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# Bowdoin College Bulletin

Number 92

June, 1919

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## President's Report 1918-1919



Brunswick, Maine

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REPORT OF THE PRESIDENT  
OF BOWDOIN COLLEGE  
FOR THE ACADEMIC YEAR, 1918-1919

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TOGETHER WITH THE REPORTS OF THE DEAN OF THE  
COLLEGE, THE DEAN OF THE MEDICAL SCHOOL, THE  
LIBRARIAN, AND THE DIRECTOR OF THE MUSEUM OF  
FINE ARTS : : : : : : : :

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1918



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BRUNSWICK, - - MAINE  
PRINTED FOR THE COLLEGE, MCMXIX



## REPORT OF THE PRESIDENT

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*To the Trustees and Overseers of Bowdoin College:*

I have the honor to submit the following report for the academic year 1918-19.

Weston Lewis, A.M., from 1901 to 1911 a member of the Board of Overseers, since 1911 a member of the Board of Trustees, died at Gardiner, Maine, September 21, 1918, in the sixty-ninth year of his age. A graduate of the College in the Class of 1872, Mr. Lewis was one of the most prominent bankers of the State;—generous, kind, and lovable. In many circles he will be greatly missed but nowhere more than at Bowdoin, for his fellow trustees had relied greatly on his sound judgment and on his devotion to the College. He was the finest type of Maine citizen and Bowdoin graduate.

Thomas Jefferson Emery, A.M., since 1909 a member of the Board of Overseers, died at Whitman, Massachusetts, March 4, 1919, in the seventy-fourth year of his age. A graduate of the College in the Class of 1868, he was always loyal and devoted to his *alma mater*, and took a pleasant interest in his duties as a member of the Boards.

Joseph Eugene Moore, A.M., since 1896 a member of the Board of Overseers, died at Thomaston, Maine, April 7, 1919, in the seventy-ninth year of his age. A graduate of the College in the Class of 1865, well known in Maine for his interest in public affairs, an able lawyer and well-beloved by his fellow-townsmen, he honored the College by his quiet service and by his high repute among those who knew him best.

Herbert Martin Howes, A.B., M.D., assistant professor of pathology in the Medical School, died of influenza at Warner, New Hampshire, January 5, 1919, in the twenty-ninth year of his life. Dr. Howes, who graduated from the College in 1913

## Bowdoin College

and from the Medical School in 1917, had shown promise as an investigator and teacher.

George Taylor Files, Ph.D., since 1894 professor of German, died at Boston, Massachusetts, April 23, 1919, in the fifty-third year of his age. Mr. Files was a graduate of the College in the Class of 1889; all his life work was given to the College. He was an exceptionally able and enthusiastic teacher, an excellent organizer, and a very brave and very kindly man. His early death was undoubtedly due to the hardships he endured while serving as a Y. M. C. A. secretary in the danger zone in France.

**GIFTS FROM APRIL 1, 1918, TO APRIL 1, 1919**

Mrs. Elizabeth T. Lee, Scholarship Fund.....	\$37.50
George S. Lynde Bequest, Library Fund.....	475.11
Ellis Spear Scholarship Fund.....	10,000.00
Class of 1875 Book Fund.....	500.00
Gifts to Library.....	110.00
Ellen M. Chandler Fund.....	5,000.00
Construction of Hyde Hall, 5 contributors.....	560.00
War Deficit, 170 contributors.....	4,989.50
	\$21,672.11

**GIFTS TO THE MEDICAL SCHOOL**

City of Portland.....	\$750.00
Hugh J. Chisholm.....	1,550.00
	\$2,300.00

**PAYMENT ON GYMNASIUM BUILDING FUND**

Mark L. Hagan.....	\$20.00
	\$20.00
Total of gifts.....	\$23,992.11

Since April 1, the close of the fiscal year, other contributions to the war deficit have been received which will appear in next

year's report. The College is deeply grateful for the loyalty shown by the Alumni in these times of stress. About \$2,500 a year has been pledged for the Alumni Fund, and it is hoped that every Alumnus will contribute something each year to this fund, which will mean a constant addition to the resources of the College.

### THE YEAR AS A WHOLE

The College has gone through another year of constant re-adjustment to new conditions. When the academic year began last September a large part of the College was given over entirely to training soldiers for the government. A unit of the Students' Army Training Corps was established early in September, and shortly after college opened a naval unit was also authorized. The S. A. T. C. is now a part of ancient history. It was very frankly an experiment. Probably few hold now that it was a great success. Educationally indeed it was a failure, for men interested in military discipline and drill found it irksome not to have the full amount of time for such work, and men interested in the theoretical side of the training and in their academic studies were consequently and necessarily handicapped by military duties. The experiment proved, however, that the American college is a very flexible institution, and that the average American college professor, like the average American, can readily turn his hand to new tasks. As a writer in the *Atlantic Monthly* recently said:

"The professor was reputed to be fossilized; but he has turned out to be almost embryonic in his modifiability and capacity for growth. He was reputed to be learned, and much to every one's surprise he has turned out to be intelligent."

That the colleges should have been willing and able to turn themselves upside down and inside out at the request of the government, and that the members of their Faculties should have performed new and strange work, not only with eagerness but with ability, are proofs that the confidence the Ameri-



can people had placed in colleges was well founded. At Bowdoin we certainly have reason to be proud of the record of the Faculty in the war. Abroad, one of our members prepared for the American Peace Commission a draft of the constitution of the League of Nations and reported upon the history of that movement. Another was in charge of one of the largest gas attacks made by the American army. Another served so devotedly as Y. M. C. A. secretary that he returned with health so impaired that he could not recover; he made the final sacrifice. On this side, another served as assistant to Thomas Mott Osborne at the Naval Prison in Portsmouth throughout the war. And at home practically every member added willingly to his duties and cheerfully gave of his time, labor, and means to various kinds of war work.

It is, I think, the unanimous opinion of the Faculty that the S. A. T. C. experiment showed that it is not ordinarily practicable to combine military and academic instruction. If we as a nation are to have any general system of military training, it would be very much better to have the students of college age go to military camps for short periods of intensive military training, where they would be all the time under discipline, rather than to attempt to give them drill and tactics in combination with their ordinary college duties. In times of war it is possible to get enthusiastic support for military work in the college; in times of peace such tasks seem irksome and unnecessary. Although no final decision has as yet been made, it is doubtful if we re-establish the R. O. T. C. at Bowdoin.

The sudden signing of the armistice on November 11, 1918, of course disrupted the S. A. T. C.; but, in my judgment, the government did quite right in withdrawing the units from the colleges with all possible speed. So far as this college is concerned, the financial settlement made by the government was entirely satisfactory.

From January until June the period was divided into two terms, partly for the sake of convenience, but more particularly so that students returning from the service could be ac-

commodated. As soon as peace was in sight the Faculty made provision that students returning from the service in January and staying through June should receive credit for a year's work, and those returning in April should receive credit for a semester's work. Under these terms very many of our boys in the service have returned, and many have been able to complete the work with their own Classes. These men from the service have come back and resumed their college duties without any noticeable degree of that restlessness that was everywhere predicted. Of our many undergraduates who were in the service, I personally know of only two who have not returned to college or who do not plan ultimately to return, and only two of the men who have returned have fallen down badly in their studies as a result of their experiences in the army. The College was very proud to send into the army and the navy so many of her young sons. She is equally proud of the fact that they return to the duties of college life, as so many of their mates have returned to the duties of civil life, with added zest and with serious attitude.

### CHANGES IN THE FACULTY AND IN COURSES

At the opening of the college year several of the members of the Faculty were in the service. In addition to those who were absent last year Dean Nixon was an officer in a Western camp; Professor Davis had been commissioned second lieutenant; and Professor Evans, captain in the Chemical Warfare Service. Professor Mitchell was made Acting Dean and fulfilled the duties of that trying office in unsettled times with very unusual skill. Professor Andrews, of the department of Art, who was to have taken a year's leave of absence, came back to the College and was assigned to the department of English. I took the freshman class in Latin, and Professor Hutchins took charge of all the work in Physics, as did Professor Cram in Chemistry. Three new instructors, Mr. Daniel C. Stanwood, who was appointed lecturer on International Law,

and Mr. Frederick S. Nowlan in Mathematics, and Mr. Colin B. Goodykoontz in History were added to the Faculty. By the first of April Professor Bell, of the department of History, and Assistant Professor Meserve, of the department of Chemistry, returned from abroad and resumed their classes. Professor Hormell of the department of History left the first of April to do Y. M. C. A. educational work in France.

At the opening of the College in the fall of 1919 it is hoped that all of our students and instructors will have returned from service. The war has not after all made great changes in the curriculum of our colleges; and I think that the test as applied to the College of Liberal Arts has shown that we have been proceeding on a sound basis. We do intend to make the course in International Law a regular part of our curriculum. This course is designed to study, not only such things as modern diplomacy and the League of Nations, but to present a point of view that is essential for American undergraduates to have, namely, that we must as a nation realize more and more our international obligations. Next year the course in Geology is to be extended throughout the year to provide opportunity for laboratory and field work. We are also planning a change in the requirements in modern languages. These changes have been for some time contemplated but have been accelerated by the war. Instead of the old provision of one year of French and one year of German, we are going to require of all candidates for the bachelor's degree two years of either French or German, at least one year of which shall be taken in college, and also one year in a second modern foreign language. We are thus extending and intensifying the work in language and at the same time not insisting that every student should study German. This past year Professor Ham has been giving a course in Russian; this course will be offered next year. The course in Spanish will also be extended so that advanced work may be taken in that subject.

**PRESENT REQUIREMENTS FOR THE BACHELOR'S  
DEGREE**

There is so much confusion in the minds both of our alumni and of the public about the work that has to be taken to satisfy the requirements for a bachelor's degree, that I should like to review the situation briefly.

At Bowdoin we now confer the degrees of A.B. and B.S. For either of these degrees requirements for admission are a completion of a course of four years in a standard high school, or the equivalent of such a course, and the presentation of  $14\frac{1}{2}$  units of school work, a unit meaning a year's study of a subject. All candidates for admission must present three years of English, Elementary Algebra, Elementary Geometry, a year of History, and two years of a language. The other points may be secured from optional subjects. Candidates for the degree of A.B. must offer three years of Latin, and unless they present a fourth year of Latin, must take that course in college. They must also have in their History a half unit of Roman History. Candidates for either degree must secure  $12\frac{1}{2}$  of the  $14\frac{1}{2}$  units from the subjects that are universally regarded as fitting preparation for the liberal arts course, namely, English, the languages, Mathematics, Science, and History. For some years the College has provided that credit amounting to not more than 2 units may be given for subjects outside this list, such as commercial studies, Manual Training, Mechanical Drawing, and other studies that have not yet been put in all our schools on a firm footing, such as Botany and Physical Geography. The College accepts certificates from schools which are members of the New England Certificate Board, and requires examinations of all other candidates. The terms for admission are liberal, flexible, and reasonable. Occasionally, perhaps, a boy could profit by a college course who had other preparation; but in the main no one can come to Bowdoin and do the work that we expect of him unless he has been well prepared along the lines indicated in the requirements for ad-

mission. The College is always ready to receive suggestions from schools; but I am sure the Faculty is a unit in believing that we cannot change our entrance requirements very much without seriously impairing the work that we attempt to do in college. In college we require of every candidate for a degree the completion of thirty-four courses, in more than half of which he must have received a grade of "C" or better. In addition to these thirty-four courses every student must have completed four courses in Physical Training, a course in Hygiene, and a course in Public Speaking. Freshman year every candidate must have English, every candidate for the degree of B.S., Mathematics, every candidate for the degree of A.B., through a singular survival of the old standards, either Mathematics or Latin. The requirements in modern languages have been stated above. Since only a very few courses are open to freshmen, they cannot carry out the elective system to any great extent. We also provide that every student must take a *major* in one subject,—i. e., courses equivalent to three years' work,—and take a *minor* in two subjects usually correlated, a *minor* being the study of a subject for two years. With these restrictions the student may take his courses where he will. We go on the theory of a solid foundation in freshman year, a concentration of energy along the lines that would be most useful for the student's future; then freedom of choice. But it should always be remembered that in a small college the field of choice is necessarily limited.

### GENERAL EXAMINATION

One of the defects in our present system, as I endeavored to point out in my inaugural, is that the student is likely to think of his college course as a conglomeration of units, or hours, or courses, or parts, and not as a unified intellectual accomplishment. We ought to supplement our instruction by providing not only for tests in courses but for general examinations in subjects. I am recommending to the Faculty, and I hope that

the Faculty will adopt a system by which there shall be, at least in the major subject of every student, a general examination covering the whole field, and not limited to work done in courses. Such a system, if wisely administered, would make for more reading on the part of the student, would make him see that knowledge of a subject is of more importance than the securing of grades in scattered courses. It is my conviction that the undergraduates of any good American college will come up to any reasonable standards that are asked of them; and that when a college has low standards it is the fault entirely of the college authorities. We need, I think, to make our boys work harder, and instead of scattering their energies by requiring more courses, I am of the opinion that general examinations in subjects is the proper remedy. For example: I heard the other day of a small course of seniors who are studying History and who had been trained in Mediaeval History. The name of Metternich had come up and no one knew who he was. Preparation for a general examination would make such ignorance not so prevalent.

#### FUTURE ATHLETIC POLICY

The College in its corporate capacity ought to recognize the fact that it has a very definite responsibility in the matter of athletics, that athletics and physical training form a very important part of education; that the instruction in athletics ought to be in the hands of men permanently connected with the institution. As a step towards securing more general participation in athletics, the Faculty has voted that next fall every member of the freshman class must take part for three hours a week in some form of athletics. This may be either baseball, football, tennis, track, cross-country running, with perhaps some other sports to be added later, or if he does not choose one of these sports, in gymnastic exercise in the gymnasium. During this past spring there has been a good deal of interest in intra-mural games, and the Faculty is going to do everything

in its power to encourage more general participation in athletics. We ought, furthermore, to do away with everything that tends towards professionalism, such as scouting, seasonal coaching, training tables, and long trips. In my judgment, the College ought before long to include the expenses of running athletics on a liberal but sane basis in the college budget and pay all coaches and trainers from college funds. Gate receipts would probably for a little while be necessary; but could be gradually lowered and ultimately done away with. If the cost of athletics were included in the college budget, if athletic coaches and instructors were attached permanently to the College, if we saw to it that every boy in college should have the opportunity to get at least two hours of exercise in the open air a day under proper direction, if we should have a moderate amount of keen and clean intercollegiate competition, we should keep all the good that has come from athletics for the past twenty-five years and do away with some of the things that have not been so good. It is as illogical to pass the hat around among the Alumni to help hire a football or baseball coach as it would be to do the same thing for an instructor in History or Physics. Through the splendid work of Drs. Sargent and Whittier Bowdoin College has in the past been a pioneer in physical education. I hope we shall not be found lagging in a movement that is very soon to be country-wide.

As a definite step I recommend that a joint committee from the Boards and Faculty be appointed to examine the possibility of including all athletic receipts and expenditures in the college budget.

### THE INFIRMARY

During the year just passed the Infirmary has been a god-send to all the officers of the College, particularly when the influenza epidemic was at its height. The following report has been prepared by Dr. Whittier who has, throughout the year, even when he was in service, superintended the business side of the Infirmary. The monthly expense items are included for

purposes of record.

“During this, the second year of service, the Dudley Coe Memorial Infirmary has been of the greatest value to the College.

“There have been two epidemics of influenza. A lighter epidemic during the month of October and a severer one in December. One hundred and fifty-five patients were treated at the Infirmary from April 1, 1918, to April 1, 1919. Members of the Students’ Army Training Corps and the Naval Unit had the privileges of the Infirmary from Sept. 25, 1918, to Jan. 22, 1919. During this period 46 patients from the Army Corps and 25 patients from the Naval Unit were treated by Dr. Gilbert M. Elliott, Contract Surgeon. During this same period the college students were treated by Dr. Charles H. Cumston. Since January 22, the College Physician has attended all patients. During the epidemic 39 patients with influenza were treated. Two deaths from pneumonia following influenza occurred. Wilfred O. Bernard of the Naval Unit died Dec. 17, 1918, and Samuel G. Bush of the Students’ Army Training Corps died Dec. 23, 1918.

“Since Sept. 25, 1918, Miss Nellie I. Pierce, registered nurse, a graduate of Dr. King’s Hospital, Portland, has acted as Nurse Matron at the Infirmary. Her services have been very satisfactory and greatly appreciated. Other nurses have been employed from time to time as they were needed.

“The financial standing is as follows:

Balance from Income, preceding year.....	\$1,255.68
Income available for year ending March 31, 1919....	4,975.00
	_____
Total .....	\$6,230.68
Total expenses for year ending March 31, 1919.....	5,746.76
	_____
Balance on hand March 31, 1919.....	\$483.92
Anticipated refund from the Government.....	753.00
	_____
Total .....	\$1,236.92



Since September 25, 1918, the expenses have been as follows :

Sept. 25 to Oct. 25.....	\$857.44
Oct. 25 to Nov. 25.....	680.70
Nov. 25 to Dec. 25.....	1,125.71
Dec. 25 to Jan. 25.....	647.08
Jan. 25 to Feb. 25.....	490.46
Feb. 25 to Mar. 25.....	471.98

“The influenza epidemic greatly increased the expenses for the year. The monthly income for the Infirmary, counting nine months as a college year, is over \$500.00. During February and March when there have been no cases of influenza the monthly expense was less than the estimated monthly income. Every effort has been made to keep the expenses as low as possible consistent with giving satisfactory service. No charge has been made against any student for treatment at the Infirmary.”

#### NEED OF A COLLEGE ARCHITECT

It is very probable that within the next few years there will be alumni, class, or individual memorials erected on the campus to the gallant sons of Bowdoin who have died in the great war. From every standpoint it is desirable to have such memorials; but we must see to it that no building, or gateway, or other memorial is erected that does not fit in suitably with the other buildings and the general scheme of the campus. Indeed, in my judgment, the College ought to employ a college architect, a man or a firm of experience and artistic judgment, whose approval would be necessary before any additions should be placed on the campus. Few people realize the importance of attractive and artistic surroundings. Our campus is now very lovely. We have some beautiful buildings, and on the whole we have been fortunate in not having had incongruous gifts. In making plans for the future, however, it is highly desirable that we should have the advice of experts; and the best experts in the country are in the long run the most economical to employ.

**THE MEDICAL SCHOOL**

During the war the Medical School has had the same difficulties to contend with as has the College; and this year it was only natural that the entering class should be very small. At the present time there are but forty students in the Medical School; this means that each student is being educated at a cost of about \$500, \$170 of which comes from the general fund of the College. The school is, of course, in Class A. The Faculty is devoted and doing excellent work. I should like in particular to commend what has been done this past winter by the Edward Mason Dispensary on India street in Portland. This is an enterprise which is connecting the College with social service of an excellent sort, and at the same time providing clinical material for the medical students. Unless there is a large increase in the number of students in the Medical School or a very substantial addition to the funds used exclusively for its maintenance, we shall have to face the continued need of drawing on college funds for medical instruction; a practice which however necessary for the present emergency would not be a sound permanent policy.

**FINANCIAL SITUATION**

Despite the difficulties occasioned by the war, partly through careful planning by the Faculty and rigid economy, partly by good fortune and some generous contributions from the Alumni for the war deficit, we have come out of our experience of the last two years just about even. The College is, however, running behind at about the rate of \$10,000 a year, \$6,000 of which is due to the Medical School. A small deficit in a college is often regarded as a healthy thing. Personally, I cannot help feeling that the College ought to be run a little more on business lines, and that we ought to adapt our expenses to our income. At the same time I do not see how, with the present costs, the budget can be reduced. We are faced then with the dilemma of impairing the work we are doing, or increasing very largely our endowment.

## ADDITIONAL ENDOWMENT

What the College needs more than anything else at the present time is a large addition to the general funds. We need to expend much more money than we are now doing upon instruction. The salaries of our teaching staff have not been increased since 1915 and are now below the salaries paid by other institutions of our size and standing. It will be impossible to keep the College up to the high standard of efficiency she has maintained in the past unless funds are secured for the salaries of professors. At the present time we have very few endowed chairs, and if donors wish their names to be associated with their gifts, as is natural and human, no better way could be done than by the endowment of chairs in the Faculty. As a matter of record, I append a table of the salaries of president and professors from 1866 to the present time.

## Salaries of President and Professors from 1866 to 1919

Date	President	Professors
1866 .....	\$1,600	\$1,100
1867 .....	2,500	1,500
1871 .....	2,600	1,600
1872 .....	2,900	1,600
1876 .....	2,900	1,700
1883 .....	2,900	1,800
1886 .....	3,000	1,800
1893 .....	3,000	2,000
1904 .....	3,000	2,200
1910 .....	4,000	2,500
1915 .....	5,000	2,750

## CONCLUSION

In the restless, bewildered state of the world it is more than ever important that we college teachers should stick to our jobs. Bowdoin College can do much for the State and for the country. In my mind there is not the slightest hesitation in

saying that her greatest usefulness can be exerted by keeping her a small college of liberal arts, by making student life wholesome and attractive and manly and above all by making the instruction sound and sane. When you come down to the heart of things the college consists of those who teach and those who are taught. We have a splendid undergraduate body whose quality has been tested by the war and not found wanting. To give to these youths the best instruction within our power is the paramount task of Governing Boards, Faculty, and Alumni.

Respectfully submitted,

KENNETH C. M. SILLS.

20 May, 1919.



## REPORT OF THE DEAN

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*To the President of Bowdoin College:*

The quick resilience and adaptability of men, especially of young men, have long been recognized as being among the happiest of human powers. While it is not surprising, therefore, it is interesting to note the ease and rapidity with which Bowdoin soldiers have again become Bowdoin students.

During the first term of this year, when the colossus of the S. A. T. C. bestrode the campus, there were very few undergraduates who kept anywhere near their academic level, and many who had never failed a college course received a very rosary of "No Credits." The second term these same men, as well as the rest of the college, once more found time and interest for academic pursuits, and the result was the award of an unusually large number of "straight" and other "A's." Furthermore, men who had been away in the service—some of them over seas—returning aglow with stripes and bars and the consciousness of duty well done, genially doffed their insignia and memories of authority, and took up the academic routine rather more earnestly and more successfully than usual. The third term has brought another score of men back from the service—nearly a hundred more are still to be heard from—and they too seem to be attacking the curriculum with rather more than average spirit. The College has long been proud of the response which all its sons have made to the call of war; it may also congratulate itself upon the readiness and good-will with which most of its undergraduates are again taking up the ways of peace.

Not only the intellectual, but also the athletic and other outside activities of the College are fast regaining their old places, and the chief danger seems to be, not that next year Bowdoin

will fail to be nearly normal, but that it will be too nearly normal. If the colleges, if the world at large, become merely normal once more, the war will have been fought well-nigh in vain. We must live on a higher plane hereafter if we are to follow the gleam that these years of stress and sacrifice have revealed, at least faintly, to so many eyes.

The curriculum has been too much curtailed, and it is perhaps too soon after the war, to attach any particular significance to the fact that students seem to be more desirous than ever of taking "practical" courses, in so far as our college courses are, or are intended to be, "practical" in the narrow sense; but the fact remains that proportionately fewer men than usual this year are taking the more distinctly cultural courses offered by the College. It is sincerely to be hoped that neither at Bowdoin, nor at any similar institution, the necessary utilitarianism of the last two years will cause a permanent falling away from the humanities. There is some truth in Galsworthy's statement:

"There has never been anything to prevent the millennium except the nature of the human being. There are not enough lovers of beauty among us. It all comes back to that."

"Back to that," yes, if "beauty" connotes not merely æsthetic beauty, but also (*pace* those who feel that a Dean's report should have nothing to do with ethics or religion) the beauty of the intellectual, moral, and spiritual achievements and possibilities of humanity.

Yet a college cannot very well give formal courses in spirituality and morality, nor would such courses necessarily be very profitable; every course, however, may be so conducted as to leave some moral and spiritual stimulus with those taking it, and if undergraduates continue to elect "practical" courses increasingly, then practical courses should increasingly be given—by means of biographical and other comment—moral and spiritual content. And every college can and should encourage to the very utmost all extra-curriculum incentives to a higher moral and spiritual life, for in these days, if ever, it is

the paramount duty of educational institutions all over the world to send out idealists, not long-haired dreamers, but idealists, sane idealists—men who *think* and think *generously*, men who *pray* and pray *generously*, men who *do* and do *generously*.

While a higher intellectuality alone obviously will not make the world much better, or much safer, yet knowledge is, of course, a very desirable and necessary adjunct of morality and spirituality, and for the imparting of knowledge—secular knowledge—the *machinery* of the college is best adapted. Bowdoin, therefore, may very well ponder how it may give greater intellectual stimulus to its students.

It is naturally impossible to devise one set of intellectual demands which will satisfactorily fit both very good and very bad students. It would be possible to increase somewhat our minimum demands upon every student by increasing the number of courses required for graduation, or by some scheme of General Examinations at the end of a student's third or fourth year, more or less according to the English method. It would also be possible to adopt the English system of Pass and Honor degrees. But raising our minimum demands would not sufficiently strain the resources—and resourcefulness—of our intellectually idle rich, while the English Pass and Honor system would severely strain our limited teaching force.

It is these intellectually idle rich whom the colleges should inspire or spur. Our dullest students generally have to do enough; our most brilliant students generally have enough to do. But there are very many able men in this, as in other colleges, who saunter through their courses, amiably and imperturbably, and come back a year or two after graduation suavely to tell us that they never knew what work was till they went to some professional or technical school, or into business.

If these men cannot be inspired, should they not be spurred? And if so, how? Double standards are often undesirable, but would they be necessarily undesirable when applied to the intellectual demands of a college? I wonder if a Dean's office



would be in much worse repute than ever, if it were the scene of some such conversation as this at the close of a semester: "Jones, all your instructors say that you're perfectly capable of getting A and B grades without sacrificing too much of your outside interests and loafing in good company—very valuable elements of college life—yet here you are with a collection of C's and D's for the semester. We think you're one of our I. I. R. (Intellectually Idle Rich.) Come on now, you are, aren't you? 'Flattering me?' Not at all. 'Maybe I am,' eh? Glad you admit it. Now intellectual richness is nothing to be ashamed of, but what do you say to our trying to eliminate a bit of the "idle," before idleness becomes second nature to you and retards your personal development and your success in life? What do you say to our demanding that you, because of your special ability, be ranked E on any D's you pick up this next term? 'Odds with the Faculty?' But they'll play fair. Agree, do you? All right, look at it as a sporting proposition if you like. It may be best bet you ever placed, win or lose. And look here, Jones, if you get straight A's this semester, (No, don't faint), we may ask you to accept E's for any C's you get during the semester following. What say you? 'Sufficient unto the day,' eh? Well, go to it this semester anyhow. I'm betting on you against the Faculty. Good bye."

If this plan worked, some such system of double standard grades might be generally applied, so establishing a flexible Pass and Honor system which would not require a larger Faculty and additional courses.

It remains for me, Mr. President, to submit the following statistics upon the work of the year:

### ENROLMENT

Number of

Students enrolled Dec. 1, 1918.....	372
Students enrolled April 1, 1919.....	332
Students withdrawn and removed since Dec. 1.....	15
Students who have completed the work for the degree....	10

Students readmitted and entered.....	26	
	Dec. 1, 1918	April 1, 1919
Students in Senior Class .....	30	65
Students in Junior Class .....	65	77
Students in Sophomore Class .....	87	85
Students in Freshman Class .....		
First Year .....	130	96
Special Students .....	60	9
	372	332

Number of

Students in the Medical School Dec. 1, 1918.....	43
Students in the Medical School April 1, 1919.....	40
Number of students advanced in college standing during the year:	
From Special to Junior.....	1

## ENROLMENT FOR DEGREE OF A.B. AND B.S.

Class	A.B.		B.S.		Medical		Special		Total
	No.	%	No.	%	No.	%	No.	%	
1919	49	79.1	13	20.9	0	0			62
1920	62	79.5	16	20.5	0	0			78
1921	64	60.9	34	32.4	7	6.7			105
1922	47	48.9	47	48.9	2	2.2			96
	222		110		9				341
Special							98	22.3	98
	222	50.6	110	25.05	9	2.05	98	22.3	439

In conjunction with the rapid increase in the number of B.S. men, the following table showing the comparative scholarship of A.B. and B.S. men is suggestive. No B.S. student has yet graduated *summa cum laude*, and only eight have secured Commencement honors of any grade.

This table shows the comparative standing in relation to commencement honors—Summa Cum, Magna Cum, and Cum Laude—of the men who have pursued courses leading to the degrees of Bachelor of Arts and Bachelor of Science since Bowdoin began conferring the degree of Bachelor of Science in June, 1914:

Class	A.B.-B.S.		Total	Summa Cum Laude		Magna Cum Laude		Cum Laude		T't'l Honors	
				A.B.-B.S.		A.B.-B.S.		A.B.-B.S.		A.B.-B,S,	
1914	59	1	60	1	0	3	0	5	0	9	0
1915	62	8	70	1	0	1	0	11	3	13	3
1916	62	16	78	1	0	1	1	15	0	17	1
1917	61	16	77	6	0	4	0	12	3	22	3
1918	35	5	40	0	0	3	1	7	0	10	1
	279	46	325	9	0	12	2	50	6	71	8

**GEOGRAPHICAL DISTRIBUTION OF STUDENTS**

	Class '19	Class '20	Class '21	Class '22	Special	Total
Maine . . . . .	50	65	74	117	41	347
Massachusetts..	20	18	25	13	8	84
New Hampshire	2	1	3	5	2	13
New York.....	1	2	1	1	1	6
New Jersey.....	1	0	2	2	0	5
Connecticut ....	0	1	2	1	1	5
Pennsylvania ..	1	0	1	0	0	2
Nebraska .....	0	0	1	1	0	2
Japan .....	0	1	1	0	0	2
Rhode Island...	0	0	1	0	0	1
Wisconsin .....	1	0	0	0	0	1
Illinois .....	0	0	1	0	0	1
Delaware .....	0	0	0	1	0	1
Indiana .....	0	0	0	0	1	1
Texas .....	0	0	1	0	0	1
Canada .....	0	0	0	0	1	1

# Report of Dean

China .....	1	0	0	0	0	1
Asia Minor.....	0	0	0	1	0	1
Dutch W. Indies	1	0	0	0	0	1
	78	89	112	142	55	476

States represented, 14. Foreign countries, 5.

Percentage from Maine, 72.9.

Percentage outside Maine, 27.1.

It is interesting to compare these figures with those of the last few years which follow:

	No. From Maine	No. From Outside Maine	Per Cent. From Maine	Per Cent. From Outside Maine
1904-1905 .....	244	36	87.1	12.9
1905-1906 .....	231	50	82.2	17.8
1906-1907 .....	230	59	78.6	20.4
1907-1908 .....	235	70	77.0	23.0
1908-1909 .....	254	94	73.0	27.0
1909-1910 .....	251	95	72.5	27.5
1910-1911 .....	251	87	74.0	26.0
1911-1912 .....	248	85	74.5	25.5
1912-1913 .....	241	92	72.4	27.6
1913-1914 .....	244	144	68.2	31.8
1914-1915 .....	261	136	65.5	34.5
1915-1916 .....	269	131	67.3	32.7
1916-1917 .....	299	135	68.9	31.1
1917-1918 .....	245	98	71.4	28.6
1918-1919 .....	347	129	72.9	27.1

## ENROLMENT IN COURSES

1918-1919

Subject	Second Term	Third Term
Art..... a, b	12	15

Astronomy . . . . .	a		16
Biology . . . . .	a, c	33	
Biology . . . . .	b, c	28	53
Biology . . . . .	d, f	12	
Biology . . . . .	e, f	17	24
Botany . . . . .	a		31
Chemistry . . . . .	b, c	68	66
Chemistry . . . . .	d, e	25	24
Chemistry . . . . .	e, f	14	14
Chemistry . . . . .	j, k	39	28
Chemistry . . . . .	h, i	9	9
Chemistry . . . . .	l	8	
Chemistry 'Special' . . . . .		3	7
Comparative Literature . . . . .	a, b	67	81
Economics . . . . .	a, b	43	42
Economics . . . . .	b	16	
Economics . . . . .	e, f	55	71
Economics . . . . .	j, k	41	37
Economics . . . . .	l, m	21	34
English . . . . .	a, b	28	27
English . . . . .	b, c	75	73
English . . . . .	g, g	41	62
English . . . . .	h, i	9	8
English . . . . .	j, k	55	44
English . . . . .	m, n	17	16
English . . . . .	o, p	4	7
French . . . . .	b, c	9	8
French . . . . .	e, f	38	38
French . . . . .	h, i	15	18
Geology . . . . .	a		44
German . . . . .	b, c	10	10
German . . . . .	e, f	22	21
Greek . . . . .	a, b	4	3
Greek . . . . .	b, c	1	1
Greek . . . . .	e, f	23	12
Greek . . . . .	g, h	3	3

Government . . . . .	e, f	66	110
Government . . . . .	g, h	93	76
Government . . . . .	i	9	
History . . . . .	b, c	21	21
History . . . . .	d, e	32	25
History . . . . .	f		28
Latin . . . . .	b, c	18	18
Latin . . . . .	d, e	10	13
Mathematics . . . . .	a	41	
Mathematics . . . . .	c, e	60	72
Mathematics . . . . .	f, g	12	13
Mathematics . . . . .	h, j	6	6
Mathematics . . . . .	i, k	2	4
Mathematics . . . . .	l		10
Mineralogy . . . . .			24
Music . . . . .	b, c	36	33
Music . . . . .	e, f	8	5
Psychology . . . . .	a, b	26	18
Psychology . . . . .	b, c	7	7
Psychology . . . . .	e, f	4	7
Philosophy . . . . .	a, b	10	1
Philosophy . . . . .	b, c	3	6
Physics . . . . .	a, b	25	18
Physics . . . . .	b, Laboratory	13	23
Russian . . . . .	b, c	4	3
Spanish . . . . .	a, b	58	50
Spanish . . . . .	b, c	17	15
Spanish . . . . .	e, f	10	11
Hygiene . . . . .		73	

## FRIAR CUP CONTEST STANDING FOR SECOND TERM

1918-1919

	Number of Men	Total Grades	Average Grades
Non-Fraternity . . . . .	43	521.5	12.1279

Chi Psi .....	25	292.5	11.7000
Beta Theta Pi.....	25.5	287.5	11.2744
Theta Delta Chi.....	30	337.5	11.2500
Sigma Nu .....	26	287.5	11.0576
Delta Upsilon .....	29	312	10.7586
Kappa Sigma .....	27	285	10.5555
Delta Kappa Epsilon.....	35	353	10.0857
Alpha Delta Phi.....	21	205.5	9.7857
Psi Upsilon .....	27	253	9.3703
Zeta Psi .....	21	184.5	8.7857

## CLASS OF 1919

Psi Upsilon .....	4	61	15.2500
Delta Upsilon .....	7	102	14.5714
Beta Theta Pi.....	5.5	78	14.1818
Kappa Sigma .....	4	54	13.5000
Alpha Delta Phi.....	4	54	13.5000
Sigma Nu .....	3	40	13.3333
Non-Fraternity .....	7	89	12.7143
Chi Psi .....	7	88	12.5714
Delta Kappa Epsilon.....	7	87	12.4285
Zeta Psi .....	5	62	12.4000
Theta Delta Chi.....	4	45	11.2500

## CLASS OF 1920

Chi Psi .....	5	67	13.4000
Non-Fraternity .....	13	171	13.1538
Beta Theta Pi.....	3	39	13.0000
Psi Upsilon .....	7	87	12.4285
Kappa Sigma .....	5	60	12.0000
Theta Delta Chi.....	9	105	11.6666
Alpha Delta Phi.....	5	56	11.2000
Delta Kappa Epsilon.....	6	67	11.1666
Zeta Psi .....	2	22	11.0000
Delta Upsilon .....	4	42	10.5000
Sigma Nu .....	9	92	10.2222

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## CLASS OF 1921

Sigma Nu .....	7	101	14.4285
Theta Delta Chi.....	7	97	13.8571
Chi Psi .....	5	68	13.6000
Alpha Delta Phi.....	3	34	11.3333
Non-Fraternity .....	10	107	10.7000
Delta Kappa Epsilon.....	10	102	10.2000
Psi Upsilon .....	5	48	9.6000
Kappa Sigma .....	11	104	9.4545
Beta Theta Pi.....	8	74	9.2500
Delta Upsilon .....	10	87	8.7000
Zeta Psi .....	4	24	6.0000

## CLASS OF 1922

Non-Fraternity .....	13	154.5	11.8846
Beta Theta Pi.....	9	96.5	10.7222
Delta Upsilon .....	8	81	10.1375
Kappa Sigma .....	7	67	9.5914
Theta Delta Chi.....	10	90.5	9.0500
Chi Psi .....	8	69.5	8.6875
Delta Kappa Epsilon.....	12	97	8.0833
Sigma Nu .....	7	54.5	7.7857
Zeta Psi .....	10	76.5	7.6500
Alpha Delta Phi.....	9	61.5	6.8333
Psi Upsilon .....	11	57	5.1818

## ABRAXAS CUP

The Abraxas Cup, awarded annually to the preparatory school sending three or more men to Bowdoin, whose graduates attain the highest scholarship during the first semester of their Freshman year, was won by Edward Little High School, Auburn, by a very close margin. Edward Little had 11.3333 units to its credit, whereas Portland High had an average of 11.2222 units.

This year on account of the disturbance caused by the S. A. T. C. the cup was not awarded until the end of the second



term instead of the end of the first semester. The figures follow for the schools in the contest:

School	Number of Men	Total Grade	Average Grade
Edward Little High (Auburn)...	3	34.	11.3333
Portland High .....	9	101.	11.2222
Freeport High .....	3	32.	10.6666
Cony High (Augusta).....	3	30.	10.0000
Thornton Academy (Saco).....	4	40.	10.0000
Island Falls High.....	3	29.5	9.8333
Brunswick High .....	5	45.	9.0000
Exeter Academy (Exeter, N. H.)	3	25.5	8.5000

The average this year is much lower than usual. Last year Skowhegan High won the cup with a total of 15.8333 credits. In 1916-1917 it was won by Dexter High with an average of 11.8333 which until this year was the lowest average to win the cup.

### MAJORS AND MINORS

The following table shows the choice of Majors and Minors by the Senior and Junior Classes:

#### MAJORS

	1919	1920
Biology .....	10	9
Chemistry .....	11	18
Economics .....	16	15
English .....	6	8
French .....	4	2
German .....	12	1
History and Government.....	6	11
Latin .....	1	6
Mathematics .....	2	6
Philosophy and Psychology.....	0	2
Physics .....	3	1
	—	—
Total .....	71	79

## MINORS

	1919	1920
German .....	29	27
History and Government.....	27	24
English .....	18	31
Economics .....	25	25
Chemistry .....	11	12
French .....	10	12
Physics .....	3	1
Latin .....	6	2
Mathematics .....	1	6
Philosophy and Psychology.....	3	1
Greek .....	4	1
Biology .....	3	12
Music .....	1	3
Spanish .....	1	1
Total .....	142	158

## FREE MARGIN CREDITS

	1918-1919	1917-1918
Bookkeeping .....	2½	3
Commercial Subjects .....	2¾	0
Drawing, Mechanical .....	2¾	3½
Drawing, Free Hand.....	½	0
Physical Geography .....	3¼	2½
Public Speaking .....	¾	
Shop Work .....	1½	
Botany .....	1¼	½
Physiology .....	¾	
History Topics .....	¼	
Zoology .....	1	3
Argumentation .....	2	
History, Modern .....	1	
History, Ancient .....	1	½
Bible Study .....	2	

Civics .....	2¼	4½
General Science .....	½	
One Year of Latin.....		2
Agriculture .....	1	1
Manual Training .....		1
Geology .....		½
Astronomy .....		1½
Economics .....		½
<hr/>		<hr/>
Total .....	26¾ Units	24 Units

RESIDENCE OF STUDENTS

Houses	Second Term					Third Term						
	'19	'20	'21	'22	Sp'l Tot.	'19	'20	'21	'22	Sp'l Tot.		
Alpha Delta Phi....						4	5	2		11		
Psi Upsilon.....						3	7	5	1	16		
Chi Psi.....						7	2	3		12		
Delta Kappa Epsilon						7	5	8		20		
Zeta Psi.....						1	4	6	1	12		
Theta Delta Chi....						1	10	5		16		
Delta Upsilon.....						5	4	10		19		
Kappa Sigma.....						2	4	7		13		
Beta Theta Pi.....						4	3	7	2	17		
Sigma Nu.....						1	5	4		10		
North Winthrop....	3	11	6	11	31	4	6	2	10	22		
South Winthrop....	4	2	6	15	3	30	1	2	1	15	4	23
North Maine.....	8	7	16	1	32	1		3		4		
South Maine.....	14	11	8	3	36	7	7	5	3	22		
North Appleton....	2	13	11	7	33	2	3	1	8	14		
South Appleton....	10	13	8		31	4	5	3	8	20		
North Hyde.....	3	3	5	20	1	32	1	2	1	19	23	
South Hyde.....	6	2	7	19		34	3	1	2	18	24	
Private Homes.....	7	6	6	3	3	25	3	2	4	3	12	
At Home.....	11		3	5		19	3		4	5	12	
Out of Town.....	11	11	1	1		24	1	1	1	1	2	6
<hr/>					<hr/>	<hr/>						
Total .....					327					328		

And the following information for the third term only:

	1919	1920	1921	1922
Number in Fraternities.....	35	49	57	4
Per cent. in Fraternities.....	53.9	62.8	67.8	4.2
Number in Dormitories.....	23	26	18	81
Per cent. in Dormitories.....	35.4	33.3	21.4	86.1
Number not in Residence.....	7	3	9	9
Per cent. not in Residence.....	10.7	3.9	10.8	9.7

COMPARATIVE NUMERICAL STANDING OF THE THREE  
UPPER CLASSES

MAY 1, 1919.

Class	Men in Class	Total Grades for Class	Average for Class	Men Above Average	% Above Average	Men Below Average	% Below Average
1919	74	5970.11	80.6772	33	44.5	41	55.4
1920	80	6471.97	80.8997	36	45.	44	55.
1921	83	6658.88	80.2275	39	45.9	44	53.

Class	90-95%	80-90%	70-80%	65-70%	Men in Class
1919	7	31	36		74
1920	7	36	37		80
1921	6	35	39	3	83

COMPARATIVE STANDING OF "B" MEN

MAY 1, 1919.

FOOTBALL

"B" Men	Average for Class	Average for "B" Men	Above Class Average	Below Class Average	
1919	4	80.6772	83.8486	3	1
1920	5	80.8997	79.6154	1	4
1921	1	80.2275	74.1892	0	1

BASEBALL

1919	9	80.6772	80.9918	4	5
1920	3	80.8997	77.3044	0	3

Bowdoin College

TRACK					
1919	5	80.6772	79.6472	1	4
1920	1	80.8997	74.6818	0	1
1921	2	80.2275	80.0326	1	1
TENNIS					
1919	2	80.6772	80.1421	0	2
FENCING					
1919	1	80.6772	78.5789	0	1
—	—	—	—	—	—
	33			10	23

The following table shows the average rank of twenty men picked at random from the Senior, Junior, and Sophomore classes who have been in the service for at least six months. The table contains the average of the last semester before entering service; the second the average of the first term after returning to college:

BEFORE SERVICE						
	A	B	C	D	Total	Average
Seniors (8).....	9	19	11	5	44	82.2727
Juniors (9).....	8	18	19	6	51	80.4902
Sophomores (3).....	1	4.5	4	5	14.5	75.3862
Average .....					109.5	—80.52
AFTER SERVICE						
	A	B	C	D	Total	Average
Seniors (8).....	8	10	19	2	39	81.1538
Juniors (9).....	4	19	15	4	42	80.4762
Sophomores (3).....	1	6	7		14	80.7142
Average .....					95	—80.78

Respectfully submitted,

PAUL NIXON,

Dean.

20 May, 1919.

# REPORT OF THE DEAN OF THE MEDICAL SCHOOL

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*To the President, Trustees, and Overseers of Bowdoin College:*

I have the honor to submit the following report of the Bowdoin Medical School for the *two* years ending April 1, 1919. One year ago, the school was in danger of extinction, and too sick to talk.

The wounds of the war would appear to have caused us only temporary disablement. Our full-time teacher, Herbert Martin Howes, A.B., M.D., Bowdoin, encountered a series of delays in securing his discharge from the Medical Reserve Corps; and the work of the first two classes was materially injured by his absence. Just as Doctor Howes was resuming his laboratory service, he died suddenly from influenza-pneumonia. He was a zealous, modest, and efficient instructor.

Of our active teachers, twenty were enrolled for military service. Seventeen served, and when the armistice came, three stood ready. The work of teachers who went, was done by those who remained,—for the most part cheerfully and thoroughly. Crippling of service was relatively most serious at the Dispensary, since such service is naturally rendered by men of military age. But the Dispensary is now more active than ever.

Of the Medical Class who graduated in February, 1918, for whom a summer session was provided in 1917, seven members are still junior officers in the U. S. Navy.

This year, our entire entering class numbers only seven men. Nearly all medical schools report diminished attendance, especially in first-year classes. "This unusual decrease," says

the Secretary of the Council on Medical Education, "is largely due to the drafting or volunteering of premedical students, during 1917-18, for military service." In our own school, the quality of work done by the students in all of the four classes is reported excellent. While the value of instruction in medical schools may be inversely proportional to the number of students among whom it is divided, a limit is set by the cost per student. Next year, our school will be smaller than at any time in its recent history. Thereafter, a progressive growth is expected.

The financial problem still overshadows every other consideration. For the past two years, the generosity of Mr. Chisholm has taken from the College the obligation assumed in behalf of the dispensary; and another friend of the school has restored for the medical library the expenditure which economy had cut off. Our deficit continues, and must sometime be erased by increase of endowment.

No school can live on the achievements of its past. The personnel of our teaching force needs frequent infusion of new blood. Many of our courses need new equipment. But our troubles have left us vigorous and cheerful,—strengthened by the vision of our opportunities for future service.

Respectfully submitted,

ADDISON S. THAYER,

*Dean.*

26 April, 1919.

# REPORT OF THE LIBRARIAN OF BOWDOIN COLLEGE

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*To the Visiting Committee of Bowdoin College:*

In accordance with the laws of the College I present herewith my 4th annual report on the condition and progress of the college library for the year ending 31 March, 1919, the same being the 19-20th year of my connection with the library.

## SIZE AND GROWTH

The number of volumes in the library, including 5,125 volumes belonging to the Medical School is estimated at 120,000. The accessions for the past twelve months were 2,029 volumes; of which 967 were purchased at an average cost of \$2.14; 250 came from binding periodicals; 197 came by provision of law; and 615 were given by various donors. As heretofore, the Appendix to this report gives an itemized statement of the growth of the collection during the year and its contents by the different classes in which it is arranged.

The earliest printed book added this year was a copy of Cæsar's Commentaries, printed in 1547 in Venice by Aldus.

Of the books added during the past year 1 was printed in the 16th Century, 4 in the 17th Century, 9 in the 18th Century, and 315 in the 19th Century.

## PURCHASES

The largest single purchase of the year was a set of B. F. Stevens' Facsimiles of Manuscripts in European Archives relating to America during the years 1773 to 1783. This set, bound in 25 volumes, reproduces 2,107 manuscripts, "almost wholly unpublished," on the Revolutionary period of American history.



Twenty volumes of the Chronicles of America Series, of the fifty volumes to be issued, edited by Allen Johnson of Yale University, formerly Professor of History at Bowdoin, have been received. The bibliographies in these volumes have been compared with our catalogue and a number of books on American history have been added to the Library as a result.

The Documentary Edition of the History of the American People, by Woodrow Wilson, in 10 volumes; a complete set of the Scottish Historical Review; and sets of Fielding, John Burroughs, John Muir, and O. Henry have been purchased. The volumes of the Loeb Classical Library have been received as far as issued.

The production of new books of a scholarly nature has been seriously interrupted by the war, and it has not been difficult to keep up with the output. With a return to normal conditions, however, writing will be stimulated, and larger funds for the purchase of books will be needed. Recent letters from our German agents say that our subscriptions have been renewed during the war years and that large accumulations are awaiting shipment on the resumption of trade relations with America. To meet these obligations several hundred dollars in excess of the amounts spent for books during the war years should be available.

### GIFTS

Again it is possible to record the establishment of a book fund. For many years the "Class of 1875" has appeared as a donor of books in the annual reports of the librarian, and many hundred volumes, chiefly historical, have been added to the Library by individual gifts, and labeled with the Class bookplate engraved by Sidney L. Smith and bearing a picture of the '75 Gateway. To perpetuate this work a fund of \$500.00 has been given by members of the Class to which it is expected some additions will be made from time to time.

Checks for \$100.00 from William L. Black, of the Class of 1888, and \$10.00 from James E. Rhodes, 2d., of the Class of 1897, have been received for current expenditure for books.

Edward Page Mitchell, Litt.D., of the Class of 1871, has presented the Library with his collection of books on engraving and etching, numbering about seventy-five volumes. Fortunately these did not duplicate books on our shelves and the addition gives strength to a subject valuable to the users of the Library and at the same time one that could not have been rounded out so completely with the means at our disposal.

A complete set of the Reports of the Supreme Judicial Court of Massachusetts, from 1804 to 1917, in 228 volumes, has been received from the Estate of John C. Dodge, of the Class of 1834, through the kindness of his sons Frederic Dodge and Edward S. Dodge. Mrs. Edward S. Dodge has also sent a needed set of Scott's Waverley Novels and several other volumes of literature.

A second set of the Massachusetts Reports was received during the year from the library of William E. Spear, of the Class of 1870.

### CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year was 4,951, a decrease of five hundred over the previous year. This decrease was to be expected because of the military conditions at the College and the consequent withdrawal of a large part of the student body from academic work. With the exception, however, of the spring months and a few weeks in the fall the use of the library facilities within the building was quite normal. The largest number of books loaned in a single month for outside use was 892 in April; the smallest, 128, in August.

### CATALOGUE

There have been inserted in the catalogue this year 7,877 standard size cards. Of these, 4,010 were for accessions; and 3,867 replaced old cards. Of the cards for accessions 3,195 were bought of the Library of Congress; 88 were printed cards bought of the A. L. A. Publishing Board; and 727 were typewritten. Of the 3,867 cards which replaced old cards, 3,356 were bought of the Library of Congress; 89 of the Harvard College Library; and 422 were typewritten.

The comparatively large number of cards inserted in the catalogue to replace old cards is the result of a steady revision that must go on all the time to keep the catalogue an efficient tool for public use.

### FINANCIAL STATEMENT

The following table presents a classified statement of the sources of the income and the nature of the expenditures of the library, substantially along the lines recommended by the American Library Association.

The last pre-war year, 1914-15, is given in comparison with the last two fiscal years.

	RECEIPTS		
	1914-15	1917-18	1918-19
Balance of income.....	\$	\$ 127 40	\$—123 40
Appropriation, salaries .....	5,000 00	2,800 00	3,000 00
Books, etc. ....	1,500 00	1,000 00	1,000 00
Reading room .....	500 00	500 00	500 00
Endowment funds, consolidated	1,712 50	1,616 24	1,556 25
Appleton fund .....		500 00	475 00
Class of 1875 fund.....			
Drummond fund .....	150 00	135 00	135 00
Hubbard fund .....	2,212 57	2,323 80	2,414 25
Lynde fund .....			
W. A. Packard fund.....	225 00	225 00	225 00
Gifts .....	29 93	17 89	110 00
Overdraft .....		123 40	
	<hr/>	<hr/>	<hr/>
	\$11,330 00	\$9,368 73	\$9,292 10
Balance of income.....		—123 40	

	EXPENDITURES		
Books .....	\$ 2,607 00	\$2,307 04	\$2,284 01
Periodicals and serials.....	678 00	687 36	764 27
Binding .....	442 00	313 80	414 25
Express, freight & postage....	146 00	153 42	142 49
Library supplies .....	373 00	389 08	299 98
Salaries, library service.....	5,775 00	3,942 25	4,372 22
janitor service.....	636 00	735 68	764 10
Furniture .....	228 00	19 92	
Repairs .....	425 00	771 03	139 32
Supplies for building.....	20 00	19 33	81 39
Telephone .....		29 82	30 07
	<hr/>	<hr/>	<hr/>
	\$11,330 00	\$9,368 73	\$9,292 10

## ENDOWMENT FUNDS

I add a table of the Endowment Funds of the library in order that the preceding table may be more intelligible and that the various funds and their donors may be recorded.

Name of Fund	Established By	1917-18	1918-19
John Appleton Class of 1875	Fred'k H. Appleton Class of 1875	\$ 10,000 00	\$ 10,000 00 500 00
Samuel H. Ayer Bond	Athenaeum Society Elias Bond	1,000 00 7,082 00	1,000 00 7,082 00
Bowdoin	George S. Bowdoin	1,020 00	1,020 00
Philip H. Brown Class of 1877	John C. Brown Class of 1877	2,000 00 1,013 34	2,000 00 1,013 34
Class of 1882	Class of 1882	2,300 54	2,300 54
Class of 1890	Class of 1890	1,000 00	1,000 00
Class of 1901	Class of 1901	713 34	713 34
Cutler	John L. Cutler	1,000 00	1,000 00
Fiske	John Orr Fiske	1,000 00	1,000 00
General Fund	Several persons	1,541 96	1,476 96
Hakluyt	Robert Waterston	1,100 00	1,100 00
Alpheus S. Packard	Sale of publications	500 00	500 00
Patten	John Patten	500 00	500 00
Sherman	Mrs. John C. Dodge	1,176 81	1,176 81
Sibley	Jonathan L. Sibley	6,958 37	6,958 37
Walker	Joseph Walker	5,248 00	5,248 00
Wood	Robert W. Wood	1,000 00	1,000 00
	Consolidated	\$ 36,154 36	\$ 36,089 36
James Drummond	Mrs. Drummond and daughter	3,000 00	3,000 00
Hubbard	Thomas H. Hubbard	68,873 41	70,684 16
Frank J. Lynde	George S. Lynde	1,190 82	1,191 92
W. A. Packard	William A. Packard	5,000 00	5,000 00
		\$124,218 59	\$126,465 44

## ADMINISTRATION

There have been no changes in the employees of the Library during the year, except in the position of janitor. As a matter of record I note that Ernest S. Bragdon, who had been janitor since November, 1911, was succeeded by Joseph Roy at the end of November, 1918.

The extensive repairs on the library building during the summer of 1917 made it unnecessary to expend more than a nominal sum during the past year, and it is not anticipated that much will have to be done the coming year. Partly on account of the repairs of 1917, and partly, perhaps, on account of the unusually mild winter of 1918-19 no roof trouble has developed for almost the first year since the building was built.

No considerable changes are planned for the coming year but the time is already upon us when the extension of the periodical room to the large basement room immediately below the present periodical room, and the construction of the fifth and sixth floors of the stack are much needed.

#### EXTRA-LIBRARY WORK

Mr. Lewis has devoted 152 hours and Miss Cook 126 hours to the printing of examinations and lesson sheets. A total of 280 separate jobs have been handled and 26,335 pieces have been delivered.

The librarian has prepared as usual the Annual Catalogue and the Obituary Record, and seen through the press special pamphlets on Professor Henry Johnson and the Inauguration of President Sills together with the annual Administrative Reports.

Much time has been spent in compiling the records of Bowdoin men in the war. Two separate question sheets have been mailed to all addresses available, and a card index to the more than 1,200 Bowdoin men known to have served their country has been kept as complete as possible.

Respectfully submitted,

GERALD G. WILDER,

*Librarian.*

Hubbard Hall,  
31 March, 1919.

# REPORT OF THE LIBRARIAN OF THE MEDICAL SCHOOL

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I herewith present a separate report on the library of the Medical School for the year ending 31 March, 1919.

## SIZE AND GROWTH

The number of volumes now in the library is estimated at 5,125. The accessions for the past twelve months were 29 volumes; of which 3 were purchased; 9 came from binding periodicals; and 17 were given by various donors.

The annual appropriation of \$100.00 was barely enough to cover the cost of the periodicals subscribed to by the library, so the number of books purchased is negligible. If the library is to be supplied with only the needed reference books it will be necessary to increase the appropriation.

Miss Marion R. Weeks has sent the library of her father, Stephen Holmes Weeks, M.D., LL.D., for many years Professor of Surgery in the Medical School. As it has not yet been ascertained what part of this collection, numbering 575 volumes, is new to the library it is not counted in the above enumeration.

## FINANCIAL STATEMENT

A classification of the receipts and expenditures follows:

### RECEIPTS

Annual appropriation .....	\$100 00
Overdraft .....	15 00
	<hr/>
	\$115 00

### EXPENDITURES

Books .....	\$ 13 13
Periodicals .....	69 38
Binding .....	29 70
Expressage .....	2 79
	<hr/>
	\$115 00

## Bowdoin College

As usual the cost of administration was borne by the college library.

Respectfully submitted,

GERALD G. WILDER,

*Librarian.*

Hubbard Hall,  
31 March, 1919.

## APPENDIX

The Library, as Classified, Showing Accessions for the Period  
From March 30, 1918, to March 31, 1919.

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography .....	010	9	7	16	1,133
Library economy .....	020	2	2	4	625
General encyclopædias .....	030	4		4	837
General collected essays.....	040	1	3	4	42
General periodicals .....	050	58	5	63	6,369
General societies .....	060				192
Newspapers .....	070	28	9	37	1,121
Special libraries .....	080				368
Book rarities .....	090				65
Philosophy .....	100	2		2	274
Metaphysics .....	110				44
Special metaphysical topics.....	120				54
Mind and body.....	130	1		1	282
Philosophical systems .....	140	1		1	27
Psychology .....	150	5	1	6	404
Logic .....	160		5	5	85
Ethics .....	170	9		9	789
Ancient philosophers .....	180				71
Modern philosophers .....	190				611
Religion .....	200	6		6	1,761
Natural theology .....	210				310
Bible .....	220	7		7	1,790
Doctrinal theology .....	230	6		6	938
Practical and devotional.....	240	2		2	399
Homiletical, pastoral, parochial..	250				807
Church, institutions, work.....	260	5		5	849



Religious history .....	270	7	2	9	854
Christian churches, sects.....	280	6	2	8	1,122
Non-Christian religions.....	290	8	4	12	296
Sociology .....	300	21		21	874
Statistics .....	310	1	2	3	695
Political science .....	320	35	23	58	3,378
Political economy .....	330	39	53	92	3,225
Law .....	340	32	216	248	2,670
Administration .....	350	18	47	65	2,506
Associations, institutions .....	360	4	15	19	942
Education .....	370	14	41	55	3,556
Commerce, communication .....	380	8	23	31	1,402
Customs, costumes, folk lore....	390	3		3	200
Philology .....	400	13	1	14	397
Comparative .....	410				87
English .....	420				360
German .....	430	1		1	323
French .....	440	1		1	197
Italian .....	450				42
Spanish .....	460	2		2	49
Latin .....	470				326
Greek .....	480	12		12	268
Minor languages .....	490	1	2	3	157
Natural science .....	500	22	10	32	2,356
Mathematics .....	510	9	4	13	1,132
Astronomy .....	520	5	19	24	1,154
Physics .....	530		2	2	636
Chemistry .....	540	2	1	3	1,003
Geology .....	550	3	42	45	1,344
Paleontology .....	560	1		1	65
Biology .....	570	7	4	11	629
Botany .....	580	2	1	3	654
Zoölogy .....	590	1	3	4	1,525
Useful arts .....	600	8	1	9	693
Medicine .....	610	4	40	44	5,173
Engineering .....	620	3	15	18	720

# Report of Librarian

Agriculture .....	630	3	8	11	970
Domestic economy .....	640				38
Communication, commerce .....	650	18	3	21	228
Chemical technology .....	660	1	2	3	164
Manufactures .....	670				104
Mechanic trades .....	680				10
Building .....	690				24
Fine arts .....	700	20	18	38	509
Landscape gardening .....	710				112
Architecture .....	720	43	1	44	246
Sculpture .....	730				139
Drawing, design, decoration.....	740	1		1	59
Painting .....	750	3		3	334
Engraving .....	760		62	62	85
Photography .....	770				54
Music .....	780	28	10	38	431
Amusements .....	790	1		1	408
Literature .....	800	5	1	6	1,101
American .....	810	105	14	119	4,612
English .....	820	62	33	95	5,203
German .....	830	12		12	2,356
French .....	840	9		9	3,027
Italian .....	850	1	1	2	100
Spanish .....	860	1		1	243
Latin .....	870	14		14	1,871
Greek .....	880	25		25	1,477
Minor languages .....	890	7		7	287
History .....	900	18	1	19	1,135
Geography and description.....	910	40	4	44	5,195
Biography .....	920	52	10	62	2,000
Ancient history .....	930	2		2	654
Modern history, Europe.....	940	142	6	148	3,880
Asia .....	950	5		5	170
Africa .....	960				86
North America .....	970	116	12	128	2,347
South America .....	980	1	1	2	83

Oceanica and polar regions...990				83
Alumni collection .....	3	4	7	1,307
Maine collection .....	44	30	74	4,024
U. S. Documents .....		12	12	5,598

# REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

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*To the President of Bowdoin College:*

The Director of the Museum of Fine Arts presents the following report:

The accessions for the year consist in the following:

From Mrs. Marsena P. Smithwick of Lexington, Mass., two Persian spoons; a Norwegian spoon; a sewing-case; three strings of beads, French, Italian, and Turkish, respectively; a Norwegian bracelet; a Finnish knife. Received in October, 1918.

Bought by President Sills, with money from the Classical Fund, two original drawings by John Flaxman. These were selected from seventy-three drawings by the same artist, illustrating the Iliad and the Odyssey, formerly in the Hope Collection, at Deepdene, England, and shown in December, 1918, at the galleries of Scott and Fowles in New York. The Bowdoin accessions are No. 8 in the exhibitor's catalogue, an illustration from the Iliad set, Hector Chiding Paris; and No. 29, from the Odyssey set, Telemachus in Search of His Father. Received in December, 1918.

Portrait of the wife of Thomas L. Upham, formerly professor of Philosophy at Bowdoin, by Gilbert Stuart; presented to the College by his grandson, E. D. Jameson, Esq., of Boston. Received in March, 1919.

Temporarily on exhibition, since January, 1919, original cartoon for the Fourth Liberty Loan, shown during that campaign in New York, by W. W. Gilchrist, Jr. Lent by the artist.

The following loans have been withdrawn during the year :

A portrait of General Chamberlain and a seascape by Lillian Edmunds, both the property of the latter. Withdrawn in July, 1918.

A painting, "The Girl and Kid," by William Morris Hunt, a part of the Levi C. Wade Loan Collection. Withdrawn in April, 1919.

The attendance from January, 1918, to January, 1919, was 4,313. During February and March of that period, the Museum was closed for economy of fuel. This affected the attendance during the year now the subject of report, not, as erroneously implied in the report for last year, the attendance for the preceding year.

Respectfully submitted,

CHARLES T. BURNETT,

*Director.*

1 May, 1919.









