in making changes in the plans and specifications.

In the meantime Mrs. Gifford had been advised of the situation and her representative, Mr. C. Lansing Hays, a partner in Mr. James M. Gifford's former firm, had informed the committee that Mrs. Gifford desired to build the building even if it cost more than the \$250,000 originally named.

On the afternoon of September 28, Mr. John W. Harris and Mr. Grover C. Burrows, a Vice-President of his company, called on the chairman of the committee and stated that they had had an interview with Mr. Muller and that he was apparently unwilling to co-operate with them in making changes in the plans and specifications which they considered advisable. They requested the chairman to give them a letter appointing them the representative of the College to make these changes, so that they could speak to the architect with authority. The chairman requested them to dictate the form of letter which they desired, which read as follows:

"This is to authorize you to represent Middlebury College through its Building Committee in working with the architect, Mr. Muller, and the Building Committee to the end of offering suggested changes in the drawings and specifications to the end of reducing the cost of the building as planned. It is to be understood, of course, that these changes in the plans and specifications, arrived at by your efforts, that of our architect and our own, are to be submitted to the donor for approval.

This letter is not to be construed as a contract for this work and places the College under no obligations to you other than that you are to be the builder under a mutually satisfactory contract if, as and when the building is to be built."

The second paragraph of this letter, it will be noticed, was to provide that John W. Harris Associates, Inc. was to be the builder of the building as and when it

it built.

As a result of this interview, it seemed advisable to the chairman to have a joint conference with Mr. Harris and Mr. Muller, the architect, on the morning of September 30. Mr. Muller agreed to attend this conference but Mr. Harris declined, saying that he had had a satisfactory interview with Mr. Muller after he saw the chairman on September 29 and on that day Harris Associates, Inc. wrote a letter to Mr. Muller suggesting savings aggregating \$11,975.

A conference was held at the home of Mrs. Gifford on Monday morning, October 2, to consider these proposed changes in the plans and specifications. Changes involving reduction in the cost had been suggested both by Mr. Muller and by Harris Associates. Certain of these changes Mrs. Gifford declined to consider but others were approved by her. Later the same day a conference was had with Mr. Harris at his office, at which his estimators stated that the reduction in cost resulting from the changes approved by Mrs. Gifford would amount to \$13,015. A further conference was then held with Mr. Muller, the architect, at which these figures were considered, these conferences having taken the entire day.

On Wednesday afternoon, October 4, the chairman and Mr. Hays, Mrs. Gifford's legal adviser, called

at the office of Mr. Harris, saw Mr. Burrows and asked him definitely whether Harris Associates would agree to build the building on a guaranteed maximum bid of \$265,000, less the \$13,015 reduction agreed upon.

As Mr. Harris was not present, Mr. Burrows was asked to give his reply as soon as possible and on Friday, October 6, he advised Mr. Hays definitely that Harris Associates, Inc. would not make such a contract.

The chairman was much disappointed at this outcome, since he had made every effort to get a satisfactory bid from Harris Associates, in view of the high reputation of that firm and in view of Mr. Munroe's statement that he would prefer to have them build the Munroe Hall, other things being equal.

The committee and Mr. Hays then got in touch with Mr. Burbusse of Tidewater Building Company and gave him the suggested reductions for his estimate on them. He asked that he be given until Tuesday, October 10, to make this estimate; and on that date he reported that Tidewater Building Company would reduce their fee, which had been originally named at \$14,000 by \$2,000 to \$12,000, and estimated that the other reductions amounted to \$18,373.

leaving a guaranteed maximum of . . . . . \$271,427

The Tidewater Building Company was requested to prepare a form of contract and submit it to Mr. Hays and the Building Committee for their approval. The Committee is informed that this bid is satisfactory to Mrs. Gifford and to Mr. Hays.

The financial statements in regard to Tide-water Building Company were the most favorable of those received from any of the seven bidders and very satisfactory information in regard to this firm has been received from the New York Telephone Company and others for whom they have erected buildings.

A form of contract was prepared and considered Wednesday evening, October 11. This contract is between the Tidewater Building Company, as Contractor, and Mrs. Gifford, as Donor, and, if satisfactory to the Trustees, is to be signed for its approval on behalf of the College by the President of the Corporation.

The contract is satisfactory to Mrs. Gifford, seems to be in proper form from the standpoint of the College, as it contains nothing that has not been approved by the Building Committee, including Governor Weeks and

Mr. Fritz and I move that it be approved and that the President of the Corporation be authorized to signify the approval of the College.

C.A.M.

Acceptance of James M. Gifford Memorial Hall for Boys  
October 31, 1940

My dear Mrs. Gifford, in behalf of the President and Fellows of Middlebury College, we accept with deep gratitude your generous gift to the College of the James M. Gifford Memorial Hall for Boys. By its noble dignity we are reminded of that dignity of character which all who knew Mr. Gifford recognize. The graciousness and hospitality of this building are a symbol of the generous nature of him whose name it bears. Its usefulness to this College now and, we confidently hope through the years to come, is typical of the usefulness to society of our honored Trustee. Its rugged strength, built of this Vermont stone, is emblematic of a strength of character and integrity we all learned to trust. Here is a dignity, graciousness, service and strength, all symbolized in a building of commanding beauty. It is a fitting memorial to a life which exemplified all these virtues, simple but massive, harmonious yet strong.

And to us it symbolizes also the lifelong devotion of a woman to a man. The Taj Mahal at Agra, a building of imperishable beauty, is more than a tribute of a man to a woman. It is the symbol also of the undying affection of a man for a woman. We recognize that though only the name of James M. Gifford adorns this building, nevertheless into its stone and mortar has gone something more, - a lifetime's devotion, to one worthy of that devotion. This gift to the College which Mr. Gifford loved so greatly and served so long, so faithfully and so efficiently, is gratefully accepted, not only for its own sake, but for the sake of him in whose honor it stands and for your sake, Mrs. Gifford, who have so wonderfully preserved his name, along with the great names of the College, - Painter, Starr, McCullough, Mead, Hepburn, and now Gifford. Our appreciation cannot be expressed adequately in words. It is to be done in using this memorial as he and as you would have us. To this end we pledge the College.

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John F. Marshall

# Ex. 55 - Map of Middlebury College Buildings

20 Adirondack View	E-3
23 Adirondack View Scheduling Office	E-3
33 Adirondack View	E-3
75 Adirondack View Pottery Studio	E-3
97 Adirondack View PALANA	E-3
99 Adirondack View	E-4
26 Blue Lane	
Faculty Head, Ross Commons	E-3
132 Bitter Lane	F-2
Faculty Head, Student Commons	F-2
164 College Street	H-4
204 College Street Post-Engaged Review and Involvement Workers, Conference	H-4
220 College Street	H-4
236 College Street	H-4
248 College Street	H-4
637 College Street	E-3
5 Court Street	J-5
700 College Street Office of Admissions	H-5
75 Franklin Street	H-5
75 Franklin Street Arnett School of English	H-5
115 Franklin Street	H-5
Tacitly Head, Wimber Commons	H-5
131 Franklin Street	H-5
70 Hillcrest Road	E-3
20 Old Chapel Road	F-6
107 South Main Street	H-3
108 South Main Street	H-5
118 South Main Street	
Center for Creativity, Innovation, and Social Entrepreneurship, MCICRE	H-5
125 South Main Street, Div. of Public Safety	G-6
46 South Main Street Faculty Head, Cook Commons	H-7
48 South Street	G-8
275 Vermont Street	
Adirondack Head, Admissions	I-3
Adirondack House CO and Fellowships	F-3
Administration Old Chapel	G-5
Admissions Emma Willard House	G-5
Admissions Office, 700 Exchange St.	J-5
Allen Hall	H-2
Advancement, Office of 700 Exchange St.	J-5
Alumni & Parent Programs 700 Exchange St.	J-5
Andrea Freeman Resource Center	
Arts Hall	G-3
Atwater Commons Dining Hall	H-2
Atwater Commons Residence Halls	H-2
Axinn Center at Starr Library	G-5
Battell Hall	G-3
Biomass Plant	
Bookstore	
Bowker Barn Student Employment Office	E-4
Bowker House	
Bracklett House	
Brooker House	
Carr Hall	
Centene Health Center	
Center for Careers & Internships	
Center for Community Engagement	F-3
Center for Creativity, Innovation, and Social Entrepreneurship 115 South Main Street	H-5
Charles P. Scott Center for Spiritual and Religious Life	G-6
Chells House	E-3
Coffrin Hall	G-2
College of Education Proctor Hall	F-4
Communications and Marketing	
Kitchell House	I-5
Counseling & Human Relations Center	
Coffins House	F-6
Dana Auditorium	G-4
Davis Family Library	G-5
Dean of Students Service Building	
Deansery	
Dragon Track & Field Complex	F-8
Emma Willard House Admissions	G-6
Farell House	F-3
Financial Aid Service Building	F-5
Fletcher House	I-6
Forest Hall Registrar's Office	
Georgian Woods	F-3
Franklin Environmental Center at Hillcrest	F-3
Environmental Affairs	
Freeman International Center	
Preston and Molley Services	G-1
Gifford Hall Gorham Room	F-4
Golf Course	B-8
Hadley Hall	F-2
Hoddy House/Barn	A-8
Hethmon House	
Saint Casimir Religious Life	G-6
Health Center Conference House	F-4
Heppen Hall	
Hessgrave House	G-6
Homer Harris House	E-2
Homestead House	I-4
Human Resources Marble Works	J-5
InSite House	H-4
International Student & Scholar Services Service Building	F-5

Jewett House	J-6
Johnson Memorial Building	G-3
Kelly Hall	F-2
Kenny Arena	D-7
Kevin P. Mahaney '84 Center for the Arts	E-7
Kirk Center Go! Course Pro Shop	B-8
Kittel House Communications and Marketing	J-5
Kohn All-Weather Field	E-7
Lafayette Hall	F-3
Le Conte Hall	F-2
Library	G-3
Davis Family Library	H-5
Music Library Davis Family Library	H-5
Science Library McCandell (McCandell Hall)	G-1
Longwell House	E-4
Mahaney Center for the Arts	E-7
McBride, Morris, Gaylor Office, Controller's Office	J-5
Homer Harrer Center	J-5
McCandell Bicentennial Hall	G-1
McCullough Student Center	
Student Activities, Admissions, Mitchell Green Lounge, Student Mail Room, Willan Hall	F-5
McKinley House	C-6
Mead Memorial Chapel	F-4
Miller House	F-4
MidCOPC 185 South Main Street	H-5
The Mill	J-5
Milliken Hall	F-2
Munford House	F-6
Murphy Hall	G-4
Palmer House	F-3
Painter House	G-4
Painter House ITS	J-5
Palmer House	D-4
Peacock Hall	F-3
Ripon Gymnasium	D-7
Portkins House	E-4
Peterson Family Athletics Complex	D-7
Poster House	G-6
Prescott House	D-1
President's Office Old Chapel	G-5
President's House	I-6
Princeton House	F-5
Princeton House	F-4
Refined Petrol Garage, WRMC	F-4
Public Affairs Kirtzel House	I-5
Public Safety 125 South Main Street	G-6
Recycling Center	C-3
Ridgeline View Suites	E-3
Robert A. Jones (RAJ) '59 House	T-6
Ruthayn Center for International Affairs	E-4
Service Building	I-6
Gilmore's Office, Student Financial Services, Facilities Services, PSS, ADA Office	F-6
Diem of Studies	F-5
Sperry House	H-5
Starr Hall	G-5
Star Library Assistant Center	G-5
Stell Hall	F-5
Student Accessibility Services (ADA)	F-4
Service Building	F-5
Student Employment Office Bowler Barn	E-4
Student Financial Services Service Building	F-5
Sunderland Language Center	
Dana Austrian, Language Schools	
Administrator, Off-Campus Study	G-4
Townhouse North	E-3
Townhouse South	E-4
Turner House	E-3
Virtue Field House	D-7
Vote Hall	G-4
Warner Hall	G-6
Weybridge House	I-5
Wicks Hall AdMcCullough Student Center	F-5
Wind Turbine	D-2
Wright Memorial Theatre	H-3
Youngman Field/Alumni Stadium	C-7
McCoy House	
Peterson Family Athletics Complex	
Nelson Recreation Center	
Mahaney Center for the Arts	
McGraw House	
Self-Serve Solar Decathlon House	
Porter House	
Hathaway House	
Contone House	
Center for Health and Wellness	
Sperry House	
125 South Main Street	
108 South Main Street	
South Main Street (Route 103)	
105 South Main Street	
131 Franklin Street	
75 Franklin Street	
The Mill	
Twilight Hall	
Aspinwall House	
Sperry House	
122 Old Chapel Road	
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20 Adirondack View.....	E-3	Jewett House.....	I-5
23 Adirondack View Scheduling Office.....	E-3	Johnson Memorial Building .....	G-3
33 Adirondack View .....	E-3	Kelly Hall.....	F-2
75 Adirondack View Pottery Studio .....	E-3	Kenyon Arena.....	D-7
97 Adirondack View PALANA .....	E-3	Kevin P. Mahaney '84 Center for the Arts..	E-7
99 Adirondack View .....	E-4	Kirk Center Golf Course Pro Shop.....	B-8
26 Blinn Lane Faculty Head, Ross Commons.....	E-3	Kitchel House Communications and Marketing ..	I-5
132 Blinn Lane Faculty Head, Brainerd Commons .....	F-2	Kohn All-Weather Field .....	E-7
164 College Street .....	H-4	LaForce Hall .....	F-3
204 College Street <i>New England Review</i> and Bread Loaf Writers' Conferences.....	H-4	Lang Hall.....	F-2
220 College Street .....	H-4	Le Château .....	G-3
236 College Street.....	H-4	Libraries	
248 College Street .....	H-4	Davis Family Library .....	H-5
637 College Street.....	E-3	Music Library <i>Davis Family Library</i> .....	H-5
5 Court Street.....	J-5	Science Library <i>McCardell Bicentennial Hall</i> ...	G-1
700 Exchange Street <i>Office of Advancement</i> ...	J-5	Longwell House .....	E-4
51 Franklin Street .....	H-5	Mahaney Center for the Arts .....	E-7
75 Franklin Street <i>Bread Loaf School of English</i>	H-5	Marble Works Budget Office, Controller's Office, Human Resources.....	J-5
115 Franklin Street Faculty Head, Wonnacott Commons .....	H-5	McCardell Bicentennial Hall.....	G-1
131 Franklin Street.....	H-5	McCullough Student Center	
70 Hillcrest Road.....	E-3	Student Activities, <i>MiddXpress</i> , <i>Mitchell Green</i> Lounge, <i>Student Mail Room</i> , <i>Wilson Hall</i> .....	F-5
20 Old Chapel Road.....	F-6	McKinley House .....	C-6
107 Shannon Street.....	H-3	Mead Memorial Chapel.....	F-4
108 South Main Street .....	H-5	Meeker House.....	F-6
118 South Main Street <i>Center for Creativity, Innovation, and Social</i> <i>Entrepreneurship, MiddCORE</i> .....	H-5	MiddCORE 118 South Main Street.....	H-5
125 South Main Street <i>Dept. of Public Safety</i> ..	G-6	The Mill .....	I-5
46 South Street <i>Faculty Head, Cook Commons</i>	H-7	Milliken Hall .....	F-2
48 South Street.....	G-8	Munford House .....	F-6
275 Weybridge Street <i>Faculty Head, Atwater Commons</i> .....	I-3	Munroe Hall .....	G-4
Adirondack House <i>CCI and Fellowships</i> .....	F-3	Museum of Art <i>Mahaney Center for the Arts</i> .....	E-7
Administration Old Chapel.....	G-5	Natatorium.....	D-7
Admissions <i>Emma Willard House</i> .....	G-6	Nelson Recreation Center .....	E-7
Advancement, <i>Office of 700 Exchange Street</i> ...	J-5	Off-Campus Study	
Allen Hall.....	H-2	<i>Sunderland Language Center</i> .....	G-4
Alumni & Parent Programs <i>700 Exchange St.</i> ..	J-5	Old Chapel Administration .....	G-5
Anderson Freeman Resource Center <i>Carr Hall</i> .....	G-3	Old Stone Mill .....	J-4
Atwater Commons Dining Hall.....	H-2	Painter Hall .....	G-4
Atwater Commons Residence Halls.....	H-2	Painter House <i>ITS</i> .....	J-5
Axinn Center at Starr Library .....	G-5	Palmer House .....	D-4
Battell Hall.....	G-3	Pearsons Hall .....	F-3
Biomass Plant .....	F-5	Pepin Gymnasium .....	D-7
Bookstore <i>Proctor Hall</i> .....	F-4	Perkins House .....	E-4
Bowker Barn <i>Student Employment Office</i> .....	E-4	Peterson Family Athletics Complex .....	D-7
		Porter House .....	G-6
		Prescott House .....	D-3
		President's Office <i>Old Chapel</i> .....	G-5
		President's House .....	I-6
		Proctor Hall Bookstore, <i>Redfield Proctor Lounge, WRMC</i> .....	F-4

Bowker Barn Student Employment Office.....	E-4
Bowker House .....	E-4
Brackett House.....	E-4
Brooker House.....	D-4
Carr Hall .....	G-3
Centeno House Health Center .....	F-6
Center for Careers & Internships Adirondack House.....	F-3
Center for Community Engagement 20 Old Chapel Road.....	F-6
Center for Creativity, Innovation, and Social Entrepreneurship 118 South Main Street.....	H-5
Charles P. Scott Center for Spiritual and Religious Life.....	G-6
Chellis House .....	E-3
Coffrin Hall.....	G-2
College Bookstore Proctor Hall.....	F-4
Communications and Marketing Kitchel House.....	I-5
Counseling & Human Relations Center Centeno House.....	F-6
Dana Auditorium.....	G-4
Davis Family Library.....	G-5
Dean of Students Service Building .....	F-5
Deanery .....	J-5
Dragone Track & Field Complex .....	F-8
Emma Willard House Admissions .....	G-6
Farrell House.....	F-3
Financial Aid Service Building .....	F-5
Fletcher House .....	I-6
Forest Hall Registrar's Office, Undergraduate Records.....	F-3
Franklin Environmental Center at Hillcrest Environmental Affairs .....	F-3
Freeman International Center Printing and Mailing Services.....	G-1
Gifford Hall Gamut Room.....	F-4
Golf Course .....	B-8
Hadley Hall.....	F-2
Hadley House/Barn .....	A-8
Hathaway House Scott Center for Religious Life .....	G-6
Health Center Centeno House .....	F-6
Hepburn Hall .....	F-4
Hesselgrave House .....	G-6
Homer Harris House .....	E-2
Homestead House .....	I-4
Human Resources Marble Works .....	J-5
InSite House .....	H-4
International Student & Scholar Services Service Building .....	F-5
Redfield Proctor Lounge, WRMC .....	F-4
Public Affairs Kitchel House.....	I-5
Public Safety 125 South Main Street.....	G-6
Recycling Center.....	C-3
Ridgeline View Suites .....	E-3
Robert A. Jones (RAJ) '59 House Rohatyn Center for International Affairs .....	E-4
Self-Reliance House .....	F-6
Service Building Cashier's Office, Student Financial Services, Facilities Services, ISSS, ADA Office, Dean of Students .....	F-5
Sperry House .....	H-5
Starr Hall.....	G-5
Starr Library Axinn Center.....	G-5
Stewart Hall .....	F-5
Student Accessibility Services (ADA) Service Building .....	F-5
Student Employment Office Bowker Barn .....	E-4
Student Financial Services Service Building .....	F-5
Sunderland Language Center Dana Auditorium, Language Schools Administration, Off-Campus Study .....	G-4
Townhouse Center.....	E-3
Townhouse North.....	E-3
Townhouse South.....	E-4
Turner House .....	E-3
Twilight Hall .....	I-5
Virtue Field House .....	D-7
Voter Hall .....	G-4
Warner Hall .....	G-4
Weybridge House .....	I-5
Wilson Hall McCullough Student Center.....	F-5
Wind Turbine .....	D-2
Wright Memorial Theatre .....	H-3
Youngman Field/Alumni Stadium .....	C-7

To  
Cornwall

South Main Street (Route 30)

Alun  
Stad

Golf Course Road

Ex. 56 - Mead Family Tree

# Mead Family Tree

John  
Abner Mead  
dod: 1.12.1920  
EX. B-1, B-2

Mary Medelia  
Sherman Mead  
dod: 2.27.1923  
EX. C

Mary Sherman  
Mead Hinsman  
dod: 9.2.1953  
EX. D

Carl Bingham  
Hinsman  
dod: 2.8.1941  
EX. E

Marion Elinor  
Lewis Hinsman  
J.A.M.H. 2nd Wife  
dod: 3.22.2017  
EX. F-2

John Abner  
Mead Hinsman  
dod: 10.31.1980  
EX. F-1, F-2

Edith Mariette  
Cutler Hinsman  
J.A.M.H. 1st wife  
dod: 1.5.1983  
EX. G-1, G-2

Mary Mead  
Hinsman Raymond

John Abner  
Mead Hinsman II  
dod: 5.28.21  
EX. H

Glenda L. Hinsman  
Wife of J.A.M.H. II

David C. Hinsman

Carl B. Hinsman

John Abner  
Mead Hinsman III

James L. Hinsman

Laura Hinsman  
Harshbarger

Ex. 57

# CATALOGUE

OF

# MIDDLEBURY COLLEGE



378.743  
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1895-96

## EXTRACT FROM AN ADDRESS

Delivered by the Rev. TRUMAN M. POST, D. D., before the  
Alumni of Middlebury College, July 1, 1879, at the semi-  
centennial reunion of the Class of '29:

Our Alma Mater challenges our love, honor and support *because of her record*. As I stand here at the close of half a century from graduation, having lived and wandered most of those years amidst those vast regions where new States are born, and having seen what hands and brains have created, shaped and guided and defended civil order there, and have moulded and vitalized its organic forces, I have felt ever the more that freedom, Christianity and civilization, and the life of the nation owe much to Vermont,—to her children and her colleges, even were their history now to close. Her sons and her ideas and their works are found everywhere, and seldom to her dis-honor, whether I look at the field of thought or action, the departments of literary, professional, political, educational, artistic or industrial life. And when I call to mind, moreover, the names inviting rehearsal, but too numerous for the hour, of those who under the shadow of the cross lie in foreign graves, through distant continents and isles of the ocean; or who, in our own land, sleep in tombs beneath the shadow of the churches that have been consecrated by their Christian eloquence and their sweet lives and holy deaths; or when I recall those who have gone to their rest, with the Stars and Stripes waving over or wrapped as a shroud around them in their glorious repose, beside remote rivers and mountains, or amid dark forests and unknown wilds, or in the deeps of the ocean; when I recall with these all who have gone down to death in manifold ways and places, that Christianity and liberty and country might not die,—when I look at such histories and their results, and at all those who in their time and sphere have done and are doing good service to truth and humanity, I feel that institutions creative of such men should never perish from the love and honor of men.

## HISTORICAL.

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### LEGISLATIVE ACTION.

From the Journals of the General Assembly of the State of Vermont:

Wednesday, Oct. 31, 1798: A petition of Gamaliel Painter and others, trustees of the Addison County Grammar School, stating that the petitioners and others, inhabitants of Middlebury, induced by an ardent desire to promote and encourage the education of youth by establishing and carrying into immediate operation, a college or university within the State, have erected large and convenient buildings suitable to the purposes of a college, and praying the legislature to establish a college in Middlebury and to grant a charter of incorporation to such trustees as shall be appointed, vesting in such trustees such rights and privileges as are enjoyed and exercised by such bodies,—was referred to a committee consisting of one member from each county, to be nominated by the clerk of the house. Referred, Monday, Nov. 5, 1798, to the next session of the legislature.

Saturday, Oct. 12, 1799: Petition referred from last session of the legislature referred to a committee to join a committee from the council, and on Monday, Nov. 4, 1799, referred again to the next session of the legislature.

Saturday, Oct. 11, 1800 (two days after the opening of the session, at Middlebury): Petition referred from the last session of the general assembly referred to a committee to join with one appointed on the part of the council.

Tuesday, Oct. 28, 1800: Committee reported a bill entitled "An act incorporating and establishing a college at Middlebury, in the County of Addison"; the incorporation being declared expedient by the house in committee of the whole, Wednesday, Oct. 29, 1800.

Friday, Oct. 31, 1800: Bill read a second time, and ordered engrossed and sent to the governor and council for revision and concurrence or proposal of amendment; yeas, 117; nays, 51. The governor and council concurred without amendment, in a message to the house, Saturday, Nov. 1, 1800.

## EXTRACTS FROM THE CHARTER.

STATE OF VERMONT.

ISAAC TICHENOR,

esquire Governor and Commander-in-Chief in, and over the State of Vermont,  
To all to whom these presents shall come,

GREETING.

Know ye, That I the said Isaac Tichenor by virtue of the Authority in me vested, and in pursuance of a certain Act of the Legislature of said State passed the first day of November in the Year of our Lord eighteen hundred, entitled An Act incorporating and establishing a College at Middlebury in the County of Addison — do, by these Presents will, ordain, and grant, that there be and there hereby is granted, instituted, and established, a College in the Town of Middlebury in the County of Addison in said State: — And that Messrs. Jeremiah Atwater, Nathaniel Chipman, Heman Ball, Elijah Payne, Gamaliel Painter, Israel Smith, Stephen R. Bradley, Seth Storrs, Stephen Jacob, Daniel Chipman, Lot Hall, Aaron Leland, Gershom C. Lyman, Samuel Miller, Jedediah P. Buckingham, and Darius Matthews, shall be an incorporate Society, or Body corporate and politic, and shall hereafter be called and known by the Name of the President and Fellows of Middlebury College. —

And that the President of said College with the consent of the Fellows shall have power to give and confer all such honors, degrees, or licenses, as are usually given in Colleges or Universities, upon such as they shall think worthy thereof.

In Testimony whereof I have caused the Public seal of the State of Vermont to be hereunto affixed.

Done at Middlebury this first day of November in the Year of our Lord One thousand and eight hundred, and of the Independence of the United States the twenty-fifth.

By his Excellency's Command

ISAAC TICHENOR.

ROSWELL HOPKINS Secy of State

Elected.	PRESIDENTS.	Retired.
A. D.		A. D.
1800	REV. JEREMIAH ATWATER, D. D. . . . .	1809
1810	REV. HENRY DAVIS, D. D. . . . .	1817
1818	REV. JOSHUA BATES, D. D. . . . .	1839
1840	REV. BENJAMIN LABAREE, D. D., LL. D. . . . .	1866
1866	REV. HARVEY DENISON KITCHEL, D. D. . . . .	1873
1875	REV. CALVIN BUTLER HULBERT, D. D. . . . .	1880
1880	REV. CYRUS HAMLIN, D. D., LL. D. . . . .	1885
1886	EZRA BRAINERD, LL. D. . . . .	....

## CORPORATION.

EZRA BRAINERD, LL. D., <i>ex officio</i> , President,	Middlebury.
Hon. JOHN W. STEWART, LL. D. . . . .	Middlebury.
JAMES B. JERMAIN, A. B. . . . .	Albany, N. Y.
RUFUS WAINWRIGHT, Esq., A. M. . . . .	Middlebury.
Hon. L. D. ELDREDGE, A. M. . . . .	Middlebury.
Hon. JOSEPH BATTELL, A. M. . . . .	Middlebury.
Prof. BRAINERD KELLOGG, LL. D. . . . .	Brooklyn, N. Y.
Hon. DAVID K. SIMONDS, A. B. . . . .	Manchester.
Rev. CHANDLER N. THOMAS, A. B. . . . .	New Haven.
Rev. WILLIAM S. SMART, D. D. . . . .	Brandon.
ERASTUS H. PHELPS, Esq., A. M. . . . .	Fair Haven.
CHARLES M. WILDS, Esq., A. B. . . . .	Middlebury.
Hon. JAMES M. SLADE, A. M. . . . .	Middlebury.
Hon. JOHN A. MEAD, M. D. . . . .	Rutland.
HENRY H. VAIL, Esq., A. B. . . . .	New York City.
Hon. E. B. SHERMAN, A. M. . . . .	Chicago, Ill.
GEORGE M. WRIGHT, Esq., A. B. . . . .	New York City.
JOHN G. MCINTYRE, Esq., A. B. . . . .	Potsdam, N. Y.
Rev. JAMES L. BARTON, D. D. . . . .	Boston, Mass.
Hon. L. D. ELDREDGE, A. M., <i>Treasurer</i> .	
Hon. JAMES M. SLADE, A. M., <i>Secretary</i> .	

## PRUDENTIAL COMMITTEE.

President BRAINERD, <i>ex officio</i> ,	Hon. L. D. ELDREDGE,
Hon. JOHN W. STEWART,	RUFUS WAINWRIGHT, Esq.,
CHAS. M. WILDS, Esq.	

## FINANCE COMMITTEE.

Hon. JOHN W. STEWART,	CHARLES M. WILDS, Esq.,
Hon. L. D. ELDREDGE,	RUFUS WAINWRIGHT, Esq.,
Hon. J. A. MEAD,	Hon. JAMES M. SLADE,
GEORGE M. WRIGHT, Esq.	

FACULTY.

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EZRA BRAINERD, LL. D., PRESIDENT,  
Professor of Mental and Moral Science.

HENRY MARTYN SEELY, A. M., M. D.,  
Professor Emeritus of Natural History.

WILLIAM WELLS EATON, A. M.,  
Professor of Greek Language and Literature.

WALTER EUGENE HOWARD, LL. D.,  
Professor of History and Political Science.

CHARLES BAKER WRIGHT, A. M.,  
Professor of Rhetoric and English Literature.

MYRON REED SANFORD, A. M.,  
Professor of Latin Language and Literature.

WILLIAM WESLEY McGILTON, A. M.,  
Professor of Chemistry.

THEODORE HENCKELS, S. B.,  
Morton Professor of Modern Languages.

ERNEST CALVIN BRYANT, S. B.,  
Professor of Physics and Mathematics.

EDWARD ANGUS BURT, Ph. D.,  
Burr Professor of Natural History.

MIDDLEBURY COLLEGE.

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CHARLES LESLIE LEONARD, A. B.,  
Instructor in Elocution.

C. B. WRIGHT,  
Librarian.

ANNIE LAWRENCE RITCHIE, A. M.,  
Assistant Librarian.

## STUDENTS.

## SENIOR CLASS.

David Henry Blossom,	<i>Middlebury,</i>	Mrs. Blossom's.
Elmer Henry Cutts,	<i>Hillsborough Bridge, N. H.,</i>	Battell Block.
Frank Wilson Davis,	<i>Mendon,</i>	25 *S. H.
Charles Edward Fitzpatrick,	<i>Middlebury,</i>	9 S. H.
Henry Everett Foster,	<i>West Camden, N. Y.,</i>	15 S. H.
James Edwards Goodman, Jr.,	<i>Granville, N. Y.,</i>	10 † P. H.
John Peter Halnon,	<i>Middlebury,</i>	Mrs. Carrigan's.
Guy Caleb Lamson,	<i>Brattleboro,</i>	8 P. H.
Carl Murdock Merrill,	<i>Middlebury,</i>	Mr. Merrill's.
James Moore,	<i>Amboy Center, N. Y.,</i>	15 S. H.
Charles Andrews Munroe,	<i>Middlebury,</i>	Mr. Munroe's.
Charles William Prentiss,	<i>Middlebury,</i>	9 P. H.
George Richard Riggs,	<i>Middlebury,</i>	Mr. Riggs's.
Edward Mortimer Roscoe,	<i>New Haven,</i>	6 P. H.
Albert Chamberlain Wales,	<i>Milton, Mass.,</i>	9 P. H.
William Bryant Wilcox,	<i>Crown Point, N. Y.,</i>	31 S. H.
Hiram Parker Williamson,	<i>Middlebury,</i>	Mr. A. Williamson's.
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Cora Agnes Brock,	<i>Wells River,</i>	Mr. H. Hammond's.
Ava Lillian Hawley,	<i>Middlebury,</i>	Mrs. Hawley's.
Mary Orenda Pollard,	<i>Ludlow,</i>	Mr. H. Hammond's.
Lena May Roseman,	<i>Middlebury,</i>	Mrs. Roseman's.
Carolyn Marie Swiney,	<i>Holyoke, Mass.,</i>	Battell Hall.
Alice Florence Tyler,	<i>Townsend, Mass.,</i>	Battell Hall.
Mabel Hastings Ware,	<i>Shelburne Falls, Mass.,</i>	Mr. Jackson's.

## JUNIOR CLASS.

Elmer Gerrish Bridgham,	<i>Minot, Me.,</i>	12 S. H.
Luther Amos Brown,	<i>Galway, N. Y.,</i>	25 S. H.
John Ashley Cadwell, Jr.,	<i>New Haven,</i>	10 S. H.

<sup>\*</sup>Abbreviation for Starr Hall.<sup>†</sup> Abbreviation for Painter Hall.

## MIDDLEBURY COLLEGE.

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Benjamin Leslie Haydon,	<i>Heuvelton, N. Y.,</i>	30 S. H.
Charles Prescott Kimball,	<i>Middlebury,</i>	Mrs. Hawley's.
Arthur Cutler Parkhurst,	<i>Templeton, Mass.,</i>	27 S. H.
Arthur Piper,	<i>Sacramento, Cal.,</i>	11 S. H.
Leroy Carter Russell,	<i>New Haven,</i>	7 P. H.
Marcus Day Whitney,	<i>Granville, N. Y.,</i>	6 P. H.
Marion Elizabeth Dunbar,	<i>Island Pond,</i>	Battell Hall.
Harriet Dup��e Gerould,	<i>Hollis, N. H.,</i>	Mr. H. Hammond's.
Mary Arabella Goodwin,	<i>So. Woodstock, Conn.,</i>	Battell Hall.
Ellen Chase Gordon,	<i>Worcester, Mass.,</i>	Battell Hall.
Florence Mabelle Holden,	<i>Worcester, Mass.,</i>	Mr. Merrill's.
Anna Louise Janes,	<i>St. Albans,</i>	Mr. Merrill's.
Flora Calista Rockwood,	<i>East Middlebury,</i>	Mr. W. Speyer's.
Mary Amelia Towle,	<i>Jamestown, N. Y.,</i>	Mr. H. Hammond's.

## SOPHOMORE CLASS.

Charles Carroll Bailey,	<i>Ashfield, Mass.,</i>	6 P. H.
Audley Janes Bliss,	<i>Brainard, N. Y.,</i>	12 S. H.
William Henry Botsford,	<i>Vergennes,</i>	28 S. H.
Burt Myron Bristol,	<i>Vergennes,</i>	8 P. H.
Walter Barrett Dunton,	<i>Rutland,</i>	32 S. H.
Michael Francis Halpin,	<i>New Haven,</i>	14 S. H.
Herbert Alvah Hinman,	<i>New Haven,</i>	7 P. H.
James Andrew Lobban,	<i>Milton, Mass.,</i>	16 S. H.
Joseph Alanson Peck,	<i>Middlebury,</i>	Mr. C. C. Peck's.
Albertus Perry,	<i>Gloversville, N. Y.,</i>	13 S. H.
Thomas Prentis,	<i>Melrose Highlands, Mass.,</i>	28 S. H.
Robert Laurence Rice,	<i>Tinmouth,</i>	32 S. H.
William Belden Richmond,	<i>Moriah, N. Y.,</i>	13 S. H.
Hiram Elroy Sessions,	<i>East Middlebury,</i>	14 S. H.
Homer Lucius Skeels,	<i>Swanton,</i>	30 S. H.
Theodore Donald Wells,	<i>Middlebury,</i>	Mr. Wells's.
Florence Cragin Allen,	<i>Brattleboro,</i>	Mr. Jackson's.
Lucia Elizabeth Avery,	<i>Middlebury,</i>	Mrs. Avery's.
Adaline Charlotte Crampton,	<i>St. Albans,</i>	Mrs. Avery's.
Vida Annie Dunbar,	<i>Island Pond,</i>	Battell Hall.
Della Edith Hapgood,	<i>Peru,</i>	Battell Hall.
Mary Gerrish Higley,	<i>Middlebury,</i>	Mr. Higley's.
Fanny Maroa Sutton,	<i>Shelburne,</i>	Dr. Sutton's.

Bessie Clarinda Verder,	<i>Rutland,</i>	Battell Hall,
Luella Cushing Whitney,	<i>So. Ashburnham, Mass.,</i>	Mr. H. Hammond's.

## FRESHMAN CLASS.

Arthur Edward Batchelder,	<i>Townshend,</i>	10 S. H.
Eugene Cook Bingham,	<i>West Cornwall,</i>	29 S. H.
Herbert Eli Boyce,	<i>Winchendon, Mass.,</i>	7 S. H.
Frank William Cady,	<i>Aurora, Ill.,</i>	8 S. H.
George Harvey Colby,	<i>Suncook, N. H.,</i>	23 S. H.
Aaron Blackmon Corbin,	<i>Potsdam, N. Y.,</i>	Mr. Corbin's.
John Edwin Cosgrove,	<i>Plattsburgh, N. Y.,</i>	9 S. H.
Lorren Roy Howard,	<i>Middlebury,</i>	Mr. Howard's.
Charles Asahel Hubbard,	<i>Whiting,</i>	31 S. H.
Donald Paul Hurlburt,	<i>Bennington,</i>	Mrs. Bowditch's.
Charles Henry Jordan,	<i>Proctor,</i>	8 P. H.
Harry Foss Lake,	<i>Suncook, N. H.,</i>	23 S. H.
George Alson Marvin,	<i>Norfolk, Conn.,</i>	26 S. H.
Charles Nicholas McCuen,	<i>Vergennes,</i>	16 S. H.
George Beaumont Morrell,	<i>Lakewood, N. J.,</i>	Mr. J. T. Kingsley's.
Theodore Hapgood Munroe,	<i>Middlebury,</i>	Mr. Munroe's.
Fred Whiting Noble,	<i>Middlebury,</i>	Rev. Mr. Noble's.
Clayton Orville Smith,	<i>Plattsburgh, N. Y.,</i>	Rev. Mr. Noble's.
Hermon Emerson Smith,	<i>Middlebury,</i>	Dr. Smith's.
George William Stone,	<i>Vergennes,</i>	10 P. H.
Rufus Wainwright, Jr.,	<i>Middlebury,</i>	Mr. R. Wainwright's.
Ernest James Waterman,	<i>Brattleboro,</i>	Dr. Eddy's.
John Russell Whitney,	<i>Coventryville, N. Y.,</i>	7 S. H.
Mary Annette Anderson,	<i>Shoreham,</i>	Mrs. Avery's.
Helen Pauline Baird,	<i>Alabama, N. Y.,</i>	Mrs. Mead's.
Jane Powney Barker,	<i>Sidney, N. Y.,</i>	Battell Hall.
Jessie Ruth Campbell,	<i>Middlebury,</i>	Rev. Mr. Noble's.
Lorraine Susie Hapgood,	<i>Peru,</i>	Battell Hall.
Augusta Maria Kelley,	<i>Centreville, Mass.,</i>	Mr. Ross's.
Anna Nichols,	<i>Randolph,</i>	Battell Hall.
Harriet May Palmer,	<i>Weybridge,</i>	Mrs. Avery's.
Sarah Scoles,	<i>Clarendon,</i>	Mrs. Avery's.
Lucy Walker Southwick,	<i>Worcester, Mass.,</i>	Battell Hall.
Annis Miller Sturges,	<i>Centreville, Mass.,</i>	Mr. Ross's.
Ethel Louise Waterman,	<i>Brattleboro,</i>	Dr. Eddy's.

## SPECIAL STUDENTS.

Frederick Conant Bingham,	<i>West Cornwall,</i>	Mrs. Bingham's.
Eva May Barton,	<i>Middlebury,</i>	Mr. Sawyer's.
Jessie Louise Chapman,	<i>Middlebury,</i>	Mr. T. M. Chapman's.

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## SUMMARY.

Seniors . . . . .	24
Juniors . . . . .	17
Sophomores . . . . .	25
Freshmen . . . . .	35
Special Students . . . . .	3
Total . . . . .	104

## DEPARTMENTS OF INSTRUCTION.

## LANGUAGE AND LITERATURE.

## GREEK.

The work in this department is arranged with the design of giving the student a broad and scholarly view of the Greek language and literature.

During the first part of the Freshman year, the language itself is made the chief object of study, in order that the student may become thoroughly familiar with the essentials in etymology and syntax. As the writing of Greek is one of the most successful ways of attaining an exact knowledge of the language, considerable time is given to Greek composition during the earlier part of the course.

A knowledge of Greek literature can best be obtained by an extended study of the literature itself; the reading of Greek at sight is therefore practised, in order that the ability to read the literature with some degree of facility may be acquired.

Different periods of Grecian History are examined in connection with some of the authors which are read.

As an acquaintance with the various kinds of literature is a matter of great importance, the works of many different writers are made the subject of study. The history of the literature is studied in order that the relation in which the authors read stand to one another and to the contemporary Grecian world may be carefully considered. In connection with the study of the writings of an author, attention is given to his position in the development of the literature.

## LATIN.

An ideal, at least three-fold, should be presented to the student about to enter upon a course of Latin reading : to interpret Latin, not only in the best idiom of his own language, but by the Latin itself without the medium of his own tongue ; to obtain a general but clear view of the relation of the Roman writings to the other literatures of the ancient world, as well as the debt of the modern languages to the Latin ; and to form some adequate estimate of the influence of the Roman nation in history.

With a view toward the best insight into the structure of the language, and the later reading of the Latin without translation, in the first two years of the course one hour in four is set apart for a thorough review of grammatical principles through exercises in prose composition. Students will be expected, on entering, to have such ready familiarity with forms as to be able to take up at once a somewhat critical study of the structure of the sentence. The material for this work in composition is selected from the authors translated by the class. It is found that no quicker understanding of the sentence order of a language is gained than by an attempt to write it after the best models.

No author is read without comparison of his diction and style with others of his period. Sufficient range of prose writers and poets is offered in the entire course to allow a fair estimate of Latin literature as a whole.

As the different authors present to the classes their several views of Roman life and customs, the influence of the national life upon the contemporary world is strongly emphasized ; the continuity of that influence to the present time is considered especially important in any presentation to the class of a general historical nature.

Special courses, in Literature, Antiquities, Topography, and Art are offered in the elective work. These courses are conducted by means of recitations, private reading of selected authors, and by illustrated lectures. Maps and photographs are freely used as indispensable helps.

## ENGLISH.

The study of English is on the two-fold basis of the language and the literature. Text-books are supplemented by the materials of the library and work is brought to date, so far as practicable, by the additional means of lectures. The department aims to secure a knowledge of historical development in the English tongue; an appreciation of what is best in the writings of its users; and ability in personal practice for creditable literary work. To secure these results three lines of study are pursued:

I. *English and American Literature.*—The Fall term of the Junior year is given to a general survey of the principal English authors from Chaucer to the present time, with a rapid treatment of the various phases of English literary development. The leading facts of English history are also discussed, whenever they are necessary to an adequate understanding of the subject. The work is introductory to the more detailed investigations of the various elective courses. The Winter term of the Junior year is given to a similar survey of American literature from Franklin down.

The advanced work in this department is elective and is open to Seniors. The work for 1895-96 is indicated in the Courses of Instruction; after this year, the Fall term will be given to Poetics, the Winter term to the Essay, and the Spring term to the Novel.

II. *Rhetoric and the English Language.*—The work in rhetoric is placed at the beginning of the college course and is continued through three terms. A familiarity with the common rules of rhetoric is assumed and the study is conducted largely from the standpoint of its philosophy; an abundance of written work, however, is introduced for its immediately practical results. The Spring term of the Junior year is given to a consideration of rhetoric as the Art of Persuasion, with Whately as a text-book.

After 1895-96, a year's work in Old and Middle English will be offered to members of the Junior class, with collateral study of the history of the English language. The literature of the periods

will be treated throughout the course, but the subject will be dealt with for the most part from the linguistic side, with a special view to showing the foundations of English speech.

III. *Rhetoricals*.—Rhetorical exercises, attended by the entire college, are conducted in the chapel on Saturday mornings. Their aim is to train the students in the appropriate presentation of original thought. Four orations are delivered by each Senior, Junior, and Sophomore. That the effectiveness of this work may be increased, systematic training is given in voice culture and gesture, supplemented by practical lectures in the art of oratory. This is a required course for Freshmen and Sophomores and elective for Juniors and Seniors.

#### GERMAN AND FRENCH.

Fully two thirds of the advanced knowledge and thought of the world is published in the German and French languages. In quantity and value of records of new and independent investigation and discovery, the French comes next to the German. The English-speaking student or professional man who is able to read fluently the German and the French languages has access thereby to nearly all the valuable records of investigation at the present day in any department of human knowledge.

While the ability to read German and French freely is a valuable acquisition to the man of business in America, as in other countries, it is an absolute necessity to the educator, the investigator, and the professional man who does not wish to be left hopelessly in the rear by those who possess this ability and use it.

It is admitted that of all living languages the German affords the best opportunity for mental discipline. Throughout the first year the aim is primarily to give to the student a grammatical and practical knowledge of German and of French—to form an adequate introduction to the study of their literatures in subsequent years. By a practical knowledge is meant ability to read these languages readily without translating, ability to understand them with ease when spoken, and ability to use them both in

speaking and writing; this ability to understand the spoken as well as the written language is secured by conducting the most of the work in the different courses in the language studied.

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#### PHILOSOPHY.

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The department of Philosophy is under the charge of the President. Three hours a week are required throughout the Senior year, and two hours more a week may be taken as an elective. The aim in this course is to direct the student to the highest sources of knowledge concerning himself and his relations to nature and to God.

#### PSYCHOLOGY.

The Science of Mind is pursued through the Fall term. It is taught chiefly as an empirical science; speculative and metaphysical questions are kept largely in the background; the aim is principally to ascertain the various modes of mental activity, to determine the scope and function of the several faculties of the mind, and to discover how they can be best developed and trained. Parallel with this work those who so elect may study Mental Physiology, in which the relation between mind and the nervous mechanism is considered in the light of modern research.

#### MORAL SCIENCE.

During the third term three hours a week are required for the study of Moral Science. This involves a consideration of the fundamental principles of Christian morality, and of the relation of the teachings of Christ to the highest truths of philosophy and life.

#### HISTORY OF PHILOSOPHY.

During the Winter and Spring terms the History of Philosophy is taught as an elective two hours a week. The more important systems of thought that have appeared in the past are discussed and criticised; and as far as practicable the present status of metaphysical problems is presented.

HISTORY AND POLITICAL SCIENCE.

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## HISTORY.

The course of instruction in History and Political Science has been arranged so as to form a consecutive whole. It commences in the Sophomore year. A general knowledge of the history of England and America is assumed, and special attention is first given to the study of the constitutional development of those countries. The growth of the present American and English political institutions is traced from their very first manifestations down to the present day. The required course in general history, in the Junior year, is made as broad and thorough as possible, and, at the same time, is intended to serve as a special preparation for the studies of constitutional and international law, political economy, and political science, which follow, and for which such a course is considered essential, as giving the necessary ground-work. While following in the main the broad outlines laid down in the text-book, the course is supplemented by outside reading, and the student constantly referred to the principal treatises and leading authorities. In an alternating elective course running through the Junior and Senior years, important epochs in mediæval and modern European history are considered in detail.

## POLITICAL SCIENCE.

The aim in this department is to instruct the student as to the workings of government, and then to prepare him to meet intelligently the social and economic questions that are likely to confront him. The work begins in the Junior year with the study of political institutions, federal, state, and municipal, both separately and in their bearings on one another.

In Political Economy, which commences in the Senior year, the first term is devoted to a study of the leading principles of economic science, the aim being to give a general outline of the

subject; the second term is devoted to the study of the historical development of the subject and of the relation of economic life to economic thought.

In Constitutional Law the object is two-fold ; first, to acquaint the student with the present constitutions of the leading countries; second, to trace the rise of each institution historically. In International Law the general principles of the subject are outlined and special attention is given to the leading treaties of the United States.

The course in this department allows of considerable latitude, so that important questions, such as Modern Socialism, Labor Organization, Nationalization of Land, Management of Railroads, Banking, Money, Tariff, Interstate Commerce, Taxation, etc., may be taken up to meet the needs of the students. But whatever the subject, special importance is attached to original research and investigation. To that end library work is insisted upon and special theses and reports are frequently demanded. And in general, both in the required and in the elective work, investigation from the original sources and by independent methods is encouraged, and collateral reading is required.

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#### MATHEMATICS AND ASTRONOMY.

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The instruction in this department is given with a two-fold purpose. There is first the aim to give the student such a thorough knowledge of the facts and principles that he will be able to apply them in the solution of any problem requiring them. Second, and of even more importance, is the endeavor to train the mind of the student in logical thinking and close reasoning. The mathematical exercises calling for accurate definition and correct reasoning are intended to be so applied as to enable the student to acquire the power of grasping any subject and reasoning about it, whether that subject be mathematical or not.

The work begins with a thorough training in Algebra and

Geometry, as the necessary foundation for all further mathematical study. These are followed by Plane Trigonometry, which occupies the remainder of the Freshman year. A short course in Surveying is given in the early fall of the Sophomore year. It is intended to give the student a practical acquaintance with the elementary problems of land surveying and levelling. The practical use of the instruments is taught and plots are made from notes taken. Spherical Trigonometry is taken up the latter part of the term. Elective courses in Analytical Geometry and Differential Calculus are offered in the Junior year, and one in Integral Calculus in the Senior year. The object of these elective courses is to enable those wishing to take up further work in engineering to prepare themselves for it.

Astronomy is required of the Senior class. The aim is to give the student a thorough knowledge of the fundamental principles of this important science, as the fitting close of his mathematical course, but especial prominence is also given to the important results attained by the most recent advances in physical science.

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#### MECHANICS AND PHYSICS.

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The course in Mechanics consists of a thorough discussion of the principles of Statics, during the Winter term of Sophomore year, followed by a study of Dynamics. This course is a necessary preparation for the course in Physics, which naturally follows. This latter study is required during the Fall term of the Junior year. The work of that term is a brief study of the principles of general Physics, the subjects being abundantly illustrated with experimental lectures in the Physical Laboratory.

The further study of Physics is made elective, a course in Heat and Light being given during the remaining two terms of the year. This course alternates with one in Electricity and Magnetism, and is open to Juniors and Seniors alike, thus giving every student the opportunity to take either or both courses.

## CHEMISTRY.

The instruction in required Chemistry is designed to give the student an insight into the philosophy of the science, and at the same time to make him practically acquainted with the more frequently occurring elements and compounds. In addition, the student is expected to become so familiar with chemical manipulation by working at the laboratory tables that he can arrange apparatus and make experiments illustrating the principles discussed in the ordinary text-books.

Each member of the Junior class will spend six hours a week during a portion of the Winter term and the entire Spring term in laboratory work.

Chemistry as a Senior elective through the entire year is devoted exclusively to laboratory work, in the following courses:

*Course I.*—Qualitative Analysis in the Fall term, in which special attention is given to the analytical reactions of each base and to practice in the separation of metals from each other in unknown liquid and solid mixtures. The analytical reactions of each acid and the separations of the acids are also carefully studied. Full notes are made by the student on all processes and reactions involved and frequent reports are made to the instructor.

*Course II.*—Gravimetric Quantitative Analysis in the Winter term.

*Course III.*—Volumetric Quantitative Analysis in the Spring term.

Courses II. and III. are elective only for those who have completed Course I. Mineral analysis and the determination of the constitution of unknown substances form a large part of the above courses. Besides performing indicated work, the student is encouraged to enter upon some work of independent investigation.

(Apparatus and material are furnished by the College; that broken or used is paid for by the student.)

## NATURAL HISTORY.

The purpose of the work in this department is to give such a view of the earth and of its living organisms—objects always about us and constantly presenting peculiar and interest-arousing problems—as should, because of its importance, be included in a liberal education. This view is made as real as possible by appropriate laboratory studies. In addition to their general educational value, the various courses possess a special value for those intending to take university work in the same lines, to teach, to enter the ministry, or to study medicine.

The following outline shows the arrangement of the work:

## SOPHOMORES (required).

1. *Zoology*.—General course; entire class; Fall term.
2. *Human Physiology*.—Latin-Scientific division; Fall term.
3. *Botany*.—Morphology of Cryptogams; Latin-Scientific division; Winter term.
4. *Zoology*.—Morphology of Vertebrates; Latin-Scientific division; Spring term.
5. *Botany*.—General course; entire class; Spring term.

## JUNIORS AND SENIORS (elective).

6. *Cryptogamic Botany*.—Fall and Winter terms.
7. *Histology and Physiology of Plants*.—Fall and Winter terms.  
(Courses 6 and 7 are given in alternate years.)

## SENIORS (required).

8. *Geology*.—Entire class; Winter and Spring terms.

## ZOOLOGY.

The work in Natural History opens at the beginning of the Sophomore year with a course in Zoology, in which the chief groups of animals are considered not only with regard to their morphology but also from the standpoint of their embryological

development. The aim of the course is to give not only a familiarity with the general forms of animal life but also a knowledge of some phases of the evidence in regard to the evolution of life and to prepare the student to read the more understandingly current literature which has to do with variation, heredity, and other biological problems. The laboratory work is devoted to Invertebrates and begins with the study with the microscope of Amœba and Paramecium or Vorticella by each student. The invertebrate material which can be obtained, for class use, from the region about is supplemented by marine forms from the Marine Biological Laboratory at Wood's Holl.

The other courses in Zoology are Human Physiology during the Fall term and Morphology of Vertebrates during the Spring term of the Sophomore year. The former course is made as practical as possible by laboratory demonstrations and by the student's study of preparations showing the microscopic structure of the more important organs and tissues. In the latter course the laboratory work on Vertebrates is a direct continuation of that on Invertebrates in Course I.

#### BOTANY.

The work in Botany begins with an introductory course, in which the morphology of the Cryptogams, or flowerless plants, is taught by the laboratory study with the microscope of selected illustrative plant types. This is a required course for the Latin-Scientific division and is followed in the Spring term by a course of more general nature — Course 5 — taken by the entire Sophomore class. This last is a companion course to Course 1 in Zoology. The laboratory work is upon the gross structure and functions of Phænogams, or flowering plants. In addition to the lectures, the recitations cover Gray's Lessons and the student is trained to some degree of facility in the determination of flowering plants and encouraged to enter upon the formation of an herbarium, but only a part of the time of the course is so available.

Elective work in Botany is open to Juniors and Seniors in two courses, each of which extends through the Fall and Winter terms. These courses are given in alternate years. In the course which is given this year to a class without previous knowledge of Cryptogams, there is being traced the evolution of plant life from simple unicellular forms, as Unicellular Algæ, Bacteria, and Myxomycetes, up to its highest manifestations. The illustrative forms studied also comprise Fresh-water and Marine Algæ; Moulds; Fungi injurious to other plants, as Rots, Blights, Rust, and Smut; Basidiomycetes (toadstools); Lichens; Mosses; and Ferns. In the case of the mushrooms and toadstools, the early opening of the college year makes it possible to study in their fresh condition some of the more important and more common edible and poisonous forms, with a view to their being recognized when met with. In the alternate course the objects of study are the microscopic structure of the tissues of plants; the physical, chemical, and vital properties of protoplasm and its relations to its surroundings; and such vital processes as the absorption of food, its conduction through the plant and its assimilation, also growth, nuclear phenomena, reproduction, repair, fall of leaves, nitrification of the soil, etc.

#### GEOLOGY.

The work in Natural History closes with a course in Geology given to the Senior class during the Winter and Spring terms. The forces now in operation are considered as active agents through past time in shaping the earth into its present condition. The geological history of the earth and of its general formations is treated and the geology of the region about is taken up in greater detail, excursions to points of geological interest in the vicinity being made.

## GENERAL INFORMATION.

### LOCATION.

Middlebury College is on the Central Vermont Railroad, midway between Rutland and Burlington, and has ready communication with all parts of the land; it is, however, unusually free from the temptations which are wont to be found in a college town.

The location of the College, near to Otter Creek, can hardly be surpassed for delightful scenery, the view including the Champlain Valley, the Green Mountains, and the Adirondacks; the atmosphere is remarkable for its purity, being exposed to no malarial influence from any conceivable source. The absence of serious illness among the students for many years has been a most gratifying fact.

### RELIGIOUS SERVICES.

The exercises of each day except Sunday begin with religious services, which all students are expected to attend.

They are required to attend public worship on Sunday morning, at such churches as are decided upon by the students or their parents.

In a room recently fitted up for the purpose, the Young Men's Christian Association holds meetings on Tuesday evenings and the Young Women's Christian Association on Tuesday afternoons, to which the students are welcome.

### EXAMINATIONS.

All the classes have examinations in the studies pursued during the term, either at the close of the term or of the study.

## PUBLIC PERFORMANCES.

The next Commencement will occur on June 24.

The Junior Exhibition will be at the close of the Winter term.

The anniversary of the Associated Alumni will be held on the Tuesday preceding Commencement; and on the evening of the same day the Merrill and Parker Prize speaking.

## LABORATORIES.

*Physical Laboratory.*—This occupies a large room on the third floor of the Chapel building, and is equipped with apparatus for lecture purposes in general and descriptive courses in Physics. A heliostat and oxy-hydrogen stereopticon are used for purposes of illustration in classes.

*Chemical Laboratory.*—This occupies four rooms on the first floor. The largest room is used for lectures and recitations and contains fifteen double desks, each thoroughly furnished with running water, pneumatic trough, chemicals, and chemical apparatus for the performance of all important experiments and analyses; several Sprengel-Bunsen pumps are provided for rapid filtrations and for producing air blasts in blow pipe analysis. Connected with the main room is the combustion room, furnished with "draught hoods," drying ovens, and hydrogen-sulphide apparatus.

The laboratory for Quantitative Analysis contains twenty desks and all necessary apparatus for doing thorough work in both gravimetric and volumetric quantitative analysis; adjoining this room is the balance room, equipped with Becker chemical balances so mounted as to be free from all outside vibrations. The chemical laboratory has a departmental library, where all the important books of reference are to be found and the leading chemical journals are kept on file. The chemical laboratory throughout is lighted with electricity. All work in the laboratory is conducted under the direct supervision of the Professor of Chemistry.

*Biological Laboratory.*—The Department of Natural History occupies three rooms on the ground floor. The rear room, conveniently connected by special stairway with the geological and botanical collections in the Museum above, is used as the lecture room; the middle room is assigned to the professor in charge as a private laboratory; the front room has been newly fitted up as a practical working laboratory for students' use in the various courses of the department. This laboratory is provided with suitable tables, lockers, and cases. Its equipment includes thirteen compound microscopes—one Wales, eight Zeiss, and four Reichert—twelve of which are of the approved continental model for laboratory use; also dissecting microscopes, dissecting pans, injecting and imbedding apparatus, dry and steam sterilizers, culture apparatus for work with bacteria and fungi, reagents, and alcoholic material for study.

#### MUSEUM.

The Museum occupies the greater part of the second floor of the Chapel building and is well lighted from three sides. Its varied collections include Assyrian tablets and casts and other objects of interest in Semitic history; a set of the costumes and implements of the natives of the Yukon Valley, and relics of local and general historic interest.

The Natural History collections are here displayed. In Botany there is a complete series of the flowering plants and ferns of the Champlain Valley, collected by President Brainard. In Zoology the native birds are represented, and also sponges, corals, and other marine forms, contributed in part from the collections of the United States Fish Commission.

A collection representing the rocks of the State was made during a geological survey conducted by Professor Adams, then occupying the Chair of Natural History. He also arranged a series of fossils representing the different geological formations, and this collection has since been enriched by notable additions from many sources. Besides this general series, a special col-

lection of the fossils of the Champlain Valley has been made, largely by Professor Seely.

For instruction in Mineralogy, a complete working set of minerals is to be found upon the shelves, and material for the study of general Petrology is also abundant.

A valuable collection of shells for instruction in Conchology is contained in the Museum; also a full series, collected and arranged by Professor Adams, of the land and water shells of Vermont.

#### LIBRARY AND READING ROOM.

The College Library is in the north division of Painter Hall. It contains over seventeen thousand volumes, exclusive of government publications, of which it is a depository. All the books are accessible to students, and complete catalogues, book and card, both of authors and of subjects, inform them as to the location of any volume. The first floor is conveniently furnished as a consultation or reference room. The books of reference, magazines, catalogues, and indexes are mostly here. The tables are also supplied with the current numbers of many of the more valuable reviews and magazines. Adjoining the main reference room is a commodious reading room for literary work. The library is open seven hours each week day except Saturday, when it is open during the morning only.

#### GYMNASIUM.

The Gymnasium in the south division of Painter Hall is supplied with apparatus adapted to the systematic physical development of the students. In connection with it are bath-rooms and a dressing-room furnished with lockers. It is open during the whole day and evening.

#### RECORD OF MERIT.

A class-book is kept by each instructor, in which the character of each student's recitation is noted by numbers. At the close of a study, any student who desires it may receive from the sec-

retary of the Faculty a general statement of his rank in that study. If he has attained 90 per cent or above, his work is classed as A, or excellent; if between 80 and 90 per cent, as B, or good; if between 70 and 80 per cent, as C, or fair; if between 60 and 70 per cent, as D, or passable. Reports to parents are upon the same basis.

#### COLLEGE HONORS.

On the "Record of Merit," including recitations and examinations, the Faculty, under the direction of the Corporation, have arranged a scheme of honorary appointments for Junior Exhibition and Commencement.

#### SPECIAL HONORS.

To promote and encourage special investigation in the various departments of liberal study, the Faculty have established a system of honors. These are divided into two classes, called Honors and Highest Honors.

They are awarded in the following departments: (1) Classics. (2) English. (3) Modern Languages. (4) Philosophy. (5) History and Political Science. (6) Mathematics. (7) Physics and Chemistry. (8) Natural History.

In all departments except Classics these honors are awarded on two conditions:

1. The attainment of 80 per cent for Honors, and of 90 per cent for Highest Honors, in all the studies of the department in which the honors are sought.

2. The performance of a satisfactory piece of additional work, assigned by the Professor, which must be of a superior quality for the attainment of Highest Honors. Very superior quality in this work will offset a *slight* deficiency in rank.

In Classics, Second-Year Honors in both classes will be awarded on two conditions:

1. The attainment of 80 per cent for Honors, or of 90 per cent for Highest Honors, in the required classical studies of Freshman and Sophomore years.

2. The passing of special examinations upon a prescribed course of additional work in this department.

Final Honors will be awarded to those students who have taken Second-Year Honors, have passed with distinction in at least one year's elective work in both Greek and Latin, including translation at sight, and have presented a satisfactory thesis upon a specially assigned subject.

These Honors will be announced when degrees are conferred at Commencement, be printed in the next annual catalogue, and be certified to by a written certificate from the President and the Professor of the department, stating the nature and quality of the extra work done.

#### PRIZES.

The College has received from the estate of the late Rev. Thomas A. Merrill, D. D., the sum of fifteen hundred dollars, the interest of which is applied annually "for the encouragement and improvement of elocution." Doctor Merrill, a graduate of Dartmouth College in the class of 1801, was for fifty years a resident of Middlebury and for thirty-seven years pastor of its Congregational church. For the Merrill Prizes not less than eight nor more than twelve competitors are appointed from the Sophomore class in such manner as the Faculty shall deem expedient. There are four awards, the first \$30, the second \$25, the third \$20, and the fourth \$15.

The Parker Prizes are given to the two of the four competitors in the Freshman class who are judged the best speakers; the first prize is \$24, the second \$12.

Two prizes are awarded in the Freshman year for proficiency in Latin; the awards are based on extra examinations.

#### BENEFICENT FUNDS.

The Waldo Fund, given by the late MRS. CATHARINE WALDO of Boston, and the Baldwin Fund, received from the estate of the late JOHN C. BALDWIN, Esq., of Orange, N. J., furnish liberal aid

in payment of term bills of students. The income of these funds is used :

1. In cancelling the term bills, to the amount of \$80, of each of twelve students, whose scholarship, deportment, and necessities warrant such a benefaction.
2. In cancelling, wholly or in part, the term bills of such other students as are provided for by the terms of the legacies.

The income of the Warren Fund is applied in payment of the term bills of those who are preparing for the Gospel Ministry. Those preparing for the Congregational Ministry can also receive aid, after the Freshman year, from the American Education Society, usually to the amount of \$75 annually.

#### SCHOLARSHIPS.

A Scholarship Fund has been secured, which may be made available to those whose circumstances require it. The control of these scholarships is in the hands of individual proprietors, but students of good character and correct deportment can usually obtain assistance from this source.

By a recent gift of \$2,000 from the Emma Willard Association, a scholarship paying \$100 annually has been established for deserving young women.

In addition to these, the following Scholarships, provided by donations of \$1,000 each, yield to the persons placed upon them by the donor the sum of \$60 a year to be credited upon the term bills :

1. The "Fairbanks Scholarship," by THADDEUS FAIRBANKS, Esq., of St. Johnsbury, Vt.
2. The "Fairbanks Scholarship," by THADDEUS FAIRBANKS, Esq., of St. Johnsbury, Vt.
3. The "Levi Parsons Scholarship," by HON. LEVI PARSONS MORTON, of New York City.
4. The "Daniel O. Morton Scholarship," by HON. LEVI PARSONS MORTON, of New York City.

5. The "Penfield Scholarship," by ALLEN PENFIELD, ESQ., of Burlington, Vt.

It is to be understood that negligence or misconduct will forfeit beneficiary aid.

#### STATE SCHOLARSHIPS.

An annual appropriation from the State of Vermont pays to the amount of \$80 annually "the tuition and incidental college charges of thirty students, one of whom shall be designated and appointed by each Senator in the General Assembly, such appointment to be made by such Senator from his respective county, provided any suitable candidate shall apply therefor, otherwise from any county in the State."

Any person, prepared to enter college, desiring to take advantage of a State scholarship, should apply to one of the Senators of the county in which he resides, and the Senator may thereupon give him a certificate of appointment, which will admit him to the college without other conditions than those required of all other students. Should the Senators in the applicant's county already have made their appointments, the student should immediately apply to the President of the college, as there may be a vacancy from some other county of which the applicant may avail himself.

Under this act students of both sexes are eligible for appointment to a State scholarship.

#### DORMITORIES.

Starr Hall has accommodations for sixty-four men. Each suite consists of a study, a bedroom, and closets and is intended for two students.

Painter Hall has five suites of rooms, which will accommodate two men each. These suites have study, bedroom, and closet, are heated with steam and lighted with electricity. In this building in addition to the room rent there is a charge of \$25 for each suite for heat and light; this bill is payable at the end of the Fall term. The rooms in both Halls are unfurnished.

**STARR BOARDING HALL.**

This Boarding Hall is for men and was established from funds contributed by Charles and Egbert Starr. The college furnishes the building and furniture. The cost of board is \$2.50 a week.

**BATTELL HALL.**

The large dwelling-house, built by President Kitchel and purchased by the college with funds bequeathed by Hon. Joseph Battell of the class of 1823, has recently through the generosity of three friends of the institution been fitted up for the use of the young women in college. The building is heated with steam, the rooms are all comfortably furnished except with lamps and linen, and the management is placed in the hands of a competent matron, Mrs. Charles N. Brainerd. By this arrangement room and board are furnished for \$3.50 a week.

**EXPENSES.**

The following statement embraces the principal expenses for the year, except for clothing and text-books:

Tuition, \$20 per term . . . . .	\$60.00
Annual Fee for incidentals (covering expenses of public rooms, library, reading room, gymnasium, etc.) . . . . .	12.00
Room rent in Starr or Painter Hall (if two occupy a room) . . . . .	15.00
Board for 38 weeks, at \$2.50 in the Starr Boarding Hall . . . . .	95.00
Fuel, lights, and washing . . . . .	25.00
	<hr/>
	\$207.00

When a room is occupied by one student, \$8 a term is charged.

Juniors and Seniors are charged each a fee of \$1 a term to defray the expenses of the Laboratory and Museum.

All college bills are to be settled annually, such settlement being a condition precedent to the continuance of the student in college.

The principal railroads in Vermont carry students for two cents a mile between Middlebury and their places of residence.

**DEGREE OF MASTER OF ARTS.**

The degree of Master of Arts is conferred on the following conditions:

1. The candidate must have a Baccalaureate degree from this college or from one having an equivalent curriculum.
2. He must have completed a thorough course of graduate study, not professional, in some special branch approved by the Faculty, sufficient in amount to be a fair equivalent for a fifth year of college work; in proof of which he must present a thesis and pass a satisfactory examination.
3. By continuous residence at the college a candidate fulfilling the above requirements may receive the degree one year after graduation. In case of partial or complete non-residence, the degree will not be conferred in less than two years after graduation.
4. On registration as candidate a fee of \$5 will be charged. Resident candidates will receive tuition free, but all other charges will be the same as for undergraduates. Before the degree is conferred an additional fee of \$5 for a resident and \$10 for a non-resident will be required.

**NECROLOGY.**

An Obituary Record is published from time to time. For this publication brief biographical notices of deceased graduates are desired. Any person who can furnish such notices will confer a favor by sending them to President Ezra Brainerd.

**GENERAL CATALOGUE.**

The last edition of the General Catalogue is much more complete than any previously issued by the college, for, besides the usual lists of Corporation, Faculty, and Alumni, the address and occupation since graduation have been given whenever they could be ascertained. Copies may be obtained from President Brainerd, to whom all information concerning graduates, which may be useful in future editions, should be sent.

VOL. III

DECEMBER, 1908

No. 3

# Middlebury College

Bulletin

## The Catalogue

1908



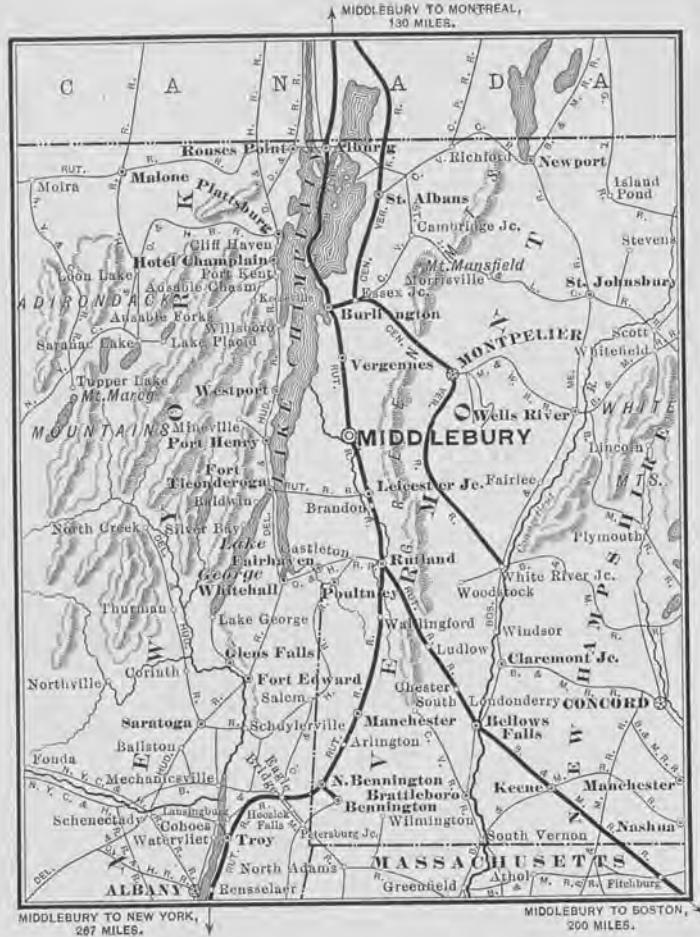
1909

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THE CENTRAL COLLEGE OF VERMONT

Equidistant from the Northern and Southern Boundaries.

Half way between Vermont's largest cities.

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"In the making of leaders the small community is of highest importance. There are strange, personal currents where masses throng together, drawing individuals irresistibly into the same course of life and thought. Ideas flow from mind to mind; beliefs from soul to soul; feelings from heart to heart. The vast city concourse, plebeian or proletariat, is monotonous, stupidly similar, and tame. In small communities you find individuality and independence. The mountains, where men live in hamlets, have ever been lovers of freedom. Great men have not risen from the hordes of Persia, Babylonia, or the valley of the Nile, where mathematically the chances were so great, but from little Greece, tiny Palestine, and sequestered England, lands all separated into isolated communities by mountain ranges or indenting seas. The greater the aggregate, the less the power and intensity in the individual man. If you would make a master, remove him from the confusing, stifling crush of the masses who are too busy to think. The city University has its justification, but the making of men of might will remain the honor of the country College."—*From the Inaugural Address of President Thomas.*

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## INTRODUCTION

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A residential town of 2,000 people, on the Rutland Railroad, New York Central Lines, *The Village of Middlebury* with through trains between New York and Boston and Montreal, Middlebury is an ideal location for a rural New England College. The foot-hills of the Green Mountains are a few miles distant. From the heights of the College Campus one sees many of the grander peaks of the Adirondacks. The Otter river flows through the town, and in its valley are many of the best farms of Vermont. Elms and maples line the village streets, and the houses betoken modest thrift and quiet taste. Water of unexcelled purity and quantity is brought from mountain springs, eight miles distant. Intoxicating liquors are not sold, and there are no trolley lines to neighboring cities. The College is the pride of the village, and many of the homes of the people are open to the students.

Middlebury College was chartered in 1800, and its first class was graduated in 1802, at *History of the College* which time the first academic degrees conferred in Vermont were bestowed. Even before the granting of the charter collegiate work had been prosecuted in Middlebury, under the leadership of Rev. Jeremiah Atwater, Yale, 1793, the Principal of the Addison County Grammar School, who became the first President of the College, having been recommended for the position by Dr. Dwight, then President of Yale University, who

visited Middlebury three times in the interest of the founding of the College. A library of 494 volumes had already been carefully selected and presented to the College. For ten years all the work of the institution was conducted in a large frame building which it shared with the Addison County Grammar School, but in 1810 Col. Seth Storrs of Middlebury gave to the corporation thirty acres of land, "beautifully situated in an elevated part of the village," which now forms part of the College Campus. On this site the first building of the College was erected in 1815. It was called at first "West College," but in 1846 was named Painter Hall, in honor of Hon. Gamaliel Painter, one of the most generous patrons of the College and most useful citizens of the town, who had bequeathed all his property to the institution. The commodious and beautiful Chapel was erected in 1836, and is still the most commanding object on the Campus and in the landscape of the village, and a useful and convenient administration and recitation building. Starr Hall, a large dormitory, was erected by the beneficence of Charles and Egbert Starr in 1861, and rebuilt in 1864, after a disastrous fire, by the same donors. These three graceful stone buildings, forming a College row typical of New England, give dignity and quiet beauty to one of the most beautiful College parks to be found in America.

The builders of Middlebury were men of deep religious faith and earnest moral purpose, and clergymen from the surrounding towns long exercised controlling influence in the corporation. The College has had a long and heroic struggle with poverty, but her doors have never been closed and she has furnished uninterruptedly to the youth of northern

New England opportunities of thorough literary education and a vantage point of outlook upon the larger life of the world.

During her first century Middlebury sent out 1,686 graduates; 543 of these were clergymen, including 71 missionaries. An exceptionally large proportion became teachers, of whom 106 were Professors in Colleges or Theological Seminaries; 32 College Presidents were sent forth by Middlebury from 1800 to 1900. She graduated in that time 400 lawyers, including over 50 judges of courts. Fifteen of her Alumni have been members of Congress, and nine Governors of States or Territories. It is Middlebury's boast that in proportion to her size and the means at her command no American College has made a nobler record.

During the Administration of President Brainerd, *Recent Progress* extending from 1885 to 1908, gifts amounting to over \$450,000 were received, a larger sum than under all previous Presidents. Professorships have been endowed, and two large and beautiful marble buildings have been erected on either side of the old College row. These are the Starr Library and the Warner Science Hall, elsewhere described. June 24, 1908, the ninth President of the College was inaugurated; at the opening of the 109th year the largest class in the history of the institution was received, and the College has now more students than ever before. Through the generous offer of Dr. D. K. Pearson, a native of Vermont, to give \$25,000 when \$75,000 additional was secured, a movement has been inaugurated to raise a new building and endowment fund of \$100,000, and the success of the movement within the present College year seems

assured. By action of the Vermont Legislature of 1908 the State has established at Middlebury a Department of Pedagogy for the training of high school teachers, and provided for its maintenance to the extent of \$6,000 a year. This will add several new Professors to the Faculty of the College in the coming academic year. Students intending to teach will hereafter receive specific preparation for their work, equal to that furnished by normal schools to those preparing for positions in the lower grades.

The specialty of Middlebury is not a department *Middlebury's* of study but a type of student. The *Specialty* location of the College in a frugal agricultural region favors economy.

For over a century she has sought out particularly the youth from the quiet homes of northern New England and surrounded them with encouragement to modest living while engaged in the pursuit of knowledge. By resolute endeavor College expenses have been kept low. Students who have to work their own way are especially encouraged, in the belief that such students furnish the most healthful tone to an institution of learning. Those who can afford more than Middlebury exacts are invited to consider the advantages to character which come from such an atmosphere in the formative period of life.

The Middlebury idea is that, since no two men are *Individual* alike, each student needs the particular *Training* care and oversight of his instructors during his entire College course. With a small student body and an ample number of Professors such oversight is possible, and the unusual success of Middlebury's graduates is believed to be due to its maintenance.

Aside from the new Department of Pedagogy established by the State, a new course, leading to the degree of Bachelor of Science, is announced for 1909-1910.

*New Courses of Study* The outline of this course and the requirements for admission to it are described elsewhere. The design is to provide for men who intend a scientific, technical, or business career, a course which shall equal in thoroughness and difficulty, and therefore in educational result, the standard classical course, but which will equip them with specific preparation for their future work. Arrangements are in progress with several of the leading technical institutions by which graduates from this course will be admitted to the Junior classes of such schools without examination, and thus be enabled to secure a thorough college education, together with a degree in some branch of engineering, at about the same expense and in but little more time, than if the technical course alone were pursued. It is believed that such men will be better equipped for their professions than those who have not the advantage of a general college course.

The following pages are designed to set forth clearly the courses of study offered at Middlebury, the terms of admission and methods of securing entrance, and information as to expenses, rooms, boarding places, and other matters of importance to prospective students. Further information on any topic will be supplied cheerfully on application to the President, to whom all correspondence should be addressed.

## DEPARTMENTS OF INSTRUCTION

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### I. GREEK

PROFESSOR BURRAGE

The work in Greek is planned to meet the needs of three classes of students: those who simply desire to read widely in the literature, those who plan to teach Greek, and those who, with no knowledge of the language, wish to acquire a systematic and comprehensive knowledge of Greek life and thought.

The general student, as well as the future teacher of Greek, needs an extensive and fairly intimate acquaintance with the literature; and this consideration has influenced the choice of the authors to be read. In the four years of work as outlined below, opportunity is given to read the masterpieces of history, drama, oratory, and philosophy. In Junior or Senior year a special course in methods of teaching is offered, and opportunity is given for the practical application and testing of the principles discussed in the class-room.

For those who know no Greek, the course in Greek Life is planned. Here the various ideals of the Greeks, as we find them embodied in their customs, institutions, and art, are fully treated, and constant comparison is made between them and the ideals of our own day. In this way the student may acquire an accurate conception of the great part which the Greeks have played, and still are playing, in the life of mankind.

A description of the several courses follows.

1. *Lysias, Xenophon, and Herodotus*

Selected *Orations* of Lysias; selections from the *Hellenica* of Xenophon; selections from Herodotus; composition. At the outset the attempt is made to build up a working vocabulary on scientific principles. In the reading of Lysias, constant practice is given in the more frequent usages of syntax. The authors chosen illustrate both the glorious beginning and the doleful end of Athens' political supremacy.

First semester; three hours a week. A Freshman elective course.

2. *Homer*

The *Odyssey*. Those parts of the epic that are of most vital interest are carefully translated and studied. The ethical import is carefully kept in view, and the conditions of the life described in the poem are illustrated by a consideration of archaeological discoveries. Facility in reading is promoted by frequent exercises in sight translation.

Second semester; three hours a week. A Freshman elective course.

3. *Selections from the Lyric Poets*

An introduction to other forms of poetry than the epic, and to other kinds of meter than the dactylic hexameter. The development in poetical form from Homer to Euripides is traced. Among the authors from whom extracts are made are Archilochus, Alcaeus, Sappho, Anacreon, Simonides, and Bacchylides. In connection with the *Iphigenia among the Taurians* of Euripides, lectures are given on the origin, history, and purpose of the drama.

First semester; three hours a week. A Sophomore elective course.

4. *Plato and Xenophon*

*Apology, Crito*, selections from the *Phaedo*, of Plato; the *Memorabilia* of Xenophon. A study in the life, character, and opinions of Socrates, as he is portrayed by his two friends and disciples. Elementary statement of a few of the problems of philosophy that Socrates raised and tried to deal with. Discussion of the position occupied by Socrates and Plato in the world of philosophy.

Second semester; three hours a week. A Sophomore elective course.

5. *Sophocles and Aeschylus*

The *Oedipus Tyrannus* and *Electra* of Sophocles; the *Prometheus* and *Persians* of Aeschylus.

6. *Aeschylus, Euripides, and Aristophanes*

Selections from the *Oresteia* of Aeschylus; the *Medea* of Euripides; the *Frogs* of Aristophanes.

These two courses constitute between them a year's work, and give the student a tolerably complete idea of the four great dramatists of Athens. They lay a good foundation for courses in the modern drama or in ethics. The external changes in the drama are carefully noted, and the growth of religious concepts is traced. The remaining plays of the authors mentioned above are read by the student in translation, and reports are required on the more important ones.

First and second semesters; three hours a week. A Junior-Senior elective course, alternating with 7, 8.

7. *Plato*

The *Republic*.

8. *Aristotle*

*Ethics*, Books I.-IV., and X. These courses form a year's work, and afford students of Philosophy and Ethics a chance to read in the original tongue the two masterpieces of the two greatest minds of antiquity. The charm of the *Republic* as literature will receive special emphasis, and the selections will include all the passages of startling originality.

First and second semesters; three hours a week. A Junior-Senior elective course, alternating with 5, 6. (To be given in 1909-10.)

9. *Xenophon and Homer*

The *Anabasis* of Xenophon; the *Iliad* of Homer. This course is intended for students who plan to teach Greek in secondary schools. Familiarity with the style of Xenophon and Homer is promoted by copious reading. Careful distinction is made between the essentials and non-essentials of the language, and an attempt is made to construct such a teaching-scheme as will both save the

pupil's time and maintain his interest. The leading text-books are compared and criticized. Methods of teaching vocabulary, grammar, reading at sight, and translation are discussed. Special attention is paid to the problem of the dull or slow pupil, and of the blundering and faulty recitation. Each member of the course is expected to demonstrate his grasp of principles by successful conduct of a class.

First semester; three hours a week. An elective course open to all who have pursued Greek two years in College.

#### 10. *Greek Life*

Lectures, Stereopticon Talks, Outside Reading. For this course no knowledge of Greek is necessary. The instruction is given by means of lectures, supplemented by extensive reading on the student's part. Written tests come every two weeks. The department possesses many slides, illustrative of every phase of Greek civilization, and the library contains the more important works on archaeology. The course includes such topics as architecture, dress, education, art, and social, political, and religious ideals.

Second semester; three hours a week. A Junior-Senior elective course.

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## II. LATIN

PROFESSOR SANFORD

As in the case of one's own language, the study of vocabulary, of idiom, and of the general principles of syntax should be well out of the way by the end of preparatory school days, so the student in Latin, on entering College, should be ready to appreciate the history, the biography, the comedy or tragedy, or whatever the literary form in which the Latin text may be cast, without the hindrance of grammatical prodding or of syntactical analysis. But this ideal ability in handling the language is not usually reached by all of the candidates for the Freshman class, and it is found necessary at stated times, during the first year of the course, to review general grammatical

principles, and to write prose composition after paragraphs taken from the authors daily translated in the class-room. These authors for the first year will be Livy and Cicero, two acknowledged masters of their vernacular.

In the second year, with the reading of the text, the student makes an investigation into the religious, political, and social life of the Roman people as pictured in Tacitus and in Horace. In the former there are interesting questions in ethnology and inheritance of custom to be solved; in the study of the latter a thorough search among our own poets is made in order to determine the influence of the great lyrist upon his successors of the later days.

In the work of the last two years there are studies in topography, antiquities, and art; in advanced prose composition for those intending to teach the subject; in rapid reading; in the drama; in the lyrics, developing into mediæval poetry and the hymns of the early Church; in letters, and in philosophy.

#### *I. Livy*

For formal translation such chapters of Livy, Books XXI to XXXIX, are selected as to constitute a fairly comprehensive story of the second Carthaginian war from its beginnings to the defeat at Zama. Library readings on the characteristics of Roman and Carthaginian, the nature of the struggle, and the importance of the results of the war are assigned to the class. Written tests in sight reading are from Livy and other historians. During the semester there are required about twenty-five prose exercises based upon the text translated. These exercises include a thorough review of the more elementary principles of Latin writing, much practice in the handling of verb forms, and a study of the development and use of cases.

First semester; three hours a week. Required for A. B. Freshmen.

**2. Cicero**

Selections from the *Letters*. In order to promote correctness in translation and fluency of rendering the Latin period, several written tests in sight translation are given during the term, in which the papers presented are commented upon by the instructors in both the English and the Latin departments. The historical outline takes up the story at the time of the struggle between Republic and Empire and runs contemporaneously with the fortunes of Caesar and Cicero as written in the *Letters*. Weekly exercises in prose deal largely with the subject of the development, history, and use of mood.

Second semester; three hours a week. Required for A. B. Freshmen.

**3. Tacitus**

The *Germania* and *Agricola*. Comparison of the style of Tacitus with that of other writers of his time. A study of the Roman colonial system. Outline of the history of the later Empire, with brief investigation into the subject of the influence of Rome on the northern tribes and, incidentally, our own inheritance of law and custom from them. Library reading and the study of photographs of Roman remains in Germany and England.

First semester; three hours a week. Elective for Sophomores.

**4. Horace**

Selected *Odes* and *Epodes*. By comparison of the odes with lyrics in Latin and other languages the class attempt to estimate the place of Horace among the poets. The debt of English poetry to Horace is continually referred to, and borrowed or suggested phrases, imitations, and translations in our own lyrics are daily sought in illustration. Very careful preparation of note-books is required.

Second semester; three hours a week. Elective for Sophomores.

**5. A Study in Latin Lyrics**

Fragments preserved from the early writers are quoted to point out the beginnings of poetry. Selections from Catullus, Horace, Vergil, Ovid, Tibullus, Propertius, and others are read to show the Latin lyric in its perfection. A few poems of the Silver age are given to indicate the changes of form and style to mediaeval and monkish rhymes. The hymnology of the early Church.

First semester; three hours a week. Elective for Seniors and Juniors.

*6. A Study in Roman Philosophy*

Readings from the *Tusculan Disputations* of Cicero, *De Rerum Natura* of Lucretius, with extracts from Seneca, Marcus Aurelius, and Boethius.

Second semester; three hours a week. Elective for Seniors and Juniors.

*7. Roman Archaeology*

Lectures on the topography of Italy, and the buildings and statuary of Ancient Rome. Readings on various topics from Middleton, Lanciani, Jordan, Parker, Burn, Schreiber, Platner, and the journals are required, with careful preparation of note-books. Photographs, Canina, Piranesi, and Niccolini plates, and stereopticon views. (The course is intended as a background for the study of advanced Latin, and should be elected by all those intending to pursue the subject further.)

First semester; three hours a week. Elective for Seniors and Juniors. (To be given in 1910-11.)

*8. Pliny.*

Selections from the *Letters*. The course is intended to give practice in rapid reading. Comparison of the *Letters* with the correspondence of Cicero and others. Lectures on the book making and letter writing of the Romans.

Second semester; three hours a week. Elective for Seniors and Juniors. (To be given in 1910-11.)

*9. The Teaching of Preparatory Latin*

A study of methods and authors used; the relative value of vocabularies, grammatical drill, and sight reading; examination of text-books; Cæsar and the substitute authors; the incidental study of the Latin element in English speech with rapid examination of the vocabularies of Milton, Shakespeare, and others; Grimm's law; alternate drifts toward the Latin and toward the Saxon forms; colloquia; tests; the necessity of making Latin a live language; quality versus quantity; literary appreciation.

First semester; three hours a week. Elective for Seniors and Juniors.

**10. *Vergil***

The reading of selections from the Aeneid, the Eclogues, and the Georgics, a study in literature rather than syntax; Vergil's personality and peculiar fame; his place among the world's poets; the debt of our own literature to the Aeneid.

Second semester; three hours a week. Elective for Seniors and Juniors.

**11. *Outlines of Ancient and Mediæval Art***

The buildings, the statuary, and the painting of the Egyptians, the Assyrians and Babylonians, the Greeks, and the Romans; the mission of the Greeks to the later nations in art; the skilful adaptation of the Romans from the models of all the previous schools; the development of early and mediæval Italian art; Michael Angelo; Raphael. Illustrated by stereopticon and reflectoscope.

First semester; three hours a week. Elective for Seniors and Juniors. (To be given in 1910-11.)

**12. *Outlines of Latin Literature***

A review of all of the authors from Ennius to Boethius; reading of translations; an attempt to form an estimate of the place and value of the literature as a whole, and the tendencies toward appreciation and depreciation at the present time; the passing of the Latin into the Italian, the French, and the other Romance languages; the jingles and the rhymes of the monks; attempts to revive the vernacular.

Second semester; three hours a week. Elective for Seniors and Juniors. (To be given in 1910-11.)

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**III. ENGLISH****PROFESSOR WRIGHT****ASSISTANT PROFESSOR WETHERELL**

The department of English is conducted on the two-fold basis of the language and the literature. Text-books are supplemented by the materials of

the library, and work is brought to date, as far as practicable, by the additional means of lectures. A course in methods is also offered to those who purpose teaching English. The department aims to secure a knowledge of historical development in the English tongue; an appreciation of what is best in the writings of its users; and ability in personal practice for creditable literary work. To secure these results three lines of study are pursued:

I. *English Literature.* In connection with the work in composition and rhetoric, a collateral course of reading in American literature is required throughout the Freshman year. The second half of the Sophomore year is given to a general survey of the principal English authors from Chaucer to the present time, the work being introductory to the more detailed investigations of the various elective courses.

II. *Rhetoric and the English Language.* The work in composition and rhetoric is placed at the beginning of the College course and continued through the Freshman year. Familiarity with the common rules of rhetoric is assumed, and the study is conducted largely from the standpoint of its underlying principles; an abundance of written work, however, is introduced for its immediately practical results. The first half of the Sophomore year is given to a study of the development of the English language, with special reference to its syntax. A further course in Old English in the Junior year is preliminary to a study of Chaucer and fourteenth century English.

III. *Rhetoricals.* Rhetorical exercises are conducted in the Chapels on Saturday mornings. Their aim is to train students in the appropriate presentation of their own thought. Orations or essays are

delivered by each Senior, Junior, and Sophomore, the Sophomore men in the second half-year being offered the option of presenting declamations. Orations or essays will also be required of the Freshmen during the second half-year.

The English schedule, aside from the rhetoricals, is as follows:

*1. Composition and Rhetoric*

A familiarity with the fundamental rules of rhetoric being assumed, the work is divided between practical composition and a study of the art on the basis of its principles. The criticism of work submitted is conducted, as far as possible, with each student individually, and the exercises are progressive throughout the year. In connection with the work in rhetoric, a course of collateral reading in American literature is assigned, the purpose being to acquaint the student with its content and historical development.

First semester; three hours a week. Required of all Freshmen.  
Assistant Professor Wetherell.

*2. Composition and Rhetoric*

A continuation of the work of 1.  
Second semester; three hours a week. Required of all Freshmen.  
Assistant Professor Wetherell.

*3. History of the English Language*

A presentation, through text-book and lecture, of the place of English in the Indo-European family of languages and of the development of its syntactic forms.

First semester; three hours a week. Required of all Sophomores.  
Professor Wright.

*4. History of English Literature*

A rapid treatment of the successive phases of English literary development. The leading facts of English history are also discussed whenever they are necessary to an adequate understanding of the subject.

Second semester; three hours a week. A Sophomore elective.  
Professor Wright.

*5. Old English*

A course in the development of the English language and literature from the first Teutonic settlements to the fourteenth century. Primarily linguistic, and preparatory to 6.

First semester; three hours a week. Elective for Juniors. Professor Wright.

*6. Chaucer and His Contemporaries*

In this course the end in view is a literary appreciation, soundly based on a knowledge of the language secured through 5.

Second semester; three hours a week. An elective for Juniors who have taken 5. Professor Wright.

*7, 8, 9, 10. Advanced Courses in English Literature*

These courses are independent of each other, and one is offered each half-year. Together they furnish an opportunity for two years of detailed study in the principles of literary criticism and in such literary forms as narrative poetry, lyric poetry, the drama, the novel, and the essay.

First and second semesters; three hours a week. Elective for Juniors and Seniors. Professor Wright.

*11. Methods in the Teaching of English*

A course devoted to a consideration of the problems of the department of English in the secondary schools, and intended to be of help to prospective teachers in that department. Critical examination of important writings upon the subject, and discussion of theories therein advanced. An endeavor to determine the purposes of English study and the various means whereby they may be most effectively accomplished. Professor Wright.

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#### IV. GERMAN

ASSISTANT PROFESSOR ROBINSON

DR. FRANZEN-SWEDELIUS

The purpose of the instruction in German is to give the student a sufficient knowledge of the language to enable him to make ready use of it in other branches

of study and investigation, and also to equip him with the means for acquaintance with German literature. A knowledge of German is indispensable to thorough study in any modern science, and the works of the greatest German writers are an essential part of a liberal education.

The courses in German include not only thorough drill in vocabularies and grammar for those who must begin the study, but also training in scientific and modern journalistic German, and a study of German literature from the seventeenth century to the present.

#### 1. *Beginning German*

Elementary German grammar and prose. Formation of a vocabulary of frequently recurring words. Reading without translation of easy poetical and prose selections. The irregular verbs. Memorizing of a few lyric poems.

First semester; three hours a week.

#### 2. *Beginning German*

A continuation of the work of the first semester. Easy German prose, lyrics, and ballads.

Second semester; three hours a week.

#### 3. *Intermediate German*

Study of less difficult prose and poetry, with exercises in prose composition. Keller's *Bilder aus der deutschen Litteratur*; Schiller, *Maria Stuart*.

First semester; three hours a week. Elective for all who have had 1 and 2, or their equivalent.

#### 4. *Intermediate German*

Lessing, *Nathan der Weise*; Goethe, *Dichtung und Wahrheit*; Heine, *Die Harzreise*.

Second semester; three hours a week. Open to those who have had 3.

*5. Scientific German*

A study of the vocabulary and style of current scientific treatises in German. Designed to cultivate facility in German for students who will need the language in scientific research.

First semester; three hours a week. Elective for those who have had 3 and 4, or their equivalent.

*6. Modern Journalistic German*

Practice in the rapid reading of contemporary magazines, essays, editorials, and fiction.

Second semester; three hours a week. Open to those who have had 3 and 4, or their equivalent.

*7, 8. Introduction to German Literature*

Outlines of the history of German literature. Examples of early epic poetry. Klopstock, Wieland, Lessing, followed by selected works of Goethe and Schiller, Hauptmann and Sudermann.

First and second semesters; three hours a week. Elective for those who have had 3 and 4, or their equivalent.

*9, 10. German Proseminar*

The works of Schiller, including the principal dramas, lyrics, and ballads, will be studied in the first semester; the writings of Heine in chronological order will be examined in the second semester. Presentation and discussion of papers by the students will constitute the main part of the work. Either course may be elected independently, by those who have taken 7, 8.

First and second semesters; three hours a week. (To be given in 1909-10.)

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V. ROMANCE LANGUAGES

ASSISTANT PROFESSOR ROBINSON

DR. FRANZEN-SWEDELIUS

Elementary courses in French are offered for those who have not presented the language for admission.

Thorough grammatical drill is emphasized and frequent prose exercises are required in the first and second years. The importance of correct pronunciation is recognized, and conversation in French is encouraged in the class-room. The study of French literature is begun in the second year and continued through the course, alternate years being devoted to the study of different authors and epochs.

Increasing business relations with Spanish speaking peoples and the opportunities for positions in the civil service in Porto Rico and the Philippine Islands make the study of the Spanish language desirable for some students. If a sufficient number are found to make it profitable, an elementary course will be offered.

1. *Beginning French*

Elements of the grammar; drill in pronunciation; the reading of easy prose; study of the irregular verbs.

First semester; three hours a week.

2. *Beginning French*

Further study of the irregular verbs. Narrative prose such as Mairet, *La Tâche du Petit Pierre*; Daudet, *Le Petit Chose*.

Second semester; three hours a week.

3. *Intermediate French*

Grammar and composition, with reading of Dumas, *La Tulipe Noire*; Scribe, *Bataille de Dames*.

First semester; three hours a week. Open to those who have had 1 and 2, or their equivalent.

4. *Intermediate French*

French grammar completed. Mérimée's *Colomba*; Sand's *La Mare au Diable*; Molière, *Le Bourgeois Gentilhomme*.

Second semester; three hours a week. Open to those who have taken 3.

*5, 6. Introduction to French Literature*

A survey of early French literature from mediæval times to the present. The epic poetry of the middle ages is examined. Calvin, Rabelais, Montaigne are studied as forerunners of French classical prose. Study of the seventeenth century drama, Corneille, Molière, and Racine. Specimens of French classical prose. The literature of the eighteenth and following centuries, including Voltaire, Beaumarchais, Hugo, Musset, Rostand. Lectures, reading composition.

First and second semesters; three hours a week. Open to those who have had 3 and 4, or their equivalent.

*7, 8. History of French Literature in the 17th Century*

The drama: a detailed study of the works of Corneille, Molière, Racine, and the minor dramatists. The development of French prose from Descartes to La Bruyère.

First and second semesters; three hours a week. Elective for those who have had 5 and 6, or their equivalent. (To be given in 1909-10.)

*9. Elementary Spanish*

An introduction to the study of the language. Drill in pronunciation; the elements of grammar; easy prose composition.

First semester; three hours a week. Elective for Juniors and Seniors.

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VI. PHILOSOPHY

DR. CUNNINGHAM

The aim of the work in this department is at once critical and historical. The effort is made, in the first place, to acquaint the student with the more fundamental problems of the mental sciences, and to enable him to approach the solution of these problems in a scientific manner. The historical development of philosophic thought is also empha-

sized; the student is thus brought naturally into touch with the deeper metaphysical problems and is given a vantage-ground for appreciating their significance and bearings. To compass this two-fold aim the following courses of study have been arranged:

1. *Psychology*

Introductory study of the fundamental problems of normal psychology. The nature and methods of the science; elemental conscious states; complex conscious processes. Required reading for study and discussion, supplemented by experiments. The results of experiments are to be carefully entered in note-books and reported to the instructor from time to time.

Second semester; three hours a week. Required of all Sophomores.

2. *Logic*

An introductory course in formal logic. Both the deductive and the inductive aspects of thought are considered. Nature and rules of the syllogism; moods; figures; fallacies of deductive reasoning; the problem and methods of induction; fallacies of induction; nature and laws of thought. Recitations.

First semester; three hours a week. Required of all Juniors.

3. *Ethics*

Historical, critical, and practical. Study of the development of moral ideals and ethical principles; criticism of various ethical theories; application of fundamental moral principles to modern social and economic problems.

Second semester; three hours a week. Required of all Juniors.

4. *Educational Psychology*

A study in the educational bearing of psychological principles. Detailed investigations in memory, attention, imagination, apperception, with special reference to the practical significance of these mental states. The course is designed primarily for those students who expect to make teaching a profession, or who wish to study the pedagogical significance of psychology.

First semester; three hours a week. Elective for Juniors and Seniors.

*5. History of Philosophy and Ethics*

General survey of the development of ethical and philosophical conceptions from the sixth century B.C. to the beginning of Modern Philosophy. The course deals in some detail with the Greek period, attention being fixed primarily upon Socrates, Plato, and Aristotle. The period of the middle ages is passed over more rapidly, but enough time is devoted to it to enable the student to grasp the different tendencies of the period. Lectures and assigned reading.

First semester; three hours a week. Elective for Juniors and Seniors.

*6. History of Philosophy and Ethics*

Continuation of 5. Study of Modern Philosophy from Descartes to Hegel. As time permits, post-Hegelian tendencies are indicated and the present status of ethical and philosophical inquiry outlined. Lectures and essays. In connection with the lectures students are required to read selections from the works of the authors studied.

Second semester; three hours a week. Elective for Juniors and Seniors.

*7. Studies in Modern Philosophy*

The details of this course vary from year to year. Its general purpose is to acquaint the student with the various tendencies in post-Hegelian thought. The systems of comparatively recent German and English thinkers are studied. The work is supplementary to the general course in the History of Philosophy. Required readings and discussions.

First semester; three hours a week. Elective for Seniors.

*8. Metaphysics*

Introductory course to the problems of philosophy. Designed to aid the student in appreciating the nature and bearings of metaphysical problems; to acquaint him with some of the answers that have been given to them; and to encourage in him a spirit of independent thought in the light of these answers. Lectures and parallel reading, with occasional summaries and essays.

Second semester; three hours a week. Elective for Seniors.

NOTE: Courses 5, 6, 7, and 8 should be taken successively. Courses 5 and 6 are propaedeutic to courses 7 and 8, and should, therefore, be elected by those students who wish to take the Senior electives.

**VII. DEPARTMENT OF PEDAGOGY****ESTABLISHED BY THE STATE OF VERMONT**

By action of the Legislature of 1908, the State of Vermont established at Middlebury College a Department of Pedagogy for the Training of High School Teachers. The act, which was approved by Governor George H. Prouty on November 20, 1908, appropriates \$6,000 annually to the College, in addition to the \$2,400 received heretofore for scholarships, and reads in part as follows:—

“And six thousand dollars annually for the establishment and maintenance of a department of pedagogy in Middlebury College for the education and training of high school teachers in said institution.

“The trustees of said College shall make an annual report to the Governor of the work done in behalf of such department, together with a statement in detail of all expenditures made in its promotion.”

By means of this generous provision the College will be able to offer in the academic year 1909-10 and thereafter a course of teacher training which will equal that of the best American normal Colleges, and will enable students to fit themselves specifically for positions as superintendents, principals, and teachers in secondary schools. Several new Professors will be secured, who will give their entire time to this department. Courses in educational psychology, the history and philosophy of education, and methods of teaching and school administration, will be provided, and opportunities for practice teaching will be given. Attention is invited to the advanced courses in Psychology, English, Latin, Greek, and other departments, announced elsewhere, designed especially for preparation for teaching.

The course in pedagogy will be so arranged that thorough training for teaching may be secured during the four years of a college course. Those intending to become teachers may elect fully one-half their work in Junior and Senior years in courses in this department.

A graduate course, leading to the degree of A.M. in pedagogy, is also under consideration. Further announcements of this course, with more specific information, will follow the issue of this catalogue.

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## VIII. HISTORY

PROFESSOR HOWARD

ASSISTANT PROFESSOR WETHERELL

The various courses in the Department of History have been arranged on the assumption that students have had a thorough training in American, English, and General History in the preparatory school. The preliminary work in College, therefore, while covering ground previously traversed by the student, deals with historic subjects from a different and more advanced standpoint. The special courses as outlined correlate the Department of Political Science and the Department of History. Before graduation candidates for the degree of A.B. must have taken a consecutive year in history, either 1 and 2, or 3 and 4.

### 1. *Mediaeval and Modern European History*

Outline course from the beginning of the ninth to the close of the fifteenth century. This and the following course are considered fundamental to all later work in history and political science.

First semester; three hours a week. Elective for Freshmen.

*Middlebury College**2. Mediaeval and Modern European History*

A continuation of 1 from the beginning of the sixteenth century to the present time.

Second semester; three hours a week. Elective for Freshmen.

*3. Constitutional History of England to the American Revolution*

Beginning with an analysis of the Anglo-Saxon system of government and law, the course traces the development of all the more important features of the British Constitution, laying emphasis on those principles which are the basis of law in both England and America. All the great English liberty documents,—Henry I.'s Charter of Liberties, Magna Charta, Petition of Right, Habeas Corpus Act, Bill of Rights, etc., are read and discussed. This course leads up to 4, which is continuous with it, and which should be elected during the same year. Together they form an historical explanation of the system of government and law under which the American of to-day lives.

First semester; three hours a week. Elective for Sophomores.

*4. Constitutional History of the United States*

After a brief survey of the English colonial system of the first half of the eighteenth century and a consideration of the American colonists as Englishmen possessed of the system of government and law whose growth is traced in 3, the course includes a study of the typical forms of colonial government; the demands of the colonists as English subjects; the attitude of the British government; the growth of the spirit of rebellion and independence; the attempts at colonial union before and during the Revolution; the "critical period" and the struggle for the formation of a stronger national government; the framing and adoption of the United States constitution; and the main facts concerning later constitutional development. A detailed study of the text of the national constitution and the reading of other important documents are features. The semester's work will give a clear insight into the nature of the national government. While not too technical for the general student, it is of special value as a basis for the intelligent study of constitutional law.

Second semester; three hours a week. Elective for Sophomores.

5. *Political History of England and the United States*

This course is intended to cover the history of English politics from the accession of the Georges and the political history of the United States from the American Revolution to the present time. The Whig, Tory, Conservative, and Liberal parties of England, and the Federal, Anti-Federal, Democratic, Whig, and Republican parties of the United States, with their respective political creeds, are specially studied, and the biographies of leading English and American statesmen are considered. A lecture course, accompanied by required theses.

First semester; three hours a week. Elective for Seniors.

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IX. POLITICAL SCIENCE

PROFESSOR HOWARD

The study of Political Science, including the Science of Government, Economics, and Jurisprudence, appeals to three classes of students: those who pursue it for its essential part in a liberal education, those who would pay special attention to preparation for citizenship and business life, and those who desire foundational studies in jurisprudence with a view to the subsequent study of law. The studies here outlined, and those in the related Department of History, have been arranged with reference to the needs of each of these classes.

In the Sophomore year the student may enter upon the careful study of English Constitutional History, following this in the second semester with American Constitutional History and a critical examination of the text of the Federal Constitution. These branches constitute an excellent introduction to further studies in the department, although not demanded as prerequisites to their election.

Three subjects, all elective, are open to Juniors: Political Institutions, a study of the principles of government and of comparative constitutional law; Elementary Law, an examination of Blackstone's Commentaries on the Common Law; and in alternate years Roman Law and American Jurisprudence, the two latter courses being open to Seniors also, so that the student may have both before graduation.

Two subjects of the Senior year are required of all students, Political Economy and Sociology. In the former the fundamental principles of economic science are defined, and the student is encouraged in such original investigation and collateral reading as will not lead to desultory inquiries and dissolute habits of study. In Sociology the problems of present-day civilization are treated in lectures, with required reading and theses.

Elective for Seniors are Constitutional Law, with training in the study of reported cases; Contracts and Commercial Law, with reference to the student in training for business as well as to the prospective lawyer; International Law, with special attention to the diplomatic history of the United States as disclosed in leading treaties and conventions; and the Political History of England from the accession of the Georges, and the Political History of the United States from the Period of the Revolution.

*1. Political Institutions*

Elements of historical and practical politics. The philosophy and historic development of government. An examination of ancient and modern governments, designed to lay a foundation for the subsequent study of political science and law.

First semester; three hours a week. Elective for Juniors.

*2, 3. Elementary Law*

A study of Blackstone's Commentaries on the Common Law. The

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fundamental principles of the elementary law; definitions; selected topics most useful to the American student of law.

First and second semesters; three hours a week. Elective for Juniors.

*4. Constitutional Law*

An advanced course in Constitutional Law. While this is primarily a professional course, yet the non-professional student will find both profit and mental training in following it. It deals largely with those fundamental principles of our organic law upon which rest the rights of life, liberty, and property.

First semester; three hours a week. Elective for Seniors.

*5. Contracts and Commercial Law*

While this course is largely professional, some elementary knowledge of the essentials and structure of simple contracts, and some education in the nature and legal effect of bills, notes, and commercial law generally are of great value to every one. Huffcut's Contracts, supplemented by lectures and discussions.

First semester; three hours a week. Elective for Seniors.

*6. Political Economy*

Production, exchange, distribution, and consumption. The general principles of economic science. Recitations, lectures, and discussions.

First semester; three hours a week. Required of Seniors.

*7. Political Economy*

Study of present economic questions, such as money, bimetallism, banking, taxation, labor, socialism, cooperation, the tariff and tariff history, transportation, trusts, etc. Recitations, lectures, and library work.

Second semester; three hours a week. Elective for Seniors.

*8. International Law*

The history and general growth and development of International Law. General principles; study of treaties and celebrated cases; reading of diplomatic correspondence in international controversies; progress in international arbitration; modern usage in war on land and sea; discussion of new problems. Recitations and library work.

Second semester; three hours a week. Elective for Seniors.

*9. Roman Law*

An introduction to the science of Jurisprudence, designed to familiarize the student with its literature and terminology. Examination of the Institutes of Justinian.

Second semester; three hours a week. Alternating with 10. Elective for Juniors and Seniors.

*10. American Jurisprudence*

Nature and authority of law; status; public and municipal corporations; private corporations; rights, duties, wrongs and remedies; interpretation of law; courts; fictions and presumptions.

Second semester; three hours a week. Alternating with 9. Elective for Juniors and Seniors.

*11. Sociology*

A study of race characteristics, heredity, environment, subjective and objective regeneration, education, pauperism, defectives and degenerates, crime and its punishment, hospitals, almshouses, and prisons. Lectures and readings.

Second semester; three hours a week. Required for Seniors.

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**X. MATHEMATICS**

PROFESSOR BRYANT

ASSISTANT PROFESSOR WINCKLER

The course in mathematics begins with thorough training in geometry and algebra as a necessary foundation for all further mathematical study. Every effort is made to secure the full advantage of the study of geometry as a discipline in close, logical reasoning. The work in algebra is intended to impart such familiarity with the algebraic processes as to make the subject a practical instrument in the hands of the student for solving the many problems he is sure to meet. These two subjects are required of every student in the Freshman year.

Trigonometry is taken up during the first semester of the Sophomore year, followed by analytic geometry in the second semester. These subjects are elective in the Classical Course, and required in the Scientific Course. An elective course in surveying is offered during the second semester of the Sophomore year to those who have taken trigonometry.

Elective courses in differential and integral calculus, and in mechanical drawing and descriptive geometry, are offered during the Junior year. These courses are for the advantage of those students who are preparing themselves to enter the Junior class at engineering schools of the highest grade.

1. *Solid Geometry*

Books VI, VII, and VIII.

First semester; three hours a week. Required of all Freshmen.

2. *Algebra*

Convergency and divergency of series; undetermined coefficients; binomial theorem; logarithms; permutations and combinations; probability.

Second semester; three hours a week. Required of all Freshmen.

3. *Plane and Spherical Trigonometry*

Solution of right and oblique plane triangles; trigonometric analysis; solution of right and oblique spherical triangles.

First semester; three hours a week. Required for B. S. Sophomores; elective for A. B. Sophomores.

4. *Plane Analytic Geometry*

Loci and their equations; discussion of equations of the straight line, circle, parabola, ellipse, and hyperbola.

Second semester; three hours a week. Required for B. S. Sophomores. Elective for A. B. Sophomores who have completed 3.

5. *Surveying*

The use of the chain, tape, compass, transit, and wye level; stadia measurements; adjustments of compass, transit, and level; land survey computations; general methods of land surveying.

Second semester; three periods a week. Elective for students who have completed 3.

*6. Differential Calculus*

Differentiation of functions; expansion of functions; indeterminate forms; applications of calculus to curves; maxima and minima of functions.

First semester; three hours a week. Elective for students who have completed 4.

*7. Mechanical Drawing and Descriptive Geometry*

Representation of the point, line, and plane, with problems relating to them; representation of plane surfaces, single curved surfaces, warped surfaces, and surfaces of revolution; intersections of surfaces by lines, by planes, and by other surfaces. A course intended particularly for those students intending to obtain advanced standing in some school of engineering.

First semester; three periods of two hours each a week. Elective for students who have completed 4.

*8. Integral Calculus*

Integration of algebraic and trigonometric expressions; applications of integration to plane curves, to curved surfaces, and to volumes.

Second semester; three hours a week. Elective for students who have completed 6.

*9. Astronomy*

The celestial sphere; astronomical instruments; determination of latitude, longitude, and time; the earth as an astronomical body; the moon's motions and physical characteristics; the sun's physical characteristics; revelations of the spectroscope; eclipses; planets; comets; stars and nebulae.

First semester; three periods a week. Elective for Juniors and Seniors.

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XI. PHYSICS

PROFESSOR BRYANT

The course in general physics extends through one college year. It is required of B.S. students, and is taken during their Freshman year. The first half

of the course is required of A.B. students and is taken by them in the first semester of the Sophomore year. Those students who wish to complete the course may elect it during the second semester of the same year.

The subject begins with a thorough discussion of the principles of statics and dynamics. This is followed by the study of wave motion, with its application to sound and light. The nature and phenomena of heat, and the laws of static and current electricity and of magnetism are then considered. The work consists of recitations, lectures illustrated with class-room experiments, and the solution of numerous problems illustrating the principles discussed.

A course in laboratory physics extending through the college year is also given. The students here verify for themselves many of the principles studied in the preceding course and acquire facility in the manipulation of apparatus and in the interpretation of results. A large part of the second half of this course is devoted to measurements in electricity.

A complete report of every experiment, giving apparatus used, the measurements taken, and the results obtained, is required of every student taking the course. Frequent lectures and quizzes are introduced to insure a thorough understanding of the principles which underlie the different experiments.

#### *1. General Physics*

Fundamental principles of kinematics; simple harmonic motion; inertia; gravitation; work and energy; elasticity; properties of liquids and gases; waves; sound; theory of heat; calorimetry; transference of heat; thermal expansion; change of state; nature of heat.

First semester; three hours a week. Required for B. S. Freshmen, and for A. B. Sophomores.

*2. General Physics*

A continuation of 1. Magnetism; the earth's magnetic field; magnetic induction; electrostatic induction, potential, and capacity; production of electric currents; electromotive force; electrical resistance; measurement of current; chemical, heating, and magnetic effects of the electric current. Light: reflection, refraction, interference, diffraction and polarization of light waves, and spectrum analysis.

Second semester; three hours a week. Required for B. S. Freshmen; elective for A. B. Sophomores.

*3. Physical Measurements*

Elementary theory and practice of physical manipulation. Laboratory work in the measurements of length, mass, time, velocity, linear and angular acceleration; the verification of the laws of equilibrium of forces; the determination of coefficients of elasticity; the density of solids, liquids, and gases; experiments in sound.

First semester; three periods of two hours each a week. Elective for students who have completed 1 and 2.

*4. Physical Measurements*

A continuation of 3. The student is expected to have acquired such facility in the manipulation of apparatus and such ability to grasp the laboratory method of ascertaining physical laws as will enable him to perform accurately and intelligently the more difficult experiments in heat, light, electricity, and magnetism. Measurements are made of thermal expansion, specific heat, latent heats of fusion and of vaporization. In electricity, fields of force, electric resistance, electromotive forces, and strengths of current are measured. The laws of reflection and refraction of light waves, the formation of images by mirrors and lenses are studied, and indices of refraction and lengths of light waves are measured.

Second semester; three periods of two hours each a week. Elective for students who have completed 3.

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## XII. BIOLOGY

PROFESSOR BURT

The work in biology begins in the Sophomore year with elementary courses in zoology and botany, in

which there are studied not merely the general forms of animal and plant life but also some of the more fundamental ideas in regard to evolution, variation, and heredity. These courses may be regarded as primarily cultural courses in a liberal education, but they also lay a foundation for the advanced courses which may be elected through Junior and Senior years. The advanced courses are planned to meet the further needs of those who desire to specialize in these branches or who expect to study medicine or teach biological subjects.

### BOTANY

#### 1. *Morphology of Cryptogams*

Types studied are gloeocapsa, oscillatoria, pleurococcus, spirogyra ectocarpus, rockweed, bacteria of mouth, yeast, bread mould, lachnea, grain rust, moss and fern.

First semester; three periods a week. Required for B. S. students some time after Freshman year; elective for A. B. students after the Freshman year. Recommended as a Sophomore course.

#### 2. *Morphology of Flowering Plants*

Laboratory work and recitations on seed, shoot, root, flower, and fruit, and on the more elementary features of germination, nutrition, pollination, and dissemination. Determination of plants and the preparation of herbarium specimens.

Second semester; three periods a week. Required for A. B. Sophomores.

#### 3. *Cryptogamic Botany*

Fleshy fungi: lectures on their structure, development, life history, and classification; edible and poisonous fungi; fungi as wood destroyers. Laboratory work on external morphology and microscopic structure of these plants; determination of the genera, and usually of the species, studied. Bacteriology begun.

First semester; three periods a week. Elective for Juniors and Seniors who take or have taken 1. (To be given in 1909-10.)

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4. *Cryptogamic Botany*

Bacteriology concluded. Lectures on the morphology and life history of bacteria, culture methods, some pathogenic species and the diseases they cause, immunity. Laboratory work in the preparation of culture media, sterilization, isolation of species, study of pure cultures, identification of two of the cultures. In the spring, lichens and myxomycetes are studied as fleshy fungi were in the fall.

Second semester; three periods a week. Elective after 3. (To be given in 1909-10.)

5. *Histology of Plants*

Recitations and laboratory work on external morphology of plants, the cell, cell fusion, tissue systems, the phylogeny and ontogeny of internal structure; imbedding, sectioning and staining.

First semester; three periods a week. Elective for Juniors and Seniors who have had 1 or 2. (Given in 1908-09; to be given again in 1910-11.)

6. *Physiology of Plants*

Recitations and laboratory work on stability of the plant body, nutrition, respiration, photosynthesis, growth, phenomena of movement, reproduction.

Second semester; three periods a week. Elective after 5. (Given in 1908-09; to be given again in 1910-11.)

ZOOLOGY

1. *General Zoology*

Lectures on protoplasm, the cell, nuclear structure and division, functions of the protozoan cell, embryology of metazoans, variation, natural selection, heredity. Laboratory studies are the spirogyra cell, amoeba, paramecium, sponge, sea anemone, hydromedusa, starfish, nereis, clam, and grasshopper.

First semester; three periods a week. Elective for A. B. Sophomores.

Second semester; three periods a week. A repetition of the course of the first semester; required for B. S. students some time after the Freshman year. Recommended as a Sophomore course.

*2. Human Physiology*

Text-book work, with laboratory study of tissue, and dissection of the cat to illustrate the text.

First semester; three periods a week. Elective for Juniors and Seniors who have had 1.

*3. Morphology of Vertebrates*

Lectures on the comparative morphology and development of vertebrates. Laboratory work in conclusion of dissection of the cat, and dissection of the frog and dog fish.

Second semester; three periods a week. Elective after 2.

### XIII. GEOLOGY

Geology may be taken in Junior year in an elementary course. During the Senior year there will be opportunity for elective work in advanced geology or mineralogy.

*1. Elementary Geology*

Dynamical geology; consideration of the atmospheric, aqueous, igneous, and organic agencies acting on and modifying the earth's surface. Structural geology; general form and structure of the earth; sedimentary, igneous, and metamorphic rocks; joints and fissures; mineral veins; mountain origin and structure; denudation.

First semester; three periods a week. Elective for Juniors and Seniors.

*2. Elementary Geology*

Historical geology; the history of the evolution of earth structure and of the organic kingdom. Short excursions to study features of geological interest.

Second semester; three periods a week. Elective after 1.

*3, 4. Advanced Geology*

An advanced course in geology or mineralogy.

First and second semesters; three hours a week. Elective for Seniors who have had 2. (To be given in 1910-11.)

## XIV. CHEMISTRY

PROFESSOR McGILTON

The study of chemistry is pursued in the well-equipped laboratories of the Warner Science Hall. The course is designed to give the student an insight into the principles of the science and to make him acquainted with the more frequently occurring elements and compounds. The elements of inorganic chemistry are taught by lectures, laboratory work, and recitations from a text-book. The applications of chemistry to modern industry and some of the recent advances in the science are discussed. Advanced courses of lectures and laboratory work are offered in inorganic and organic chemistry, open only to those who have completed successfully the elementary courses. It will be noted that those who desire three years of chemistry must begin the subject in the Sophomore year.

1. *Descriptive Chemistry*

Non-metallic elements and their principal compounds and their relation to the metals. Acids, bases, and salts are studied carefully and their formation illustrated. Numerous chemical problems involving atomic and molecular weights, percentage composition, etc., are solved by the student. Lectures and recitations.

First semester; three hours a week. Elective for A. B. Juniors; required for B. S. students sometime after Freshman year.

2. *General Laboratory Chemistry*

Lectures, recitations, and laboratory work on general descriptive chemistry. By means of the study of the preceding semester, the student is able, at his own desk and with his own apparatus, to manufacture the most important chemical compounds and to isolate the principal elements. Full notes are kept by him of each step taken and of each observation made, and frequent reports are presented to the instructor.

Second semester; three hours a week, or three periods a week of laboratory work. Elective in the same year for A. B. students who have completed 1. Must be taken by all B. S. students consecutively with 1 some time after Freshman year.

*3. Qualitative Analysis*

Special attention is given to the analytical reactions of each base and to practise in the separation of metals from each other in unknown liquid and solid mixtures. The characteristic reactions of acid radicals are studied and the complete constitution of unknown bodies is determined.

First semester; three hours a week. Open to all Juniors and Seniors who have completed 2.

*4. Gravimetric Quantitative and Volumetric Quantitative Analysis*

Analysis of minerals and ores. The various methods for decomposing silicates and refractory substances and bringing them to a condition of solution are carefully studied. The student learns the use and manipulation of the chemical balance, makes quantitative determinations of metals, and studies the percentage composition of compounds. The making of standard solutions and their applications in the determination of the percentage composition of bodies volumetrically form a part of the work.

Second semester; three hours a week. Open to all students who have completed 3.

*5. Advanced Quantitative Analysis*

Analysis of milk and potable waters. The application of chemistry to metallurgy and to typical modern industries. Introduction to the principles of organic chemistry.

First semester; three periods a week. Elective for those who have taken<sup>4</sup> 4.

*6. Organic Chemistry*

A continuation of 5. Lectures and recitations and laboratory work devoted to the preparation of compounds of carbon and to a study of typical reactions of organic chemistry.

Second semester; three periods a week. Elective for those who have completed 5.



THE CHAPEL

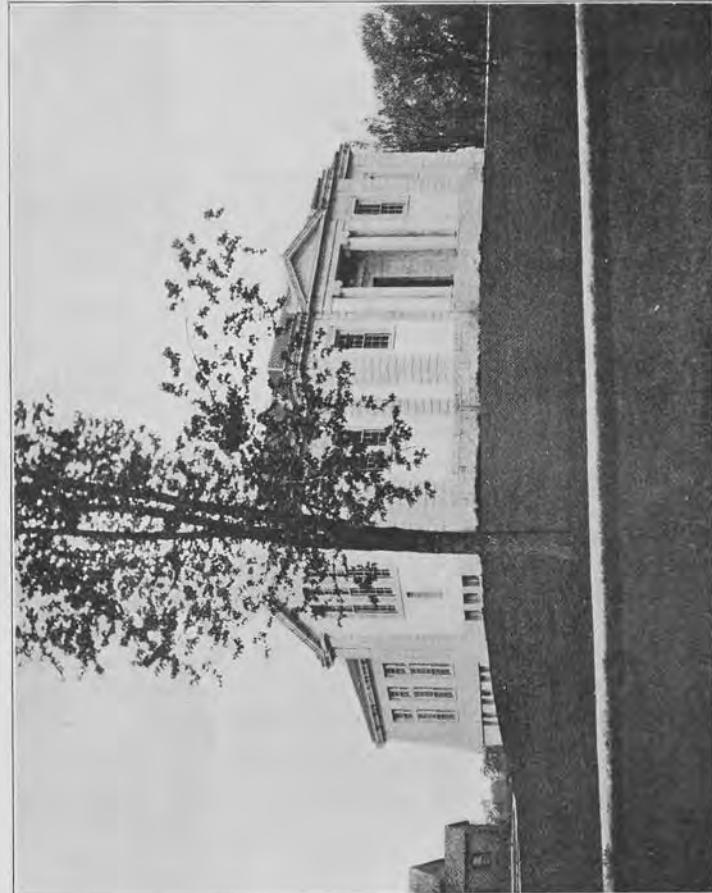
encouragement and improvement of elocution." Doctor Merrill, a graduate of Dartmouth College in the Class of 1801, was for fifty years a resident of Middlebury and for thirty-seven years pastor of its Congregational Church. For the Merrill Prizes not less than eight nor more than twelve competitors are appointed from the Sophomore class in such manner as the Faculty shall deem expedient. There are four awards, the first \$25, the second \$20, the third \$15, and the fourth \$10.

The Parker prizes are given to the two of the four competitors in the Freshman class who are judged the best speakers; the first prize is \$20, the second \$10.

#### THE EGBERT STARR LIBRARY

The Library of Middlebury College is older than the institution itself. Before the granting of the charter the benevolent and progressive citizens of the town had collected some 500 well-chosen volumes for the use of students. Volumes bearing the autographs of some of the founders are still on the library shelves. In the early history of the College two flourishing student organizations, the Philomathesian and Philadelphian societies, founded libraries which were unusually extensive and valuable for the time, and many of their volumes are still among the treasures of the College. Great improvement in the Library was made during the administration of President Cyrus Hamlin (1880-1885), who removed the books from the Chapel to the north division of Painter Hall, and opened all the shelves to the students.

The beautiful and convenient marble Library now occupied was erected by funds bequeathed by Mr. Egbert Starr, and dedicated during the Centennial



THE EGBERT STARR LIBRARY

Exercises of the College in July, 1900. The cost of the building was \$50,000, to which was added \$5,000 for its decoration and \$5,000 for the purchase of books by the son of the donor, Dr. M. Allen Starr. The front of the building is entirely devoted to a large and convenient reference library, and the capacity of the stacks is 90,000 volumes. The entire Library now contains 34,800 volumes and is a depository of government publications. Students are granted free access to all the shelves. The building is open continuously through the working hours of the day and also evenings. The reference rooms contain a large number of reviews and magazines, and a reading room with daily and weekly papers is maintained in the south division of Painter Hall.

#### THE WARNER SCIENCE HALL

The studies in the departments of physics, biology, geology, and chemistry are pursued in the large and convenient Warner Science Hall, erected in 1901 through benefactions of Mr. Ezra J. Warner of the Class of 1861. The building is in memory of his father, the Honorable Joseph Warner, formerly a resident of Middlebury and a trustee of the College from 1850 to 1865.

The department of physics is located on the first floor, and comprises a main laboratory for student use with sufficient apparatus for two full years of study and investigation in physical science, a private laboratory for the instructor, and a physical lecture room.

The departments of biology and geology occupy the second floor. Here are laboratories for the study of

comparative botany and zoology, and the museums of geological and zoological specimens.

The third floor is devoted entirely to chemistry. Convenient laboratories for qualitative and quantitative analysis, a private laboratory for the instructor, a dark room for photography, and a chemical lecture room are included in the equipment.

Advanced study and independent research are encouraged in each of the natural and physical sciences, and in the modern and well furnished laboratories of this building abundant opportunities are furnished to the student.

#### THE MUSEUM OF NATURAL HISTORY

Among the Professors of the College for many years have been men of marked ability in natural science, who have shared with the institution the fruits of their researches. One of the earliest geological surveys of Vermont was conducted by Professor Charles B. Adams, who then occupied the chair of Natural History. He laid the foundation for the large collection of fossils representing the different geological formations. The work of Professor Henry M. Seely, long connected with the College, is in evidence in the large collections of fossils of the Champlain valley.

In botany the complete series of the flowering plants and ferns of the Champlain region, which was collected by President Brainerd, is especially notable. This herbarium is constantly increasing, and valuable additions have been made in recent years in the higher fungi and other cryptogamous plants gathered by Dr. Burt.



THE WARNER SCIENCE HALL

### THE PRESIDENT'S OFFICE

The office of the President is located on the third floor of the Chapel. The President may be seen during the morning hours of each day except Sunday, and consultation by students on any subject of importance to them is cordially invited. When the President is out of town, the Senior Professor is in charge of the College and may be consulted with equal freedom. A catalogue of all graduates, former students, and friends of the College is kept in the office, and prompt notification of change of address is requested. The President's home is the large dwelling built for the purpose by President Kitchell and purchased for the College with funds contributed for the purpose by Hon. Joseph Battell, of the Class of 1823.

### RELIGIOUS SERVICES

The exercises of each day except Sunday begin with religious services, which all students must attend.

They are also required to attend public worship on Sunday morning, at such churches as are decided upon by the students or their parents.

In a room in the chapel the Young Men's Christian Association holds meetings on Tuesday evenings and the Young Women's Christian Association on Tuesday afternoons, to which the students are welcome.

### DORMITORIES

The College has two large stone dormitories, which were remodeled a few years ago and furnished with bath-rooms, water-closets, steam heat, and electric light. Starr Hall has thirty-two suites,

designed for two students each, consisting of study, bed-room large enough for two single beds, and closets. The rooms assigned to students in Painter Hall are fourteen in number, and like those of Starr Hall are large and well lighted and ventilated. The charges for rooms in both dormitories are the same, and are exceedingly moderate: \$27.50 a year per student when two occupy a room, and \$49 when a room is occupied singly, including light and heat in each case. The rooms in both halls are unfurnished.

The dormitories will be ready for occupation by the students on the noon of the Monday preceding the opening of each term, and will be closed for all vacation periods on the noon of the first Saturday after the end of each term.

#### HAMLIN COMMONS

Table board is furnished to men at Hamlin Commons, a club conducted on the co-operative plan by the students under the supervision of the Faculty. The College owns the building, which is located just outside the Campus, and gives the use of it to the students without cost. The food is plain, but abundant, and the cost is \$3.00 a week.

#### GYMNASIUM

The gymnasium in the south division of Painter Hall is supplied with apparatus adapted to the systematic physical development of the students. In connection with it are bath-rooms and a dressing-room furnished with lockers.

#### EXPENSES

The location of the College in a small village in a frugal agricultural region favors economy, and by a

resolute endeavor the expenses of students have been kept extremely moderate. The charges of the College are small, and the general expenses of students should not be large. The following table indicates the principal items:

Tuition.....	\$80.00
Incidentals, library, reading room, gymnasium, etc.....	12.00
Room Rent in Starr or Painter Hall.....	15.00
Heat and Light.....	12.50
Board for 37 weeks, at \$3.00.....	111.00
	<hr/>
	\$230.50

A laboratory fee of \$3.00 is charged in required chemistry; in elective courses in chemistry, biology, and physics the laboratory fee is \$5.00 a semester.

The charges for room rent, heat, and light are specified above on the supposition that two students occupy a room. Where a student rooms alone, the charge for rent is \$24 per year, and for heat and light \$25 per year.

Bills for tuition and other charges are rendered in December and May of each College year, and are then payable. A student who does not make payment at the opening of the following year stands suspended until the account is settled.

#### SCHOLARSHIPS

The College has a generous number of student benefits, many of them given in early years at great self-sacrifice on the part of the donors. The income of these funds is expended exclusively in payment of the tuition, in whole or in part, of needy and deserving students of good deportment and application. When the number of students was much smaller

these funds allowed a somewhat more liberal bestowment of beneficiary aid than is now possible. It is not expected that those whose circumstances admit the full payment of College bills will apply for scholarship assistance. It is earnestly desired, however, that, where need requires, those who might not otherwise be able to receive a College education will apply for aid from this source. The College has a long record of special encouragement to those who are obliged to secure an education largely through their own efforts. Correspondence concerning scholarships should be directed to the President, who will furnish blanks for application.

Any scholarship may be forfeited at any time during the course through negligence or misconduct. When a student incurs more than one condition in any semester, the scholarship allowance for that semester is thereby forfeited.

Among the student benefits dispensed by the College are the following:

The Waldo Fund, established by Mrs. Catherine Waldo of Boston.

The Baldwin Fund, received from the estate of John C. Baldwin, Esq., of Orange, N. J. The Waldo and Baldwin Funds are used in cancelling College bills to the amount of \$80 of each of twelve students whose scholarship, deportment, and necessities warrant such a benefaction.

The Warren Fund, applied in payment of College bills of those who are preparing for the Gospel Ministry.

The Fairbanks Scholarships, established by Thaddeus Fairbanks, Esq., of St. Johnsbury.

The Levi Parsons Scholarship, established by the Honorable Levi Parsons Morton of New York City.

The Daniel O. Morton Scholarship, established by the Honorable Levi Parsons Morton of New York City.

The Penfield Scholarship, established by Allen Penfield, Esq., of Burlington.

The Emma Willard Scholarship, established by the Emma Willard Association, for the benefit of deserving young women.

The Charles A. Field Scholarship, given to the village of Proctor, Vermont, "as a memorial of regard for Fletcher Dutton Proctor and of gratitude to him, and for courtesies received at the hands of other residents of said village."

The A. P. Stafford Fund, "to assist needy students from Wallingford to an education."

#### STATE SCHOLARSHIPS

An annual appropriation from the State of Vermont pays to the amount of \$80 annually "the tuition and incidental College charges of thirty students, one of whom shall be designated and appointed by each Senator in the General Assembly, such appointment to be made by such Senator from his respective county, provided any suitable candidate shall apply therefor, otherwise from any county in the State."

Any person prepared to enter College, desiring to take advantage of a State scholarship, should apply to one of the Senators of the county in which he resides, and the Senator may thereupon give him a certificate of appointment, holding good for two years, which will admit him to the College without other conditions than those required of all other students. Should the Senators in the applicant's county already have made their appointments, the student

should immediately apply to the President of the College, as there may be a vacancy from some other county of which the applicant may avail himself.

Under this act students of both sexes are eligible for appointment to a State scholarship. The same regulations as to forfeiture through misconduct and incurring conditions apply to State scholarships as to student benefits owned by the College.

#### ASSOCIATED ALUMNI

The officers and committees of the Associated Alumni of the College for the year 1908-09 are: President, James F. McNaboe, '92; first vice-president, Henry P. Stimson, '77; second vice-president, Charles A. Adams, '95; third vice-president, Eugene C. Bingham, '99; secretary and treasurer, Archibald D. Wetherell, '05. Central Committee: Charles B. Wright, Thomas E. Boyce, '76; Duane L. Robinson, '03. Necrological Committee: Herbert E. Boyce, '00; Thomas E. Boyce, '76; Stanton S. Eddy, '94. Alumni Day Committee: Joseph A. Peck, '98; Samuel B. Botsford, '00; Percival Wilds, '02.

#### ALUMNI ASSOCIATIONS

Flourishing Alumni Associations in New York and Boston hold annual meetings. The officers of the New York Association for the year 1908-09 are: President, W. H. Button, '90; secretary, Percival Wilds, '02, 59 Wall St.

The officers of the Boston Association for the year 1908-09 are: President, George H. Remele, '72; secretary, Alva C. Peck, '80, Box 2672; treasurer, E. W. Howe, '69.

## SUMMARY

	MEN	WOMEN	TOTAL
Graduate Students.	5....	1....	6
Seniors.....	30....	18....	48
Juniors.....	19....	18....	37
Sophomores.....	34....	28....	62
Freshmen.....	32....	43....	75
In all classes.....	120....	108....	228

## GEOGRAPHICAL DISTRIBUTION

	MEN	WOMEN	TOTAL
Vermont.....	64....	75....	139
New York.....	30....	10....	40
Massachusetts.....	11....	12....	23
New Hampshire...	6....	6....	12
Connecticut.....	6....	3....	9
Maine.....	1....	1....	2
Pennsylvania.....	1	....	1
Ohio.....	....	1....	1
Nova Scotia.....	1	....	1
	120....	108....	228

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No. 4

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COLLEGE  
BULLETIN



THE CATALOGUE

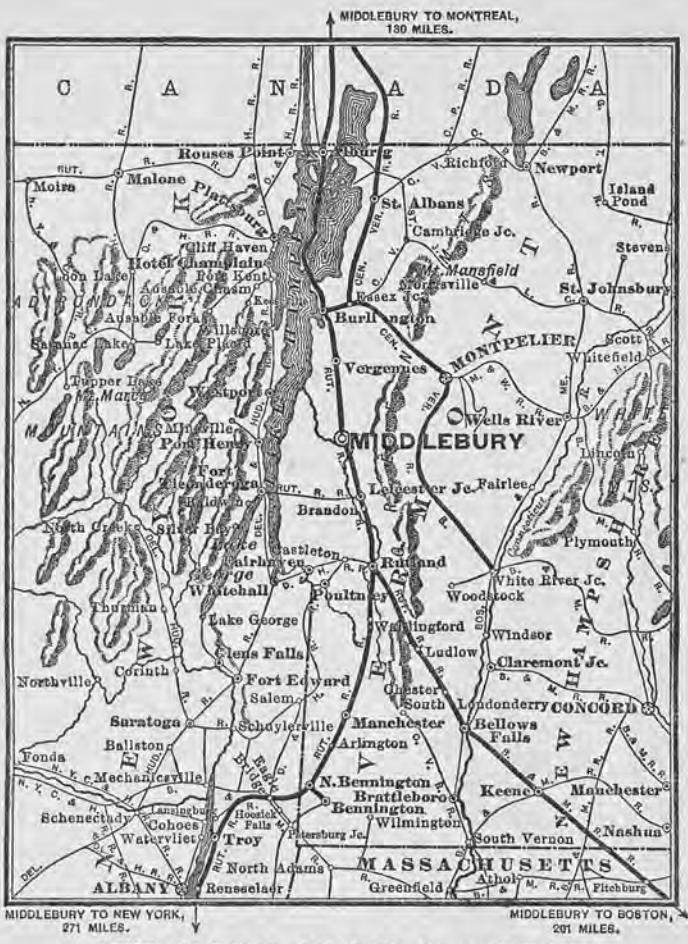
1913-1914

MIDDLEBURY, VERMONT

PUBLISHED BY THE COLLEGE

SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER

- JANUARY, FEBRUARY, APRIL, AND JULY



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## DEPARTMENTS AND COURSES OF INSTRUCTION

IN the following pages, courses with odd numbers are given in the first semester, those with even numbers in the second semester. The capital letter following the title of a course indicates the grade of the course. Prerequisite courses are indicated in parentheses. The use of the hyphen between two course numbers indicates that both are prerequisite. All courses are given three times a week unless otherwise stated. During the current year students may elect, at the discretion of the instructor, courses which they have planned to take on the basis of the old system of elections, even though all prerequisites may not have been taken or the courses desired are not indicated on the distribution sheet as open to their classes. Elections of courses for the second semester of 1913-14 must be made from this catalogue, not from the September Bulletin.

Instruction in all departments is open to the students of the Women's College, on equal terms with men, under the same conditions of election, and with the same requirements for graduation. The attention of students in the Women's College is called to the two new departments of Fine Arts and Music, and to the Departments of Home Economics and Household Chemistry, which are recent additions made to meet the special needs of women students.

## I. BIOLOGY

Professor LAMBERT

Assistant Professor PICARD

### 1. PLANT BIOLOGY (*Elementary Botany*). A

A course in the nature and development of plants. A study of the morphology and physiology of a typical member of the highest group of plants, together with a consideration of representative forms of lower plant life.

*Laboratory fee, \$5.* Assistant Professor PICARD.

### 2. ANIMAL BIOLOGY (*Elementary Zoölogy*). A

An introduction to the facts of Biology as expressed in animal life; the fundamental differences between plants and animals; the structure and function of the cell; and the laboratory study of a series of animal forms illustrating the general principles of development. (Biol. 1.)

NOTE: These two courses present a year's consecutive work in Biology, lay a broad foundation for advanced work in the Natural Sciences, and are recommended for students who intend to teach Natural Sciences or to study Medicine, Agriculture, or Forestry.

*Laboratory fee, \$5.* Professor LAMBERT.

## COURSES IN APPLIED BIOLOGY

### 3. BACTERIOLOGY. B

The principles of Bacteriology and the methods used in the study of bacteria. An investigation of the relation of bacteria to sanitary science, household economics, and disease. Laboratory work in the making of culture media, quantitative and qualitative analysis of water, milk, etc., for their bacterial content; the isolation of particular forms, and the study of their physiological characters. (Biol. 1-2, or Chem. 1-2).

*Laboratory fee, \$5.* Professor LAMBERT.

**4. ENTOMOLOGY. B**

An introduction to the study of insects, their classification, structure, habits, and life history. Particular attention will be given to the consideration of their economic relations, the subject of parasitism, and the different methods by which insect pests may be controlled. (Biol. 1-2.)

*Laboratory fee, \$5. Professor LAMBERT.*

**BOTANY**

Assistant Professor PICARD

**1. ELEMENTARY BOTANY. A**

For description of this course, see Biology 1.

**3. STRUCTURE OF THE LOWER PLANTS. B**

A morphological study of important forms of bacteria, algae, fungi, lichens, hepatics, mosses, and ferns. (Biol. 1-2.)

*Laboratory fee, \$5.*

**4. PLANT ANATOMY. B**

A course in wood structure, primary and secondary growth of broad-leaved and coniferous trees, identification of woods. This course should be taken by students expecting to study Forestry. Such students should also take Botany 7 for the study of the diseases of trees. (Bot. 3.)

*Laboratory fee, \$5.*

**6. HISTOLOGICAL TECHNIQUE. B**

Methods of fixing, embedding, and staining of a series of preparations by the paraffin method. This course also includes some work in special morphology, and should be taken by students who intend to teach or do advanced work in Botany. (Bot. 3.)

*Laboratory fee, \$5.*

**7, 8. MYCOLOGY. C**

A systematic and biological course on the fungi. The first semester is devoted to the study of the highest group of fungi, including mushrooms, wood-destroying fungi, the smuts, and the rusts. The lower groups are studied during the second semester, including leaf spots, fruit blights, anthracnoses, molds, scabs, and fruit rots. (Two B courses.)

*Laboratory fee, \$5 for each semester.*

**9. HEREDITY, VARIATION, AND EVOLUTION IN PLANTS.**

A lecture course, including the history of the subject, Weismannism, Mendelism, the mutation theory; the fundamental principles of plant breeding, with some discussion of the philosophical aspects of Botany. This course is described as Botany 10 in the September Bulletin and will be given in the second semester, 1913-14; thereafter, in the first semester.

*Open to Juniors and Seniors.*

**11, 12. BOTANICAL SEMINARY. C**

The botanical seminary should be elected by all students in the Department of Botany who are taking C courses, and may be elected by other students who, in the judgment of the instructor, are qualified to take part in the meetings. The seminary meets once a week to review articles in current botanical periodicals and to discuss recent research, one session counting as three hours. (Two B courses, at least simultaneously.)

**ZOOLOGY**

Professor LAMBERT

**2a. PHYSIOLOGY AND HYGIENE. A**

Discussions and demonstrations of the structure of the body, the relations of the various organic systems to bodily activity, the functions of the different organs, causes and conditions of disease, laws of health, and general care of the body.

**2. ELEMENTARY ZOOLOGY. A**

For description of this course, see Biology 2.

**3, 4. GENERAL ZOOLOGY. B**

An extended study of the animal kingdom. A careful survey of the habits, distribution, and classification of animals. The work is divided equally between the two semesters, the first semester being occupied with the study of the invertebrate, the second semester, of the vertebrate animals. Recommended for those who intend to teach natural sciences in secondary schools. To be given in 1914-15. (Biol. 1-2.)

*Laboratory fee, \$5.*

**5, 6. VERTEBRATE MORPHOLOGY. C**

The object of this course is to develop an accurate knowledge of anatomy by a comparative study of the different organic systems of the vertebrate body, reference being made constantly to the structure of the human body. Lectures, demonstrations, readings and reports, and the dissection and comparison in the laboratory of typical forms illustrating the development of the vertebrate series. (Zool. 3-4.)

*Laboratory fee, \$5.*

**7. VERTEBRATE EMBRYOLOGY. C**

A laboratory study of the embryological development of the vertebrate body. Discussion of the maturation and fertilization of the egg; the origin of the germ layers and their relation to the rise of the various organic systems of the body. The development of the frog, chick, and a mammal will be investigated in the laboratory. (Zool. 5-6.)

*Laboratory fee, \$5.*

**8. EVOLUTION AND HEREDITY. C**

A study, through lectures, readings, and reports, of the various problems of evolution. (Zool. 5-6.)

**9. NEUROLOGY. B.**

An elementary study of the vertebrate nervous system, with special reference to the structure and function of the human

brain. The work will consist of lectures and recitations supplemented by a careful study, in the laboratory, of the fundamental structure of a mammalian brain. This course is especially recommended for students who are pursuing studies in Philosophy and Pedagogy. (Biol. 2 or Ped. 2.)

*Laboratory fee, \$5.*

## II. CHEMISTRY

Professor McGILTON

Assistant Professor VOTER

### 1. DESCRIPTIVE CHEMISTRY. A

Non-metallic elements, their principal compounds, and their relation to the metals; acids, bases, and salts and their formation; electrolytic dissociation, ionisation, Faraday's laws, and the theory of solution. Numerous chemical problems involving atomic and molecular weights, percentage composition, etc., are solved by the student. Lectures and recitations.

*Laboratory fee, \$5. Professor McGILTON and Assistant Professor VOTER.*

### 2. GENERAL LABORATORY CHEMISTRY. A

Lectures, recitations, and laboratory work on general descriptive chemistry. By means of the study of the preceding semester the student is able to prepare the most important chemical compounds at his own desk. Full notes are kept by him of each step taken and each observation made, and frequent reports are presented to the instructor. The sources and industrial value of the substances handled are considered. (Chem. 1.)

*Laboratory fee, \$5. Professor McGILTON and Assistant Professor VOTER.*

### 3, 4. QUALITATIVE ANALYSIS. B

Special attention is given to the analytical reactions of each base and to practice in the separation of metals from each other in unknown liquid and solid mixtures. The character-

istic reactions of acid radicals are studied and the complete constitution of unknown bodies is determined. Preliminary tests and blow-pipe analysis are a part of the work. (Chem. 1-2.)

*Laboratory fee, \$5 for each semester.* Professor McGILTON.

#### 5. QUANTITATIVE ANALYSIS. C

Lectures and laboratory work on analytical methods of general application to quantitative chemistry. The use and manipulation of the chemical balance, general laboratory practice, accuracy of measurement, and stoichiometric problems especially emphasized. The semester's work consists of the usual gravimetric analyses and the complete analysis of a carbonate rock. (Chem. 3-4.)

*Laboratory fee, \$5.* Assistant Professor VOTER.

#### 6. QUANTITATIVE ANALYSIS. C

The semester's work consists of volumetric analysis, involving the making of standard solutions, standardization of glass apparatus, and uses of various indicators. Technical methods in the analysis of commercial products are studied and introductory experiments in electro-analysis carried out. (Chem. 3-4.)

*Laboratory fee, \$5.* Assistant Professor VOTER.

#### 7, 8. INDUSTRIAL AND SANITARY CHEMISTRY. C

Lectures on the chemical processes involved in the large-scale manufacture of gas, fuels, paper, glass and ceramics, fertilizers, soda, sulphuric acid, dyes, paints, soap, coal-tar products, fermentation products, sugar, disinfectants, antiseptics, and other commercial products. (Chem. 3-4, at least simultaneously.)

*Laboratory fee, \$3.* Assistant Professor VOTER.

#### 9. AGRICULTURAL CHEMISTRY. C

Analysis of soils, fertilizers, and feeding materials. The effect of acid-forming and base-forming elements in soils and

fertilizers. The composition of foods and the principle of balanced rations. The analysis of dairy products, and factors which influence the sanitary conditions of dairying. The effects of bacteria in milk and its products, the principles of nitrification, and the influence of bacteria in soils. To be given in 1914-15. (Chem. 3-4 and 7; 7 may be taken the same semester.)

*Laboratory fee, \$5.* Assistant Professor VOTER.

**10. PHYSICAL AND THEORETICAL CHEMISTRY. C**

The course includes a treatment of the historical development of chemical theory and stoichiometry. Lectures. To be given in 1914-15. (Chem. 3-4.)

Assistant Professor VOTER.

**11, 12. ORGANIC CHEMISTRY. C.**

The genetic relationships of the more important classes of carbon compounds and their bearing upon chemical and agricultural industries. Composition, purification, classification, constitution or structure of organic compounds. Typical class reactions with various reagents. Study of the paraffins, alcohols, ethers, fats, sugars, and coal tar. Changes occurring in the metabolism and katabolism of the human body. Not to be given in 1914-15.  
(Chem. 1-2.)

*Laboratory fee, \$3 for each semester.* Assistant Professor VOTER.

**III. ECONOMICS AND SOCIAL SCIENCE**

Assistant Professor MORGAN

**ECONOMICS.**

**I. PRINCIPLES OF ECONOMICS. A**

A general course for beginners, its purpose being to afford a systematic survey of the field of economics. The practical

aspects of the production and use of wealth are discussed as fully as time permits.

**2. MONEY, CREDIT AND BANKING. B**

Monetary theory, credit instruments, and the monetary history of the United States; the theory of banking, and the banking systems of the United States and leading European countries. One-third of the time is devoted to laboratory work. (Econ. 1.)

**3. ECONOMICS OF TRANSPORTATION. B**

Railway development, organization, and regulation, with special emphasis on American railways; ocean and inland water transportation. To be given in 1914-15. (Econ. 1.)

**4. PUBLIC FINANCE. C**

The principles of government expenditure, revenue, and debt; examination of American and European tax systems, with special emphasis on present-day problems of taxation in the United States. (Any B course in Econ.)

**5. ECONOMICS OF CORPORATIONS. B**

The growth of corporations in general; the promotion, organization, and management of typical corporations; government control; the trust problem. To be given in 1915-16. (Econ. 1.)

**7. PROBLEMS OF LABOR. C**

Progress of the workers in Europe and America; conditions, wages, hours, legislation; methods of promoting industrial peace. (Econ. 1 and any B course in Econ. or Soc. Sci.)

**8. HISTORY OF ECONOMICS. C**

The beginnings, the progress, and the various schools of economic science; survey of the writings of Adam Smith and the leading nineteenth century economists; economic analysis, including value, capital, rent, interest, and wages. To be given in 1914-15. (Any B course in Econ.)

SOCIAL SCIENCE

12. SOCIOLOGY. A

Basis of society; social evolution; social institutions; demography; social progress.

13. PHILANTHROPY. B

Dependents, defectives, and delinquents; heredity and environment in relation to these abnormal classes; their private and public treatment. (Soc. Sci. 2 or Econ. 1.)

14. RURAL LIFE. C

The economic, social, and religious conditions affecting the country dwellers in America, with special emphasis on conditions in New England. To be given in 1914-15. (Soc. Sci. 13, or any B course in Econ.)

16. SOCIAL REFORMS. C

Social romances; communistic experiments; history of socialism; examination of the works of selected modern socialists. To be given in 1915-16. (Econ. 1 and any B course in Econ. or Soc. Sci.)

IV. ENGINEERING

Assistant Professor SWETT

Assistant Professor BARNES

1. MECHANICAL DRAWING. A

Lettering, title designing; drawing instruments and their use; elementary exercises, dimensioning; geometrical problems; orthographic projection; intersection and development of surfaces; tinting. This course and 2 should be of value to many students not following engineering. Three two-hour periods.

Assistant Professor SWETT.

**2. MECHANICAL DRAWING. A**

Working drawings, detailing and dimensioning; assembly drawings; tracing and blue-printing; shading; perspective and isometric drawings. Three two-hour periods. (Engin. 1.)

Assistant Professor Barnes.

NOTE: A set of drawing instruments, with triangles, etc., may be rented from the department for \$1.50 a semester; drawing board and T square, 50 cents.

**CIVIL AND SANITARY ENGINEERING**

Assistant Professor Swett

**3. DESCRIPTIVE GEOMETRY. B**

Representation of the point, line, and plane, with problems relating to them; representation of plane surfaces and surfaces of revolution; intersection of surfaces by lines, by planes, and by other surfaces; development of surfaces; single and double curved surfaces; warped surfaces. Three two-hour periods. (Engin. 2 and Math. 1.)

**4. STEREOTOMY. B**

The application of descriptive geometry to masonry structures with plane, curved, or warped surfaces, such as intersecting arches and walls, abutments, and culverts. Three two-hour periods. (Engin. 3.)

**5, 6. SURVEYING AND PLOTTING. B**

Lectures, fieldwork, and drafting. The use of the chain, tape, compass, transit, and solar attachment is taught, followed by the various forms of leveling instruments. The work in the drawing room consists in making computations, scale drawings, profiles, and contour maps, and in studying the application of contour maps in the solution of problems of drainage, location, landscape engineering, etc. Astronomical observations are also made, followed by the necessary computations. Two three-hour periods. (Engin. 2 and Trig.)

**7. TOPOGRAPHY; GEODESY. C**

Methods of topographic and geodetic surveying. Field work in making plane and topographic surveys with the stadia transit and with the plane table; the use of the barometer in determining differences of elevation; the measurement of a base line; triangulation. Drafting-room work includes computations and drawings covering the results of the field observations, and the drawing of conventional signs employed in topographical maps. Two three-hour periods. (Engin. 6.)

**8. SURVEYING AND PLOTTING. B**

A course similar to Courses 5 and 6, intended especially for students in mechanical and electrical engineering. This course will be of value to many students not contemplating advanced studies in any branch of engineering. Two three-hour periods. (Engin. 2 and Trig.)

**9, 10. RAILROAD ENGINEERING. C**

The mathematics of curves, with applications to the location of railroads and highways; methods of staking out and computing earthwork; forms and dimensions of tunnels; methods and cost of tunnel excavation. The field work includes the reconnaissance, the preliminary survey, and the staking out of the center line. The line is subsequently leveled, benches and reference points established, topography taken, and a profile made. There is systematic drill in running curves of various kinds, in methods of cross-sectioning, and in staking out earthwork and culverts. Two three-hour periods. (Engin. 7.)

**12. THEORETICAL AND APPLIED HYDRAULICS. C**

Equilibrium and pressure of liquids; motion and work of fluids; flow of water through orifices, over weirs, in pipes, and in canals; measurement of water power; hydraulic machinery. The field-work includes measurements of the flow of water in open channels by means of floats, current meters, and weirs; some time is given to the graphical work and computations required in finding the discharge from measurements made in the field. (Engin. 6 or 8; Math. 5-6 is desirable.)

**14. MUNICIPAL ENGINEERING. C**

*Highway Construction:* A brief study of the economies, location, construction, and maintenance of roads and pavements.

*Water-supply and Sanitation:* The collection, storage, and distribution of water in cities and towns; sewage disposal; the purification of water and sewage. (Engin. 6 or 8.)

**MECHANICAL AND ELECTRICAL ENGINEERING.**

Assistant Professor BARNES.

**21. MACHINE DRAWING AND SKETCHING. B**

Representation, dimensioning, and specification of machine parts; a study of standard commercial forms, such as rivets, screws, and bolts; pipe fittings, structural shapes, gears, etc.; working sketches with complete dimensions from drawings and machine parts. Two three-hour periods. (Engin. 2.)

**22. ADVANCED MACHINE DRAWING. B**

Detail and assemble drawing from sketches; detailing from assembly; simple designing from observation and empirical rule; use of data sheets; time keeping, filing, and indexing. Three two-hour periods. (Engin. 21.)

**23. KINEMATICS. B**

Study of motion and forms of mechanisms; velocity and acceleration diagrams; instantaneous centers; belting, cams, gear teeth and gear trains; link work and valve gears. Three hours a week. (Trig.)

**23a. KINEMATIC DRAWING. B**

Drawing-board application of the work in Course 23; solutions of mechanical movements, cam design, gear teeth, simple kinematic design. Two three-hour periods. Supplementary to Course 23.

**24. ELEMENTS OF POWER PRODUCTION. A**

Theory and principles of operation; steam boilers, engines, and turbines; power plant auxiliaries; gas producers and internal combustion engines; visits to power plants to exemplify the work. Courses 24, 25, 29, and 30 constitute a suitable basis for general power engineering. Three hours a week.

**25. ELEMENTS OF ELECTRICAL ENGINEERING. B**

Fundamental electrical and magnetic quantities; electric circuits, magnetic circuits; transformers and their application; electric motors and their application; electric lighting and heating; electrical measurements; electric generators and power stations; transmission of electricity. Courses 24 and 25 will be of value to many students not contemplating advanced studies in any branch of engineering. Three hours a week. (Phys. 2; Phys. 5 is desirable.)

**26. STATICS AND KINETICS. B**

Resolution compositions and equilibrium of forces, statics of rigid bodies, cords and structures, center of gravity and moment of inertia; kinematics and fundamental equations of motion, velocity, and acceleration; Newton's Laws; dynamics of a rigid body; impact, momentum, centrifugal and centripetal forces, energy of rotation; work, energy, and power; graphical statics of structures and mechanisms; practical problems showing the application of mechanics to engineering. Three two-hour periods. (Math. 5-6, at least simultaneously; Phys. 1 is desirable.)

**27. MECHANICS OF MATERIALS. C**

Stress and strain; strength and elastic properties of materials in tension; compression and shear, torsion; bending moments, safe loading, deflection and resilience; in simple and continuous beams, non-prismatic beams; the use of manufacturers' hand-book, and problems showing the application of the principles in engineering design. Three hours a week. (Engin. 26.)

**28. MECHANICS OF MATERIALS. C**

*Columns and Struts:* Eccentric loading and combined stresses; hooks and springs; cylinders and flat plates; reinforced concrete beams.

*Materials of Construction:* Physical and mechanical properties of materials used in engineering, such as stone, brick, cement, concrete, wood, iron, and steel; the specification and use of these materials in engineering; the manufacture of iron, steel, cement, etc. Three hours a week. (Engin. 27).

NOTE: Courses 26, 27, and 28 constitute a consecutive study of the mechanics of engineering.

**29. THERMODYNAMICS. C**

Conception of thermodynamic quantities, and their application to various gases; the efficiency of heat engines; graphic representation; general equations of thermodynamics; engines using steam and other vapors; refrigeration; use of the steam tables, and solution of problems taken from engineering practice. Three hours a week. (Math. 5-6; Phys. 2 is desirable.)

**30. POWER PLANT ENGINEERING. C**

*Cost study of Power Plants:* Selection of equipment and operating costs with practical problems, illustrated by inspection trips.

*Power Plant Testing Apparatus:* Complete test of a power plant to determine economy and efficiency; calculations and report on the trial. Three hours a week. (Engin. 24; Engin. 29 is desirable.)

**V. ENGLISH**

Professor WRIGHT

Assistant Professor CADY

Assistant Professor HARRINGTON

**I. COMPOSITION AND RHETORIC. A**

A laboratory and lecture course based on a series of problems illustrative of the principles of unity, coherence, and emphasis.

*Required of all Freshmen.* Professor WRIGHT and Assistant Professors CADY and HARRINGTON.

**2. COMPOSITION AND RHETORIC. A**

A continuation of 1, together with a study of the paragraph, the sentence, and the word.

*Required of all Freshmen.* Assistant Professors CADY and HARRINGTON.

**3. HISTORY OF ENGLISH LITERATURE. B**

A rapid treatment of the successive phases of English literary development. The leading factors of English history are also discussed whenever they are necessary to an adequate understanding of the subject. (Eng. 1-2.)

Professor WRIGHT.

**4. HISTORY OF AMERICAN LITERATURE. B**

A treatment of the successive phases of American literary development, similar to that of 3. (Eng. 1-2.)

Assistant Professor CADY.

**5, 6. PUBLIC SPEAKING. B**

A study of the principles of the adequate and effective expression of ideas before an audience, together with practice in the application of these principles. (Eng. 1-2.)

Assistant Professor HARRINGTON.

**7. OLD ENGLISH LANGUAGE AND LITERATURE. C**

A rapid survey of the development of English speech from the beginning to the present time is included in this course, which is preparatory to 8. (Any two B courses.)

Professor WRIGHT.

**8. FOURTEENTH CENTURY LANGUAGE AND LITERATURE. C**

A study centering in Chaucer, but giving to the other authors of the period each his due place. (Eng. 7.)

Assistant Professor HARRINGTON.

**9. SHAKESPEARE. B**

A study of the fundamental facts of Shakespeare's life and art, as illustrated in a selected number of the plays. (Eng. 3.)

Assistant Professor CADY.

**10. PRE-SHAKESPEAREAN DRAMA. B**

A study of the development of the English drama up to the time when Shakespeare began his work. (Eng. 9.)

Assistant Professor CADY.

**11. ADVANCED SHAKESPEARE. C**

A consideration of some of the more difficult problems of Shakespearean criticism, based upon the work of the preceding semester. (Eng. 9-10.)

Assistant Professor CADY.

**13. THE PURITAN AGE. B**

The literature of the seventeenth century will be studied in as much detail as time will permit. This course alternates with 9, and will be given in 1914-15. (Eng. 3.)

Assistant Professor CADY.

**14. THE CLASSICAL PERIOD. B**

A treatment of eighteenth century literature similar to that of seventeenth century literature in 13. This course alternates with 10, and will be given in 1914-15. (Eng. 3.)

Assistant Professor CADY.

**15, 16. NINETEENTH CENTURY POETRY. B**

A course conducted by means of lectures, assigned reading, and written tests. For lack of time, only the major poets of the period can be considered. (Eng. 3.)

Assistant Professor HARRINGTON.

**17, 18. NINETEENTH CENTURY PROSE. B**

A course similar to 15, 16, and alternating with it; to be given in 1914-15. (Eng. 3.)

Assistant Professor HARRINGTON.

**19. THE ENGLISH NOVEL. B**

A study on the basis of a text-book and class-room discussions, together with the reading of a representative work of each of the major novelists. (Eng. 3.)

Assistant Professor HARRINGTON.

**21. ADVANCED COMPOSITION. C**

A study of special phases of the problem of composition. (Any two B courses.)

Assistant Professor CADY.

**23. THE PRINCIPLES OF LITERARY CRITICISM. C**

A detailed study of the nature of literature and of its intellectual, emotional, and formal elements. (Eng. 3 or 4.)

Professor WRIGHT.

**25. THE PRINCIPLES OF POETICS. C**

This course alternates with 23, and will be given in 1914-15. (Eng. 3 or 4.)

Professor WRIGHT.

**VI. FINE ARTS**

Assistant Professor THROOP

Professor SANFORD

Professor BURRAGE

**1. GREEK ART AND CIVILIZATION**

The instruction is given by lectures and stereopticon talks, supplemented by extensive reading on the students' part. Written tests come every two weeks. The department possesses many slides illustrative of every phase of Greek civilization, and the library contains the more important works on archeology. The art and civilization of Assyria, Egypt, and other nations whose work had a formative influence on the Greeks

are treated extensively by way of introduction to Greek art proper. *Open to all Juniors and Seniors.*

Professor BURRAGE.

## 2. ROMAN ARCHEOLOGY, ROMAN AND MEDIEVAL ART

The buildings and statuary of Ancient Rome and its colonies; an outline story of architecture, sculpture, and painting through the early Christian, Byzantine, Romanesque, Gothic, and Italian Renaissance movements, including the period of Raphael and Michael Angelo. The illustrations are by photographs and lantern slides. *Open to all Juniors and Seniors.*

Professor SANFORD.

## 3, 4. HISTORY OF ART FROM THE RENAISSANCE

Architecture, sculpture, and painting. The work of the first semester will cover the period from the Renaissance to the French Revolution. The work of the second semester will concern itself with nineteenth century art, including a study of the influence of William Morris and the spread of interest in decorative art in the home. A survey of contemporary schools and tendencies will also be included. Students electing Courses 3 and 4 must have taken Courses 1 and 2, or must satisfy the instructor of their fitness to pursue the work.

Assistant Professor THROOP.

NOTE: Courses 1 and 2 have been conducted for a number of years in connection with the work of the Greek and Latin Departments. The Department of Fine Arts, of which they are now made a part, concerns itself at present with historical development. The work as here outlined will go into effect in 1914-15. In 1913-14, Course 1 is omitted; Course 2 is given in the first semester, and a one-semester course in the History of Art from the Renaissance in the second semester. While Courses 1-4 are not at present graded, they will meet the requirements of a minor.

VII. FRENCH

Assistant Professor ROBINSON

Assistant Professor THROOP

1, 2. BEGINNERS' FRENCH. A

Elements of grammar; drill in pronunciation; reading and translation of easy prose; study of irregular verbs; dictation exercises; free reproduction of passages read.

Assistant Professor ROBINSON.

3, 4. INTERMEDIATE FRENCH. B

Thorough review of grammar; composition, and translation from English into French; sight translation and free reproduction. Much emphasis is laid upon the reading, in French, of easy texts; retroversion. (French 1-2; or two years of preparatory school French.)

Assistant Professor THROOP; Assistant Professor ROBINSON.

5, 6. CONTEMPORARY FRENCH. C

A course in modern prose, poetry, and the drama, supplemented by a study of some of the more representative French reviews and newspapers, with weekly exercises in writing French. (French 3-4; or three years of preparatory school French.)

Assistant Professor ROBINSON.

7, 8. FRENCH LITERATURE IN THE SEVENTEENTH CENTURY. C

The classical drama—Corneille, Molière, Racine; the poetry of La Fontaine and Boileau; French prose from Descartes to St. Simon. Given in 1915-16. (French 5-6.)

Assistant Professor ROBINSON.

NOTE: Courses 7-8 will alternate with 9-10 and 11-12.

**9, 10. FRENCH LITERATURE IN THE EIGHTEENTH CENTURY. C**

Montesquieu, Voltaire; Diderot and The Encyclopedists; The Revolution, and its bearing on literature; Rousseau and his philosophy; Le Sage, Marivaux, Beaumarchais. (French 5-6.)

Assistant Professor ROBINSON.

**11, 12. FRENCH LITERATURE IN THE NINETEENTH CENTURY. C**

The Romanticists; Realism and Naturalism; literary criticism—Chateaubriand, Sainte-Beuve, Taine; the modern drama. Given in 1914-15. (French 5-6.)

Assistant Professor ROBINSON.

**13, 14. AN ADVANCED COURSE IN FRENCH SYNTAX. C**

This course, for students planning to teach French, will consist of a critical study of the principles of syntax and the best methods of presenting these principles. Open only to Seniors. (French 5-6.)

Assistant Professor ROBINSON.

NOTE: In the Department of French, students of any class will be assigned to those courses for which, in the judgment of the instructor, they are best fitted.

**VIII. GEOLOGY**

Assistant Professor LYFORD

**1. INTRODUCTORY PHYSIOGRAPHY. A**

An introduction to earth science. The origin, development, and classification of land forms, and their influence upon organic nature. Practice in the use of topographic maps.

**2. DYNAMIC AND STRUCTURAL GEOLOGY. A**

Study of the atmospheric, aqueous, and organic agencies acting on and modifying the earth's crust. The rocks of the

earth; the structure of rock masses; stratification; dislocation and metamorphism. The course embraces several afternoon field trips to nearby points of interest. Given in 1913-14.

**3. HISTORICAL GEOLOGY. B**

History of the evolution of the earth and the organic kingdom. Illustrated by an extensive collection of fossils, maps, charts, and other material. Students are offered a few Saturday excursions to places of interest. (Geol. 2.)

**4. ECONOMIC PHYSIOGRAPHY AND METEOROLOGY. B**

Natural factors limiting the extent of industry, population, and civilization. Conservation of the land and its resources. The forest as a physiographic unit. A study of nature as a system of forces in dynamic equilibrium. This course should be elected by prospective forestry students and by those preparing to teach advanced geography in high schools. Given in 1913-14. (Geol. 1 or 2.)

**5. MINERALOGY AND PETROLOGY. C**

Descriptive and determinative mineralogy; blowpipe analysis. The object is to gain familiarity with the common minerals, together with practice in their identification. (Geol. 2 and Chem. 1-2; or Chem. 3-4.)

*Laboratory fee, \$5.*

**6. ECONOMIC AND AGRICULTURAL GEOLOGY. C**

Principles of chemical geology; interaction of mineral solutions within the earth. The segregation of metalliferous minerals, and secondary enrichment of ore bodies. The principles are illustrated by the geology of some of the important American ore deposits. Rock disintegration, decay, and soil formation. Physical and agricultural properties of soils. Not given in 1913-14. (Geol. 5.)

**7. ADVANCED STRUCTURAL GEOLOGY. C**

Study of the characteristics of igneous, sedimentary, and metamorphic rocks and their relation to the dynamics which

have produced the various structures of the earth's crust.  
(Geol. 2 and 5.)

#### 8. GEOLOGY AND ORGANIC EVOLUTION. C

A study of the geographic distribution of plants and animals as a basis for a consideration of the geological evidences and conditions for organic evolution in past ages. A history of ideas concerning the significance of fossils. Not given in 1913-14. (Geol. 3.)

### IX. GERMAN

Professor SKILLINGS

Mr. DAVISON

#### 1, 2. BEGINNERS' GERMAN. A

Essentials of phonetics. Drill in pronunciation and in comprehending the spoken language. Elements of grammar. Memorizing of idioms and poems. Dictation. Reading of simple prose.

Mr. DAVISON.

#### 1a, 2a. BEGINNERS' GERMAN. A

These courses come six times a week, their object being to give more thorough foundation in the elements than a three-hour course permits. They may be elected as two of the five courses required of Freshmen, and count six points towards the A. B. or B. S. degree.

Mr. DAVISON.

#### 3, 4. INTERMEDIATE GERMAN. B

Rapid review of grammar. Sight reading. Conversation, free reproduction, and composition based on the texts read. Memorizing of idioms and poems. Study of synonyms and of word formation. Grammar drill. (Germ. 1-2.)

Professor SKILLINGS.

**5, 6. SCIENTIFIC GERMAN. B**

A course for those who wish the training that will enable them to consult works of reference in German. Assigned outside reading. (Germ. 1a-2a; or 3-4.)

Mr. DAVISON.

**7. GERMAN PROSE AND POETRY; PRACTICE IN WRITING PROSE. C**

Heine's Prose; selected poems of Goethe, Schiller, Heine, and others. Weekly exercises in writing German, with study of idioms and advanced syntax. Assigned outside reading. (Germ. 3-4.)

Professor SKILLINGS.

**8. INTRODUCTION TO GERMAN DRAMA. C**

Intensive study of selected dramas of Lessing, Schiller, Goethe, and others. Assigned outside rapid reading in the drama. (Germ. 7.)

Professor SKILLINGS.

**9, 10. GOETHE'S LIFE AND WORKS. C**

A study of Goethe's personality and influence based upon the study of his selected works. Assigned outside reading in Goethe's works not read in class. (Germ. 8.)

Professor SKILLINGS.

**11, 12. THE GERMAN DRAMA SINCE SCHILLER. C**

A study of selected masterpieces of Kleist, Grillparzer, Hebbel, Hauptmann, Sudermann, and others. The development of the drama in the nineteenth century is traced. Assigned reading in the drama. These courses alternate with 9-10, and will be given in 1914-15. (Germ. 8.)

Professor SKILLINGS.

**13, 14. SURVEY OF GERMAN LITERATURE TO THE CLASSIC PERIOD. C**

A course for advanced students, especially those who intend to teach German, designed to give a comprehensive knowl-

edge of the great movements and the leading ideas in German literature till Goethe. Assigned outside reading. Courses 13-14 alternate with 15-16, and will be given in 1914-15. (Germ. 9-10 or 11-12; or, for Seniors, Germ. 8.)

Professor SKILLINGS.

**15, 16. CONVERSATION; PRACTICE IN WRITING;  
TEACHING METHODS. C**

A course for advanced students, especially those who intend to teach the language. Assigned outside reading. (Germ. 9-10 or 11-12; or, for Seniors, Germ. 8.)

Professor SKILLINGS.

NOTE: In the Department of German, students of any class will be assigned to those courses for which, in the judgment of the instructor, they are best fitted.

**X. GREEK**

Professor BURRAGE

**1. SELECTIONS FROM LYSIAS AND HERODOTUS. B**  
In connection with the study of the text there are frequent exercises in composition, and a thorough review of forms and syntax.

**2. HOMER. B**

The *Odyssey*. Those parts of the epic that are of most vital interest are carefully translated and studied. The ethical import is kept carefully in view, and the conditions of the life described in the poem are illustrated by a consideration of archeological discoveries. Facility in reading is promoted by frequent exercises in sight translation.

**3. SELECTIONS FROM THE LYRIC POETS; EURIPIDES: IPHIGENIA AMONG THE TAURIANS. B**

An introduction to other forms of poetry than the epic, and to other kinds of meter than the dactylic hexameter. The development in poetical form from Homer to Euripides is

traced. Among the authors from whom extracts are made are Archilochus, Alcaeus, Sappho, Anacreon, Simonides, and Bacchylides. In connection with Euripides, lectures are given on the origin, history, and purpose of the drama. (Greek 1-2.)

#### 4. PLATO AND XENOPHON. B

*Apology*, *Crito*, selections from the *Phaedo* of Plato; the *Memorabilia* of Xenophon. A study in the life, character, and opinions of Socrates, as he is portrayed by his two friends and disciples. Elementary statement of a few of the problems of philosophy that Socrates raised and tried to deal with. Discussion of the position occupied by Socrates and Plato in the world of philosophy. (Greek 1-2.)

#### 5. SOPHOCLES AND AESCHYLUS. C

The *Oedipus Tyrannus* and *Electra* of Sophocles; the *Prometheus* and *Persians* of Aeschylus. (Greek 3-4.)

#### 6. AESCHYLUS, EURIPIDES, AND ARISTOPHANES. C

Selections from the *Oresteia* of Aeschylus; the *Medea* of Euripides; the *Frogs* of Aristophanes. Courses 5 and 6 give a fairly complete idea of the four great dramatists of Athens, and lay a foundation for courses in the modern drama or in ethics. External changes in the drama are noted, and the growth of religious concepts is traced. The remaining plays of the authors are read by the student in translation, and reports are required on the more important ones. To be given in 1914-15. (Greek 5.)

#### 7. PLATO'S REPUBLIC. C

(Greek 3-4.)

#### 8. ARISTOTLE'S ETHICS. C

Courses 7 and 8 alternate with 5 and 6. They afford students of philosophy and ethics a chance to read in the original tongue the two masterpieces of the two greatest minds of antiquity. The charm of the *Republic* as literature will re-

ceive special emphasis, and the selections will include all the passages of startling originality. (Greek 7.)

**9. THE ANABASIS AND THE ILIAD. C**

For students who plan to teach Greek. Familiarity with the style of Xenophon and Homer is promoted by copious reading. Careful distinction is made between the essentials and the non-essentials of the language, and an attempt is made to construct such a teaching scheme as will save the pupil's time and maintain his interest. The leading text-books are compared and criticised. Methods of teaching vocabulary, grammar, reading at sight, and translation are discussed. (Two years of College Greek.)

**10. THE GREEK DRAMA IN TRANSLATION**

This course requires no knowledge of Greek. It lays a foundation for the study of the modern drama. The plays read either have value of their own or have exercised an influence on later writers.

*Open to all Juniors and Seniors.*

**12. GREEK POETRY IN TRANSLATION (exclusive of the Drama).**

This course affords an opportunity to read the most spirited and adequate modern translations of poetry of such divergent types as Epic, Lyric, Pastoral, and Occasional. Homer, Pindar, Sappho, Theocritus, and the writers of the Anthology are among the authors read.

*Open to all Juniors and Seniors.*

**13, 14. BEGINNERS' GREEK. A**

A course for those who wish to begin Greek in college. During the first semester the elements of the language are acquired from some one of the First Greek Books. In the second semester, portions of the *Anabasis* are read, with easy selections of more general interest. The course must be continued through two semesters, and should fit the student to take up the regular Freshman Greek the following year.

## XI. HISTORY

Assistant Professor WETHERELL

Assistant Professor ABBOTT

Assistant Professor WHITE

### 1. MEDIEVAL EUROPEAN HISTORY. A

A study of the progress of Western Europe in civilization and political organization from the days of the Roman Empire to the sixteenth century. Courses 1 and 2 cover periods of peculiar interest in the development of nations of the first importance, and are of especial value to all who wish to take work in economics, political science, history, or pedagogy.

Assistant Professor ABBOTT.

### 2. MODERN EUROPEAN HISTORY. A

A continuation of the political history of Europe from the sixteenth century, with some attention to social, industrial, and economic conditions. The course is introductory to some of the greatest political and international problems of the present time. The influence of England is emphasized and the connections with American history made clear.

Assistant Professor ABBOTT.

### 3. AMERICAN HISTORY TO 1789. B

A broad outline which may be taken as an end in itself, or as a basis for more intensive work. A good preliminary knowledge of European—especially English—history is considered essential. (Hist. 1-2.)

Assistant Professor WETHERELL.

### 4. AMERICAN HISTORY FROM 1789. B

A continuation of 3 to the present time. (Hist. 1-2.)

Assistant Professor WETHERELL.

9. EXPANSION OF THE AMERICAN PEOPLE TO  
1840. C

An advanced course for qualified students. Geography and history are closely correlated. Physical geography and primitive conditions of America; European colonization as influenced by natural conditions; shifting of the frontier toward the West, with variations; effects of the struggle with New World conditions on the European settlers; successive stages of life left by advancing frontiers; acquisitions of territory, geographic areas and sectionalism; local and national problems growing out of expansion. (Hist. 3-4.)

Assistant Professor WETHERELL.

10. EXPANSION OF THE AMERICAN PEOPLE FROM  
1840. C

A continuation of 9 to the present time. Courses 9 and 10 alternate with 11 and 12. (Hist. 3-4.)

Assistant Professor WETHERELL.

11. THE AMERICAN CIVIL WAR, 1850-1877. C

A broad treatment of the Civil War as a transition period in American History; military and naval events are subordinated, economic, social, and political developments emphasized. To be given in 1914-15. (Hist. 3-4.)

Assistant Professor WETHERELL.

12. AMERICAN POLITICAL HISTORY SINCE 1877. C

A study of political issues, party organizations, and governmental development in the United States since the Civil War. Emphasis is placed on the interpretation of election returns in the light of economic and social conditions. To be given in 1914-15. (Hist. 3-4.)

Assistant Professor WETHERELL.

13. METHOD IN HISTORY

The philosophy of history, and methods, for advanced students and prospective teachers. The nature and essential elements of history; relation of history to other subjects; forms

of historical materials; methods of criticising and using sources; bibliography; working libraries; source-books; textbook criticism; maps, charts, and other aids; elementary and advanced phases of historical study; the organization of historical knowledge. (Two B courses in History.)

Assistant Professor WETHERELL.

#### 15. ANCIENT HISTORY. B

A survey of the development of ancient civilization with special emphasis on the history of Greece and Rome. Much attention is paid to the use of sources, as being of extreme importance in supplying the proper view-point and stimulus, especially to those who are to teach the Ancient History in high schools. (Hist. 1.)

Assistant Professor WHITE.

#### 16. INDIVIDUAL RESEARCH. C

In this course the student discovers and solves his own problems, with the aid of suggestions from the instructor. Limited to those who have shown special ability in other courses of the department. (Hist. 13; average of 85; special approval of instructor.)

Assistant Professor WETHERELL.

NOTE: Courses 5, 6, 7, and 8 are reserved for special courses in European History not to be given in 1913-14.

### XII. LATIN

Professor SANFORD

Assistant Professor WHITE

#### 1. LIVY. A

For translation such chapters of Books XXI-XXXIX are selected as to constitute a fairly comprehensive story of the second Carthaginian war. Question and answer in Latin gives the student a direct knowledge of simple form and syntax. Prose exercises are required, based on the text. These include a review of elementary principles of Latin

writing, study of vocabulary, practice in handling verb forms, and the development and use of cases.

*Required of all A. B. Freshmen.* Assistant Professor WHITE.

**2. CICERO. A**

Selections from the *Letters*, and reading of *De Amicitia*. The historical outline takes up the story of the struggle between Republic and Empire and runs contemporaneously with the fortunes of Caesar and Cicero as written in the *Letters*. The reading of *De Amicitia* will be made in close connection with a weekly study of the use of mode in Latin. To familiarize the student with the living language, part of the recitation will be conducted in Latin.

*Required of all A. B. Freshmen.* Assistant Professor WHITE.

**3. PLINY THE YOUNGER. B**

Selections from the *Letters* presenting a large number of references to life and customs are chosen for translation. The course is intended to bring the student into a closer touch with the daily life of the Romans than given in the authors previously read. Preparatory to all of the translation courses following. (Latin 1-2.)

Professor SANFORD.

**4. HORACE. B**

Selected *Odes* and *Epodes*. By comparison of the odes with lyrics in Latin and other languages the class attempts to estimate the place of Horace among the poets. The debt of English poetry to Horace is continually referred to, and borrowed or suggested phrases, imitations, and translations in our own lyrics are daily sought in illustration. Very careful preparation of note-books is required. (Latin 3.)

Professor SANFORD.

**5. A STUDY IN LATIN VERSE. C**

Fragments preserved from the early writers are quoted to

point out the beginnings of poetry. Selections from Catullus, Horace, Vergil, Ovid, Tibullus, Propertius, and others are read to show Latin verse in its perfection. A few poems of the Silver Age are given to indicate the changes of form and style to medieval and monkish rhymes. The hymnology of the early Church. (Latin 4.)

Professor SANFORD.

**6. ROMAN COMEDY. C**

The translation of the *Captivi* of Plautus and the *Andria* of Terence, with rapid readings from other comedies. (Latin 3 or 4.)

Professor SANFORD.

**7. TACITUS. C**

The *Germania* and *Agricola*. Comparison of the style of Tacitus with that of other writers of his time. A study of the Roman colonial system. Outline of the history of the later Empire, with brief investigation into the subject of the influence of Rome on the northern tribes and, incidentally, our own inheritance of law and custom from them. Library reading and the study of photographs of Roman remains in Germany and England. To be given in 1914-15. (Latin 4.)

Professor SANFORD.

**8. AN HISTORICAL STUDY IN TACITUS. C**

An intensive study of some period or topic from the early Roman Imperial Era, with the text of the *Annals* as a base. The aim is to develop in the student a spirit of historical criticism, and to help him to use historical material methodically, especially sources. The course is particularly valuable to those who may teach Ancient History. (History 15.)

Assistant Professor WHITE.

**9. A STUDY IN ROMAN PHILOSOPHY. C**

Readings from the *Tusculan Disputations* of Cicero, *De Rerum Natura* of Lucretius, with extracts from Seneca, Marcus Aurelius and Boethius. (Latin 4.)

Professor SANFORD.

**10. ADVANCED LATIN PROSE. C**

An investigation of vocabularies found in prominent Latin authors of both prose and poetry; a comparison of the periodic sentence with the loose structure of the English; examination of the diction of the authors used in the preparatory work; the writing of detached sentences and of connected discourse. To be given in 1914-15. (One C course.)

Professor SANFORD.

**11. VERGIL. C**

The reading of selections from the Aeneid, the Eclogues, and the Georgics, a study in literature rather than syntax; Vergil's personality and peculiar fame; his place among the world's poets; the debt of our own literature to the Aeneid. To be given in 1915-16. (Latin 4.)

Professor SANFORD.

**12. THE TEACHING OF PREPARATORY LATIN. C**

A study of methods and authors used; the relative value of vocabularies, grammatical drill, and sight reading; examination of text-books; Caesar and the substitute authors; the Latin element in English speech, Grimm's law; alternate drifts toward the Latin and toward the Saxon forms; colloquia; tests; the necessity of making Latin a live language; quality versus quantity; literary appreciation. (One C course.)

Professor SANFORD.

**13. OUTLINES OF LATIN LITERATURE. C**

A review of all the authors from Ennius to Boethius; reading of translations; an attempt to form an estimate of the place and value of the literature as a whole, and the tendencies toward appreciation and depreciation at the present time; the passing of the Latin into the Italian, the French, and the other Romance languages; the jingles and the rhymes of the monks; attempts to revive the vernacular. (One C course.)

Professor SANFORD.

**14. ROMAN ORIGINS**

An outline story of our debt to the Roman nation in word making, syntax, literary style and content, myth and tradition, phrases and saws, ritual, government, law and court proceedings, architecture, engineering and road-making, miscellaneous arts and professions. A summary of the reasons for the present place of Roman life and Latin in cultural and practical education. No knowledge of the language is required. Course 14 will become a first-semester course in 1914-15.

*Open to all Seniors and Juniors. Professor SANFORD.*

**XIII. MATHEMATICS**

Assistant Professor CRESSE

Assistant Professor PAINE

**1. SOLID GEOMETRY AND INTRODUCTION TO TRIGONOMETRY. A**

To be given in 1914-15.

*Required of all Freshmen who do not enter with credit for Solid Geometry. Assistant Professors CRESSE and PAINE.*

**2. PLANE TRIGONOMETRY AND ALGEBRA. A**

To be given in 1914-15.

*Required of all Freshmen who do not enter with credit for Solid Geometry. Assistant Professors CRESSE and PAINE.*

**1a. PLANE AND SPHERICAL TRIGONOMETRY. A**

*Required after 1913-14 of all Freshmen who enter with credit for Solid Geometry. Assistant Professor PAINE.*

**2a. ALGEBRA. A**

Properties of quadratics; complex numbers; binomial formula; permutations and combinations; graphical investigation of equations of the first, second, and third degree; theory of equations; determinants.

*Required of all Freshmen in 1913-14, and thereafter of all Freshmen who enter with credit for Solid Geometry. Assistant Professor PAINÉ.*

**3. LOGARITHMS AND TRIGONOMETRY. B**

Theory and use of logarithms; trigonometric analysis; solution of triangles; application to the data of a surveyor. (Solid Geom.)

Assistant Professor CRESSE.

**4. PLANE ANALYTIC GEOMETRY. B**

Loci and their equations in Cartesian coordinates; transformation of coordinates; the line, circle, parabola, ellipse, hyperbola; the general equation of the second degree; poles and polars; use of polar coordinates. (Math. 2, 2a, or 3.)

Assistant Professor CRESSE.

**5. DIFFERENTIAL CALCULUS. C**

(Math. 4.)

Assistant Professor CRESSE.

**6. INTEGRAL CALCULUS. C**

(Math. 5.)

Assistant Professor CRESSE.

**7. DIFFERENTIAL EQUATIONS. C**

A problem course in ordinary equations of the first order, ordinary linear equations of higher order, systems of ordinary equations of the first order and first degree, and linear partial equations of the first order. "Standard Forms." Throughout the course emphasis is placed on the geometric meaning and physical application of the equations. (Math. 6.)

Assistant Professor CRESSE.

**8. ADVANCED GEOMETRY. C**

Selected topics and problems in solid analytic geometry. Methods of modern analytic geometry; homogenous coordinates; abridged notation; investigation of the properties of

curves by recourse to inversion; polar reciprocation and projection. (Math. 4.)

Assistant Professor CRESSE.

**9, 10. THE DIFFERENTIAL EQUATIONS OF MATHEMATICAL PHYSICS. C**

The Newtonian and logarithmic potential functions. Surface distributions; Greene's theorem; attraction of ellipsoids; Fourier's series; spherical and cylindrical harmonics. Applications of the foregoing to electrostatics, the steady flow of heat and electricity, and acoustics. Mathematical theory of the cooling of the earth, and analysis of the vibrations of piano, harp, and violin strings, and elastic membranes. Given in 1913-14 and alternate years. (Math. 6 and Physics 4.)

Assistant Professor PAINÉ.

**11, 12. THE THEORY OF FUNCTIONS OF A COMPLEX VARIABLE. C**

The aim in this course is through assigned reading and class-room discussion to acquaint the student with all the generally employed conceptions of higher analysis. Problems are given which tax the ingenuity of the student less than they require a mastery of the theory. (Math. 6.)

Assistant Professor CRESSE.

**XIV. MUSIC**

Assistant Professor ROYCE

**1, 2. HARMONY. A**

Consonant and dissonant, diatonic and chromatic harmony, keyboard work, and elementary composition are included in this course, which is the first step toward practical music-writing.

**3, 4. MUSICAL FORM. B**

An exposition, through lectures with practical illustrations, of the scientific and esthetic principles governing musical construction.

**5, 6. HISTORY OF MUSIC. C**

A course explanatory of the nature, purpose, and development of music. Emphasis is placed likewise upon a discussion of the lives and work of the great masters.

**7, 8. COUNTERPOINT. C**

A study of the simultaneous combination of melodies from the standpoint of the composer. Consideration of the various species and allotments. Some knowledge of harmony is presupposed on the part of those electing counterpoint.

**9, 10. PRACTICAL COURSE**

This will consist of private lessons in piano playing, the hours to be arranged for individually.

*Two half-hour lessons or one one-hour lesson a week. Open to all students. Fee, \$40 for each semester.*

The courses in the theory and history of music (1-8) will receive credit towards a degree and are subject to no additional fee; for private lessons (9-10) no credit towards a degree will be allowed. Students wishing to elect courses in the department of music must have some knowledge of the elements of musical notation and must satisfy the instructor of their fitness to pursue the special courses chosen.

**XV. PEDAGOGY**

Professor COLLINS

Professor McFARLAND

**1. HISTORY OF EUROPEAN EDUCATION. A**

Educational views and customs in ancient, medieval, and modern times. School life in Greece; Graeco-Roman schools and schoolmasters; decline of classical learning; rise of church control; schools of the Middle Ages; educational significance of the Renaissance and the Reformation; genesis of modern educational ideals. History 1-2 are desirable preliminary courses.

Professor COLLINS.

**2. PSYCHOLOGY OF CHILDHOOD. A**

Ways of studying the physical and mental development of children; the nervous system and its functions; the dawning of conscious life; development of senses and their part in education; steps in mental development; the process of learning; types of mental functioning; the psychological basis of method.

Professor COLLINS.

**3. PSYCHOLOGY OF ADOLESCENCE. B**

A study of the period of adolescent development and of the needs of adolescence. The course aims to present the known facts of the nature and development of the mind and physical organs during adolescence, in order to place the prospective teacher in sympathetic contact with high school students. (Ped. 2 or Phil. 3.)

Professor MCFARLAND.

**4. AMERICAN EDUCATION. B**

Lectures on the evolution of the public school system in its elementary, secondary, and collegiate features; with detailed studies of the present organization and current problems of education in the United States, and students' reports on comparisons drawn from contemporary European schools. (Ped. 1, 2, or 3.)

Professor COLLINS.

**5. PRINCIPLES OF EDUCATION. B**

A general introduction to pedagogy from the genetic point of view, defining education, and tracing its bases in biology, physiology, psychology, and epistemology. After 1913-14 the course will include a study of Herbartian theory and Course 9 will be discontinued. (Ped. 1, 2, or 3, or Phil. 1 or Zoöl. 1.)

Professor COLLINS.

**6. METHODS OF TEACHING. B**

Elements of general method; the method of the recitation;

how to study; efficient use of the materials of the classroom; practice in class teaching. A course intended primarily for those preparing to teach in high schools. (Ped. 2 or 3.)

Professor McFARLAND.

**7. HIGH SCHOOL ADMINISTRATION. C**

The organization and management of secondary schools; hygienic conditions; the curriculum; the relation between principal and assistants; standards of excellence in high school work; proper utilization of the school plant and equipment; school law. (Any B course in Ped.)

Professor McFARLAND.

**8. SECONDARY EDUCATION. C**

Studies in special method relating to high school languages, history, science, and mathematics; a consideration of the value, the content, the problems, and the methods of teaching special subjects; the teacher's preparation; necessary school equipment; standards of excellence; practice teaching in class. (Any B course in Ped.)

Professor McFARLAND.

**9. THEORY OF EDUCATION. C**

An introductory course dealing with topics fundamental to education, such as the nature and meaning of education in their individual and social aspects; bases of education; infancy; heredity and environment; adolescence and its needs; the educational process; and the principles of teaching. Not given after 1913-14. (Any B course in Ped.)

Professor McFARLAND.

**10. RURAL SCHOOL SUPERVISION. C**

A discussion of the problems of supervision with especial reference to the superintendent's functions in training and improving teachers. A course for men intending to enter upon the work of educational management. Students wishing to take this course must secure the permission of the instructor. This will be made a two-semester course in 1914-15. (Any B course in Ped.)

Professor McFARLAND.

## XVI. PHILOSOPHY

*Assistant Professor CUNNINGHAM*

### 1. LOGIC. A

A study of the principles underlying correct reasoning. Interpretation of propositions; analysis of the various types of reasoning. Practice in the construction and criticism of arguments. The aim of the course is to cultivate in the student a habit of independent thinking, and to enable him to detect fallacies and correct them.

### 2. INTRODUCTION TO PHILOSOPHY. B

This course deals in an elementary way with the fundamental problems of science and philosophy. The implications of the sciences for a theory of reality are studied, the philosophical bearings of the theory of evolution being considered in some detail. (Phil. 1.)

### 3. GENERAL PSYCHOLOGY. A

Introductory study of the problems of normal psychology. The central nervous system; sensations; memory; imagination; association of ideas; reasoning; the emotions; the self. Reading in text supplemented by elementary experiments.

### 4. ADVANCED PSYCHOLOGY: STUDIES IN ATTENTION. C

This course aims to study in an exhaustive manner the most essential characteristic of consciousness, namely, attention. Some of the problems dealt with are: the mental effects of attention; the conditions of attention; the methods of measuring attention; attention and interest; attention in memory; the physiology of attention; theories of apperception in relation to attention; attention and the self; attention and education. (Phil. 3, or Ped. 2 or 3.)

### 5. ETHICS IN HISTORY. B

A study of history as past ethics. Investigation of the ethical ideals that have manifested themselves in the historical devel-

opment of the great nations, both ancient and modern. The aim of the course is to give the student an historical background on the basis of which he may deal more intelligently with the moral problems that daily confront him. (Hist. 1-2.)

**6. SYSTEMATIC ETHICS: STUDIES IN ETHICAL THEORY. C**

A rather detailed investigation of the great ethical theories that have arisen in the course of the development of Western thought. The fundamental doctrines of hedonism, utilitarianism, and institutionalism will be studied. The theory of self-realization will also be discussed. Attention will be devoted primarily to the ethical writings of Bentham, J. S. Mill, Kant, and Green. (Phil. 5 or 8.)

**7. EIGHTEENTH AND NINETEENTH CENTURIES**

The aim of this course is to enable the student to get a comprehensive view of these two important centuries of our civilization. The period is treated from the points of view of biology, political science and government, pedagogy, philosophy, ethics, and English, French, and German literature. The course is given conjointly by instructors from these several departments.

*Open to all Seniors.*

**8. HISTORY OF MODERN PHILOSOPHY. B**

A general review of the development of modern thought from the seventeenth century. Detailed study of the Rationalists, Empiricists, Kant, and Hegel. Post-Hegelian tendencies are indicated, and the present status of philosophical and ethical inquiry outlined so far as time permits. A continuation of Phil. 7, although it may be taken by those who have not had the latter. To be given in 1914-15. (Phil. 1 or 5, or Ped. 1.)

**9. HISTORY OF GREEK AND MEDIEVAL PHILOSOPHY. B**

General survey of philosophical conceptions from the sixth

century, B. C., to the beginning of the modern era. Greek philosophy is dealt with in some detail, attention being fixed primarily upon Socrates, Plato, and Aristotle. The period of the Middle Ages is passed over more rapidly, but enough time is devoted to it to enable the student to grasp the different tendencies. The views of Augustine, Anselm, Thomas Aquinas, and Scotus are considered. To be given in 1914-15. (Phil. 1 or 5, or Ped. 1.)

10. STUDIES IN THE PHILOSOPHY OF BERGSON. C  
Among living thinkers no one is more generally known or more influential in the thought of the present than Bergson. This course gives the student a systematic introduction to the fundamental principles of the Bergsonian philosophy. The works which will be read and discussed are: *Time and Free Will*, *Matter and Memory*, and *Creative Evolution*. (Any two B courses in Phil.)

## XVII. PHYSICS

MR. FRANCIS

(in the absence of Professor Bryant.)

### 1. GENERAL PHYSICS. A

Fundamental principles of kinematics; simple harmonic motion; inertia; gravitation; work and energy; elasticity; properties of liquids and gases; waves; sound; reflection, refraction, interference, diffraction, and polarization of light waves, and spectrum analysis.

### 2. GENERAL PHYSICS. A

Theory of heat; calorimetry; transference of heat; thermal expansion; change of state; nature of heat; the earth's magnetic field; magnetic induction; electrostatic induction, potential, and capacity; production of electric currents; electromotive force; electrical resistance; measurement of current; chemical, heating, and magnetic effects of the electric current. (Phys. 1.)

**3. LIGHT. B**

An advanced course, for students who wish more knowledge of the subject than can be obtained from general physics. The laws of reflection and of refraction, with their application to optical instruments; the wave theory of light; the spectrum and its teachings; the phenomena of radiation, absorption, dispersion, interference, and diffraction are some of the topics considered. Not given in 1914-15. (Phys. 1-2, and Math. 3.)

**5. ELECTRICITY AND MAGNETISM. B**

An advanced course covering more thoroughly many of the topics studied in the corresponding work in general physics, together with some additional topics, such as the discharge of electricity through gases, electrons, radio-activity, and wireless telegraphy. To be given in 1914-15. (Phys. 1-2.)

**6. PHYSICAL MEASUREMENTS. C**

Elementary theory and practice of physical manipulation. Laboratory work in the measurements of length, mass, time, velocity, linear and angular acceleration; the verification of the laws of equilibrium of forces; the determination of coefficients of elasticity; the density of solids, liquids, and gases; experiments in sound. A complete record of every experiment is required, giving the apparatus used, the measurements taken, and the results obtained. (Phys. 1-2.)

*Laboratory fee, \$5.*

**8. PHYSICAL MEASUREMENTS. C**

Measurements of thermal expansion, specific heat, latent heats of fusion and of evaporation. In electricity, fields of force, electric resistance, electromotive forces, and strengths of current are measured. The laws of reflection and refraction of light waves, the formation of images by mirrors and lenses are studied, and indices of refraction and lengths of light waves are measured. (Phys. 7.)

*Laboratory fee, \$5.*

**10. ASTRONOMY. B**

The celestial sphere; astronomical instruments; determination of latitude, longitude, and time; the earth as an astronomical body; the moon's motions and physical characteristics; the sun's physical characteristics; revelations of the spectroscope; eclipses; planets; comets; stars and nebulae. (Phys. 1-2.)

**XVIII. POLITICAL SCIENCE.**

Assistant Professor ABBOTT

Assistant Professor WETHERELL

**GOVERNMENT****1. ENGLISH GOVERNMENT. A**

A description of the present working English government, together with sketches of its historical development. A good general knowledge of English history—as much as may be gained in History 1 and 2—is essential. This course furnishes a desirable introduction to American Government.

Assistant Professor WETHERELL.

**2. AMERICAN GOVERNMENT. A**

A rapid survey of the whole field, national, state, and local. Descriptive, with sketches of historical development. This course, together with Gov. 1, lays the basis for the more detailed and technical courses in the department. A good knowledge of American history is essential.

Assistant Professor WETHERELL.

**3. ELEMENTS OF POLITICAL SCIENCE. B**

The origin and development of government and states, their forms, departments, and functions. (Hist. 1, 2, 3, or 4, or Gov. 1 or 2.)

Assistant Professor ABBOTT.

**4. EUROPEAN GOVERNMENTS. B**

Particular attention is given to the national governments

of France, Germany, Italy, and Switzerland. (Hist. 1-2,  
or Gov. 1-2.)

Assistant Professor ABBOTT.

**5. MUNICIPAL GOVERNMENT. B**

The various forms, functions, and powers of city governments  
in the United States. (Gov. 2, or Hist. 2.)

Assistant Professor ABBOTT.

LAW.

**6. CONSTITUTIONAL LAW. C**

A study of the principles and growth of the constitutional  
law of the United States. (Hist. 4, or Gov. 2.)

Assistant Professor ABBOTT.

**7. BUSINESS LAW.**

A brief survey of the rules of law most commonly involved  
in ordinary commercial transactions; especially contracts,  
sales, agency, bailments, and negotiable instruments. An  
elementary and practical course designed primarily for students  
who intend to engage in business or in professions other  
than the law.

*Open to all Juniors and Seniors.* Assistant Professor ABBOTT

**8. INTERNATIONAL LAW. C**

The nature, sources, and development of the rules governing  
the relations of modern civilized states in war and peace,  
with some consideration of recent modifications of the same,  
especially of the Hague Conferences of 1899 and 1907.  
(Gov. 1, 2, 3, 4, or 6.)

Assistant Professor ABBOTT.

**9, 10. ELEMENTARY PRINCIPLES OF LAW. C**

This course is especially valuable for students who expect to  
pursue the study of law, and for those who plan to take  
advanced work in Government or History. (Gov. 3 or  
Gov. 7.)

Assistant Professor ABBOTT.

**XIX. HOME ECONOMICS***(For Students in the Women's College)***MISS WELLS**

- 1, 2. FOOD: ITS SELECTION AND PREPARATION. A**  
The classification, composition, and function of foods. The principles involved in the application of heat to food constituents, and the various processes applied in the preparation of foods. Recitations and laboratory work.

*Laboratory fee, \$5 for each semester.*

- 3. NUTRITION AND FOOD ECONOMY. B**  
The nutritive value and place in the diet of foods. Comparative cost of foods and the processes of preparation. Advanced study of cookery. The preparation, serving, and cost of meals. Lectures, recitations, and laboratory work. (H. E. 1-2; and H. Chem. 1-2.)

*Laboratory fee, \$5.*

- 4. HOUSEHOLD HYGIENE. B**

Food products, their manufacture, preservation, and adulteration. Legislation in regard to pure foods, and its results. The care of food in the home. Household sanitation, including building, drainage, water supply, heating, plumbing, cleaning, and ventilating a house. (H. E. 3 and Biol. 3.)

- 5. TEXTILES. A**

The history and processes of textile manufacture. The study of quality and cost of materials.

- 6. DIETETICS. C**

The principles of nutrition; the chemistry and physiology of digestion. A study of diets under differing conditions; children's diets; school lunches; invalid cookery, and detailed work in the preparation of balanced meals. Recitations and laboratory work. (H. E. 3; Zoöl. 1; H. Chem. 4.)

*Laboratory fee, \$5.*

**7. HOUSEHOLD MANAGEMENT. C**

Economic function of woman and the home; evolution of the home; organization of the household; furnishing and decoration; buying of supplies; accounting and division of the income; care of the house. (H. E. 4.)

**9, 10. METHODS. C**

Lectures on the methods of teaching Home Economics. Planning courses of study, and making lesson plans. Studies in equipment. Practice work in teaching high school classes.

**XX. HOUSEHOLD CHEMISTRY**

(*For Students in the Women's College*)

Assistant Professor LYFORD

**1. GENERAL CHEMISTRY. A**

A course in elementary chemistry, in which the fundamental principles are developed with special reference to the problems of daily life.

*Laboratory fee, \$5.*

**2. QUALITATIVE ANALYSIS. A**

Mainly by means of laboratory work, the student is directed in the application of the more important methods for detecting the nature and composition of substances encountered in household experience. Methods and simple apparatus are devised by the use of which it is possible to test the approximate purity of the various materials of household occurrence. (H. Chem. 1.)

*Laboratory fee, \$5.*

**3. ORGANIC CHEMISTRY. B**

A study of the basal conceptions of the chemistry of the carbon compounds. Those portions of the subject are emphasized which contribute directly as a preparation for 4. (H. Chem. 2.)

*Laboratory fee, \$5.*

**4. CHEMISTRY OF FOODS AND NUTRITION. B**

Physiological chemistry of fats, carbohydrates, proteins, and the inorganic foodstuffs. Metabolism, and the chemical basis of food values. The laboratory work consists of a study of the properties of the various food principles together with the more important tests, and changes such as fermentation, digestion, putrefaction, etc. (H. Chem. 3.)

*Laboratory fee, \$5.*

NOTE: Women may pursue the above courses as a minor and may continue their studies in Chemistry by electing courses after 4 in Department II.

## THE SUMMER SESSION

THE FACULTY OF 1913

INSTRUCTORS FROM MIDDLEBURY COLLEGE

JOHN MARTIN THOMAS, D.D., LL.D.  
*President*

RAYMOND MCFARLAND, A.M.

*Professor of Secondary Education. Director of the Summer Session*

MYRON REED SANFORD, A.M., L.H.D.  
*Professor of Latin*

WILLIAM SARGENT BURRAGE, PH.D.  
*Professor of Greek*

ARCHIBALD DARIUS WETHERELL, A.M.  
*Assistant Professor of History*

DUANE LEROY ROBINSON, A.M.  
*Assistant Professor of French*

G. WATTS CUNNINGHAM, PH.D.  
*Assistant Professor of Philosophy*

FRANK WILLIAM CADY, A.M., B.LITT. (OXON.)  
*Assistant Professor of English*

RAYMOND HENRY WHITE, A.M.  
*Assistant Professor of Latin*

CHAUNCEY ALLAN LYFORD, B.S., A.M.  
*Assistant Professor of Geology*

GEORGE PORTER PAIN, A.M.  
*Assistant Professor of Mathematics*

VERNON CHARLES HARRINGTON, L.H.D.  
*Assistant Professor of English*

PERLEY CONANT VOTER, A.M.  
*Assistant Professor of Chemistry*

EFFIE PARMELEE WELLS, M.S.  
*Instructor in Home Economics*

## INSTRUCTORS FROM OTHER INSTITUTIONS

FRANK EUGENE HOWARD, PH.D.

*Professor of Education, Nebraska Wesleyan University*

RAY WALDRON PETTENGILL, PH.D.

*Instructor in German, Harvard University*

HARLAN TRUE STETSON, PH.B., SC.M.

*Instructor in Physics, Dartmouth College*

CHARLES EVERETT HESSELGRAVE, PH.D.

*Pastor Congregational Church, Chatham, New Jersey*

WILLIAM JACKSON LEONARD

*Associate Professor of Fine Arts, West Virginia University*

DONALD H. WHEELER, A.M.

*Master in Public Speaking, Lawrenceville School, N. J.*

ANNE MAY PIERCE

*Director of Drawing and Manual Training, North Andover, Mass.*

MINNIE HAYDEN

*Steinert Hall, Boston*

ROBERT JAMES SPRAGUE, PH.D.

*Head of the Division of Humanities and Professor of Economics  
and Sociology, Mass. Agricultural College*

## GENERAL STATEMENT

THE Summer Session is organized to meet the wants of experienced teachers and advanced students. Its aim is to afford opportunity for teachers to secure better academic and professional training, to allow college students to continue work for the bachelor's degree, and to encourage graduate students in their work towards a higher degree. To these ends students are grouped in three sections according to their purpose in pursuing courses and their qualifications for obtaining credits.

All courses are open to teachers and others who are qualified to take them, and entrance examinations are not required.

Students completing satisfactorily the course of six weeks will be given a Summer Session certificate indicating the work done. These certificates are often accepted by examiners in lieu of required examinations.

#### THE MASTER'S DEGREE

To obtain the degree either of Master of Arts or of Master of Science, thirty credits, representing one year's work in residence, are necessary. The rule as to securing the Master's degree through work in the Summer Sessions will be found in Graduate Work, Section 3.

#### RURAL LIFE CONFERENCE

A Rural Life Conference, the first of its kind in the State of Vermont, was held in connection with the Summer Session of 1913. The purpose of the conference was to develop rural leadership and to stimulate citizens in their endeavors to uplift rural communities. The sessions of the conference continued for five days and were under the leadership of Prof. Robert J. Sprague, of the Massachusetts Agricultural College. Addresses were given by representatives of the Inter-church Federation of Vermont, the United States Department of Agriculture, the State Board of Health, the Board of Library Commissioners, the State Board of Education, the State Board of Agriculture, the County Work of the Young Men's Christian Association,

the State Industrial School, the State Grange, and the Summer Session.

Preparations are being made for a second Rural Life Conference to be held in connection with the Summer Session of 1914 during the latter part of July. Further announcement will appear in the prospectus of the Summer Session.

#### COURSES OF INSTRUCTION, 1913

At the fifth Summer Session, held July 1 to August 8, 1913, the following courses of instruction were offered:

1. Principles of Education	<i>Professor McFarland</i>
2. Problems in Secondary Education	<i>Professor McFarland</i>
3. General Psychology	<i>Assistant Professor Cunningham</i>
4. Rural Pedagogy	<i>Professor Howard</i>
5. The Training of Children	<i>Professor Howard</i>
6. Composition	<i>Assistant Professor Cady</i>
7. The Drama	<i>Assistant Professor Cady</i>
8. Robert Browning	<i>Assistant Professor Harrington</i>
9. Principles of Style	<i>Assistant Professor Harrington</i>
10. Principles of Expression and Public Speaking	<i>Mr. Wheeler</i>
11. Literary Interpretation	<i>Mr. Wheeler</i>
12. Beginning French	<i>Assistant Professor Robinson</i>
13. Elementary French	<i>Assistant Professor Robinson</i>
14. French Literature in the Seventeenth Century	<i>Assistant Professor Robinson</i>
15. Beginning German	<i>Dr. Pettengill</i>
16. German Conversation	<i>Dr. Pettengill</i>
17. German Drama in the Eighteenth Century	<i>Dr. Pettengill</i>
18. Roman Architecture	<i>Professor Sanford</i>
19. Teachers' Caesar	<i>Professor Sanford</i>
20. Cicero	<i>Assistant Professor White</i>
21. The Greek Drama in Translation	<i>Professor Burrage</i>
22. The Gospels in Greek	<i>Professor Burrage</i>
23. Beginning Hebrew	<i>Dr. Hesselgrave</i>
24. History for Teachers	<i>Assistant Professor Wetherell</i>
25. Seminar in History	<i>Assistant Professor Wetherell</i>

26. Ancient History	<i>Assistant Professor White</i>
27. The Background of the Gospels	<i>President Thomas</i>
28. Making of the New Testament	<i>Dr. Hesselgrave</i>
29. Studies in the Development of the Religion of Israel	<i>Assistant Professor Cunningham</i>
30. The Old Testament in the Light of Archeology	<i>Dr. Hesselgrave</i>
31. Nature Study	<i>Assistant Professor Lyford</i>
32. Practical Physiography	<i>Assistant Professor Lyford</i>
33. General Inorganic Chemistry	<i>Mr. Voter</i>
34. Qualitative Analysis	<i>Mr. Voter</i>
35. Seminar in Industrial Chemistry	<i>Mr. Voter</i>
36. Elementary Physics	<i>Mr. Stetson</i>
37. Physical Measurements	<i>Mr. Stetson</i>
38. History of Physics	<i>Mr. Stetson</i>
39. Descriptive Astronomy	<i>Mr. Stetson</i>
40. Laboratory Astronomy	<i>Mr. Stetson</i>
41. College Algebra	<i>Assistant Professor Paine</i>
42. Solid Geometry	<i>Assistant Professor Paine</i>
43. Food Study	<i>Miss Wells</i>
44. Advanced Food Study	<i>Miss Wells</i>
45. Metal Craft	<i>Miss Pierce</i>
46. Laboratory Metal Craft	<i>Miss Pierce</i>
47. History of Modern Art	<i>Associate Professor Leonard</i>
48. Advanced Drawing	<i>Associate Professor Leonard</i>
49. Vocal Music	<i>Miss Hayden</i>

## SUMMER SESSION OF 1914.

The next session will open on Tuesday, June 30, 1914, with registration and preliminary conferences on Monday and Tuesday. Class-room exercises begin on Wednesday morning.

The classes will meet five times a week for six weeks, unless otherwise stated. The college laboratories, libraries, halls of residence, and dining hall will be open, with increased facilities. The February number of the Middlebury College Bulletin will be a prospectus of the Summer Session of 1914. Send applications for this number to The Director, Summer Session, Middlebury, Vt.

## GENERAL INFORMATION

MIDDLEBURY College was chartered in 1800, and its first class was graduated in 1802, at which time the first academic degrees conferred in Vermont were bestowed. Even before the granting of a charter, collegiate work had been prosecuted in Middlebury, under the leadership of Rev. Jeremiah Atwater, Yale, 1793, the Principal of the Addison County Grammar School, who became the President of the College, having been recommended for the position by Doctor Dwight, then President of Yale College. A library of 494 volumes had already been carefully selected and presented to the College. For ten years all the work of the institution was conducted in a large frame building which it shared with the Addison County Grammar School, but in 1810 Colonel Seth Storrs of Middlebury gave to the Corporation thirty acres of land, "beautifully situated in an elevated part of the village," which now forms part of the College Campus. On this site the first building of the College was erected in 1814. It was called at first "West College," but in 1846 was named Painter Hall, in honor of Hon. Gamaliel Painter, one of the most generous patrons of the College and most useful citizens of the town, who had bequeathed all his property to the institution. It has been in continuous use since its erection, and is the oldest college building in Vermont. The commodious and beautiful Chapel was erected in 1836, and is still the most commanding object on the Campus and in the landscape of the village, and a useful and convenient

HISTORY OF  
THE COLLEGE

administration and recitation building. Starr Hall, a large dormitory, was erected by the beneficence of Charles and Egbert Starr in 1861, and rebuilt in 1865, after a disastrous fire, by the same donors. These three graceful stone buildings, forming a college row typical of New England, give dignity and quiet beauty to one of the most beautiful college parks to be found in America.

The builders of Middlebury were men of deep religious faith and earnest moral purpose, and clergymen from the surrounding towns long exercised controlling influence in the Corporation. The College has had a long and heroic struggle with poverty, but her doors have never been closed, and she has furnished uninterruptedly to the youth of northern New England opportunities for thorough literary education and a vantage point of outlook upon the larger life of the world.

During her first century Middlebury sent out 1,686 MIDDLEBURY'S graduates; 543 of these were clergymen, including 71 missionaries. An RECORD exceptionally large proportion became teachers, of whom 106 were professors in colleges or theological seminaries; 32 college presidents were sent forth by Middlebury from 1800 to 1900. She graduated in that time 400 lawyers, including over 50 judges of courts. Fifteen of her alumni have been members of Congress, and nine, governors of States or Territories. It is Middlebury's boast that, in proportion to her size and the means at her command, no American college has made a nobler record.

A residential town of 2,000 people, on the Rutland Railroad, New York Central Lines, with through

trains between New York and Boston and Montreal, Middlebury is an ideal location for a rural New England college. The foot-hills of the Green Mountains are a few miles distant. From the heights of the College THE VILLAGE OF MIDDLEBURY Campus one sees many of the grander peaks of the Adirondacks. The Otter River flows through the town, and in its valley are many of the best farms of Vermont. Elms and maples line the village streets, and the houses betoken modest thrift and quiet taste. Water of unexcelled purity and quantity is brought from mountain springs, eight miles distant. Intoxicating liquors are not sold, and there are no trolley lines to neighboring cities. The College is the pride of the village, and many of the homes of the people are open to the students.

The specialty of Middlebury is not a department of study, but a type of student. The location of the College in a frugal agricultural region favors economy. For MIDDLEBURY'S SPECIALTY over a century she has sought out particularly the youth from the quiet homes of northern New England and surrounded them with encouragement to modest living while engaged in the pursuit of knowledge. By resolute endeavor college expenses have been kept low. Students who have to work their own way are especially encouraged, in the belief that such students furnish the most healthful tone to an institution of learning. Those who can afford more than Middlebury exacts are invited to consider the advantages to character which come from such an atmosphere in the formative period of life.

5. On the completion of the six extra credits, whether attained in independent investigation or in class-room work, an examination shall be given covering as much of the work of the department which the candidate has taken as shall be deemed necessary, and, at the discretion of the instructor, a thesis may be assigned.

6. If the additional six credits for an Honor be pursued in class-room courses, these courses must be taken in accordance with the rules regarding extra hours.

7. Credits for Honors may be counted later toward the Master's degree.

These honors will be printed on the Commencement programme and in the next annual Catalogue, and will be certified to, when requested, by a written certificate from the President and the professor of the department, stating the nature and quality of the extra work done.

The degrees of A.B. and B.S. are conferred *cum laude* upon those who have attained an average rank, for the entire course, of 85 to 90 per cent; *magna cum laude* if that rank is 90 to 95 per cent; *summa cum laude* if it is 95 per cent or above.

#### PRIZES

THE PARKER PRIZES. Established by gift of Daniel Parker, Esq., in 1807, and Professor Frederick Hall in 1820. Two prizes of \$20 and \$10 to two of the competitors in the Freshman class who are adjudged the best speakers at a contest on Monday evening of Commencement Week.

THE MERRILL PRIZES. Established in 1882 by bequest of Rev. Thomas Abbot Merrill, D.D., Trustee 1806-1855. Four awards, \$25, \$20, \$15,

and \$10, to the four men of the Sophomore class adjudged the best speakers at the same contest.

**THE DEACON BOARDMAN PEACE PRIZE.** Established in memory of Samuel Ward Boardman, 1789-1870. An annual prize of \$30 to the member of the Junior class submitting the best essay in favor of peace, and in opposition to war as a method for settling international differences. The essay must be creditable as a literary composition and consist of at least 2,000 words. The first award of this prize was in 1912, the recipient being Dale Simpson Atwood, of the Class of 1913.

**THE PEDAGOGY PRIZES.** Two prizes of \$40 and \$20 for the students of the Department of Pedagogy submitting the best essays on educational topics.

In the Latin Department, recognition is made of excellence in the work of the second semester of the Sophomore year, including the preparation of a notebook exhibiting the debt of English poetry to Horace, by the presentation to the two successful competitors of reproductions of works of classic art, selected by the head of the department.

For the year 1913-14, two prizes, \$15 and \$10, are offered to men for excellence in debate. Similar prizes are offered to women for excellence in reading.

#### THE EGBERT STARR LIBRARY

THE Library of Middlebury College is older than the institution itself. Before the granting of the charter the benevolent and progressive citizens of the town had collected some 500 well-chosen vol-

umes for the use of students. Volumes bearing the autographs of some of the founders are still on the library shelves. In the early history of the College two flourishing student organizations, the Philomathesian and Philadelphian Societies, founded libraries which were unusually extensive and valuable for the time, and many of their volumes are still among the treasures of the College. Great improvement in the Library was made during the administration of President Cyrus Hamlin (1880-85), who removed the books from the Chapel to the north division of Painter Hall, and opened all the shelves to the students.

The beautiful and convenient marble Library now occupied was erected with funds bequeathed by Mr. Egbert Starr, and dedicated during the centennial exercises of the College in July, 1900. The cost of the building was \$50,000, to which was added \$5,000 for its decoration and \$5,000 for the purchase of books by the son of the donor, Dr. M. Allen Starr. The front of the building is entirely devoted to a large and convenient reference library, and the capacity of the stacks is 90,000 volumes. The entire Library now contains about 45,000 volumes, and is a depository of government publications. The number of volumes added the past year was 1,130, exclusive of government documents. Students are granted free access to all the shelves. The building is open continuously through the working hours of the day. The reference rooms contain a large number of reviews and magazines, and reading rooms with daily and weekly papers are maintained in Painter and Pearsons Halls. A reference library on education is provided in the rooms of the Department of Pedagogy.

The Library staff has recently been increased. The appropriation for Library purposes is now \$3,500 a year, and several gifts of money for additions to the Library have been received, as well as a number of volumes by donation. A few students from the upper classes are given employment in the Library in part payment of their tuition.

The College is desirous of possessing as complete a collection as possible of the publications of Middlebury graduates, and alumni who are authors of either books or pamphlets are requested to coöperate in bringing this about by presenting the Library with copies of their works.

#### THE WARNER SCIENCE HALL

THE studies in the Departments of Physics, Biology, Geology, and Home Economics are pursued in the large and convenient Warner Science Hall, erected in 1901 through benefactions of the late Ezra J. Warner, of the Class of 1861. The building is a memorial of his father, Hon. Joseph Warner, formerly a resident of Middlebury, and a trustee of the College from 1850 to 1865. By the will of Mr. Warner the College has received a bequest of \$25,000 for the care and maintenance of the Hall, and for the purchase of supplies for the departments which it accommodates.

The Department of Physics is located on the first floor, and comprises a main laboratory for student use with sufficient apparatus for two full years of study and investigation in Physical Science, a private laboratory for the instructor, and a physical lecture room.

In the summer of 1913 the Department of Chemistry was moved to a new building, and the second and third floors of Warner Hall were divided among the Departments of Biology and Geology.

A pleasant and convenient laboratory of Home Economics has been fitted up and equipped.

Advanced study and independent research are encouraged in each of the natural and physical sciences, and in the modern and well-furnished laboratories of this building abundant opportunities are afforded to the student.

#### THE HALL OF CHEMISTRY

IN September, 1913, the Department of Chemistry was established in the new laboratory building erected with a portion of the General Education Board fund of \$200,000.

This building is 44 by 100 feet, three stories, and the basement is lighted with full-sized windows, so that for all practical purposes it constitutes another story. The material is Vermont marble, laid in random ashlar, with rubbed white marble trimmings.

In the basement are the combustion and assay rooms, the organic laboratory, the laboratory for water and milk analysis, the fan room for the extensive flue and ventilation system, a balance room, two dark rooms for photography, and four store rooms.

The first floor is used at present for the Departments of French and Mathematics, and for a portion of the work in English.

The second floor provides two large laboratories for qualitative and quantitative work, a private laboratory for research work, a large library and conference room, a hydro-sulphide room connecting

with the qualitative laboratory, two balance rooms, and a store room.

On the upper floor are the general chemical laboratory, which is fitted with fifty-six desks and ample hood room, a large lecture room with raised seats and a lecture table with hoods, a store room, a balance room, and the private laboratory and office of the head of the department.

The building is completely equipped with water, air, and gas pipes, and with electricity for light and power. The interior finish is white unglazed brick. The building is perfectly lighted by a hundred spacious windows, and is attractively located on the college quadrangle, facing the McCullough Gymnasium.

#### THE MUSEUM OF NATURAL HISTORY

AMONG the professors of the College for many years have been men of marked ability in natural science, who have shared with the institution the fruits of their researches. One of the earliest geological surveys of Vermont was conducted by Professor Charles B. Adams, who then occupied the chair of Natural History. He laid the foundation for the large collection of fossils representing the different geological formations. The work of Professor Henry M. Seely, long connected with the College, is in evidence in the large collection of fossils of the Champlain Valley.

In Botany, the complete series of the flowering plants and ferns of the Champlain region, which was collected by President Brainard, is especially notable. This herbarium is constantly increasing, and valuable

additions have been made in recent years in the higher fungi and other cryptogamous plants gathered by Dr. Edward A. Burt.

The Zoological Museum has recently received accessions from the Smithsonian Institution and from Mr. Silas H. Paine, of Silver Bay, N. Y.

#### THE McCULLOUGH GYMNASIUM

IN 1910 Hon. John G. McCullough of Bennington offered to give \$25,000 towards the erection of a gymnasium, and the alumni of the College completed a gymnasium fund of \$50,000 at Commencement of that year. The building was dedicated at the Commencement of 1912. The material is light marble, and the style colonial, like the other buildings of the College. The dimensions are 110 by 57 feet. The main floor contains a large exercising room and basket-ball court, with a room for smaller gymnastic classes, which also serves as a stage for dramatic representation. The first floor contains a locker room, with space for 375 lockers, abundant shower baths, director's office and examination room, faculty locker room, two handball courts, boxing and fencing room, and quarters for visiting athletic teams. A convenient serving room renders the building available for college banquets.

Courses in physical education are offered to all students and are required of Freshmen and Sophomores. This work is under the direction of Mr. Ray L. Fisher, who is also in charge of all college athletics.

#### THE PORTER ATHLETIC FIELD

THE College has recently acquired a new athletic field, purchased and equipped at a cost of \$10,000, the gift of a friend. The field is east and south of the Library, lands extending from the Cornwall road to South Street, owned recently by Professor Howard, the Linsley estate, and Mr. J. Edwy Buttolph, but known to older graduates as part of the Porter farm. It is about eighty acres in extent, beautifully situated, rolling meadow and pasture, with never-failing springs and a grove of large pines, and commands an extensive view of the Green Mountains. A quarter-mile cinder track has been built, and also a field for baseball and football. A residence street, extending from Main Street to South Street, will be constructed in the summer of 1914. The athletic field will be known as Porter Field.

#### COLLEGE OFFICES

THE office of the President is located on the third floor of the Chapel. The President may be seen from 11 to 12 A.M. every day except Sunday, and consultation by students on any subject of importance to them is cordially invited. When the President is out of town the Dean is in charge of the College. A catalogue of all graduates, former students, and friends of the College is kept in the office, and prompt notification of change of address is requested. The President's home is the large dwelling built for the purpose by President Kitchel and purchased for the College with funds contributed by Hon. Joseph Battell of the Class of 1823.

The Dean's office is in Painter Hall, middle division. Men desiring to be out of town while Col-

lege is in session should first secure permission there. Excuses for absence are also presented at that office.

The Dean of Women has her office on the fourth floor of the Chapel, where women may offer reasons for absence.

The office of the Registrar is in Painter Hall, middle division. All students are expected to register at the beginning of each semester. The Registrar's office will be open for this purpose on and after the Monday before the beginning of the college year.

The Treasurer of the College has his office in the National Bank of Middlebury, and may be seen during banking hours. At the opening of the college year, and again at the beginning of the second semester, the Treasurer will establish a temporary office in one of the College buildings, for the convenience of students in the payment of bills.

#### RELIGIOUS SERVICES

THE exercises of each day, except Sunday, begin with religious services, which all students must attend. They are also required to attend public worship on Sunday morning, at such churches as are decided upon by the students or their parents.

In the Hemicycle of Warner Science Hall, the Young Men's Christian Association holds meetings on Tuesday evenings, and the Young Women's Christian Association on Thursday afternoons, to which the students are welcome.

The College is non-sectarian, but seeks to promote a healthful religious influence.

#### HALLS OF RESIDENCE FOR MEN

PAINTER HALL was erected in 1814, and is one of the best examples of colonial architecture in New England. It was first known as West College, but since 1846 has borne the name of Gamaliel Painter, one of the founders of the College, whose generosity provided the funds for the building.

Starr Hall was built in 1861, and was rebuilt, after a disastrous fire, in 1865. The funds for its erection were contributed by Charles and Egbert Starr. It has thirty-two suites, designed for two students each, consisting of study, bedroom large enough for two single beds, and closets.

Both halls are of gray limestone, and are substantial and comfortable buildings. A few years ago they were remodeled and furnished with bathrooms, water-closets, steam heat, and electric light. The charges for rooms in both dormitories are the same, and are exceedingly moderate: \$40 a year per student when two occupy a room, and \$80 when a room is occupied singly, including light and heat in each case. The rooms in both halls are furnished with single iron beds; other furniture must be provided by the student, and may be purchased in Middlebury. Students should bring bedding.

In assigning rooms, preference is given to students in College in order of classes. A drawing for rooms for 1914-1915 will be held June 6, 1914. Students now occupying rooms, and desiring to retain the same, may do so by depositing \$5 advance payment on room-rent with the Treasurer before June 6. Others desiring rooms for next year, including incoming students, may secure reservations by making the \$5 advance deposit. Rooms not taken June 6

will be assigned to students applying later in order of application, irrespective of classes.

The halls will be ready for occupation by the students on the noon of the Monday that precedes the opening of College after any vacation period; they will be closed for all vacation periods on the noon of the first Saturday after the period begins.

#### HALLS OF RESIDENCE FOR WOMEN

PEARSONS HALL, a new building for women, was opened at the beginning of the college year in 1911. It is located on a commanding height overlooking the village, from which wide views of the Adirondacks and Green Mountains are obtained. The hall is of marble, of pleasing colonial design, and contains a large social hall, a gymnasium, and dressing and bathing rooms, besides both single and double living rooms.

Battell Cottage was enlarged in 1910, the addition furnishing the dining hall and kitchen for both the Cottage and Parsons Hall. The two buildings together accommodate about one hundred women.

A new home for women, accommodating seventeen, was constructed in the summer of 1913. It is located on the campus of the Women's College, and is known as Hillside Cottage.

The price of board and room in each building is \$200 a year, payable semi-annually in advance to the Treasurer of the College. Applications for rooms may be made to the Registrar, Middlebury College.

**HAMLIN COMMONS**

TABLE BOARD is furnished to men at Hamlin Commons. The College owns the building, which is located just outside the Campus, and gives the use of it to the students without cost. The food is plain but abundant, and the cost is \$3.50 a week. Payment is required each week, strictly in advance.

**EXPENSES**

THE location of the College in a small village in a frugal agricultural region favors economy, and by a resolute endeavor the expenses of students have been kept extremely moderate. The charges of the College are small, and the general expenses of students should not be large. The following table indicates the principal items:

Tuition .....	\$100.00
Room rent in Starr or Painter Hall, including heat and light.....	40.00
Table board for 37 weeks, at \$3.50 a week...	129.50
Graduation Fee (Seniors only).....	11.00

By action of the Trustees the fee for incidentals (\$12) charged heretofore will be abolished after the year 1913-14, and tuition beginning September, 1914, will be \$100.

In most of the elective courses in Chemistry, Biology, and Physics, a laboratory fee of \$5 for each semester is charged, as specified in the announcements of the several courses.

The charges for room rent, heat, and light in Starr and Painter Halls are on the supposition that two students occupy a room. When a student rooms alone, the charge for rent, including heat and light, is \$80 per year.

## SUMMER SESSION STUDENTS

Mabel L. Agnew, A.B. (Middlebury), Teacher, High School, Middlebury.  
Frederick A. Alden, Student (Dartmouth), Vergennes.  
Frances O. Allen, Teacher, High School, Merrick, Mass.  
James G. Anderson, Student, East Orange, N. J.  
Mary T. Archibald, A.B. (Middlebury), Teacher, High School, Shoreham.  
Viva C. Badger, A.B. (Radcliffe), Teacher, High School, Sunapee, N. H.  
Ada Barnes, Student, Middlebury.  
Ethel A. Belden, A.B. (Oberlin), Teacher, High School, Princeton, N. J.  
Wayne C. Bosworth, A.B., A.M. (Middlebury), Rhodes Scholar, Oxford, Eng.  
Ada E. Bristol, Middlebury.  
Adelaide W. Brown, A.B. (Barnard), Teacher, Public School 30, Brooklyn, N. Y.  
Edith H. Brown, Teacher, Brooklyn, N. Y.  
Emma H. Brown, Brooklyn, N. Y.  
S. Louise Burchard, A.B. (Vassar), Teacher, High School, Hamilton, N. Y.  
John A. Burton, A.B. (Colby), Principal and Superintendent, Nantucket, Mass.  
Faye B. Butterfield, A.B. (Middlebury), Teacher, Synodical College, Fulton, Mo.  
Katharine Burrage, Middlebury.  
Grace S. Buttolph, A.B. (Middlebury), Teacher, High School, Middlebury.  
Marion K. Cady, Middlebury.  
Mildred Cady, Middlebury.  
Agnes G. Calhoun, Teacher, Middlebury.  
Vernie L. Chamberlain, Teacher, Randolph.  
Ruth Mary Collins, Middlebury.  
S. Louisa Cook, Assistant Supervisor of Drawing, Geneva, N. Y.  
David H. Corkran, A.M. (Middlebury), Clergyman, Middlebury.  
Leah Corkran, Middlebury.  
Clarissa I. Coolidge, Teacher, Peru.  
N. Grace Coolidge, Teacher, Greenfield, Mass.  
Carrie M. Corson, Teacher, Lynn, Mass.  
C. Beulah Cornell (ex-Middlebury), Teacher, Monkton.  
George C. Cornell, Clergyman, Monkton.  
Theron L. Culver, B.S. (Middlebury), Teacher, High School, Conway, Mass.

Effie N. Daunis, Middlebury.  
Beatrice M. Day, East Middlebury.  
Leslie E. Day, East Middlebury.  
Ralph B. DeLano, A.B. (Middlebury), Teacher, High School, Winchester, Mass.  
Ethel W. Devin, A.B. (Smith), Teacher, St. Mary's School, Concord, N. H.  
Lou M. Dutton, A.B. (Middlebury), Teacher, Chelsea.  
Arthur T. Ellison, Student, Farmington, N. H.  
Genevieve Fellows, A.B. (Middlebury), Teacher, High School, Wells River.  
Jessie T. Fenn, Middlebury, R. F. D. No. 6.  
Mary M. Geran, Student, Holyoke, Mass.  
Daisy E. Godfrey, Student, Brandon.  
Harvey E. Goodell, Student, Readsboro.  
Ruth Grosvenor, Teacher, Middlebury.  
Carl D. Grupe, A.B. (Middlebury), Principal, High School, Chelsea.  
H. Ray Hall, Student, Hardwick.  
Howell K. Hallett, Student (Dartmouth), St. Louis, Mo.  
Helen L. Hard (ex-Michigan), Teacher, High School, Detroit, Mich.  
Carrie R. Harmon, Teacher, High School, Geneva, N. Y.  
Woodburn Prescott Harris, A.B. (Middlebury), Principal, High School, Pittsford.  
Rufus M. Hartill (ex-Adelphi), Teacher, Public School, Brooklyn, N. Y.  
Lilian Haver, Teacher, High School, Bayonne, N. J.  
Thelma G. Havens, A.B. (Middlebury), Teacher, High School, Springfield.  
Perry Hayes, Student (Dartmouth), South Manchester, Conn.  
Ruth Hesselgrave, Chatham, N. J.  
Susie W. Hesselgrave, A.B. (Middlebury), Chatham, N. J.  
Robert N. Hogsett, Student (Dartmouth), Cleveland, Ohio.  
Roy J. Honeywell (ex-Union), Clergyman, Rensselaer, N. Y.  
Florence E. Hooker, Teacher, Middlebury.  
Edna Howard, A.B. (Michigan), Berea, Ky.  
Roswell E. Hubbard, Student (Bowdoin), Hatfield, Mass.  
Alice C. Humphrey (ex-Smith), Teacher, St. Mary's School, Concord, N. H.  
Kathleen A. Hunt, A.B. (Middlebury), Teacher, High School, Westport, N. Y.  
Ellen H. Kingsbury, A.B. (Mt. Holyoke), Teacher, Taunton, Mass.  
Mabel V. Ladd, Teacher, Northfield.  
Bernard A. Leonard, B.S. (Middlebury), Teacher, High School, Chehalis, Wash.  
Cora G. McCrakan, Providence, R. I.  
Elizabeth B. McFarland, Middlebury.  
Alice K. MacGilton, Middlebury.  
George McGregor, Clergyman, Newcastle-upon-Tyne, England.

Rachel A. Malcomson (Mich.), Teacher, Detroit, Mich.  
Mabel A. Meade, Student, Middlebury.  
Eleanor H. Means, A.B. (Smith), Middlebury.  
William A. Miller, A.B. (Columbia), Superintendent of Schools,  
Matawan, N. J.  
S. Frederic Monroe, A.B. (Amherst), Teacher, High School, Cos  
Cob, Conn.  
Myrtle A. Mosier, A.B. (Middlebury), Preceptress, Montpelier  
Seminary, Montpelier.  
Laura L. Newell, A.B. (Middlebury), Teacher, State Industrial  
School, Vergennes.  
Elizabeth Novak, Middlebury.  
Susan D. Parker, Middlebury.  
Hazel Parmelee, Teacher, St. Albans.  
Julia P. Parnell, Teacher, Springfield, Mass.  
Annie E. Perkins, Student, Berwick, Me.  
Duncan G. Porteous, Clergyman, East Burke.  
Hobart B. Potter, Jr., Student, Newark, N. J.  
James B. Ramage, Student (Dartmouth), Monroe Bridge, Mass.  
Clinton S. Reynolds, A.B. (Middlebury), Teacher, Volkman School,  
Boston, Mass.  
William Richmond, A.B. (Middlebury), Teacher, Troy Academy,  
Troy, N. Y.  
Thomas M. Ross, Student, Northfield.  
John E. Rourke, Student, Brooklyn, N. Y.  
George H. Sanderson, A.B. (Yale), Teacher, High School, Moosup,  
Conn.  
Harriet G. Sanderson, Moosup, Conn.  
Lewis W. Sanford, Clergyman, Passumpsic.  
Catharine Shea, Teacher, Middlebury.  
Esther H. Shea, A.B. (Middlebury), Teacher, High School,  
Winooski.  
Mary A. Shea, Student, Middlebury.  
Michael F. Shea, Student, New London, Conn.  
Margaret F. Sheldon, A.B. (Middlebury), Graduate Student, Mid-  
dlebury.  
Barbara H. Smith, A.B. (Middlebury), Teacher, High School,  
North Troy.  
Anna M. Spaulding, Teacher, Hardwick.  
Carrie E. Springstead, Teacher, Grammar School, Geneva, N. Y.  
Lindley S. Squires, Rutland.  
Florence B. Stetson, A.B. (Wellesley), Hanover, N. H.  
Harry H. Stetson, Clergyman, Troy, N. H.  
Lucy H. Stetson, Troy, N. H.  
Jennie A. Stewart, Teacher, Randolph.  
Linwood Taft (ex-Univ. of California), Superintendent of Schools,  
Woodstock.

## Middlebury College

Arthur C. Thomas, A.B. (Middlebury), Teacher, Taft's School, Watertown, Conn.  
Paul D. Thompson, Student, Fitzwilliam Depot, N. H.  
Roy H. Walch, A.B. (Middlebury), Principal, High School, Alton, N. H.  
Agnes A. Warner, Middlebury.  
Frances H. Warner, A.B. (Middlebury), Teacher, High School, Middlebury.  
Clarence M. Webster, Student (Clark College), Hampton, Conn.  
Ethel M. Wellington, Teacher, East Barre.  
Elmer R. West, Student, Ticonderoga, N. Y.  
Raymond C. Whitney, Student, Millbury, Mass.  
Edna H. Wilder (ex-Middlebury), Teacher, Beeman Academy, New Haven.  
Sophie Wilds, A.B. (Smith), Middlebury.  
Dora M. Willson, Student, Lunenburg.  
Ardelle Wright, Teacher, Vergennes.

## SUMMARY

### SUMMARY BY CLASSES

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate Students	4	7	11
Seniors	25	23	48
Juniors	37	36	73
Sophomores	47	41	88
Freshmen	67	51	118
Special Music	..	2	2
	180	160	340
Summer Session	45	75	120
<i>Total</i>			460
<i>Counted twice</i>			18
<i>Net total</i>			441

### CLASSIFICATION BY COURSES

#### UNDERGRADUATES ONLY

<i>Men</i>	<i>Candidates</i>	<i>Candidates</i>
	<i>for A.B.</i>	<i>for B.S.</i>
Seniors	11	14
Juniors	19	18
Sophomores	18	29
Freshmen	12	55
<i>Women</i>		
Seniors	23	0
Juniors	36	0
Sophomores	36	5
Freshmen	43	8
<i>Total</i>	198	129

## GEOGRAPHICAL DISTRIBUTION

UNDERGRADUATES ONLY

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Vermont	60	85	145
Massachusetts	39	26	65
New York	27	7	34
Connecticut	16	12	28
New Hampshire	13	14	27
New Jersey	17	2	19
Maine	0	3	3
Japan	1	1	2
Rhode Island	1	0	1
Pennsylvania	0	1	1
Ohio	1	0	1
Canada	1	0	1
	—	—	—
	176	151	327

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**Vermont Eugenics: A Documentary History.** This document is: "The Importance of the Rural Problem." Address to the Rural Life Conference at Middlebury College Middlebury College Bulletin , Sprague, Robert J. . July 7, 1913. 1913.

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**Addresses given at the Rural Life Conference Middlebury  
CollegeMiddlebury, VermontJuly 7 to 13, 1913**

COMPILED BY PROF. RAYMOND MCFARLAND DIRECTOR SUMMER SESSION

**INTRODUCTION.**

The first Rural Life Conference held in Vermont resulted from an invitation from the Interchurch Federation of Vermont to the officials of Middlebury College that opportunity for a conference be given at the Summer Session of the College. The College accepted the invitation, opened its halls to the use of conference members, and provided speakers for the week's program. The Interchurch Federation was established in 1905; in 1912 it adopted the following program, through which it accepted responsibility for the general betterment of conditions in Vermont:

"We propose to take for our first endeavor the economic, social and intellectual, and religious, improvement of the small towns of the State.

"We pledge our help to communities of this kind, especially in securing for them an efficient religious leadership:

"By the promotion of summer conferences for instruction and inspiration for religious work in the open country.

"By extension work, including correspondence courses in the country church, and in modern agriculture.

"We agree to outline plans for the uplift of certain districts, to assume the task through a common effort to be made under the leadership of a committee to be chosen under the separate churches of that district, and requesting that these churches become responsible for the special field assigned, and labor for its uplift by all possible means, but including:

"The approach of the people on the side of the work whereby they earn their daily bread, and the endeavor to stimulate better farming and better living, so that Vermont boys may realize that they have a chance in Vermont.

"The organization of towns for recreation and common social amusement to cure the ills of isolation and neighborhood jealousy.

"We believe that each religious body represented in Vermont should work first for the welfare of Vermont, and should subordinate its own promotion to that end.

"We promise to lay to heart the condition of our rural schools-- teachers underpaid and frequently changed, insufficient books and supplies, inadequate buildings and grounds,--and we pledge our co-operation in any movement looking to the equalizing of educational advantages between country and city children."

Prof. Robert J. Sprague, head of the department of Humanities and professor of Economics and Sociology, Massachusetts Agricultural College, was leader of the conference and conducted the discussion of the sessions and round-table conferences.

Acknowledgments are hereby made of the valuable assistance of the leader and speakers of the conference, the success of which was due in a great measure to their generous co-operation and efforts.

RAYMOND MCFARLAND, Director Summer Session. ADDRESSES BY PROF. ROBERT J. SPRAGUE MASSACHUSETTS AGRICULTURAL COLLEGE, AMHERST, MASS

### **THE IMPORTANCE OF THE RURAL PROBLEM.**

The rural problem is important because it affects the life, health, morals and virility of the whole nation. The rural region under a healthful, economic and social condition, with a fair degree of prosperity develops a population with better health and longer life than the city brings forth. In the country there is less crime and a steadier standard of morals. The birthrate is higher and a surplus of population is produced, whereas in the city the population does not reproduce itself. In the country there is a higher degree of democracy and a better balanced and more all around citizenship, because there is an evener distribution of property and a larger proportion of the people are tax payers. There is nothing like a tax receipt to make a man into a citizen, and nearly everybody in the rural region owns something and helps to support the government.

### **LESSONS FROM ROME.**

Some lessons can be learned from the experiences of the Roman Empire. In Rome wealth was concentrated largely for purposes of consumption and there were many wealthy men who as such came well up to the millionaires of the present day. One of the fatal mistakes of the Roman civilization was in concentrating the farm property, driving off the small farmers and middle classes, and filling the rural regions with slaves and wage earners. In addition to this heavy taxes were thrown upon the rural communities and the economic life of the countryside was sapped by such methods. The concentration of this wealth in the city of Rome led to conditions which in the end caused the extinction of the dominant and brainy classes. They lived a life of extravagance and waste. They feared honest labor and sought to live a life of speculation and unearned increment. The young people who were obliged to work at all wanted white-collar jobs and a sporting life. Divorce and the instability of the family were prominent features of

society. Lawlessness and other forms of race suicide soon became a racial menace. The independence of woman and charitable work were also interesting developments of the times. The result of these evils were that the old conquering Roman stock died off. Rome was never conquered, she died, and the virile democratic races of the North merely occupied the old shell in which the once virile Roman lived.

### **RACIAL DECLINE OF THE ANGLO SAXON IN AMERICA.**

In some ways the features of Anglo Saxon civilization in America resemble those of the decadent Roman days. We differ from them in two important points, viz.: we still preserve a great rural population and the even distribution of rural wealth, and we have a higher degree of intelligence and education of the whole people. But, after all, there are indications that the Anglo Saxon has a tendency to decline under industrial and urban conditions of life. The British people have recently had this strikingly brought to their attention and are carrying out numerous revolutionary reforms in order to re-establish the small farmer and something like the old English yeomanry. In Massachusetts the State takes a census of its own in the middle of each decade, and this shows that the native stock has for many years been failing to keep up its numbers while the foreign born stock has been increasing rapidly by the excess of births over deaths. The tendencies of our intense civilization may be seen in the marriage rates of college women wherein it appears that, on the average, they do not produce one-half enough children to replenish their numbers. Again, the system of public education, especially as it is carried out in the high schools, divorces the young people from a desire to work, and is liable to leave them stranded with high standards of life and little earning power. This condition drives them to the cities after white-collar jobs, compels them to delay marriage, and, finally, causes race suicide.

The rural regions of America now populated by Anglo Saxons give different results. The rural middle West, the agricultural South, the countrysides of New England, in Maine, New Hampshire, and Vermont keep up their population as far as births versus deaths is concerned, although they export many of their products to the industrial and commercial centers. It appears at present as if the Anglo Saxon would survive only by holding the rural regions and the farmer's occupations. All of the evidences are that if he gives up the land and concentrates in the cities he will die off and his homes and institutions be occupied by foreign bloods.

### **REFORMS NEEDED.**

In the first place, the rural regions, in order to retain the ambitious and brainy Anglo Saxon; must be made profitable. Economic prosperity is an absolute essential for holding the old stock on the farm. In order to bring this about there must be education of the youth in the rural regions which will stimulate interest and increase knowledge in methods of getting a living. Education must get down to the ground and bury its hands into the dirt. The present methods of education, if carried out to their ultimate end, and universally applied, will cause the elimination of any race in a few generations. Education must be turned less towards culture of the superficial type and more towards survival and culture of the real enduring

kind which is based upon prosperity and racial virility. Again, our Anglo Saxon farmers must learn co-operative methods and school and college and government must combine to enable them to enjoy the profits and other benefits of such methods. Again, the rural life must be made a happy life. The most of the pleasures and good things of the city must be worked out in it. The theatricals, social organizations, church interests, athletics, boys' and girls' play life, and all of those lines of development which the normal boy and adults find enjoyable, must be worked out for rural communities. Transportation and easy communication have made these things possible. The old "hay-seed" must forever disappear and the rural citizen and the rural social life must become more cosmopolitan and generally enjoyable.

Finally, with the application of science to the agricultural industry, and with the education of a new race of farmers who will have a new vision of rural life and work, and with the development of a lively and more progressive social organization, the country life will appeal to the ambitious and out-door loving Anglo Saxon. Only by such development can the race survive over the tendencies of the modern age.

### **SOME CORRECTIVE MEASURES IN RURAL COMMUNITIES.**

Lawlessness is prominent in American society and it appears in the rural regions especially. This is probably grounded in the Anglo Saxon's individualism and has been developed under conditions of the pioneer life where each individual was supposed to defend himself against invading man and animal. Lawlessness appears in the country in several ways. In the first place, about our villages there is a good deal of hoodlumism and reckless liberties taken by the boys. On Hollowe'en and on the night before the Fourth it is traditional that boys may take liberties with other people's property which would not be endured in any country where pioneer ideals were not prominent. Again, fruit stealing in the more thickly populated parts of New England, near the cities and villages, and oftentimes in the open country, has become a handicap to horticultural activity. Personally, I have known of several men living in small towns who have desired to plant orchards in the outskirts of the town, but have been deterred from doing so because of their inability to get the fruit. I could name several people who have chopped down their orchards because they became nuisances due to the invading on nights and Sundays by the village boys and the uncontrolled foreign population. Compared with this situation we see the highways of Prussia lined with fruit trees and the boys of the public schools given charge over the trees and the fruit, with the result that the crops are allowed to ripen and are distributed among the citizens,-- thus increasing the economic wealth of the country. If New England could have the same observances of law and order and the same safety of fruits, I estimate that the income from her new developments would, in the course of time, amount to five million dollars per year.

### **THE RURAL SLUM.**

Another feature of country life is the rural slum where a group of more or less degenerate, and, perhaps at times, criminal people live together for generations. These people are often terrors to the community and they

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intimidate the farmers and to them are traced various deeds of lawlessness and crime; besides, in them there are often produced successive generations of feeble-minded people with very little check placed upon them by the community. Such conditions may exist in the country indefinitely, whereas in the city they would be cleaned up and scattered. But the country-side with its lack of organization and enforcement of law may suffer permanently from such sore spots. The rural community has difficulty in handling all of these types of lawlessness and degeneracy. The local constable is well-nigh helpless. Even if he had the intelligence and the spirit for preventing lawlessness and clearing out social pest holes, he must live in the community and hold property there and he is often under such circumstances that he cannot enforce the law. For such conditions we need the general State officer or State police who does not have such local relations and connections that he is afraid to tackle these conditions. All of the European countries and even Canada have more or less been compelled to adopt some general police system with which to control the country, and in the end it has been found to be practical and efficient. But perhaps we cannot get such a system established and must continue to work along the old lines. In such a case one of the best methods is to organize some village or town association that will stand behind the officer in working for better conditions, and oftentimes it is only such an organization that will stimulate the local authorities to take up these problems at all.

### **CONSTRUCTIVE RE-ORGANIZATION.**

To offset the tendency towards lawlessness which our country boys inherit from pioneer traditions we need the development of play rooms and the organization of play activities, athletics, and other social interests which will take the boys from the street and give them some legitimate and desirable interests. A short time ago, I was asked to discuss this matter in a rural village, and the meeting which was gotten up for such purpose was made almost impossible by the pranks of the village boys on the outside of the building. These boys had nothing else to do. The fault was not theirs. It lay with the inaction and stupidity of the community which had not provided any place or any system or any leader for keeping the boys engaged in more interesting and helpful activities. And in many of our villages the problems will be practically overcome, as far as the boys are concerned, by the development of the proper facilities and leadership for play along with considerable education and social activities. This work does not require any revolutionary turning over from our old traditions, it can be taken up anywhere, at any time, and a movement in such a direction will always meet with response on the part of the best people. It is constructive and can do no harm. The Y. M. C. A. is making good progress in some of these matters and many a rural community could do no better than to send for the Y. M. C. A. secretary, put him up against the local problem, and then follow his advice as to organization and methods of operation.

### **THE PROBLEM OF THE RURAL CHURCH.**

The rural church in many localities has suffered from the declining population and decreasing property values. Like all other social institutions it has been subject to the influence of these economic changes. The rural church differs from the city church in that it must do

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more general service for the community and it cannot be so highly specialized as the church can be in the cities. The time has come when many rural communities cannot afford to support the mere preacher, because ideas and facts are now obtained through a thousand sources which in previous generations did not reach the people.

The constructive problem of the church is, how can it best serve the community, and it must be solved in each locality according to the factors in the situation. It takes today a stronger man to be thoroughly successful and to fill the needs of the people in the country pastorate than it does in the city pastorate. The country pastor must be the general practitioner and he must know well many lines of activity. He must be a keener student of human nature than the city pastor need be. In the future, the country pastor will have to be more of a social organizer and the general director of the various activities of the rural population. His preaching probably will occupy a smaller amount of his time and interest. He must be a sort of a general secretary for promoting every line of social, play, and religious activity. He must remain a strong preacher all the while, and his work as a religious leader will probably be predominant. This kind of a social worker and a preacher calls for an all around man with a universal education in economics, sociology, anthropology, as well as in religion. The theological schools of the day are apparently not giving this training for the rural preacher. They are educating more for the specialized city pulpits, but we must have training schools that will bring forth efficient, well prepared country ministers. The methods of the country church will be obliged to change a good deal. The moving picture film and other efficient means of entertaining and instructing the people will come in. The pastorate will have a larger job and ought to have better equipment. The church should supply its pastor with some quicker means of moving about, either a run-about automobile or a motor bicycle, so that he can do more work and not waste his life jogging about the country after an old horse. In general, the rural pastorate is rapidly becoming a big man's job and ought to be equipped for higher efficiency than it ever had before.

### THE RURAL SOCIAL SURVEY.

The rural social survey is the introduction of business methods into the work of the country pastor. Every country pastor ought to chart and tabulate his field so that he will know definitely the location and character of every person within his parish, so that by a card index, or some similar system he can keep track of all of the changes which take place within his field. He ought to learn not only the religious conditions of his people but a good deal about their economic, physical, mental and social interests and difficulties. Only by a survey method can he be positive and definite about the facts within his parish. The making of such a survey frequently opens the eyes of the pastor and it always enables him to set before his people the definite conditions which they have to face. Besides that the survey is needed by general secretaries and societies who are working for the betterment of the State and the rural pastor is perhaps the person best fitted to collect all of these data. The survey cannot be made at once, it would take a year in order to record and tabulate the facts about the population and their manner of life. Surveys may be made according to the needs of the one most interested. They can be made very extensive and comprehend nearly everything in the life of the people, or

they can be especially adapted to some particular end in view. But they have been found to be efficient helps in working out the problem of rural communities according to business-like methods.

### THE BEAUTIFICATION OF THE RURAL COMMUNITY.

In natural scenery and opportunities for beautifying villages and rural homesteads, New England has the greatest advantages of any region in America. The New England evergreen trees are numerous and not excelled in beauty by anything in the world. In New England the country-side is lacking in plan and design for the beautification of the landscape. Thousands of New England homesteads stand with cold feet in the snow, cheerless and swept by the wintry winds, when, with the judicious planting of evergreens, they might be made the most beautiful in the world. Our winter scenery needs the warmth and color of these evergreens. Villages can be greatly improved by the organization of neighborhood societies and town societies for improvement and beautification. One of the best methods is to organize street and neighborhood societies and start up a competition between sections of the village. This kind of thing stimulates individuals to improve their own properties. Those interested in such work try to use features of decoration. Streets and blocks and neighborhoods can adopt distinguishing plants or trees or shrubs and the use of evergreens in the village is very effective when properly grouped and related to the rest of the decorations. Such improvement will nearly always increase values and sometimes very great financial benefits are derived from efforts of this kind. In the open country individual farmers ought to be stimulated to use the natural advantages for the beautification of their homesteads. Such improvements will enhance values and will create a sentiment about the homestead that will make the life of the owners perpetually pleasanter and happier. We can easily make New England the most beautiful home region of America because we have the hills, the woods, and the native trees with which to work.

The rural churches and the school houses need attention most of all our institutions. Many of our rural churches have the same unbeautiful and dry exterior that the blacksmith shop and the grocery store have. Dry indeed would be the impression of a sermon and the ideals taught within it if they are judged from the ordinary church yard. Here is a chance for the Young People's Society or any other agency for a much needed work to be done.

The average country school yard is a place where there is no beauty or law or right, but we often expect our children to spend ten years under such environment and to come out with a love of the beautiful, the true and the good. Many of these yards are decidedly degenerating in their influence upon the whole population. Every school yard ought to have its play-ground but it ought also to be decorated in a sensible way and the children themselves should be called upon both to plant and to care for shrubs, flowers and other improvements, and their interest will bear fruit in their desires for such things in later life. The neglect of such wholesome and influential improvements is a crime against the future generation. Here is an opportunity for ministers and school teachers, especially, to lead off in the beautifying of these two important social institutions of the country.

Rural highways can be improved oftentimes by a little judicious cutting of the trees and the brush, and rural bridges can be made distinctly characteristic and beautiful by allowing trees to grow at the corners and about the approaches. Nature is ready to help in such work and is only waiting for the ideals and the leadership of man.

### THE NEIGHBORHOOD HOUSE.

The "neighborhood house" has become in many communities a very efficient organization for social workers. I doubt not that in some places it will displace the church unless that institution becomes more liberalized and more active in many of the things that are vital to the community. The most complete "neighborhood house" in the country probably is at Northeast Harbor, Maine. This building, situated in the midst of the village, has a village library and reading room, a woman's club room, a men's lounging room, a boys' game room, a kitchen with an equipment of dishes, and, in addition to this, a large gymnasium well supplied with materials which is used also for dances, theatricals, lectures, community dinners, and any other large social activity of the village. The house is controlled by the village organization, to which practically everybody belongs and which appoints a board of directors to have immediate charge of the building. The boys and girls of the public schools have a play leader and trainer and they use the "neighborhood house" as their headquarters. In general, the institution is serving the needs of the community in every way that it may, and its success is both remarkable and well-nigh without qualification.

There is another type of "neighborhood house" developed in McClellandtown, Pennsylvania. This house is in the open country and is called the "brotherhood house of the Presbyterian Church." That wise pastor, Mr. Bemis, has succeeded in making the church serve nearly all of the social, and religious needs of that rural community. In his "brotherhood house" are kept the community library, the library of agricultural bulletins and periodicals, and here is the social center of that rural region where are centralized the organizations of boys and girls for play, for social life, for Bible study. In this building the parish social organizations of men and women of the country-side meet, and, in general, the church has been liberal in its views and efficient in its administration of this institution for the welfare of the community. Mr. Bemis has never preached against the dance halls or dancing, but he has organized substitutes which are carried on in the form of masquerades, etc., which have emptied all the dance halls within a radius of five miles, because he has offered a more attractive and pleasant activity. Mr. Bemis has approached his problem and from the point of view of social organization and has well-nigh solved most of the great social problems of his rural community.

There are a good many types of "neighborhood house," some conducted by combinations of churches, some of them carry on religious functions and some are quite distinct from religious interests. Such developments depend upon the genius of the leaders who are interested and upon the peculiar needs of the community. The "neighborhood house" seems to have a profitable field and to be in demand, and here is an opportunity for many churches that wish to become influential and to do a strong social service, to bring

within their own organization such an institution, or to work for one independent of the church and to keep closely in touch with it while it is serving its purpose.

**Addresses given at the Rural Life Conference Middlebury  
CollegeMiddlebury, VermontJuly 7 to 13, 1913**

COMPILED BY PROF. RAYMOND MCFARLAND DIRECTOR SUMMER SESSION

**INTRODUCTION.**

The first Rural Life Conference held in Vermont resulted from an invitation from the Interchurch Federation of Vermont to the officials of Middlebury College that opportunity for a conference be given at the Summer Session of the College. The College accepted the invitation, opened its halls to the use of conference members, and provided speakers for the week's program. The Interchurch Federation was established in 1905; in 1912 it adopted the following program, through which it accepted responsibility for the general betterment of conditions in Vermont:

"We propose to take for our first endeavor the economic, social and intellectual, and religious, improvement of the small towns of the State.

"We pledge our help to communities of this kind, especially in securing for them an efficient religious leadership:

"By the promotion of summer conferences for instruction and inspiration for religious work in the open country.

"By extension work, including correspondence courses in the country church, and in modern agriculture.

"We agree to outline plans for the uplift of certain districts, to assume the task through a common effort to be made under the leadership of a committee to be chosen under the separate churches of that district, and requesting that these churches become responsible for the special field assigned, and labor for its uplift by all possible means, but including:

"The approach of the people on the side of the work whereby they earn their daily bread, and the endeavor to stimulate better farming and better living, so that Vermont boys may realize that they have a chance in Vermont.

"The organization of towns for recreation and common social amusement to cure the ills of isolation and neighborhood jealousy.

"We believe that each religious body represented in Vermont should work first for the welfare of Vermont, and should subordinate its own promotion to that end.

"We promise to lay to heart the condition of our rural schools-- teachers underpaid and frequently changed, insufficient books and supplies, inadequate buildings and grounds,--and we pledge our co-operation in any

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movement looking to the equalizing of educational advantages between country and city children."

Prof. Robert J. Sprague, head of the department of Humanities and professor of Economics and Sociology, Massachusetts Agricultural College, was leader of the conference and conducted the discussion of the sessions and round-table conferences.

Acknowledgments are hereby made of the valuable assistance of the leader and speakers of the conference, the success of which was due in a great measure to their generous co-operation and efforts.

RAYMOND MCFARLAND, Director Summer Session. ADDRESSES BY PROF. ROBERT J. SPRAGUE MASSACHUSETTS AGRICULTURAL COLLEGE, AMHERST, MASS

### **THE IMPORTANCE OF THE RURAL PROBLEM.**

The rural problem is important because it affects the life, health, morals and virility of the whole nation. The rural region under a healthful, economic and social condition, with a fair degree of prosperity develops a population with better health and longer life than the city brings forth. In the country there is less crime and a steadier standard of morals. The birthrate is higher and a surplus of population is produced, whereas in the city the population does not reproduce itself. In the country there is a higher degree of democracy and a better balanced and more all around citizenship, because there is an evener distribution of property and a larger proportion of the people are tax payers. There is nothing like a tax receipt to make a man into a citizen, and nearly everybody in the rural region owns something and helps to support the government.

### **LESSONS FROM ROME.**

Some lessons can be learned from the experiences of the Roman Empire. In Rome wealth was concentrated largely for purposes of consumption and there were many wealthy men who as such came well up to the millionaires of the present day. One of the fatal mistakes of the Roman civilization was in concentrating the farm property, driving off the small farmers and middle classes, and filling the rural regions with slaves and wage earners. In addition to this heavy taxes were thrown upon the rural communities and the economic life of the countryside was sapped by such methods. The concentration of this wealth in the city of Rome led to conditions which in the end caused the extinction of the dominant and brainy classes. They lived a life of extravagance and waste. They feared honest labor and sought to live a life of speculation and unearned increment. The young people who were obliged to work at all wanted white-collar jobs and a sporting life. Divorce and the instability of the family were prominent features of society. Lawlessness and other forms of race suicide soon became a racial menace. The independence of woman and charitable work were also interesting developments of the times. The result of these evils were that the old conquering Roman stock died off. Rome was never conquered, she died, and the virile democratic races of the North merely occupied the old shell in which the once virile Roman lived.

## **RACIAL DECLINE OF THE ANGLO SAXON IN AMERICA.**

In some ways the features of Anglo Saxon civilization in America resemble those of the decadent Roman days. We differ from them in two important points, viz.: we still preserve a great rural population and the even distribution of rural wealth, and we have a higher degree of intelligence and education of the whole people. But, after all, there are indications that the Anglo Saxon has a tendency to decline under industrial and urban conditions of life. The British people have recently had this strikingly brought to their attention and are carrying out numerous revolutionary reforms in order to re-establish the small farmer and something like the old English yeomanry. In Massachusetts the State takes a census of its own in the middle of each decade, and this shows that the native stock has for many years been failing to keep up its numbers while the foreign born stock has been increasing rapidly by the excess of births over deaths. The tendencies of our intense civilization may be seen in the marriage rates of college women wherein it appears that, on the average, they do not produce one-half enough children to replenish their numbers. Again, the system of public education, especially as it is carried out in the high schools, divorces the young people from a desire to work, and is liable to leave them stranded with high standards of life and little earning power. This condition drives them to the cities after white-collar jobs, compels them to delay marriage, and, finally, causes race suicide.

The rural regions of America now populated by Anglo Saxons give different results. The rural middle West, the agricultural South, the countrysides of New England, in Maine, New Hampshire, and Vermont keep up their population as far as births versus deaths is concerned, although they export many of their products to the industrial and commercial centers. It appears at present as if the Anglo Saxon would survive only by holding the rural regions and the farmer's occupations. All of the evidences are that if he gives up the land and concentrates in the cities he will die off and his homes and institutions be occupied by foreign bloods.

### **REFORMS NEEDED.**

In the first place, the rural regions, in order to retain the ambitious and brainy Anglo Saxon; must be made profitable. Economic prosperity is an absolute essential for holding the old stock on the farm. In order to bring this about there must be education of the youth in the rural regions which will stimulate interest and increase knowledge in methods of getting a living. Education must get down to the ground and bury its hands into the dirt. The present methods of education, if carried out to their ultimate end, and universally applied, will cause the elimination of any race in a few generations. Education must be turned less towards culture of the superficial type and more towards survival and culture of the real enduring kind which is based upon prosperity and racial virility. Again, our Anglo Saxon farmers must learn co-operative methods and school and college and government must combine to enable them to enjoy the profits and other benefits of such methods. Again, the rural life must be made a happy life. The most of the pleasures and good things of the city must be worked out in it. The theatricals, social organizations, church interests, athletics, boys' and girls' play life, and all of those lines of development which the

normal boy and adults find enjoyable, must be worked out for rural communities. Transportation and easy communication have made these things possible. The old "hay-seed" must forever disappear and the rural citizen and the rural social life must become more cosmopolitan and generally enjoyable.

Finally, with the application of science to the agricultural industry, and with the education of a new race of farmers who will have a new vision of rural life and work, and with the development of a lively and more progressive social organization, the country life will appeal to the ambitious and out-door loving Anglo Saxon. Only by such development can the race survive over the tendencies of the modern age.

### **SOME CORRECTIVE MEASURES IN RURAL COMMUNITIES.**

Lawlessness is prominent in American society and it appears in the rural regions especially. This is probably grounded in the Anglo Saxon's individualism and has been developed under conditions of the pioneer life where each individual was supposed to defend himself against invading man and animal. Lawlessness appears in the country in several ways. In the first place, about our villages there is a good deal of hoodlumism and reckless liberties taken by the boys. On Hollowe'en and on the night before the Fourth it is traditional that boys may take liberties with other people's property which would not be endured in any country where pioneer ideals were not prominent. Again, fruit stealing in the more thickly populated parts of New England, near the cities and villages, and oftentimes in the open country, has become a handicap to horticultural activity. Personally, I have known of several men living in small towns who have desired to plant orchards in the outskirts of the town, but have been deterred from doing so because of their inability to get the fruit. I could name several people who have chopped down their orchards because they became nuisances due to the invading on nights and Sundays by the village boys and the uncontrolled foreign population. Compared with this situation we see the highways of Prussia lined with fruit trees and the boys of the public schools given charge over the trees and the fruit, with the result that the crops are allowed to ripen and are distributed among the citizens,-- thus increasing the economic wealth of the country. If New England could have the same observances of law and order and the same safety of fruits, I estimate that the income from her new developments would, in the course of time, amount to five million dollars per year.

### **THE RURAL SLUM.**

Another feature of country life is the rural slum where a group of more or less degenerate, and, perhaps at times, criminal people live together for generations. These people are often terrors to the community and they intimidate the farmers and to them are traced various deeds of lawlessness and crime; besides, in them there are often produced successive generations of feeble-minded people with very little check placed upon them by the community. Such conditions may exist in the country indefinitely, whereas in the city they would be cleaned up and scattered. But the country-side with its lack of organization and enforcement of law may suffer permanently from such sore spots. The rural community has difficulty in handling all of

these types of lawlessness and degeneracy. The local constable is well-nigh helpless. Even if he had the intelligence and the spirit for preventing lawlessness and clearing out social pest holes, he must live in the community and hold property there and he is often under such circumstances that he cannot enforce the law. For such conditions we need the general State officer or State police who does not have such local relations and connections that he is afraid to tackle these conditions. All of the European countries and even Canada have more or less been compelled to adopt some general police system with which to control the country, and in the end it has been found to be practical and efficient. But perhaps we cannot get such a system established and must continue to work along the old lines. In such a case one of the best methods is to organize some village or town association that will stand behind the officer in working for better conditions, and oftentimes it is only such an organization that will stimulate the local authorities to take up these problems at all.

### **CONSTRUCTIVE RE-ORGANIZATION.**

To offset the tendency towards lawlessness which our country boys inherit from pioneer traditions we need the development of play rooms and the organization of play activities, athletics, and other social interests which will take the boys from the street and give them some legitimate and desirable interests. A short time ago, I was asked to discuss this matter in a rural village, and the meeting which was gotten up for such purpose was made almost impossible by the pranks of the village boys on the outside of the building. These boys had nothing else to do. The fault was not theirs. It lay with the inaction and stupidity of the community which had not provided any place or any system or any leader for keeping the boys engaged in more interesting and helpful activities. And in many of our villages the problems will be practically overcome, as far as the boys are concerned, by the development of the proper facilities and leadership for play along with considerable education and social activities. This work does not require any revolutionary turning over from our old traditions, it can be taken up anywhere, at any time, and a movement in such a direction will always meet with response on the part of the best people. It is constructive and can do no harm. The Y. M. C. A. is making good progress in some of these matters and many a rural community could do no better than to send for the Y. M. C. A. secretary, put him up against the local problem, and then follow his advice as to organization and methods of operation.

### **THE PROBLEM OF THE RURAL CHURCH.**

The rural church in many localities has suffered from the declining population and decreasing property values. Like all other social institutions it has been subject to the influence of these economic changes. The rural church differs from the city church in that it must do more general service for the community and it cannot be so highly specialized as the church can be in the cities. The time has come when many rural communities cannot afford to support the mere preacher, because ideas and facts are now obtained through a thousand sources which in previous generations did not reach the people.

The constructive problem of the church is, how can it best serve the community, and it must be solved in each locality according to the factors in the situation. It takes today a stronger man to be thoroughly successful and to fill the needs of the people in the country pastorate than it does in the city pastorate. The country pastor must be the general practitioner and he must know well many lines of activity. He must be a keener student of human nature than the city pastor need be. In the future, the country pastor will have to be more of a social organizer and the general director of the various activities of the rural population. His preaching probably will occupy a smaller amount of his time and interest. He must be a sort of a general secretary for promoting every line of social, play, and religious activity. He must remain a strong preacher all the while, and his work as a religious leader will probably be predominant. This kind of a social worker and a preacher calls for an all around man with a universal education in economics, sociology, anthropology, as well as in religion. The theological schools of the day are apparently not giving this training for the rural preacher. They are educating more for the specialized city pulpits, but we must have training schools that will bring forth efficient, well prepared country ministers. The methods of the country church will be obliged to change a good deal. The moving picture film and other efficient means of entertaining and instructing the people will come in. The pastorate will have a larger job and ought to have better equipment. The church should supply its pastor with some quicker means of moving about, either a run-about automobile or a motor bicycle, so that he can do more work and not waste his life jogging about the country after an old horse. In general, the rural pastorate is rapidly becoming a big man's job and ought to be equipped for higher efficiency than it ever had before.

### **THE RURAL SOCIAL SURVEY.**

The rural social survey is the introduction of business methods into the work of the country pastor. Every country pastor ought to chart and tabulate his field so that he will know definitely the location and character of every person within his parish, so that by a card index, or some similar system he can keep track of all of the changes which take place within his field. He ought to learn not only the religious conditions of his people but a good deal about their economic, physical, mental and social interests and difficulties. Only by a survey method can he be positive and definite about the facts within his parish. The making of such a survey frequently opens the eyes of the pastor and it always enables him to set before his people the definite conditions which they have to face. Besides that the survey is needed by general secretaries and societies who are working for the betterment of the State and the rural pastor is perhaps the person best fitted to collect all of these data. The survey cannot be made at once, it would take a year in order to record and tabulate the facts about the population and their manner of life. Surveys may be made according to the needs of the one most interested. They can be made very extensive and comprehend nearly everything in the life of the people, or they can be especially adapted to some particular end in view. But they have been found to be efficient helps in working out the problem of rural communities according to business-like methods.

### **THE BEAUTIFICATION OF THE RURAL COMMUNITY.**

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In natural scenery and opportunities for beautifying villages and rural homesteads, New England has the greatest advantages of any region in America. The New England evergreen trees are numerous and not excelled in beauty by anything in the world. In New England the country-side is lacking in plan and design for the beautification of the landscape. Thousands of New England homesteads stand with cold feet in the snow, cheerless and swept by the wintry winds, when, with the judicious planting of evergreens, they might be made the most beautiful in the world. Our winter scenery needs the warmth and color of these evergreens. Villages can be greatly improved by the organization of neighborhood societies and town societies for improvement and beautification. One of the best methods is to organize street and neighborhood societies and start up a competition between sections of the village. This kind of thing stimulates individuals to improve their own properties. Those interested in such work try to use features of decoration. Streets and blocks and neighborhoods can adopt distinguishing plants or trees or shrubs and the use of evergreens in the village is very effective when properly grouped and related to the rest of the decorations. Such improvement will nearly always increase values and sometimes very great financial benefits are derived from efforts of this kind. In the open country individual farmers ought to be stimulated to use the natural advantages for the beautification of their homesteads. Such improvements will enhance values and will create a sentiment about the homestead that will make the life of the owners perpetually pleasanter and happier. We can easily make New England the most beautiful home region of America because we have the hills, the woods, and the native trees with which to work.

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favorable soil conditions gave rise to crippled plants in the experimental stations, so that here we have apparently an example of the inheritance of acquired characters.

Pines (*P. vulgaris*) two to six years old, grown from seeds produced by trees which in turn had been grown from seeds collected 30 to 40 years ago at

low elevations and planted at high altitudes, were distinct from the normal lowland pines of this species only in the smaller proportion of large individuals. The parent trees had preserved in the new climate the habit of growth of their original habitat and had transmitted it to their progeny. In this case "after effect" had become "heredity."

### EUGENICS IN THE COLLEGES

CORNELL UNIVERSITY is organizing a course in Genetics and Eugenics to be given in the early part of 1914 by a number of specialists. There are now 44 colleges giving either a complete course in eugenics or some lectures on it as part of another allied course; 15 in the East, 14 in the Middle West, four in the South. Sixteen teach eugenics in their zoology department, 11 in the biology department and 11 in the sociology department.

The following is a partial list of courses in eugenics (often combined with genetics) given in the colleges of the United States last year.

Agricultural College of Utah	Zoology Department.
Alfred University	Biology Department.
Barnard College	Zoology Department.
Bryn Mawr College	Biology Department.
Carnegie Institute of Technology (Margaret Morrison Carnegie School).	Department of Science.
Central University of Kentucky	Biology Department.
Colorado Agricultural College	Entomology and Zoology Department.
Cornell University	Plant Breeding Department.
Dakota Wesleyan University	Biology Department.
Dartmouth College	Sociology Department.
Denison University	Sociology Department.
Elmira College	Sociology Department.
Harvard University	Zoology and Psychology Departments.
Knox College	Biology Department.
Marietta College	Biology Department.
Massachusetts Institute of Technology	Biology Department.
Middlebury College	Zoology Department.
Oberlin College (Summer Session)	Sociology Department.
New York University	Sociology Department.
State College of Washington (Series of Lectures).	
Syracuse University	Zoology Department.
Rush Medical College (University of Chicago)	Zoology Department.
Tulane University	Zoology Department.
University of California	Department of Political Economy and Zoology Department.
University of Chicago	Biology Department.
University of Colorado	Sociology Department.
University of Florida	Zoology Department.
University of Illinois	Animal Biology Department.
University of Minnesota	Sociology Department.
University of Nebraska	Biology Department.
University of New Mexico	Sociology Department.
University of North Dakota	Sociology Department.
University of Oklahoma	Zoology Department.
University of Pennsylvania	Sociology Department.
University of Pittsburgh	Department of Biology, Sociology and School of Education.
University of South Carolina	Sociology Department.
University of Southern California	Human Economics.
University of South Dakota	Zoology Department.
University of Tennessee	Zoology Department.
University of Texas	Department of Political and Social Science and Department of Zoology.
University of Washington	Biology Department.
Washington University Medical School.	Sociology Department.
Western College	
Western Reserve University	

**NEWS OF THE CITY.**

## STRONG ADVOCATE OF EUGENIC MARRIAGES

Prof. Lambert of Middlebury Delivers Address at the Woman's Club.

Prof. A. E. Lambert of Middlebury college, held the attention of more than 60 men and women yesterday for over an hour, when he delivered an illustrated lecture at the Woman's club rooms under the auspices of the public health committee, on the "Science of Modern Welfare." The address was based on heredity and eugenics. Prof. Lambert is supervisor of biology at the college.

"Life has always come from life," he said, "and must continue to do so. Flowers, birds, animals, all the lower creation, reproduce their own kind, and so must man. And so we come to the very logical conclusion that man is not of the monkey genus."

"We are living in an age of reason, an age when men are coming to the front in all branches; when science predominates. We must blot out the unfit in our race and to do this we must prevent marriages which are not eugenic. The defective strain always is in the ascendancy, and it is a well established fact that when one normal person marries a feeble-minded one the offspring takes to the weaker side and is sure to have some defective qualities."

**Cites Fairbanks Family.**

Prof. Lambert went on to explain by means of well known cases what eugenic marriages had done for the people. He cited the Fairbanks family in St. Johnsbury. The mechanical turn of mind on the male side of the house had resulted in the great scale works owned by the family, he said, and for three generations, there have been many literary and intelligent women as shown by the Natural Museum given the town by the Fairbanks family.

**Heredity.**

In speaking of heredity, the speaker declared that it did not follow that because one parent or perchance both had consumption or some other malignant disease, that the offspring would necessarily have the same trouble, but that they would be predisposed to it as certain tissues would be weakened.

Then by means of charts he told how they had discovered the germs of many diseases, such as typhus and malaria. "Germs," he said, "are so infinitesimal that when placed side by side it would take 10,000 to make a square inch. There are millions of cells in the human body which are open to these bacteria."

Following the lecture, there was a short business meeting when several reports were read. No business of importance was transacted.

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MIDDLEBURY COLLEGE  
BULLETIN



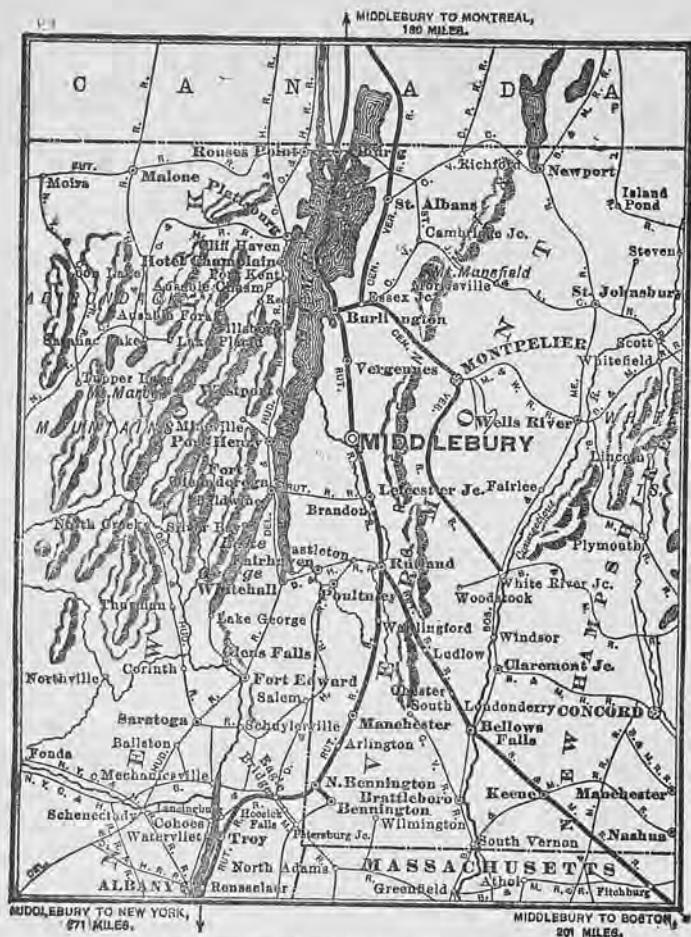
THE CATALOGUE

1918-1919

MIDDLEBURY, VERMONT

PUBLISHED BY THE COLLEGE

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JANUARY, FEBRUARY, APRIL AND JULY



THE CENTRAL COLLEGE OF VERMONT

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## DEPARTMENTS AND COURSES OF INSTRUCTION

INSTRUCTION in all departments is open to the students of the Women's College, on equal terms with the men, under the same conditions of election, and with the same requirements for graduation.

Each course, unless otherwise specified, meets three times a week. The Arabic numerals preceding the courses indicate the registration number of the courses in 1918-19. The Roman numerals in parentheses after the registration number indicate the term during which the course was offered. A hyphen between Roman numerals signifies that the course was continued in the second term of the two terms indicated. The capital letter following the title of a course indicates the grade of that course.

Unlettered courses cannot be counted toward the completion of majors and minors except by special permission of the Curriculum Committee. Prerequisite courses are shown in parentheses. A hyphen between two course numbers signifies that both are prerequisite. Bracketed courses are not given in the current year. Not more than two courses in one department may be taken at the same time except by permission of the Administration Committee.

### BIBLE STUDY

Professor HARRINGTON

See History 15-16.

## BIOLOGY

Professor MILLS

## 1 (I) INTRODUCTORY ZOOLOGY. A

A presentation of the general principles of biology from the viewpoint of animal structure. The plan of study includes protoplasm as fundamental living substance; the cell; the phenomena of growth and differentiation as illustrated by selected types of unicellular and multicellular animals. Lectures, recitations, selected readings, and the study of typical forms in the laboratory.

*Laboratory fee, \$5. Freshmen and Sophomores.*

## 2 (II) INTRODUCTORY BOTANY. A

An introduction to the study of biology from the viewpoint of plant structure. Lectures, recitations, and laboratory study of types illustrating the growth and differentiation of plants.

*Laboratory fee, \$5. Freshmen and Sophomores.*

## 3 (I-II) CRYPTOGAMIC BOTANY. B

A survey of the principal groups of the non-flowering plants. While the course is fundamentally systematic, special attention is given the Algae and Fungi, especially the latter, in their relation to plant diseases. The course includes a discussion of the evolution of plants, in lectures and recitations, and laboratory examination of typical members of this division of the plant kingdom. (Biol. I or 2.)

*Laboratory fee, \$5 for each term. Sophomores, Juniors, and Seniors.*

**4 (III) PHANEROGAMIC BOTANY. B**

The object of this course is to familiarize the student with the morphological characters on which the analysis and determination of the flowering plants is based. Recitations, laboratory study of the principal facts concerning the structure of the higher plants, and analysis of typical plants with the aid of Gray's Manual. (Biol. 2.)

*Laboratory fee, \$5. All classes.*

**5 (I) INVERTEBRATE ZOOLOGY. B**

The principal types of the invertebrate animals, including an investigation of their structure, habits, and relationships. Lectures, recitations, and laboratory examination of typical representatives of the group. (Biol. 1 or 2.)

*Laboratory fee, \$5. Sophomores, Juniors, and Seniors.*

**6 (III) VERTEBRATE ZOOLOGY. B**

The plan outlined for Biology 5 is applied, in Biology 6, to the study of the vertebrate animals. These courses are especially recommended for students who plan to teach, to enter medicine, or to pursue further studies in the subject. (Biol. 1.)

*Laboratory fee, \$5. All classes.*

**[7. ADVANCED PHYSIOLOGY. C]**

Lectures, recitations, and laboratory work, with special emphasis on the latter. This course will consist of the study of the physiology of muscle and nerve, circulation, respiration, digestion and secretion, excretion, reproduction, nutrition, and heat production and regulation. It is designed for those who wish to teach, or to study medicine, psychology, and dietetics. The course alternates with 9. (Biol. 5-6; Physics 1-2; Chem. 9, at least simultaneously.)

*Laboratory fee, \$5. Juniors and Seniors.*

8 (III) BACTERIOLOGY. C

Principles of bacteriology, methods employed in the study of bacteria, and the relation of the subject to sanitary science and household economics. The work includes lectures, recitations, and practical exercises in the making of culture media, quantitative and qualitative methods for the examination of air, soil, water, and milk, and the isolation and identification of specific forms. This course alternates with 10. (Biol. 1 or 2.)

*Laboratory fee, \$5. All classes.*

[9. EMBRYOLOGY. C]

An introduction to the principal forms of embryology, and to methods of embryological study. Discussions concerning the origin of the generative cells, the phenomena of maturation and fertilization and their relation to the problems of heredity, the origin of the germ layers, and the rise of the different organic systems of the body. The development of a chick and a mammal is studied in the laboratory, with exercises in the preparation of embryonic material for observation. This course alternates with 7. (Biol. 6 or 7.)

*Laboratory fee, \$5. Juniors and Seniors.*

10 (II) ENTOMOLOGY. C

An introduction to the study of insects, their classification, structure, habits, and life histories. Particular attention is paid to their economic importance. The work consists of recitations, assigned readings, and study in the laboratory and field of representatives of the different classes of insects. (Permission of instructor.)

*Laboratory fee, \$5. Juniors and Seniors.*

**11 (I-II) PLANT HISTOLOGY AND MICROSCOPICAL TECHNIQUE. C**

Principles and methods of killing, fixing, imbedding, sectioning, staining, mounting, drawing, reconstructing, and use of microscope. (Biol. 2 and 3 or 2 and 4.)

*Laboratory fee, \$5 for each term. Sophomores, Juniors, and Seniors.*

**12 (II) GENETICS. C**

Theories of organic evolution; the principles of variation, selection, and heredity; the material basis of heredity; Mendelian inheritance and the application of its principles in animal and plant breeding and eugenics. Lectures, recitations, and assigned readings. (Permission of instructor.)

**CHEMISTRY**

<sup>1</sup> Professor McGILTON

Professor VOTER

Assistant Professor DAVIS

Mr. LYON

Mr. HOWARD

**1 (I, II), 2 (II-III, III) GENERAL CHEMISTRY. A**  
Introduction to the fundamental principles of general chemistry with the preparation and study of the elements and their more common compounds. Elementary qualitative analysis. This course is intended to meet the requirements of a thorough foundation in the subject and to furnish a broad and general survey of the science

<sup>1</sup> On leave of absence.

and sketching. (D. and S. 2, or first term S. A. T. C. Topography and Map Making, and Math. 2.)

*Instrument fee, \$2 for the year. Sophomores, Juniors, and Seniors.*

6 (III) SURVEYING AND TOPOGRAPHY. B

A continuation of 5. (Permission of instructor.)

*Instrument fee, \$2 for the year.*

[7, 8. ADVANCED SURVEYING. C]

Methods of topographic and geodetic surveying; mathematics of curves, with application to highways and railroads. (D. and S. 5-6.)

*Instrument fee, \$2 for the year. Juniors and Seniors.*

NOTE. Students who expect to take a course in a school of technology after graduation should consult the head of this department in regard to their election of subjects.

## ECONOMICS

Professor STEVENS

1 (I, II) PRINCIPLES OF ECONOMICS. A

An introductory course giving a systematic survey of the general field of economics. The fundamental theories and some of their more important applications are discussed.

*Sophomores, Juniors, and Seniors.*

2 (II) PRINCIPLES OF ECONOMICS. B

A continuation of 1 (I).

*Sophomores, Juniors, and Seniors.*

1 (III) PRINCIPLES OF ECONOMICS. B

A continuation of 1 (II). (Ec. I.)

*Sophomores, Juniors, and Seniors.*

Departments of Instruction      59

2 (III) MODERN ECONOMIC PROBLEMS. B

A continuation of 2 (II). (Ec. 1-2.)

*Sophomores, Juniors, and Seniors.*

[3. MONEY, CREDIT AND BANKING. B]

Functions of money; money system of the United States; money and prices; functions of the bank; domestic and foreign exchange; bank supervision; foreign banking systems; the Federal Reserve System; present banking problems. (Ec. 1.)

*Sophomores, Juniors, and Seniors.*

6 (II-III) PROBLEMS OF LABOR IN RECONSTRUCTION. B

Women and child labor; immigration; unemployment; labor organizations; agencies of industrial peace; industrial education; self-government in industry. (Ec. 1 or 7.)

*Sophomores, Juniors, and Seniors.*

7 (I) SOCIOLOGY. A

Basis of society; social evolution; social institutions; social control; social progress; modern social problems.

*Sophomores, Juniors, and Seniors.*

8 (II) SOCIOLOGY. B

A continuation of 7.

*Sophomores, Juniors, and Seniors.*

8 (III) SOCIAL PROBLEMS. B

A continuation of 8 (II). (Ec. 1 or 7 or 8.)

*Sophomores, Juniors, and Seniors.*

[10. COMMUNITY ORGANIZATION. B]

The social and economic facts underlying the organized community; coordination of local agencies; the church,

school, government, and local societies functioning co-operatively in community life; community ideals. (Ec. 1 or 7.)

[12. PUBLIC FINANCE. B]

Theory of finance; nature of governmental receipts and expenditures; nature of a budget; taxation and its problems; governmental credit; war loans; administration of a public debt; public domain and public industries. (Ec. 1.)

ENGLISH

Professor WRIGHT

Professor CADY

Professor HARRINGTON

Assistant Professor DAVISON

Professor SKILLINGS

Dr. STROUT

1 (I-II), 2 (III) COMPOSITION. A

A laboratory and lecture course, based on a series of problems illustrative of the principles of unity, coherence, and emphasis.

*Freshmen.* Professor CADY.

1a (II), 2a (III) COMPOSITION. A

Weekly themes with criticism; recitations in grammar and rhetoric.

*Freshmen not taking English 1-2.* Dr. STROUT.

3 (I-II), 4 (III) HISTORY OF ENGLISH LITERATURE. A

A rapid treatment of the successive phases of English literary development, from the beginning to the present

## GENERAL INFORMATION

CHARTERED in 1800 and graduating its first class in 1802, Middlebury is the twenty-seventh American College in order of foundation. In the first one hundred and fifteen years of its history 3,286 students attended the College, of whom 2,109 received baccalaureate degrees. On its alumni roll are 658 clergymen, 156 doctors, and 519 lawyers. In educational work there have been 80 school superintendents, 7 school commissioners, 200 college professors, 37 college presidents, and 1,198 teachers. To public life Middlebury has given 12 governors, 18 members of Congress, 4 United States senators, and 100 judges of courts. One out of ten of the living graduates and former students served in the Great War under the colors in army or navy.

The progress of the College in recent years has been notable. The attendance in 1917 was over three times that in 1906, and remains at nearly that ratio today in spite of the temporary effects of the war on higher education. A marked increase in student attendance may be confidently expected next year. Within a decade the annual income has quadrupled. The endowments have more than trebled since 1906. The invested funds are nearly four times what they

ALUMNI  
RECORD

GROWTH OF  
THE COLLEGE

were in 1908. Two hundred and fourteen acres and ten new buildings have been added to the campus. The total property of the College is now valued at over two and one-fourth millions of dollars.

Among the recent buildings are: Hepburn Dormitory and Commons, a residence for 100 men, fireproof, with an attractive dining hall and social rooms; the Mead Memorial Chapel, a marble structure of great beauty and impressiveness; the Chemistry building, affording unusual laboratory facilities for that science; and the McCullough Gymnasium, well appointed for physical education. These new buildings are more particularly described on later pages of the catalogue.

One of the most unique gifts to an American college was the bequest of the late JOSEPH BATTELL BEQUEST Joseph Battell to Middlebury, which was received in 1916. For over forty years Mr. Battell had been acquiring forest and mountain lands in the vicinity of Middlebury with a view to the preservation of the forests and the beauty of the natural scenery of the region. His holdings amounted to about 30,000 acres along the highest ridge of the Green Mountains and including several of the higher mountains of Vermont. Much of the land is heavily wooded and will afford the College the opportunity for the practice of scientific forestry in its immediate vicinity. The value of the estate exceeds \$400,000.

A more recent bequest is that of Dr. Henry Freeman Walker of the Class of 1860, of \$100,000 for the establishment of a "Furlough and Emergency Fund," the income of which is to be devoted to the needs of the Faculty in providing for occasional periods of rest, recreation or study, and in relieving the more immediate exigencies of sickness.

HENRY FREE-  
MAN WALKER  
BEQUEST

The College successfully completed June 30, 1918, the campaign to increase its general endowment by \$400,000, going "over the top" with \$28,000 to spare. This fund will make it possible to meet deficits caused by the war without impairing the resources of the College, to equip and develop more adequately the various departments in order to keep them fully abreast with the needs of the times, and to increase the salaries of its professors to the point where Middlebury can feel confident of securing and retaining the best collegiate staff.

LIBERTY  
ENDOWMENT  
FUND

A gift of \$50,000 from Mr. William H. Porter for a hospital and infirmary has been announced. Plans are already under way. The building will be fireproof and well equipped and appointed in every respect. Needless to say, it will meet an urgent need and be a most welcome addition to the college plant.

THE PORTER  
HOSPITAL

Middlebury College seeks to maintain high standards, both for admission and for graduation, and

especially as to character and conduct. The founders  
RELIGIOUS of the College were men of deep re-  
POSITION ligious faith and earnest moral pur-  
pose, and clergymen from the sur-  
rounding towns long exercised controlling influence  
in the Corporation. The endeavor is made to  
preserve the tradition, although without official  
connection with any church.

A residential town of 2,000 people, on the Rut-  
land Railroad, with through trains  
LOCATION between New York and Boston and  
Montreal, Middlebury is an ideal  
location for a rural New England college. The  
foot-hills of the Green Mountains are a few miles  
distant. From the heights of the college campus  
one sees many of the grander peaks of the Adiron-  
dacks. The Otter River flows through the town,  
and in its valley are many of the best farms of Ver-  
mont. Elms and maples line the village streets,  
and the houses betoken modest thrift and quiet  
taste. Water of unexcelled purity is brought from  
mountain springs, eight miles distant. The sale of  
intoxicating liquor is forbidden by law, and there  
are no trolley lines to neighboring cities.

The specialty of Middlebury is not a department  
MIDDLEBURY'S of study, but a type of student.  
SPECIALTY The location of the College in a frugal  
agricultural region favors economy.  
For over a century she has sought out particularly  
the youth from the quiet homes of northern New

England and surrounded them with encouragement to modest living while engaged in the pursuit of knowledge. By resolute endeavor college expenses have been kept low. Students who have to work their own way are especially encouraged, in the belief that such students furnish the most healthful tone to an institution of learning. Those who can afford more than Middlebury exacts are invited to consider the advantages to character which come from such an atmosphere in the formative period of life.

The Middlebury idea is that, since no two men are alike, each student needs the particular care and oversight of his INDIVIDUAL TRAINING instructors during his entire college course. With a small student body and an ample number of professors such oversight is possible, and the unusual success of Middlebury's graduates is believed to be due to its maintenance. For the more certain continuance of this success, the College reserves the right to request the withdrawal, even though no specific charge is made against him, of any student whose presence is considered detrimental to its welfare.

In these times when the nation is putting forth its utmost strength, no one should undertake a college course without OPENINGS FOR GRADUATES an earnest, definite purpose. The first element of that purpose should be to develop powers of mind and personality which will enable

one to lead a life of greater effectiveness and usefulness. There is an increasing demand for college men and women, not only as teachers and in the professions, but also in commerce and industry. No college graduate of character and ability need fail of an immediate attractive opening.

Special attention is given to the needs of students in  
**ENGINEERING STUDENTS** tending to take up some branch of engineering. The fundamental courses may be taken at Middlebury, enabling the student to take advanced standing in technical schools. Such an arrangement has been concluded with the Massachusetts Institute of Technology. The advantages of combining a college course with technical training in this manner are very great. Further information may be had from the Professor of Drawing and Surveying.

On August 19, 1918, Middlebury College was approved by the Committee on Education and Special Training of the War Department for the institution of a unit of the Students' Army Training Corps. In accordance with the regular calendar, registration began on September 16 and the first exercises were held September 19, although the S. A. T. C. was not officially organized until October 1. The students who were candidates for the S. A. T. C. were required to pay a charge of \$22 only to cover tuition, board, room, etc., from the opening of college to October 1. The work of the first

ment of Latin and the Dean of the College.

THE KELLOGG LATIN-ENGLISH PRIZE. Established by gift of Prof. Brainerd Kellogg, LL.D., Litt.D., of the class of 1858, Trustee, "to encourage Latin and English." The income from \$500 awarded annually to the two best papers in Horace.

#### THE EGBERT STARR LIBRARY

THE Library of Middlebury College is older than the institution itself. Before the granting of the charter the benevolent and progressive citizens of the town had collected some 500 well-chosen volumes for the use of students. Volumes bearing the autographs of some of the founders are still on the library shelves. In the early history of the College two flourishing student organizations, the Philomathesian and Philadelphian Societies, founded libraries which were unusually extensive and valuable for the time, and many of their volumes are still among the treasures of the College. Great improvement in the Library was made during the administration of President Cyrus Hamlin (1880-85), who removed the books from the Chapel to the north division of Painter Hall, and opened all the shelves to the students.

The beautiful and convenient marble Library now occupied was erected with funds bequeathed by Mr. Egbert Starr, and dedicated during the centennial exercises of the College in July, 1900. The cost of the building was \$50,000, to which was added \$5,000 for its decoration and \$5,000 for the purchase of books by the son of the donor, Dr. M. Allen Starr. The front

of the building is wholly devoted to a large and convenient reference library, and the capacity of the stacks is 90,000 volumes. The entire Library, which is a depository of government publications, now contains about 45,000 volumes. The number of volumes added the past year was 2,181, exclusive of government documents. Students are granted free access to all the shelves. The building is open continuously through the day and evening, and Sunday afternoon. The reference rooms contain a large number of reviews and magazines, and reading rooms with daily and weekly papers are maintained in Painter and Parsons Halls. Reference libraries are also provided in several of the Departments, the principal ones being Pedagogy, Chemistry, Physics, Biology, Drawing, and Greek.

The Library staff consists of three regular attendants and several students who are given employment by the hour. The appropriation for Library purposes is \$4,760 for the present year, exclusive of the cost of heating, lighting, and janitor service.

The College is desirous of possessing as complete a collection as possible of the publications of Middlebury graduates, and alumni who are authors of either books or pamphlets are requested to coöperate in bringing this about by presenting the Library with copies of their works.

#### THE WARNER SCIENCE HALL

THE Departments of Physics, Biology, Geology, Drawing and Surveying, and Home Economics are

quartered in Warner Science Hall, which was built in 1901 through benefactions of the late Ezra J. Warner, of the Class of 1861. The building is a memorial of his father, Hon. Joseph Warner, formerly a resident of Middlebury, and a Trustee of the College from 1850 to 1865. By the will of Mr. Warner the College has received a bequest of \$25,000 for the care and maintenance of the Hall, and for the purchase of supplies for the departments which it accommodates.

The Department of Physics is located on the first floor, and comprises a main laboratory for student use with apparatus for study and investigation in Physical Science, a private laboratory for the instructor, and a physical lecture room.

In the summer of 1913 the Department of Chemistry was moved to a new building, and the second and third floors of Warner Hall were divided among the Departments of Biology, Geology, and Drawing and Surveying.

A pleasant and convenient laboratory of Home Economics has been fitted up and equipped.

Advanced study and independent research are encouraged in each of the natural and physical sciences, and in the modern and well-furnished laboratories of this building abundant opportunities are afforded to the student.

#### THE HALL OF CHEMISTRY

IN September, 1913, the Department of Chemistry was established in the new laboratory building erected with a portion of the General Education Board fund of \$200,000.

This building is 44 by 100 feet, three stories, and the basement is lighted with full-sized windows, so that for all practical purposes it constitutes another story. The material is Vermont marble, laid in random ashlar, with rubbed white marble trim.

In the basement are the combustion and assay rooms, the organic laboratory, the laboratory for water and milk analysis, the fan room for the extensive flue and ventilation system, a balance room, two dark rooms for photography, and four store rooms.

The first floor is used at present for the Departments of Romance Languages and Mathematics, and for a portion of the work in English.

The second floor provides two large laboratories for qualitative and quantitative work, a private laboratory for research work, a large library and conference room, a hydro-sulphide room connecting with the qualitative laboratory, two balance rooms, and a store room.

On the upper floor are the general chemical laboratory, which is fitted with fifty-six desks and ample hood room, a large lecture room with raised seats and a lecture table with hoods, a store room, a balance room, and the private laboratory and office of the head of the department.

The building is completely equipped with water, air, and gas pipes, and with electricity for light and power. The interior finish is white unglazed brick. The building is perfectly lighted by a hundred spacious windows, and is attractively located on the college quadrangle, facing the McCullough Gymnasium.

**THE MUSEUM OF NATURAL HISTORY**

AMONG the professors of the College for many years have been men of marked ability in natural science, who have shared with the institution the fruits of their researches. One of the earliest geological surveys of Vermont was conducted by Professor Charles B. Adams, who then occupied the chair of Natural History. He laid the foundation for the large collection of fossils representing the different geological formations. The work of Professor Henry M. Seely, long connected with the College, is in evidence in the large collection of fossils of the Champlain Valley.

In Botany, the complete series of the flowering plants and ferns of the Champlain region, which was collected by President Brainerd, is especially notable. This herbarium is constantly increasing, and valuable additions have been made in recent years in the higher fungi and other cryptogamous plants gathered by Dr. Edward A. Burt.

The Zoölogical Museum has recently received accessions from the Smithsonian Institution and from Hon. A. Barton Hepburn, of the Class of 1871.

**THE McCULLOUGH GYMNASIUM**

IN 1910 Hon. John G. McCullough of Bennington offered to give \$25,000 toward the erection of a gymnasium, and the alumni of the College completed a gymnasium fund of \$50,000 at Commencement of that year. The building was dedicated at the Commencement of 1912. The material is light marble, and the style colonial, like the other buildings of the Col-

lege. The dimensions are 110 by 57 feet. The main floor contains a large exercising room and basket-ball court, with a room for smaller gymnastic classes, which also serves as a stage for dramatic representation. The first floor contains a locker room, with space for 375 lockers, abundant shower baths, director's office and examination room, faculty locker room, two handball courts, boxing and fencing room, and quarters for visiting athletic teams. A convenient serving room renders the building available for college banquets.

#### PHYSICAL EDUCATION

THE aim of the College in its Department of Physical Education is to investigate and care for the health of each student, and to furnish a thorough training in physical and health education. The large and increasing demand for men and women sufficiently trained to organize and supervise recreation, playground, and community health activities opens a very attractive and remunerative field.

The Department of Physical Education in Middlebury College commands the expert services of two instructors, Prof. Arthur M. Brown for the men, and Miss Maron L. Young for the women. Every Freshman is given a thorough physical examination, measurements and records are kept, corrective exercises are prescribed where needed, and students are encouraged to organize and carry on a great variety of out-of-door sports under the general supervision of these directors. Professor Brown is assisted by a coach in baseball. General

supervision of athletics is exercised by the Athletic Council, composed of members of the faculty, alumni and students, Assistant Professor Phelps N. Swett, Chairman.

#### THE PORTER ATHLETIC FIELD

THE College recently acquired a new athletic field, purchased and equipped at a cost of \$10,000, the gift of a friend. The field is east and south of the Library, lands extending from the Cornwall road to South Street, owned recently by Professor Howard, the Linsley estate, and Mr. J. Edwy Buttolph, but known to older graduates as part of the Porter farm. It is about eighty acres in extent, beautifully situated, rolling meadow and pasture, with never-failing springs and a grove of large pines, and commands an extensive view of the Green Mountains. A quarter-mile cinder track has been built, and also a field for baseball and football. A residence street, extending from Main Street to South Street, has been constructed. The athletic field is known as Porter Field.

A grand stand, with locker and dressing rooms and shower baths, and also a skating pond, have recently been constructed.

In 1917 the College acquired one hundred additional acres with a frontage on the river. A large boat house has been constructed at a cost of \$5,000.

#### COLLEGE OFFICES

THE office of the President is located on the third floor of the Chapel. The President may be seen from 10:30 to 12 A.M. every day except Sunday, and consultation

by students on any subject of importance to them is cordially invited. When the President is out of town the Dean is in charge of the College. A catalogue of all graduates, former students, and friends of the College is kept in the office, and prompt notification of change of address is requested.

The Dean's office is in Painter Hall, middle division. Men desiring to be out of town while College is in session should first secure permission there. Excuses for absence are also presented at that office.

The Dean of Women has her office in the north division of Painter Hall, where women may offer reasons for absence.

The office of the Registrar is in Painter Hall, middle division. All students are expected to register at the beginning of each semester. The Registrar's office will be open for this purpose on and after the Monday beginning the college year.

The Treasurer of the College has his office in the Battell Block. At the opening of the college year, and again at the beginning of the second semester, the Treasurer will establish a temporary office in one of the College buildings, for the convenience of students in the payment of bills.

#### THE MEAD MEMORIAL CHAPEL

ON May 15, 1914, ex-Governor John A. Mead, of the Class of 1864, signified his desire to erect a chapel for the College. His letter of gift said: "I have in mind a dignified and substantial structure in harmony with the other buildings of the College, and expressive of

the simplicity and strength of character for which the inhabitants of this valley and the State of Vermont have always been distinguished."

In accordance with this gift the Mead Memorial Chapel was erected in 1915-16 and dedicated at the Commencement of 1916. It is a most beautiful white marble structure, colonial in design, of the New England meeting-house type, with a rich and impressive interior. The large chancel has accommodations for the Faculty and a student choir. The chapel contains a large pipe organ. In the tower is a chime of eleven bells, the gift of ex-Governor and Mrs. Mead.

#### FLETCHER D. PROCTOR FUND

A FUND of \$10,000 was established in 1918, to be known as the Fletcher D. Proctor Fund for American History, the income of the investment to be applied toward the payment of the salary of an instructor to teach American History.

#### RELIGIOUS SERVICES

A CHAPEL service is held each week-day at 10 A.M. Attendance is required. A vesper service with sermon is held on Sunday at 5 P.M., and all students are required to attend unless excused for urgent cause. These services are conducted by the President and men of eminence of various denominations who act as college preachers. The music is in charge of the Director of the Music Department. The vested choir is composed of twenty-four students, chosen by competition.

Student religious services and Bible classes are held under the auspices of the Young Men's and Young Women's Christian Associations.

The college is non-sectarian, having never had any official connection with any church, but seeks to promote a healthful religious influence.

#### HEPBURN HALL

A NEW dormitory and commons for men has been erected for the College by Hon. A. Barton Hepburn, of the Class of 1871. Accommodations for one hundred men are contained in a five-story building, 150 by 65 feet. Connected by a loggia is the three-story commons, 67 by 34 feet. The exterior is brown tapestry brick, with gray stone trim. The design is colonial, in harmony with other buildings of the College. The construction is fire-proof, with composition floors and brick and tile partitions.

The rooms are *en suite*, with a study for each two men. All bedrooms are single. Each suite is connected with a toilet room. There are two separate shower-bath rooms on each floor, with three showers each. All rooms are outside and are well lighted.

The commons contains a dining hall for 115 persons, the kitchen and store rooms being below. Above the dining hall are social rooms of equal size, pleasant meeting and reading rooms for the men of the College. The largest room is uniquely decorated with trophies of the hunting expeditions of Mr. Hepburn in Africa and Western North America. No pains have been spared to make the complete building a safe, healthful, and convenient college home for men.

The rooms are furnished with single bed, mattress, desk, chiffonier, and chairs for each student.

The location of Hepburn Hall, on one of the highest points of the campus, commands views of exceptional beauty of the village, Otter Valley, and both the Green and the Adirondack mountains.

The charge for rooms is from \$60 to \$100 a year for each occupant, depending upon location. Full janitor service is provided and there is no additional charge for heat or light. A matron has her home in the building. Special circular, with floor plans, will be sent on application to the Dean.

#### PAINTER AND STARR HALLS

PAINTER HALL was completed in 1815. It is the oldest college building in Vermont, and one of the best examples of colonial architecture in New England. It was first known as West College, but since 1846 has borne the name of Gamaliel Painter, one of the founders of the College and a generous benefactor.

Starr Hall was built in 1861, and was rebuilt, after a disastrous fire, in 1865. The funds for its erection were contributed by Charles and Egbert Starr. It has thirty-two suites, designed for two students each, consisting of study, bedroom large enough for two single beds, and closets.

Both halls are of gray limestone, and are substantial and comfortable buildings. A few years ago they were remodeled and furnished with bathrooms, water-closets, steam heat, and electric light. The charges for rooms in both dormitories are the same, and are ex-

ceedingly moderate: \$40 a year per student when two occupy a room, and \$80 when a room is occupied singly, including light and heat in each case. The rooms in both halls are furnished with single iron beds; other furniture must be provided by the student, and may be purchased in Middlebury. Students should bring bedding.

#### ASSIGNMENT OF ROOMS

IN assigning rooms, preference is given to students in College in order of classes. A drawing for rooms for 1919-20 will be held April 26, 1919. Students now occupying rooms, and desiring to retain the same, may do so by depositing \$5 advance payment on room rent with the Dean before April 26. Others desiring rooms for next year, including incoming students, may secure reservations by making the \$5 advance deposit. Such reservations may not be canceled after September 1. Students reserving rooms are responsible for room rent during the year, unless they withdraw from College. Rooms not taken April 26 will be assigned to students applying later in order of application, irrespective of classes.

The halls will be ready for occupation by the students on the noon of the Saturday that precedes the opening of College after any vacation period; they will be closed for all vacation periods on the noon of the first Saturday after the period begins.

## HALLS OF RESIDENCE FOR WOMEN

**PEARSONS HALL**, a new building for women, was opened at the beginning of the college year in 1911. It is located on a commanding height overlooking the village, from which wide views of the Adirondacks and Green Mountains are obtained. The hall is of marble, of pleasing colonial design, and contains a large social hall, a gymnasium, and dressing and bathing rooms, besides both single and double living rooms.

**Battell Cottage** was enlarged in 1910, the addition furnishing the dining hall and kitchen for both the Cottage and Pearson Hall. The two buildings together accommodate about one hundred women.

A new home for women, accommodating fifteen, was constructed in the summer of 1913. It is located on the campus of the Women's College; and is known as Hillside Cottage.

The College has recently purchased an additional residence, known as Hillcrest, located near Battell Cottage, which will be used as a hall of residence, accommodating eighteen women.

The price of board and room in each building is \$250 a year, payable semi-annually in advance to the Treasurer of the College. Applications for rooms may be made to the Dean of Women, Middlebury College.

## EXPENSES

THE location of the College favors economy, and the expenses of students have been kept moderate.

## NEEDS OF THE COLLEGE

THE recent gifts to the College, including the Liberty Loan Endowment, of over \$400,000, have placed the institution upon a substantial foundation. But the increased demands placed upon colleges by the needs of the present day make it desirable for Middlebury to still further enlarge her general endowment, and particularly to make provisions for scholarship and loan funds for worthy and needy students. The College stands much in need of a few additional buildings, particularly a gymnasium for women and a recitation hall. The College must rely chiefly upon private benefactions, and its services to the nation in the past one hundred and eighteen years justify an appeal for additional gifts.

## FORMS FOR BEQUESTS

THE corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

I give and bequeath to "The President and Fellows of Middlebury College," a corporation of the State of Vermont, the sum of \_\_\_\_\_ dollars, to be used by the Trustees of said College for such purposes and in such manner as they shall deem appropriate.

I give and bequeath to "The President and Fellows of Middlebury College," a corporation of the State of Vermont, the sum of \_\_\_\_\_ dollars, to be invested by the Trustees of said College, and the income thereof to be applied to the uses of said College in accordance with the terms of its charter.

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**PROFESSOR OF BIOLOGY.**

Owen Wesley Mills, Middlebury College, Died in Salem, Mass.

Middlebury, Dec. 8.—Owen Wesley Mills, professor of biology at Middlebury college since 1918, died Thursday at the home of relatives in Salem, Mass., after a long illness.

Death was due to endocarditis with which he was stricken early last spring, forcing him to abandon his work soon after the beginning of the spring semester. Since that time he has been making a valiant struggle for life and reports as to his condition have of late been more favorable so that the news of his death comes as a distant shock to Middlebury. The funeral was held at Salem on Sunday, December 7.

Professor Mills was a graduate of Clark college in the class of 1908 and received his master's degree from Clark university in 1909. He was a fellow of the American Association for the Advancement of Science and a member of the second International Congress of Eugenics. Previous to his connection with Middlebury, he had been principal of high schools in Bristol, N. H., and Milbury, Mass., and later was professor of biology at Westminster college from 1909 to 1917.



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An Outline  
for an  
**Orientating Course  
for Freshmen**

BY

**Julius S. Kingsley, M. A., M. Sc., Pd. M.**

**Professor of Education and Social Institutions**

and

**Gardner Williams, A. M.**

**Instructor in Economics and Sociology**

MIDDLEBURY COLLEGE

**MIDDLEBURY, VERMONT**

**Published Monthly by the College**

**PROFESSOR J. MORENO-LACALLE**

**Editor of College Publications**

# An Outline for an Orientating Course for Freshmen

## THE PROBLEM

Should There Be an Orientating Course for Freshmen?  
Should It Consist of Problems of Contemporary Civilization?

An Experiment in Middlebury College

BY

**Julius S. Kingsley, M. A., M. Sc., Pd. M.**

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Instructor in Economics and Sociology

**MIDDLEBURY COLLEGE**

**MIDDLEBURY  
VERMONT  
1925**

Middlebury College  
11-20-1925

## AN OUTLINE FOR AN ORIENTATING COURSE FOR FRESHMEN

### 1. OBJECTS OF THE COURSE AS STATED IN THE CATALOGUE

Contemporary Civilization as presented in Middlebury College is not a separate department of the College, for it enters slightly into many departments; it is a survey course, which each Freshman is required to take in order to become more familiar with the problems of the present day, while at the same time to assemble the world's best opinion as to their solution. The course, however, is given under the Department of Sociology and is listed in the Catalogue as one of its courses.

It is not presumed that solutions can so easily be acquired, nor that much can be learned in a single year about the great problems of the individual and of the world; yet the recognition of great problems acts as a challenge to the student for his best thought and action; the assembling and organizing of facts by the student creates habits of organization and of logical arrangement; the selection of relevant facts aids judgment and encourages good reasoning, all of which are most valuable early in the career of an educated man or woman.

The College is convinced that each student should know the great problems facing the present age and should know the different theories set forth as possible solutions. The student should also know some of the great problems

(8)

which have been solved and the effects of the solution upon civilization. He should learn to recognize each problem as a challenge to an intelligent man or woman.

During the course about forty problems in economics, sociology, science, government, morals and education are considered. The conclusions reached in this course are not regarded as final by instructor or student, for it is not intended that the student shall feel that he has yet acquired sufficient knowledge to have found a definite and final solution for the problems he has considered. It is intended to impress upon the student the needs of his generation, so that he will plan his education and his life activities to perform intelligently his duties as a citizen and as a member of various social groups.

The College also recognizes that many students who enter the Freshmen year are not well read, nor experienced in general knowledge. Unless a general survey course is given early in college life the student will not have the needed general knowledge necessary to be a basis for more specialized knowledge or for general culture, without which there will be many blind spots of ignorance in our college graduates. It is also felt that such a course justifies itself by showing the student what the College has to offer to him in his future years of college study by giving to him samples of many fields of knowledge.

There has been much complaint, the world over, because college students do not seem to be interested in anything; that they cannot read intelligently, that they cannot evaluate what they read, that they fail to organize their knowledge into a logical and convincing form, that they know inductive and deductive reasoning by name only by practical application. It is the intent of this course and

not to answer, in part at least, each of the above objections; for students in general become interested when they realize that the great problems of their lives and of the world are being considered; they do read intelligently when they read for an object; they can evaluate what they read when they read such facts as will solve their problems; they can and do organize well when they assemble available facts to solve or to help solve a problem; they become logical when these facts are placed in such an order as will be convincing when a conclusion is reached. It is intended that this course should present all the advantages of the Case or Problem method.

This course has been organized in such a manner, it is hoped, that each student will have the greatest interest from the first, for it takes the individual student as the central core of interest and then extends his interests and environment to the end of time and of space.

## 2. HOW THE COURSE IS CONDUCTED

The Course extends throughout one college year. There are three recitations weekly besides one lecture each week.

The recitations are conducted in such a manner that the individual student becomes a contributor of knowledge and a speaker before an audience desirous of solving some important problem. It is thus intended to create a situation where the person reciting will be a real speaker, a real contributor of knowledge, while the rest of the class will be real auditors. In order to create this situation no single text is used; the library is used abundantly; each student is expected to read fifty pages a day from one or more of a score of references.

### 3. THE MATERIALS USED IN THE COURSE

Over fifty periodicals and several hundred books are used in this course. Students are given certain problems to consider and are referred to many references containing all viewpoints of the problem and of its solution. Each student is encouraged to contribute his bit toward a convincing solution. All the students are organizing their material in a logical order while each bit of evidence is weighed and used or discarded as seems best to reach a conclusion. Just at this stage appears one of the most valuable opportunities in education. It is the opportunity to teach the scientific method of reasoning. It is the laying aside of prejudice in order to allow facts to decide the case. It places truth above sentiment, and reason above ignorant impression. It is believed that this is as great an objective as any other in the course.

### 4. THE WEEKLY LECTURES

On each Wednesday afternoon a lecture is given by the professor of the course or by some specialist in the college or visiting the college.

These lectures have a fourfold purpose: to give an idea of what has been accomplished in the world, to bring to the attention some impending problems, to present to the student facts and principles which may be of much service to him in selecting his future courses of study and in the selection of his vocation and avocation.

Among the topics treated during the past year during the lecture period were: How to Read and Study; What Has Civilization to Expect from Eugenics; How to Apply and Generalize Knowledge; How to Select a Vocation; How to Select an Avocation; The Relations Between a Vocation and an Avocation; How Civilization is Made

from Primitive Impulses; How Public Opinion is Organized; Some Problems in Democracy; Some Problems in Education; Some Problems of Population; Some Problems of Capital and Labor; Some Problems of the Press; Some Problems of Child Labor; Some Problems of Prohibition; The Relation Between Law and Citizenship; The Evolution of Democracy; Some Problems of Immigration; Some Problems of Conservation; Some Problems of Coal; Some Problems of Oil; Some Problems of Transportation; The Merchant Marine; Some Problems of Trusts; Problems of the Foreign Debts; Some Problems of the Tariff; Some Problems of Morals and of Moral Standards; Some Problems of the Family; The Contribution of Greece to Civilization; The Contribution of Rome to Civilization; The Middle Ages and Their Relation to Future Ages; Comparative Governments and Comparative Methods of Administrating Them; Contribution of England to Civilization; Contribution of Christianity to Civilization; The Evolution of Science; Problems of the Near East; Problems of the Opium Conference; Some of the Greater Movements in the World at Present; Some of the Recent Organizations in America, such as the Federal Banks, Trust Laws, Tariff Commission, Trade Board, Interstate Commerce Commission, etc.

In the delivery of the lectures it is planned not to present facts, opinions, or arguments dogmatically or with an air of finality; but to show the problem at hand and to show some of the evidence on each side. It is aimed to suspend as much as possible all prejudice until a reasonable amount of investigation has taken place; and then to arouse a dynamic desire to act. There are about thirty of these lectures each year. The lecture period lasts one hour, at which all Freshmen, men and women, are present.

## 5. HOW INTEREST IS UPHELD AND HOW STUDENT ACTIVITY IS GAINED

It is taken for granted that an active class is interested while a passive class is dead. Upon this principle each student in this course is expected to read fifty pages between lessons. He is expected to pick out critical thoughts or quotations from his readings; he is also expected to justify or to question intelligently these several statements. Thus the class has a chance for discussion upon the subject.

Each student can make his contribution. After various contributions of facts and opinions are given then each member of the class is expected to sum up all the principal points of the problem. This is done in writing, which usually covers about twenty pages each two weeks. This paper is handed in to the instructor who reads and constructively criticises it. At the time when the paper is handed in a second paper or booklet is handed in; this second booklet has the principal thoughts of the reading the student has done upon this problem. This makes it easy to check up on the student, but it also trains the student to pick out the chief thoughts when he reads. The student is often asked to expand some of these quotations, to justify or to criticise the statements of the author.

The object of the written report is to cause the student to organize all contributory facts and ideas in a proper form and to exercise his own mind in the final discussion; thus a twofold end is gained: a clear, definite idea is left in the mind of the student while at the same time the student utilizes his own powers of organization, of evaluation, of criticizing and of concluding. All of these papers are carefully reviewed to further diagnose the individual needs and aptitudes of each student separately.

## 6. THE CLASS ASSEMBLES THE GREATEST THOUGHTS

There are about thirty problems considered each year. There are at least a score of references to each problem. Each student is expected to read fifty pages for his part in the investigation of the problem for each appointed day. Thus at any lesson there are at least one thousand newly read pages to be reported upon. Quotations and main ideas from this thousand pages have been selected by individual students to aid in the solving of some particular problem. These ideas are presented and discussed by the class. The different viewpoints are noticed, conflicting evidence is weighed and harmonized if possible. The class comes in contact with the greatest thoughts upon the topic. All viewpoints are presented, all variations are brought out and it then becomes necessary for the student to evaluate and to harmonize these ideas and later to organize them. It is believed that this process exercises all the functions of a useful and an efficient mind. It is the application and the generalization of knowledge so much desired in the process of education; it creates interest which comes only from student activity performed in solving problems in which the student is concerned.

## 7. AN ATTEMPT TO CORRELATE LEARNING WITH LIVING

After all, education is expansion of experience. There can be no education without experience as a foundation. Many of our students have had little real experience in life; too often the student of books is ignorant of men and of real things; because of which his use of education is woefully inefficient. Knowledge can not be an alien prod-

uct; it must be connected with life, to be most efficient knowledge must become immediately, not remotely, a part of life itself. It seems that here has been the greatest mistake of education. We have regarded education a part of some future period of life but not a part of the present moment of life. With this idea we have neglected the application and the generalization of knowledge while the student is learning. We have had some hope that in some mystical way, we did not know how, the student's learning would be valuable. It did not seem necessary for him to see any value to what he was learning. He must have faith in the process. Even his instructor could not tell him how he was to get the value of what he was learning. It was a mystery which no one could explain. We believe that all of this is changed. It seems to be the duty of the student and of the instructor to apply knowledge as it is gained. If it is not done then it will probably never be done.

The educated man analyzes his own experience into vital characteristics and then expands his experience both directly and indirectly to the ends of time and of space. He lives not only his own experience but also vicariously lives the experiences of all men of all times. He expands his own locality until with modifications he understands all localities; he expands his own world until he understands all worlds; he expands his own life until he understands all lives. Through education a single individual becomes the reservoir of thousands or rather an individual a thousandfold, an individual of elements of all time and of all space.

One of the objects of this course is to aid the student to expand his experience; to broaden his interests, to arouse his thinking powers and to orient him in time and space;

to aid him in discovering the great obstacles to civilization and to encourage him to find a place in society where he can work efficiently. The problems were chosen after three years of experimenting and observing to find what problems can profitably be considered at this stage of education; what problems are of most interest to the freshman college student; and what is the order of presentation most interesting and profitable to the student.

## 8. THE PROBLEMS STUDIED DURING THE YEAR

The following problems show the range of work during one year. An outline of these problems will be given and one or two problems will be expanded to show the treatment of the problem in the class. From this list of problems it will appear at first glance that only superficial work can be done in each of these topics; but it is surprising how much can be done in a short time if the student is thoroughly interested and is well directed in his interests and in his work. The problems of the class for one year are given here practically in the order presented. The freshman class consists of about two hundred members. There are four sections of the class, each section of about the same size. The men and the women are kept separate. It is interesting to compare the two sexes as to interests and reflexes on various questions and modes of investigation. All the students consider at the same time the same topics; it is also surprising how differently the same topic is treated by two different sections. Because of these different reactions upon the same topic it is being arranged so that in the future the divisions may be assembled to compare notes upon any topic. It is there-

fore arranged so that the two sections of men and the two sections of women can meet at the same time. This common assembly of two groups will be done as often as appears profitable. The following topics were treated in the same general order in which they appear here. Some of these topics took much more time to complete than did others.

1. How to Use the Library.
2. Who Am I? What is My Origin? What Likeness Have I to Animals? How am I Related to Other Living Beings? What are the Laws of Heredity? What Raw Material is there Universal to all Men? Relation of Impulses to Education.
3. How to Use the Mind. How to Read. How to Think. How to Reason. How to Apply Knowledge.
4. How the World has Developed. Some Universal Laws of Nature. Some Harmonies Throughout Nature. Theories of Origin. Theories of Development.
5. General Structure and Principles of the Universe.
6. Social Inheritance. Social Environment. Social Organization. Morals, Customs, Ethics. How Institutions Work.
7. My Political Environment. Theories of Government. Sovereignty. Principal Organizations of Government. Evolution of Government. Ideals of Government. Great Charters of Liberty.
8. Geographic Environment and Influences. Effects of Geographic Influences upon History and upon Civilization.
9. Economic Environment. Some Laws and Theories of Economics. The Economic Influences upon Civilization.
10. The Economic Evolution of Society. Stages of Economic Society. Division of Labor. Industrial Revolution. Problems in the Field of Economics.
11. The Choosing of a Vocation. Weighing Vocations from Different View Points.
12. The Choosing of a Vocation. What an Avocation is. Why an Avocation. Men Who Became Great Because of Their Avocations.
13. How Shall I Act? Responses to Impulses. Raw Materials of Man and of Civilization. Habits and Instincts. Patterns of Behavior.

14. Problems of Capital and Labor. Importance of Capital. Importance of Labor. Importance of Co-operation between the Two. Theories of Wages and of Distribution of Wealth. Theory of Industrial Democracy. Population and Wages. Unemployment.
15. Problems of Public Utilities and of Natural Resources.
16. Responsibilities to Future Generations.
17. Problems Considering Social Betterment.
18. Relations Between the Individual and the Group.
19. Some Problems of Democracy.
20. Problems of Competition and Co-operation.
21. Problems of Choosing an Education.
22. Problems of Immigration and of Population.
23. Problems of Nationalism and of Imperialism.
24. Problems of Internationalism.
25. Problems of Conservation.
26. Problems of Religion.
27. Problems of Health and of Happiness.

## 9. ILLUSTRATIVE EXPANSION OF SOME OF THE PROBLEMS

### *How to Use the Library—*

The Various Divisions or Classifications of the Books of the Library.

How the Books are Classified.

Practice in Classifying Books.

How to Find Books on Specified Subjects.

How to Find Books of Certain Titles.

How to Find Books of Certain Authors.

How to Care for Books.

How to Use Books Efficiently.

The Rules of the Library.

How to Use Periodicals.

How to Use the Reference Library.

*How to Use the Library* (continued)—

- How to Borrow Books.
- How to Reserve Books.
- How to Work in the Library.

*How to Use the Mind*

- How to Read Effectively.
- The Physical Processes Active in Reading.
- The Mental Processes Active in Reading.
- How to Evaluate What is Read.
- How to Organize What is Evaluated.
- How to Form Precepts and Concepts.
- The Use and Value of Concept Forming.
- How to Generalize Knowledge.
- How to Observe and to Use Inferences toward the Solutions of a Problem.
- How to Organize Inferences into Hypotheses.
- How to Test Hypotheses.
- How to Reconstruct Hypotheses.
- How to Establish Laws and Principles from Single Facts.
- Inductive Reasoning.
- How to Apply Principles and How to Classify Facts Under Laws or Principles.
- Deductive Reasoning.
- How the Known is Projected into the Unknown.
- The Realm of the Imagination.
- The Influence of Prejudice upon Reason.
- Use and Abuse of Emotion in Reasoning.
- Relation of Emotion to Action.
- The Process of Thinking—The Weaving of Inductive and Deductive Reasoning into the Fabric of Thought.

*How to Use the Mind* (continued)—

How to Relate Ideas.  
How to Reduce Prejudice.  
The Different Types of Thinking.  
How to Select Authorities.  
How to Form Good Habits of Thinking.  
How to Transfer our Knowledge.  
How to Attack Problems.  
Why Come to College?  
What One Should Seek to Get Out of College.  
What One Should Remember.  
What One Should Do in the Class Period.  
How to Take Notes.  
How to Drill.  
How to Solve a Problem.

*Who Am I?*—

Theories as to the Origin of Life.  
Likeness of Man to Other Animals.  
Evolution of Life.  
Mendal's Laws.  
Improvements of the Race.  
Problems of Population.  
Problems of Democracy.  
Problems of Education.  
What Life Is.  
Vital Processes of Life.  
The Physical Unit of Living Beings.  
Significance of Likeness and Unlikeness in Different  
Forms of Life.  
Continuity of Life.  
Life in the Past.  
Struggle for Existence.

*Who Am I? (continued) —*

Recapitulation.  
Embryology Shows Evolution.  
Modes of Selection—Results of Same.  
Darwin's Theories.  
Biogenesis.  
Emergence of the New.  
Variation and Mutation.  
Eugenics.  
Galton's Experiments and Observations.  
Enzymes.  
Vitamines.  
Definition and Origin of Acquired Characteristics.  
Weismann.  
Lamark.

*How Have the World and Man Developed*—more extended than in previous problem.

Evidences of Evolution  
Arguments for Evolution.  
Arguments against Evolution.  
Evolution of Man.  
Man NOT Descended from the Monkey.  
Animals of the Past.  
Recapitulation Theory.  
Evidences in Embryology.  
Organic Evolution.  
Evolution and Materialism.  
Natural Selection.  
Effects of Variation and then Isolation.  
Darwin's Theories.  
Criticism of Darwin.  
Emergence of the New.

*How Have the World and Man Developed* (continued)—

Variation and Mutation.

Great Steps in Evolution.

Evolutionary Changes in Man.

Evolution of Morality and of Government.

*General Structure and Principles of the Universe*—

Origin of the Solar System.

The Ultimate World Stuff.

Solar System as a Type of Atomic Structure.

Composition and Structure of Atoms.

Relations between Atoms.

Ether.

Corpuscular Theory.

Evolution of a Star.

Nebulae.

Convection Hypothesis.

Accretion Hypothesis.

Planetissimal Hypothesis.

Old Worlds.

New Worlds.

Rejuvenation of Worlds.

The Heat of Stars and of the Sun.

Old and Young Atoms.

Transmutation of Stars and of Atoms.

Kinetic Theory of Gases.

Conservation of Matter.

Spectra and the Spectroscope.

Stars of Different Ages and Formations.

Sources of Light.

Results from the Approach of Two Stars.

Centripetal and Centrifugal Forces.

Formation of Planets.

*General Structure and Principles of the Universe* (continued)—

Why Ellipses.

Structure and Composition of Space.

How Substances are Fastened Together.

Corpuscular Theory of Electricity.

Electrons and Protons.

The Fundamental Substance.

Possible Structure of Ether.

Light Waves and the Effects of the Waves.

Speed of Wave Radiation.

The Supposed Limit of Speed in the Universe.

Kinds of Atoms.

Stable and Unstable Atoms.

Transmutation of Atoms.

New and Old Atoms.

Protoplasm-complexity.

Declining Heat of the Sun.

Theory of Absolute Zero.

Hertzian Waves.

Structure and Activities of Atoms.

Structure of Molecules.

Exploding Atoms.

Universal Gravitation.

Forms of Energy.

Weighing the Earth.

Analyzing the Stars.

Seeing the Invisible.

Measuring Infinite Distances.

Mira.

Measuring Light Speed.

How Atoms are Studied.

Some Principles of Relativity.

***Social Environment—***

- Environment—an Inheritance.
- How We Get Acquired Characteristics.
- Advantages and Disadvantages of not Inheriting Physical Acquired Characteristics.
- Evolution of Institutions and Morals.
- Institutions and Morals of Primitive Peoples.
- Social Continuity.
- Social Inheritance.
- Social Control.
- Social Order.
- Social Organization.
- Social Behavior.
- Morals are Simply Habits of Meeting or Solving Problems.
- Institutions are Tools to Perform Certain Social Needs.
- Kinds of Institutions.
- Organization of Institutions.
- How Morals are Made and Changed.
- Social Forces.
- Social Ideals.
- Factors of Social Change.
- Laissez-faire and Socialistic Theories.
- In-Group and Out-Group Behavior.
- Growth of Government.
- Concept of Progress.
- How Solutions of Problems are Inherited.
- How Solutions of Problems are Transmitted.
- Evolution of Solution of Problems.
- Social Conventions.
- Custom.
- Law.
- Habit.

*Social Environment* (continued)—

- Civilization.
- Formation of New Institutions.
- Changing of Institutions.
- Why Institutions Fail.
- Results of Fixed Institutions.
- What is History.
- Personality and Society.
- Individuality vs. Institutionalism.
- Leadership vs. Exploitation.
- Mobilization of Thought Power.
- A Slogan.
- Imitation in Society and Industry.
- Use and Abuse of Experts.
- Never Greater Knowledge or Greater Ignorance than Now.
- Education for Consumption or for Creation.
- Prejudice.
- Tradition.
- Introversion.
- The Western Spirit.
- Institutions within Institutions.
- All Comprehensive Institutions.
- Exclusive Institutions.
- Temporary and Permanent Institutions.
- Efficient Relationship between Individuals and Institutions.
- Efficient Relationship between Institutions.

*Political Environment*—

- Theories of Government.
- Rise of the Masses.
- Ignorance of the Masses.

*Political Environment (continued)—*

- Low Intelligence of the Masses.
- Problems of Democracy to Advance the Masses.
- Direct and Indirect Government.
- The Former Idea That Certain Classes Owned All Other Classes.
- The Uses and Abuses of Autocracy.
- The Birth and Growth of Democracy.
- Democracy.
- Republics.
- Constitutional Governments.
- The Meaning of State.
- The Meaning and Significance of Sovereignty.
- Advantages and Disadvantages of Monarchies.
- How Monarchies Differ from Republics.
- Kinds and Degrees of Law.
- The Great Charters of Human Liberty.
- American vs British Government.
- Different Degrees of Federation in Different Federal Governments.
- Rights of Citizenship.
- History of Citizenship.
- Responsibilities of Citizenship.
- Problem of Improving Citizenship.
- Powers of the Departments of Government—Unified or Separate.
- The Fundamental Law—How Changed—Flexibility.
- Amendments to American Constitution.
- Functions of the Supreme Court.
- Difference between Unconstitutionality of Law in America and in Great Britain.
- The Dual System of Sovereignty in United States.
- Party and Bloc Systems of Government.

*Political Environment (continued)—*

- Criticisms of Congress.
- Nominating Conventions.
- Individualism vs Socialism.
- Government Administration by Commissioners and Boards.
- Spoils System vs Tenure of Office.
- Increasing Functions of Government.
- The True Functions of Government.
- Public Opinion.
- Methods of Assembling Public Opinion in Government.
- Federal Control.
- Patents, Copyrights, etc.
- Governmental Treatment of Monopolies.
- State Rights vs Federal Powers.
- Organization and Powers of State Legislatures.
- Criticism of State Legislatures.
- Treatment and Preventative Actions against Crime.
- Unifying and Diverting Public Opinion.
- Use and Abuse of Partisan Newspapers.
- Committee System in Legislatures.
- Cabinet System in Legislation.
- Comparative Powers of State and National Legislatures.
- Initiative, Referendum and Recall.
- Cumulative Voting.
- Proportional Representation.
- Nationalism vs Internationalism.
- Governmental Attitude toward Public Utilities and Trusts.
- Governmental Attitude toward the Unfortunate.
- Governmental Attitude toward Education and Religion.

*Geographic Influences—*

The Geographic Evolution of the Earth.

Geographic and Geologic Changes Now Going On.

Man is a Product of the Earth—Men of Mars Must be Different.

Man Can Modify but Cannot Change Nature.

Man Can Adapt Himself to Nature.

Evolution is the Result of These Changes.

Customs and Morals are Geographic.

Laws and Institutions are Geographic Largely.

Industry is Largely Geographic.

History is Composed Largely of Geographic Influences and Their Reaction upon Man.

Nearly all Great Nations can be Analyzed into Geographic Causes of Greatness to an Extent at Least.

Enumeration of the Influences of Natural Environment.

Effect of Mountains upon Man.

Geographic Influences upon Travel.

Influences of Uniform Geographic Conditions upon Man.

Influences of Varied Geographic Conditions upon Man and Nations.

Future of Nations Depends upon Geographic Conditions.

Geographic Conditions are the Chief Causes of War.

Nature Favored Great Britain in Becoming Great.

Nature Favored Greece in Her Greatness.

Nature Caused Democracy to be Born in Greece.

Geography is Probably the Chief Explanation of the Different Races.

There is Such a Thing as a Geographic Unit for Nations.

Geographic Conditions which Determine the Location of Cities.

*Geographic Influences* (continued)—

- How World Power Depends upon Natural Resources.
- Geographic Causes and Influences upon Imperialism.
- Geographic Influences upon Energy.
- Geographic Influences upon Intelligence.
- Geographic Influences upon Liberty.
- Geographic Influences upon Emotions and Art.
- Geographic Influences upon Philosophy.
- Geographic Influences upon Religion and Ideals.

*Economic Environment*—

- What Property Is.
- What Makes Value.
- What Is Capital?
- Uses of Capital.
- Money and Its Uses.
- What Determines the Purchasing Power of Money.
- Prices and Values.
- Supply and Demand of Commodities.
- Loan of Capital and Interest.
- Some Principles of Investment.
- Stocks and Bonds.
- Some Principles of Taxation.
- Wealth and Poverty.
- Rent—Some Theories.
- Socialism vs Individualism.
- Laissez-faire vs Government Regulation.
- Mercantile System.
- Inflation.
- Karl Marx and His Theories.
- Co-operation vs Competition.
- Service vs Exploitation.
- Monopolies and Combinations.

*Economic Environment* (continued)—

Inheritance of Wealth.

Some Phases of Wages.

*Economic Evolution of Society*—

From Serfdom to Freedom.

Economic Stages of Society.

Division of Labor and Its Effects.

Kinds of Division of Labor.

Transportation.

Industrial Revolution.

Increase of Occupations within a Century.

Effects of Division of Labor upon the Intelligence and  
Development of Man.

Causes of Nationalism.

Causes of Internationalism.

Conflict Between the Two.

Some Nationalistic Policies.

Some International Policies.

Effects of Machines upon Man.

How Man Can be Adjusted to Modern Industry.

Problems Arising from the Present Conditions of Civ-  
ilization.

Some Proposed Remedies for Evils Arising from Pres-  
ent Conditions.

These Propositions Criticized.

*Choosing a Vocation*—

Dean Wiley handles this Problem in this Course. He has the Class  
consider the following topics during the two weeks he has the Class.

What Importance to Society Has This Occupation?

What Are the Main Branches of the Occupation?

*Choosing a Vocation (continued)—*

- What Kinds of Tasks Are Actually Performed by One in This Calling—A Typical Day's Work?
- Is the Work Interesting and Stimulating?
- Is There an Opportunity for Initiative and Originality?
- If the Work is Uninteresting, Routine, or Monotonous,
  - Are There Adequate Compensations?
  - Are Other Conditions Satisfactory?
  - Are There Good Associates?
  - Is There an Opportunity for Doing One's Best?
  - Are the Surroundings Pleasant and Healthful?
  - What Education or Preparation is Necessary?
  - How Does One Enter the Occupation?
  - Kinds of Work Leading up to This Calling and Higher Callings to Which This Leads?
  - What Qualities of Character Does It Require for Success?
  - How May These Be Developed?
  - Is There a Demand for New Men in This Occupation?
  - What Is the Probable Future of the Occupation?
  - What Income May Be Expected at First and Later?
  - What Are the Social and Economic Problems and Standards of This Occupation?
  - What Organization or Associations Do Those Have Who Are Engaged in This Occupation?
  - How is the Occupation Regarded by the Public?
  - What Are the Ethical Standards in the Occupation and What Are Its Influences upon Those Engaged in It?
  - Do Those Engaged in This Occupation Have an Opportunity for a Wholesome Family Life and for Service to the Community?

Dean Wiley has selected a few hundred of the best books on Vocational Selection. He has each year about twenty lectures by prominent

men in the leading professions. Students are much interested in this problem. He has also opportunities for consultation if the student so wishes. This opportunity is taken advantage of by most of the students. The College has rating cards and records assembled in such a manner that knowledge relative to any student can be assembled in a few minutes. Each instructor rates his estimation of the student's personality and both mental and physical traits each year.

### *Choosing an Avocation—*

Needed Change in Any Uniform Activities.

Different Psychological Basis of Work and of Play.

Relation of Play to Recreation.

Relation of Play to Art.

Relation of Play to Emotion.

Art A Universal Symbol of Emotion.

Play as a Balancing of Functions.

Play as an Answer to Instincts.

Play as a Recapitulation of the Experiences of the Race.

The Three Level of Activity Theory.

How Some Have Vocations and Avocations of High Types.

Many Have Become Noted by Their Avocations Rather than by Their Vocations.

How Avocations Are Essential in This Age of Machinery.

The Race Problem of an Individual Creative Spirit.

How to Encourage the Creative Instinct.

The Relationship of Creation to Happiness.

Problems of Leisure Time.

How Leisure Time Can Be Employed.

The Reason for Selecting Activities in College That Will Carry Over into Life.

The Evils of What Is Known as "Fooling."

The Futility of Gaining Recreation Many Common Ways.

The Increasing Amount of Leisure Time in Men's Lives.

*The Problem of Behavior—Or How Shall I Act?*

- The Raw Materials of All Human or Animal Action.
- Human Impulses and Instincts.
- The Relation of These Impulses and Instincts of Man and of Animals.
- What is Meant by the Age of Infancy? Or the Plastic Age?
- Biological Changes that Take Place During the Period of Plasticity.
- What Habits Are.
- How Habits Differ from Answers to Instincts.
- How Habits Depend upon the Composition of the Coupling of the Nerves.
- Lines of Least and of Chosen Resistance.
- Use and Abuse of Habits.
- Rules for Forming Habits.
- Inherited and Acquired or Learned Answers to Impulses.
- Definite and Indefinite Answers to Impulses.
- Man Chooses His Answers to His Own Impulses.
- The Animal Does Not Choose Answers to His Impulses.
- Different Patterns to the Same Impulse.
- Answers of Different Values as Answers to the Same Impulse.
- Relation of Happiness to Answers to Impulses.
- Why the Brain is Plastic for a Period.
- What Makes Behavior Different in Different Men.
- Why is Behavior Different in Man and Beast?
- Different Ways of Modifying Behavior.
- Instinctive and Reflective Behavior.
- Use of Imagination in Thinking and in Action.
- How Reflective Behavior Differs from Instinctive Behavior.

*The Problem of Behavior* (continued)—

- Functions and Advantages of Language.
- Why Primitive Language Is so Indefinite.
- Advantages of Men Being Alike.
- Advantages of Men Being Different.
- Use of Ideals in Behavior.
- Use of Habits in Behavior.
- Institutions Making Ideals.
- Institutions Controlling Behavior.
- Uses of Religion and of Ideals.
- Uses of Customs and Morals.
- Repressed Impulses.
- Harmonizing Impulses.
- Making of a Personality.

*Capital and Labor Problem*—

- The Importance of Capital.
- The Growth of Capitalism.
- The Extension of the Employer from the Individual to a Corporation.
- The Effects of the Industrial Revolution upon Labor and Capital.
- How the Laborer Has Lost His Craft—Art in the Use of Machinery.
- How the Standards of Living of the Laborer Have Risen while He Has Lost in Relative Standing with the Capitalist.
- Causes of Discontent of Labor.
- Evils Caused by Unions.
- Living Conditions in Most Industries.
- The Intelligence of the Laboring Class.
- The Morale of Labor and Capital.

*Capital and Labor Problem (continued)—*

- The I. W. W.
- Unionism in America.
- Craft Unionism.
- Collective Bargaining.
- Open and Closed Shops.
- Methods and Principles of Settling Disputes.
- Minimum Wage.
- Labor Party in England.
- Socialism in Various Forms.
- Growth of Socialism in Europe.
- Problems of Industrial Accidents.
- Problems of Unemployment.
- Problems of Child Labor.
- Factory Laws.
- Industrial Democracy in Various Degrees.
- Real and Pseudo Profit Sharing.
- Kinds of Co-operation.
- Problems of Population and Labor.
- Problems of Immigration and Labor.
- Relation of Standards of Living and Wages.
- International Labor Unions.
- The Internationale.
- Communism.
- Causes and Remedies for Poverty.
- Regulation of Business by Society.
- Lockouts.
- Boycotts.
- Syndicalism.
- Blacklists.
- Co-operative Management by Capital and Labor.

*Public Utilities and Natural Resources—*

- What Public Utilities Are.
- How These Become Developed.
- Who Should Own and Manage Them.
- To what Extent is the Public Justified in Regulating These Utilities?
- What is Paternalism?
- The Relative Merits and Evils of This Principle?
- To Make Public Ownership Safe What Morale is Essential among the People.
- The Principal Utilities of This Government.
- How These Utilities Are Managed.
- To What Extent Are They Managed by the Government?
- Comparison of Individual and Social Control of Utilities.
- The Extreme Positions of Anarchy and of Socialism.
- Problems of a Correct Balance between the Individual and the Government.
- Some Recent Social Restrictions Made by Society upon Private Owners.

*Some Problems of Democracy—*

- How to Educate the Masses to Take Intelligent Part in Government.
- Whether the Masses Can Ever Know the Problems of Government.
- Problems of Having Vast Numbers of Illiterate or Subnormal Citizens.
- Problems of Educating Each One to Bring Out His Efficiency for the Government.
- Whether One Should Be Educated to Serve or to Exploit.

*Some Problems of Democracy* (continued)—

- How to Best Develop Leadership.
- The Best Means of Publicity Which Is Honest and General in View.
- The Problems of the Newspapers and of Demagogues.
- How to Limit Exploitation of the People.
- To What Extent Should the Successful Overpower the Rest?
- To What Extent Should the Majority Rule?
- The Problem of the Protesting Minority.
- The Problem of Having Too Many Standards of Morality.
- The Problems of Getting and of Keeping Morale.
- When is Society Prepared to Have a Law Enacted?
- Why so Many Do Not Vote.
- Why so Much Unintelligent Prejudice in Politics.
- Will the People Ever Be Able to Solve Their Own Problems?
- To What Extent Should Statesmen Act as People Need but Do Not Want?
- How Best to Get Questions Before the People?
- How to Select Political Leaders.
- Merits and Demerits of Direct Nominations of Candidates.

*Some Problems of Competition and Co-operation*—

- How Competition Develops the Individual.
- How Competition Tends to Destroy All but the Strongest One.
- How Co-operation Tends to Reduce Friction of Competition.
- How Co-operation Creates and Fosters a Better Morale Than Does Competition.

*Some Problems of Competition and Co-operation* (continued)—

- How Civilization Has Changed from Conflict to Ever-increasing Co-operation.
- How Certain Forms and Plants and Animals Have Continued to Exist Because of Co-operation.
- The Problem of a Proper Balance between Competition and Co-operation.
- The Results if Competition Were Carried to the Extreme.
- Results if Co-operation Were Carried to the Extreme.

*Some Problems of Choosing an Education*—

- An Education as a Result of Behavior Patterns.
- Education as an Organization of Efficient Habits.
- Education as a Means of Preparing One to Correct Shortages of Life.
- Education as a Preparation for Life.
- Education as a Preparation to Lift Self Above Others.
- Education as a Preparation for Social Efficiency.
- Education for Culture and the Problem as to What Is Culture.
- What a Liberal Education Is.
- An Education for Consumption or Appreciation.
- An Education to Make the Educated a Creator in the World.
- Whether Education Is for Present Life Today or for Life Tomorrow.
- What Is Meant by Transfer of Knowledge.
- How to Learn So That Knowledge Can Be Transferred.
- Relation of Application of Knowledge to Its Use.
- The Main Aims of Education.
- The Main Objectives under Each Aim.

*Some Problems of Choosing an Education (continued)—*

- The Facultative vs. the Functional Psychology.
- What Changes in Education This Change in Psychology Brought About.
- Formal Discipline.
- How to Measure Formal Discipline.
- Not So Much What One Studies as How He Studies and Uses What He Learns.
- What College Courses Will Be Needed by All.
- What College Courses Best Meet Certain Aptitudes.

*Problems of Immigration and of Population—*

- History of Immigration in America.
- Problems of Unrestricted Immigration.
- Necessity of Uniform Ideals and Standards in a Great Nation.
- Tendencies of Immigration to Greatly Change American Standards.
- How the Kind of Peoples Has Changed within a Few Decades.
- Whether Numbers of Immigrants Should Be Limited.
- The Different Propositions to Restrict Immigration.
- The Malthusian Law of Population.
- The Limits of American Resources.
- Whether America Can Take the Undesirables of Other Countries and Make Them into Intelligent Citizens.
- Immigration and the Supply of Labor.

*Problems of Nationalism—*

- How Most Nations of Europe Grew from Smaller Kingdoms.
- How the French Revolution Changed the Ruling Class.
- How the Industrial Revolution Increased the Problems of Government.

*Problems of Nationalism* (continued)—

- How the Industrial Revolution Affected Population.
- The Era of Non-Interference or *Laissez-faire*.
- Economic Individualism.
- Movements Protesting Against Economic Individualism.
- Why the Bourgeoisie Wished to Rule and Finally Did Rule.
- The Different Meaning of Democracy to Different People.
- Chartism in England.
- Protests of the Proletariate.
- How Nationalism Often Thwarted Democracy.
- Napoleonic and Nationalism.
- French Imperialism.
- Nationalization of Italy.
- Bismarck and German Nationalism.
- Nationalistic Movements of Hungary and of Poland.
- Frequent Clashes of Nationalism.
- The Benevolent Bourgeoisie.
- Pre-eminence of the Middle Class.
- Lessening of the Nobility.
- Growth of Materialism.
- Now Nationalism Opposed Clericalism.
- Attacks upon the Bourgeoisie—Karl Marx—Socialism  
Anarchy—Syndicalism.
- Nationalism and the Tariff.
- Attempts of Different Nations to Imperialize the World.
- Federal Movement in Germany.
- Conflicting Nationalities in Austria-Hungary.
- Creating of Great Powers to Rule the World Affairs.
- Balance of Power.
- Alliances to Defend Certain Nationalities.
- Selfishness in Nationalism.

*Problems of Imperialism—*

- Colonial Movement and Mercantilism.
- Colonial Imperialism.
- Imperialism and the Revolutionary War.
- The French Revolution and the New Imperialism.
- Characteristics of the New Imperialism.
- Motives for Imperialism.
- Effects of Imperialism upon New Countries.
- Aggression.
- Spheres of Influence.
- Anti-foreign Movements.
- Imperialism in the East.
- Imperialism in Africa.
- Imperialism in Turkey.
- Rival Empires.
- Imperialism of America.
- Problems Brought out by Conflicting Imperialism.
- Remedies for Conflicting Imperialism.

**10. HEADS OF DEPARTMENTS PRESENT THE OPPORTUNITIES IN THEIR DEPARTMENTS**

In this Orientating Course the Heads or some representative of each Department presents the opportunities of his department to the college student. These topics are treated in two sessions and student reactions to these sessions are very favorable. The student can here see the advantages of each group of subjects and can more intelligently decide what he wishes after he has heard this discussion. The student has an opportunity to ask questions if he desires to do so. Many students avail themselves of this opportunity.

## 11. THE SUNDAY FORUM

Attendance to this part of Contemporary Civilization is not required. Yet more than half of the class attended the discussions of prominent speakers who spoke in the Congregational Church each Sunday noon. After the speaker presented his talk, the topic was thrown open for discussion and questions to the speaker were encouraged.

Here are some of the subjects treated at the Forum on Sunday:

- The Unity of the Universe.
- Changing Conceptions of God.
- Harmony between Religion and Science.
- Some Principles of Evolution.
- How Evolution Has Affected Man.
- How Evolution May Affect Man.
- The Evolution of Religion.
- The Conception of Evolution Means a World Growing Better.
- Some Recent Discoveries in the Structure and Functions of Man.
- How to Make One's Self Fit for Life.
- Some Changing Conceptions of the Bible.
- The Value of the Bible as a Guide to Life and Civilization.
- The Evolution of Government.
- The Growth of Human Rights in Government.
- How to Improve Communities.
- How to Improve Citizenship.
- How to Improve the Masses.
- Some Important National Problems.
- Some Important International Problems.
- How Man Can Politically Make a Better World.

- How Morals Have Changed Throughout History.
- The Results of Indifference Among the Masses.
- Whether Morals Have Kept Pace with Material Advancement.
- The Safety of Civilization Depends upon a Desire for Better Things in the Soul.
- Some Aspects of Prohibition.
- The World Court.
- The Opium Question.
- The Child Labor Question.
- The Question of Literacy.

## 12. PSYCHOLOGICAL TESTS AMONG THE FRESHMEN

The Course in Contemporary Civilization supervises the giving of the Psychological Test to all Freshmen. This test which is one of the formal tests for Freshmen is given and the results are recorded. The results of the tests and the results of the class room are compared. While these tests are not regarded as infallible, yet they are very valuable in diagnosing the work of different students. Besides these formal tests many general tests are given to ascertain both the mental ability of the student and his cultural experience before entering college. For three years these tests have been given with most satisfactory results.

## 13. WHY NO TEXTBOOK IN THE COURSE

The question as to whether a textbook should be used in the course came up early in the history of the course. At first several text books were used, but with limited

success. The final judgment of the committees is as follows: The knowledge of the students should not be limited to any half dozen texts; he should think of the different problems in terms of libraries and of unwritten facts rather than in terms of single books. He should get into the habit of using hundreds of books and of consulting authorities of all viewpoints. He should read as nearly as possible all sides and all suggestions on a problem and consider all sources of solution and then begin to think for himself. It is not the function of the college to direct the thinking of the college but to make honest and efficient thinkers. The student should do his own organizing and his own concluding. He should feel the necessity of thinking a problem through before he reaches a final conclusion, but his conclusion should be based upon his own thinking rather than upon the statement of any book or instructor. Then again, if a textbook is used the status of speaker and of auditor is lost, the status of a cooperative group working together in order to reach a conclusion or opinion of a problem is lost. When this status is lost the recitation becomes mechanical and dead. The main function of the class is to read, to search original sources, to compare the fruits of reading and searching of all the class, to evaluate all evidence and then to organize all the reasons to reach a conclusion which then is student made. It may be crude but is reached by an efficient method and this method will eliminate errors later in the student's life. We feel that there is perhaps one weakness in the library method and that is a possible indefiniteness in the students' minds after the problem is handled. We believe this is due to faulty instruction rather than to a faulty source method. Proper organization of the matter by the student will eliminate this fault or show that the pupil has not thought it out

thoroughly. No textbook would remedy this fault. The final organization of thought and reason is a function of the student and not of the text.

In Middlebury each student pays seven dollars a year for textbooks. This brings to the library each year hundreds of books upon the problems to be considered. The books remain in the college library so that within a few years there are hundreds of special books besides the general library books on the problems considered by this class.

To those who are interested in this course and who are doing something along these lines, the College would be pleased to send more information and also borrow from the experience of others.

## Ex. 66

### NOTES AND MEMORANDA.

#### Status of Eugenics Teaching in the United States.

BY ARTHUR MACDONALD.

The purpose of this study is to present the status of the teaching of Eugenics in the Universities and Colleges of the United States.

##### STATUS OF INSTRUCTION OF EUGENICS IN THE UNITED STATES.

Instead of using a questionnaire for inquiry into the status of instruction in eugenics in the United States, the late catalogues of our universities and colleges were consulted. The results of this examination of the catalogues are given in Table 2 in detail. A summary of the results of Table 2 is presented in Table 1. In the first part of Table 1 are given the number and per cent. of institutions teaching eugenics by itself or directly and in the second part of the table the number with per cent., where eugenics is taught indirectly or incidentally in connection with other subjects. Where eugenics is taught directly the course is frequently entitled "Genetics and Eugenics." As will be seen from Table 1 (first part) the courses in 34 institutions where eugenics is taught directly were under the head of biology, 13 under zoology and 4 under sociology. That is, placing zoology under biology, 41 per cent. of the direct teaching is under science and 3 per cent. under sociology.

TABLE I.—STATUS OF TEACHING EUGENICS IN THE UNITED STATES.

Eugenics taught by itself under head of:	Institutions.	
	Number Per cent.	
Biology .....	34	30
Zoology .....	13	11
Sociology .....	4	3
Totals .....	51	44
Eugenics taught incidentally under:		
Biology .....	31	26
Zoology .....	12	15
Sociology .....	12	15
Totals .....	65	56
Total number of institutions .....	116	100
Total number of colleges and universities .....	613	100
	116	18

From the second part of Table 1, it will be seen that in 65 institutions, or 56 per cent., eugenics was taught indirectly or incidentally; under biology in 31 institutions, or 26 per cent.; 17 under zoology, or 15 per cent., and a like number under sociology. Placing zoology under biology, would make 48, or 41 per cent., of the institutions teaching eugenics indirectly under science and 15 per cent. indirectly under sociology.

In general, of the institutions giving instruction in eugenics, 44 per cent. teach it directly and 56 per cent. indirectly, or incidentally. Out of some 613 colleges and universities in the United States, 116 or 18 per cent. teach eugenics either directly or indirectly.

TABLE II.—STATUS OF TEACHING OF EUGENICS IN THE UNITED STATES.

INSTITUTION.	Taught in course by itself					Taught in connection with biology	Taught in connection with zoology	Taught in connection with sociology
	1	2	3	4	5			
University of Arizona, Tucson, Ariz. ....					*			
College of the Ozarks, Clarksville, Ark. ....					*			
University of Arkansas, Fayetteville, Ark. ....					*			
University of California, Berkeley, Calif. ....				*				
University of Southern California, Los Angeles, Calif. ....	*	*						
University of Redlands, Redlands, Calif. ....					*			
College of the Pacific, San Jose, Calif. ....				*				
University of Colorado, Boulder, Colo. ....				*				
University of Denver, Denver, Colo. ....	*					*		
Colorado State Teachers College, Greeley, Colo. ....			*					
Colorado Agricultural College, Fort Collins, Colo. ....	*	*						
Connecticut College, New London, Conn. ....							*	
Wesleyan University, Middletown, Conn. ....					*			
University of Delaware, Newark, Del. ....							*	
American University, Washington, D.C. ....	*	*						
Georgetown University, Washington, D.C. ....							*	
Howard University, Washington, C.D. ....							*	
Piedmont College, Demorest, Ga. ....							*	
Emory University, Emory University, Ga. ....	*	*						
Georgia State College of Agriculture ....							*	
Agnes Scott College, Deactur, Ga. ....							*	
Shorter College, Rome, Ga. ....				*				
University of Idaho, Moscow, Idaho ....						*		
University of Chicago, Chicago, Ill. ....					*			
Northwestern University, Evanston, Ill. ....							*	
Hedding College, Abington, Ill. ....	*	*						
Lake Forest College, Lake Forest, Ill. ....							*	
Lincoln College, Lincoln, Ill. ....							*	
University of Illinois, Urbana, Ill. ....	*						*	
Bradley Polytechnic Institute, Peoria, Ill. ....	*	*						
Northwestern College, Naperville, Ill. ....	*						*	
Indiana University, Bloomington, Ind. ....	*	*						
Indiana Central College, Indianapolis, Ind. ....	*	*						
Evansville, Evansville, Ind. ....							*	
De Pauw University, Greencastle, Ind. ....	*	*						
Franklin College, Franklin, Ind. ....	*	*						
Indiana Central College, Indianapolis, Ind. ....	*	*						
Valparaiso University, Valparaiso, Ind. ....	*						*	
Coe College, Cedar Rapids, Iowa. ....							*	
Upper Iowa University, Fayette, Iowa. ....					*			
University of Iowa, Iowa City, Iowa ....					*			

	Taught in course by itself	Taught in connection with b'ogy	Taught in connection with z'ogy	Taught in conn with sociology
Western Union College, Le Mars, Iowa.....	*			
University of Kansas, Lawrence, Kanass.....		*		*
McPherson College, McPherson, Kansas.....		*		
Kansas State Agricultural College, Manhattan, Kanass.....		*	*	
Kansas Wesleyan University, Salina, Kansas.....		*		
University of Louisville, Louisville, Ky.....	*		*	
Louisiana State University, Baton Rouge, La.....	*		*	
Colby College, Waterville, Maine.....				*
Hood College, Frederick, Md.....		*		
Boston University, Boston, Mass.....		*		
Simmon College, Boston, Mass.....		*		
Harvard University, Cambridge, Mass.....	*			
Wellesley College, Wellesley, Mass.....			*	
Clark University, Worcester, Mass.....			*	
Adrian College, Adrian, Mich.....	*	*		
Albion College, Albion, Mich.....		*		
Alma College, Alma, Mich.....	*	*		
University of Michigan, Ann Arbor, Mich.....			*	
Kalamazoo College, Kalamazoo, Mich.....		*		
Hillsdale College, Hillsdale, Mich.....	*	*		
University of Minnesota, Minneapolis, Minn.....	*	*		
Concordia College, Moorhead, Minn.....	*	*		
University of Mississippi, University, Miss.....	*	*		
Culver Stockton College, Canton, Mo.....			*	
University of Missouri, Columbia, Mo.....				*
Drury College, Springfield, Mo.....		*		
Montana Wesleyan College, Helena, Mont.....		*		
Montana State University, Missoula, Mont.....	*	*		
University of Nebraska, Lincoln, Nebr.....			*	
Nebraska Wesleyan University, University Place, Nebr.....	*		*	
Princeton University, Princeton, New Jersey.....		*		
St. Stephens College, Annandale, N.Y.....	*	*		
St. Lawrence University, Canton, N.Y.....	*	*		
Hamilton College, Clinton, N.Y.....			*	
Hobart College, Geneva, N.Y.....	*	*		
New York University, New York City.....	*			*
North Carolina College for Women, Greensboro, N.C.....	*	*		
Fargo College, Fargo, N. Dak.....				*
Municipal University of Akron, Akron, Ohio.....		*		
St. Xavier College, Cincinnati, Ohio.....				*
Western Reserve University, Cleveland, Ohio.....		*		
Muskingum College, New Concord, Ohio.....		*		
Miami University, Oxford, Ohio.....			*	
Phillips University, Enid, Okla.....	*	*		
University of Oklahoma, Norman, Okla.....			*	
Oregon Agricultural College, Corvallis, Ore.....	*		*	
University of Oregon, Eugene, Ore.....			*	
Lafayette College, Easton, Pa.....		*		
Grove City College, Grove City, Pa.....	*			
Allegheny College, Meadville, Pa.....		*		
Westminster College, New Wilmington, Pa.....		*		
University of Pittsburgh, Pittsburgh, Pa.....	*		*	
Swarthmore College, Swarthmore, Pa.....	*			
Washington and Jefferson College, Washington, Pa.....	*	*		
Huron College, Huron, S. Dak.....	*			
University of South Dakota, Vermilion, S. Dak.....	*			
Tusculum College, Greenville, Tenn.....				
University of Tennessee, Knoxville, Tenn.....			*	
Abilene Christian College, Abilene, Tex.....	*	*		
Simmons College, Abilene, Tex.....			*	

	Taught in course by itself	Taught in connection with Bio-Eg	Taught in connection with Zyg	Taught in connection with both
Texas Woman's College, Fort Worth, Tex. ....	*	*	*	*
Austin College, Sherman, Tex. ....	*	*	*	*
Agricultural College of Utah, Logan, Utah .....	*	*	*	*
Brigham Young College, Logan, Utah .....	*	*	*	*
University of Utah, Salt Lake City, Utah.....	*	*	*	*
Middlebury College, Middlebury, Vt. ....	*	*	*	*
Hollins College, Hollins, Va. ....	*	*	*	*
Virginia Polytechnic Institute, Blacksburg, Va. ....	*	*	*	*
University of Washington, Seattle, Wash. ....	*	*	*	*
College of Puget Sound, Tacoma, Wash. ....	*	*	*	*
West Virginia University, Morgantown, W. Va. ....	*	*	*	*
Beloit College, Beloit, Wis. ....	*	*	*	*
University of Wisconsin, Madison, Wis. ....	*	*	*	*
Ripon College, Ripon, Wis. ....	*	*	*	*
University of Wyoming, Laramie, Wyo. ....	*	*	*	*

### Sixth International Neo-Malthusian and Birth Control Conference.

This Conference was held at the Hotel McApelin, New York, from March 25th to 31st, under the auspices of the Birth Control League of America, Inc., (President: Mrs. Margaret Sanger), and presided over by Dr. C. V. Drysdale. Representatives of sixteen nations, including India, China, and Japan, attended and reported the progress made in their respective countries, and twelve sessions were held, devoted to the Economic, Eugenic, Hygienic, Medical, Contraceptive, Moral, and International aspects of the question. Fully a thousand physicians attended the Contraceptive sessions, and the Medical session was addressed by Dr. Wm. A. Pusey, President of the American Medical Association, who warmly endorsed the movement from the medical, eugenic, moral, psychological and national standpoints.

The Conference was especially notable for the number of distinguished scientific authorities who supported it, especially on the Eugenic side. Prominent among these were Dr. C. C. Little, president of Maine University and Chairman of the Second International Eugenics Congress; Prof. Corrado Gini, Director of the Department of Statistics, Royal University, Padua; Dr. Ladislov Hascovec, President of the Eugenics Society of Prague; Prof. Samuel J. Holmes of the University of California; Dr. G. de Lapouge Representative of France at the Second International Eugenics Congress; Prof. Carl Moore of the Biological Research Department of the University of Chicago; Prof. Raymond Pearl, Statistician and Head of the Department of Biometry of the John Hopkins University, Baltimore; Dr. F. B. Sumner, acting Director of the Scripps Institute for Biological Research, California; and Prof. G. C. Wheeler of the Zoological Department of Syracuse University California. Others who were Vice-Presidents or supporters of the Conference, but who were unable to attend were Sir E. Ray Lankester, F.R.S., Sir G. H. Knibbs,

Commonwealth Statistician of Australia; Prof. E. W. McBride, F.R.S.; Mr. Julian Huxley; Mr. Havelock Ellis; and Prof. H. S. Jennings, President of the American Zoological Association.

The principal papers of more or less direct interest to Eugenists were the following: "Eugenics, Euthenics, and Birth-Control and Their Relation to Some of the Problems of the Present Day," by Dr. S. Adolphus Knopf; "Selection the Only Way of Eugenics," by Prof. W. Whiting, Chairman of the Eugenics Session; "Unnatural Selection and its Resulting Obligations," by Dr. C. C. Little, Chairman of the Biological Session; "A Eugenic Birth-Rate for France," by Dr. G. de Lapouge; "What are the Criteria for Racial Control," by Dr. Ira S. Wile; "On Birth Control," by Prof. Corrado Gini; "The Distribution of Birth Control Practices," by Prof. Roswell Johnson; "Should the State Demand a Health Certificate for Marriage," by Prof. Dr. Ladislov Hascovec; "Survival of the Unfit," by Dr. Max. G. Schlapp; "The Evolutionary Meaning of Birth-Control," by Mr. Havelock Ellis; "The State and Birth-Control," by Mr. E. S. P. Haynes; "A Study of the Inheritance of Internal Glandular Disturbances," by Dr. Walter Timmie; "Mechanism of Sex-determination," by Dr. Wm. N. Berkley; "The Problems of Hedonistic Sex Relations," by Dr. Adolf Meyer; and "Sterilization," by Prof. H. Duehrssen. The eugenic aspect of the question was, however, stressed in many other communications.

On the whole the general feeling of the Eugenists present was in agreement with the neo-Malthusian negative eugenic principle of promoting the restriction of the hereditarily defective and unfit types, but at the close of the Conference a resolution was proposed by Dr. Roswell Johnson and Dr. Sumner calling for encouragement of reproduction of the better types. The Conference was at first indisposed to accept this resolution, but on the President stating that he saw no objection to it in those low birth-rate countries which were nearly overcoming their over-population problem, it was adopted.

The International Federation of neo-Malthusian and Birth Control Leagues was re-constituted, and it was resolved that the Seventh International Conference should be held in the summer of next year either at Geneva or Copenhagen. Dr. C. C. Little has accepted the Presidency of the Federation.

The report of the Conference is in course of preparation, and will probably be issued in seven volumes, one of which will be devoted to the Eugenic and Public Health Aspect.

C.V.D.

### North Kensington Clinique.

Readers will be interested to learn that one more clinic for the instruction of poor mothers in contraceptive methods has been opened in North Kensington, at No. 10, Telford Road. The premises are convenient, but not large. At present, however, it is only just beginning to be known, and two sessions a week are all that is required. A lady doctor and nurse attend. The methods seem to resemble very closely the lines on which the Walworth centre is being run.

### Fulham Birth Control Clinic.

Yet a third group has begun practical work on Birth Control. The Labour Women's Organisations have opened a clinic in Fulham which will be attended by a qualified midwife for some hours every day: consultations are free. This has not yet been visited by any member of the Society, but a fuller report should appear shortly. (The People's Clinic for Birth Control and Social Welfare, 20, Ancill Street, Fulham Cross.)

### The Colonisation of Haarlem.

The colonisation of the basin of the lake of Haarlem, drained during the years 1848—1892, has recently been described from the Sociological point of view by Dr. H. N. Ter Veen in a most interesting volume illustrated by different geographical charts and by curves relating to the rise and spread of a population, their mortality, morbidity, nationality, &c. The first immigrants were to a considerable extent the navvies coming from different parts of the country, who stayed in the locality after the draining of the lake; marrying with women of the neighbouring places. For the first 20 years life in this new cultivated land was very hard and only the most vigorous persons stayed on and persevered.

The death-rate during these years was higher than elsewhere, still-births mortality in the first year of life exceedingly high. Unhealthy living (bad houses, alcoholism, &c.), caused a high morbidity. But the conservatism of the Dutch peasant held out in this lake basin. Steam machinery (agriculture machines, &c.) were in use long before, elsewhere in the Netherlands, there were 60 years ago model-farms visited by foreign people. Ere long hygienic measures were taken by the population. The fertility of the basin combined with the energy of this selected population caused the actual flourishing state of the colony, where life is vigorous and mortality does not exceed that in other parts of the country. Agriculture and horticulture and breeding of horses is the speciality of this drained lake, on the borderland of which are found the well-known culturers of flowers with large export to foreign countries. M. A. VAN HERWEDREN.

### Inheritance of Eye-Colour.

At the National Congress of Science and Medicine at Groningen, 15 April, 1925, Dr. G. P. Frets gave a note on the heredity of eye-colour. In his extensive material of 3,600 persons used for measuring the cephalic index Dr. Frets always found that blue-eyed children were born from blue-eyed parents. He mentions several families where both parents or one of the parents had a trace of yellow and orange pigment in the eye which was inherited by the children. Amongst his material there were more females than males with brown eyes. As regards the results of the crosses blue-brown and brown-blue, the percentage blue and not blue amongst the offspring in the two sexes, but the ratio is not the same as that found by O. Winge in his recent researches on eye-colour. M. A. VAN HERWEDREN.

## “The Wail of the Well.”

BY MAY AYARS.

Johnnie Jones has lost a leg  
 Fannie's deaf and dumb  
 Marie has epileptic fits  
 Tom's eyes are on the bum  
 Sadie stutters when she talks  
 Mabel has T. B.  
 Morris is a splendid case of imbecility  
 Billy Brown's a truant  
 And Harold is a thief  
 Gwendolyn is a millionaire  
 And Gerald is a fool  
 So everyone of these darn kids  
 Goes to a special school.  
 They have specially nice teachers  
 And special things to wear  
 And special time to play in  
 And special kind of air.  
 They've special lunches right in school  
 While I, it makes me wild,  
 I haven't any specialities,  
 I'm just a normal child.

(From *The Training School Bulletin*, April, 1925.)

## Emigration Failures.

The report of the Committee on Immigration and Colonization of the Social Service Council of Canada, Jan., 1925, contains some very damning facts with regard to Canada's child immigrants.

Amongst the girls brought out by one agency between the years 1917—1924, there were 185 whose mental state was subsequently found to be as follows:—

- 77 mentally defective;
- 5 suffering from Dementia Praecox
- 6 Normal;
- 37 not diagnosed.

From the point of view of health and morality :

- 18 have had 2 or more illegitimate children;
- 36 were prostitutes;
- 12 were infected with gonorrhoea.
- 16 with syphilis.
- 3 with both diseases.
- 4 had been in jail.

Treated at the Toronto General Hospital between 1915-1924 were 181 women known to have come to the country as child immigrants, all but one through the same agency. Of these 7 were reported to be

insane and 114 mentally defective, and 15 were prostitutes, one sexual pervert and several were jailbirds, and already this group has produced 181 illegitimate children.

Another investigation of 200 child immigrants revealed equally alarming figures.

45 were apparently normal.

78 were below normal.

77 were mentally defective.

3 congenital imbeciles.

The report asks how such cases passed the inspection of the Superintendent of Emigration at his London Office, and how they eluded the vigilance of the port doctors? Whether the Home authorities knew these children were defective, and if not, why they were ignorant of the fact?

Most of us have been under the impression that in recent years, at least, the pick of the country has been emigrated to the Dominions, leaving us with the residue. It is true, of course, that these are only the failures amongst a very large number who have proved themselves to be desirable citizens, but all the same the report is a very disquieting one, and calls for further investigation on both sides of the water.

E.I.C.

### Deterioration.

Disquieting paragraphs occur in reporting the difficulty in many areas in raising the requisite number of recruits for the Police Force. We quote as follows:—

"The general deterioration of the nation's physique and the after effects of war-time privations which are showing in those who are now reaching manhood account for the large number who are rejected on medical examination; but perhaps 90 per cent. of the applicants for appointment never get so far as the doctor because they are manifestly unsuitable, while the simple educational test knocks out so many more that a Chief Constable is lucky if he finds five suitable men among a hundred applicants. But besides physique and education, important as they are, character is essential—not mere freedom from trouble with the law, but the possession of qualities which promise that the man will develop into a useful servant of the public, with a due sense of the privilege and responsibilities of service to the State, and not likely to bring any reproach upon the Service to which he belongs. We are getting, as we always did, some men of this sort, but, if the general morale is to be raised to anything like the ideal, the proportion must be greater. Recent discussions have centred on the question whether the commencing pay attracts this stamp of man, but he should be attracted not by this, not even by the prospects of personal advancement in the future, but by an ambition for public service and for a share in the good work of the community."—*Reports of His Majesty's Inspectors of Constabulary. Cmd. 2316. 1924*

### Bryn Mawr Marriages.

Figures received from Bryn Mawr College on the birth rate among its graduates bring out some very interesting facts which have a direct bearing on eugenics. From the classes from 1888 to 1923, 44.9 per cent. of the graduates have married. The percentage is somewhat higher if the recent and therefore younger graduates are not considered. The total average number of children per marriage is 2.07 for all the classes. If the recent classes are omitted, the number will be slightly higher. Figured on the total number of graduates, the percentage is .93 of a child per graduate, while with the omission of the recent classes, the number rises slightly. This is a long way from the 3.7 children required even to maintain population.

**PROGRAM OF FORUM,  
SOCIAL LEGISLATION**

(Special to the Free Press)

MONTPELIER, Jan. 18.—Certain changes have been made in the program first announced for the open forum on Social Legislation to be held by the Vermont Conference of Social work in the State house Wednesday January 19.

In the afternoon session the topic assisted Dr. George K. Pratt, "Psychiatric Study of Problem Children in School and Juvenile Court," will be discussed by Dr. H. E. Chamberlain now engaged in psychiatric work connected with the Engineers Survey of Vermont. Dr. Chamberlain formerly connected with one of the finest private sanatoria for nervous cases in the country is now associated with the Survey Dept. of The National Committee for Mental Hygiene.

In the evening session the topic "Communications on Social Legislation" will be omitted and in its place Alfred E. Whitman of Boston will speak on "Co-operation of Public and Private Agencies in the Field of Child Helping." Mr. Whitman, the executive secretary of the Boston Children's Aid Association, is also treasurer of the Child Welfare League of America. A joint resolution of the assembly has put the reception room in the State House and for the evening the hall of representatives at the service of the conference.

Gov. Weeks is expected to open the Forum with a word of welcome. After the governor's greeting the following program will be presented:

Wednesday, January 19. A. R. Gifford, chairman, presiding, afternoon, (reception room).

Greeting: Hon. E. Weeks, governor of Vermont.

2. 1. A. State Program of Care for Mental Defectives, Dr. Truman J. Allen, Brandon State School for Feeble Minded, Brandon.

2. 2. The Problem Child in School and Juvenile Court, Dr. H. E. Chamberlain, National Committee for Mental Hygiene, New York City.

3. 3. Lessons from the Eugenics Survey of Vermont, Professor Henry P. Perkins, director, Eugenics Survey of Vermont, Burlington.

3:00-3:30 Discussion.

4. 4. Improvement of Laws Affecting the Happiness and Health of Childhood, Mrs. Henry B. Shaw, clerk, Vermont Children's Aid Society, Inc., Burlington.

4:30-5:00 Discussion.

Evening (all of Representatives).  
5:00 State Departments of Public Welfare, Richard K. Conant, Mass. State Commissioner of Public Welfare, Boston.

5:10 Public Private Agencies in Child Welfare: Their Respective Fields, A. F. Whitman, executive secretary of Boston Children's Aid Association, Boston, Mass.

You are cordially urged to be present and to bring your friends—  
Members of the General Assembly and State officials are especially invited.

Everyone interested in better laws and commonwealth is welcome.  
Thursday, January 20—Morning, Assembly, if these can be arranged.

# SOCIAL WORKERS TO OPEN MEETING TODAY

## Welfare Problems Will Be Discussed at Confer- ence in Middlebury.

(Special to The Herald.)

MIDDLEBURY, Oct. 2.—The 19th annual meeting of the Vermont Conference of Social Work will be held here tomorrow and Wednesday with W. I. Mayo, jr., of Westminster as the presiding officer. The theme of this year's conference is to be "The Family in a Time of Change." Three phases of the topic, family welfare, family health and family morale, will be considered.

The conference will open at noon tomorrow with the following persons scheduled to speak: Dr. C. C. Adams, Middlebury; Rev. M. S. Czatt, Brattleboro; G. B. Clarke, Montreal; Miss Josephine Webster, Burlington; Professor Russell Sholes, Middlebury college; Lewis Jones, Bennington college; Dr. Carl E. Buck, field director of the American Public Health association; J. H. Blodgett, Bellows Falls; H. W. Slocum, Burlington, and Dr. Valeria Parker, New York.

The committee in charge of the program is composed of Miss Florence Maddock of Burlington, chairman; Miss Katherine Kidder of Woodstock and Rev. Stanley Cummings of Bennington. Arrangements are in charge of Professor Russell Sholes and Mrs. William Burrage.

This afternoon at 1.30, an institute will open at the Community house on "New Skills in the Art of Helping," which will continue through Tuesday morning. Miss Etta Hamilton, case supervisor of the Family society of New Haven, Conn., will be in charge of the study course. Miss Josephine Webster, field supervisor of the state unemployment relief work, and W. H. Dyer, commissioner of public welfare in Vermont, will assist. Miss Elin Anderson, secretary of the eugenic survey office in Burlington, is in charge of registrations.

The institute is being held primarily for lay social workers, including members of boards of social agencies, church welfare workers, overseers of the poor, and all other community workers who are desirous of discussing problems with a trained social worker, and learning new skills in the art of helping people in need.

At the close of the Social Work conference on Wednesday there will be a meeting of the Vermont Commission on Country Life at the Middlebury Inn.

Ex. 69

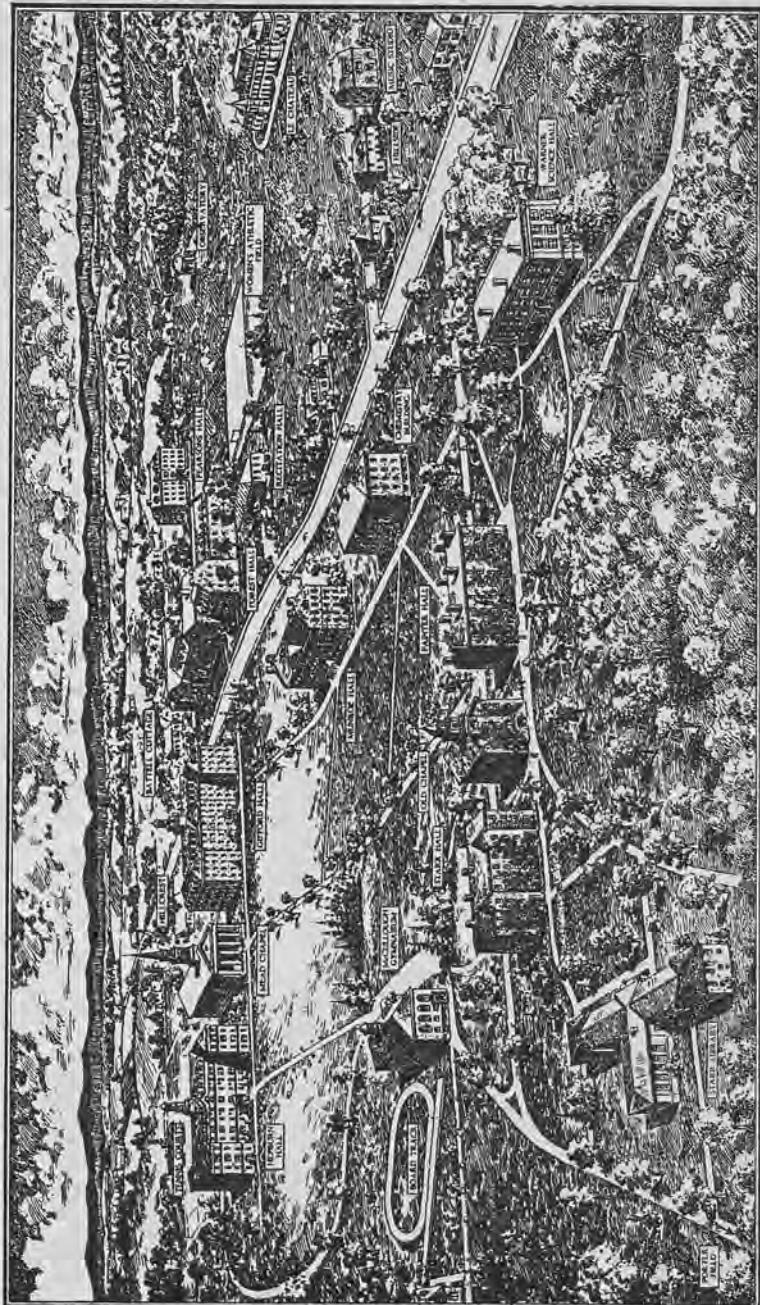


# Middlebury College Bulletin

CATALOGUE NUMBER

1945-1946

MIDDLEBURY, VERMONT - AUGUST, 1945



*This bulletin is published in the midst of war. The schedule of the current year and many of the courses reflect the adjustment of Middlebury College to wartime demands. While the war continues, the College will do all within its power to train its students for the tasks to which America may put them. But it does not forget that beyond the war lies a peace which will impose even greater responsibilities upon thinking men and women. It does not surrender its obligations as a college of liberal arts in which young people are encouraged to seek out the truth and use it for the enrichment of themselves and of society.*

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GOVE

# Courses

THE DEPARTMENTS of instruction in the following description of courses are arranged in alphabetical order. Courses meet three times a week on alternating days, and carry three points of credit, unless otherwise indicated. Courses numbered 10-19 are usually taken by freshmen; 20-29, by sophomores; 30-39, by juniors; 40-49, by seniors. Schedules are cleared on this basis, and conflicts will thus be most easily avoided.

All courses are given by terms; each course is a separate unit with a final examination. The figures 1 and 2 following the decimal point after the same number for two courses indicate that those two courses are complementary, and together form an instructional program or a "year course." The first course may or may not be prerequisite to the second; and it may or may not be required to take both courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1945-46 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period; D., Drama. Starred courses are regularly open to graduate students. Courses marked with a section mark (§) are approved for election in Group A. (see page 41.)

The College reserves the right, without further notice, to cancel any course herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

## AMERICAN LITERATURE

Professor COOK

Required for General Examination: 21.1, 21.2, 31.1, 31.2, 41.1, 42.2 or 44.1.

21.1 AMERICAN LITERATURE SURVEY§ *Fall term*

The main currents of literary thought in America, with particular emphasis on selected works of some major writers. Mr. COOK

21.2 AMERICAN LITERATURE Survey§ *Spring term*  
Continuation of 21.1 (Am. Lit. 21.1) Mr. COOK

31.1 THE AMERICAN NOVEL§ *Fall term*  
The main tendencies in the development of the novel in America to 1900. (Am. Lit. 21.1 and 21.2 and permission) Mr. COOK

31.2 THE AMERICAN NOVEL§ *Spring term*  
The main tendencies in the development of the novel in America from 1900 to the present day. (Am. Lit. 31.1 and permission) Mr. COOK

41.1 CONTEMPORARY AMERICAN POETRY§ *Spring term*  
A study of the work of outstanding contemporary poets. (Am. Lit. 21.1 and 21.2 and permission) Mr. COOK

[41.2 THE AMERICAN SHORT STORY§]

[42.2 EMERSON AND THOREAU§]

44.1 AMERICAN BIOGRAPHY§

Significant biographies which contribute to American thought. (Am. Lit. 21.1 and 21.2 and permission) *Fall term* Mr. COOK

50.1 and 50.2 SPECIAL RESEARCH COURSES§

Open to qualified students. Recommended for Seniors preparing to obtain Honors in American Literature. (Permission) *Fall and Spring terms* Mr. COOK

BIOLOGY

Assistant Professor HITCHCOCK

Associate Professor WEBSTER

Miss WRIGHT

Required for General Examination: 11.1, 11.2, 21.1, 22.2, 31.2 and four other courses.

Recommended: Chemistry 11.1, 11.2, 23.1, 23.2. Philosophy 22.1, 36.2.

11.1 INTRODUCTION TO BOTANY

The general problems of biology approached from a study of plant life; with emphasis on structure, physiology and development. A survey is made of the plant kingdom with laboratory study of representative types. 3 hrs. lect., 6 hrs. lab.—4 credits. *Lab. fee \$10.* *Fall term* Mr. WEBSTER

11.2 INTRODUCTION TO ZOOLOGY

Continuation of 11.1. Survey of the animal kingdom. Correlation of structure and function; developmental processes; heredity; theories of evolution. Laboratory study of representative animals. (Biol. 11.1) 3 hrs. lect., 6 hrs. lab.—4 credits. *Lab. fee \$10.* *Spring term* Mr. HITCHCOCK

[20.2 INVERTEBRATE ZOOLOGY\*]

21.1 COMPARATIVE ANATOMY OF VERTEBRATES\*

A comprehensive study of vertebrate structure, adaptation and evolution. Dissection of selected animal types. (Biol. 11.1, 11.2) 3 hrs. lect., 6 hrs. lab.—5 credits. *Lab. fee, \$10.* *Fall term* Mr. HITCHCOCK

22.2 BOTANY\*

Designed for biology majors. Special emphasis is placed on vascular plant anatomy and physiology. Frequent field trips and laboratory study of representative forms of this locality. (Biol. 11.1) 2 hrs. lect., 6 hrs. lab.—4 credits. *Lab. fee, \$10.* Mr. WEBSTER

31.1 HUMAN PHYSIOLOGY

General discussion of the functions of the human body: nutrition, digestion, circulation, respiration, excretion, reproduction and the endocrine and nervous systems. (Biol. 11.1, 11.2; Chem. 11.1, 11.2, or permission) 3 hrs. lect. *Fall term* Miss WRIGHT

31.2 GENERAL PHYSIOLOGY\*

The basic principles of physiology; physico-chemical structure of living protoplasm; enzyme action in relation to digestion, respiration, contraction; excitation and response; etc. (Biol. 11.1, 11.2; Chem. 11.1, 11.2 and Chem. 23.1. Seniors or permission) 3 hrs. lect., 6 hrs. lab.—5 credits. *Lab. fee, \$10 and breakage.* *Spring term* Miss WRIGHT

**41.2 GENERAL BACTERIOLOGY\****Spring term*

A lecture and laboratory study of the general principles of bacteriology: history, staining reactions; sterilization; pure culture methods; morphology, physiology and taxonomy of bacteria. Relation of bacteria to industry and public health. (Biol. 11.1, 11.2 or Chem. 23.1, 23.2) 3 hrs. lect., 6 hrs. lab.—4 credits. *Lab. fee, \$10.*

Mr. WEBSTER

**42.1 GENETICS\****Fall term*

A study of genic action and the physical basis of heredity in plants and animals, including some aspects of eugenics. (Biol. 11.1 and 11.2) 3 hrs. lect., 6 hrs. lab.—5 credits. *Lab. fee, \$5*

Miss WRIGHT

**[43.2 HISTOLOGY]\*****44.2 COMPARATIVE EMBRYOLOGY\****Spring term*

The general principles of development. Laboratory work includes study of representative types. Some opportunity is offered for experimental work. (Biol. 11.1 and 11.2; Biol. 21.1 preferred or permission) 3 hrs. lect., 6 hrs. lab.—5 credits. *Lab. fee, \$5.*

Miss WRIGHT

**50.1 and 50.2 SPECIAL\****Fall and Spring terms*

Designed to fit special needs of graduate students or Seniors by permission. Hours to be arranged. *Lab. fee, \$10.*

Mr. HITCHCOCK, Mr. WEBSTER, Miss WRIGHT

**CHEMISTRY**

Professor VOTER

Assistant Professor WEIDNER

Assistant Professor REID

INSTRUCTOR

Required for General Examination: 11.1 and 11.2 or 12.1 and 12.2; 21.1; 23.1 and 23.2; 31.1 and 31.2; 41.1 and 41.2; and either 42.1 and 42.2, 43.1 and 43.2, 49.1 and 49.2, or 50.1; Mathematics 11.1 and 11.2, 21.1 and 21.2; German 22.1 and 22.2; Physics 21.1 and 21.2; six terms of Humanities, exclusive of English and languages.

Recommended: Additional Physics, English, and Mathematics; Elements of Drafting or another science.

Students who are preparing for medicine and who wish to do their major work in this department will be allowed to substitute courses in other departments for certain of these courses which are not specifically required by the medical schools.

The Chemistry department is accredited by the Committee on the Professional Training of Chemists of the American Chemical Society and this program of study is designed to meet the recommendations of that committee. The courses provide a thorough training in the fundamentals of Chemistry and its relation to other scientific fields, medicine, engineering, and related subjects. Students completing this program satisfactorily will be adequately qualified for advanced work in graduate school or positions in chemical industry. Majors should have their programs approved by the Chairman of the department early in their college course if they wish to be accredited by the Society.

A deposit fee to cover cost of broken apparatus is charged in each laboratory course, to be paid to the Treasurer at the beginning of each term.

**11.1 GENERAL CHEMISTRY***Fall term*

Fundamental principles of chemistry with study of the more common elements, their compounds, etc.; drill in problems. Students having no previous chemical training

will be assigned selected laboratory work and special conference periods to bring them to the sophomore level at the end of two terms. 3 hrs. lect., 5 hrs. lab. and conference.—4 credits. *Lab. fee, \$10 and breakage.* Mr. WEIDNER, INSTRUCTOR

**11.2 GENERAL CHEMISTRY** *Spring term*  
Continuation of 11.1 with elementary qualitative analysis and problems. (Chem. 11.1)  
Lectures, conferences, lab. hrs., lab. fees, and credits the same as for 11.1.

Mr. WEIDNER, INSTRUCTOR

[12.1 and 12.2 INTRODUCTORY GENERAL CHEMISTRY]

**21.1 CHEMICAL PRINCIPLES AND QUALITATIVE ANALYSIS** *Fall term*  
Elementary chemical theory, theory of solutions, equilibrium, reactions in solution; laboratory work in semi-micro qualitative analysis. (Chem. 11.2 or 12.2; Math. 11.1 and 11.2) 3 hrs. lect., 4 hrs. lab.—4 credits. *Lab. fee, \$10 and breakage.* Mr. VOTER

**21.2 CHEMICAL PRINCIPLES AND QUALITATIVE ANALYSIS** *Spring term*  
Continuation of 21.1 with introduction to Physical Chemistry and physico-chemical measurements. This course with 21.1 is designed also to meet the pre-medical requirements in physical chemistry. (Chem. 21.1) Lectures, lab. hrs., lab. fees, and credits the same as for 21.1.

Mr. WEIDNER, Mr. VOTER

**23.1 INTRODUCTORY ORGANIC CHEMISTRY** *Fall term*  
Chemistry of the carbon compounds, both aliphatic and aromatic. Electronic and structural theory, organic synthesis, analysis and functional behavior of the important classes of compounds. (Chem. 11.2 or 12.2) 3 hrs. lect., 6 hrs. lab.—5 credits. *Lab. fee, \$12 and breakage.* Mr. REID

**23.2 INTRODUCTORY ORGANIC CHEMISTRY** *Spring term*  
Continuation of 23.1 with emphasis on the aromatic compounds. (Chem. 11.2 or 12.2; 23.1) Lectures, lab. hrs., lab. fees, and credits the same as for 23.1. Mr. REID

**31.1 QUANTITATIVE ANALYSIS** *Fall term*  
Lectures and laboratory work. Theories of analytical chemistry and general methods of gravimetric analysis with emphasis on accuracy and technique. (Chem. 21.1) 3 hrs. lect., 8 hrs. lab.—5 credits. *Lab. fee, \$10 and breakage.* Mr. VOTER

**31.2 QUANTITATIVE ANALYSIS** *Spring term*  
Continuation of 31.1. Laboratory work is chiefly volumetric analysis with some training in electrolytic procedures. This course may precede 31.1. (Chem. 21.2) Lectures, lab. hrs., lab. fees, and credits the same as for 31.1.

Mr. VOTER

**41.1 PHYSICAL CHEMISTRY\*** *Fall term*  
Modern chemical theory extending and coordinating earlier courses. Physical states of matter, chemical thermodynamics, solutions, homogeneous equilibria. A knowledge of physics, the calculus, elementary organic chemistry, and quantitative techniques is required. Open to Physics majors by permission. (Chem. 21.2, 23.2, 31.2; Physics 21.1, 21.2; Math. 11.1, 11.2, 21.1, 21.2) 3 hrs. lect., 4 hrs. lab.—4 credits. *Lab. fee, \$10 and breakage.* Mr. WEIDNER

**41.2 PHYSICAL CHEMISTRY\****Spring term*

Continuation of 41.1. Heterogeneous and ionic equilibria, kinetics, electro chemistry, colloids, atomic and molecular structure. (Chem. 41.1) Lectures, lab. hours, lab. fees, and credits the same as for 41.1.

Mr. WEIDNER

**42.1 BIOCHEMISTRY\****Fall term*

Chemistry of the carbohydrates, lipides, proteins, and enzymes; processes of digestion, absorption, and utilization of nutrient materials in metabolism. (Chem. 23.2, Biology 11.2 and Chem. 31.2 recommended.) 3 hrs. lect., 6 hrs. lab.—4 credits. *Lab. fee, \$10 and breakage.*

INSTRUCTOR

**42.2 BIOCHEMISTRY\****Spring term*

Chemistry of the vitamins, hormones, and other factors regulating vital functions; immunochemistry and chemotherapy; clinical methods of analysis; interpretation of normal and pathological variations. (Chem. 23.2, 42.1. Chem. 31.2 recommended.) Lectures, lab. hours, lab. fees, and credits the same as for 42.1.

INSTRUCTOR

**43.1 ADVANCED ORGANIC CHEMISTRY\****Fall term*

Characterization of various types of organic compounds. Practice in qualitative analysis, separation of mixtures, and quantitative determination of elements and functional groups. Relation of physical properties and chemical constitution, functionalism and structure, analytical methods and syntheses. (Chem. 23.2, 31.2) 2 hrs. lect., 6 hrs. lab.—4 credits. *Lab. fee, \$12 and breakage.*

Mr. REID, INSTRUCTOR

**[43.2 ADVANCED ORGANIC CHEMISTRY\*]****49.1 ADVANCED INORGANIC CHEMISTRY\****Spring term*

Modern theories, critical study of the periodicity of the elements; atomic, molecular, and crystal structure; coordination compounds. Laboratory work in advanced inorganic synthesis. Individual projects. (Prerequisites same as for Chem. 41.1, and 41.1 at least simultaneously.) 3 hrs. lect., 4 hrs. lab.—4 credits. *Lab. fee, \$10 and breakage.*

Mr. WEIDNER

**[49.2 ADVANCED INORGANIC CHEMISTRY\*]****50.1 and 50.2 RESEARCH\****Fall and Spring terms*

Open to properly qualified students. Recommended for candidates for the Master's degree and for Seniors seeking Honors in Chemistry. (Permission.)

*Lab. fee, \$12 and breakage per term.*

a. Analytical Chemistry

Mr. VOTER

b. Inorganic and Physical Chemistry

Mr. WEIDNER

c. Organic Chemistry

Mr. REID

d. Organic Chemistry and Biochemistry

INSTRUCTOR

**CLASSICS**

Professor WHITE

Required for General Examination: 11.1, 11.2, 15.1, 15.2, 21.1, 21.2, 31.1 or 31.2 or 32.1, 32.2, 33.1, 33.2, 41.1; History 33.2.

LATIN

11.1 SUETONIUS§

Life of Augustus. Translation, prose exercises, study of vocabulary and syntax.  
Complementary to 11.2 and must be taken with it.

*Fall term*

Mr. WHITE

11.2 CICERO AND LATIN POETRY§

Selections from the Letters of Cicero and from Latin poetry, intended to give a view of the wide range of Latin literature. Complementary to 11.1 and must be taken with it.

*Spring term*

Mr. WHITE

21.1 PLINY THE YOUNGER§

Selections from the *Letters*, presenting many references to life and customs, and intended to bring the student into close touch with the daily life of the Romans.  
(Latin 11.1 and 11.2)

*Fall term*

Mr. WHITE

21.2 HORACE§

Selected *Odes* and *Epodes*. Comparison of the odes with the lyrics in Latin, English, and other languages. (Latin 21.1)

*Spring term*

Mr. WHITE

[31.1 ROMAN COMEDY§]

[31.2 TACITUS§]

[32.1 ROMAN SATIRE§]

[32.2 LATIN LITERATURE AND SELECTIONS§]

33.1 ROMAN CIVILIZATION§

Various phases of Roman civilization such as government, religion, social life, mythology. The many influences of Rome upon subsequent history and civilization. Complementary to 33.2 and must be taken with it.

*Knowledge of Latin not required.*

*Fall term*

Mr. WHITE

33.2 ROMAN CIVILIZATION§

Complementary to 33.1 and must be taken with it.

*Spring term*

Mr. WHITE

41.1 ADVANCED LATIN PROSE COMPOSITION

Latin writing, based chiefly on Caesar's *Gallic War*. A systematic study of Latin syntax, vocabulary, and idioms; for prospective teachers.

*Fall term*

Mr. WHITE

41.2 THE TEACHING OF PREPARATORY LATIN

Methods and authors used, and teaching problems; the necessity of making Latin a live language; quality *versus* quantity; literary appreciation.

*Spring term*

Mr. WHITE

GREEK

15.1 BEGINNERS' GREEK

*Greek 15.1 and Greek 15.2 must be passed before credit for either is given.*

*Fall term*

Mr. WHITE

15.2 BEGINNERS' GREEK

Continuation of 15.1 (Greek 15.1)

*Spring term*

Mr. WHITE

24.1 GREEK PROSE AUTHORS AND NEW TESTAMENT§  
(Greek 15.2 or its equivalent.)

*Fall term*  
Mr. WHITE

[24.2 HOMER'S *Odyssey*§]

[25.2 GREEK DRAMA IN TRANSLATION§]

[35.1 EURIPIDES' *Iphigenia Among the Taurians*; LYRIC POETS§]

[35.2 PLATO's *Apology*§]

[44.1 SOPHOCLES AND AESCHYLUS§]

[45.2 ARISTOPHANES§]

[46.1 PLATO's *Republic*§]

[46.2 ARISTOTLE'S *Ethics*§]

#### CONTEMPORARY CIVILIZATION

Professor HEINRICHS

Required of all students in their freshman year.

11.1 and 11.2

*Fall and Spring terms*

An orientation course which aims to acquaint the student with the major events and the trends of contemporary civilization. The first term will be concerned primarily with the background of European civilization and significant influences for the immediate future. Significant historical events, political and economic experiments, and international relations will be studied. The second term will deal with the principal aspects of man's progress in the Orient, the near East and the Americas. An extensive list of contemporary books is used as text sources. The *N. Y. Times* and *N. Y. Herald-Tribune* are the sources for the understanding of current events. Written book reports are required at monthly intervals. Class lectures, small discussion groups, and lectures by visiting authorities. A book fee of \$5 per term is required, for text and source material, and to secure visiting lecturers.

Mr. HEINRICHs

#### ECONOMICS

Professor FIFE

Associate Professor PRENTICE

Required for General Examination: 21.1, 21.2, 22.2, 31.1, 31.2, 41.1, 43.2, 48.1 or their equivalent. Minimum requirements from other departments: Political Science 11.1 and 11.2, History 32.1 and 32.2; four other courses depending on individual interest.  
Recommended: Sociology, Geography, Mathematics.

21.1 INTRODUCTION TO ECONOMICS

*Fall term*

A survey of the evolution of economic society, and a study of existing economic institutions.

Mr. PRENTICE

21.2 PRINCIPLES OF ECONOMICS

*Spring term*

Continuation of 21.1. A study of the principles of economics as applied to value, price, functional distribution, and the exchange process. (Econ. 21.1) Mr. PRENTICE

22.2 APPLIED ECONOMICS	<i>Spring term</i>
Economic principles as they apply in the analysis of current problems. (Econ. 21.1 and 21.2)	Mr. FIFE
30.1 ECONOMIC ANALYSIS AND THEORY	<i>Fall term</i>
An analytical and theoretical study of price and value, and the functional distribution of income. Continues the analysis begun in Economics 21.1 and 21.2. (Economics 21.1 and 21.2, or permission)	Mr. FIFE
31.1 THE FINANCIAL ORGANIZATION OF SOCIETY	<i>Fall term</i>
A study of the development and functioning of financial institutions; money and credit; corporations and their financing; investment, savings, and commercial banking; the American banking system; stock exchanges; foreign exchanges; financing international trade; business cycles. (Econ. 21.1 and 21.2)	Mr. FIFE
31.2 FINANCIAL ORGANIZATION OF SOCIETY (Continuation of 31.1)	<i>Spring term</i> Mr. FIFE
[32.2 PUBLIC UTILITIES]	
[37.1 PRINCIPLES OF ACCOUNTING]	
[38.2 ECONOMICS OF CONSUMPTION]	
[39.2 INDUSTRIAL MANAGEMENT]	
41.1 LABOR CONDITIONS AND PROBLEMS	<i>Fall term</i>
The derivation of labor problems; the labor movement; collective bargaining; the organization and procedure to which labor relations give rise. (Econ. 21.2)	Mr. FIFE
[41.2 THE STATE IN RELATION TO LABOR]	
42.1 GOVERNMENT FINANCE	<i>Fall term</i>
The evolution of government finance; governments as collective spending agencies. The modern increase in public expenditures, and the need for budgeting. The various forms of revenue; taxation and tax incidence. Public industries, public domain, and public monopolies; public credits, and the public debt. (Econ. 21.2 and 31.2; open to Political Science majors)	Mr. FIFE
[42.2 SOCIAL CONTROL OF ECONOMIC ACTIVITY]	
43.2 INTERNATIONAL TRADE AND FINANCE	<i>Spring term</i>
International trade in theory and practice. Governmental regulation of international trade. Free trade, tariffs, reciprocity, preferences, and most favored nations agreements. (Econ. 42.1)	Mr. FIFE
[45.1 MONEY AND BANKING]	
48.1 ECONOMIC THOUGHT	<i>Fall term</i>
A study of economic thought as it has evolved in the light of economic history. (Majors and permission)	Mr. PRENTICE
[48.2 ECONOMIC THOUGHT]	

49.2 WAR AND POSTWAR ECONOMICS *Spring term*  
Designed to provide an understanding and an analysis of the problems we now face  
and are to face after the war. (Econ. 21.2) Mr. PRENTICE

50.1 and 50.2 HONORS AND SPECIAL COURSES *Fall and Spring terms*  
To be arranged to meet the needs of individual students.

#### EDUCATION

(See PSYCHOLOGY)

#### ENGLISH

Professor BEERS

Professor CADY

Associate Professor BROWN

Assistant Professor PERKINS

Assistant Professor VOLKERT

Required for General Examination: 11.1 and 11.2; and any two of these combinations: 22.1

and 23.2, 31.1 and 31.2, 32.1 and 32.2.

Recommended: English Literature course in sophomore year; History 23.1 and 23.2; American  
Literature 21.1 and 21.2.

#### Literary History

11.1 HISTORY OF ENGLISH LITERATURE§ *Fall term*

Required of all Freshmen. Survey of the periods of English literature in relation to  
historical background. All the major and many minor writers. Training in composi-  
tion; monthly theme assignments. Mr. BEERS, Mr. CADY, Mr. BROWN, Mr. PERKINS

11.2 HISTORY OF ENGLISH LITERATURE§ *Spring term*

Required of all Freshmen. Continuation of 11.1.

Mr. BEERS, Mr. CADY, Mr. BROWN, Mr. PERKINS

Freshmen who have had similar work in high school may anticipate English 11.1 and 11.2  
by passing a qualifying examination with a grade of 75; this examination will not carry credit  
and other English courses must be taken. (Any student whose composition work in English  
11.1 and 11.2 falls below 75 is required to pass English 21.1 before credit for English 11.1 and  
11.2 is given.)

22.1 PROSE AND POETRY OF THE ROMANTIC PERIOD§ *Fall term*

The major representatives of the Romantic Movement, from Wordsworth to Tenny-  
son, including the forerunners of the movement and its philosophy. Mr. BEERS

23.2 PROSE AND POETRY OF THE VICTORIAN PERIOD§ *Spring term*

The Victorian poets and essayists. Particular attention to the poets Tennyson, Brown-  
ing, Rossetti, and Morris, and to the essayists Carlyle, Ruskin, Arnold. Mr. BEERS

31.1 LITERATURE OF THE RENAISSANCE§ *Fall term*

Literature from 1400 to 1660, the drama excluded, as a record of the main currents  
of thought; the early humanists, Spenser, and Milton. (Permission) Mr. CADY

31.2 LITERATURE OF THE RENAISSANCE§ *Spring term*

Continuation of 31.1. Mr. CADY

**32.1 THE AUGUSTAN AGE§** *Fall term*  
A study of neo-classicism in the seventeenth and eighteenth centuries. Special emphasis upon Dryden, Pope, and Swift.  
Mr. BROWN

**32.2 THE LATER EIGHTEENTH CENTURY§** *Spring term*  
Beginnings of romanticism in the eighteenth century. Reaction to it. The major figures studied are Johnson, Goldsmith, Burns, Blake. (English 32.1 or permission)  
Mr. BROWN

[41.1 LITERATURE FROM THE ANGLO-SAXON PERIOD TO CHAUCER§]

*Composition*

**21.1 ELEMENTARY COMPOSITION** *Fall term*  
Readings and weekly themes. Required of students deficient in English 11.1 and 11.2; elective to others who are handicapped in self-expression.

**28.1 EXPOSITORY WRITING§** *Fall term*  
Fundamentals of composition. Practice and readings in such expository types as the article, research report, book review, essay. For students who wish a basis for further work in writing, and for those who wish to gain greater effectiveness in composition for general purposes.  
Mr. BROWN

**28.2 IMAGINATIVE WRITING§** *Spring term*  
Practice and readings in descriptive and narrative writing, with, for eligible students, opportunity for work in the various forms of verse. (English 28.1 or permission)  
Mr. BROWN

**38.2 LITERARY COMPOSITION§** *Spring term*  
An advanced course in writing. Limited to six eligible Juniors and Seniors. Each member selects, with the advice of the instructor, a writing project for the semester; individual conferences. (Permission).  
Mr. BROWN

*Dramatic Literature and Technique*

See note under Fine Arts regarding Arts majors.

**D21.1 TRAINING OF THE SPEAKING VOICE§** *Fall term*  
A study of the production and control of speech sounds. Exercises for flexibility, range, relief from tension, and articulation. Phonetics. Platform experience. Attention to individual problems. (Juniors, Sophomores) *Recording fee, \$2.* Mr. VOLKERT

**D21.2 PUBLIC SPEAKING§** *Spring term*  
For those who wish to develop skill in public address. Designed to develop confidence, conversational spirit, freedom of bodily action. Emphasis on organization of material for various types of speeches. Opportunity for platform presentation in the classroom. (Juniors, Sophomores) *Recording fee, \$2.* Mr. VOLKERT

**30.1 SHAKESPEARE§** *Fall term*  
A detailed reading of typical plays with the purpose of developing an appreciation of them as drama. (Permission)  
Mr. CADY

30.2 SHAKESPEARE§  
Continuation of 30.1. (Permission)

*Spring term*  
Mr. CADY

D32.1 STAGECRAFT

*Fall term*

Training and experience in play production. Problems in planning, constructing, painting and handling scenery; designing settings; lighting; make-up; properties; sound effects. Practical experience in laboratory sessions and on college productions. (Seniors, Juniors, Sophomores) *Lab. fee, \$3.*

Mr. VOLKERT

D32.2 STAGECRAFT

*Spring term*

Continuation of D32.1. (English D32.1) *Lab. fee, \$3*

Mr. VOLKERT

[D35.1 and D35.2 ACTING AND DIRECTING]

[35.1 ELIZABETHAN DRAMA§]

[40.2 DRAMA OF THE RESTORATION AND EIGHTEENTH CENTURY§]

D45.1 HISTORY OF DRAMATIC ART§

*Fall term*

Survey of the arts and crafts of the theatre, past and present. A study of the various types of theatres, settings, acting, directing, lighting, costumes, and make-up from which present-day theatre techniques have developed. Lectures, student reports and projects. (Seniors)

Mr. VOLKERT

D45.2 HISTORY OF DRAMATIC ART§

*Spring term*

Continuation of D45.1.

Mr. VOLKERT

*Literary Types and Individual Writers*

24.1 THE ENGLISH NOVEL§

*Fall term*

Development of English fiction from the beginnings through Conrad. Readings in representative novels; study of personalities, influences, movements, story types, critical standards. (Permission)

Mr. PERKINS

24.2 THE ENGLISH NOVEL§

*Spring term*

Continuation of 24.1.

Mr. PERKINS

[33.1 GREAT NARRATIVE POETRY§]

34.1 COMPARATIVE FICTION§

*Fall term*

Reading of masterpieces of Continental fiction. Study of the history and background of the novel in Russia, France, Germany, Spain, Italy, Poland, Norway, Sweden, and Austria. Class reports and student discussion. (Two years of English and permission)

Mr. PERKINS

34.2 COMPARATIVE FICTION§

*Spring term*

Continuation of 34.1

Mr. PERKINS

[36.2 THE POETRY OF ROBERT BROWNING§]

[42.1 STUDIES IN ELIZABETHAN LITERATURE (MILTON OR SPENSER)§]

[43.1 LITERARY CRITICISM§]

- 45.2 CONTEMPORARY ENGLISH POETRY§ *Spring term*  
 Readings and informal discussions of modern English poetry. (Permission)  
 Mr. BEERS
- 46.2 METHODS OF TEACHING ENGLISH§ *Spring term*  
 English writers and works studied in high school, with instruction in methods of the presentation of material. (Six courses in English or American Literature.)  
 Mr. CADY
- 47.1 GREAT BOOKS§ *Fall term*  
 Reading in translation of a number of the acknowledged masterpieces of world literature, including philosophy, biography, and related fields. Discussions by representatives of several departments. (Permission)
- 47.2 GREAT BOOKS§ *Spring term*  
 Continuation of 47.1. (Permission)
- 48.1 CHAUCER§ *Fall term*  
 Selected works of Chaucer. His influence on the development of English literature; attitudes of scholars and critics toward Chaucer. Reports and informal discussions.  
 (Permission) Mr. BEERS
- 50.1 and 50.2 RESEARCH AND SPECIAL WORK§ *Fall and Spring terms*  
 Students qualified to do special work will be given opportunity to do so under the direction of a department member. Mr. BEERS AND STAFF

#### FINE ARTS

MR. HEALY

An inter-departmental major is offered in the Arts. Required for General Examination: Fine Arts 25.1, 25.2; Drama 45.1, 45.2; Music 23.1, 23.2; plus a minimum of six units of advanced courses in one of the three departments.

- 25.1 HISTORY AND THEORY OF PAINTING§ *Fall term*  
 History of the development of painting, sculpture and architecture, from prehistoric time to the 18th century. A study of the theory of art related to the history of mankind by means of reading, slides, study of reproductions, travelling exhibits and lectures. Complementary to 25.2 but may follow it. Mr. HEALY
- 25.2 CONTEMPORARY ART§ *Spring term*  
 Study of movements in painting, sculpture and architecture from the 18th century to today by means of reading, slides, study of reproductions, travelling exhibits and lectures. Complementary to 25.1 but may precede it. Mr. HEALY
- 26.1 PRACTICE IN PAINTING§ *Spring term*  
 Study of techniques and materials of painting as well as instruction and practice in painting by means of individual criticism. Any technique may be exercised. (Fine Arts 25.1, or 25.2 or permission) Mr. HEALY

[35.1 AESTHETICS§]

## FRENCH

Professor FREEMAN ¶

Associate Professor BOURCIER

Associate Professor RANTY

Assistant Professor BINAND

Required for General Examination: 21.1, 21.2, 31.1, 31.2, 32.1, 32.2, 44.1, 44.2; or their equivalent.

Recommended: 41.1, 42.1; for prospective teachers, 41.1, 41.2; residence at Le Château.

Note 1: All courses in the French department are conducted in French at Le Château. Students intending to teach French after graduation should attend at least courses 31.1, 31.2, 32.1, 32.2, 41.1, 41.2.

Note 2: No thesis is required for the Master's degree except such dissertations as are required in the separate courses pursued.

Note 3: The department arranges for a program of studies in conformity with the Five-Year Plan in New York State.

### 11.1 ELEMENTARY FRENCH. REVIEW COURSE

*Fall term*

Especially designed for Freshmen whose preparation is insufficient for the usual freshman course French 12.1. Students who have had only one year of French, or who have not studied the language recently, or who have had no practice in hearing French spoken, should elect this course. Beginners will be accepted only by special permission. *French 11.1 and 11.2 must be passed before credit for either is given.* M. RANTY

### 11.2 ELEMENTARY FRENCH

Continuation of 11.1. (French 11.1)

*Spring term*

M. RANTY

### 12.1 INTERMEDIATE FRENCH

*Fall term*

The usual freshman course for students with two or three years of average grammatical preparation and some practice in hearing and speaking the language. A systematic review of French syntax, composition, oral work, dictation, and extensive reading. M. RANTY, Mlle BINAND

### 12.2 INTERMEDIATE FRENCH

Continuation of 12.1. (French 12.1)

*Spring term*

M. RANTY, Mlle BINAND

### 21.1 COMPOSITION AND READING

*Fall term*

Composition based on a French text, a review of grammar, free composition, dictation, and conversation. Reading of modern prose, short novels, plays, with discussion in French of the works read. (French 21.2. Freshmen with exceptional preparation will be admitted by special permission.) M. RANTY, Mlle BINAND

### 21.2 COMPOSITION AND READING

*Spring term*

Continuation of 21.1. (French 21.1)

M. RANTY, Mlle BINAND

### 31.1 SURVEY OF FRENCH LITERATURE §

*Fall term*

A study of works of the best authors, from the Middle Ages to the mid-eighteenth century, including representative plays, poetry and novels. Written reports. Class discussion of literary values, and an outline of literary history. (French 21.2) M. BOURCIER

### 31.2 SURVEY OF FRENCH LITERATURE §

*Spring term*

Continuation of 31.1. From the mid-eighteenth century to the present day. (French 21.2) M. BOURCIER

¶On leave 1945-46.

- 32.1 ADVANCED GRAMMAR AND SYNTAX\*** *Fall term*  
A systematic and thorough review of French grammar, with special stress upon the difficult points of syntax; vocabulary building; French idioms. Designed to give the final preparation in written French to students who intend to teach. (French 21.2)  
Mlle BINAND
- 32.2 ADVANCED COMPOSITION AND STYLISTICS\*** *Spring term*  
Composition based on idiomatic texts; the elements of French style; translation into French of English stylists. (French 32.1)  
M. BOURCIER
- 41.1 PHONETICS AND DICTION\*** *Spring term*  
An analytic and comparative study of French sounds. A description of the organs of speech. Practice with phonetic symbols. Systematic exercises in pronunciation and intonation. The use of phonetics in teaching French in high schools. (French 21.2)  
M. RANTY
- [**41.2 METHODS OF TEACHING FRENCH\***]
- 42.1 CONVERSATION AND VOCABULARY\*** *Fall term*  
Designed to develop fluency in speaking French, and a command of idiomatic expression. Organized vocabulary development and oral composition on the basis of French life and customs. (French 21.2 and permission)  
Mlle BINAND
- 42.2 CONVERSATION AND VOCABULARY\*** *Spring term*  
Continuation of 42.1 (French 21.2 and permission)  
Mlle BINAND
- 43.1 ROMANTICISM AND REALISM\*§** *Fall term*  
The great literary movements of the last century: romanticism, realism. Careful analysis of texts and literary theories in class discussions; extensive outside reading of novels, plays, and poetry; written and oral reports. (French 31.2)  
M. BOURCIER
- 43.2 FRENCH LITERATURE FROM 1870 TO THE PRESENT\*§** *Spring term*  
Continuation of 43.1, with the same method in dealing with the Naturalist and Symbolist movements, and the chief tendencies of contemporary literature. (French 31.2)  
M. BOURCIER
- 44.1 FRENCH CIVILIZATION\*§** *Fall term*  
The geography of France; an outline of its political history, and an analysis of the development of the French nation up to the French Revolution. This course is required of Seniors majoring in French. (French 31.1)  
M. BOURCIER
- 44.2 FRENCH CIVILIZATION\*§** *Spring term*  
The development of the French nation since 1789; the civilization and culture of France, the growth of its arts, sciences, and institutions; French political, educational, and religious life; an analysis of the problems facing France in the postwar period. (French 31.2) This course is required of Seniors majoring in French.  
M. BOURCIER
- [**45.1 and 45.2 FRENCH LITERATURE OF THE SEVENTEENTH CENTURY\*§**]
- 46.1 PROBLEMS OF POSTWAR FRANCE\*§** *Fall term*

This course will analyze the postwar situation of France, domestic, colonial and international, together with the existing material and moral factors which may help her solve her problems.

M. BOURCIER

50.1 and 50.2 ADVANCED STUDIES IN LANGUAGE AND LITERATURE\*

*Fall and Spring terms*

Candidates for the Master's degree and Seniors, if properly qualified, may be permitted to undertake a special problem in reading and research under the direction of some member of the department.

THE STAFF

GEOLOGY, GEOGRAPHY, DRAFTING

Professor SWETT

Associate Professor SCHMIDT

Required for General Examination: 21.1, 21.2, 25.1, 25.2, 27.1, 39.1. For students specializing in Geology, 31.1, 31.2, 32.1, 32.2, 41.1. For students specializing in Geography, 35.1, 35.2, 36.1, 36.2, 50.1.

Recommended: For Geology students, four courses in some other science. For Geography students, two courses each in Economics, History, Political Science.

GEOLOGY

21.1 PHYSICAL GEOLOGY

*Fall term*

The physical features of the earth; the agencies responsible for our topography; the structure of the earth's crust; and the more important rocks and minerals. Laboratory work and field trips.—4 credits. *Field trip fee*, \$4.

Mr. SCHMIDT

21.2 HISTORICAL GEOLOGY

*Spring term*

The origin of the earth and its physical changes during geologic time; the rise and evolution of organic forms as disclosed by fossils, and the causes for this progressive development; how the continents and climates have changed during geologic time; when our mountains and natural resources were formed. Laboratory work and field trips. (Geol. 21.1) *Field trip fee*, \$2.

Mr. SCHMIDT

[31.1 MINERALOGY]

[31.2 ECONOMIC GEOLOGY]

32.1 GEOLOGY OF EASTERN NORTH AMERICA

*Fall term*

A detailed survey of the geologic history, rock structures, and mineral deposits of central and eastern North America. Classroom discussion, outside reading in geologic literature, and reports. (Geol. 21.2)

Mr. SCHMIDT

32.2 GEOLOGY OF WESTERN NORTH AMERICA

*Spring term*

Continuation of 32.1, with the same method. (Geol. 21.2)

Mr. SCHMIDT

[41.1 STRUCTURAL AND FIELD GEOLOGY]

GEOGRAPHY

25.1 ELEMENTS OF GEOGRAPHY

*Fall term*

Study of the major component elements of the geographic landscape and the interpretation of the significance of their areal association by consideration of projections, maps, climate, landforms, coastlines, ocean basins, etc. Mr. SWETT, Mr. SCHMIDT

25.2 ECONOMIC GEOGRAPHY *Spring term*  
Regional and occupational study of the countries and peoples of the world. Understanding of national interrelationships is gained by an examination of population pressures, distribution of crops and mineral resources, ports and industrial areas, ocean and land trade routes, potential air routes, consideration of "geopolitics", etc. (Geog. 25.1) Mr. SWETT

[34.1 METEOROLOGY]

35.1 GEOGRAPHY OF EUROPE AND NORTH AFRICA *Fall term*  
An analysis of the natural environment, climate, landforms, mineral resources, etc., in its bearing upon the current economic, social, and political life of the countries of Europe and North Africa. Especially planned for students of geography, history, and economics. (Geog. 25.1) Mr. SWETT

[35.2 GEOGRAPHY OF LATIN AMERICA]

[36.1 GEOGRAPHY OF ASIA, AFRICA, AND THE AUSTRALIAN REGION]

36.2 GEOGRAPHY OF NORTH AMERICA *Spring term*  
A regional study of North America similar in its objectives to 35.1. A geographical consideration of North America's position in the world. (Geog. 25.1) Mr. SWETT

50.1 and 50.2 ADVANCED STUDY OR HONORS WORK *Fall and Spring terms*  
A course arranged to suit the needs of students majoring in Geography. (Permission) Mr. SWETT

DRAFTING

27.1 ELEMENTS OF DRAFTING *Fall term*  
Designed for students of a liberal arts college who desire a course in the graphic language as an aid in reading and rendering drawings of various types. *Instrument fee, \$2.50.* Mr. SWETT

27.2 ELEMENTS OF DRAFTING *Spring term*  
Continuation of 27.1. (Draft. 27.1) *Instrument fee, \$2.50.* Mr. SWETT

28.1 ENGINEERING DRAWING *Fall term*  
Especially for students electing the cooperative arrangement with M.I.T. This course together with 28.2 is equivalent to courses required of all freshmen at M.I.T. except those taking architecture. Lettering; projection drawing; dimensioning; technical sketching; working drawings; tracing; blueprinting. *Instrument fee, \$2.50.* Mr. SWETT

28.2 GEOMETRY OF ENGINEERING DRAWING *Spring term*  
Descriptive Geometry presented by the direct method in the solution of problems relating to lines and planes; single-curved, double-curved, and warped surfaces; intersection and development of surfaces; shades and shadows. (Draft. 28.1) *Instrument fee, \$2.50.* Mr. SWETT

[38.2 SURVEYING]

[39.1 MAP READING, MAP CONSTRUCTION, AND SURVEYING]

## GERMAN

Professor NEUSE

Required for General Examination: 31.2, 32.1, 42.1, 43.1, 44.1, 46.1.

### 11.1 BEGINNERS' GERMAN

*Fall term*

Elements of pronunciation, essentials of grammar. *German 11.1 and German 11.2 must be passed before credit for either is given.*

Mr. NEUSE

### 11.2 BEGINNERS' GERMAN

*Spring term*

Continuation of 11.1. Review of essentials of grammar, reading of simple prose. (German 11.1)

Mr. NEUSE

### 21.1 INTERMEDIATE GERMAN

*Fall term*

Grammar review, reading, composition, conversation. (German 11.2 or equivalent)

Mr. NEUSE

### 21.2 INTERMEDIATE GERMAN

*Spring term*

Continuation of 21.1 (German 21.1)

Mr. NEUSE

### 22.1 SCIENTIFIC GERMAN

*Fall term*

Grammar review, reading of more difficult German prose preparatory to the reading of original German texts in the scientific fields. Not open to students who have taken 21.1 or 21.2. (German 11.2 or equivalent)

Mr. NEUSE

### 22.2 SCIENTIFIC GERMAN

*Spring term*

Continuation of 22.1. Students select readings in their major field of study, e.g. Biology, Chemistry, etc. Group meetings, individual consultations. (German 22.1)

Mr. NEUSE

### 31.2 MODERN GERMAN LITERATURE§

*Spring term*

General discussion of the major literary movements since the turn of the century; more detailed reading of selected pieces of prose, poetry, and drama. (German 21.2 or equivalent)

Mr. NEUSE

### 32.1 WRITING AND SPEAKING GERMAN

*Fall term*

Practice in the oral elements of the language; written composition. (German 21.2 or equivalent)

Mr. NEUSE

### [42.1 GOETHE AND SCHILLER§]

### 43.1 SURVEY OF GERMAN LITERATURE FROM SACHS TO LESSING§

*Fall term*

A brief survey from the end of the Middle Ages to the beginning of classical German literature. (German 31.2 or 32.1)

Mr. NEUSE

### 44.1 GERMAN CIVILIZATION§

*Spring term*

A study of the German people, its geographical, historical, economic, and political background; German art and folklore. (German 31.2 or 32.1)

Mr. NEUSE

### [46.1 GERMAN LITERATURE OF THE NINETEENTH CENTURY§]

## GREEK

(See CLASSICS)

[66]

## HISTORY

Professor CLINE

Associate Professor DAVISON

Professor WHITE

Associate Professor PRENTICE

Required for General Examination: A basic knowledge of the general history of Europe and the United States; two courses in at least two of the following fields of history: Ancient, Modern European, English, American, Contemporary World Politics; advanced study during the senior year in one special field in History 50.1.

Recommended courses in other departments: Two courses in Geography, Economics, and Political Science. Students majoring in American History are also urged to take two courses in American Literature.

### [11.1 INTRODUCTION TO HISTORY]

12.1 HISTORY OF WESTERN EUROPE *Fall term*  
From the end of the Middle Ages to the end of the religious wars. Mr. DAVISON

12.2 HISTORY OF WESTERN EUROPE *Spring term*  
Continuation of 12.1. From the end of the religious wars to the present day. Mr. DAVISON

### [21.1 AMERICAN COLONIAL HISTORY, 1607-1783]

22.1 AMERICAN HISTORY, 1783-1860 *Fall term*  
Mr. CLINE

22.2 AMERICAN HISTORY, 1860-1940 *Spring term*  
Continuation of 22.1. Mr. CLINE

23.1 MODERN ENGLISH HISTORY *Fall term*  
From the Tudor period to the end of the first British Empire in 1783. Mr. DAVISON

23.2 MODERN ENGLISH HISTORY *Spring term*  
Continuation of 23.1. The nineteenth and twentieth centuries. Mr. DAVISON

32.1 SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES *Fall term*  
European backgrounds and the American colonial period. (Hist. 12.2 or permission) Mr. PRENTICE

32.2 SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES *Spring term*  
Continuation of 32.1. The National period. (Hist. 32.1) Mr. PRENTICE

33.2 ANCIENT HISTORY *Spring term*  
Development of ancient civilization with special emphasis on Greece and Rome. Mr. WHITE

34.1 MODERN EUROPE, 1815-1870 *Fall term*  
(Hist. 12.2) Mr. DAVISON

34.2 MODERN EUROPE, 1870-1918 *Spring term*  
Continuation of 34.1. (Hist. 34.1) Mr. DAVISON

36.1 AMERICAN THOUGHT AND CULTURE	<i>Fall term</i>
The colonial and early national period. (Hist. 22.1 or 32.1 or Am. Lit. 21.1) Mr. CLINE	
36.2 AMERICAN THOUGHT AND CULTURE	<i>Spring term</i>
Continuation of 36.1. From the Civil War to the present. (Hist. 22.2 or 32.2 or Am. Lit. 21.2)	Mr. CLINE
39.1 HISTORICAL METHOD	<i>Fall term</i>
A course for students who intend to teach or to do graduate work.	Mr. CLINE
41.1 CONTEMPORARY WORLD HISTORY	<i>Fall term</i>
A survey of the problems of Europe arising out of the first World War. Mr. DAVISON	
41.2 CONTEMPORARY WORLD HISTORY	<i>Spring term</i>
Continuation of 41.1. The international relations of the Orient, the Pacific Area, and Latin America.	Mr. DAVISON
47.1 NAVAL HISTORY AND STRATEGY	<i>Fall term</i>
The growth of modern navies. The doctrines of Admiral Mahan. Sea power and blockade during the first World War. Sea power as affected by the submarine and air power.	Mr. CLINE
50.1 and 50.2 ADVANCED STUDIES IN HISTORY	<i>Fall and Spring terms</i>
Required of History majors.	Mr. CLINE, Mr. DAVISON

#### HOME ECONOMICS

Professor KNAPP  
Associate Professor GIBSON  
Mrs. REESE

11.1 FOODS	<i>Fall term</i>
Food selection, preparation, and serving. Fundamental cookery processes and service of simple home meals. Complementary to 11.2 but may follow it. Limited to 20 students. <i>Lab. fee</i> , \$10.	Miss GIBSON

11.2 NUTRITION	<i>Spring term</i>
Fundamentals of nutrition. A study of the dietary needs of individuals and groups and the nutritive value of common food materials. Food selection and meal planning with special emphasis on cost and nutritive value. Complementary to 11.1 but may precede it. Limited to 20 students. <i>Lab. fee</i> , \$10.	Miss GIBSON

21.1 CLOTHING AND TEXTILES	<i>Fall term</i>
Construction of garments for children and for college students. The aesthetic, hygienic, and economic factors involved in clothing selection. Textile fibers and their manufacture into fabrics; emphasis upon meeting the problems of the consumer-buyer. <i>Lab. fee</i> , \$3.	Miss KNAPP

21.2 CLOTHING AND TEXTILES	<i>Spring term</i>
Continuation of 21.1. Construction of more complicated garments; fabric study; textile testing. (Home Ec. 21.1) <i>Lab. fee</i> , \$3.	Miss KNAPP

[22.1 RELATED ART]

**31.1 ADVANCED FOODS***Fall term*

Food preservation in all of its phases. A study of the finer aspects of cookery and the application of scientific principles to cookery processes. (Home Ec. 11.1, 11.2; Chem. 11.1, 11.2) *Lab. fee, \$10.*

Miss Gibson

**31.2 ADVANCED FOODS***Spring term*

Continuation of 31.1. Food demonstrations as a teaching device and for commercial purposes. Each student gives one or more demonstrations and observes and criticizes others. Food marketing problems and consumer education. Individual or group experimental laboratory problems. (Home Ec. 31.1) *Lab. fee, \$10.*

Miss Gibson

**33.1 HOUSEHOLD ADMINISTRATION***Fall term*

Economic problems of the household; consumer buying; standards of living; income and its management; household accounts; intensive study of the divisions of the budget; economic position of homemaker; scientific management. Study of heating, lighting, plumbing, and equipment. (Home Ec. 11.1 and 11.2 or Econ. 21.1 or permission.)

Miss Knapp

**34.2 HOUSE PLANNING AND DECORATION***Spring term*

Study of house plans; house construction; planning of grounds; design as applied to houses; color schemes; the choosing of appropriate and harmonious furniture and draperies; period furniture. (Home Ec. 21.2, 22.1, 33.1 or permission)

Miss Knapp

**35.1 HOME MANAGEMENT HOUSE***Fall and Spring terms*

Residence in the Home Management House for an entire term, with daily participation in planning, buying, accounting, preparation and serving of meals, and care of the house. Conferences and reading assignments. (Permission)

Miss Gibson

**41.1 ADVANCED CLOTHING***Fall term*

Design in relation to the entire costume, applied to the selection of ready-made clothing, and to the construction of garments requiring advanced technique. Construction of a foundation pattern and its use in making individual patterns. Historic costume. (Home Ec. 21.1, 21.2. Home Ec. 22.1 desirable antecedent) *Lab. fee, \$3.*

Miss Knapp

**41.2 ADVANCED CLOTHING AND DESIGN***Spring term*

Emphasis on the development of originality in design. Draping, both in paper and in fabrics. Further study of historic costume as a source of ideas for modern use. Social and economic aspects of clothing. Construction of dresses, suits. (Home Ec. 41.1) *Lab. fee, \$3.*

Miss Knapp

**42.1 METHODS OF TEACHING HOME ECONOMICS***Fall term*

A study of objectives; selection and arrangement of subject matter as related to community needs; methods of presentation; examination of courses of study and of textbooks; study of equipment; problems of management and of departmental administration. (Five courses in Home Ec.)

Miss Knapp

COMMUNITY HYGIENE AND CHILD DEVELOPMENT (SEE PHYSICAL EDUCATION 36.2)

THE FAMILY (See SOCIOLOGY 41.2)

**43.2 DIETETICS**

Advanced nutrition; dietary standards; planned diets for given conditions; emphasis on diet in disease. Commercial application or teaching, according to needs of class. (Home Ec. 31.2, Biol. 31.1, four courses in Chemistry or two courses in Chemistry and Biol. 11.1 and 11.2) *Lab. fee, \$8.*

*Spring term*

Mrs. REESE

**45.1 QUANTITY COOKERY**

Detailed application of preparation and method of serving foods in large quantities. Cost and chemical analysis and standardization of recipes. (Permission) *Lab. fee, \$8.*

*Fall term*

Mrs. REESE

**[45.2 INSTITUTION MANAGEMENT]****50.1 and 50.2 SPECIAL**

Home management, including more intensive work in household economics, housing, home planning and home furnishing. (Permission)

*Fall and Spring terms*

Miss KNAPP

**ITALIAN***(See SPANISH)***LATIN***(See CLASSICS)***MATHEMATICS**

Professor BOWKER

Professor HAZELTINE

Assistant Professor BALLOU

Required for General Examination: 11.1, 11.2, 21.1, 21.2, 31.1, 31.2, 41.1, 46.1; one other course in the department or Physics 47.1 and 47.2; Physics 21.1, 21.2.  
Recommended: Other courses to be selected will depend upon the student's purpose in majoring in mathematics.

**11.1 ELEMENTARY MATHEMATICAL ANALYSIS***Fall term*

Designed to give a comprehensive survey of the most useful parts of elementary mathematical theory correlated and given unity around the central idea of the universality of the cause and effect relation. The course covers elements of college algebra, plane trigonometry, and analytic geometry.

Mr. BOWKER

**11.2 ELEMENTARY MATHEMATICAL ANALYSIS***Fall and Spring terms*

Continuation of 11.1. An introduction to differential and integral calculus. The mathematics essential for an understanding of texts dealing with elementary physics and chemistry is stressed. (Math. 11.1)

Mr. BOWKER, Mr. BALLOU

**21.1 MATHEMATICAL ANALYSIS—DIFFERENTIAL CALCULUS***Fall term*

A logical continuation of 11.2. Here the process of differentiation is more rigorously treated and more extensively applied. (Math. 11.2)

Mr. BALLOU

**21.2 MATHEMATICAL ANALYSIS—INTEGRAL CALCULUS***Fall and Spring terms*

A thorough study of the technique of integration with applications from the fields of plane analytic geometry and physics. (Math. 21.1) Mr. HAZELTINE, Mr. BALLOU

[22.1 MATHEMATICS OF FINANCE—ANNUITIES CERTAIN]

[22.2 MATHEMATICS OF FINANCE—LIFE ANNUITIES, INSURANCE]

31.1 ADVANCED MATHEMATICAL ANALYSIS

*Fall term*

Here the applications of integration are taken from mechanics and the spatial coordinate systems of solid analytic geometry. The course includes Maclaurin, Taylor, and Fourier Series, and hyperbolic functions. (Math. 21.2)

Mr. HAZELTINE

31.2 ADVANCED MATHEMATICAL ANALYSIS

*Spring term*

Continuation of 31.1. This course works through methods of approximate integration, indeterminate forms, and improper integrals to a study of algebraic processes applied to geometric properties of curves. (Math. 31.1)

Mr. HAZELTINE

[41.1 DIFFERENTIAL EQUATIONS]

42.1 TEACHING OF PREPARATORY MATHEMATICS

*Fall term*

Essentially a senior course for prospective teachers of preparatory school mathematics. Consideration of the place and use of arithmetic, algebra, geometry, and trigonometry, and to the standards to be set in the teaching of these subjects; collection and arrangement of historical and biographical material as a background for an awakening interest in the subject-matter; selection of texts and the laying out of courses; study of fundamental principles and methods of presentation and explanation. (Math. 21.2 or 22.2)

Mr. BOWKER

45.1 STATISTICAL METHODS

*Fall term*

This course aims to present the fundamentals of statistical analysis. The organizing and interpretation of statistical data, frequency distributions, measures of central tendency, variation, skewness, kurtosis, linear trends, linear correlation. (Math. 11.2 or permission) *Computing machine fee, \$5.*

Mr. BOWKER

45.2 MATHEMATICAL STATISTICS

*Spring term*

Emphasis on the application of mathematical concepts to the methods used by statisticians in the study and interpretation of data. Includes systems of frequency curves and moments, theory of large and small sampling, precision of measurements, simple, partial, and multiple correlation, measures of reliability, analysis of variance. (Math. 21.2 and 45.1) *Computing machine fee, \$5.*

Mr. BOWKER

46.1 SURVEY OF MATHEMATICS

*Spring term*

A course for those majoring in mathematics designed to round out and extend the mathematics studied at Middlebury. The content may be varied somewhat from year to year to better meet the needs of those taking the course. (Math. 31.2 or 41.1)

Mr. BALLOU

MUSIC

Associate Professor BEDFORD

Assistant Professor DICKINSON

Assistant Professor CARTER

See note under Fine Arts regarding Arts Majors.

11.1 ELEMENTARY HARMONY AND EAR TRAINING

*Fall term*

Elementary work in musical notation; general musical definitions; metre and rhythm;

keys and scales; major and minor signatures; sight singing and dictation; rhythmic patterns; melody writing and melody construction; keyboard work. (Sufficient piano technic to play simple hymns.)

Mr. DICKINSON

11.2 ELEMENTARY HARMONY AND EAR TRAINING  
Continuation of 11.1 (Music 11.1)

*Spring term*

Mr. DICKINSON

[21.1 and 21.2 ADVANCED HARMONY]

23.1 MUSIC SURVEY§

*Fall term*

Designed to develop the ability to listen to and enjoy good music. Subjects include listener's equipment, musical form, and the various periods. *Fee, \$2.50.* Mr. CARTER

23.2 MUSIC SURVEY§

*Spring term*

Continuation of 23.1. (Music 23.1) *Fee, \$2.50.*

Mr. CARTER

24.2 SIGHT SINGING

*Spring term*

Designed for students who have had very little musical training and who should know some of the elemental things of keys, rhythms, and intervals. For singers primarily, but open to any one.

Mr. BEDFORD

[31.1 and 31.2 COUNTERPOINT]

34.1 CHORAL MUSIC AND THE ART SONG§

*Fall term*

Various periods of choral literature from the Middle Ages to the present day; the evolution of songs. (Music 23.2) *Fee, \$2.50.*

Mr. BEDFORD

34.2 CHAMBER MUSIC§

*Fall term*

Development of the principal types of chamber music from classic to modern times. Includes actual performance as well as listening. (Music 23.2) *Fee, \$2.50.* Mr. CARTER

[35.1 and 35.2 PIANOFORTE MUSIC§]

36.1 OPERA§

*Spring term*

Development of opera from 1600 to the present day. (Music 23.2) *Fee, \$2.50.*

Mr. BEDFORD

36.2 ORCHESTRA

*Fall term*

A study of orchestral instruments, score reading, and the evolution of the orchestra from the 17th to the 20th centuries. (Music 23.2) *Fee, \$2.50.*

Mr. CARTER

46.1 ROMANTIC PERIOD§

*Fall term*

Composers of the nineteenth century. (Music 23.2) *Fee, \$2.50.*

Mr. BEDFORD

46.2 MODERN PERIOD§

*Spring term*

Composers of the late nineteenth and twentieth centuries. (Music 23.2) *Fee, \$2.50.*

Mr. CARTER

50.1 and 50.2 SPECIAL SEMINAR\*

*Fall and Spring terms*

Some phase of music history for advanced students.

Mr. CARTER, Mr. BEDFORD

*Practical Courses*

*Credits* Each practical course, if preceded or accompanied by a theoretical course, will receive one credit point each term if the student's music grades in the preceding year averaged 75 per

cent or over. A certain amount of work must be accomplished each term to receive credit. No credit will be given to Freshmen or for elementary work in any of the practical courses. It is necessary to have as many theoretical as practical courses if credit for the latter is given.  
*Fees* Charges for practical courses in music are payable in advance. No rebate will be allowed for lessons missed except in case of continued illness. Students will be accepted at any time, tuition from the beginning of the term to the time of registration being deducted.

M-1 INDIVIDUAL INSTRUCTION IN THE STUDY OF THE PIANOFORTE Mr. DICKINSON  
1 lesson weekly, use of piano 1 hour daily—\$40.

M-2 PRIVATE INSTRUCTION IN ORGAN PLAYING Mr. DICKINSON  
1 lesson weekly, use of organ 1 hour daily—\$44

M-3 PRIVATE LESSONS IN VOICE Mr. BEDFORD  
1 lesson weekly, use of piano 1 hour daily—\$36

M-4 INSTRUCTION IN VIOLIN AND VIOLA Mr. CARTER  
1 lesson weekly—\$32

#### MUSIC LIBRARY

The department equipment, augmented in 1937 by gifts from the Carnegie Corporation, now includes over 2500 records, 500 scores, and a cross reference file of the records. The collection kept in the Music Studio is available for both class work and student audition at hours set by the head of the department. Special listening equipment accommodating 25 students at one time is available.

#### MUSIC ORGANIZATIONS

The College Symphony Orchestra is open to all students who play an orchestral instrument who qualify after auditions. The Orchestra holds regular weekly rehearsals and prepares concerts. Mr. CARTER

Advanced instrumentalists who can qualify may have the opportunity of playing with the Vermont State Symphony Orchestra.

The College Choir sings in daily chapel, Sunday Vespers, and special concerts. Admission is by try-out. Mr. BEDFORD

The Women's Chorus is open to all classes and sings from time to time in chapel and prepares programs to be given on the campus. Mr. BEDFORD

Playing in small ensembles is encouraged. Those interested should see Mr. Carter.

The Choir and Orchestra work together on oratorios from time to time. Works given in recent years include: Mozart *Requiem*, Brahms *Requiem*, Fauré *Requiem*, Bach *Cantata 131*.

#### PHILOSOPHY

Associate Professor ANDREWS

Recommended for General Examination: 22.1, 22.2; 23.1, 23.2; 37.1, 37.2.

11.1 INTRODUCTION TO PHILOSOPHY§ Fall term  
A general introduction to the problems of philosophy, with particular emphasis on ethical problems. Mr. ANDREWS

11.2 INTRODUCTION TO PHILOSOPHY§	<i>Spring term</i>
Continuation of 11.1, with emphasis on metaphysical problems. (Phil. 11.1)	
	Mr. ANDREWS
22.1 HISTORY OF SCIENCE§	<i>Fall term</i>
The development of scientific thought and method from the Greeks to the eighteenth century.	Mr. ANDREWS
22.2 LOGIC§	<i>Spring term</i>
The principles of inference, deductive and inductive, with concrete applications to various types of argument.	Mr. ANDREWS
23.1 HISTORY OF PHILOSOPHY (ANCIENT AND MEDIEVAL)§	<i>Fall term</i>
The development of philosophic thought from the pre-Socratics to the end of the Middle Ages.	Mr. ANDREWS
23.2 HISTORY OF PHILOSOPHY (MODERN)§	<i>Spring term</i>
The development of philosophic thought from Bacon and Descartes to the end of the nineteenth century.	Mr. ANDREWS
[32.2 ETHICS§]	
[34.1 PLATO§]	
[36.2 PHILOSOPHY OF SCIENCE§]	
37.1 KANT AND NINETEENTH CENTURY PHILOSOPHY§	<i>Fall term</i>
The philosophy of Kant, and subsequent developments in the nineteenth century. (Phil. 23.2 or permission)	Mr. ANDREWS
37.2 CONTEMPORARY PHILOSOPHY§	<i>Spring term</i>
A critical examination of some of the outstanding philosophical positions taken in the present century. Reading: selected works of leading thinkers, beginning with Bergson. (Phil. 23.2 or 37.1 or permission)	Mr. ANDREWS
[39.1 POLITICAL PHILOSOPHY§]	
50.1 and 50.2 SPECIAL§	<i>Fall and Spring terms</i>
Opportunity for individual students of advanced standing to pursue special lines of inquiry. (Permission)	Mr. ANDREWS

#### PHYSICAL EDUCATION (MEN)

Professor BROWN  
Staff

Each man is given a yearly medical examination and periodic check-ups are made when necessary.

All physically fit Freshmen and Sophomores are required to participate in organized activities at least three periods a week.

Four terms of Physical Education are required for graduation. No academic credit is given for activity courses.

##### *Activity Courses*

11.1 PHYSICAL TRAINING	<i>Fall term</i>
Marching tactics, calisthenics, apparatus exercises, group games, athletics. Emphasis	

on posture training, development of agility, strength and endurance. Required of Freshmen.

Mr. BROWN

**11.2 PHYSICAL TRAINING**

Continuation of 11.1. Required of Freshmen.

*Fall and Spring terms*

Mr. BROWN

**12.1 PHYSICAL TRAINING**

Individual exercise or restricted activities. Open to students who need assistance in improving certain physical conditions or who require limited activity. Mr. BROWN

**12.2 PHYSICAL TRAINING**

Continuation of 12.1.

*Fall and Spring terms*

Mr. BROWN

**23.1 PHYSICAL TRAINING**

Activities chosen from one or more of the following groups:

- (A) Intercollegiate athletics
- (B) Intramural athletics
- (C) Physical training classes

Required of Sophomores.

The Staff

**23.2 PHYSICAL EDUCATION**

Continuation of 23.1. Required of Sophomores.

*Fall and Spring terms*

The Staff

*Recreational Leadership and Teacher Training Courses*

[21.1 METHODS OF TEACHING]

[21.2 ORGANIZATION OF PLAY]

[22.2 MINOR SPORTS]

[31.1 and 31.2 THEORY OF COACHING]

[41.1 and 41.2 ADMINISTRATION OF PHYSICAL EDUCATION]

**PHYSICAL EDUCATION (WOMEN)**

Associate Professor ROSEVEAR

Miss SHURTZ

Miss MALOOTIAN

Required for General Examination: every course listed in the Department and also Biology  
11.2, 31.1.

Courses recommended: Chemistry 11.1, 11.2, English D21.1, D32.1, D32.2, Home Economics  
11.2, Philosophy 11.1, Psychology 20.1, Sociology 21.1.

*Physical Education 15.1, 15.2, 25.1, 25.2 are required for graduation but carry no academic credit.*

**15.1 PHYSICAL EDUCATION**

*Fall term*

Techniques and skills in seasonal sports. Body mechanics and remedial gymnastics.  
Danish gymnastics. Fundamental rhythms. Hygiene. Required of Freshmen.

Miss ROSEVEAR, Miss SHURTZ

**15.2 PHYSICAL EDUCATION**

*Spring term*

Continuation of 15.1. Required of Freshmen.

Miss ROSEVEAR, Miss SHURTZ

**25.1 PHYSICAL EDUCATION** *Fall term*  
Dancing; rhythms; techniques and dance composition; national, folk and country dancing. Sports: team and individual. Home Nursing. Required of Sophomores.  
Miss MALOOTIAN, Miss SHURTZ

**25.2 PHYSICAL EDUCATION** *Fall and Spring terms*  
Continuation of 25.1. Required of Sophomores. Miss MALOOTIAN, Miss SHURTZ

**35.1 COACHING OF SPORTS** *Fall term*  
Theory and practice of coaching group games of low organization; dual and single games: tennis, squash, badminton, volleyball, softball. (May follow 35.2)  
Miss ROSEVEAR

**35.2 COACHING OF SPORTS** *Spring term*  
Theory and practice of coaching group games of high organization: field hockey, soccer, basketball. (May precede 35.1) Miss ROSEVEAR

**36.1 COMMUNITY RECREATION AND PLAYGROUND SUPERVISION** *Spring term*  
Recreation in wartime. Principles and methods of teaching play activities adapted to age groups and interests. Practice with adult groups and children of various ages.  
Miss ROSEVEAR

**36.2 COMMUNITY HYGIENE AND CHILD DEVELOPMENT** *Fall term*  
The community's responsibility to the child; the child and the family; physical growth; motor development; play; mental, emotional, social development; observations at the local Nursery School. May be certified as a Home Economics course.  
*Fee, \$2.50.* Miss ROSEVEAR

[38.1 AND 38.2 PHYSICAL EDUCATION]

[45.1 and 45.2 METHODS OF TEACHING HEALTH AND PHYSICAL EDUCATION]

[46.1 and 46.2 ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION]

[48.1 AND 48.2 PHYSICAL EDUCATION]

## PHYSICS

Professor WISSLER

Required for General Examination: 21.1, 21.2, 31.1, 32.2, 34.1, 42.2, 47.1, 47.2; Chemistry 11.1, 11.2; Mathematics 21.1, 21.2.

[11.1 INTRODUCTORY GENERAL PHYSICS]

A general course on fundamental principles designed primarily for those students who are not intending to major in science. 3 hrs. lect., 3 hrs. lab., 4 credits. *Lab. fee, \$5.*

[11.2 INTRODUCTORY GENERAL PHYSICS]

Continuation of 11.1. (Physics 11.1) Same credits, hours and fee as for 11.1.

**21.1 GENERAL PHYSICS** *Fall term*  
Introduction to fundamental principles designed for students intending to major in Physics or continue work in other scientific fields. (Three years of prep. school math. or permission) 3 hrs. lect., 3 hrs. lab.—4 credits. *Lab. fee, \$5.* Mr. WISSLER

**21.2 GENERAL PHYSICS**

Continuation of 21.1. (Physics 21.1) Hours, credits, and fee same as for 21.1.

*Spring term*

Mr. WISSLER

*Fall term***31.1 LIGHT**

Advanced course for those wishing more knowledge than can be obtained from GENERAL PHYSICS. Laws of reflection and of refraction with their applications; the wave theory of light; absorption, dispersion, interference, diffraction, and polarization. (Physics 21.2, Math. 21.2, or permission) 3 hrs. lect., 3 hrs. lab.—4 credits. *Lab. fee*, \$5.

Mr. WISSLER

**32.2 ELECTRICITY AND MAGNETISM**

Advanced course covering more thoroughly many of the topics studied in the corresponding work in GENERAL PHYSICS, together with some additional topics: Kirchhoff's Laws, thermoelectricity, measuring instruments, induction, and some alternating current theory. (Physics 21.2, Math. 21.2, or permission) 3 hrs. lect., 3 hrs. lab.—4 credits. *Lab. fee*, \$5.

*Spring term*

Mr. WISSLER

[34.1 MODERN PHYSICS]

[42.2 ASTRONOMY]

**47.1 ANALYTICAL MECHANICS—STATICS**

A discussion of the statics of particles and rigid bodies. Composition and resolution of forces, equilibrium of concurrent and parallel forces in a plane, general cases of forces in a plane, concurrent forces in space, and the general case of forces in space. The methods of moments, projection, sections, and members are employed. Centers of gravity, centroid and static friction. (Physics 21.2, Math. 21.2)

*Fall term*

Mr. WISSLER

**47.2 ANALYTICAL MECHANICS—DYNAMICS**

The principles of dynamics, rectilinear translation, curvilinear translation, and rotation; simple harmonic motion, projectile motion, moment of inertia and impact. (Physics 47.1)

*Spring term*

Mr. WISSLER

**POLITICAL SCIENCE**

Assistant Professor RAFUSE

Miss COOK

Professor HEINRICHS

Required for General Examination: 11.1, 11.2, and six other courses in the department; Economics 21.1, 21.2; History 22.1 and 22.2 or 32.1 and 32.2.

Recommended: American Literature 21.1, 21.2; Philosophy 39.1; Sociology 21.1; History 36.1, 36.2, 41.1, 41.2; Geography 25.1, 25.2.

Cognate courses may be planned variously to meet differing purposes of students. The required Economics course should be taken in the sophomore year. It is desired that at least one course in the department be elected each year.

**11.1 GOVERNMENT OF THE UNITED STATES—STRUCTURE***Fall term*

General introductory course descriptive of the legal basis and structure of the national government and the operation of the political process.

Mr. RAFUSE

**11.2 GOVERNMENT OF THE UNITED STATES—FUNCTION***Spring term*

Continuation of 11.1. The operation of the government of the United States in such

fields as foreign relations, public finance, social welfare, regulation of trade and commerce, labor, agriculture, etc. (Poli. Sci. 11.1) Mr. RAFUSE

20.1 INTERNATIONAL POLITICS *Fall term*  
Principles of international politics; foreign policies of the major powers, with the necessary historical background. Instructor

20.2 INTERNATIONAL POLITICS *Spring term*  
World organization between World Wars I and II; international implications of democracy, communism, and fascism. Mr. HEINRICHS

25.2 COMPARATIVE GOVERNMENT *Spring term*  
The governments of Great Britain, France, Germany, Italy, the Soviet Union, and others. The nature of federal and unitary states, democracy and dictatorship, presidential and parliamentary governments, and the theories of democracy, fascism, and communism. (Poli. Sci. 11.2 or permission) Miss COOK

33.1 PUBLIC ADMINISTRATION *Fall term*  
Principles of structure and organization, fiscal and personnel management, forms and procedures of regulation, the problem of responsibility. (Poli. Sci. 11.2)  
Miss COOK

[33.2 GOVERNMENT REGULATION OF BUSINESS]

40.1 AMERICAN POLITICS *Fall term*  
Political parties, interest groups, the electoral system and their functions in the initiation and control of governmental policies. (Poli. Sci. 11.2) Mr. RAFUSE

41.2 THE UNITED STATES CONSTITUTIONAL LAW *Spring term*  
The development and growth of the Constitution through a study of selected Supreme Court decisions and assigned readings. Emphasis upon the political, social, and economic consequences of constitutional change brought about through the operation of judicial review of legislation. (Poli. Sci. 11.2) Mr. RAFUSE

50.1 and 50.2 RESEARCH PROBLEMS IN GOVERNMENT *Fall and Spring terms*  
An opportunity for students of high standing, through individual directed study, either to specialize in some phase of their regular course work or to investigate some topic in the field of government and politics not now covered by scheduled courses, e.g., Legislation, Local Government, International Law. (Permission) Mr. RAFUSE

#### PSYCHOLOGY AND EDUCATION

Professor HOWARD  
Associate Professor HOLDEN  
Professor SHOLES  
Associate Professor JENKINS

#### PSYCHOLOGY

Required for General Examination: 20.1 or Education 21.1; 25.2; 31.1, and 45.1, 45.2 or their equivalent.  
Minimum requirements from other departments: Biology 11.2; two courses in Philosophy and two in Sociology.

- 20.1 GENERAL PSYCHOLOGY** (Introductory Course) *Fall and Spring terms*  
 An introduction to the major facts and principles of human motivation, intelligence, learning, personality, thinking, feeling, and emotion. Psychology 20.1 may be combined with Sociology 21.1, to form a year's sequence in either order. Open to Freshmen with the permission of the adviser. For those planning to teach, see Education 21.1. **Mr. HOWARD, Mr. JENKINS**
- 24.2 FIELDS OF PSYCHOLOGY** *Spring term*  
 A survey of the problems, interpretations, principles, methods, and achievements in the major fields of psychology. The contribution of psychology to human welfare. (Psych. 20.1 or Ed. 21.1) **Mr. HOWARD**
- 25.2 SOCIAL PSYCHOLOGY** *Spring term*  
 Social behavior as human relations; personality: organization, frustration, readjustment, difference, interaction; culture attitudes, changes. Social psychiatry. (Psych. 20.1 or Ed. 21.1) **Mr. SHOLES**
- 31.1 TESTS AND MEASUREMENTS\*** *Fall term*  
 The statistical concepts underlying the construction and interpretation of group tests. (Psych. 20.1 or Ed. 21.1) **Mr. HOLDEN**
- [**31.2 TESTS AND MEASUREMENTS\***]
- 32.1 CHILD PSYCHOLOGY** *Fall term*  
 A study of the developing patterns of behavior from prenatal period to adolescence. **Mr. HOWARD**
- 32.2 ADOLESCENT PSYCHOLOGY** *Spring term*  
 A survey of the mental and physical changes in adolescence and their effect on behavior. The psychological problems involved in teaching, guidance, and control are emphasized. (Psych. 32.1) **Mr. HOWARD**
- 45.1 INDIVIDUAL PSYCHOLOGY AND PSYCHOMETRICS** *Fall term*  
 The various procedures and techniques for evaluating individual traits. A major objective is the analysis and administration of intelligence tests. Each student is required to participate in giving individual tests and interviews at all levels from nursery school to high school. (Two courses in Psychology and permission) **Mr. HOWARD**
- 45.2 MENTAL ADJUSTMENTS** *Fall term*  
 Factors operative in building normal, wholesome personality. Types of maladjustment within and without the range of normality. Preventive and remedial measures used in dealing with personality problems. (Three courses in Psychology and permission) **Mr. HOWARD**
- 46.2 ADVANCED STUDIES IN PSYCHOLOGY** *Spring term*  
 Certain phases of the psychology of feeling and thinking with emphasis on their relation to cultural patterns. (Three courses in Psychology and written permission of the instructor.) **Mr. HOWARD**
- 47.1 PSYCHOLOGY IN PERSONNEL AND VOCATIONAL GUIDANCE** *Fall term*  
 An analysis of the techniques used and the problems arising from the application of

psychology in the fields of business, industrial, and educational guidance. (Psych. 20.1 or Ed. 21.1 and written permission of the instructor) Mr. HOWARD

50.1 and 50.2 SPECIAL *Fall and Spring terms*  
Opportunity for majors in Psychology to do advanced work according to their needs. Mr. HOWARD

#### EDUCATION

Majors in Education are not permitted. Students who plan to prepare for teaching are urged to consult the department before their program for the sophomore year is considered final. Requirements for certification in the eastern states will be supplied through special bulletins prepared by the department.

Candidates for the secondary school certificate in New York State must complete a four-year course leading to the baccalaureate degree and in addition 30 hours of approved advanced courses. Students wishing to remain at Middlebury for the completion of a five-year program may pursue the advanced studies in one or more of the departments offering graduate work under the conditions prescribed on pages 47-49 of this catalogue. Six hours of advanced work in Education should be completed in the fifth year. For details of the five-year plan students should consult a special bulletin prepared by this department.

21.1 EDUCATIONAL PSYCHOLOGY *Fall term*  
Exploration of the role of the teacher; inborn tendencies; learning; motivation; intelligence; individual differences; simple measurements; attitudes; mental hygiene. Mr. HOLDEN

23.2 HISTORY OF EDUCATION *Spring term*  
The interplay of society and education through the ages; great educational reformers; historical background of current educational issues; development of public education in the United States. Mr. HOLDEN

33.1 AIMS AND ORGANIZATION OF SECONDARY EDUCATION *Fall term*  
Critical analysis of secondary education in the United States; sociological background; the problem of objectives; curricular and administrative organization; contributions of subject fields to development of youth. (Educ. 21.1) Mr. HOLDEN

34.2 PSYCHOLOGY OF LEARNING *Spring term*  
The role of language in learning and thinking; emotion and the learning process; analysis of selected educational issues in the light of psychological principles. (Educ. 21.1, 33.1) Mr. HOLDEN

35.2 METHODS IN SECONDARY EDUCATION *Spring term*  
An analysis of problems involved in classroom procedures in secondary schools. Application of basic principles to instruction, guidance, and management. (Two courses in Education) Mr. HOLDEN

42.1 PRACTICAL WORK IN TEACHING *Fall and Spring terms*  
Apprentice teaching at the local high school: observation; reading papers; supervising laboratory work; giving special assistance to pupils, according to nature of subject and needs of students and class. Taking complete charge of class for certain units. Frequent conferences with an instructor in the department. (Permission, Education 21.1 and 33.1) Fee, \$5. Mr. HOLDEN

43.2 ADVANCED APPRENTICE TEACHING\* *Fall and Spring terms*  
In addition to the regular assignments in observation and teaching the student is re-

quired to attend a weekly seminar for critical discussion of the work and preparation of a special report on investigation of some phase of education related to the subject taught. (Permission) Fee, \$5.

Mr. HOLDEN

50.1 and 50.2 SPECIAL  
Special problems for advanced students.

*Fall and Spring terms*  
Mr. HOLDEN

#### COURSES IN SPECIAL METHODS

The following departments offer courses in special methods. Descriptions of these courses are given under the announcements of the respective departments.

Classics	French	Mathematics
English	Home Economics	Physical Education

#### RELIGION

Associate Professor JENKINS

##### 23.1 RELIGIONS OF MANKIND§

*Fall term*

A study of the religions of Babylonia, Assyria, Persia, Egypt, China, Japan, Greece, Rome. Judaism and Christianity are considered as they occur in the Old and New Testaments. All these religions are studied in the light of how they have influenced human behavior in their development. A historical sketch of the founders is studied as an aid to a better understanding of the religions.

Mr. JENKINS

[37.1 OLD TESTAMENT HISTORY§]

[37.2 LITERATURE OF THE OLD TESTAMENT§]

##### 38.2 THE GOSPELS§

*Spring term*

The social and ethical implications of the teachings of Jesus are considered in the light of examples in which Jesus met life situations. New Testament commentaries and modern translations are used in class so that the student may learn the skillful use of them and hence become capable of interpreting for himself.

Mr. JENKINS

[39.2 THE ACTS AND EPISTLES§]

#### RUSSIAN

Assistant Professor FAYER

##### 11.1 ELEMENTARY RUSSIAN

*Fall term*

Elements of grammar, oral and written drills, with particular emphasis on the spoken language of everyday use. Reading of easy Russian texts, singing, and dramatization with a view to vocabulary drill and pronunciation. *Russian 11.1 and Russian 11.2 must be passed before credit for either is given.*

Mr. FAYER

##### 11.2 ELEMENTARY RUSSIAN

*Spring term*

Continuation of 11.1. (Russian 11.1)

Mr. FAYER

##### 21.1 INTERMEDIATE RUSSIAN

*Fall term*

Systematic review of the essentials of grammar, dictation, composition, conversation, and reading selections from standard Russian authors. (Russian 11.2 or equivalent)

Mr. FAYER

**21.2 INTERMEDIATE RUSSIAN**  
Continuation of 21.1. (Russian 21.1. or equivalent)

*Spring term*  
Mr. FAYER

**25.1 RUSSIAN LITERATURE AND CULTURE§**

Russia before the Revolution; a survey of Russian institutions and ideas up to the Bolshevik Revolution, with special emphasis on the culture of the 19th century. The major part of the course will deal with the great literary figures: Pushkin, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky, Chekhov and Gorky. The course will be given in English.

Mr. FAYER

**25.2 POLITICAL AND SOCIAL HISTORY OF THE U.S.S.R.§**

Russia since the Revolution of 1917; a survey of the significant ideological, economic, political, social, and scientific developments of the Soviet Union, and their reflection in Russian literature and the arts. The course will be given in English.

Mr. FAYER

**SOCIOLOGY**

Professor SHOLES  
Instructor

Required for General Examination: 21.1, 31.1, 31.2, 34.1; three courses; Psychology 20.1, 25.2. Recommended courses vary according to whether the student wishes (1) a general major in sociology, (2) preparation for advanced training in a school of social work, (3) preparation for social work immediately after college.

**21.1 CONTEMPORARY SOCIAL PROBLEMS**

Social problems as social disorganization. The individual, the family, the community, the state. Sociology 21.1 may be combined with Psychology 20.1 to form a year's sequence in either order. Open to Freshmen with the permission of the adviser.

Mr. SHOLES, Instructor

SOCIAL PSYCHOLOGY (SEE PSYCHOLOGY 25.2)

[23.1 and 23.2 SOCIAL ANTHROPOLOGY]

**31.1 RURAL SOCIOLOGY**

Rural society as the basic society. Structure, past and present; the people, culture, institutions, social processes, rural wealth and income. (Soc. 21.1. Sophomores by permission)

*Fall term*

Mr. SHOLES

**31.2 URBAN SOCIOLOGY**

The rise of the city; urban structure, institutions, patterns, groups, areas, mobility; population, personality, and maladjustment; city life-cycles and planning. (Soc. 21.1. Sophomores by permission)

*Spring term*

Mr. SHOLES

SOCIAL HISTORY (SEE HISTORY 32.1, 32.2)

**33.1 SOCIAL WELFARE**

Survey of the historical evolution of social welfare organization and techniques. Description of federal, state, local, and private social work agencies and institutions. Social work aims, principles, and methods from the intelligent citizen's point of view. (Soc. 21.1. Sophomores by permission)

Instructor

**34.1 POPULATION**

*Fall term*

Theories of population. World and American trends. Immigration, ethnic groups, and internal migration in the United States. Problems. Eugenics. (Soc. 21.1. Sophomores by permission)

Mr. SHOLES

AMERICAN CULTURE (*See HISTORY 36.1*)

**41.2 THE FAMILY**

*Spring term*

The family as the basic social institution. Patterns: ancient, early, modern. Control marriage, divorce. Interaction: selection courtship, husband-wife, parent-child. Problems: status, change, size, values, future. (Soc. 21.1. Juniors by permission)

Mr. SHOLES

**43.1 CRIMINOLOGY**

*Fall term*

Crime as a function of society. The criminal pattern: development, education organization, philosophy, past theories. Criminal justice: police, prosecution, law, courts. Punishment and reform: system classification, labor, education, parole, probation. (Soc. 21.1)

Mr. SHOLES

[**44.1 CHILD WELFARE**]

**46.1 THEORY OF SOCIAL WORK**

*Fall term*

A correlating and integrating course for those planning to enter the field of social work. Application of biological, psychological, and sociological principles to social work. Study of cases. Reading in special fields. (Soc. 33.1 and permission)

Instructor

**50.1 and 50.2 SPECIAL**

*Fall and Spring terms*

Opportunity for individual students of advanced standing to undertake advanced study according to their needs.

Mr. SHOLES, Instructor

**SPANISH AND ITALIAN**

Professor CENTENO ¶

Associate Professor MARTIN

Mr. ORTIZ-VARGAS

Mrs. L'HOMMEDIU

INSTRUCTOR

**SPANISH**

Required for General Examination: 31.1, 31.2, 43.1, 43.2, 44.1, 44.2, 45.1, 46.1, 46.2.

**11.1 FIRST YEAR SPANISH**

*Fall term*

Reading of simple Spanish; oral practice based on the reading text; grammar taught inductively; careful vocabulary building. Conducted in Spanish. Designed to equip the student with a solid foundation for the more advanced study of spoken and literary Spanish. *Spanish 11.1 and Spanish 11.2 must be passed before credit for either is given.*

Miss MARTIN, Mrs. L'HOMMEDIU

¶On leave 1945-46.

11.2 FIRST YEAR SPANISH Continuation of 11.1. (Span. 11.1)	<i>Spring term</i> Miss MARTIN, Mrs. L'HOMMEDIEU
21.1 SECOND YEAR SPANISH Oral practice with review and more extended treatment of grammar. Realia of the Spanish-speaking countries. Outside reading of Spanish newspapers and magazines. (Span. 11.2 or two years of high school Spanish.)	<i>Fall term</i> Miss MARTIN, Mrs. L'HOMMEDIEU
21.2 SECOND YEAR SPANISH Continuation of 21.1. (Span. 21.1)	<i>Fall and Spring terms</i> Miss MARTIN, Mrs. L'HOMMEDIEU
31.1 CONVERSATION AND COMPOSITION Correct formation of Spanish sounds; oral exercises and ear training; word study; and oral reports on concrete topics. Paraphrasing from Spanish texts; exercises in translation and free composition.	<i>Fall term</i> INSTRUCTOR
31.2 CONVERSATION AND COMPOSITION Continuation of 31.1. (Span. 31.1 or permission)	<i>Spring term</i> INSTRUCTOR
[40.1 and 40.2 SURVEY OF SPANISH LITERATURE§]	
43.1 SPANISH CIVILIZATION§ Study of the Spanish character and of Spain's contribution to world civilization; the geographical, ethnical, historical, political, literary, and artistic evolution of Spain, together with a study of its most important traditions and customs.	<i>Fall term</i> Mr. ORTIZ-VARGAS
43.2 SPANISH AMERICAN CIVILIZATION§ With a similar method and parallel subject matter to Spanish 43.1, this course will study Spanish America, and its contribution to America's culture.	<i>Spring term</i> Mr. ORTIZ-VARGAS
44.1 ADVANCED LANGUAGE STUDY A systematic and thorough review of Spanish grammar with particular emphasis on the most difficult points of syntax; composition, translation. Designed to give a good preparation in written Spanish to students planning to teach.	<i>Fall term</i> Miss MARTIN
44.2 ADVANCED LANGUAGE STUDY Continuation of 44.1.	<i>Spring term</i> Miss MARTIN
[45.1 MODERN SPANISH LITERATURE§] [46.1 CONTEMPORARY SPANISH AMERICAN LITERATURE§] [46.2 CONTEMPORARY SPANISH LITERATURE§]	
47.1 CONTEMPORARY SPANISH AMERICAN NOVEL§ A study of the outstanding works of the most important novelists of Spanish America. Lectures. Discussions. Written reports.	<i>Fall term</i> Mr. ORTIZ-VARGAS
48.1 COMMERCIAL SPANISH A study of various types of commercial correspondence. Translation from Spanish and English. Writing of business letters in Spanish.	<i>Fall term</i> Mr. ORTIZ-VARGAS

- 48.2 BUSINESS SPANISH *Spring term*  
Methods of business procedure. Currency. Interpreting. Radio speaking.  
Mr. ORTIZ-VARGAS
- 49.2 ADVANCED PROSE COMPOSITION *Spring term*  
Designed to give facility of expression in writing. Assigned topics. Free themes.  
Mr. ORTIZ-VARGAS
- 50.1 and 50.2 SPECIAL\* *Fall and Spring terms*  
Open to properly qualified students. Recommended for candidates for the Master's degree, and for Seniors seeking Honors in Spanish.

#### ITALIAN

- [25.1 and 25.2 FIRST YEAR ITALIAN]  
[35.1 and 35.2 SECOND YEAR ITALIAN§]

#### STUDIES IN MODERN LANGUAGE AND WORLD AFFAIRS

Administered by Mr. BOURCIER, *Chairman*, Mr. HEINRICH, Mr. RAFUSE, and Mr. FIFE.

All students majoring in this field should consult the chairman as early as possible.  
Required for General Examination: Geography 25.1, 25.2; History 41.1, 41.2; Economics in the Modern World; Philosophy 11.1, 11.2; Social Anthropology (Sociology 23.1, 23.2); Political Science 20.1, 20.2, 25.2; English 47.1, 47.2; seminar in World Problems; and the courses required for the General Examination by the modern language department of the student's choice.

Courses not now listed in the catalog will be added to meet the needs of students advancing in this field of planned study. Other courses will be recommended to suit each student's particular interest.

## Scholarship Funds

THE CORNELIA W. BAILEY FUND. \$33,500. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

THE BALDWIN FUND. \$28,122. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N. J., for men.

THE JOSEPH BATTELL SCHOLARSHIPS. \$500 annually, for young women of Addison County.

THE CHARITABLE SOCIETY FUND. \$4,012. Established in 1832, for men.

THE WILFRED E. DAVISON SCHOLARSHIP FUND. \$1,632. Established in 1936 by bequest of Frank P. Davison of Cabot, Vt., for men.

THE ERWIN EWALD DROST MEMORIAL FUND. \$250. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

THE FAIRBANKS SCHOLARSHIPS. \$2,000. Established by Thaddeus Fairbanks, Esq., of St. Johnsbury, for men.

THE CHARLES A. FIELD SCHOLARSHIP. \$300, given by the village of Proctor, Vt., "as a memorial of regard for Fletcher Dutton Proctor and of gratitude to him, and for courtesies received at the hands of other residents of said village."

THE WILLIAM W. GAY FUND. \$3,000. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

THE CHARLES B. R. HAZELTINE FUND. \$14,043. Established in 1923 "for assisting worthy students."

THE JOHN A. HOWE SCHOLARSHIPS. \$3,000. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for his descendants, and then under certain conditions for students from Poultney.

THE SANFORD H. LANE MEMORIAL SCHOLARSHIP FUND. \$2,000. Established in 1945, for students of the Men's College.

THE LITERARY FUND. \$740. Established in 1835, for men.

THE DANIEL O. MORTON SCHOLARSHIP. Established by Hon. Levi Parsons Morton of New York City, for men.

THE NEW JERSEY STUDENT AID FUND. \$400. For men from New Jersey.

THE LEVI PARSONS SCHOLARSHIPS. Established by Hon. Levi Parsons Morton of New York City, for men.

THE PENFIELD SCHOLARSHIP. \$1,000. Established by Allen Penfield, Esq., of Burlington, for men.

THE PRESIDENT'S PURSE. \$10,000. Established by Charles M. Swift, Esq., the income to be disbursed at the discretion of the President.

THE JOHN W. ROWELL FUND. \$2,000. Established by the late Chief Justice Rowell.

THE BEZELIAL SMITH FUND. \$1,000. Established in 1893, for men.

THE JONATHAN COLEMAN SOUTHMAYD SCHOLARSHIP FUND. \$15,000. Established by Hon. Redfield Proctor, in 1922, its income first available for students (men or women) from Proctor.

THE A. P. STAFFORD FUND. \$1,000. Established "to assist needy students from Wallingford to an education." For men.

THE SUBSCRIPTION of 1852. \$25,000. For men.

AGNES WARNER SUNDERLAND FUND. \$1,000. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

THOMAS G. THOMPSON SCHOLARSHIP FUND. \$1,200. To assist young men having the Christian ministry of the Methodist or Congregational Church in view.

THE LUDGER J. TOUSANT FUND. \$320. Established by the class of 1920 in memory of their classmate—Ludger J. Tousant—killed in World War I.

THE HERBERT K. TWITCHELL FUND. \$2,000. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

THE JAMES M. TYLER FUND. \$1,000. For students from Vermont.

THE WALDO FUND. \$10,000. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

THE WARREN FUND, \$3,000. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

THE ASA WHEELOCK SCHOLARSHIPS FUND, \$5,000. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available for students from the town of Wardsboro, Vt., and then from other small country towns in the State.

THE EMMA WILLARD SCHOLARSHIP, \$2,000, established in 1895 by the Emma Willard Association, for the benefit of deserving young women. The holder of this scholarship receives a supplementary scholarship bringing the total up to \$350. For Seniors only.

THE WINDHAM COUNTY CONGREGATIONAL CONFERENCE SCHOLARSHIP, \$600.

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### Student Loan Funds

GENERAL STUDENT LOAN FUND, \$25,000, the aggregate of gifts from friends to be used in making loans to students, originating with a gift from Prof. Wm. W. Eaton of \$25 in 1911.

JOEL B. HARRIS STUDENT LOAN FUND, \$23,000, made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of students of the Men's College.

HAZELTINE STUDENT LOAN FUND, \$2,500, received in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "The income only to be used as a loan fund in assisting students in Middlebury College."

ELAM R. JEWETT STUDENT LOAN FUND, \$3,000, received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College." By such accretions the fund now amounts to \$3,600.

WILLIAM H. PORTER STUDENT LOAN FUND, \$10,000, an unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy students of the Men's College from Vermont—first consideration being given to those from Addison County.

ALUMNAE ASSOCIATION LOAN FUND available under certain conditions to Juniors, and Seniors of the Women's College and preferably to Seniors; in any one loan not to exceed \$100.

MARTHA JEWETT NASH STUDENT LOAN FUND, \$3,000, received in 1923 from a friend "the principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College."

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### Prizes

BISHOP ATWOOD HISTORICAL PRIZE, Income from \$250. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

BOARDMAN PEACE PRIZE, \$20. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, professor of Rhetoric and English Literature, 1859-1861.

GEORGE H. CATLIN AWARD. The annual income, not exceeding \$1,000, on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A.B. "classical" course, showing the highest grade for scholarship and deportment. The award will be made preferably to a student who plans to continue his study in the general field of the Humanities.

GEORGE H. CATLIN CLASSICAL PRIZE. Income from \$1,000. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction. The awarding committee consists of the chairmen of the departments of Greek and Latin and the Dean of Men. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

**HAZELTINE-KLEVENOW CUP.** Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925-1928, and Burt A. Hazeltine, Dean of Men, 1926-1938.

**KAPPA DELTA RHO CUP.** Awarded to the man most loyal to the ideals of Middlebury College as shown in extra-curricular activities, both athletic and non-athletic, scholarship and character. Established by the Middlebury chapter of Kappa Delta Rho.

**KELLOGG LATIN-ENGLISH PRIZE.** \$20. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, professor of Rhetoric and English Literature, 1861-1868, and trustee, 1885-1920.

**EDWIN WINSHIP LAWRENCE PRIZES.** \$25, \$15, \$10. Awarded to three men adjudged by the English Department to exhibit the greatest proficiency in debating. Established in memory of the donor's father, George Edwin Lawrence, 1867, Vermont lawyer.

**EDWIN WINSHIP LAWRENCE PRIZES.** \$25, \$15, \$10. Awarded to three debaters participating in the annual debate between the University of Vermont and Middlebury. The winners are the best three in the two teams. Established by E. W. Lawrence.

**MERRILL PRIZES.** \$30, \$20, \$15, \$10. Awarded to four students, preferably of the sophomore class adjudged best speakers in a contest of students. Established in 1882 by Thomas A. Merrill, Middlebury pastor, 1805-1842, and trustee 1842-1852.

**MORTAR BOARD CUP.** Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extra-curricular activities and by attainment of high scholarship. Established by Mortar Board.

**OPTIMA PRIZE.** Income of \$7,000. Awarded to the junior woman who by vote of her class is considered most typical of Middlebury, as shown in character, scholarship, and personality. The winner also receives a gold emblem, for which an additional fund of \$1,000 has been given. Established in 1929 in memory of Henry Hobart Vail, 1860, trustee 1893-1925, by Mr. and Mrs. Roger S. Baldwin in appreciation of the benefits derived by their daughter Catherine (Mrs. Donald Blanke) during her undergraduate years at Middlebury.

**PARKER PRIZES.** \$50 divided. Awarded to students, preferably of the junior class, adjudged best speakers in a contest of students. Established in 1807 by gift of Daniel Parker, French merchant and landlord, and by Frederick Hall, professor of Mathematics and Natural Philosophy, 1806-1824.

**JOHN P. STABILE MEMORIAL CUP.** Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action at Guadalcanal. Established by Lt. John F. Hogan, '41.

**MARY DUNNING THWING PRIZE.** Income of \$1,500. Awarded to a student of the Women's College who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife Mary Dunning Thwing.

**WETHERILL PRIZES.** Income from \$1,100. Awarded to the two men showing the greatest interest and proficiency in debating. Established by friends in 1922 as a memorial to Archibald D. Wetherell, assistant professor of History, 1908-1916.

**WOOLSEY PRIZES.** \$25 each. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, trustee, 1922-33.

## **Forms of Bequest**

The corporate title of Middlebury College and The Women's College of Middlebury is "The President and Fellows of Middlebury College."

The following forms are suggested:

**GENERAL:** "I give and bequeath to the President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of \_\_\_\_\_ for the uses and purposes of the said Corporation."

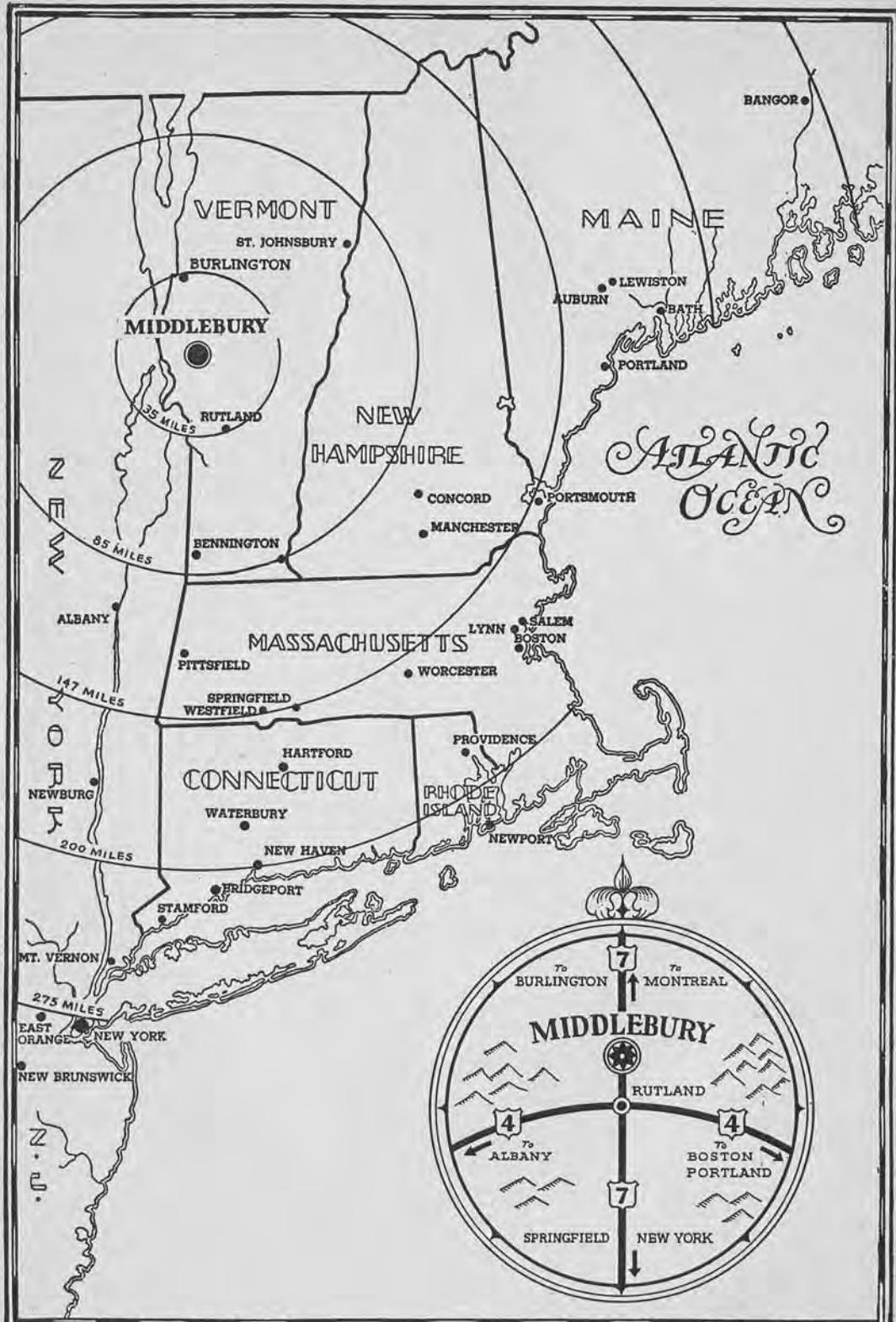
**ENDOWMENT:** "I give and bequeath to the President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of \_\_\_\_\_ to be added to the General Endowment of the said Corporation."

**FOR A  
SPECIFIC  
PURPOSE:** "I give and bequeath to the President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of \_\_\_\_\_ to be used for the purposes of \_\_\_\_\_ to be known as the \_\_\_\_\_ Fund. If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, the Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."

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Inaugural address

of

John A. Mead

As it appears in the

Journal

of the

**JOINT ASSEMBLY**

**BIENNIAL SESSION**

**1910**

**Thursday, October 6, 1910**

**Inaugural Message**

*Gentlemen of the Senate ad House of Representatives.:*

In accordance with the custom of our fathers and in harmony with the constitution of our State, you are convened in General Assembly for the performance of a sacred duty, for the faithful fulfillment of which you have each taken a solemn oath.

The conditions of society are of such a nature in our State, that certain restrictions or laws are necessary for the betterment and happiness of mankind; that justice, honor and fair dealing should govern, so far as possible, the affairs of the people of our State. It is for the consideration of such laws that you are convened. It is a solemn obligation which you have sought and which has been delegated to you by your constituents.

The most perfect system of government the wisdom of the ages has devised, is that contained in our own constitution, which expressly provides that the three co-ordinate departments—the “law-making power,” the “law-executing power” and the “law expounding power”—shall be kept separate and distinct, and that neither shall attempt to exercise the rights which belong to the other.

To you, the chosen representatives of our people; is delegated the high duty and exclusive privilege of all legislation.

At this time, we should bear in mind that Vermont has no seaports or deep waterways, but, strictly speaking, is an inland State, and that certain rules or laws which might greatly work for the betterment of conditions in other communities differently situated, might prove unfortunate for the government of our people.

On the other hand, I feel that Vermont is blessed to a greater degree than any other of the New England States, and, indeed, it may well be said that Vermont, considering her size, if favored to as great a degree by nature as any state in our Union. Nature has dealt with our State in the most generous manner.

By referring to the report of our Commissioner of Agriculture, we are informed that Vermont nearly equals all the other New England States together in the production of dairy products, being the only State whose cows near equal in numbers it in habitants.

In the splendor of our scenery, our mountains and valleys, our rivers and lakes are unexcelled in variety and beauty, and these afford an asset which should be fully appreciated by our legislature, that our people may be enabled to realize all the benefits which should easily and naturally inure from this source.

In addition, we should not forget the natural wealth and extent of our stone products.

The General Assembly is the supreme law-making power of the State and within its jurisdiction there should be no interference by the Executive nor attempted influence by private interests.

A time-honored custom, however, directs that I submit for your consideration a few suggestions concerning some of the larger questions and more important problems, which as experience has demonstrated, and changed conditions now demand, should require your attention at this session, and it is in obedience to that custom that I now call your attention to and recommend for your serious and patriotic action the subjects that are to follow.

**AGRICULTURE.**

This small territory in which we live and which we love so dearly and of which we feel so justly proud and call Vermont, is greatly blessed in many respects, and especially in the wealth of her soil. As farmers we are just realizing this inheritance, but surely we have not availed ourselves of the best knowledge of agricultural life, for the reason that it has not been easily available.

Large sections of our State testify to this fact.

The agricultural products of our State in certain large areas can be easily doubled, but this can only be done by a greater knowledge of agricultural pursuits

Agricultural life occupies nearly two-thirds of all our people and thus is by far the most important of all our industries, and yet, if I read our legislative history correctly, less has been done to encourage and further the wellbeing of the farmer than any other considerable class.

The Agricultural College is rendering special assistance to agriculture, but its service is crippled by absence of an opportunity to illustrate fully its wisdom to the farmers; still, much has been accomplished by our college. But, if I am advised correctly, very few of its students ever return to the old farm for permanent employment. The college has been and is doing a good work, but there is a general desire on the part of our progressive farmers for some provision for more general and practical instruction. I am informed that Vermont is the only State in our union largely interested in agricultural pursuits which has not even one agricultural school where thorough, practical farming is taught. If agricultural life is in fact the most important of all our pursuits—the corner stone of our prosperity—and absolutely essential to our growth and continuance, no effort should be spared to better these conditions, and to encourage and lighten the burden of agricultural life in our State. Much has been accomplished but there are ample opportunities for improvement along these Lines.

That you may realize more fully the vast importance of agricultural life in our country, I quote briefly a few statistics, referring to the volume of farm products in these United States, which are simply beyond human comprehension.

The corn crop of our country in 1907 was worth, at the market price \$1,350,000,000; our hay crop, \$660,000,000; our cotton crop, \$675,000,000; our wheat crop, \$500,000,000, aggregating over 3000 millions in one year.

We hear fabulous reports of the wealth of our gold and silver mines, but if our statistics are correct, either one of the four leading agricultural products of our country exceed in value all the gold and silver produced in all the world each year. Such are only a few of the many facts which are available, but they are sufficient to illustrate the value of agricultural life in our country, and if two-thirds of the people of Vermont are engaged in these pursuits such facts should stimulate this legislature to attempt the most progressive legislation along these lines.

Not only would an agricultural high school course more fully develop the rich resources of Vermont and thus largely increase the agricultural products, but for those who would engage in an agricultural life it would lead to an education thoroughly practical. By this means we should in one short generation develop a class of practical and scientific farmers.

I therefore recommend that the present General Assembly establish one or more agricultural schools, with all the necessities and advantages which should pertain thereto.

#### THE WORTHLESS DOG.

While considering agricultural life, I cannot refrain from referring to one of the special evils or pests of farm life, viz., The Worthless Dog. Personal experience of a most disappointing character and a careful study of farm life conditions in our county for the last eight years, have convinced me that the worthless dogs of our towns and cities have driven the sheep from our hillsides and forced upon our farmers the keeping almost exclusively of cattle. One of the most successful breeders of Spanish Merino sheep in our section, after having spent twenty-five years in perfecting his flock, was compelled to dispose of the remnant and substitute cattle though not till he had shot on his premises the seventy-fourth dog chasing his sheep. This may be an unusual case, but with us there are many others suffering from the same evil.

The result of this plethora of cattle in our State has forced most of our farmers to the production of dairy products wholly, and in such quantities that less than one-third are consumed at home, and the remaining two-thirds must seek a foreign market at a greatly reduced price..

The farmer working on a large scale realizes fully the difficulty of obtaining proper help for dairy purposes but he too often is forced to this task, as he cannot safely devote his energies to the raising and herding of sheep.

The results of this evil may be more severely felt in certain sections than in others, but my attention of late has frequently been called to this subject, and the farmers in Rutland County are earnestly asking for relief.

Our laws do not and should not permit the keeping of dogs or other animals that may be a cause of serious financial injury or damage to our people.

I would recommend to this assembly the serious consideration of this subject; the continuance of a reasonable tax on dogs, the compelling of wearing a collar as at present, with the owner's name plainly marked thereon, and, in addition, requiring each owner of a dog to deposit a bond with the city or town clerk of \$100, more or less, which must be maintained at this amount with one or more sufficient sureties. Thus an injured party could at once realize for his loss, so soon as he could prove the ownership of the offending dog.

Some statute to this effect drawn properly and fearlessly enforced would rid our state of the more undesirable half of our dogs at once, and if this law could be made effective it would inure greatly to the benefit of our farmers, and to the large increase of sheep herding in our State.

In this connection, it may not be out of place for me to call attention to the failure of local officials to enforce our present laws requiring the killing of all dogs not licensed and collared. No law can be effective unless it is enforced.

#### FORESTRY.

During the last few years the subject of forestry has been attracting increased, attention from those citizens who have the best interest of our State at heart.

No argument is necessary at this time to convince our people of the great good to be accomplished by the practice of forestry, so called. The only question is, in what manner can the best results be attained? Our first forestry Law of any importance was enacted in 1904, designed to protect our forests from fires. This law has served its purpose reasonably well, though it is thought that amendments could be made which would help to more thoroughly accomplish this object.

Our people may feel justly proud of our advancement, in this held as, with only four years' experience, there is only one State with a larger nursery than has Vermont. I learn from Professor Hawes and Mr. Hitchcock, of Pittsford to both of whom I am indebted for many facts, that there are now growing on land furnished freely by the State University about three million seedlings. It was in 1906 that the law was passed establishing this nursery for forestry seedlings, and not until 1908 did the State obtain the services of a professionally trained Forester.

In addition the State has 250,000 seedlings growing at Sharon, on land generously donated to the State by Mr. Chas. Downer for forestry purposes, and about 250,000 were sold and transplanted in 1909, and 375,000 in 1910, and it is expected that 600,000 of these young trees will be distributed in 1911. These trees are sold to our people at their cost, which is about one-half of what they would cost from any other source. They are scattered all over our State and the results in a few years will be most beneficial and far-reaching.

Our State has two reserves, and it should be the policy of the Legislature to provide a method by which the State can acquire, through the State Forester, additional lands, by gift if possible, and occasionally by purchase.

Our people do not appreciate as they will, the influence of these reserves upon the public health, upon, the local lumber market, upon the beauty of our scenery and upon our water supply. They serve all these purposes and others, whose influences will be potent in the development of our State.

I respectfully ask your consideration to two practical questions relating to forestry.

First. Can the method of taxing the timber lands of our State be revised, so as to encourage the preservation and growth of our forests?

Second, Shall the State share in a small way in protecting our larger lumber tracts from fires?

The suggestion has been made that the State should establish fish and game preserves in different parts of the State, upon which fish and game can be allowed to propagate freely scattering thence over the surrounding country. I see no reason why some of the money available for the protection of fish and game and some of the money appropriated for forestry cannot be united in the establishment of forest reserves which shall at the same

time be "game preserves," and under the joint control of the State Forester and the State Commission of Fish and Game.

## CATTLE COMMISSION

One of the most difficult problems of state government is that which pertains to our Cattle Commission and more especially to tuberculous cattle, as the vast amounts of money being paid to the owners of cattle slaughtered by order of our Cattle Commission during each biennial term is an enormous drain on our state treasury and there are grave doubts as to the amount of benefit that has been realized.

During the year ending June 30, 1909, there was expended by this Commission nearly \$100,000, of this nearly \$80,000 was paid to owners of tuberculous cattle killed by order of your Commissioner. By the Auditor's report I note also that for the fiscal year ending June 30, 1910, there was paid on orders by your Cattle Commissioner \$50,128.67. This second amount is much less than for the previous year, as the Legislature of 1908 limited the amount that could be used annually for this purpose to \$40,000 and the amounts received from the slaughtered animals, making the total expenditure for this period, as stated, \$50,128.67. These expenditures have continued for twelve years, and still the amount expended during the fiscal year ending June 30, 1909, exceeds any other for a like period.

The details of this Act of 1908 are without doubt familiar to you and I will not further consider them. The thought which prompts my reference to this subject is, are you exterminating this dreaded disease by the means now employed? The figures taken from the Auditor's report would not indicate this result. Are you not continually spending this large amount annually without any apparent results in diminishing this disease? You are all aware that in this age human beings are made immune to certain diseases. The vaccine virus is used the world over as protection from small pox. Antitoxin obtained from the horse an animal immune to diphtheria, has saved thousands of human lives. Is there not some form of virus that can be obtained which, under favorable conditions, may render our cattle kind immune to tuberculosis? Many of our progressive farmers are already advised that there is such a virus, that is being thoroughly tested at this time, and in fact a few in our State are using a virus with very satisfactory results. If our efforts to eradicate the "white plague" from our cattle kind by the methods adopted and executed during the last fourteen years, and after an expenditure of many hundreds of thousands of dollars in killing the old cows, have not proved effective, is it not opportune for you to consider some efforts beginning at the other end of the line? If the calves can be made immune and kept so, in a few years the conditions as to this affection ought to be greatly improved and the disease nearly eradicated.

Common business sense demands that this enormous annual expenditure shall cease unless it can be demonstrated more conclusively than has yet been done that we are obtaining commensurate results.

There is another thought which I wish to present and which is intimately connected with this subject, viz., the care of our cattle. Are our present methods the best, realizing how susceptible cattle are to tuberculous infection? The custom generally prevailing is to confine the cattle in stables too often poorly ventilated and with deficient light, and in sufficient numbers to be most injurious, so that if there was the slightest opportunity to contract the disease, they would all become affected.

Cattle were evidently created for outdoor life; their hoofs, thick skins and heavy coats all indicate this fact. It is a well known fact that cattle kind readily contract tubercular disease; and why should not the same treatment be applied to them that benefits human kind? It is now a well established fact that the most efficient remedy for this affection in human beings is pure air, and should not the same conditions apply to our cattle? Our progressive farmers are awakening to this fact and more good sheds opening to the south or east are being used every year. If our State is to join with the farmers in an effort to free Vermont cattle of this plague, should they not exercise good judgment and the care of their cattle?

I therefore recommend to this assembly that your Cattle Commissioner be authorized to thoroughly investigate the subject of rendering calves immune, with power to furnish and use the virus until a thorough trial has been made, at the expense of the State.

I also recommend that you clothe such commissioner with authority to prescribe rules regulating the care of cattle where the State furnishes aid, particularly in requiring the use of comfortable sheds, well—ventilated

stables and pure water. If the State is to assume some portion of the expense of keeping cattle free from disease, it should have a certain supervision in the care of these animals.

I have tabulated and hereto attach a detailed statement of the expenditures since July 1, 1898, by the Cattle Commissioner.

## APPENDIX

### **EXPENDITURES BY CATTLE COMMISSION FROM JULY 1<sup>ST</sup>, 1908, TO JULY 1<sup>ST</sup>, 1910**

	Paid to Cattle Commissioners and Expenses	Paid to Sec. of Board of Cattle Commissioners	Paid for Testing Cattle	Paid for Cattle Killed in Vermont	Paid for Cattle Killed in Massachusetts	Protection of Butchers Killing Cattle in Vermont	Total Expense
July 1, 1898 to June 30, 1899	\$1,401.14		\$3,323.63	\$3,475.50			\$8,200.27
July 1, 1899 to June 30, 1900	1,126.52		3,877.25	4,399.75			9,403.52
July 1, 1900 to June 30, 1901	682.57	\$1,107.84	3,664.97	12,646.58			18,101.96
July 1, 1901 to June 30, 1902	586.71	1,637.80	1,498.83	20,289.75			24,013.09
July 1, 1902 to June 30, 1903	849.93	1,102.39	1,718.50	13,865.40		\$160.59	17,696.81
July 1, 1903 to June 30, 1904	1,491.43	1,502.17	1,195.40	22,683.37	\$2,209.42	582.87	29,664.66
July 1, 1904 to June 30, 1905	2,279.96	1,566.50	1,342.82	23,948.80	2,847.23	1,183.53	33,168.84
July 1, 1905 to June 30, 1906	1,269.94	1,810.48	2,895.54	38,618.01	1,914.08	2,021.49	48,529.54
July 1, 1906 to June 30, 1907	3,155.26		1,289.80	23,406.33	3,463.31	2,111.20	33,425.90
July 1, 1907 to June 30, 1908	3,114.63		1,1639.68	48,670.69	1,974.84		65,399.84
						Cattle Killed for beef	
July 1, 1908 to Feb. 1, 1909	2,715.61		1,3930.32	65,931.44	1,244.46		103,018.83
Feb. 1, 1909 to June 30, 1909	1,562.74		110.34	16,773.00	191.70	559.02	
July 1, 1909 to June 30, 1910	3,848.97		10,055.13	30,301.70	1,632.77	3,713.69	49,552.26
	\$24,085.41	\$8,727.18	\$56,542.21	\$325,010.32	\$15,477.81	\$10,332.39	\$440,175.52

## HIGHWAYS

The subject of better highways is fast becoming one of the most important factors in our state government and the last four years have demonstrated to a certainty the wisdom of the state's assuming the control of the betterment of our roads. It was predicted by many when Act No. 111 of the Laws of 1906 was passed creating a State Highway Commissioner who should in effect have almost complete control of our highways, that the towns would lose their interest in their roads but the contrary has been the result. The annual appropriation of Fifty Thousand Dollars by the State for highway purposes in 1906 was increased to Seventy-five Thousand Dollars in 1908; and for the towns to benefit by this appropriation, they must contribute a like amount. This fact has stimulated the town officials to greater endeavors than ever before.

Our people are fast learning that our public highways are the avenues of travel and of commerce, and are nearly equal in their importance to our railroads. They are, as it were, the arteries of our social and commercial system, reaching out into our country and gathering the products of our farms and mills, and transferring them to our rail way stations and to commercial centers.

It is becoming more evident every day that good highways are indispensable to our commercial growth and wellbeing. Our people are fast learning that it is the surplus from our farms and mills which we sell that increases our wealth; it is not that which we consume; and thus the cost of transportation and distribution is an important factor; and if it is too expensive, the products of our farms and mills are valueless.

The discussion of this subject could be continued indefinitely.

The effects of good roads upon our educational life is self evident and too apparent to require discussion. Easy and cheap transportation to and from our schools is of the greatest importance arid the same arguments pertain to our churches and to all social life.

The automobiles have come to stay and must be reckoned with in highway problems, and they are contributing largely to the construction and maintenance of our roads.

Great as are the benefits of good roads, I can but feel that we are adopting a safe and businesslike method in dealing with this subject. I cannot feel that our people are ready to bond our State for trunk highways, so-called. The improvements during the last four years are great and another two years will certainly show still greater progress along this line, and if the appropriation could be quite considerably increased, and I think it can be, with no fear of a State tax, the improvement will be that much the more.

The report of our Commissioner of Highways has been published and is before you, and I urge your careful consideration of the same, and especially of Mr. Gates' recommendations, the first of which refers to a larger appropriation by this legislature; and in this I earnestly concur.

#### TAXATION.

The effort to devise a more satisfactory system of taxation than that now on our statute books, has occupied the time of your last two legislatures to a greater extent than any other subject and still but little or no advancement has been attained. The Commission appointed in 1906, after two years of careful consideration, gave your assembly a most complete and instructive report, and this was submitted to the Legislature of 1908, but no definite results we attained, and again we find the same plank in the Republican State Platform, demanding further consideration and action as to tax reform—more particularly to remedy the evils of double taxation, so called, and, again, to "impose the burden of support of the government equitably among all men." Surely every gentleman present has promised to use his best endeavors to accomplish this purpose. You are all agreed that some changes should be made, but it is difficult to determine how far and in what manner the evil can be remedied.

The levying of a tax upon real estate on an appraisal representing its fair cash value is generally considered as equitable, but the system of taxing all personal property at the same rate as that levied upon real estate is subjected to severe criticism. Modern authorities on taxation favor the division of personal property into such classes that varying rates may be imposed thereon.

In States wherein such classifications have been adopted, tangible personal property like live stock, stocks in trade, lumber and machinery, are usually subject to the same tax rate as the real estate; and intangible personal property like loans, bonds, mortgages and credits, which are simply an evidence of property and nothing more, are taxed at a much lower rate.

Many states have constitutions that prohibit such varying classifications, and a general movement is being made to eliminate those constitutional provisions, requiring that all property, personal and real, must be taxed at the same rate and in the same manner,

The constitution of Vermont contains no express provisions requiring an uniformity of taxation; but the question of whether or not the effect of the language employed therein prohibits uniform taxation is raised in the case of State vs. Clement National Bank now pending in our Supreme Court.

For nearly thirty years our State has reserved for its own revenue certain classes of property and taxpayers, and exempted them from town and county taxation, e. g., deposits in savings banks and trust companies; and the property of railroad, transportation, express, car, telephone and telegraph companies. No two of these corporations are taxed upon the same basis, and yet each contributes approximately in fair proportion to the support of the State government.

The increase, during the past ten years of substantially one hundred per cent in the amount of bank deposits subject to the State tax of seven-tenths of one per cent, or seven dollars per thousand, demonstrates the advisability of allowing a lower rate on intangible personal property than is imposed upon real estate.

A like tax on notes, bonds and other securities held by individuals would doubtless materially increase the amount reported for taxation and largely increase the revenue derived front this source. In thus reducing the tax rate on notes secured by mortgage, from the local rate to seven-tenths of one per cent, or seven dollars per

thousand, it would to that extent more than one-half relieve the evil effects of double taxation; and should also affect materially the rate of interest at which loans from individuals might be obtained.

It should be the policy of Vermont to keep her taxation laws as nearly as possible abreast of the times; to correct any feature therein that works injustice or permits evasion of taxation; and to invest listers with such reasonable powers and support as will enable them to obtain just and fair results.

Too radical legislation would be unwise, but earnest effort to bring about some of the most needed reforms in methods and administration are demanded by our people.

I do therefore recommend that the same rate of taxation be imposed upon intangible personal property like loans bonds, credits and mortgages on property within our State as that levied upon deposits in our savings banks.

I would also recommend that our statutes be so amended as to "provide for State central authority in some form that shall have a proper degree of authority and oversight of the administration of the laws in our cities and towns." relating to taxation. Your Commissioner of Taxes might be invested with this authority or a special commission be appointed for this purpose.

#### LEGISLATION PERTAINING TO WAG EARNERS

Both of the dominant parties of our State have promised certain forms of what is known as labor legislation, and this Legislature will not, I trust, fail to make good these promises. I do not favor what is known as class legislation, but if the Assembly has enacted laws favoring the farmers, and the members of all the professions, there is no good reason for refusing the same or similar benefits to the wage earners, who are far less able to endure the misfortunes of life. If it is your wish to avoid the worst forms of socialism and anarchism, let us treat all classes alike—for these and many other reasons I trust the "ten dollar" exemption bill will receive your favorable consideration. Both parties are committed to the same promises as to the Employer's Liability Bill. I will not detain you by repeating the arguments advanced in behalf of this measure. The public press has reiterated them time and again, and during the last campaign both parties were obligated to this measure, and I earnestly recommend that this obligation be kept, and that the legislation promised be enacted.

There is another labor question, so called, which I trust will receive attention by this assembly, viz.: a law providing for some equitable form of arbitration in labor difficulties, and my suggestion would be, some enactment similar to the Canadian law. I believe that some effective legislation along this line would inure greatly to the mining and manufacturing industries of our State, and to the laborers as well.

The question may arise as to the constitutionality of this latter measure, and, if so, this would be an opportune time for the consideration of this subject.

#### EDUCATION.

There is no subject of more vital importance to the welfare and betterment of our State than that of the education of our children. A State is not esteemed most for its wealth nor its rapid increase in population, nor for its physical attractions or natural resources, but it is prized and respected above all for the intelligence and character of its people. That they might better promote these and render each succeeding generation better equipped for its life work than its predecessor, our fathers provided for a system of free public education.

For many years every Legislature has, endeavored to do something to strengthen our educational system, and it remains for the Assembly of 1910 to contribute to the work and offer to the children of our State the best advantages possible along educational lines.

The children are the subjects of our ambition, and the teacher is the instrument for their betterment. If the teacher is not fully equipped for the task, what are the results? My fear is that our system is the weakest where it should be the strongest, namely, in its teachers in our rural schools.

Vermont employs a larger percentage of untrained teachers than any other New England State, the percentage being about 78 percent, more than three-fourths of our teachers, then, are untrained. In Rhode Island, on the other hand, less than one-third of the teachers are not trained for their work.

Our fathers were proud of the fact that as to the education of her children, Vermont of all the States in the Union, was second only to Massachusetts, but today we have fallen to a discreditably low rank and are on a level with some of the Southern states.

These facts do not make pleasant reading, but they are facts, and we cannot alter them by closing our eyes. The time has come when we must look the situation squarely in the face; find out the trouble and begin to remedy it *at its source*.

Upon one thing, all who have investigated the educational conditions in Vermont are agreed, viz.: if we are to keep pace with the progress of other States, and indeed if we are not to actually retrograde, the standard of our rural schools must be decidedly raised. And the standard of these schools depends largely upon the efficiency of the teachers in them,

The trouble at present is not in the character and natural ability of the teachers in our country schools, but in their lack of training. Reference has already been made to the very large percentage of untrained teachers in our schools today. In this age of special training for every pursuit, there is not another walk in life here such a condition would be tolerated, and yet the education of our children lies at the foundation of all progress

The difficulty with our present situation, which at once presents itself, is the lack of training facilities for those who wish to become teachers.

Our normal schools, three in number, draw their pupils to a large extent from the communities immediately around them, and the effect is shown in the percentage of trained teachers in the rural schools in different parts of the State.

For example, in Rutland County, where one of the Normal Schools is situated, excluding the city of Rutland and West Rutland, the percentage of trained teachers is four times as great as in Windham County, which has no normal school excluding Brattleboro and Rockingham. A large percentage of the pupils in attendance at each of the Normal Schools is drawn from the town in which they are situated and the towns immediately around them.

It is no more than fair, then, to other parts of the State, and it is absolutely necessary, if we are to bring our schools throughout the State up to anything like an even standard, provision should be made for training teachers in each section.

Excellent results have been obtained in other States by establishing training courses in connection with high schools and academies under the supervision and direction of the State Department of Public Instruction.

I therefore recommend that the Legislature appropriate a sufficient sum to establish training courses in the principal high schools and academies, where the towns' are willing to co-operate by contributing in a proper proportion to their maintenance, giving to the State the immediate control and supervision of these courses and the power to determine where they shall be installed and how long continued. With but little expense, the number of trained teachers in the rural schools by this means can be easily doubled, if not increased fourfold. School Boards will pay better salaries, if they are sure of competent teachers, thus helping to overcome another difficulty we have to contend with in the low wage scale for teachers. Our people will be only too willing to pay for results when they can be obtained.

But these teacher training courses should not be our only reliance. We need to supplement these with a high grade normal school, centrally located, and completely under state control one which will set the pace for the entire State, and which will take rank with the best schools of the kind anywhere. The best is none too good for us where the education of our children is concerned.

The State is at present contributing to the support of three normal schools in different parts of the State and has been doing so for more than 30 years. From 1870 down to 1908 every committee appointed to report upon the matter, so far as I have been able to learn, has unanimously found that the present system has proven inadequate to the State's need,

In 1870, only three years after the establishment of the first school, the *board of education*, composer of Governor Hendee, Hon. Merritt Clark, Rev. William A. Robinson, D. D., Hon. Jonathan Ross, L. F. Ward and Prof. George Webber, made a comprehensive report, from which I quote as follows:

"It became obvious to the Board that the present system, while accomplishing all that could reasonably be excepted of it, was proving itself entirely inadequate to the wants of the State, and as a permanent system was unworthy of any State that aimed to make liberal provision toward public education.

"In fact it seems to have been taken for granted from the outset that the present plan was to be only an entering wedge and that something larger and better was of course to follow,"

Thirty-six years subsequent to this report the Legislature of 1906 appointed a Committee, consisting of Hon. Frank L. Green, Supt. Clarence II. Dempsey, Bert L. Stafford. Hon. L. Ethelbert Sherwin and Willis N. Cady, to investigate and report upon the present condition of our State Normal Schools. To their report I would respectfully call your attention. Their conclusion was:

"The present Normal Schools do not adequately meet the educational needs of the times."

Following this the Legislature of 1908 passed an act providing for a commission to investigate and prepare plans for a central normal school. The commission for some reason was not appointed, but the act shows the conclusion of the legislature.

It is apparent that the State needs something more than the present normal schools can give.

The appropriations have doubled in the last ten years and now amount to \$30,000 a year, yet the number of graduates for the *decade* has not appreciably increased and in two schools has in fact decreased.

In considering the question of increasing our normal school facilities, it should also be borne, in mind that the plant and buildings of the present normal schools are owned and controlled entirely by self-perpetuating boards of trustees in two instances, and by the *principal of the school* in the other. The State has no ownership in or control over them. This is probably one thing that has held back their proper development, or common business sense forbids the State to make any large investment to improve property which it does not own and control absolutely.

I recommend that this Legislature appropriate a suitable sum for the establishment of a centrally located State Normal School to be entirely under the control and ownership of the State, and that a board be appointed with power to locate and establish the same. For this board, we should be content with only the very best qualified men in our State in educational matters who will make their decisions entirely unmoved by *partisanship or local prejudices* and with an eye solely to the good of the whole State.

The question is not, as it has often been made to appear, the abolishment of present normal schools, but the increase of normal facilities. It stems to be the consensus of opinion that the State ought to be doing more than it is, and that the first step is the establishment of a see *State "Normal School."* The present normal schools may also be continued, if they can prove their efficiency and fill a place in our educational system, as I hope they can.

The school at Randolph, by reason of the lack of pupils near by, is the least able to do good normal work and has the least prospect of improvement. On the other hand, it is admirably situated for an agricultural high school, and, if the State could obtain ownership of the property, I should favor the establishment there of a completely equipped first class agricultural school,

I leave these matters to your careful consideration and simply ask that the subject be approached with an open and unprejudiced mind and in a broad and patriotic manner. Being careful to do no injustice, let us see to it that nothing prevents us from giving our children the very best advantages that can be had,

#### CONSTITUTIONAL AMENDMENTS.

Some few weeks since, in accepting the high honor which the last Republican Convention conferred upon me, I referred briefly to the proposed constitutional amendments, and, at that time, fully concurred with the suggestions submitted by the committee appointed to consider this important subject.

It is not my purpose at this time to discuss in detail the eight amendments proposed. They have been fully dealt with in the public press, during the last two months, and the arguments pro and con must be too familiar to you all to warrant further reference at this time.

I appreciate fully the sacredness of our constitution, of how carefully it should be guarded and with what wisdom and deliberation we should act in changing the same. I also realize that we are living in another age from that in which our constitution was framed and thus subject to changed conditions—that the constitution is the work of man and not infallible, I earnestly recommend a careful consideration of each of the eight amendments.

I would also recommend an amendment that would so govern our election of town Representatives and county Senators that, at each session of our Legislature, at least one-third or one-half of their number shall have had legislative experience. I know of no amendment that would more efficiently hasten the work of the General Assembly.

#### PRIMARY ELECTIONS—WEIGHTS AND MEASURES

These are subjects which should receive your earnest attention. They have been kept before the public most industriously in our State for many months past and it is unnecessary for me to detain you with a recital of the arguments pertaining to these measures, stating in what manner proper legislation on each of these subjects would inure to the betterment of our people or for the commercial Interests of our State.

#### CONCLUSIONS.

I wish to emphasize the importance of early consideration of such questions as are of state-wide significance.

You will serve best the freemen of Vermont if you at once undertake the solution of those broad questions, which will promote the interests of the great body of our people.

The work of the session ought to be accomplished as quickly and speedily as is consistent with a good understanding and deliberate consideration of the problems you attempt to solve.

You will accomplish most in my judgment by undertaking little. In the short space of a single session, you will find it impossible to correct all the mistakes of the past and enact all the wise legislation which the present and future require. Let me advise, then, that from this day until adjournment you direct your entire attention to a few large matters that imperatively demand your consideration and action.

I believe I voice the sentiment of the State in asking that your efforts be so continuous and so well directed that this General Assembly may complete its work and adjourn before Thanksgiving Day.

During your service here, those you represent expect you to put aside all personal considerations and bend every energy to serve in word, thought and deed, the public weal.

Irrespective of party affiliations, the men of Vermont have given expression to their views upon many questions about which there is a general consensus of opinion. They will expect from you nothing less than that you see these measures written into the laws of this session. They will exact from you little more. If you fulfill their expectations, they will approve your action, and the coming years will demonstrate that Vermont through your efforts has made substantial progress, political, moral and material.

The Governor having concluded the reading of his message, withdrew, and the Joint Assembly dissolved.

GUY W. BAILEY,

*Secretary of State, Clerk.*

Farewell address

of

John A. Mead As

it appears in the

Journal

of the

Joint Assembly

1912

**Thursday, October 3, 1912**  
**Farewell Address**

*Gentlemen of the Senate and House of Representatives:*

It has been the custom of my predecessors for many years at the close of each administration to present an account of the conduct of the executive department for the two preceding years to the Joint Assembly, also to suggest such changes in the laws of our commonwealth and such new legislation as would be deemed advisable. This duty is attended with many regrets that I could not have had that experience and wisdom which would have enabled me during my term of service to accomplish more for the happiness and uplift of our people, and also with pleasure when I realize that a higher standard has been attained in our educational and agricultural life, and a marked improvement in our highways.

In this my retiring message I wish to state that I have carefully considered the various subjects which I have treated, with those officials most conversant with the same, and have drawn largely from them for expert knowledge, oftentimes the result of long experience, and have quoted freely from suggestions made by said officials.

In my message of two years ago, I urged the General Assembly to carefully consider a few subjects of vital importance and not attempt to correct all the errors of the past legislatures or to enact all the wise legislation which the present and the future may require, and thus with a defined policy presented, I feel that most satisfactory results as to educational and agricultural life and the betterment of our roads has been attained and it is with pleasure that I shall refer briefly to what has been accomplished in these vital departments of our state life, hoping that you will continue the progressive work so well begun.

**EDUCATION.**

Not only has Vermont been blessed during the past two years with great material improvements such as permanent highways and public buildings; not only has the state made worthy advance socially and civically as is indicated by the deep interest of the people in the state's welfare and their sincere desire to work unitedly for the state's advancement; but probably in no respect has the state made greater progress than along educational lines.

This has been due chiefly to the strong and progressive measures passed by the General Assembly of 1910. Among these certain ones might be considered of a minor character, as they were simply modifications of existing laws and provided for an expansion of the free advanced instruction law; the raising of the school age to sixteen years, the strengthening of the child labor law, and the making of the school attendance laws more operative.

Also, in the minor enactments may be included the permissive acts allowing towns to pension teachers, providing for medical inspection of school children, and authorizing the state board of education to purchase the normal school property at Castleton and to lease the normal school building at Johnson.

In addition to the foregoing are four measures that most signalled marked a new era educationally and stand as unassailable evidence to the progressive statesmanship of your last assembly.

1. The first was an appropriation to the Austine Institution of Brattleboro for the purpose of erecting a building for the education of the deaf, dumb and blind. Heretofore they have been educated outside the state, but hereafter they may be educated by the state at cost in the Austine Institution.
2. The second important measure was the change in the date of the school year from April 1 to July 1. This change was so reasonable that it provoked no discussion, and it is now a surprise that the state should have continued so long with its misfits, disjointed and overlapping census reports, official, fiscal and scholastic years. This is apparent when I state that the census year of Vermont was February 1, the school directors' report year

was February 15, the official year began March meeting day, the fiscal year began April 1, the superintendents' year began July 1 and the scholastic year began September 1. All school business is now centered upon a single date and can be transacted without the delays and confusion previously prevailing.

3. The third important school measure passed by the General Assembly of 1910, and one that introduced a new and necessary feature into our educational system, was the creation of a state school of agriculture at Randolph Center. When we reflect upon the importance of agriculture and the extent to which the people of the state are engaged in it, then the importance of this new institution is appreciated. The educational system of the state, especially in its secondary courses, had not in any noticeable degree aided the state in the development of its resources, in revealing the opportunities within its limits, or in conserving its population and possibilities. Therefore the state school of agriculture was established. That it will perform its purpose, there can be no doubt; and, that it meets a demand, the present large attendance testifies.

4. The fourth important measure marked a departure in the system of teacher training in New England and was introduced into the Vermont system for the purpose of meeting a condition that could not be met in any other way. The normal schools of the state never have, and never can supply the rural schools of the state. It is doubtful if they can supply the graded schools. Concerning the number who would probably graduate annually from the Vermont normal schools, there are no valid grounds for supposing that the proportion in Vermont will exceed the proportion of other New England states. On such a basis the Vermont normal schools will produce less than eighty teachers annually. This number falls far short of the three or four hundred needed annually, and the schools needing trained teachers the most, would probably receive the smallest percentage.

For years various attempts to elevate the standards of the normal schools or to secure through legislation better rural conditions, have been stoutly resisted by representatives of certain institutions, that ought to be leaders in education progress rather than hindrances. It is not consistent with justice or with good public policy to sacrifice state interest to local interest, or to jeopardize the common schools for the sake of one or two favored institutions. It is a most hopeful sign of the times that the people of the state begin to appreciate the urgency of the rural school problem. The state republican platform incorporated the following words:

"While the large central public schools of the state are doing splendid work, the small rural schools are not keeping pace. For the present these latter should be the especial care of the state. In so far as their standards can be improved by more liberal state aid, it should be extended."

The state democratic platform declared as follows:

"We favor a more liberal extension of the benefits of our school system to the rural communities and the introduction of more efficient supervision of such schools."

The chief educational problem today is the development of the country school and the rehabilitation of the countryside.

The country schools have been unfairly discriminated against in kind of buildings, in quality of equipment, in number of weeks, and in character of instruction. Justice demands that equality of educational advantages shall be afforded and that the country child be given the same school opportunities, so far as possible, as the city child.

The rural schools have always been the experiment station of teachers. If they tested out well, they were brought into the grades. This process will probably continue for years, but, if it is to continue, then in all justice and fairness to the country children, the state should send them the best teachers possible. Because the normal schools can never supply the rural schools with teachers, and because fairness demands that the previous discriminations cease, the teacher training courses have been established.

Twelve such courses were provided for during the past school year, skilled specialists were employed, and one hundred and fifty well trained teachers entered upon rural school teaching this season. This large accession of trained recruits to the teaching ranks of rural schools, adds a force of no trivial power and is an educational event of no mean magnitude.

## OUR NORMAL SCHOOLS.

In accordance with the declared purpose of the normal school law of 1910, the standard for admission to the normal schools was fixed at graduation from four-year courses in high schools and academies. This is the standard adopted by all the New England states and by all the leading states in educational matters. There is no reason why Vermont should trail behind other states in standards, and maintain a weaker normal school system. It is not consonant with its present spirit or dignity, and any attempt to degrade her standards should be resented. Nothing lower than the common standards of neighboring states and nothing but the best available in education will suffice true Vermonters.

No state normal school in New England and probably no state normal school in the United States is located in so small a community as that in which either of the normal schools of Vermont is located. It is the smallness of population in the normal school communities of Vermont that has provoked the question concerning the maintenance of the present normal schools at Castleton and Johnson. Model schools are necessary for demonstrating methods and management, and practice schools are necessary to secure skill in teaching. On account of the practical impossibility of affording sufficient demonstration and practice work, because of insufficient children, the state board of education advocates the change of these two institutions into others of more profitable character.

Also, as the normal school graduation will probably never exceed eighty, unless there is a large increase in the state's population, the number will not greatly exceed the minimum a profitable normal school should produce annually. It was for this reason also that the state board of education endeavored to enter upon a peaceable compromise and to allow each town to have a state institution more worthy of the state. All the probable students could be more conveniently accommodated and better instructed in the department of pedagogy of Middlebury College and the University of Vermont than in the present normal schools. This could be done at an expense of \$10,000 annually, in contrast to the present expense of \$20,000 annually. If the state were rich, it might be prodigal; but, on account of its limited revenues, it should expend its moneys so as to receive the largest returns regardless of any local sentiment or personal pride. The state's interests are superior to any local interests. The welfare of 66,000 children should not be jeopardized by any community advantages, and the educational progress of the state should not be impeded by any low standards or local considerations. The entire state should be a unit for the best, and the potential measures adopted and recommended therefore should be put into operation for the benefit of the present, for the security of the future, and for the welfare of all.

I cannot urge you gentlemen too strongly to give this subject,—the education of your children—your thoughtful and earnest attention.

## FIRE INSURANCE UPON STATE PROPERTY.

The legislature of 1910, by its act No. 8, authorized me, "to appoint a commissioner or commissioners to investigate the fire insurance placed by our state, with a view to obtaining lower rates and more uniform system of valuation and placing of insurance." The act also authorized me, "to make such changes in the placing of the fire insurance, as after investigation, was deemed best."

For this purpose I endeavored to find a citizen of our state, thoroughly familiar with this subject and who was not a solicitor of insurance but was thoroughly conversant with the adjusting of losses. I appointed Mr. L.S. Hayes of Bellows Falls as sole commissioner, he having had large experience in various lines of fire insurance, and being in my estimation, in a position to act independently and effectively for the best interests of the state.

The result of the careful investigation made was that the property of the state was found insured—some to its full value; some partially; and a portion not at all;—the aggregate being \$945,875.00. The rates and forms of policies varied in material respects, and in some cases a fire would have developed conditions embarrassing and unbusinesslike. The heads of the various state departments had acted each according to his individual judgment, which had varied widely, and naturally there was no uniformity as to the insurance placed.

Reading between the lines of the act under which the investigation was made, I deemed it to be the judgment and expectation of the legislature that the property of the state should be fully protected by fire insurance, and that it should be done economically and systematically. With the assistance of Mr. Hayes, every piece of property owned by the state, whether real or personal, was appraised and scheduled. Architect Hira R. Beckwith of Claremont, N.H., was employed to appraise all the buildings and the head of each department scheduled the personal property in his charge. These schedules showed that the total cash valuation of property owned by the state on October 7, 1911, was \$2,051,509.00, of which \$1,394,810.00 was buildings and \$656,699.00 was personal property. Upon this, insurance was procured to the amount of \$1,850,000.00, or about 90 percent of its value. The policies are uniform in their application, each covering a proportionate amount upon every piece of property and in blanket form, this property is widely scattered, being located in sixty-two different places, and thus insurance companies can carry large lines. The risk was offered to every fire insurance company authorized to do business in Vermont, and is carried by forty-four companies, each writing from \$6,250.00 to \$125,000.00.

The average rate conceded by the companies upon this unusually good line of business was \$1.53 per \$100 for five years, the premium aggregating materially less to the state than the same amount of protection would have cost at the rates upon the individual risks as formerly insured. This premium has been paid by the state treasurer and charged up to the different departments as nearly according to the relative hazard of each class of property as possible.

Although the policies being written in 1911 for five years made a large proportionate expense for insurance in that biennial term, arrangements have been made for the rewriting of a fifth of the amount in each of the succeeding four years, so that thereafter the expense will be distributed evenly in each year.

The insurance had previously been controlled by only a few agents. It seemed to be the most just and equitable division of benefits accruing, to divide it as equally as possible among the leading agencies; and, as now written, eighty-three Vermont agents have a proportionate amount to place.

Since the insurance was placed one fire has occurred, whereby the equipment of Co. E., V.N.G., at Bellows Falls, was destroyed March 26, 1912. The insurance upon this property previous to the revision made last year was only \$300, but under the new contract the full amount of the cash loss, \$3,099.82, was paid, thereby demonstrating the wisdom of the re-arrangement of the insurance and the benefits to be derived from the present indemnity contract.

I earnestly recommend that legislation be enacted that will thoroughly protect the property of our State in an economical and businesslike manner. I am advised that certain states protect and carry their own risks but this policy would have been most unfortunate had it been adopted in Vermont. A review of the state's losses for the past fifty years fully justifies this conclusion.

#### FIRE PROTECTION.

The consideration of the fire protection of state's property leads naturally to the subject of our general fire protection as governing in our commonwealth.

Losses by fire are entirely different from other disasters. Failures, panics, etc., simply cause the change of ownership. The property still exists in the hands of others, but losses by fire completely wipe out the property whether owned by the people or the commonwealth, and the loss eventually and invariably falls upon the people.

With this fact firmly in mind, I have been reviewing the statistics of fire losses and premiums paid for fire protection during the last ten to twelve years. In 1901 the losses by fire paid in Vermont were \$475,869.95. These have increased till you will note that loss by fire paid in 1910 was \$916,122.77, almost doubled in ten years and this does not include the uninsured property or that only partially insured.

You will note that losses by fire in 1910 were fully a million dollars and when we realize that we have a population of only about 360,000 we learn that our per capita loss is \$2.96, while the per capita loss in the United States was \$2.33. Thus our average of per capita loss is 25 per cent higher than for the average of our

nation—a fact worthy of your attention, and especially so if you realize that the per capita loss by fire of the five leading nations of Europe for the year 1910 was 33 cents.

### OUR DEGENERATES.

This is a subject which has never received special attention by the legislature of our state. I have endeavored during the last two years to inform myself thoroughly upon the same, having corresponded with the secretaries of twenty or more of our most progressive states to learn what was being done with reference to this unfortunate class. I have obtained copies of their laws and have made a careful study of the same, and the more I have considered the subject, the more largely has its importance appealed to me. It is a subject of a delicate as well as an unpleasant nature.

The heads of our criminal institutions tell us that among the inmates there is always a considerable class that are termed "degenerates" or "defectives," by which is meant a class of individuals in whose mental or nervous construction there is something lacking. Alienists, criminalologists and physicians tell us that individuals of this unfortunate class tend to marry those cursed with similar defects, and that this class is increasing out of all proportion to the normal growth of the population, and that most of the insane, the epileptics, the imbeciles, the idiots, the sexual perverts, together with many of the confirmed inebriates, prostitutes, tramps and criminals that fill our penitentiaries, jails, asylums and poor farms are the results of these intermarriages or the natural offspring of defective parents. In the cases of these unfortunates there is little or no hope of permanent recovery, and the great question that is now being considered by the lawmakers in many of our states is how best to restrain this defective class and how best to restrict the propagation of defective children.

Let us consider this matter upon these facts:

1. The fact of the great number of public charges recruited from the defective classes.
2. The fact that defects, physical and mental, are transmitted to the offspring.
3. The fact that if a defective marry a defective, as is very often the case, the offspring will inherit the taints of both parents. That this class is prolific, knowing no law of self-restraint, and consequently defectives are increasing in numbers and are of a more pronounced type. What can be done to protect society from these unfortunates and what to protect them from themselves?
  1. Restrictive legislation in regard to marriages.
  2. Segregation of defectives.
  3. A surgical operation known as vasectomy.

Restrictive legislation in regard to marriage.—Minnesota has a law providing as follows: That no woman under the age of forty-five years, or a man of any age, except he marry a woman over forty-five years of age, either of whom is epileptic, imbecile, feeble-minded or afflicted with insanity, shall intermarry or marry any other person in that state. Five or six other states have adopted restrictive statutes along similar lines. Of such legislation I heartily approve, but, while it is preventative in a certain class of cases, it does not and obviously cannot go far enough. While by preventing marriages among defectives, it restricts the propagation of defective children born in lawful wedlock, it does not restrict the propagation of children in those cases where the taint of degeneracy is coupled with that of illegitimacy.

Segregation of defectives.—Dr. R.W. Bruce Smith, of Toronto, writes on this subject, "What avails the continuous increase of hospitals, asylums, and similar institutions, if the number to occupy them grows faster than the accommodations?" and further on he says: "The only true course to be taken is to separate all the degenerates from society and keep them by themselves in carefully classified groups." This method of dealing with the problem would necessarily entail a very great expense for the establishment and maintenance of these colonies—conditions would have to be safeguarded with the same care as an actual penitentiary, and would, in many cases, result in life-imprisonment of unfortunates who are in no way responsible for their plight, but who might, in a small way, be of some use in the world, and who should be given the opportunity to enjoy life and liberty so far as they are capable of enjoying anything.

The operation known as vasectomy. This operation is simple, taking less than five minutes to perform. In the case of defectives and persons convicted of certain crimes it is strongly endorsed by Dr. Rentoul of Liverpool, England, and by Dr. Ex. Goddard of the training school for feeble-minded at Vineland, N.J. The states of Connecticut, New Jersey, Indiana, Iowa, Minnesota and California, have laws upon this subject. Dr. H.C. Sharp, the physician of the Indiana reformatory, highly approves of this plan of restricting the propagation of defectives and abnormal criminals. He states that since 1899 he has performed this operation nearly two hundred and fifty times. He has had good opportunity to observe the past operative effects of this operation, and in this number of cases he has not observed a single unfavorable symptom. So far as any disturbance to the physical, mental or nervous system of the patient is concerned, his testimony, based upon observation, is that this operation is decidedly beneficial, rather than detrimental.

Let me, at this time, respectfully recommend to the legislature of 1912 that they at once take steps to safeguard and restrict the issuing of marriage licenses to persons convicted of rape, incest, open or gross lewdness, and cases where either of the parties are known to be suffering tuberculosis, syphilis, or epilepsy, and in cases where either party has been in confinement for habitual drunkenness, feeble-mindedness, or insanity.

And, I further recommend that a commission be appointed to investigate and report upon the advisability of the adoption of the operation of vasectomy as a prevention for the spread of hereditary taints and diseases.

#### STATE BENEFICIARIES.

At present, the state is supporting sixty-one children at various institutions. They are as follows:

Mass. School for Feeble-Minded.....	27	\$300.00	\$8,100.00
American School for Deaf .....	7	275.00	1,925.00
Perkins Inst. For Blind .....	7	300.00	2,100.00
Clarke School for Deaf .....	7	300.00	2,100.00
Mystic Oral School for Deaf.....	5	275.00	1,375.00
Penn. Training School.....	4	300.00	1,200.00
Conn. Inst. For Blind .....	1	300.00	300.00
Maine Inst. For Blind.....	2	300.00	600.00
Vineland School.....	1	300.00	300.00
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	61		\$18,000.00

Of these children only eight have been designated during my administration. Four feeble-minded have been sent to the Massachusetts School for Feeble-Minded Children and one to a similar school at Vineland, N.J. I have designated one child to the Clarke School and one blind adult to the Maine Institution for the Blind. From the above figures you will notice the fact that the number of feeble-minded children designated to date is about fifty per cent larger than all the other classes of defectives. While something can be done for these unfortunates, the feeble-minded, it usually takes years to effect even a partial relief, and in most cases a designation means that the children will spend the rest of their days in the institutions to which they have been assigned. I have felt, during the two years of my administration, that it was the intent of chapter 60 to give help primarily to those cases where there was a reasonable hope of benefit. Thus, in the case of these unfortunates, I have tried to designate only those whose application papers held out a hope of a permanent and distinct improvement. If I have been a little conservative in the designation of deaf and dumb beneficiaries, it has been from the fact that the Austine Institution in Brattleboro was in process of erection and that most of the state beneficiaries of this class would be transferred from their present schools to this home. It seemed to me wiser to let the child make its beginning in our own institution, rather than to designate the applicants to some other school, and then, after a few months, to transfer them, to new surroundings. I have had very few applications from those suffering from blindness, and as stated above, I have designated two from this class and the reports of their progress are most gratifying.

Experience has taught us that deaf, dumb and blind children, after a few years of proper education, become self-supporting and valuable citizens, while the feeble-minded are a charge upon the state too often for life.

With a limited appropriation at our disposal much more can be accomplished by caring for the deaf and blind, and thus a much larger number of beneficiaries can be educated by the state's appropriation.

#### PAROLES.

In the exercise of my prerogative as governor, I have paroled to date two hundred and forty-three prisoners. Of these one hundred and seventeen have been paroled from the state prison at Windsor, one hundred and fourteen from the house of correction at Rutland, and twenty-two from the different county jails. Since the establishment of a State Commission on Probation, the executive department has endeavored in every way to cooperate, and at present I am sending the secretary of this commission monthly reports giving the names of the prisoners paroled, the date of expiration of their maximum sentence, their last known residence and the name of the probation officer to whom they report. These paroled prisoners, as a rule, have reported very well. Of course in some cases the prisoners leave the state as soon as they receive their parole and are never heard of again. Another class of prisoners who fail to report are those in whose case the difference in the period of time between the minimum and maximum sentences is short. I note that in those cases in which the period of time between the minimum and maximum sentence is a year or longer, the paroled prisoners are very careful about reporting on time. I think this custom of paroling at the expiration of the minimum sentence where the prisoner's conduct has been good is a very excellent one, and I should respectfully recommend to the legislature of 1912 that they enact a law requiring the difference in time between the minimum and maximum sentences to be largely increased. I believe that such a law would still further increase the regularity of the reports from the probationers and have a favorably restraining influence for that much longer period.

#### JAIL REMOVALS.

By virtue of the authority given me by the state laws, I have ordered three hundred removals from the different county jails to the house of correction. They are divided as follows:

Addison .....	6
Bennington .....	3
Caledonia .....	12
Chittenden .....	170
Essex .....	1
Franklin .....	28
Lamoille .....	1
Orleans .....	12
Washington .....	7
Windham .....	27
Windsor .....	33

Unless there were certain urgent circumstances which made the change advisable, I have made no removal except in cases where the prisoner's sentence was over thirty days. Twice I have had to suspend the granting of these removals; once on account of an epidemic of diphtheria at the house of correction and again because of its crowded condition.

#### UNIFORM STATE LAWS.

I wish to call to your consideration a matter which I think should receive your very careful attention. I refer to the efforts of the various states of the union to promote uniformity of state laws. Under our form of government the states are independent in matters of local legislation. The inevitable result has been great conflict in the laws of the various states upon matters in which there ought to be uniformity. This resulted in so much embarrassment that in the year 1889 the American Bar Association appointed a special committee, which recommended to the association that a committee of one from each state should meet in convention from time to time and compare and consider the laws of the different states, especially those relating to marriage and divorce, descent and distribution of property, acknowledgement of deeds and execution and probate of wills.

The following year the legislature of New York passed an act authorizing the appointment by the Governor of three commissioners, to be known as "Commissioners for the Promotion of Uniformity of Legislation among

the States" and making it their duty to examine the subjects of marriage and divorce, insolvency, the form of notarial certificates, and other subjects, and to ascertain the best means to effect an assimilation and uniformity in the laws of the state and to consider whether it would be wise and practicable to invite the other states of the union to send representatives to a convention to draft uniform laws to be submitted for approval and adoption by the several states.

As a result there has been established the present National Conference of Commissioners on Uniform State Laws. The conference is made up of commissioners appointed by the governors of the different states. Usually there are three commissioners appointed from each state participating in the conference. A large number of states have special acts authorizing the appointment of such commissioners, who are usually appointed for a term of five years. Most of the states provide for the payment of the expenses of the commissioners. The expenses of the conference are met by the different states participating therein through an appropriation for that purpose by the legislature. The number of states, territories and federal districts which have appointed commissioners is as follows:

States .....	45
Territories.....	3
Federal districts .....	1
Possessions.....	2
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Total .....	51

The annual meeting of the conference is held at the same place and just prior to the annual meeting of the American Bar Association, and in conjunction therewith.

Previous to last year this state had taken little interest in the subject of uniform state legislation. Being impressed with the desirability of having this state represented at the conference and deeming it to the great advantage of the state so to do, I appointed a commission to attend that conference by virtue of the general act under which the governor of this state has the authority to appoint such a commission.

The act by virtue of which I made this appointment necessarily limits the activity of the commissioners to the particular conference. It seems very desirable, if the state of Vermont is to take any part with the other states in this work, that commissioners should be appointed for a number of years so that they may be continuity in their work.

Our commission attended the conference in Boston and have made a full report upon the general subject of Uniformity of State Legislation, explaining the origin and history of the conference, the details of the work and what has been accomplished by the conferences, and have recommended to me the adoption of the following Uniform State Laws recommended by the conference of commissioners and approved by the American Bar Association.

The "Negotiable Instruments Law"; the "Uniform Divorce Act"; "An Act Relating to Marriage and Marriage Licenses."

The "Negotiable Instruments Law" has been adopted by forty of the states, among them New York, Massachusetts and New Hampshire, three states with which we have very close relations. The "Uniform Divorce Act" has been adopted by three states.

The commissioners also report that they believe it would be wise to adopt the "Uniform Sales Act" now in force in ten states, and the "Uniform Bills of Lading Acts" now in force in eight states. Copies of the various acts referred to in their report are appended to said report. I quote the following from the report:

"Your commissioners believe that the attendance of Commissioners from this state at the various meetings of the National Conference, especially if these commissioners are appointed for sufficiently long terms of service to become familiar with the work of the conference, will result in benefit to the state. It will tend to produce more care in the drafting of laws, it will create a means by which the legislature of this state may be compared with that of other states. Uniformity of some of the more important branches of the law will be the

natural result. As the commerce of the nation becomes more and more inter-state and our business men are having increased business relations with people in other states, uniformity of the laws relating to commercial matters is of great advantage. Any work which tends to simplify and make uniform the laws of business, and thereby benefit the business interests, ought to be encouraged and promoted. We believe the adoption of our recommendations will promote that result."

The commissioners also recommend the passage of a law creating a board of commissioners by the name of "Commissioners for the Promotion of Uniformity of Legislation in the United States," said board to consist of three members to serve without compensation, but to be reimbursed for all of their expenses in connection with the discharge of the duties of their office, and providing for contribution by this state to the expenses of the National Conference of Commissioners on Uniform State Laws. A proposed draft of said law is appended to the report.

I respectfully submit to your attention and consideration the whole of said report and papers appended thereto.

I wish to express my approval of the recommendations made by the commissioners. Vermont should take an active part with the other states of the union in promoting a uniformity of state laws in inter-state matters.

#### OUR WHITE COAL.

Some two years ago I was a guest at a banquet given by the Massachusetts Real Estate Exchange and I was asked to suggest what would benefit most efficiently industrial life in New England, and in my response, I enumerated among other commodities, free coal, as our distance from the coal fields of Pennsylvania and Ohio made the cost of transportation for manufacturing purposes nearly prohibitive. We must have cheaper power to compete successfully with the factories of the great Middle West. I little realized at that moment that we had a white coal, so-called, running to waste at our doors, sufficient to furnish power for all our factories, all our mining purposes, and our electric lighting plants, and in addition sufficient to operate our steam and trolley railroads.

This white coal from hydro-electric development, free from smoke, soot, and cinders, attended with no fire risk, can be and is being developed today from our streams and rivers and furnished in certain localities for from 25 per cent to 33 1/3 per cent less per horsepower for all purposes than can be obtained from any other source. Our streams and rivers, including that being developed from the Connecticut River with power houses on the Vermont side, are today producing power sufficient to displace the use of a million tons of black coal annually, and this power can readily be distributed to every small and large town in that section of our state, and thus revive the hundreds of small factories which were formerly hives of industry in so many of our small villages.

Again, how different, financially, for our people and state, if this \$5,000,000, now paid annually to the coal-producers of Pennsylvania and Ohio should be produced and kept within our borders.

There has been developed on the Connecticut River at Vernon, six miles south of Brattleboro, what is probably the largest hydro-electric development in this country east of Niagara Falls. An immense concrete dam and power house on the Vermont shore with eight generators of more than three thousand horsepower capacity each, utilizes the flow of the Connecticut River, the dam creating a lake more than twenty-five miles long, and covering from four to five thousand acres. This development is, of course, partly in Vermont and partly in New Hampshire, as this is an inter-state river. Brattleboro thus far is the chief beneficiary of this development in Vermont, and nearly all the industries of Brattleboro are operated by this power, and the rapid growth of that town which is now taking place, is chiefly attributed to this development.

The same financial interests, but under another charter of organization, are making an enormous development of the power of the Deerfield River. This is also an inter-state river, having its rise in Stratton, Windham County, and flowing through several Windham and Bennington County towns, into Massachusetts. There are planned at least ten large hydro-electric developments on this stream; six of them are now in process of construction. The largest is a great storage dam and power plant at Somerset. This plant, now in process of construction, will flood two thousand acres of land to an average depth of forty feet, holding practically the

entire flood waters of the stream, which are to be so handled as to equalize the flow of the stream below. Twelve thousand horse-power will be generated at the Somerset plant.

Other plants in Vermont are proposed to be located at Wilmington, Whitingham, and Readsboro. An enormous expenditure of money will be made in the completion of the whole project. Between one and two million dollars will, it is said, be expended in the Somerset development alone, and the total developments on the stream in both Vermont and Massachusetts, will, it is said, cost about twelve million dollars. It is reasonable to expect that the whole Deerfield Valley will see a tremendous industrial growth within the next few years.

The Deerfield Valley project is conservation in the most approved way. The holding of the flood waters in storage for equalizing the flow of the stream in low water periods is essential to the best development of perhaps our greatest natural resource.

I have referred to the enormous development in Windham County, as it has progressed farther than in any other part of our state, but similar conditions, though less in magnitude, are found in other counties. The hydro-electric power in Rutland County, though feebly developed, is immense, and we have one corporation developing and using 5,000 horsepower annually, and double this efficiency could be obtained if necessity required. Rutland, Addison, Chittenden and Caledonia Counties afford promising opportunities for this development. The spirit of conservation should possess the people of our state and govern their endeavors, if we hope to keep abreast with the spirit of progress maintained by our neighbors. We should not fail to conserve and utilize the unlimited advantages so readily obtained from the development and use of our native white coal, found so abundantly upon nearly every hillside and in our valleys.

I would, therefore, earnestly recommend such legislation as will inure to further development of this natural wealth, realizing the immense benefits to be obtained if it is properly controlled and the rights of the state protected.

Also, to consider carefully some reasonable plan whereby possibly state aid could be given without risk for the development of these storage reservoirs, looking to the utilization thereby of the water powers on the streams further down. This is a subject worthy of your thoughtful consideration. Some action along this line would be a forward step and could be used with great force by our senators and representatives in Congress in obtaining national assistance.

It would make Vermont the most progressive of states, in the development and conservation of her natural resources.

#### HIGHWAYS.

Better highways for our state has always appealed to me as one of the most important subjects for legislation. It affects our religious, our agricultural, educational and social life, to a greater extent than any other condition, and if I am correctly advised our state has expended on her system of roads during the last two years about two million dollars, and the demand for good roads has been growing rapidly in Vermont for the past few years and resulted in the passage of the state aid law in 1906, appropriating \$50,000 which was available to those towns which would vote an equal amount, "dollar for dollar", under certain limitation. In 1908 the appropriation was increased to \$75,000, and again in 1910 to \$150,000. The number of towns voting and the amount of money for this purpose has increased year by year, until March, 1912, two hundred and twenty-seven (227) towns voted practically one hundred thousand dollars.

There has been a steady growth of sentiment in favor of the law as is evident by the annual increase in the number of towns available themselves of the act, and by the annual increase in the amounts voted, the largest increase being in the year 1912. No better evidence is necessary that the law meets with popular approval than this showing of the towns. Not a single year since its passage has there been any dropping off in the number of towns voting money, nor in the amount of money voted.

The past year 1911, and this year 1912, the biennial term just closing, show an advance in the quality of work done in that practically every improvement under state supervision has been carefully laid out by an

engineer with the idea of uniform construction. The gravel road was assumed to be the most economical for Vermont to build under present conditions when the law was enacted in 1906 and up to the present time no change has been made in this particular, save in large cities. In villages and towns where the traffic is excessive some of the best forms of macadam construction have been adopted, with the result that we have a small mileage of excellent macadam road built under state supervision in the past two years.

It is becoming more and more evident that a good earth road properly maintained is satisfactory for summer travel, and that in Vermont more attention will naturally be paid to roads of this kind in the future.

Our system of selected highways has been in the past two years somewhat increased by the addition of roads in different localities in the state that were not considered five years ago of sufficient public importance to warrant their being selected, but with the increased tourist travel it has seemed wise to your commissioner to open up some of the beauty spots of the state around our lakes and mountains, by the addition of some of the most attractive roads we have in the state, and it would seem that no better outlay of money could be made than to develop with special appropriations some of these roads that probably cannot be improved in any other way.

I earnestly recommend your thoughtful consideration of this important subject and sincerely trust that the good work being done may be continued.

#### TAXATION.

No subject with which you have to deal is of larger importance than a revision of our present system of taxation. At the last session a bill came to me for my signature, which I was obliged to withhold. The object of the measure had my entire approval, but the bill itself was crude and it seemed obvious would be impotent to accomplish its understood purpose. It had passed both legislative branches in the closing hours of the session and came to me at a time when my department was rushed to the limit of its capacity. Proper consideration was absolutely impossible, and two courses only were open to me, one to summon back legislators who had returned to their homes and hold the legislature until needed corrections could be made and the other to exercise my right to veto. Having in mind that the session had been unduly prolonged, and that to reform the measure would cause the state many thousand dollars expense, as well as prove a hardship to the members who had then left the capitol, I pursued the course which economy, and as it then and now seems to me the interests of our people, required.

The demand for a radical revision is insistent and has been for several sessions. The present law does not have general approval, but no tax system has ever been evolved by any state, ancient or modern, which has had universal approval and which will completely abolish the inequalities of taxation. The great trouble with us has been, that legislators held so many different and conflicting opinions about methods, there could be no common ground. Commissions have been authorized to study the tax system of other commonwealths and report to our General Assembly, but commissioners have disagreed mainly on unimportant questions and legislators in the infinite variety of "cure-alls" suggested have become confused and doubtful as to the expediency of proposed reforms.

A solution of the whole problem is not probable at any one session, but an immediate correction of some of the inequalities of the existing law, is imperatively demanded. Let me ask, that the first work of the Assembly now convened be directed to this problem. The constituencies you represent expect it and the state requires it. Let your aim be, to broaden opportunity, strike down inequalities, and lift the burdens from those least able to carry them. It is proper for you to inquire if corporate property pays its fair and just share; if large wealth may not be made to contribute its full and measured part; if financial institutions should enjoy the privileges that are denied to men; and if you shall find present laws unjust and unwise, it is your duty here to apply the remedy and to do it with unsparing hand. I counsel you, do no injustice to the rich or strong, but remember that governments exist to care for and protect the poor and weak. It is not in my province to direct what you do, but there is a command from all the people, irrespective of party, which you will gladly heed. The problems are not new; they are as old as the state; your predecessors have in the main wrought well, but the tax question remains unsolved.

## EXEMPTION FROM TRUSTEE PROCESS.

The absolute exemption of all sums to the amount of ten dollars due for labor from attachment, has been long asked for by the wage-earners of Vermont. Exemptions have been lavishly granted by former legislatures to our citizens engaged in various pursuits, but this meritorious measure has repeatedly failed of enactment. The present will of the people is unmistakable. They have made their decision. It is for you to record it in the laws of the state.

## LABOR LEGISLATION.

Vermont has been progressive in this respect but not sufficiently so. The state is now entering the period of its greatest industrial development. More and more will measures for the betterment of labor conditions press for enactment. A careful study of the recent legislation in other states will convince you that the hour is at hand, when we ought to enact many of the beneficial measures now being asked for here. "The laborer is worthy of his hire," and he is entitled to perform that labor under safe conditions and to be surrounded by every precaution and protection.

## PREVENTION OF STRIKES.

There must continue to be differences between employer and employed. Every time such difference results in a "strike", there is loss not only immediate and substantial to those participating, but consequential to the state. Production has been reduced, consumption restricted, and the sum total of aggregate wealth lessened. To just what extent the state ought to intervene is a debatable question, but that its good offices might be invoked to adjust or at least to suggest honorable terms of settlement, will not be challenged. Many states and countries have boards of arbitration for this purpose. It will probably be going too far to say that the decision of such a board should be final and conclusive, but if one authorized by law and properly constituted could here investigate and recommend a basis of settlement, popular opinion, would, in most cases, bring adjustment without resort to coercive measures.

## DIRECT PRIMARIES.

The day of the so-called "political boss" has closed. Vermont never knew him in the sense that he has existed in some of the great cities, and in other commonwealths, where as the "king-maker" on the day of convention or absolute dictator when party policies were to be defined, he was master of the state, but in some degree we accepted the leadership of certain citizens of commanding ability. The direct primary has successfully been invoked elsewhere to register the will of the people. In some cases the methods have been cumbersome; all of them expensive and occasionally impotent.

A simple, inexpensive method, one that will ensure the full, free choice of our citizenship, and one adapted to the peculiar conditions which exist here, is to be found in the recent enactments of the most progressive states.

## CAMPAIGN EXPENSES.

The restriction of expenditures by candidates for office within such limits as would make it possible for the average citizen to aspire to any position in the government, and the publications of sworn statements, both before and after elections, are safeguards that should surround the ballot box and make it sacred to the people and the state. Recent disclosures have demonstrated that fabulous sums of money have been expended in the elections of some of the states. The high ideals, the lofty aims, the great purpose which characterizes the incomparable citizenship of our splendid commonwealth demand that public office shall be offered neither on the auction block or at private sale. Limit then the expenditures of candidates and nominees; require every expenditure and promise of place or pay to be published, and disfranchise forever those who disobey. Thus may the honor of our officials continue unsullied and the fair name of the state remain unsullied.

## CONCLUSION.

During the last two years, and especially for the past few months, our state and in short, our nation, has been passing through a period of intense political unrest, greater than we have experienced at any time during the last half-century.

There has been a general uplift or demand, in fact, for a general advance along all lines which could result in a betterment of the social and physical conditions of our people.

This progressive spirit has been planted in the fertile soil of our commonwealth and is rapidly securing a strong hold with our people. We have felt it in the betterment of our school life—our agricultural conditions and our highways; in the state control of corporate life; in the purity of the ballot box, in our endeavors for uniform laws; in our efforts for the elimination of mental and moral degenerates; and in short, along every avenue which leads to the uplift of our citizens.

You should, with all your strength, maintain the advances already made, and further progressive legislation should be enacted at this session, ever keeping in mind our peculiar conditions; not similar, in fact, to those of any other state.

You have before you the special report of each official of your state government. These you should study carefully as they will furnish you more complete and accurate information as to each department of our state government than can be obtained from any other source.

I cannot close without referring to a weakness or failure which seems to possess every legislature; viz., rapid increase of state expenses, and more particularly during the sessions of the legislature. I was greatly surprised to note that the expenditures of the lieutenant governor and General Assembly from 1900 to 1910, inclusive, were as follows:

### EXPENDITURES.

1900.....	\$ 61,979.83
1902.....	60,637.59
1904.....	70,498.40
1906.....	81,714.21
1908.....	134,326.98
1910.....	about 145,000.00

This increase of legislative expense of nearly 150 per cent is, in my judgment, wholly uncalled for, and an extravagance without an excuse. There are many avenues through which this money could have been expended which would have inured greatly to the good of our people. The spirit of progress toward better conditions is stimulating our people as never before, and is not here an opportunity for this legislature to set an example worthy of that ambition which should be the aim of every true Vermonter?

Do not deceive yourselves with the delusions that this money spent so lavishly does not come from the hard earnings of the common people. We boast of our revenues from corporate taxation. Don't forget that this money spent so freely comes from the great masses and when you are urged to vote large appropriations for some questionable purpose remember that you are indirectly emptying your own pockets. Let us strive to return to and maintain the economy of our fathers; only spending our state's money when it can be done for such purpose as will inure to the greatest good of our people.

*Gentlemen:* You are honored in being chosen as the representatives of the freemen of this state to guard carefully her present interest and to provide for her future with your best judgment, strengthened by your knowledge obtained from the experience of other legislatures.

You should ever realize the worthy examples of your ancestors who have assembled in these halls, and who have given our state a reputation for wise and helpful legislation unsurpassed by that of any other state. A galaxy of names is furnished which should serve as a stimulant to your highest endeavors. Your opportunity is ever present and your duty should call for your best efforts. With these thoughts ever in mind you should

realize the great blessings bestowed upon your state by a kind providence appreciating the worthy inheritance from your fathers, and may the results of your labors be of such nature that Vermont may continue to be regarded as one of the best governed states of our union.

JOHN A. MEAD

The governor having concluded his message, withdrew and the Joint Assembly dissolved.

GUY W. BAILEY,  
*Secretary of State, Clerk.*