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BOWDOIN COLLEGE BULLETIN

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PRESIDENT'S REPORT

1920-1921



Brunswick, Maine

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REPORT OF THE PRESIDENT
OF BOWDOIN COLLEGE
FOR THE ACADEMIC YEAR, 1920 - 1921

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 : : : : : : : :

1920



1921

BRUNSWICK, - - MAINE
PRINTED FOR THE COLLEGE, M D C C C C X X I

REPORT OF THE PRESIDENT

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1920-1921.

Lucilius Alonzo Emery, a Trustee of the College since 1907, died at Hancock Point, Maine, August 26, 1920, in the eighty-first year of his age. Graduating from Bowdoin in the Class of 1861, he spent all his life in Maine, a very large part of it in the public service. He was successively county attorney, attorney general, state senator, associate justice of the Supreme Court 1883-1906 and chief justice 1906-1911. He was a faithful, able, and upright judge and one of Maine's most eminent jurists. Justice was the guiding star not only of his public but of his private life. He was devoted to the College. From 1874 until 1907 he was an Overseer, and from 1907 until his death a Trustee. For many years he served with fidelity as Chairman of the Examining Committee of the Boards. Many a college boy remembers his informal addresses in class-room in which with somewhat Spartan rigidity he set forth the value and the satisfaction of hard work.

Dr. Frederic Henry Gerrish, an Overseer of the College since 1886, died at his home in Portland, September 8, 1920, in the seventy-sixth year of his age. A member of the Medical Faculty since 1872 he was in point of years the senior officer of the College and in service the most distinguished. He was a born teacher as hundreds of his medical students are glad to testify, and his text-book on Anatomy has still an international reputation. The master of a pungent and witty style he wrote with unusual vigor; and he was in character and intellect a man of rare distinction. Everything that pertained to the College and to the Medical School was very near his heart; and his loyalty was inspiring.

James Louis Doherty, an Overseer of the College since 1919, died at his home in Springfield, Massachusetts, March 2, 1921, in the fifty-sixth year of his age. An able lawyer he was prominent in many ways in his own community and in New England. He was a director of the Boston and Maine Railroad, and one of the federal trustees of the New York, New Haven, and Hartford. He acted successfully as arbitrator in several industrial disputes, notably in the recent one in the Boston Elevated Railway Company. His report of findings in that case is a model of fairness and of common sense. Mr. Doherty had the faculty, by no means common, of seeing the other fellow's point of view; he never lost touch with the common folk. He was one of the most lovable and the finest of men.

James Phinney Baxter, an Overseer of the College since 1894, died at his home in Portland, May 8, 1921, in the ninety-first year of his age. He was a very successful merchant and business man; he served several terms as mayor; he had wide literary interests and was Maine's foremost historian. Although not a graduate of Bowdoin, he took a deep interest in the College, particularly in the art collections. He was admittedly the first citizen of Portland.

Melvin Smith Holway, an Overseer of the College since 1915, died at his home in Augusta on May 21, 1921 in the sixtieth year of his age. A graduate of the College in the Class of 1882, he had practiced law in his native city of Augusta since 1885 and was well known not only as a skillful counsel and loyal friend but as one who devoted himself tirelessly to every good work. It was characteristic of him that during his last days he worked zealously for the China Famine Fund. As one who knew him well writes: "He was self-sacrificing, he was caretaking, he was a burden-bearer always."

If one of the chief functions of the College is to turn out leaders, Bowdoin seems of late years to have made her fair contribution to New England. All of these loyal and true officers of the College were strong men of marked individuality.

It is to be hoped that modern education, with all its potency and efficiency, will contribute as much strength to the future and do as much to develop individuality as did the old-fashioned schooling which these men received.

GIFTS FROM APRIL 1, 1920, TO APRIL 1, 1921

Westbrook Alumni Scholarships.....	\$ 175.00	
Hawthorne Prize, Mrs. Kate Douglas Wiggin Riggs	40.00	
Mrs. Elizabeth T. Lee.....	75.00	
Mrs. Edith D. Files, George Taylor Files Professorship	10,000.00	
Joseph W. Spaulding Scholarship.....	50.00	
Forbes Rickard, Jr., Prize.....	10.00	
W. J. Curtis, Municipal Government Material	100.00	
Dr. E. G. Abbott, President's Loan Fund.	50.00	
Bowdoin Student Loan Association, President's Loan Fund.....	304.58	
George S. Lynde Bequest.....	2.33	
War Memorial Contribution.....	5.00	
Dr. Lucien Howe Prize Scholarship.....	5,000.00	
Alumni Fund	103,079.12	
		—————\$118,891.03

GIFTS TO MEDICAL SCHOOL

City of Portland.....	\$ 750.00	
Hugh J. Chisholm.....	2,000.00	
		————— 2,750.00

GYMNASIUM BUILDING FUND

T. E. Emery.....	5.00
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SPECIAL GRANT

General Education Board for increase in salaries	7,500.00
	<hr/>
	\$129,146.03
	<hr/> <hr/>

In addition to these gifts it is appropriate to mention here the bequest to the College of \$150,000 in the will of the late Dr. Thomas Upham Coe of the Class of 1857, the generous donor of our Infirmary—and the bequest of \$50,000 for scholarships in the will of the late E. C. Converse of New York City. The Hon. L. A. Emery of the Class of 1861 made a bequest of \$500 in his will for the Art Collections.

Through the bequest of the late Miss Mary J. E. Clapp of Portland the Art Collections are enriched by two very beautiful Gilbert Stuart portraits of General and Mrs. Dearborn. Another very interesting bequest is that of a portrait of Henry Wadsworth Longfellow in the will of the late Mrs. Raymond (Annie Louise Cary, the noted singer).

THE YEAR AS A WHOLE

The most noteworthy characteristic of the year just passed has been the activity of the undergraduate body. In scholarship we had fewer failures to record at the February examinations than for many years past. There were as a matter of fact only 3.7% of failures. In college journalism there was born a new humorous Bowdoin magazine. In athletics the teams have had an unusual season, winning the State baseball, track, and tennis championships and tying for the football championship. An Outing Club has been formed. The Student Council has been very active and progressive. Among the undergraduate activities that deserve special mention are the Ibis, the Senior honor society, which has done much to promote

the literary and intellectual life of the College; the Student Forum, which has conducted meetings addressed by such graduates as James E. Rhodes, '97, in Insurance, Professor Melvin T. Copeland, 1906, of Harvard University, on the College Man in Business, and Harrison K. McCann, 1902, on Advertising as a Profession; and the *Orient* which this year celebrated its fiftieth anniversary as a college journal and which has never been better edited. There have been a few points of difference between faculty and undergraduates—enough to create healthy friction—no more. On the whole I believe the undergraduate of today is more clean thinking and more clean lived than his predecessors; and I have no desire to join in the Jeremiads against modern youth. There is always the call to combat what is cheap and vulgar. But in the College there is very little viciousness and a surprising response to what is true and sound. I am frequently reminded of a remark made by the late Chief Justice Emery on one of his last visits here. "I am getting old and many tendencies in our American life I look upon with dismay. But when I come back to the College and see the young men at close range, I cannot help feeling that things are going to be all right."

CHANGES IN THE FACULTY AND IN COURSES

In the second semester Dean Nixon and Professor Elliott have been absent on leave. The sabbatical leave is one of the best assets of the College. Particularly in a small college the instructors need the opportunity to keep pace with what are now the exacting demands of scholarship; and travel and study are essential to good instruction. I should like to repeat the recommendation made last year that as soon as possible sabbatical leave be made not an elective but a required course.

New appointments this year have been, Mortimer Phillips Mason, Ph.D., to be Professor of Philosophy; Glenn Raymond Johnson, A.M., to be Assistant Professor of Economics and Sociology; Robert Cressey Rounds, A.B., to be Instructor in

Modern Languages; and for the second semester Thomas Means, A.M., to be Assistant Professor of the Classics to take the courses of the Dean and of Professor Woodruff during the latter's absence in the Legislature; and Clement F. Robinson, Lecturer in Law, to take the work of Professor Stanwood who has been absent on leave the second semester on account of serious trouble with his eyes. There have been the usual changes and modifications in the curriculum, but nothing revolutionary or sensational. The closing of the Medical School will make it possible to give pre-medical courses with even more thoroughness than before. Every decent medical school requires now that for admission a student shall have completed two years of work in college with special attention to courses in Physics, Chemistry, and Biology. At Bowdoin we can offer rather unusual facilities in these departments, because so many of our instructors have had practical experience in medical school work and can give their students just what is needed. Furthermore, we hope to make arrangements whereby Dr. Whittier can give to properly qualified men who plan to study medicine instruction in elementary Bacteriology and Pathology.

RELIGION AND THE COLLEGE

Bowdoin College is definitely a Christian institution of learning. Founded by men of deep piety and strong religious conviction, it has remained true to its early standards and has in all religious matters faithfully observed that tolerance of spirit which is reflected in the charter of the College that placed no religious or denominational tests on either professor or student. For many years Bowdoin was in close relation to the Congregational Church; and that relation has been altered rather than obliterated by the passage of time. Today the First Parish Church of Brunswick is still the College Church; and every Tuesday morning the minister of that church conducts the chapel service of the College. When there are college preach-

cers, the morning sermon is always preached in the Congregational Church.

All undergraduates attend services in the Chapel at 8.20 every week day morning and at 5 o'clock Sunday afternoon. Attendance at church is encouraged but not made obligatory. There has been, I think, in the past ten years a great improvement both in the conduct and the attitude of students at chapel. On Sunday afternoon the address is given by the President or some other member of the Faculty or by a visiting clergyman. This semester, for example, addresses have been made by the Rev. Albert P. Fitch, D.D., of Amherst College, the Rev. Albert J. Lord, D.D., of Meriden, Connecticut, the Rev. Minot Simons, D.D., of Boston, Dean Laine, of St. Luke's Cathedral, Portland, the Rev. G. F. Rouillard, of Tops-ham, the Reverend Professor Warren J. Moulton, D.D., of the Bangor Theological Seminary, Mr. D. Sherwood Eddy, of the International Y. M. C. A., and Dr. Rosalie S. Morton, of New York City, who spoke on her work for the education of Serbians in this country. The undergraduates have contributed generously to the Near East Relief and China Famine Funds. The student Y. M. C. A. under student government has done very good work and has furnished limited but valuable opportunity for social service.

It is the policy of the College to encourage, but not to require, regular attendance at some church and to coöperate with the churches of the town in their endeavors to promote the religious life of the students. If such attendance is not at all what it should be, there is consolation in the reflection that as large a percentage of college boys is faithful to their religious duties as is the case with the same number of young men of the same age in city or country homes. One of the laws of the college reads:

"No denominational test is imposed in the choice of trustees, officers, or teachers of Bowdoin College or in the admission of students; nor are distinctly denominational tenets or doctrines taught to the students."

There is then complete liberty on the religious side. Contrary to popular opinion, however, that is in some quarters current, most of the members of college and university faculties are active supporters of the religious life of the church. In my own experience I have never known of an irreverent remark made before students by a college teacher, or of a flippant allusion to any article of religious belief. The ancient relations between the college and the church of course vary with time; but the two are still allied against the forces of ignorance and unrighteousness.

I add a table of the present religious preferences of the students.

Religious Preferences—1920-21

Congregational	127
Roman Catholic	69
Baptist	38
Methodist	31
Episcopal	27
Universalist	23
Hebrew	13
Unitarian	9
Christian Science	5
Friends	3
Presbyterian	2
Lutheran	1
	<hr/>
	348
No preference	55
	<hr/>
	403

ATHLETICS

I desire to repeat the recommendation made two years ago, that as soon as it is possible and practicable the salaries of the coaches should be placed on the college budget and the appointment of coaches should be ratified by the College. No men come in such close and important contact with the students as do the coaches of the various teams, and it is highly important that men of the best caliber should be chosen. Here at the College we have been very fortunate of recent years in the character and ability of our coaches; but the administration of the College has practically no voice in the selection of coaches and yet is held responsible for everything that pertains to the welfare of the College.

In two respects Bowdoin College is not keeping pace with the best policies in intercollegiate athletics. Most colleges of our size and reputation no longer permit freshmen to play on varsity teams, and Bowdoin is one of the few colleges that allows summer baseball playing. On this important matter I should like to quote from the President of the National Collegiate Athletic Association, Col. Palmer E. Pierce, who writes:

“The National Collegiate Athletic Association is against any student who uses his athletic prowess for personal gain to have the privilege also of representing his college in any intercollegiate contests. In other words, if a student plays baseball for money or its equivalent he thereby forfeits his amateur status, and should not be permitted to play in intercollegiate contests. . . . If a boy needs to earn money to pay his way through college, and he can do this best by playing summer baseball, then he should be permitted to do this openly, but not afterwards allowed to represent his college in intercollegiate athletics.”

There is no athletic sport in which professionalism is more likely to creep than baseball, and while the College has always been ready to vouch for the character of men who have represented her on baseball teams, even if some of them have frequently played summer baseball, we ought not to forget that

the best sentiment in the country is against summer baseball playing.

THE CLOSING OF THE MEDICAL SCHOOL

The most important event in the history of the College during the past academic year is undoubtedly the action of the Governing Boards taken at a special meeting held in December, 1920, which closes the Medical School at the end of the current academic year, June, 1921. The action was taken with great regret; but there was nothing else to do. The College was unwilling to continue the management of the School unless we were sure of funds sufficient to run it in adequate fashion. We did not think it fair, either to the graduates of the Medical School, or to its present students, or to the College, or to the State, to maintain an institution that fell below creditable standards. For some time we have been aware that very great improvements were necessary if the School were to continue in Class A. Then the war came and it was clearly the duty of the College to carry on the Medical School at all costs. Last fall an inspection of the School was made by competent authorities and as the result of this inspection we concluded that the College would have to have at least \$75,000 a year of additional income to manage the School properly, a large sum for improvement in equipment and laboratories, and very soon still larger sums for new buildings. The Governing Boards consequently determined to face the situation exactly as it was, and in December gave notice that the School would be closed in June unless some way were found to maintain it on the proper basis as a Class A school. It was not the business of the College to raise large funds for medical education, for the College has for the one hundred years acted simply as a trustee for the School. Nor was it possible under the provisions of our charter, nor was it in accordance with the traditions of the College, to apply for state aid. It is indeed doubtful if the College could have accepted state aid had it been granted, without conditions, for the State Constitution provides that

“no donation, grant, or endowment shall at any time be made by the Legislature to any literary institution now established, or which may hereafter be established, unless, at the time of making such endowment, the Legislature of the State shall have the right to grant any further powers to alter, limit, or restrain any of the powers vested in any such literary institution, as shall be judged necessary to promote the best interests thereof.”

Now, the Legislature of the State of Maine does not have the right to alter the charter of Bowdoin College without the concurrent action of the Legislature of the State of Massachusetts, and a donation, grant, or endowment made to the College would seemingly be unconstitutional. Furthermore, such a donation, grant, or endowment would not be a permanent solution of the problem, inasmuch as the College would still be responsible for all deficits of the Medical School and would have to make good such deficits from its own funds.

Early in the session a bill was introduced to make the Medical School of Maine a state institution, and at a hearing held in Augusta the College, acting through a special committee to which the Boards had delegated full power, offered to transfer to such a school if instituted the medical buildings in Portland and the medical equipment in Brunswick. The project received generous aid from Mr. Hugh Chisholm, of Portland and New York, who agreed to erect a building if the Medical School could be maintained as a Class A institution. The bill passed both branches of the Legislature but was vetoed by Governor Baxter and his veto was sustained.

The State had in reality, though few people were aware of it, a distinct dilemma to face. Although it is possible that a good medical school might have been maintained for the amount carried in the bill, such a school really needed a very much larger sum. Consequently the State of Maine would have had to put in thousands of dollars or face the alternative of having no school to which the boys of Maine could go to study medicine as their right. The College hopes still to be able to contribute to the medical education of the state by establishing medical

scholarships from the income of the Garcelon-Merritt Fund that did go to the medical department of the College when that was in existence; but such use of the fund depends upon the ruling of the court.

To those who have known the College intimately, the closing of the Medical School naturally brings great regret. The College has had so many points of contact with the medical profession of Maine throughout these hundred years, and has received so much generous and loyal support from graduates of the Medical School that the abandonment of the School means a very great loss. The loss, however, is as nothing compared with the impairment of reputation, both of the College and of the School, that would have followed the inability to maintain the School properly. Furthermore, in these days when economy is so essential and when concentration of resources is so desirable, the College could not afford to go on year after year with a large drain upon its own insufficient funds.

I have been, personally, in touch with the Deans of several medical colleges in the country and have seen representatives of the medical faculties of other schools, and am convinced that, for the present, students in Maine who desire to study medicine have abundant opportunity elsewhere. Whether this opportunity will continue after fifteen or twenty years is of course problematical.

I cannot close this chapter of the history of the College without a tribute to the men on the Medical Faculty of the present time who have labored hard and consistently against great odds for the welfare of the students of the School, and in particular I desire to say what coöperation the administration has received both from the Dean, Dr. Thayer, and from the Deputy Dean, Dr. Whittier of Brunswick, with whom it has always been a pleasure to work. The School closes its century of existence with a creditable record and in good standing.

NEEDS OF THE COLLEGE

The imperative needs of the College are:

- I. An addition of at least \$600,000 to the endowment.
- II. A new Union, adequately endowed.

Other needs of the College are:

- III. A swimming pool.
- IV. A new organ.
- V. A set of chimes.
- VI. A fence around the athletic field.
- VII. A memorial for the men who gave their lives and their services in the great war.
- VIII. A fund for College preachers and for concerts.

ALUMNI FUND

There can be no question of the success of the Alumni Fund during the first year of its existence. It not only brought in very gratifying returns but it quickened the interest and the loyalty of the graduates of the College. One result of this was the very large attendance at the last Commencement.

If the endowed college is to continue to do its work as effectively as in the past, it must rely on its friends and graduates.

Tuition at Bowdoin is now as high as it seems safe to place it if we wish to have the same kind of boys to deal with as we have had in the past. The College has the right to expect its graduates to help others as they themselves in their undergraduate days were aided. Consequently the college graduate today is placing in his personal budget the college as well as the church. It is one of the traditions of Bowdoin that although the College has from time to time received munificent bequests from generous, wealthy benefactors, the chief support has been very widely spread. The future is not without financial anxieties; but we have a very great asset in the love and loyalty which the alumni display for their *alma mater*.

The administration of the Fund during the past year has rested very largely on the shoulders of Mr. Philip Dana, the Chairman of the Board of Directors, who has given most generously of his time and who has worked very hard indeed for the success of the undertaking. The College is most fortunate to have on its Governing Boards men who are ready at all times and often at much personal inconvenience to work for the College. But the many details of the administration of the Alumni Fund call for constant supervision and attention. We are therefore recommending that next year there be added to our Faculty an Alumni Secretary who shall have supervision of the relations of the College to the Alumni and prospective alumni in the preparatory schools.

DEFECTS IN COLLEGE EDUCATION TODAY

Perhaps after all the greatest need of the College today, greater than material equipment, important and even vital as that is, lies along very different lines. It is the need of a proper understanding on the part of both graduates and the public alike of the true function of the college. The college is an institution of learning. Its primary duty is to make boys think straight. Straight thinking is the result of proper environment and proper development of character; but above all the result of proper intellectual discipline. The college cannot fulfill its high and important duties in this respect if there is the feeling abroad that learning and intellectual training are unimportant. Of course, unless they lead to the development of strong Christian character they are nothing worth. But Bowdoin College would be utterly false to her high mission if she did not stand by her guns so far as scholarly standards are concerned. Nor would the Faculty of the College be worthy of confidence if it were complacent about either the sufficiency of the training given or the many defects in college education today.

There are two weaknesses so glaring that they call for extended comment. There is a very general complaint on the

part, not only of business men, but also of men in professional life, that the college graduate of today cannot write decent English. Statistics on this point would be idle; but I think the impression has good grounds. In my judgment we are beginning to see the effect of turning out a lot of college graduates who have had no classical training. For communion with the classics, no matter how slight, unquestionably chastens and corrects the style. At least it is an interesting coincidence that the complaints about the poor English of college graduates are increasing with the increase of young men who know not Latin. But poor English is primarily due to poor thinking, and the lack of ability of the modern Bachelor of Arts and still more of the modern Bachelor of Science to express his thoughts clearly and logically is an indictment of the lack of thoroughness in his college training.

A second defect is found in the unwillingness of the college graduate of today to assume responsibility. This also is incapable of proof by statistics. But many business men, and others, have told me that college trained men in many cases lack initiative and willingness to attend to details on their own responsibility. This defect, if indeed it exists, is due, I think, to the training the modern college man has received from kindergarten up. The trouble is that in so many of our schools and colleges there is too much teaching and too little learning. The boy entering Bowdoin today knows far more about things in general than did his predecessors twenty-five or fifty years ago. There is not the slightest doubt in the world that instruction is very greatly improved. But the boy today will tackle an original problem in mathematics or science for a very short while and then give it up or go to his instructor. He does little reading of his own initiative. He thinks it his right that the college should give him an education, and that the responsibility is on the college and not on him.

I am speaking of course in very general terms and of very general tendencies. No man and no college is wise enough to know the remedies. We believe that Bowdoin can do her share

by maintaining decent standards of scholarship, by insisting on a boy's taking some responsibility for his own education. Personally, I believe that the much discussed major examinations will help in both directions.

For Bowdoin College to go in for large numbers, or for vocational training, or for "popular" education, would be suicidal. The future is bright with prosperity if we stick to our last. We can well look after a student body of 500; and we ought not to have more. We ought to retain our New England traditions as the basis of our training, always remembering that the years ahead are just as important as the years behind. The curriculum today is still that of liberal arts; but it differs very much from that of twenty-five, or ten, or even five years ago.

Margot Asquith tells of Benjamin Jowett, the old master of Balliol, once remarking in his gentle, absentminded way, "Still believe in God, my dear, no matter what the clergy say." And the application is not far-fetched if we substitute college education and educators.

Respectfully submitted,

KENNETH C. M. SILLS.

June 1, 1921.

REPORT OF THE ACTING DEAN

To the President of Bowdoin College:

You are, Mr. President, so closely in touch with all the workings of the College, and especially with the duties of the Dean's office, that it seems superfluous, if not absurd, for me to try to inform you concerning the year's work here; but possibly in this manner I may give to the Governing Boards and to the Alumni some little information which may be of interest or of service.

During the first semester Dean Nixon administered the affairs of his office with his accustomed tact and efficiency. For the last four months, as Acting Dean, I have had the opportunity to see the College from a point of view a little different from that of the classroom. In the Dean's office one has a chance to discern more clearly the optimism, egotism, and naïveté of youth; to laugh at the whimsicalities or to regret the frailties of some, and to admire the sterling qualities of others; to know the boys who quibble and equivocate, and those who are willing frankly to acknowledge it when they have not played fair and to take their punishment without whining, and also those who will even "testify to their own hurt and change not." The task, because it means constant dealing with human beings, and is more than counting cuts or dictating perfunctory letters or fingering card catalogues, is both interesting and informing. For some reasons, if not for others, it might be well for every member of the Faculty to take his trick at the wheel.

HOME INFLUENCE

While in the office, I have been impressed with the power of home influence in helping to enforce college discipline or

in assisting a boy to run well his college career. What the President or the Faculty or the Dean may say or desire of course plays its part; and possibly by some Bowdoin students, as by Tom Brown at Rugby, "the public opinion of boys in their daily life is placed above the laws of God;" nevertheless what the "folks" at home, father, mother, or fitting school teacher, may think or say or hear is of no little concern to the average student and especially to the average freshman. At a recent meeting of college deans the opinion was expressed that suspension from college for half a semester had not proved an effective penalty for wrong-doing but sending a boy home for a few days that he might have a frank, intimate talk with his parents had often brought excellent results. If an Acting Dean of only a few months' experience could make so bold as to give advice to students or parents, it would be to write often and keep the channels of confidence and affection open.

FRATERNITIES

In the small college the fraternity, too, has much disciplinary value. The Dean often has reason to be grateful to the big brothers who have set the erring freshman on the right track. This year a new local fraternity has been formed at Bowdoin. Of this some have complained but it should not be regretted so long as the new fraternity does not imperil the success, financially or otherwise, of the national chapters established here; for although there may be some truth in Mr. E. S. Martin's remark in his *Letter to a Freshman Son*, "The measure of success in a club is its ability to make people want to join it, and that seems to be best demonstrated and preserved by keeping most of them out," the ideal condition, if a college is to have fraternities at all, is for every boy to be a member of one. All can thus enjoy the privileges of friendship and good comradeship which a fraternity affords and can escape the embarrassment and bitterness which a non-fraternity man must too often suffer. With the exception of this disadvantage,

which in time it is to be hoped we shall find some method of overcoming, it is hard to think how a system of housing and grouping and disciplining boys in a small college could be devised better than our fraternity system at Bowdoin. It is sometimes urged that pledging and initiating should be postponed to the beginning of the second semester. For several reasons that would be inadvisable. It is better for all concerned to have the excitement and distraction of the pledging season over and far better for the new men to become adjusted to their new relations as soon as possible. It has been argued that our present system gives too many chances for mistakes, but that very thing, from the point of view of the Dean's office or of the College as a whole, is entirely in its favor. It would be disastrous to discipline and detrimental to the development of the students to have all the rich boys or the poor boys in one fraternity or all the geniuses and the book-worms or the dullards and the laggards, if there be such, in another. To rub elbows as fraternity brothers with many different kinds of men is not without its value in discipline and development.

MASTERY OF SUBJECTS

In the Dean's office one sees more clearly than one does in the classroom the grounds on which students base their choice of courses. That in some cases students display wise discrimination or admirable foresight no one can deny; but too often they seem to think—or at least so they talk—that scholastically a college training consists of thirty-four courses—with gymnasium and hygiene and English 4 thrown in for good measure—and that when once their credits for these are entered in the little square spaces on their blue cards, then they are educated whether or no. Not until we all get accustomed to thinking more about the mastery of subjects and less about reckoning semester hours or counting semester courses, related or unrelated, will a college training develop the power the world has a right to expect a college man to have. In this respect our

major examinations, modified though they may have to be in the future, are certainly a step in the right direction.

ADMISSION BY CERTIFICATE

Considerable of the work done in the Dean's office concerns the admission of new students. How to determine a candidate's fitness to pursue college studies is a much mooted question. Though debated so often by both school and college, it has not yet been answered to the satisfaction of all; but any one examining the College records cannot but be struck with the success of the certificate system as it is administered by the New England College Entrance Certificate Board. Complaints against it have of course been made; but so well guarded is the right of certification which is granted to fitting schools and so highly do the fitting schools value this right that the whole plan is an important part of our educational system and furnishes an active stimulus to good work in both school and college. Of the twenty highest ranking men in our graduating classes for the last five years ninety per cent. and more have been admitted to college by certificate.

PLACEMENT COMMITTEE

The College is concerned not only with getting men in successfully but also in getting them out successfully—in starting them in the right way upon their new careers. During the last year the Placement Committee of the Alumni Council,—the correspondence for which has been largely carried on in the Dean's office,—has abundantly proved its usefulness. If it did no more than give to a body of older alumni a chance to render some really valuable service to the College or to become acquainted with the younger graduates, it would amply justify its existence; but it does far more than that. It brings to a senior at just the time when he needs it most very great assistance. The average college senior has confidence that he

can make good if once he can get an opportunity to "show the mettle of his pasture." By placing at his service for consultation and advice older men who have already won success, are well versed in the methods of business, have a large circle of acquaintances, and know well the ways of the larger world, the Placement Committee has been able to furnish the desired opportunity to not a few seniors. As a result our graduates are losing less time in finding themselves and in finding the positions which they are fitted to fill. These sentences from a letter received but recently are pertinent: "This week I was fortunate enough to receive my first promotion. I was appointed foreman and placed in charge of the first eight processes through which our material goes. It is not a great deal, of course, but it is some satisfaction to be in immediate charge of that part of the plant where I started March 15th as a laborer in a construction gang. As a graduate, the Placement Committee gave me all that I asked for, a fighting chance. It is enough and it is all a Bowdoin graduate should receive or expect to receive."

ENROLLMENT

Number of

Students enrolled Dec. 1, 1920.....	394
Students enrolled April 1, 1921.....	381
Students withdrawn and removed since Dec. 1.....	5
Students who have completed the work for the degree..	11
Students readmitted and entered.....	3

	Dec. 1, 1920	April 1, 1921
Students in Senior Class	88	79
Students in Junior Class	84	90
Students in Sophomore Class	103	100
Students in Freshman Class.....	109	102
Special students	10	10
	<hr/>	<hr/>
	394	381

Number of

Students in the Medical School Dec. 1, 1920.....	65
Students in the Medical School April 1, 1921.....	65

ENROLLMENT FOR DEGREE OF A.B. AND B.S.

1920-21

Class	A.B.		B.S.		Medical Prep.		Special		Total
	No.	%	No.	%	No.	%	No.	%	
1921...	61	73.50	22	26.50	0	0			83
1922...	46	63.88	26	36.12	0	0			72
1923...	55	48.24	47	41.23	12	10.53			114
1924...	65	52.00	48	38.40	12	9.60			125
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	227		143		24				394
Special							11		11
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	227	56.05	143	35.30	24	5.93	11	2.72	405

Class	A.B.-B.S.		Total	Summa cum Laude		Magna cum Laude		Cum Laude		T't'l Honors	
	A.B.-B.S.	Total		A.B.-B.S.	Total	A.B.-B.S.	Total	A.B.-B.S.	Total	A.B.-B.S.	Total
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
1919	54	14	68	1	0	1	0	11	3	13	3
1920	82	25	107	1	0	1	0	11	3	13	3
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	356	84	440	10	0	11	2	67	12	88	14

GEOGRAPHICAL DISTRIBUTION OF STUDENTS
(First Semester)

Maine	288
Massachusetts	62
New Hampshire	15
New York	6
Connecticut	5
New Jersey	5
Pennsylvania	4
California	2
Michigan	2
Vermont	2
Japan	1
Nebraska	1
Rhode Island	1
Illinois	1
Louisiana	1
Ohio	1
Siam	1

398

Per cent. of students from Maine—72.3.

Per cent. of students from outside of Maine—27.7.

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	95	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
1919-1920	313	123	71.8	28.2
1920-1921	288	110	72.3	27.7

MAINE RESIDENTS AT BOWDOIN COLLEGE

County	No.
Androscoggin	17
Aroostook	29
Cumberland	79
Franklin	11
Hancock	11
Kennebec	16
Knox	8
Lincoln	6
Oxford	26
Penobscot	16
Piscataquis	5
Sagadahoc	9
Somerset	16
Washington	8
York	31
Total.....	288

ENROLLMENT IN COURSES

1920-21

Subject	First Semester	Second Semester
Art 3, 4.....	28	16
Art 7, 8.....	15	13
Astronomy I, 2.....	13	3
Botany		29
Chemistry 1, 2.....	75	68
Chemistry 3, 4.....	51	15
Chemistry 5, 6.....	8	45
Chemistry 7, 8.....	8	5
Chemistry Special	2	3
Economics 1, 2.....	100	97
Economics 4b		83
Economics 5, 6.....	83	71
Economics 9, 8.....	77	28
English 1, 2.....	113	109
English 3	24	
English 4		109
English 5, 6.....	6	21
English 8		8
English 10		24
English 13	24	
English 15	15	
French 1, 2.....	9	9
French 3, 4.....	102	96
French 7, 8.....	53	49
Geology 1, 2.....	8	9
German 1, 2.....	56	51
German 3, 4.....	29	30
German 5, 6.....	15	12
Government 1, 2.....	103	107
Government 3	26	
Government 5, 6.....	24	20
Government 11, 12.....	46	36

Greek A, B.....	17	12
Greek I	I	
Greek 7	17	
History 5	48	
History 7, 8.....	24	48
History 9, 10.....	29	21
History 11, 12.....	8	25
History 14		7
Hygiene	116	
Italian 3, 4.....	3	3
Latin A, B.....	8	8
Latin 1, 2.....	28	29
Latin 3, 4.....	5	4
Latin 5	2	
Literature 2		52
Mathematics 1, 2.....	86	94
Mathematics 3, 4.....	14	15
Mathematics 5, 6.....	5	3
Mathematics 7, 8.....	4	3
Mathematics Special		I
Mineralogy		27
Music 1, 2.....	42	30
Music 3, 4.....	5	4
Music 5, 6.....	2	2
Philosophy 1, 2.....	51	21
Philosophy 3, 4.....	7	12
Physics 1, 2.....	47	43
Physics 3, 4.....	3	3
Physics 7, 8.....	2	2
Psychology 1, 2.....	40	40
Psychology 3, 4.....	12	12
Psychology 5, 6.....	4	2
Psychology 8		2
Russian 1, 2.....	I	I
Spanish 1, 2.....	52	52
Spanish 3, 4.....	17	19

Surveying		8
Zoölogy 1, 2.....	34	32
Zoölogy 3, 4.....	44	42
Zoölogy 7, 8.....	1	1
Zoölogy 9, 10.....	42	4

FRIAR CUP STANDING

First Semester, 1921

Non Fraternity	12.5925
Zeta Psi	11.4864
Psi Upsilon	11.1212
Alpha Delta Phi.....	11.0740
Delta Kappa Epsilon.....	10.6811
Phi Delta Psi.....	10.6578
Beta Theta Pi.....	10.5428
Theta Delta Chi.....	10.4615
Sigma Nu	10.2741
Delta Upsilon	10.1447
Kappa Sigma	9.8970
Chi Psi	8.2419

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 Brunswick High School, Brunswick, by three and four-tenths points over Hebron Academy, Hebron. The winning average was 15.1250; that of Hebron 11.6666. The figures follow for the schools in the contest.

School	Number of Men	Total Grade	Average Grade
Brunswick High	4	60.5	15.1250
Hebron Academy	3	35	11.6666

Deering High	5	51	10.2000
Thornton Academy ...	3	30	10.0000
Lincoln Academy	3	30	10.0000
Portland High	3	29	9.6666
Skowhegan High	3	19.5	6.5000
Morse High	3	19.5	6.5000
Rumford High	3	18	6.0000
Sanford High	3	17	5.6666
Fryeburg Academy	5	23.5	4.7000

The average this year is the highest since the year of 1914-1915 when the same average was attained by Exeter Academy, with one exception, Skowhegan High gaining an average of 15.8333 in 1917-1918. Last year the Cup was won by Jordan High School of Lewiston with an average of 11.3333.

MAJORS AND MINORS

MAJORS

	1918	1919	1920	1921	1922
Biology	6	10	14	10	16
Chemistry	8	11	20	13	8
Economics	4	16	23	23	31
English	5	6	7	8	2
French	2	2	5	7	12
German	14	12	5	1	7
History and Government.....		6	19	11	3
Latin	5	1	6	3	2
Mathematics	5	2	5	6	4
Philosophy and Psychology.....	3		2	2	1
Physics		3	1	3	1
	—	—	—	—	—
Total.....	52	69	97	87	87

MINORS

Art	0	0	0	0	2
Biology	5	3	11	12	4
Chemistry	4	9	15	21	31
Economics	26	25	33	22	19
English	9	18	36	28	27
French	12	7	13	5	9
German	43	30	42	13	11
History and Government.....	32	25	28	36	36
Latin	7	6	9	6	3
Mathematics	6	5	9	10	10
Philosophy and Psychology.....	10	5	4	7	5
Physics	7	6	8	4	0
Greek	2	4	3	2	1
Music	1	1	4	4	0
Spanish			2	11	17
Total.....	164	141	217	181	175

FREE MARGIN CREDITS

1918-1919 1919-1920 1920-1921

Bookkeeping	2½		
Commercial Subjects	2¾	½	2
Drawing, Mechanical	2¾	1¾	1
Drawing, Free Hand.....	½		
Physical Geography	3¼	½	1
Public Speaking	¾		
Shop Work	1½	2	1
Botany	1¼	1¾	
German		½	
Physiology	¾		
Trigonometry		½	
History Topics	¼	½	
Zoology	1	2¼	2

Argumentation	2		
History, Modern and Mediæval...	1	$\frac{1}{4}$	$2\frac{1}{4}$
History, Ancient	1		
Bible Study	2		
English Dramatics		$\frac{1}{4}$	
Civics	$2\frac{1}{4}$	$1\frac{1}{2}$	1
General Science	$\frac{1}{2}$	$2\frac{1}{4}$	$1\frac{3}{4}$
Agriculture	1		
Music		1	
Economics		1	
Spanish		1	$9\frac{1}{2}$
Political Science		$\frac{1}{2}$	
General Free Margin Subjects....		4	
French			1
	—	—	—
Total.....	27	$21\frac{1}{2}$	$22\frac{1}{2}$

Respectfully submitted,

WILMOT B. MITCHELL,

Acting Dean.

May 28, 1921.

REPORT OF THE DEAN OF THE MEDICAL SCHOOL

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

I have the honor to submit a final report for the Bowdoin Medical School, covering the year 1920-21.

This period marks the close of the life of Frederic Henry Gerrish. Quality of service, length of service and loftiness of purpose were his and ours and never have been equaled.

The entering class numbers 29; second year 19; third year 8; fourth year 8. Experienced teachers bear witness that the young men in each of these four classes, by reason of pre-medical equipment, realization of need and of opportunity, enthusiasm for work and loyalty to our School, bade fair to carry on the traditions and achievements of one hundred years. The effects of the war seemed surmounted.

On the third day of the present school year, the Executive Secretary of the Council on Medical Education of the American Medical Association inspected our School. His report was received by us Nov. 29, 1920; and, at the request of the Faculty of the Medical School, was followed by prompt and decisive action on the part of your Boards. The alternatives were clear; first, a large increase of endowment; or, second, discontinuance of the Medical School as a department of Bowdoin College.

Although the established policy of the College precluded an appeal to the State of Maine for financial assistance, a belief had been freely expressed that the support of a medical school in Maine was properly a function of the State. Someone must act. Unofficially, as individuals, the faculty of the Medical School appointed a committee to ask the State of Maine

to take over the good-will of our School. Representatives of your Boards gave assurance of generous assistance. Mr. Hugh J. Chisholm announced a readiness to erect an additional building in Portland. By a vote of 98 to 44, the Maine House of Representatives passed a bill to establish a new medical school, to be under the control of trustees appointed by the Governor of Maine. The Senate, with one dissenting vote, concurred. This bill was vetoed by Governor Percival P. Baxter. On the twenty-third of next June, unless the unexpected happens, medical education in Maine will cease to exist. The possibility of future revival appears small.

Fifty-seven students, in our three lower classes, await transfer to other schools. Already they are taking intensive courses, in order to qualify for varying requirements. Special instruction is furnished at the expense of the College.

The Bowdoin Medical School, at times, has found the struggle for existence precarious, and the easier way alluring. Release brings a measure of relief.

Respectfully submitted,

ADDISON S. THAYER, *Dean.*

REPORT OF THE LIBRARIAN OF BOWDOIN COLLEGE

To the Visiting Committee of Bowdoin College:

In accordance with the laws of the College I present herewith my 6th annual report on the condition and progress of the College Library for the year ending 31 March, 1921, the same being the 21-22nd year of my connection with the Library.

SIZE AND GROWTH

The number of volumes in the Library, including over 5,000 volumes belonging to the Medical School, is estimated to be 124,300. The accessions for the past twelve months were 2,319 volumes; of which number 1,173 were purchased,—829 at an average cost of \$2.14, and 344 by subscription to periodicals that were bound; and, 1,146 came by gift,—235 from the State and National governments by provision of law, and 911 from various persons and institutions. 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 various classes in which it is arranged.

PURCHASES VS. NEEDS

The past year is another in the long series during which strict economy has been practiced. Purchases of books and periodicals were limited, for the most part, to the immediate needs of the departments of instruction. While it is true that these needs have been generally met, it is equally true that the future has been discounted. Books and periodicals needed by the next generation have been left for the next generation to pur-

chase, if it can; and the difficulty with which it will be confronted is now being experienced in trying to secure books published a few decades ago. Other libraries of the class in which we still can count ourselves are spending twice as much on books as we are. They are building for the future while we are spending no more than we did twenty years ago and and less than we did ten years ago.

The above facts which have been so often presented in so many different ways are again brought to the attention of those who believe that the library is the vital center about which revolves not only so many of the courses of instruction but also the intellectual life of the College. Or, speaking in the language adopted by various colleges of the country in their drives, Bowdoin College Library needs at once, to keep it in its present standing, an addition of \$100,000 to its endowment or an assured annual increase in its income of the amount represented by the interest on that sum.

GIFTS

No increase in the endowment funds of the Library are recorded this year except the three-sevenths of the income of the Hubbard Fund set aside in accordance with the provisions of the deed of gift. During the coming year this fund will reach the sum of \$75,000 at which time the entire income will be available for the needs of the Library and the fullness of General Hubbard's wisdom realized.

Checks for \$50.00 from Hugh Pendexter and \$10.00 from James E. Rhodes, 2nd., of the Class of 1897, were received and are acknowledged here with thanks.

The monumental work on the North American Indian, by Edward S. Curtis and Frederick W. Hodge, to be completed in twenty volumes and twenty portfolios of plates, has been presented so far as issued, by Frank A. Munsey, Litt.D.

Twenty-four cases of standard and general literature have been received from Mrs. John Torrance in memory of her son, Freeman Milliken Short, of the Class of 1901. Many

useful duplicates and a reasonable number of new accessions have been added to the Library from these books.

The books and journals on postage stamps collected over a period of many years by Frederick Odell Conant, of the Class of 1880, have been received and form another unusual addition to the Library.

Two large cases of Americana were received from the library of Cyrus Woodman, of the Class of 1836, as a gift from his son Edward Woodman, Esq., of Portland.

The Esperanto collections of the late Herbert Harris, of the Class of 1872, have also been received and represent his special interest in that language.

Some half-a-hundred volumes from the library of Governor John A. Andrew, of the Class of 1837, have been received from his daughter, Miss Edith Andrew.

As usual some of the graduates of the College have sent their publications, and it is hoped they will all remember to deposit in their College Library all of their published writings.

CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year was 5,700,—almost exactly the same number as during the previous year. This does not include the very large number of reserved books charged for over-night use,—a number often half as great as the daily circulation. The largest number of regular loans for outside use in a single month was 871, in April, the smallest, 201, in June. The use of books within the library building has been very satisfactory.

CATALOGUE

There have been inserted in the catalogue this year 5,479 standard size cards. Of these, 4,154 were for accessions; and 1,325 replaced old cards. Of the cards for accessions 3,371 were bought of the Library of Congress; and 783 were type-

written. Of the 1,325 cards which replaced old cards 1,128 were bought of the Library of Congress; 115 of the Harvard College Library; and 82 were typewritten.

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.

RECEIPTS

	1918-19	1919-20	1920-21
Balance of income.....	\$—123 40	\$	\$
Appropriation, salaries	3,000 00	3,650 00	4,300 00
Books, etc.	1,000 00	1,200 00	2,000 00
Reading room	500 00	500 00	500 00
Endowment funds, consolidated	1,556 25	1,621 44	1,981 63
Appleton fund	475 00	515 75	458 94
Class of 1875 fund.....		58 75	49 98
Drummond fund	135 00	135 00	135 00
Hubbard fund	2,414 25	2,457 12	2,508 57
Lynde fund		88 50	46 42
W. A. Packard fund.....	225 00	225 00	220 00
Gifts, etc.	110 00	396 96	200 00
	<hr/>	<hr/>	<hr/>
	\$9,292 10	\$10,848 52	\$12,400 54

EXPENDITURES

Books	\$2,284 01	\$ 1,874 66	\$ 2,093 45
Periodicals and serials.....	764 27	1,115 91	940 30
Binding	414 25	513 00	915 59
Express, freight and postage..	142 49	178 41	131 83
Library supplies	299 98	269 36	380 25
Salaries, library service.....	4,372 22	5,178 33	6,190 71
janitor service.....	764 10	743 85	1,042 00
Furniture		161 15	354 40
Repairs	139 32	727 74	263 32
Supplies for building.....	81 39	46 79	55 44
Telephone	30 07	39 32	33 25
	<hr/>	<hr/>	<hr/>
	\$9,292 10	\$10,848 52	\$12,400 54

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	1919-20	1920-21
John Appleton Class of 1875	Fred'k H. Appleton Class of 1875	\$ 10,000 00 1,500 00	\$ 10,000 00 1,500 00
Samuel H. Ayer Bond	Athenæan 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	1,600 00	1,600 00
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	\$ 36,212 40	\$ 36,212 40
James Drummond	Mrs. Drummond and daughter	3,000 00	3,000 00
Hubbard	Thomas H. Hubbard	72,527 04	74,308 47
Frank J. Lynde	George S. Lynde	1,656 51	1,656 51
W. A. Packard	William A. Packard	5,000 00	5,000 00
		\$129,895 95	\$131,677 38

ADMINISTRATION

The use of the seminar rooms in Hubbard Hall has increased many fold during the last few years and during the past year as many as fifty students at a time frequently passed to and from these rooms up and down the stairs. The necessary noise occasioned by this use of the building brought to a standstill

for five or ten minutes at a time, three or four times each day, much of the administrative and study work in the lower rooms of the building. As long as other rooms on the Campus were not available and until the use of the seminar rooms in Hubbard Hall became so great this was not brought to your attention but now it is earnestly hoped that provision will be made in Adams Hall, or elsewhere, for all conferences, where closeness to a large number of books is not necessary, so that the normal uses of the Library may not be interfered with.

It is not known to what extent the coming of the Alumni Secretary will relieve the Librarian of his duties, duties which have also been a pleasure, in relation to the Alumni, but in any case it is probable that the appointment of an Assistant Librarian should not be delayed much longer, especially if means are forthcoming for the proper development of the Library to meet the demands of the future.

A NEW GENERAL CATALOGUE

If a new edition of the General Catalogue is to be issued in 1922 it must be authorized this year. The edition of 1912 was very full and complete and the first half of it is as useful today as when published. The last half of the catalogue is quite out of date for a large percentage of the entries. If it is desired to save money and labor at this time of high prices one of two things might be done. The part of the catalogue since the Class of 1850 might be brought down to date and reissued as a separate volume, or the whole, or any part thereof, might be issued in a much condensed form. A biennial Address List or Register might be issued to supplement such a catalogue till the time came to reissue again a General Catalogue in one or two volumes along the lines adopted in 1912, it being believed that the form of the 1912 Catalogue is the most satisfactory form yet devised.

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 15 April, 1921.

APPENDIX

The Library, as Classified, showing Accessions for the Period
From April 1, 1920, to March 31, 1921

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	12	5	17	1,175
Library economy	020	10	6	16	645
General encyclopædias	030	3	22	25	865
General collected essays.....	040				43
General periodicals	050	88	1	89	6,558
General societies	060		1	1	196
Newspapers	070	32		32	1,196
Special libraries	080				368
Book rarities	090				65
Philosophy	100	9		9	289
Metaphysics	110				44
Special metaphysical topics.....	120				54
Mind and body.....	130	11	3	14	301
Philosophical systems	140				29
Psychology	150	15	1	16	432
Logic	160	1		1	86
Ethics	170	7	10	17	824
Ancient philosophers	180	5		5	76
Modern philosophers	190	1	2	3	617
Religion	200	13	2	15	1,786
Natural theology	210	1		1	313
Bible	220	6	7	13	1,814
Doctrinal theology	230	5	5	10	958
Practical and devotional.....	240	1	8	9	417
Homiletical, pastoral, parochial....	250	1	10	11	867
Church, institutions, work.....	260	10	7	17	885
Religious history	270	5	2	7	869

Christian churches, sects.....	280	7	16	23	1,154
Non-Christian religions	290	1	20	21	321
Sociology	300	19	3	22	919
Statistics	310	14	5	19	723
Political science	320	30	38	68	3,506
Political economy	330	68	52	120	3,465
Law	340	21	29	50	2,772
Administration	350	19	30	49	2,594
Associations, institutions.....	360	3	8	11	974
Education	370	18	44	62	3,659
Commerce, communication.....	380	7	136	143	1,595
Customs, costumes, folk lore.....	390	4	4	8	211
Philology	400	20	1	21	426
Comparative	410	2		2	89
English	420	6		6	373
German	430	2	16	18	347
French	440	12		12	211
Italian	450		2	2	45
Spanish	460	1	3	4	53
Latin	470				328
Greek	480		2	2	270
Minor languages	490	1	1	2	161
Natural science	500	30	15	45	2,429
Mathematics	510	7	2	9	1,146
Astronomy	520	3	29	32	1,193
Physics	530	2	5	7	645
Chemistry	540	16	15	31	1,064
Geology	550	7	14	21	1,373
Paleontology	560				67
Biology	570	13	4	17	667
Botany	580	4	4	8	671
Zoölogy	590	12	5	17	1,550
Useful arts	600	7	2	9	714
Medicine	610	1	24	25	5,236
Engineering	620	5	11	16	757
Agriculture	630	4	33	37	1,029

Domestic economy	640	1	1	2	40
Communication, commerce	650	10	1	11	252
Chemical technology	660	7	19	26	192
Manufactures	670	7	1	8	115
Mechanic trades	680	1		1	11
Building	690				24
Fine arts	700	6	2	8	528
Landscape gardening	710	4	3	7	125
Architecture	720	5	3	8	257
Sculpture	730		1	1	145
Drawing, design, decoration.....	740	2	1	3	64
Painting	750	7	2	9	348
Engraving	760				87
Photography	770				74
Music	780	12	1	13	458
Amusements	790	2	3	5	415
Literature	800	19	3	22	1,194
American	810	69	68	137	4,842
English	820	73	70	143	5,435
German	830	3	35	38	2,401
French	840	8	5	13	3,063
Italian	850	3	5	8	967
Spanish	860	2		2	252
Latin	870	5	5	10	1,883
Greek	880	13	22	35	1,518
Minor languages	890	1	7	8	302
History	900	20	2	22	1,183
Geography and description.....	910	51	25	76	5,328
Biography	920	45	32	77	2,162
Ancient history	930	2	5	7	663
Modern history, Europe.....	940	131	33	164	4,189
Asia	950	9	1	10	187
Africa	960	2		2	90
North America	970	31	43	74	2,539
South America	980				84
Oceanica and polar regions.....	990	1		1	84

Alumni collection		8	8	1,331
Maine collection	20	47	67	4,153
U. S. Documents.....		27	27	5,691

REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

To the President of Bowdoin College:

The Director of the Museum of Fine Arts has the honor to submit the following report for the year ending April 30, 1921.

The following additions have been made to the Art Collection:

Thirty-four United States coins, making the one-cent pieces complete from 1816-1920. The dates are 1864 bronze, 1864 bronze with the initial "L" (Longacre), 1864 nickel, 1890, 1892, 1893, 1895, 1896, 1898, 1899, all bronze; one big cent 1856; 1900-1909 inclusive with 1909 Indian head, 1909 Lincoln head, 1909 Lincoln head with initials "V D B;" 1910-1920 inclusive. Given by Charles Lorenzo Clark, Esq., Bowdoin '75, June 24, 1920.

An oil portrait by Joseph Ames, of Theophilus Wheeler Walker, bequeathed by his nephew, Grant Walker, Esq., to be hung in the Walker Art Building. Received, July 22, 1920.

Three frescoes from the house of Fra Filippo Lippi, 15th Century, supposed to be scenes from the martyrdom of St. Sebastian. Given by Edward P. Warren, Esq., September 11, 1920.

A red-figured Kylix, $4\frac{1}{4}$ in. high, diameter of bowl $9\frac{1}{4}$ in.; an aryballus $5\frac{1}{2}$ in. high, with two red figures, one of a man leaning on a staff; an Aryballisc Lecythus, handle gone, hole in one side, red-figured; red-figured Lecythus $7\frac{3}{4}$ in. high, flutist; terra cotta head of man with beard; and a collection of coins, including testoon, Francis and Mary, Scotland; Athenai Tetradrachm, (archaic); Oxford shilling, Charles I; didrachm, Tarentum; and other coins of Klazomene, and Sicily. Given by Edward P. Warren, October 28, 1920.

