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REPORT OF THE CONFERENCE

OF THE

President ^{AND} Faculty of Bowdoin College

WITH THE

Principals ^{AND} Assistants of the Secondary Schools

OF MAINE

CONCERNING ENTRANCE EXAMINATIONS

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FEBRUARY 17, 1900

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PREFATORY NOTE.

For some time previous to the meeting which is reported in this pamphlet, the Faculty of Bowdoin College had felt that the radical changes which, from time to time, have been made in the form, if not in the substance, of the entrance requirements have led to confusion and, in some cases, misunderstanding in the minds of the teachers of the secondary schools concerning the exact meaning of the statement of admission requirements which appears from year to year in the annual catalogue of the college. With these conditions in mind, and in the hope that a general conference might be productive of still more important results in effecting greater co-operation between schools and the college, the Faculty appointed, on January 15, 1900, a committee from its members "to take into consideration and report upon the advisability of inviting the principals and assistants of the secondary schools in the State to a conference with the President and Faculty of the College, in Brunswick." The committee, after consideration, reported unanimously in favor of the plan, and, early in February, invitations were sent out in the name of the College. The response to this general invitation was most cordial; so much so, that the committee felt encouraged to set February 17 as the date for the conference.

Throughout the morning session, the discussion was animated and general. It is to be regretted that it was impossible to report the proceedings in full, and that, in the early hours of the meeting, the names of the delegates were not sufficiently well known to those reporting to secure the personal recognition for this report which the college would gladly have given.

In general it may be said that the conference was so successful that it is hoped that it may result in similar meetings in future years.

A complete list of the principals and assistants present at the conference, together with the schools represented, will be found on the last page of this pamphlet.

PROCEEDINGS.

The first session of the conference was held in the Searles Science Building at 8.30 A.M. Sixty-four delegates were present, representing thirty high schools and academies.

The conference was opened by President Hyde, who explained that the purpose of the meeting was not only to secure a better understanding between the secondary schools and the college in regard to entrance examinations, but also to secure, if possible, for the future a more hearty co-operation in regard to the work of preparation for college. President Hyde said that the plan proposed for discussion was, that each subject required at entrance should be taken up in turn and introduced by the instructor at the head of the department in college. After this introduction, the subject was to be thrown open for general discussion. He hoped that all the teachers present would take this occasion for an honest expression of opinion; the college would present its side, and it was certainly to be desired that no one should hesitate to point out any faults or shortcomings which seemed evident in the college examination system.

The President first introduced Professor Henry L. Chapman of the :

I. DEPARTMENT OF ENGLISH.

Professor Chapman said:

The subject of English Literature, without doubt, causes considerable disquiet and perplexity to the teacher in the secondary school. The colleges require it as a part of the preparatory course, and, in the colleges that still maintain an entrance examination, it is one of the subjects upon which candidates for matriculation are examined. This would seem to imply a general agreement as to the object to be attained by teaching it; but this is far from being the case. Some treat the subject as if it were largely a study of the development of language, tracing the history of words, and noting the changes that have taken

place in the uses of words and forms of expression. Others teach the subject as if an important object in studying an author were to discover his errors in grammar, his mistakes in history, and his plagiarisms and imitations. Still others seem disposed to make an appreciation of style, and a knowledge of its development, the prime object of English lessons.

It results from these and other diversities, that there is no little doubt as to what is meant, exactly, by the teaching of English literature, and as to the particular object which the teacher is to aim at. Upon this point differences of opinion will probably continue to exist, and the character of examination questions, in the different colleges, will vary accordingly. In this college it is expected that the pupil will have a familiar and appreciative acquaintance with the *substance* of the books, speeches, essays, and poems that have been studied, and that such an acquaintance with selected portions of literature will have developed a reasonable power of clear and proper expression in writing.

In teaching a piece of literature, therefore, the pupil should be required in the first place to have a good general knowledge of the story of what he has read, so as to be able to give it intelligently in his own words, in logical sequence, and in due proportions. The power to do this does not come by nature, but by training and practice. After such a knowledge of the story has been acquired attention should be turned to the study of character. This, under judicious questioning, will be an interesting and valuable exercise to the pupils, and the interest will increase with a growing power of discrimination. Style should be taught, for the most part, indirectly, and there are two ways of doing it which may be particularly commended; they are reading aloud, and learning by heart. "Words have their full meaning only when they are spoken. And style, imperceptible on the printed page and to the untrained eye, has a mysterious but enthralling charm when it appeals to the ear." And there is, probably, all too little of learning by heart in the study of literature. Not to speak of the importance of having the mind stored with fine utterances of noble thoughts, if the pupil learns by heart chosen extracts from the author whom he is studying, and

extracts of some length, even whole poems, the pieces so learned gain a new meaning, and every phrase will be instinct with ideas and emotions never dreamed of when the piece is only *read* two or three times.

Mr. Chase of Portland said that, in his opinion, the poor quality of the work done in the lower schools was responsible for the poor work of the candidates for admission in their English examinations.

Mr. Allen of Camden spoke of his method of having his pupils commit to memory a large number of familiar quotations, particularly such quotations as are most commonly heard. The result of such work was said to be very successful.

Several others spoke in confirmation of the excellence of this system.

II. DEPARTMENT OF MATHEMATICS.

Professor W. A. Moody said:

While the aim of the teacher of mathematics should be to train the reasoning powers rather than to exercise the memory, it is also true that elementary principles must be fixed in mind as an essential to further progress. Success with classes in preparatory mathematics is often imperiled by failure to preserve a just proportion between these two principles. In algebra as a literal arithmetic the pupil finds a review of fundamental operations and learns to perform familiar computations with symbols instead of numbers. Elementary algebra must be thoroughly mastered, but he should become familiar with these processes by much example practice, not by memorizing rules. The subject cannot be retained in mind as a mass of unrelated chapters and sections, but the pupil is well prepared for college only when he grasps these prescribed topics as a connected whole.

We expect the candidate for admission first to be well drilled in the elements, but in such topics as the interpretation of positive and negative, theory of exponents, discussion of quadratics, binomial theorem, and others, he should have made a beginning in those processes of general reasoning which form the subject matter of algebra in the widest meaning of the term.

The requirements in algebra may be thus briefly summed:

The student should be able to reckon quickly and accurately and should have attained a certain mathematical maturity sufficient to enable him to undertake and profit by his college work.

In almost every Freshman class are found one or more members whose only conception of geometry is that of a series of lessons given out to be learned word for word. The difficulty must be sought at the very beginning of the study of geometry. While we have many excellent modern text-books, some of the geometries still in use meet the beginner with several pages of unfamiliar definitions. The abstract mathematical figures and methods of geometric reasoning are new to him. A remedy will be found in a course of observational geometry undertaken at a very early stage in the school course. With such an introduction, the student on beginning the formal geometry, will no longer encounter an entirely unknown field.

With the demonstration of set propositions the student should be constantly exercised in three things, metrical computation, actual construction, and original demonstration. The measurement of common objects and simple models will excite and maintain interest. The pupil should draw neatly and with care every figure to which the text has reference. The figures of the text are not to be copied, merely, but entirely different diagrams should be constructed, containing the essential condition. The real key to success, however, is in original demonstrations. If pressed for time, the teacher can well afford to cut the formal text for the sake of more originals. The pupil should be able to give a careful analysis of a proposition, distinguishing between condition and conclusion of the theorem, giving a clear explanation of a figure with the necessary construction, stating what in particular is to be proved, putting each step of the proof in its complete syllogistic form, and bringing the chain of reasoning to a clear and definite conclusion. Opinions vary as to the amount of time it is desirable to devote to this cumbersome form of reasoning, but it is believed that there is no superior educational training for eliminating careless observation, slovenly statement, and illogical habits of reasoning.

The opinions of teachers on the following questions are much desired:

Should algebra for admission be made elective?

Within your experience, has the average candidate a better fit in mathematics now than formerly?

Could you voluntarily prepare the better class of pupils in solid as well as plane geometry? Can the school course be enriched by introducing, for optional work, methods in elementary modern geometry and in simple graph drawing?

The following questions were given from the floor and answered by Professor Moody:

Why was a boy answering a large number of questions correctly conditioned on a single book of geometry, say on book II. or IV.?

It would never be done. On a *poor* paper a condition on the last two or three books is often given instead of rejecting the candidate on the whole geometry. A condition on one book might be given on the presumption that the pupil had never read it.

Would it not be well to divide the examination paper in algebra?

There would be danger in this resulting in cutting the matter up too fine.

How can a teacher omit any of the set propositions for the sake of originals, when these theorems omitted might come up on the examination paper or be necessary to the proof of originals on the paper?

The omission was not *advised*, of course, under normal conditions. If any portion of the requirements was not taken, the candidate must run his chance of meeting it, but any college examiner would give more credit for power in geometric reasoning than for knowing any particular proposition. Originals should be based on fundamental propositions. The difficulty was in finding a large number of sufficiently easy originals.

III. DEPARTMENT OF LATIN.

Professor W. A. Houghton said:

We no longer require specified parts of specified authors, with the exception of the second, third and fourth speeches of Cicero against Catiline, which are made the basis of the test in Latin grammar and composition. As stated in the catalogue, it is not expected that more time or a materially larger amount of reading than formerly will be needed, but it is hoped that better results will be reached through improved methods of instruction directed to more definite ends. These ends are: (a) a mastery of the grammar, (b) correctness in composition, both of these being subsidiary to the chief end, (c) ability to read at sight.

As a preparation for the present requirements we recommend the preparatory course of study adopted by the New England College Commission, or that stated by the Committee of Ten of the National Association, or that recently announced by the Committee of Twelve of the American Philological Association, all of which are essentially alike. A statement of this course will be sent, on application, by the Secretary of the Faculty.

The underlying principle of the requirements is that the aim of Latin study is to gain the power of reading Latin. Other aims, which in the past may have been made primary, are really secondary. We study Latin in order to read Latin. By this we do not mean Latin that has been read previously by the student. He is to acquire the power of reading with accuracy and readiness Latin that he has never seen before. After gaining the proficiency of those who have studied Latin in a systematic course of five exercises a week for three years, the candidate, at his preliminary examination, is given passages of simple prose and verse from Cæsar, Nepos and Ovid. Unfamiliar words are explained and care is taken to set passages of no more than average difficulty. Special importance is attached to the grammar questions, and to the simple composition as an evidence of grammatical knowledge. An excellent showing in grammar will offset deficiency in sight reading at the preliminary examination.

The final examination is entirely similar to the preliminary in kind, the important difference being that the final is adapted to

the proficiency of those who have studied Latin in a systematic course of five lessons a week for an additional year.

Inasmuch as most of the difficulties of the Latin student arise from an imperfect knowledge of the forms, the greatest care should be taken that these be thoroughly mastered from the beginning. The first year is the most important of the course, and the beginners' class should always be in the hands of the most competent instructor. The principal parts of the verb are of vital importance. No student should be permitted to pass by a verb without being able to give its principal parts, and to vary it readily throughout. Composition should begin as soon as the reading, and be carried on systematically through the course. The major part of the grammar work can be done in connection with the composition. This grammar drill is not for the sake of the grammar, but for that of the reading, and it is the most economical use of time in seeking this chief end.

Oral work, from the first, is also of great value. The pupil should hear the regular lessons read by the instructor, who should pay especial attention to accuracy of pronunciation and to the expression of the meaning through the Latin words, thereby impressing upon the pupil the significance of the word-order. Such reading of the next day's lesson is especially profitable to the class. In sight translation, repeated reading of the same passage with full expression is often more helpful to the pupil than direct assistance in regard to meanings and constructions. As soon as possible the student should be brought to the point of reproducing the teacher's accuracy and expression in reading the Latin text, great pains being taken, from the start, to correct careless or defective pronunciation. To assist the pupil to the utmost no prose text should be used in which the long vowels are not marked. Marks on the long vowels should be required in all composition exercises.

No conditions will be imposed hereafter at the preliminary examination. The candidate will be either accepted or rejected on the basis of his work taken as a whole. As to our practice of conditioning candidates, at the final examination, on a single speech of Cicero or a single book of Vergil, it may be stated in

explanation that this method has been resorted to in the interest of the candidate. Such a condition in Cicero implies that his prose translation is deficient, and a similar deficiency in verse is implied by a condition in a single book of Vergil. The intention is to set a definite, reasonable task that will be done with profit. Similarly a condition in Latin composition is limited to a thorough preparation of a few chapters of Cicero as the basis for English sentences to be translated into Latin. This method has worked well during the past four years and, when understood, will commend itself, we believe, to the approval of teachers.

Roman history forms an important part of the Latin requirements. A careful study of Allen's *Outlines*, or of the manuals of Pennell or Myers, is recommended as an adequate preparation.

Mr. Chase of Portland said the error of the present method of instruction was that translation was made the chief object to be obtained; grammar was neglected, until it had to be used for translation. He objected to the form of examination papers now sent. He would suggest a paper divided as follows: first, passage for form; second, passage for sight-translation; third, pure composition. Furthermore, definite time should be given for the different parts of the paper. Then, if a student fail in grammar, he should be conditioned in grammar, etc., etc. He believed that the present form of paper gave the student an opportunity to misjudge his power; some are conditioned because of slowness of thought, while many take too much time on first questions and do not divide time equally.

Professor Houghton suggested that principals have power to suggest to pupils the order in which questions should be answered. He saw no objection, however, to giving the grammar questions the first place in the preliminary paper.

IV. DEPARTMENT OF GREEK.

Professor F. E. Woodruff said:

There are many problems of mutual concern to the colleges and preparatory schools, and I welcome any step that is likely to lead to closer co-operation. We of the college see your work at long range and so you do ours, but some at least of your diffi-

culties we can appreciate. We know that most of you are over-worked, that you have both too many and too large classes, that your recitation periods are too short, and that at times social distractions interfere seriously with your work. If the conditions are difficult it is all the more desirable and necessary that the best methods be employed. In my department it is a pleasure to bear witness to improvement in the recent past in the average proficiency of our candidates for admission. But the need of improvement still exists, and in spite of the examinations which block the entrance to Bowdoin—examinations which rumor sometimes calls severe, students are found in every class who are not up to the college standard. The incapables are a very small minority, however, and sooner or later they are sloughed off. More important is the fact that only a minority come to us with a first-class fit. Our interest centers in the majority, the men who barely pass,—squeeze through, so to speak—and we earnestly desire to see an increase in the number who pass our examinations with credit. It is our conviction that our requirements in Greek are not so high that the *average* boy with three years of good instruction cannot attain unto them.

The points to be strongly emphasized in preparatory work are, in my judgment, these: First, the knowledge of morphology must be thorough, otherwise progress in the later stages of the work is slow and wearisome. The forms must be well learned at the outset, and by well learned I mean *intelligently* learned, and not simply held parrot-like in the memory. In the learning of forms the maxim, "Writing maketh an exact man," is never to be forgotten. I have still to learn of any other method that will produce equal accuracy.

Secondly, eye, ear, and vocal organs should be cultivated simultaneously. We have depended in the past, and we still depend, too much upon the eye. The ear, too, is an avenue to the mind which is not to be despised, and a vital connection ought to be established in the new language as soon as possible between the mind and the organs of speech. In this three-fold discipline there is greater variety and consequently heightened interest, and, best of all, the mind fastens to words, forms, and idioms with a triple gripe, which ensures more lasting results.

Thirdly, composition is not yet appreciated as a means of acquiring a vocabulary, and thoroughly familiarizing the pupil with forms and syntax. At least once a week there should be a written exercise, and every day a few minutes should be spent in oral practice. In this work the lesson of the previous day can be restudied from a new point of view,—the only kind of review that is likely to be fruitful.

Fourthly, reading at sight is the best discipline to supplement composition work. Both these methods require of the pupil close, hard thinking, and anything is good for the pupil that will make him think. On the part of the teacher the reading at sight is essential, because by it he is sure to find wherein the pupil's knowledge is deficient or mistaken; and, furthermore, it gives the teacher his best opportunity to inculcate right methods of study. On the part of the pupil reading at sight is indispensable, because in no other way can he be so well taught to rely upon his own resources, which is the *sine qua non* for the development of power. It can be said, too, without qualification, that nothing stimulates the pupil so much as the growing consciousness of power.

Although no teacher can lay down a precise program for another, and every successful method must be the product of the teacher's own thought and experience, I believe that the points I have mentioned mark the path which must be taken by instruction in Greek, if it is to increase in effectiveness.

One delegate asked whether poetry might not be omitted from the preparatory work.

Prof. Woodruff answered that a large majority of teachers are strongly opposed to leaving out Homer from the preparatory course.

Mr. Sampson of Saco asked how much time should be given to study of Homeric words?

Prof. Woodruff said he thought that particular attention should be given to Attic forms. Homeric forms should be learned only as far as needed.

V. DEPARTMENT OF MODERN LANGUAGES.

Professor Henry Johnson said:

The college work in French at present is perforce largely elementary; that is, only a small proportion, less than ten per cent. of the whole number, offer French for admission. This condition obliges the college to continue its established policy of teaching the elements of the language to those entering, handicapped as they are by beginning the work on the average six years too old. The college instruction is then modified to meet the condition, and must lay stress on that work in French suited to the mind of the average college student. The fitting school alone is able to give the pupil a proper start at the right age, to lay a foundation on which the college can build. The time usually allotted to the study of French in schools is sufficient to fit a pupil for college in that as a major study; but owing to the great diversity in the requirements of various colleges, the work lacks system and necessarily results in unorganized information in the pupil's mind. It would be of great value to both school and college, if some system of uniform work for general college preparation could be arranged on the basis of the valuable recommendations of the Committee of Teachers of the Modern Languages Association. It is especially to be desired that teachers shall be relieved from dealing with such masses of miscellaneous text and shall be able to direct their efforts to simpler problems well conceived and systematized.

Professor G. T. Files said:

All that has been said in regard to French applies equally to German, except that the preparatory work in the latter language is in even more unsatisfactory state than in the former. What we need in the State is earnest, organized effort to promote the study of modern languages. But until such organization can be effected, it is perhaps best that the college catalogue should state with more definiteness the amount and character of the preparatory work demanded.

To those teachers who are seeking for a standard and guide for the college preparatory work in German, no better

assistance can be offered than the Report of the Committee of Twelve of the Modern Language Association of America,* which contains not only an excellent discussion on methods of instruction, but also, three graded courses with amount and subjects best fitted for the work in each. The so-called *intermediate course* is practically the one required by this college for entrance.

In general it may be said that it is not so important what texts are used, so long as they are carefully graded and conform to some general and systematic plan of preparatory work.

Mr. Cole of Bath spoke of the difficulty of introducing modern languages into the preparatory schools.

Mr. Snow of Yarmouth said that the teachers do not know what the colleges want.

Mr. Perry of Westbrook Seminary stated that, in his belief, the colleges of the State should require French or German on entrance.

Prof. Johnson said he feared that the fitting schools feel now that they are pressed too hard. The college hesitates to add to its requirements under these conditions.

VI. DEPARTMENT OF CHEMISTRY.

Professor Robinson said:

Our catalogue states very definitely the ground to be covered, but in reference to the chemistry it is not fully satisfactory, and I hope it can be changed for the better soon. What is wanted is not the matter of the text-books, but something more practical. The properties of the chemical elements are not so important as a knowledge of their commonly occurring compounds. Free elements rarely occur in nature, and very little time should be spent upon those which are not so found. The general order of procedure may well be as follows:

1st. Carefully teach what an element is, and illustrate by some common ones. Learn the fifteen most common by name.

*The advance sheets of this *Report of the Committee on Modern Languages* may be had by applying to the United States Bureau of Education, Washington, D. C.

The *Report* is also to be published in pamphlet form by D. C. Heath & Co., of Boston. Sold at a merely nominal price to cover cost of printing.

2d. Show how they combine with each other, and hence why so few are free in nature.

3d. Illustrate the obtaining of the elements from compounds by commercial processes. This involves heat and sublimation, oxidation and reduction.

4th. Teach how compounds are formed and classified into acids, bases and salts, and have these made.

5th. Teach solution, crystallization, quantitative preparation of compounds, evaporation, distillation, and connect them with natural processes.

6th. Reserve matters of theory to the latter part of the course. Chemical teaching which does not involve laboratory work is of little value, but the work should always have a definite point to it, which should be made clear in the class-room.

Each one of the sections given can be elaborated as a teacher has time and facilities, but no one should be encouraged to present chemistry as part of a college fit who has not been able to do a large amount of laboratory work. Professor Robinson said he hoped that any teacher who had students proposing to offer chemistry as a part of their fit for Bowdoin would communicate with him as early as possible and he would advise as to books and methods more in detail.

The morning session closed at 12.30. An hour was given for the inspection of the college buildings, at the end of which time the guests and members of the Faculty took cars for New Meadows Inn, where a dinner was served.

After the dinner, President Hyde called upon several of the guests for informal remarks.

Principal A. E. Chase, of the Portland High School, the first speaker, said he believed that the time was coming when all the colleges would be in perfect agreement in regard to entrance requirements. Until such uniformity could be effected, the duty of the fitting schools was to teach all the subjects equally well.

He believed that the Greek and Roman History papers should be combined with the rest of the preliminary or final papers in Greek and Latin.

Principal J. F. Moody, of Edward Little High School, who

was introduced as the Nestor of the Maine fitting schools, said that he felt like taking exception to President Hyde's remark that we, in Maine, are somewhat separated from the center of educational influences; location should not and, he believed in our case, does not influence the efforts of the teachers. Mr. Moody also took exception to Mr. Chase's remarks in the morning session, that the teachers of the lower grades are responsible for much of the poor work in fitting schools. No teachers are doing better work than those in the lower grades. Mr. Moody was firm in his belief that the work of the fitting schools should be adapted to the needs of the colleges in general.

Principal G. H. Libby, of the Jordan High School, said that it was a step in the right direction for the teachers of the secondary schools to meet and come to an agreement with the colleges and college professors. He said he had received more help from the day's meetings than from all the teachers' conventions he had ever attended. Mr. Libby's main suggestion was that the time allowed for examinations should be lengthened. Some men are slow in expressing themselves; the boy should be allowed whatever time he needs. It is certainly undesirable to accelerate the work of the average student. Mr. Libby likewise disagreed with the custom of conditioning in parts of subjects.

Principal F. W. Johnson, of the Coburn Classical Institute, said that the fitting schools have felt at all times that they were being crowded. A better understanding between the fitting schools and colleges could not be other than beneficial to both parties. He said that his criticism, if he had any, was that a standard is held over the fitting schools which the colleges do not have above them. Another possible criticism was that the college examinations are rather formidable and appalling. He suggested that, to obviate this, the papers be divided and that a specified time be given for each part.

Professor William MacDonald was then called upon to speak for the college. He said he was also impressed with the constant pressure which the colleges exert upon the fitting schools; but he is more and more impressed with that which is brought upon the college by the educated classes. The pressure brought by public opinion has effected great changes in the work in science

and language. Then, too, the college feels a constant pressure on the part of the universities.

The most unfortunate phase of our educational system is that the college and preparatory schools have been going their own way. This is not right; the college and preparatory school should work hand in hand. This is the only way to accomplish the most beneficial results. All important questions should be submitted to such conferences as this.

Principal C. F. Cook, of the Augusta High School, was the next speaker. He said the present meetings had been beneficial in two ways; first, the teachers had learned the feelings of the professors of the college in regard to entrance requirements, and, second, the college instructors had come to know the feeling of those who are fitting their students. The benefit is mutual and equal. The increase in requirements has brought perplexity. He certainly wished that the courses in English and History might be improved. A great step in advance would be made if the preparatory course in English and History might be made so definite by the college that it might be used for *all* the pupils in the fitting schools instead of those merely who propose to go to college.

Mr. Cook also spoke in favor of lengthening the time allowed for examinations, and further suggested that the requirements might be put in form of units. Then the teacher could select and do as he chose.

Principal E. P. Sampson, of Thornton Academy, said that he was of the opinion that the teachers had better acknowledge that there is chance for improvement; and the thing to do is to work kindly with the schools below in order to bring up the standard. The only way to act is to take the pupils as you find them, then work with them as conscientiously and faithfully as may be.

Mr. Sampson spoke strongly in favor of sight-reading as an educational force. He, personally, takes every occasion to put in a few moments for this work. He also hoped that the college will continue to condition in part rather than as a whole. Speaking of the requirement in English, Mr. Sampson said that the college requirements had raised the standard of the

work in this branch one hundred per cent. in his school; that the college requirements in various other branches had worked in a correspondingly favorable manner. The very fact that the colleges required these was sufficient to stimulate the efforts of teachers and pupils alike.

Principal H. E. Cole, of the Bath High School, took as his theme the general question of college examinations. He was heartily in favor of them both as an incentive to good work and as an honest test of the ability of the students. For his own part he wished that there might never be such a thing as a certificate.

Principal B. P. Snow, of the North Yarmouth Academy, spoke in terms of appreciation of the steps which the college had taken in inviting the teachers of the secondary schools to this general conference. He called upon the guests to express their appreciation by a rising vote.

Principal H. W. Dutch, of the Hallowell High School, spoke in regard to History as an optional entrance requirement. He felt that United States History and Civil Government should be taught in every high school, and made required subjects. The same is also true of English History. Mr. Dutch believed that United States History and Civil Government are fundamentally necessary to a liberal education.

He also believed in the college allowing the different subjects of the entrance requirements to count as points or units; in other words, to allow conscientious work on the part of students in other branches than those named in the entrance requirements, to count toward entrance work for admission. Thus men who decide late to go to college would not be barred out, as is now the case.

Professor L. A. Lee, who was the last speaker of the afternoon session, gave expression to the pleasure which the college felt in being able to entertain, even thus informally, the teachers of the secondary schools. He felt thoroughly convinced of the value of such a gathering for both parties concerned, and trusted that this meeting would be but a beginning of such events both here in Brunswick and elsewhere throughout the State.

The afternoon session closed at 4 P.M.

LIST OF SCHOOLS REPRESENTED IN THE CONFERENCE, WITH REPRESENTATIVES PRESENT.

- Edward Little High School, Auburn.
J. F. Moody, Principal.
H. R. Eaton, Assistant.
- Cony High School, Augusta.
C. F. Cook, Principal.
Ethel Elizabeth Farr, Assistant.
Alice S. Reynolds, Assistant.
- High School, Bangor.
Henry Kirke White, Principal.
Frank H. Damon, Assistant.
William O. Sawtelle, Assistant.
- High School, Bath.
Herbert Elmore Cole, Principal.
Grace Evelyn Goudey, Assistant.
J. W. Lambert, Assistant.
Bertha Louise Soule, Assistant.
Annie Torrey, Assistant.
- Bridgton Academy, North Bridgton.
C. C. Spratt, Principal.
Edwin V. Spooner, Assistant.
- High School, Brunswick.
Charles Fish, Principal.
Edna M. Chandler, Assistant.
Caroline N. Potter, Assistant.
Mary W. Sandford, Assistant.
- High School, Camden.
Chester B. Allen, Principal.
- Bridge Academy, Dresden Mills.
Francis A. Hamlin, Principal.
- High School, Freeport.
William O. Hersey, Principal.
Evelyn H. Davis, Assistant.
Grace L. Dolley, Assistant.
- Fryeburg Academy, Fryeburg.
Ernest Roliston Woodbury, Principal.
- High School, Gorham.
Willard W. Woodman, Principal.
Sarah E. Ridlon, Assistant.
- High School, Hallowell.
Herbert W. Dutch, Principal.
- High School, Kennebunkport.
Herbert O. Clough, Principal.
- Maine Wesleyan Seminary, Kent's Hill.
Arthur H. Nason, Assistant.
- Jordan High School, Lewiston.
George H. Libby, Principal.
Ethel Cummings, Assistant.
- Kate A. McVay, Assistant.
Lela C. Murdock, Assistant.
Mary Abigail Stevens, Assistant.
- Limerick Academy, Limerick.
William Harthorne, Principal.
- Monmouth Academy, Monmouth.
W. S. Masterman, Principal.
- Lincoln Academy, Newcastle.
G. H. Larrabee, Principal.
Mabel T. Jordan, Assistant.
Dora E. Roberts, Assistant.
- High School, Oldtown.
Harry T. Watkins, Principal.
- High School, Portland.
Albro E. Chase, Principal.
L. L. Cleaves, Assistant.
Harold W. Loker, Assistant.
- Westbrook Seminary, Portland.
O. H. Perry, Principal.
- Thornton Academy, Saco.
Edwin P. Samson, Principal.
- High School, Skowhegan.
Charles W. Marston, Principal.
- High School, South Portland.
R. A. Parker, Principal.
- High School, Topsham.
John A. Cone, Principal.
- Coburn Classical Institute, Waterville.
Franklin W. Johnson, Principal.
Mrs. F. W. Johnson, Assistant.
Helen F. Plaisted, Assistant.
Henry R. Spencer, Assistant.
- High School, Westbrook.
F. W. Freeman, Principal.
Louise W. Danielson, Assistant.
Sarah C. Edwards, Assistant.
Fanny E. Lord, Assistant.
- Wiscasset Academy, Wiscasset.
Charles S. Sewall, Principal.
Frank W. Jackson, Assistant.
- North Yarmouth Academy, Yarmouth.
B. P. Snow, Principal.
Ellen F. Snow, Preceptress.
L. Florence Holbrook, Assistant.
- High School, Yarmouth.
Herbert M. Moore, Principal.

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