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Bowdoin College

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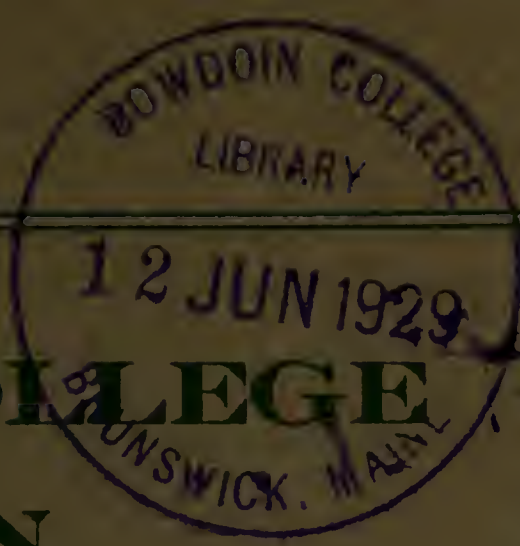
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# BOWDOIN COLLEGE BULLETIN

Number 182

May, 1929

## PRESIDENT'S REPORT

1928 - 1929



Brunswick, Maine

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REPORT OF THE PRESIDENT  
OF **BOWDOIN COLLEGE**  
FOR THE ACADEMIC YEAR, 1928-1929

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

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1928



1929

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BRUNSWICK, - - MAINE  
PRINTED FOR THE COLLEGE, - MCMXXIX





# 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 1928-1929.

## I. DE MORTUIS

Frederick Odell Conant, A.M., of the Class of 1880, died at his home in Portland, August 6, 1928, aged seventy-one years. Mr. Conant had been an Overseer of the College since 1909, and a member of the important Finance Committee since 1915. He was one of the strongest and most influential members of the governing boards, with an unusual independence of spirit and judgment. His loyalty to the College, which was throughout his life marked, was manifested in a legacy to be known as the Frederick O. Conant Fund, the income to be used for the general purposes of the College.

Ansel LeForest Lumbert, A.M., of the Class of 1879, died at Boston, March 14, 1928, aged seventy-five years. He had been a member of the Board of Overseers since 1914, and was constant in his attendance at meetings and interested in the affairs of the College. For many years he had been active in the legal and political life of the state.

Arad Thompson Barrows, B.S., Superintendent of Grounds and Buildings since 1921, died in a Boston hospital, December 29, 1928, aged forty-eight years. Mr. Barrows was a devoted servant of the College. In the seven years that he had charge of the grounds and buildings he was constantly at work, constantly striving to increase the efficiency of the plant and to save money for the College. He was as honest as the sunlight, and he was not only honest himself, he was indignant and outspoken about dishonesty in others. His advice to the President and the Visiting Committee was invaluable, and undoubtedly he saved the College thousands of dollars. He was popular with the students and with the faculty; and in his service of seven years he put every friend of the College deeply in his debt. He was kind-hearted, very courageous, and through and through a man.

There were two deaths in the undergraduate body: John Kenneth Stafford, of Oxford, Massachusetts, a member of the freshman class, who died at the Coe Infirmary January 20, 1929; and Richard Anderson Schenck, of the junior class, who had left college in October, because of ill health, and who died at his home in Cass City, Michigan, April 9, 1929. Both were fine, clean-minded, attractive lads, of whom the College was justly proud.

## II. GIFTS FROM APRIL 1, 1928, TO MARCH 31, 1929

Fellowship in French, Frederick W. Pickard . . . . .	\$ 1,350 00
Pickard Field Development, Frederick W. Pickard . . . . .	15,900 00
Library, anonymous donors . . . . .	8,100 00
Albert L. Prosser . . . . .	10 00
James E. Rhodes . . . . .	50 00
John F. Dana . . . . .	15 00
Nora A. Smith . . . . .	250 00
Henry E. Andrews . . . . .	25 00
Mrs. William J. Curtis . . . . .	107 00
Class of 1888 Library Fund, Class of 1888 . . . . .	1,210 00
Class of 1899 Book Fund (addition), Class of 1899 . . . . .	350 00
Darlington Book Fund, Mrs. Sibyl Hubbard Darlington . . . . .	1,000 00
Samuel W. Hatch Book Fund, Laura A. Hatch Estate . . . . .	1,000 00
Delta Upsilon Lecture, Delta Upsilon Fraternity . . . . .	100 00
Etruscan & Roman Art Objects, anonymous donor . . . . .	500 00
Rickard Prize, Mrs. Forbes Rickard, Sr. . . . .	10 00
Chemistry Lecturer, Mrs. William J. Curtis . . . . .	3,000 00
Tennis Courts, anonymous donor . . . . .	200 00
Moulton Union Building Fund (addition), Augustus F. Moulton . . . . .	49,479 46
Moulton Union Radio, Walter V. Wentworth . . . . .	410 00
Tallman Lecture Fund, Frank G. Tallman . . . . .	100,000 00
Bowdoin Prize Fund, Mrs. William J. Curtis . . . . .	10,000 00
Katherine Curtis Pierce . . . . .	2,000 00
Helen Curtis Taylor . . . . .	2,000 00
Lena Curtis Poillon . . . . .	2,000 00
William J. Curtis, Jr. . . . .	2,000 00
Mildred Curtis Hughson . . . . .	2,000 00



Society of Bowdoin Women Foundation (addition), Mrs. Henry H. Pierce .....	243 00
Mrs. Sidney W. Noyes, Treasurer .....	400 00
Poetry Prize Fund (addition), anonymous donor ...	40 00
John Warren Achorn Lecture Fund, Mrs. John W. Achorn .....	2,500 00
Florence Mitchell Call Scholarship Fund, Estate of Norman Call .....	1,500 00
Cochrane Bequest, J. B. Cochrane Estate .....	2,575 00
President's Loan Fund (addition), anonymous donor	200 00
Beverly Scholarship (addition), Beverly Men's Singing Club .....	40 00
Alumni Fund (addition), contributions of Alumni	4,355 29
Alumni Income Fund, contributions of Alumni ...	9,862 36
	\$224,782 11

The endowment funds of the College have now passed the five million mark; but with the increase in resources come inevitably increased demands. The College is deeply grateful for all these benefactions; from small annual contributions to the Alumni Fund income to the establishment of lectureships and professorships they represent scores of donors and show how widespread is the interest in the College. The number of small gifts that make up the Alumni Fund is a source of great strength to the College; and it is a pleasure to acknowledge our gratitude not only to the contributors but to the class agents and to the directors. In the words of one who has since the beginning worked very hard for the enterprise: "The Alumni Fund is a club in which every member determines and pays his own dues."

### III. CHANGES IN THE FACULTY

As a president's report is of some value to the future historian of the College, I review here as usual the important changes in the Faculty. On July 1st Professor Henry B. Dewing completed his service with us as Professor of Greek and left Brunswick shortly afterwards to take up his important duties as President of Athens College in Greece. The College recognized his service to us and the importance of his present position by conferring upon him at Commencement the honorary



degree of Doctor of Humane Letters. Dr. Dewing is the fourth member of the College Faculty to become a college president in the past twenty years. A member of our Alumni Council, Dr. Robert D. Leigh, 1914, has recently been chosen president of the new college for women at Bennington, Vermont. Professor Little of the Department of Physics, awarded a Guggenheim fellowship, has been absent on leave throughout the year in Germany, occupied in research work at the University of Tübingen. Professor Mitchell of the Department of English, and Professor Hammond of the Department of Mathematics, have been absent on sabbatical leave the second semester, and have spent their time in travel and study in Europe. Professor Burnett of the Department of Psychology has also been absent on leave the second semester, engaged in completing a biography of President William DeWitt Hyde. For several weeks in the second semester Professor Wass has been on sick leave; his lectures have been given by Mr. Alfred Brinkler, organist of St. Luke's Cathedral, Portland; and Mr. Carlton B. Guild, of the senior class, who has been ably assisted by Mr. George H. Rand of the same class, has substituted as college organist with very real success. Since Commencement there has been but one resignation in the Faculty, that of Mr. Austin H. MacCormick, Alumni Secretary, who gave up his work here November 15, 1928, to undertake an important piece of college work in New York City. Mr. MacCormick was our first Alumni Secretary; the College waited for him to institute that work and it is a pleasure to record here his most valuable services. His ability, his wit, his interest in public affairs, his wide knowledge of the alumni, all these contributed to make him an ideal man for the post. As his successor the College was fortunate in obtaining Mr. Philip S. Wilder who as Acting Alumni Secretary last year won the enthusiastic approval of the officers and graduates of the College.

At the last Commencement Associate Professors Meserve and Gray were promoted to full professorships; Mr. Nathaniel C. Kendrick was promoted from an instructorship in history to an assistant professorship; and Mr. Frank C. Flint was promoted from an instructorship in English to an assistant professorship.

New appointments of instructors were made as follows:

Frederick Pierce Cowan, A.B., in Physics.

Albert Abrahamson, A.M., in Economics.

Jacques Redway Hammond, A.M., in Mathematics.

Roy Mortimer Newman, A.M., in Romance Languages.

Marshall Newton, A.B., in German.

Robert Bartlett Miller, in Physical Training.

Herbert Weidler Hartman, Jr., A.B., in English.

Alban Gregory Widgery, A.M., of Cambridge University, England, was appointed Visiting Professor of the Philosophy of Religion on the Tallman Foundation.

During the year Mr. Edward G. Buxton, of the Class of 1928, has been assistant in Latin and has had charge of the elementary course, Latin A-B. In the second semester Mr. Seymour Blankfort, a graduate of the University of Pennsylvania, has been assistant in Psychology during the absence on sabbatical leave of Professor Burnett.

#### IV. VISITING LECTURERS

About a year ago the College received from Mr. Frank G. Tallman, of Wilmington, Delaware, a gift of \$100,000 to establish the Tallman Fund in memory of the Bowdoin members of his family, the income to be used annually to bring to the College visiting lecturers and professors, preferably from abroad. As occasional lecturers under this fund we have had since my last report, Lord Dunsany, the Irish poet and dramatist; Madame Halide Edib, of Turkey; and Dr. Fridtjof Nansen, the great Norwegian explorer and statesman. We have also had as visiting professor for the year, Mr. Alban Gregory Widgery, formerly Lecturer in the Philosophy of Religion at Cambridge University, England. Mr. Widgery has given a course three hours a week for the undergraduates, on Biblical Literature in the light of the philosophy of religion, and also a series of public lectures on the history of religions. I insert the subjects of these lectures: I. General Introduction. The Religion of the Hindus. II. The Religion of the Buddhists. III. The Religions of the Jains and the Sikhs. Confucianism, Shintoism. IV. The Religions of the Parsis and the Jews. V. The Religions of the Muslims and the Bahais. VI. The Religion of Christians. General Conclusions.



Mr. Widgery has been a scholarly and interesting member of our community, his experience in India and England having added much to the contribution he has been able to make. He has lectured in many other colleges and universities during the year.

Next fall we are securing under this fund, Professor Charles Bruneau, of the University of Nancy, France. Professor Bruneau, who is a scholar and teacher of distinction, has had oversight of the work of American students in the summer session of his university for some time, and is a son-in-law of the late Professor Estève upon whom Bowdoin conferred the honorary degree of Doctor of Letters in 1925. He thus comes to us with some national and personal contacts already made. He will give a course in French to advanced students, a series of lectures open to the public, and will also be available for engagements at other higher institutions of learning.

As the Committee of the Alumni wrote in its report of August, 1926: "The advantage of being able to call to the College outstanding figures in science, scholarship, or letters would be immeasurable. Such men might come not from this country merely but from any of the five continents. Their capacity to enlarge the horizon of the undergraduates would be incalculable and their presence would be a great stimulus to the Faculty. With them at the head of the faculty procession and a group of eager young instructors acting as file closers, we could quicken the pace all around and make of the College within its sphere almost an unique institution."

During the second semester, through the generosity of Mrs. William J. Curtis, who established the fund in memory of her husband, we have had as visiting professor in chemistry, Dr. James F. Norris, Professor of Organic Chemistry at the Massachusetts Institute of Technology, and a former President of the American Chemical Society. Dr. Norris has come down here during the second semester every Sunday noon and has met at dinner, Sunday evenings, groups of the Faculty and the undergraduates. Monday mornings he has lectured to the class in Chemistry 2, the lectures being open also to all upperclassmen who are interested in chemistry; and after the lectures there have been hour conferences and in the afternoons another hour for consultations with advanced students in chemistry. Profes-

sor Norris has not only been most generous with his time but has been a most stimulating lecturer. No one could possibly have more ideally filled the position of visiting lecturer in chemistry, and the department and the College have been most fortunate in securing his services. For purposes of record I include the schedule of his lectures:

- Feb. 18—Some New and Important Uses of Hydrogen.  
 Feb. 25—The Utilization of the Nitrogen of the Air.  
 March 4—The Chemical Development of Natural Gas and Petroleum.  
 March 11—The Chemistry of the Automobile.  
 March 18—Chemistry in War.  
 March 25—Metals.  
 April 15—The Contribution of Cellulose to the World's Comfort and Pleasure.  
 April 22—Chemistry and Health. Part 1.  
 May 6—Chemistry and Health. Part 2.  
 May 13—What Some Young Chemists Are Doing.  
 May 20—A Chemist's Look Into the Future.

## V. THE INSTITUTE OF SOCIAL SCIENCES

The Fourth Bowdoin Institute was held this year, the subject being *The Social Sciences*. Like our other Institutes this one was a very real success. Great credit is due to the Faculty committee that had the details in charge:

Thomas Curtis Van Cleve, Ph.D., Thomas Brackett Reed Professor of History and Political Science, *Chairman*.

Charles Theodore Burnett, Ph.D., Professor of Psychology.

Warren Benjamin Catlin, Ph.D., Daniel B. Fayerweather Professor of Economics and Sociology.

Orren Chalmer Hormell, Ph.D., DeAlva Stanwood Alexander Professor of Government.

Daniel Caldwell Stanwood, A.M., Professor of International Law.

Austin Harbutt MacCormick, A.M., Alumni Secretary [resigned, November, 1928].

Morgan Bicknell Cushing, A.M., Associate Professor of Economics.

Wilfrid Harris Crook, Ph.D., Assistant Professor of Economics and Sociology.



Philip Sawyer Wilder, B.S., Alumni Secretary and Instructor in Education.

The lectures were largely attended; the notices in the press were unusually complete; and the response of the undergraduates most gratifying. Nearly every lecturer spoke to me with enthusiasm of the excellent character of our undergraduates, of their intellectual curiosity, and of the fine impression they made in the conferences. The following words are from a letter from one of the lecturers: "I was greatly impressed with the character of your student body, both personally and intellectually, and it is good to know that here and there in the world the aims of quantitative mediocrity are foresworn in favor of quality and solid training."

The Society of Bowdoin Women with its usual generosity contributed \$500 to the expenses of the Institute, thus not only providing for the lecture given by Miss Sarah Wambaugh, the woman representative on the programme, but in addition contributing to the enterprise in general.

In opening the Institute, I said:

These Bowdoin Institutes are designed not only to quicken the intellectual life of the College but to contribute something of interest to the community and the state which nurtures and supports the College. It is sometimes said that a college education is liable to be too academic, too exclusively associated with the past. In reality at no time, as Professor Whitehead of Harvard reminds us, have universities been restricted to pure abstract learning. They have always held that the only real use of a knowledge of the past is to equip us for the present. But the academic world does not always emphasize that a knowledge of the present is also valuable. This Institute bringing to bear on present day problems the advice and counsel of specialists in present day fields has for its primary purpose the stirring of our imaginations so that our knowledge may be transmuted into wisdom and that we may be not only enheartened but better equipped to face the problems, social, and political, and economic, of our own day and generation. If it be true, to use a phrase coined at our last Institute, that progress is tradition on the march, we hope that the pace may be a bit quicker, the goal a little clearer from the collective experience

and scholarship of the experts we have summoned to Maine for the Institute of the Social Sciences.

The programme follows:

Monday, April 29—James T. Shotwell, Director of the Division of Economics and History, Carnegie Endowment for International Peace. Subject: "The Pact of Paris; the United States and the League."

Tuesday, April 30—Professor C. Leonard Woolley, eminent Archeologist, leader of the joint expedition of the University of Pennsylvania Museum and the British Museum in Mesopotamia. Subject: "The Excavations at Ur and their relation to the Old Testament." This lecture was illustrated by colored slides.

Wednesday, May 1—T. R. Powell, Professor of Law, Harvard Law School. Subject: "Our Changing Constitution."

Thursday, May 2—H. Parker Willis, Editor-in-chief of *New York Journal of Commerce*. Subject: "The Revolution in American Finance."

Friday, May 3—Whiting Williams, Author and Consultant on Labor Problems. Subject: "What's Industry Doing to Us?"

Saturday, May 4—Stuart Chase, Writer and Economist. Subject: "Consumers in Wonderland."

Monday, May 6—Clarence C. Little, President of the University of Michigan. Subject: "The Relations of Some Obstacles to Eugenics to Population Problems."

Tuesday May 7—(Through the generosity of the Society of Bowdoin Women)—Miss Sarah Wambaugh, recent Adviser to the Peruvian Government for the Tacna-Arica plebiscite. Subject: "The Treatment of Racial Minorities."

Wednesday, May 8—Roscoe Pound, Dean of Harvard Law School. Subject: "The Problem of an Ordered Society."

Thursday, May 9—George W. Kirchwey, Lawyer and Criminologist. Subject: "Crime and Punishment."

Friday, May 10—Arthur Garfield Hays, Lawyer (active in many cases involving civil liberties). Subject: "Civil Liberties."

We expect, in 1931, to have once more an Institute dealing with some phase of literature, not only because of the literary traditions of the College, but because we feel that literature and poetry have a constant popular appeal.



## VI. THE MOULTON UNION

The Moulton Union, dedicated on Alumni Day, last November, was opened shortly before Thanksgiving for general social purposes, and the cafeteria and dining-room were put in operation after the Christmas recess. The Union has been in every sense of the word useful and successful. In the very beautiful living-room there have been many gatherings, formal and informal, of undergraduates and of members of the Faculty; the recreation rooms have been constantly in use, and the cafeteria and dining-room have been most popular. The boys who have no fraternity affiliations have now just as pleasant club-rooms to which to go before and after meals as have those in fraternities, and fraternity men have a chance to vary the monotony of their existence whenever they choose to avail themselves of the privileges of the Union. The College was most successful in obtaining as manager of the cafeteria Mr. Gordon B. Bridges, who had been assistant manager of the cafeteria at the Massachusetts Institute of Technology. We are running the cafeteria on an institutional basis and so far are succeeding in making both ends meet. Probably this academic year will be marked in the history of the College as the year in which the Union was opened. Our debt to the far-sighted generosity of Mr. Moulton is very great. What effect the Moulton Union will have ultimately upon the whole fraternity question is for the future to determine; but there is no doubt whatever of its having already done a good deal to solve the non-fraternity problem. It is pleasant to pay tribute to the very real spirit of comradeship and good fellowship that seems to prevail within its walls. For this much credit is due the manager of the Union, Mr. Donovan D. Lancaster, of the Class of 1927.

It is pleasant to record the gifts of a very fine radio from Mr. Walter V. Wentworth of the Class of 1886, and of two beautiful clocks from Dr. Winfield E. Wight of the Class of 1917.

## VII. RETIRING ALLOWANCES AND PENSIONS

Last year in my report I called attention to the possibility that the Carnegie Foundation for the Advancement of Teaching might make changes in the retiring allowances granted to such

of our teachers as were appointed prior to 1915, but the College had no intimation that the cut would be as drastic as that announced by the Foundation on May 1st of this year. In brief, the age for receiving the retiring allowances has been advanced to seventy, the maximum allowances reduced from \$3,600 to \$1,000 with an additional annuity of \$500 from the Carnegie Corporation given under certain circumstances, with the result that after 1932 pensions for disability and for widows will not be more than \$500 a year. But when it is remembered, that in 1908, when the Carnegie Foundation began to operate, the retiring age was sixty-five, the allowance one-half the salary of the past five years plus \$400, and that pensions for total disability and for widows were available at half the rate of the allowances after service of twenty-five years, one can readily see how much of a financial problem is created if the College feels a moral obligation to make good the expectations reasonably held by the Faculty. This is not the place to criticize the management of the Foundation, although many winged words might profitably be let loose. It is perhaps unnecessary to emphasize that the problem of providing for old age and death is a very different matter in 1928 than it would have been in 1908 for such members of the Faculty as have been putting their trust in the ability of the Foundation to make good its promises. It should be clearly understood that there is no legal obligation on the Foundation. Its retiring allowances and pensions are grants, not contracts; but in accepting the provisions as laid down by the Foundation, the College to a very real degree morally, at least, underwrote the transaction and should, in my judgment, find some way to make good the reasonable expectations of the members of the Faculty affected. Indeed some other colleges have already announced that they were to do just that. I trust that Bowdoin may be as generous.

At a meeting of the Executive Committee of the Boards held in Portland last February this question was discussed, and I was authorized to appoint a committee to report to the governing boards this Commencement. This committee consists of the President, Mr. Henry H. Pierce, of New York, Mr. Philip Dana, of Westbrook, Mr. Alfred B. White, of Boston, from the Board of Trustees; Mr. E. Farrington Abbott, of Auburn, Mr. Leonard A. Pierce, of Portland, and Mr. Clement F.



Robinson, of Portland, from the Board of Overseers. Every friend of the College will look forward with great interest to its report.

### VIII. NEEDS OF THE COLLEGE

In accordance with my usual custom I am submitting the following needs of the College:

1. First, last, and always, additions to the endowment fund for general collegiate purposes.
2. Funds for the renovation of the interior of Memorial Hall, \$30,000.
3. Funds for more graduate scholarships, in units of \$10,000 to \$20,000.
4. Funds for concerts and recitals, \$20,000 to \$50,000.
5. Book funds for the Library, in units of \$1,000 up to \$30,000.
6. Endowment of a professorship in Biblical Literature, History of Religion, etc., \$100,000.
7. Funds for the erection of a little theatre, \$50,000.
8. A covered hockey rink, \$30,000 to \$40,000.
9. Club house for the Faculty.
10. Funds for the erection of a new heating plant, \$150,000 to \$200,000.

Those who read my last year's report will notice that I have transferred from number two to number ten the need of a new heating plant. With the installation of automatic stokers we believe the present plant will have five or ten years more of useful service; but eventually we shall have to look forward to the building of an entirely new plant that should be off the campus.

Many of our visitors this last month called attention, courteously but decidedly, to the inadequate facilities for public lectures furnished by Memorial Hall, and one of the Portland newspapers suggested that some friend of the College who "might wish to contribute in a small way to the splendid work that the College is doing with its Institutes" might supply Memorial Hall with more comfortable seats.

We certainly need more funds for graduate scholarships and fellowships. We now have but two, the Longfellow and the Everett, and while the income from these funds was adequate fifteen or twenty years ago, it is now quite insufficient to give the recipient a year's course at a leading university. Indeed these scholarships provide hardly more than tuition.

The Library is the heart of the College. This year the report of the Librarian shows it has been more used than ever. We have spent more on books than ever before. The circulation of books has exceeded all previous records by more than a thousand. The students' reading room has been used by many more readers than in the preceding year, and very frequently every chair in the general reading room has been occupied. This report of the Librarian is one of the most gratifying the College has ever received; it shows the excellent work of the Library, and indicates also the need of improving still more its facilities. Several of the small colleges of our own type are spending much more for books each year than is Bowdoin. I therefore most earnestly commend the needs of the Library to everyone interested in the College.

## IX. GENERAL EXAMINATIONS

During this past week I have attended some of the oral examinations given to seniors in connection with the general examination now required for the degree. These examinations are admirable tests of a student's quality and attainment. Coming at the end of the senior year, emphasizing the knowledge of the subject rather than the courses, the general examinations are designed to impress upon the student that his degree is not a conglomeration of units; but that it denotes a real knowledge of some one subject. Usually the general examinations consist of two parts, written and oral. At the oral examinations all the members of the department are present and sometimes other teachers of allied subjects. Attendance at such examinations gives an admirable opportunity to test the kind of teaching that is being done in the College. I am glad to say from personal observation that apparently as much care and attention is given to the average student as to the more brilliant undergraduate, while it is also true that the provision for honors in subjects



makes it possible for the student of unusual capacity to do more work on his own.

## X. THE YEAR AS A WHOLE

Like all other years, this has been a year of alternating shadow and sunshine. There have been more than the usual number of difficult problems. The smallpox epidemic in the town in the late fall, succeeded by several bad cases of influenza and pneumonia among the students, caused us all many anxious moments. The failure of the town water supply for over thirty-six hours made a very real emergency. The death of Mr. Barrows, the Superintendent of Grounds and Buildings, removed from the administrative force a man of unusual ability and experience. The lack of success of several of the major athletic teams added to the restlessness of some undergraduates and to the unhappiness of many alumni. The lack of interest in the *Quill* and in other literary and debating activities and the querulous nature of some of the issues of the college weekly, and the coarseness of its annual pseudo-comic number, were additional liabilities. The disappointment and anxiety among many members of the Faculty through the drastic reduction of retiring allowances by the Carnegie Foundation still forms a major problem for the College to solve. And it was disappointing to find that the last three classes, supposedly selected with unusual care, showed up rather poorly on the scholastic side.

On the other hand, there are many blessings to count. The opening of the Moulton Union; the tireless devotion and the professional skill of the college physician; the inauguration of the Tallman lectureship; the building of the new Zeta Psi chapter house; the visiting professor in chemistry; the completion of Mr. Achorn's history, "Bowdoin in the World War," with the emphasis it places upon the splendid record of Bowdoin men numbering over fourteen hundred; the best series of alumni gatherings I have ever attended, extending from Bangor to Washington, and including the birth of new associations at Bath and Amherst; the selection of our leading scholar to be Rhodes Scholar at Oxford; the initiation of our last local society, Phi Delta Psi, into the national fraternity of Alpha Tau Omega; the very successful Institute of Social Sciences;

the enthusiastic response of the senior committee to a request of the President for a second student report; the stirring of the undergraduate body intellectually by conferences and lectures; the conclusion of twenty years of splendid service on the Faculty by one of the ablest and best of college deans; all these fine happenings more than outweigh our troubles and anxieties and have made the year on the whole, at least not far below the average.

## XI. WAR MEMORIAL

After many vicissitudes the form of the War Memorial has at last been definitely determined. It is to be a flag pole with ornamental base made of Somes Sound granite. Above the stone pedestral the flag pole is to have a base of bronze. It is proposed to place the flag pole at the intersection of the axes of the Art Building and Library. Mr. William Mitchell Kendall, the senior member of the firm of McKim, Mead & White, of New York, has himself drawn the design which is now in the college office. The total estimate, including the construction and erection of the flag pole, lettering, and a flag of the proper size, will come within the \$15,000 laid down by the committee. It is hoped that the money will be raised next year and that the flag pole may be dedicated at Commencement in 1930.

Within the past fortnight there has been published "Bowdoin in the World War", a story of the coöperation of the College with the Government, and the record of Bowdoin men who served with the colors. Mr. Edgar O. Achorn, of the Class of 1881, of the Board of Overseers, is the editor of this volume and he has given most freely and generously of his time. The work consists of an historical account of Bowdoin in the war, of biographical sketches of those who gave their lives in the service, and of records of other Bowdoin men who served with the colors. Mr. Achorn's researches have increased the number of stars on our service flag to 1,412. In the preparation of the volume the editor had the valuable services of Mr. Henry Farr of the senior class, and in seeing the book through the press the conscientious and careful attention of the Librarian of the College. The book, which is well illustrated and very well printed by the University Press, of Cambridge, has been sent to all those men in the service who desired to receive a copy. A few copies are on sale at the Library for \$2.00. It is



a very fine thing to have in permanent form the history of Bowdoin's contribution to the World War, and the book will have more and more value as the years pass by.

## **XII. THE FUTURE OF THE SMALL COLLEGE**

During the past year there have been many indications that one of the most pressing problems in American education is the division of the enormously large classes in certain colleges and universities into smaller groups. The new housing plan at Harvard, the proposed new quadrangle plan at Yale, the extension of the junior college in the West, all these are indications that mass education is no longer popular. A college that has for one hundred and twenty-five years succeeded in emphasizing quality rather than quantity may well feel that it is now coming into its own. The college of liberal arts, separate and distinct from the university, has a very real place in American education, and all the criticisms levelled at large universities and colleges make the future of the small college all the more secure.

Not long ago the president of a great university in New England made a strong statement to the effect that undergraduates in his university could get better educational facilities than could the students of a small college, since the university still attracts and will for many years continue to attract the greatest scholars as teachers. The very fervor of his argument seemed to indicate that he was fearing the competition of the small college. If the small college can keep the level of its teaching on a high plane and bring into its community from time to time experts and great scholars, and give the undergraduates a chance for personal contact with such leaders, it can combine advantages that are open in a great university with the more thorough training that may come from dealing with the smaller group. Yet the small college cannot for a moment be complacent; it is constantly reminded of the competition not only from larger institutions with greater wealth, but from industry which reaches out to take away the most scholarly and wideawake members of the Faculty. Again a small college like Bowdoin must not be content until in every respect its bachelor's degree is equal to the best given in the country; that means insistence upon thorough preparation and thorough work

in college. There is no question in my mind but that at Bowdoin more work is being required, although I doubt if the average undergraduate yet spends 25% of his time on his studies, this including attendance at lectures and work in laboratory.

This last winter I had a most interesting conversation with Dr. Nansen on educational policies both in this country and in Europe. It was no surprise to find that universities in Norway are confronted with almost exactly the same problems that trouble us here at Bowdoin. In his talk Dr. Nansen gave a most interesting parable. When he was a young man on his first expedition into the Arctic he found the Eskimos a very resourceful people, since they had to rely on their own ingenuity to make their weapons and to do their hunting. Many years later he again visited the North and found that since the introduction by the white man of shot guns, the Eskimo had lost something of his independence and resourcefulness. Now of course it was inevitable that the Eskimo should use the modern implement brought to him by the white man, and herein lies the parable. A school or college must constantly improve its facilities, must use modern methods and modern equipment; but it must also endeavor to develop the resourcefulness and the independent thinking of its students. The problem before all educational institutions is to maintain the proper balance between those things which may be called improved education and the development of natural talent. Furthermore, the real problem before a small college is, in my judgment, concerned with the average student; because, for the naturally good student the modern college furnishes so many facilities that he can spend almost every moment of his college course in an interesting way. But we have not succeeded so well in arousing the interest and attention of the average man in college. Frequently he has very real latent ability and just as often if that ability is not developed in college he goes through life with far less chance for happiness and usefulness. The heart of it all is sound teaching, the kind of teaching that stirs intellectual curiosity and is based on imagination and insight. In 1755 the faculty of the College of William and Mary in Virginia made the following answer to the board of visitors who wished to increase the enrollment by lowering the standards:



“The flourishing state of a college is not to be estimated by the number of wild and uncultivated minds which may be brought together by a cheapness of living, but purely by the number of competent scholars and well-behaved gentlemen which are sent by a seminary of learning into the larger society.”

In the language of today this means that the true test of any college is the number of men who have been well trained there both in mind and in their manners and character. If the small college can produce such graduates, its future is secure.

Respectfully submitted,

KENNETH C. M. SILLS.

May 15, 1929.

## APPENDIX A

**Report of the College Physician**

*To the President of Bowdoin College:*

The group examination of the Freshman Class of 1932 was carried on for two days during the opening week of college by Doctors Welch, Fisher, Vanamee, and Drake, of Portland, and the College Physician.

In addition to the routine examination of heart, lungs, abdomen, ear, eye, nose and throat, posture, blood pressure and urine, an X-ray of the lungs was made of every student who was decidedly under weight or where there was any suggestion of lung involvement.

This is probably the most complete examination given any college group in the country at the present time. Thirty-two X-rays were taken with the following results: one revealed a marked enlargement of the heart, and three showed healed or latent tubercular lesions of one or both lungs. One case showing a healed lesion, unfortunately developed a tubercular peritonitis later in the year and was successfully operated on in a Boston hospital. The other two have been examined at frequent intervals throughout the year as to their weight, condition of lungs, and general physical well-being.

The student body has coöperated in every way with the college physician during this rather strenuous year; both with regard to submitting to vaccination on account of the epidemic of smallpox in the town, and the early reporting of illness during the influenza outbreak, and to submitting to isolation during the epidemic of German measles.

One hundred and twenty-two cases have been cared for in the Infirmary, totaling 549 days or an average stay of 4.5 days per patient. Of this number there were thirty-eight cases of influenza, three with general streptococcus infection, one regrettably dying with complications of meningitis and pneumonia, the other two recovering from rather serious complications; and finally there were thirty-two cases of German measles.

The number of clinical cases treated this year has been necessarily large on account of the 900 vaccinations, each vaccination averaging two dressings and also the large number of



preventative treatments given during the run of influenza bringing the number of calls made by the student body at the Infirmary up to the 5,000 mark.

It is interesting to note that of all the cases of severe colds and influenza, we had only two who were members of the track squad. This is without doubt due in part to the great improvement made in the cage during the fall whereby the dust to a great extent has been eliminated and from the fact that throughout the winter the cage has been well ventilated.

When we consider that at one time twenty cases were being cared for, requiring the employment of six extra nurses with no charge made to the student for such service, we must realize how fortunate our college is, with its well equipped infirmary endowed to take care of such emergencies. It is my hope that at some time in the near future the endowment of the Infirmary will be sufficient to make it possible to increase our personnel to include a technician who will take care of the fast increasing demand for all kinds of mechanical treatment.

Respectfully submitted,

HENRY L. JOHNSON, *College Physician.*

## APPENDIX B

## Religious Preference 1928-1929

Congregational	.	.	.	.	.	.	.	196
Episcopal	.	.	.	.	.	.	.	87
Baptist	.	.	.	.	.	.	.	57
Methodist	.	.	.	.	.	.	.	49
Unitarian	.	.	.	.	.	.	.	41
Universalist	.	.	.	.	.	.	.	30
Roman Catholic	.	.	.	.	.	.	.	28
Presbyterian	.	.	.	.	.	.	.	23
Jewish	.	.	.	.	.	.	.	12
Christian Science	.	.	.	.	.	.	.	8
Lutheran	.	.	.	.	.	.	.	4
Friends	.	.	.	.	.	.	.	2
Swedenborgian	.	.	.	.	.	.	.	2
Union	.	.	.	.	.	.	.	1
Dutch Reformed	.	.	.	.	.	.	.	1
Greek Orthodox	.	.	.	.	.	.	.	1
Church of the New Jerusalem	.	.	.	.	.	.	.	1
Reformed Church of Christ	.	.	.	.	.	.	.	1
Church of the Redeemer	.	.	.	.	.	.	.	1
Christian	.	.	.	.	.	.	.	1
No preference	.	.	.	.	.	.	.	13





# REPORT OF THE DEAN

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*To the President of Bowdoin College:*

Sir:—The fact that I have now served for twenty years on the Bowdoin faculty is a fact of no supreme educational consequence, and of somewhat less cosmic significance. But it is a fact interesting and important to me. Those two decades have brought many changes in the College. With some hesitation I shall this year submit to you, instead of an annual report, a general report upon Bowdoin College in 1909-10 and 1928-29.

Twenty years ago Bowdoin was a college of three hundred and fifty men and twenty-four instructors, a ratio of fifteen to one: today it is a college of five hundred and fifty men and forty-seven instructors,\* a ratio of twelve to one. Twenty years ago Bowdoin's endowment was less than two millions and its maximum professorial salary twenty-five hundred dollars, having that year been raised from twenty-one hundred: today our endowment is five millions and our maximum professorial salary six thousand. Twenty years ago we had no Sargent Gymnasium and Hyde Athletic Building, no Coe Infirmary, no Hyde Hall, no Pickard Athletic Field or Curtis Swimming Pool or Moulton Union. Twenty years ago, in short, Bowdoin, in terms of money and mortar, was somewhat less blest than many a sister institution of her own size; was somewhat on the outskirts of the best collegiate society; was something of a poor relation, and sometimes patronized as such. Today our material prosperity is large, both positively and comparatively.

Material prosperity in a college clearly is no small thing, nor are all its results necessarily material. It does mean more teachers, more attention to the individual student through conference, small class, and informal contact; it does mean more scholarship funds, relatively less expense to the undergraduate, a larger library, more scientific apparatus; it does mean Institutes of Literature, of History, of Art, of Social Sciences; it does mean teachers from England and France, and Germany, lecturers of distinction, additional courses and departments of

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\* Teachers of at least one full-time academic subject.

instruction. It *should* mean, therefore — other things being equal — more opportunity, more stimulus, more educational advantages, at lower cost, for students attending such a college.

But other things may not be equal. All these more or less quantitative gains to be derived from increased material prosperity, gains which Bowdoin has made in marked degree during the last twenty years, may be worse than counterbalanced by qualitative losses, in our faculty, in our student body, or in both.

Quality is a large word as I use it. It means the whole measure of the man, his powers, attainments, personality, spirit, character. Comparative estimates of the quality of various groups of men are therefore not easy to form. Too many imponderables must be weighed, too many intangibles touched. Too many human beings are in part opaque, too many of their appraisers are in part obtuse. My conclusions will be unreliable and unacceptable: I hope they may be interesting.

Though I shall quote no names and few figures in my presentation of these conclusions regarding the quality of our faculty and students at the two periods, I wish to say that those conclusions are not drawn entirely from impressions: so far as statistics were available and valid they have been unostentatiously applied. Statistics have their uses even in a study of this sort.

They show, for instance, that the faculty of twenty years ago had published proportionately rather more text-books and books of a popular nature than the present faculty; they show that the older faculty proportionately equaled the present faculty in outside lecturing, popular and scholarly, in writing for popular periodicals, in receiving academic honors such as offices in learned societies, honorary degrees, and calls to larger institutions; they show that our present faculty has a somewhat larger proportion of Doctors of Philosophy and a very much larger proportion of men who have published scholarly work of more or less value.

This statistical showing is more favorable than it looks for the present faculty and the present Bowdoin: numbers, as well as proportions, count in such matters. Other things being equal, it is better for Bowdoin to have twenty members of a faculty of forty known outside the College in these ways than to have ten members of a faculty of twenty so known. Moreover, since the



faculty is now larger in relation to the student body, it may statistically, and truthfully, be affirmed that students here today are getting instruction, in considerably larger measure than twenty years ago, from men whose scholarly and literary quality has been evinced by their degrees, publications, outside lectures, and academic honors.

But such statistics obviously have their limitations, quite apart from the fundamental fact that they do not reveal the comparative worth of the doctorates, the publications, the lectures and the academic honors. It is easily possible, for instance, that the very oldest and most learned — perhaps the wisest — teacher may never have published, may never have received acclaim beyond the bounds of his own campus. It is easily possible that a scholarly book or article may not come from the necessary overflow of a deep river of erudition, but from the quite unnecessary liberation of a shallow stream which has long been dammed. It is easily possible that a young teacher who has as yet taken no doctorate, published nothing, gained no outside recognition, may be a more competent scholar than many a colleague who has already become well-known. It is therefore obvious that I must rely in large part on statistically evasive evidence in asserting, as I do assert, that our faculty now contains about the same proportion of encyclopedically learned men as it contained twenty years ago, and nearly twice the proportion of men who are very able scholars in their own fields.

But the quality of a college faculty is of course not determined solely by its erudition, its academic reputation, or its relationship to popular magazines and public platforms. Cato once described the real orator as *vir bonus dicendi peritus* — “a good man skilled in speaking.” If Cato is right, the real teacher should be “a good man skilled in imparting knowledge.” In that case — assuming, for the moment, equal “goodness” — the greater erudition and academic reputation of our present faculty might be more than offset by their comparative inability to “impart knowledge”. A teacher may “impart knowledge” in divers ways. He may hammer it into the student; he may hammer the student who fails to hammer it into himself; he may discard hammer for tongs and deftly drawing the student to a mound of knowledge, established or potential, proclaim and il-



lustrate the bliss of burrowing into it; he may use hammer and tongs together.

Twenty years ago our faculty was very much less expert and energetic with the hammer than it is today. Of this I am sure. Twenty years ago our faculty was rather less dexterous with the tongs than it is today. Of this I am nearly sure. To drop hammers and tongs and metaphors, I am certain that the Bowdoin faculty in 1909 contained a much smaller proportion than now of teachers who "taught hard", and insisted that work be reasonably well done to receive a passing grade; I am nearly certain that the Bowdoin faculty in 1909 — despite its having two or three really great and memorable men — contained a somewhat smaller proportion than now of teachers who were intellectually and culturally stimulating.

But that "good"! A real orator is "a *good* man skilled in speaking." A real teacher is "a *good* man skilled in imparting knowledge"? That "good" is just a bit disconcerting. It gives one pause. "'A *good* man?' But what is goodness? 'What is truth?' 'Tempora mutantur et nos mutamur in illis.'" And yet — and yet, as I used to enter a Bowdoin faculty meeting in 1909 A. D., it was with something of the awe that filled those Gauls who burst in upon the Roman Senators in 390 B. C. Even today as I scan that faculty roster, contriving to overlook my own name and just three or four others, I am still impressed, impressed no longer by the dignity, the reserve, the austerity of those men, but impressed by their staunchness, their earnestness, and their rectitude. I wonder if now, and twenty years from now, any young instructor here can confess to impressions of our present faculty similar to mine then, and twenty years from then. I wonder if Bowdoin undergraduates today can possibly be getting from Bowdoin teachers, by word or by example, quite so much — I dread plunging into this mid-Victorianism — quite so much of moral and spiritual inspiration, quite so much of what man needs to keep him confident and steadfast in this unstable world, as they must have got two decades earlier. Perhaps they are. I sincerely hope they are. If they are not, — well, it would take many more doctorates, many more learned books and articles, many more lectures and academic honors, many more improvements in pedagogical technique for us of the present faculty to compensate them for

that single loss. Perhaps there is no loss, I say again. Influence of that sort is one of life's immeasurables.

*Quo, Musa, tendis?* Enough of the high and dry! Statistics favor the present faculty, but so far as recorded grades are concerned, statistics are all against the students of today, as students. My first figures were not too damning to them. They showed thirteen "straight A" men this midyears; twenty years ago, twelve. They showed fifty-nine men on the Dean's list now, thirty-nine then—had they been blest, or cursed, with such an institution as the Dean's list then. This was no tremendous shrinkage in scholastic achievement, even allowing for the growth of the College. But on first glancing at the results of an investigation into the general academic standing of Bowdoin undergraduates at the end of the first semester twenty years ago, I was thrilled and appalled. Only eight failures in two or more subjects! This year we had fifty-two! An average college standing of 10.81! This year it reads 8.86! I felt as though I were surveying the monuments of a greater and more glorious race, long, long, extinct.

Yet I too am old, and had seen that race alive; and much as I liked and esteemed it, I had never suspected that, as college men now are, it was a race of intellectual giants. I began to ponder. I looked over the old grade sheets handed in by instructors twenty years before. I did some figuring, and some more pondering. Still more remains to be done. But I figured and pondered sufficiently to make me very sceptical indeed regarding any such comparative statistics as I have quoted. When a required Freshman and Sophomore course which now slays its tens of thousands was then taken without a single fatality; when three other courses, each of which now slays its thousands, were then collectively taken with only one E and more than fifty percent A's and B's; when fully a third of that older faculty seemed to be almost wholly unacquainted with the alphabet beyond C, or perhaps D, and were responsible for six hundred grades out of a total of eighteen hundred, while the few "easy markers" on our present faculty were responsible for only two hundred and fifty out of the three thousand grades recorded, I decline to accept at face value comparative figures which put contemporary Bowdoin students at too much of a scholastic disadvantage. On the contrary, with our Major Examinations



and Group Requirements superimposed upon students already suffering much from a far more militant faculty, I am certain that a student who nowadays stays in Bowdoin, and graduates, does a great deal more work, willingly or unwillingly, and receives rather lower grades as recompense, than he did twenty years ago. This does not mean, let me hasten to add, that any of our present undergraduates are academically overburdened, or that all of them are intellectually aquiver.

But just as it takes more than erudition and skillful pedagogy to make a desirable faculty, so does it take more than decent scholastic achievement or even rare mental attainments to make a desirable student body. We have heard so much in the last quinquennium about collegiate smoothness and shallowness, so much about collegiate cynicism and sophistication, so much about collegiate snobbishness and dissipation, that each year I expect to see them break out — I am writing with measles in the family — break out all over Bowdoin. But each year there still seems to be no such epidemic here, no need of quarantining the college, no need of even calling the doctor. It was, however, with a strong presentiment that the present undergraduates were comparatively much more endangered by these diseases, that I rather carefully rated, man by man, a class in the college twenty years ago and a class in college now. To my surprise, the class of that simple, primitive, far-off era seemed to show a larger percentage of smooth and shallow, cynical and sophisticated, snobbish and dissipated young gentlemen than the class now on the campus. Sartorial effects are different, of course, and conversational proprieties; and house party guests are visibly more fraternal, or sororal, than in that ancient day; but so far as current collegiate (and generally evanescent) blemishes are concerned,

who will may trace  
Behind the new each elder face  
Defined as clearly —

and rather more so.

Comparative freedom from liabilities does not alone establish wealth. I continued the comparison further. It seemed to show in the contemporary class a larger percentage of men of real ability, of real distinction, a smaller percentage of incapables, of nonentities, and it certainly showed in the contem-



porary class a much larger percentage of men — a sizable majority — who, if not always responsible college citizens, are at any rate responsive college citizens, and can be counted on to do the right and decent thing when they are convinced that it is right and decent.

They may need more convincing; for Bowdoin students today are undoubtedly more aware of their individual tastes and interests, more inclined to try to fit the cosmos to the ego, more apt to find the flaws in hallowed institutions, flaws real and flaws imagined. But such traits belong to the spirit of the age, for good or ill, and are defects only when carried to obdurate extremes. They do in part explain — along with movies and motor cars and dances and unsuccessful football seasons and a bit more money — a decline in that form of college service and loyalty and enthusiasm which used to build itself around and upon athletic teams. I regret this decline. But I have yet to be shown that Bowdoin students of today are intrinsically less loyal to the best and basic interests of Bowdoin than they were twenty years ago, and I feel very sure that in such elements of character as good sportsmanship, fair play, generosity, good will, and honesty — common, commercial, and intellectual — they need dread comparison with no college generation which I have known here.

Whether we have progressed as far, in all respects, as we should have progressed during twenty years is another question, and one which human beings and human institutions must generally answer in the negative. But as a self-appointed committee of one, Mr. President, I report progress.

### I. ENROLLMENT

Number of	
Students enrolled Sept. 27, 1928 . . . . .	559 (Sept. 22, 1927—555)
Students enrolled Dec. 1, 1928 . . . . .	555 (Dec. 1, 1927—548)
Left between Sept. 22nd and Dec. 1st . . . . .	4
Students enrolled April 1, 1929 . . . . .	533
Left between Dec. 1st and April 1, 1929 . . . . .	31
Seniors finishing work for degree . . . . .	3
Students re-admitted . . . . .	12

	Dec. 1, 1928	April 1, 1929
Students in Senior Class .....	124	117
Students in Junior Class .....	118	115
Students in Sophomore Class (inc. 1 Special) .....	157	151
Students in Freshman Class (inc. 1 Special) .....	156	150
	555	533

## II. GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Maine .....	246
Massachusetts .....	201
New York .....	30
New Jersey .....	16
Connecticut .....	14
Pennsylvania .....	12
New Hampshire ..	11
Illinois .....	6
Rhode Island .....	5
Ohio .....	4
Maryland .....	3
Michigan .....	2
Vermont .....	2
Delaware .....	1
District of Columbia .....	1
Indiana .....	1
Kentucky .....	1
Nebraska .....	1
Texas .....	1
Wisconsin .....	1
Total .....	559

## III. MAINE RESIDENTS AT BOWDOIN COLLEGE

County	No.
Androscoggin .....	18
Arcostook .....	14



Cumberland .....	91
Franklin .....	8
Hancock .....	5
Kennebec .....	12
Knox .....	11
Lincoln .....	2
Oxford .....	12
Penobscot .....	24
Piscataquis .....	4
Sagadahoc .....	9
Somerset .....	9
Waldo .....	5
Washington .....	8
York .....	14

IV. ENROLLMENT IN COURSES 1928-1929

Course	First Semester	Second Semester
Art 1, 2 .....	11	21
Art 7, 8 .....	20	20
Biblical Literature .....	20	21
Botany .....		19
Chemistry 1, 2 .....	89	82
Chemistry 3, 4 .....	43	33
Chemistry 5, 6 .....	13	13
Chemistry 7, 8 .....	26	26
Chemistry 9, 10 .....	6	9
Economics 1, 2 .....	71	67
Economics 3, 4 .....	21	20
Economics 5, 6 .....	14	12
Economics 9, 10 .....	16	15
Economics 11, 12 .....	6	9
Education 1, 2 .....	5	7
English 1, 2 .....	151	153
English 4 .....	162	
English 5, 6 .....	6	7
English 7, 8 .....	9	15
English 11, 12 .....	94	71
English 15, 16 .....	36	35
English 19, 20 .....	14	15

English 23, 24 .....	25	25
French 1, 2 .....	16	21
French 3, 4 .....	160	156
French 5, 6 .....	75	68
French 7, 8 .....	28	27
French 11, 12 .....	13	13
French 15, 16 .....	13	12
Geology 1, 2 .....	10	7
German 1, 2 .....	120	113
German 3, 4 .....	5	5
German 5, 6 .....	34	31
German 7, 8 .....	5	4
German 9, 10 .....	7	6
German 11, 12 .....	6	6
German 15, 16 .....	5	4
Government 1, 2 .....	117	118
Government 5, 6 .....	25	24
Government 7, 8 .....	17	15
Government 9, 10 .....	51	45
Greek A, B .....	18	18
Greek 1, 2 .....	15	14
Greek 3, 4 .....	4	5
Greek 9 .....	7	
History 5, 6 .....	26	29
History 7, 8 .....	104	95
History 9, 10 .....	14	15
History 11, 12 .....	23	21
History 13, 14 .....	10	7
Hygiene .....		135
Italian 1, 2 .....	19	16
Latin A, B .....	11	9
Latin 1, 2 .....	34	34
Latin 3, 6 .....	9	6
Latin 7, 10 .....	3	6
Latin 11 .....		1
Latin 12 .....		11
Literature 1, 2 .....	78	76
Mathematics 1, 2 .....	129	134
Mathematics 3, 4 .....	23	20
Mathematics 5, 6 .....	9	7

Mathematics 7 .....	8	
Mathematics 11, 12 .....	5	12
Mineralogy .....		9
Music 1, 2 .....	36	34
Music 3, 4 .....	7	6
Music 5 .....	2	
Philosophy 1, 2 .....	83	77
Philosophy 5, 4 .....	35	40
Physics 1, 2 .....	44	38
Physics 3, 4 .....	9	12
Physics 5, 6 .....	10	8
Physics 6 .....		8
Physics 7, 8 .....	1	1
Psychology 1, 2 .....	46	45
Psychology 3 .....	12	
Psychology 5, 6 .....	6	9
Sociology 1, 2 .....	46	48
Sociology 4 .....		7
Spanish 1, 2 .....	42	43
Spanish 3, 4 .....	16	13
Surveying 1 .....	4	
Zoölogy 1, 2 .....	49	50
Zoölogy 3, 4 .....	29	25
Zoölogy 7, 8 .....	2	2
Zoölogy 9, 12 .....	25	5

**V. STUDENT COUNCIL CUP STANDING**

**February, 1929**

Chi Psi .....	11.735
Phi Delta Psi .....	10.750
Non-Fraternity .....	10.695
Zeta Psi .....	9.677
Psi Upsilon .....	9.257
Delta Upsilon .....	8.775
Kappa Sigma .....	8.695
Delta Kappa Epsilon .....	7.765
Alpha Delta Phi .....	7.384
Sigma Nu .....	7.292
Theta Delta Chi .....	7.025
Beta Theta Pi .....	6.527



## VI. STUDENT COUNCIL CUP 1911-1929

Date	Fraternity	High Average	General Average
Feb., 1911	Delta Upsilon	11.9683	10.0209
June, 1911	Delta Upsilon	15.3050	12.2834
Feb., 1912	Delta Upsilon	12.1700	10.0515
June, 1912	Delta Upsilon	15.7500	13.1750
Feb., 1913	Delta Upsilon	12.7750	10.4801
June, 1913	Delta Upsilon	15.9700	13.6332
Feb., 1914	Delta Upsilon	11.6150	9.7038
June, 1914	Delta Upsilon	13.6700	12.4385
Feb., 1915	Bowdoin Club	11.3513	9.9176
June, 1915	Bowdoin Club	14.1350	12.8082
Feb., 1916	Beta Chi (now Sigma Nu)	12.1360	10.3430
June, 1916	Alpha Delta Phi	14.9400	12.9990
Feb., 1917	Phi Theta Upsilon (now Chi Psi)	12.6890	10.6470
June, 1917	Phi Theta Upsilon (now Chi Psi)	15.9190	12.4940
Feb., 1918	Phi Theta Upsilon (now Chi Psi)	13.1000	11.1353
June, 1918	Phi Theta Upsilon (now Chi Psi)	17.0830	14.2610
Mar., 1918	Chi Psi	11.7000	10.1637
June, 1919	Not available		
Feb., 1920	Zeta Psi	10.1818	9.2534
June, 1920	Theta Delta Chi	12.6000	11.5920
Feb., 1921	Zeta Psi	13.6666	12.5949
June, 1921	Phi Delta Psi	13.6666	12.5949
Feb., 1922	Phi Delta Psi	10.3673	8.1516
June, 1922	Phi Delta Psi	11.2800	9.0321
Feb., 1923	Chi Psi	9.2179	7.9641
June, 1923	Delta Upsilon	12.1143	10.5400
Feb., 1924	Phi Delta Psi	11.2419	9.1254
June, 1924	Phi Delta Psi	14.0500	11.4241
Feb., 1925	Phi Delta Psi	11.0270	8.9190
June, 1925	Phi Delta Psi	13.7297	11.7922
Feb., 1926	Phi Delta Psi	11.5520	9.4346
June, 1926	Phi Delta Psi	11.1527	9.8634
Feb., 1927	Delta Upsilon	11.3610	9.5709
June, 1927	Beta Theta Pi	10.3680	9.6370
Feb., 1928	Zeta Psi	10.7090	9.2720
June, 1928	Chi Psi	10.5312	9.3988
Feb., 1929	Chi Psi	11.7352	8.8658

This cup has been awarded 36 times, 10 times to Delta Upsilon, 4 times to Phi Theta Upsilon, which is now Chi Psi, 9 times to Phi Delta Psi, the local fraternity (now Alpha Tau Omega), 4 times to Chi Psi, 3 times to Zeta Psi, twice to the Bowdoin Club which no longer exists, and once each to Alpha Delta Phi,

Theta Delta Chi, Beta Chi which is now Sigma Nu, and Beta Theta Pi. The non-fraternity group had the highest average for nine semesters but since the cup is awarded to a fraternity or club, this fact does not appear above.

The general average is the average of the whole college at the time of each award.

The average of the general average, or the average of scholarship since 1911, is 10.7087.

The average of the winners' averages is 12.1989.

### VII. ABRAXAS CUP STANDING

February, 1929

	Per cent	Grades
Deering High School (4 men) . . . . .	14.750	59.0
Portland High School (4 men) . . . . .	13.500	54.0
Pomfret School (3 men) . . . . .	12.000	36.0
Maine Central Institute (3 men) . . . . .	11.666	35.0
Newton (Mass.) High School (8 men) . . . . .	11.375	91.0
Hebron Academy (3 men) . . . . .	11.000	33.0
Brookline (Mass.) High School (4 men) . . . . .	11.000	44.0
Brunswick High School (3 men) . . . . .	10.000	30.0
Wellesley (Mass.) High School (3 men) . . . . .	8.666	26.0
Tabor Academy (3 men) . . . . .	7.333	22.0
Portland Day School (3 men) . . . . .	7.000	21.0
Phillips-Exeter Academy (3 men) . . . . .	6.366	19.0
Deerfield Academy (3 men) . . . . .	6.000	18.0
Huntington School, Boston (11 men) . . . . .	4.727	52.0
Belfast High School (3 men) . . . . .	2.666	8.0

### VIII. ABRAXAS CUP—1915-1929

Date	Winner	Winning Average	Average of All Schools Competing
Feb., 1915	Exeter Academy . . . . .	15.1250	10.0740
Feb., 1916	Portland H. S. . . . .	11.9000	9.1180
Feb., 1917	Dexter H. S. . . . .	12.8333	9.6207
Feb., 1918	Skowhegan H. S. . . . .	15.8333	10.6560
Feb., 1919	Edward Little H. S. . . . .	11.3333	10.0694

Feb., 1920	Jordan H. S. ....	11.3333	8.6548
Feb., 1921	Brunswick H. S. ....	15.1250	8.7295
Feb., 1922	Portland H. S. ....	13.6600	8.4650
Feb., 1923	Deering H. S. ....	12.6000	6.6676
Feb., 1924	Brunswick H. S. ....	12.2727	9.0245
Feb., 1925	Bangor H. S. ....	8.8423	8.0235
Feb., 1926	Livermore Falls H. S. ....	12.6250	8.5400
Feb., 1927	Deering H. S. ....	16.0000	10.6100
Feb., 1928	Deering H. S. ....	15.1666	9.6254
Feb., 1929	Deering H. S. ....	14.7500	9.2032

General average—9.1387.

Winning average—13.2933.

The averages are obtained on the basis of, A equalling 4; B, 3; C, 2; D, 1; and E, —2.

## IX. NON-MAINE FRESHMEN WITH BOWDOIN RELATIVES

1925-1928

Though the number of Maine men at Bowdoin unfortunately is decreasing, the following figures show that quite a proportion of our out-of-state students are at least connected with the state by relatives educated at Bowdoin.

Year	Class	Entered as Out-of-State	Relatives of Bowdoin Men	% Relatives of Bowdoin Men
1925-6	1929	109	27	24.77
1926-7	1930	102	23	22.54
1927-8	1931	107	22	20.56
1928-9	1932	100	15	15.00

## X. YOUNGER AND OLDER STUDENTS

The following table is rather surprising. It shows that our younger students average better than the older ones, not only in scholarship, but also in (Bugle) campus honors. A few years ago, in one of these reports, our method of weighing these campus honors was stated. The average for all men in college at that time, and covering a period of ten years, was 7.20. It now appears that our younger students have for some years averaged 9.27.



Class	Total No. in Class	Entered at 18 Years and Older		Men Entering at 17 Years or Younger		Bugle Honors
		No.	Scholastic Standing 1st Semester	No.	Scholastic Standing 1st Semester	
1923	109	94	8.8298	15	8.8667	10.36
1924	116	97	8.5862	19	12.3333	9.71
1925	141	104	8.1058	37	10.3162	11.60
1926	140	119	7.3109	21	9.5714	7.33
1927	125	98	8.0714	27	11.5185	9.00
1928	118	91	7.4945	27	11.4815	7.61
1929	165	128	8.7109	37	11.1892	6.66*
1930	154	116	7.8276	38	12.5263	
1931	157	129	8.6977	28	10.7143	
1932	143	118	7.8389	25	11.5200	
Totals	1345	1071		274		
Averages			8.2474		11.0803	9.27

\* for 3 years only.

## XI. SCHOLARSHIPS AND SCHOLARSHIP

Year	Classes	Scholastic Standing of Ent're College	Scholastic Standing of Scholarship Recipients	Scholastic Standing of Recipients the Next Semester
1919-20	20, 21, 22, 23	9.2534	12.2827	12.5959
1920-21	21, 22, 23, 24	12.5949	13.3254	13.1538
1921-22	22, 23, 24, 25	8.1516	12.2149	11.9127
1922-23	23, 24, 25, 26	7.9641	11.9583	11.6935
1923-24	24, 25, 26, 27	9.1254	12.9908	12.5537
1924-25	25, 26, 27, 28	8.9190	12.6746	12.9764
1925-26	26, 27, 28, 29	9.4346	12.5714	12.2597
1926-27	27, 28, 29, 30	9.5709	11.9877	11.2121
1927-28	28, 29, 30, 31	9.2720	12.0315	11.3462
1928-29	29, 30, 31, 32	8.8658	10.7241	

Respectfully submitted,

PAUL NIXON, *Dean.*



# REPORT OF THE LIBRARIAN

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*To the President of Bowdoin College:*

In accordance with the laws of the College I present herewith my 14th annual report on the condition and progress of the College Library for the year ending 31 March, 1929, the same being the 29th-30th year of my connection with the Library.

## SIZE AND GROWTH

The number of volumes in the Library is estimated to be 145,000. The accessions for the past twelve months were 3,320 volumes; of which number 2,686 were purchased,—2,348 at an average cost of \$2.63, and 338 by subscription to periodicals that were bound; and, 634 came by gift,—226 from the State and National governments by provision of law, and 408 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

Again a new high mark has been set in the amount expended for the purchase of books, the sum exceeding that of the year before by nine hundred dollars, and exceeding the previous record, set in 1925-26, by seven hundred dollars. The total amount expended on the increase of the Library,—books, periodicals, and binding,—exceeded the previous record, set last year, by a thousand dollars.

This fine showing in intellectual lines was made possible only by diverting all resources, not *necessary* elsewhere, to the purchase of books. Next year it will be necessary to spend a little more on new equipment and repairs, or replacing old and worn out equipment.

Expenditures for periodicals is keeping pace, at a reasonable rate, with the expenditures for books.

The largest single purchase was a nearly complete set of the publications of the Chaucer Society. It was necessary to spread the payment for this set over two years.



We added 238 volumes of Parliamentary Debates, covering the years 1901 to 1920, and including the period of the Great War. We also added a current subscription to this series beginning with 1927.

Our set of Bird Lore was completed with the exception of two numbers in volume one, and a long run of *Revue Hispanique* was secured.

Twenty volumes of the *Schriften der Goethe-Gesellschaft* were obtained, and an order placed for the remainder of the set.

Unusual purchases were made in several of the Departments of Instruction, and more pressure than ever before was exerted by a larger number of the Departments for the purchase of books.

## GIFTS

Again the endowment funds of the Library have received large increments. Three new funds have been established and others have been increased by gifts and income transactions.

The Class of 1888, on the 40th anniversary of its graduation, established a fund of \$1,210.00. Its income is for the "use of the Library, preferably for the purchase of books."

Mrs. Sibyl Hubbard Darlington established a fund of \$1,000.00, the "income to be used for the purchase of current books, preferably for the reading room."

Miss Laura A. Hatch, late of Brunswick, bequeathed a sum of \$1,000.00 to establish a book fund in memory of her father, Samuel Wesley Hatch, a graduate of the College in the Class of 1847.

The Class of 1899 added \$350.00 to its Henry Crosby Emery Book Fund, increasing that fund to \$1,998.52.

Henry Hill Pierce, LL.D., of the Class of 1896, gave a further sum of \$7,100.00, which, with profits on securities previously given, brought the Lewis Pierce Fund up to \$32,009.00.

Mrs. William J. Curtis has continued her subscription for the League of Nations publications. Miss Nora Archibald Smith has given her sister's manuscripts and scrap-books showing the methods of an author, and provided a case to contain them.

Checks have also been received from James E. Rhodes, of the Class of 1897; John F. Dana and William W. Lawrence, of the Class of 1898; and Albert L. Prosser, of the Class of 1918.

### CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year was 10,195. The largest number of loans in a single month was 1,118, in May; the smallest 354, in August.

The total recorded circulation is almost two thousand greater than that of the previous year, and more than a thousand greater than the previous high mark made in 1910. With the exception of November, each full month that the College was in session showed a circulation of more than a thousand books. Some of this increase is attributable to the use of new books, but a considerable part is doubtless due to reading in "major subjects". Also, the use of books within the building has notably increased, and it has not been an uncommon thing to have every chair in the general reading-room occupied.

### STUDENTS' READING ROOM

It had been anticipated, that, with the opening of the Moulton Union, the number of readers in the Students' Reading Room would decrease. Such has not been the case and the number of readers has increased to 2,652,—nearly 200 more than were recorded last year. There are now more than a thousand volumes in this room, always available for student use. This year, through the income of the Darlington Fund, more newly printed books have been added,—recent biography, travel, and description being stressed. Many of these current books are placed in this room to give the students a better chance of seeing and reading the best of the recent things, and their stay in this particular room is not expected to be permanent.

### NEW EQUIPMENT

The only considerable piece of equipment added to the Library during the year is a case capable of containing more than four hundred thousand Library of Congress cards.



## FINANCIAL STATEMENT

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

## RECEIPTS

	1925-26	1926-27	1927-28	1928-29
Appropriations, salaries ..	\$5,825 00	\$6,000 00	\$8,400 00	\$9,250 00
Books, etc. ....	5,150 00	5,150 00	5,150 00	5,287 50
Endowment funds, consol.	2,134 86	2,094 67	2,043 89	2,077 59
Appleton fund .....	713 87	544 00	530 82	539 60
Chapman memorial ...	240 64	336 90	328 76	334 19
Class of 1888 fund ....				49 13
Class of 1899 fund ....		22 54	87 08	102 71
Class of 1875 fund ....	104 98	90 87	88 71	90 24
Darlington fund .....				33 73
Drummond fund .....	225 07	168 01	163 99	164 58
Hatch fund .....				33 73
Hubbard fund .....	4,221 12	4,629 07	4,713 73	5,098 55
Thomas Hubbard fund	175 59	178 94	174 61	177 46
Lynde fund .....	56 92	80 41	78 48	79 78
Morse fund .....		45 24	52 68	53 61
W. A. Packard fund ..	318 86	270 57	264 03	278 27
Pierce fund .....		88 92	699 58	1,402 42
Smyth fund .....			567 45	66 70
Stanwood fund .....	16 90	68 73	67 06	68 18
Gifts, etc. ....	112 70	1,265 50	6,364 18	757 77
	<hr/>	<hr/>	<hr/>	<hr/>
	\$19,296 51	\$21,034 37	\$29,775 05	\$25,945 74

## EXPENDITURES

Books .....	\$6,182 21	\$5,408 83	\$5,983 62	\$6,883 51
Periodicals .....	1,278 32	1,349 57	1,388 93	1,659 18
Binding .....	939 86	994 11	1,258 58	1,036 54
Express and postage ....	195 34	166 37	233 64	283 93
Increase of Library ..	[8,595 73]	[7,918 88]	[8,864 77]	[9,863 16]
Library supplies .....	405 70	401 39	512 54	991 49
Salaries, library service ..	8,923 21	9,076 09	11,658 66	12,742 30
janitor service ..	930 96	1,070 97	1,294 67	1,130 85
New equipment .....	53 90	734 10	7,873 43	1,198 36
Repairs .....	532 28	512 56	451 87	440 65
Supplies for building ....	33 03	109 80	73 93	41 90
Telephone .....	41 65	48 80	53 50	56 36
	<hr/>	<hr/>	<hr/>	<hr/>
	\$19,516 46	\$19,872 59	\$30,783 37	\$26,465 07



## ENDOWMENT FUNDS

I add a table of the Endowment Fund 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	1928	1929
John Appleton	Fred'k H. Appleton	\$10,052 50	\$10,052 50
Chapman Memorial	Frederic H. Gerrish	6,103 50	6,103 50
Class of 1875	Class of 1875	1,500 00	1,500 00
Class of 1888	Class of 1888		1,210 00
Class of 1899	Class of 1899	1,648 52	1,998 52
Samuel H. Ayer	Athenæan Society	1,000 00	1,000 00
Bond	Elias Bond	7,082 00	7,082 00
Bowdoin	George S. Bowdoin	1,020 00	1,020 00
Philip H. Brown	John C. Brown	2,000 00	2,000 00
Class of 1877	Class of 1877	1,013 34	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	2,770 78	2,770 78
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	2,176 92	2,176 92
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	\$38,383 29	\$38,383 29
Darlington	Mrs. Sibyl H. Darlington		1,000 00
James Drummond	Mrs. Drummond and daughter	3,045 00	3,045 00
Samuel W. Hatch	Miss Laura A. Hatch		1,000 00
Hubbard	Thomas H. Hubbard	85,875 37	90,957 23
Thomas Hubbard	His sisters and brother	3,066 96	3,066 96
Frank J. Lynde	George S. Lynde	1,486 24	1,486 24
Morse	Edward S. Morse	1,000 00	1,000 00
W. A. Packard	William A. Packard	5,000 00	5,000 00
Lewis Pierce	Henry Hill Pierce	18,807 00	32,009 00
Stanwood	Edward Stanwood	1,269 72	1,269 72
		\$177,238 10	\$199,081 96

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 30 April, 1929.

## APPENDIX

The Library, as Classified, showing Accessions for the Period  
From April 1, 1928, to March 31, 1929.

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography .....	010	16	5	21	1,357
Library economy .....	020	6	2	8	710
General encyclopædias .....	030	1		1	982
General collected essays .....	040				44
General periodicals .....	050	109	1	110	7,440
General societies .....	060		1	1	209
Newspapers .....	070	38	1	39	1,525
Special libraries .....	080				386
Book rarities .....	090				77
Philosophy .....	100	17	1	18	391
Metaphysics .....	110	1		1	51
Special metaphysical topics .....	120	1		1	55
Mind and body .....	130	28		28	414
Philosophical systems .....	140	3		3	35
Psychology .....	150	20		20	534
Logic .....	160	2		2	94
Ethics .....	170	8	4	12	910
Ancient philosophers .....	180	20		20	123
Modern Philosophers .....	190	32	1	33	692
Religion .....	200	8	3	11	1,891
Natural theology .....	210	2		2	324
Bible .....	220	11	5	16	1,888
Doctrinal theology .....	230	13		13	1,010
Practical and devotional .....	240	1	1	2	431
Homiletical, pastoral, parochial ...	250	1		1	880
Church, institutions, work .....	260	3		3	929
Religious history .....	270	10		10	914
Christian churches, sects .....	280	2	2	4	1,196
Non-Christian religions .....	290	25	3	28	386

Sociology	300	23	5	28	1,164
Statistics	310	13	6	19	829
Political science	320	348	24	372	4,579
Political economy	330	78	53	131	4,317
Law	340	33	35	68	3,414
Administration	350	26	9	35	2,928
Associations, institutions	360	3	16	19	1,135
Education	370	29	28	57	4,092
Commerce, communication	380	10	50	60	2,008
Customs, costumes, folk lore	390	9	2	11	273
Philology	400	13		13	573
Comparative	410				94
English	420	5		5	443
German	430	4		4	386
French	440	3		3	380
Italian	450	2		2	51
Spanish	460		1	1	57
Latin	470				334
Greek	480	2	1	3	290
Minor languages	490				164
Natural science	500	28	9	37	2,733
Mathematics	510	56	1	57	1,314
Astronomy	520	4	11	15	1,319
Physics	530	37	6	43	826
Chemistry	540	21	8	29	1,355
Geology	550	2	11	13	1,473
Paleontology	560		2	2	82
Biology	570	21	8	29	828
Botany	580	6	6	12	744
Zoölogy	590	31	7	38	1,732
Useful arts	600	6	2	8	797
Medicine	610	24	3	27	5,409
Engineering	620	10	14	24	933
Agriculture	630	6	28	34	1,210
Domestic economy	640				43
Communication, commerce	650	14	4	18	379
Chemical technology	660		2	2	210
Manufactures	670		2	2	135
Mechanic trades	680		1	1	14
Building	690				26



Fine arts .....	700	8	2	10	695
Landscape gardening .....	710				126
Architecture .....	720	6	3	9	336
Sculpture .....	730	1	10	11	207
Drawing, design, decoration .....	740	1	3	4	93
Painting .....	750	4	4	8	506
Engraving .....	760				100
Photography .....	770				77
Music .....	780	16	1	17	573
Amusements .....	790	5	1	6	454
Literature .....	800	57	2	59	1,469
American .....	810	76	8	84	5,654
English .....	820	233	28	261	6,802
German .....	830	117	4	121	3,390
French .....	840	307	42	349	4,782
Italian .....	850	8		8	1,063
Spanish .....	860	6	1	7	465
Latin .....	870	64		64	2,084
Greek .....	880	46	6	52	1,817
Minor languages .....	890	1		1	340
History .....	900	16	3	19	1,366
Geography and description .....	910	72	13	85	5,858
Biography .....	920	77	16	93	2,821
Ancient history .....	930	21		21	785
Modern history, Europe .....	940	195	24	219	5,557
Asia .....	950	12	2	14	265
Africa .....	960	2		2	111
North America .....	970	54	15	69	3,139
South America .....	980	2		2	94
Oceanic and polar regions .....	990				97
Alumni collection .....		2	8	10	1,397
Maine collection .....		32	33	65	4,664
U. S. Documents (serial set) .....			20	20	5,889

# 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 has the honor to submit the following report for the year ending April 30, 1929:

## ACQUISITIONS

August—A collection of 32 pieces of 18th century English and American flat silver, including sugar tongs and a Paul Revere spectacle case. Given by Mrs. Albert E. Davies, of Brookline, Mass.

November—Two bronze statuettes of Canova's Boxers. Given by Mrs. Henry H. Pierce, of New York. Placed in the entrance corridor of the Moulton Union.

Twenty-four lantern slide views of Paris. Given by Mrs. Henry Johnson, of Brunswick.

Five Greek Vases: two covered, decorated; one small black, covered; one small black kylix; one alabastron. Also one small carnelian seal (two heads); one iridescent glass bowl; three rings; a long gold pin with carnelian head; and a part of a flute. Given by the late Mr. Edward Perry Warren.

Eight Etrusco-Campanian Vases. Given anonymously.

A landscape in oils, by J. F. Murphy. Given by Mrs. William J. Curtis, of New York.

April—An arm chair, purchased in Paris, after the Franco-Prussian War. From the Warren Estate; given by Mr. R. R. Goodale '93, of Cumberland Mills.

The copy by J. B. Kahill of the portrait by F. P. Vinton of the Honorable James Phinney Baxter, given by the Honorable Percival P. Baxter '98, which by an inexplicable oversight was omitted from the report for 1921-22, is here acknowledged.

## LOANS

September—A collection of 12 books on classical art. Loaned by the late Mr. J. M. Wolfing, of St. Louis, Mo.

**WITHDRAWALS**

October—One white and gold cup and saucer. Withdrawn by Miss Theodosia Pendleton, of Brunswick.

**EXHIBITIONS**

The "Fifty Great Prints" Exhibition organized by the American Federation of Arts was on view in the Walker Art Building, from February 12 to March 7; and the collection of etchings and wood block prints, with demonstration plates, supplied by the same institution, was exhibited in the Art Building, March 8-30. Both exhibitions were well attended.

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The Portrait of an Unknown Youth, long casually ascribed to Velasquez, was sent, in February, to the Fogg Museum of Art, Cambridge, for repair and examination. An X-ray examination disclosed the technique of the son-in-law and chief copyist of Velasquez, Juan Bautista Martinez del Mazo, to whom the work may now be attributed.

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To the Exhibition of Historic Portraits, held in May, at Virginia-House, Richmond, Va., the College has loaned the Stuart portrait of President Thomas Jefferson.

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The attendance during the calendar year was 8,036.

Respectfully submitted,

HENRY E. ANDREWS, *Director.*











