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PRESIDENT'S REPORT

1929 - 1930



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REPORT OF THE PRESIDENT
OF **BOWDOIN COLLEGE**
FOR THE ACADEMIC YEAR, 1929-1930

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

1929



1930

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

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 1929-1930.

I. DE MORTUIS

The Honorable Charles Fletcher Johnson, LL.D., of the Class of 1879, died at St. Petersburg, Florida, February 15, 1930, aged seventy-one years. Judge Johnson had been a trustee of the College since 1912, and for the last nine years had been chairman of the Examining Committee. He had a very distinguished career both in law and in politics, as well as on the bench. As United States Senator and as Federal Judge in the Circuit Court of Appeals he was widely known in this section of the country and his name was always held in high honor. He was a man greatly beloved by all classes and conditions of men. His annual visits to the campus in connection with his duties on the Examining Committee were a source of delight to the members of the Faculty. As a trustee of the College he was most faithful in attendance, most wise in his counsels. He took a particular interest in the undergraduate, especially the Maine boy. The warmth of his genial spirit, the kindness of his heart, combined with real common sense, are characteristics all too rare in these days. He will be greatly missed by the college he loved so well.

Franklin Conant Payson, LL.D., of the Class of 1876, died at his home in Portland, on February 17, 1930, aged seventy-three years. From 1897 to 1910 he was on the Board of Overseers, and since 1910 on the Board of Trustees. His service on the governing boards extending over a period of more than thirty-three years was as distinguished and useful as it was long. Able and independent, he never hesitated to take a stand nor to be in the minority if he felt he was right. Time and time again the College has had reason to be grateful for wise decisions that were due to his initiative. He was the kind of man who brought things to pass; the term "master builder" of the College by

right belongs to him. Without his influence and advice and direction it is doubtful if we should have had so promptly or in their present adequate form, the Hyde Dormitory, the Coe Infirmary, and the Moulton Union; and he was also the chairman of the committee that had in charge the erection of the Curtis Swimming Pool. He was equally influential in building up the College on the intellectual side. Time and time again I have, in my plans, been encouraged by Mr. Payson's support, the support that never once failed. On the other hand, his advice often prevented the doing of foolish things. If the history of Bowdoin College for the past twenty-five years is ever written by one who knows it from the inside, the name of Franklin Conant Payson will occupy a conspicuous post of honor. In the strength and integrity of his character he has left to his college the most priceless of all legacies. Admittedly one of the first citizens of Portland and of the State, by his personal charm, by his devotion to his friends, by the intense loyalty of his spirit, he deserved the tribute that after his death I heard paid him in many circles of life, — that he was a most unusual, most wonderful man.

Of the Board of Trustees who were in office when I assumed the presidency of the College in 1918, only one still lives. The loss by the deaths of Judge Johnson and Mr. Payson is particularly heavy. I wish it were possible to put into these cold words something of the glow of gratitude which I am sure the College feels and of which personally I am deeply conscious. I do not believe that any college president in the country has had finer men to direct and advise him than has fallen to my lot.

Lewis Albert Burleigh, LL.B., of the Class of 1891, died at his home in Augusta, on November 11, 1929, aged fifty-nine years; an Overseer of the College since 1919, he had served on the important Visiting Committee for the past two years and had also been particularly active on the committee on undergraduate scholarships a few years ago. He was in every sense of the word a Christian gentleman who had by his service to his college, his church, and his state, given abundant evidence of fine public spirit and unselfish devotion.

Daniel Arthur Robinson, M.D., Sc.D., of the Class of 1873, died at his home in Bangor, on January 17, 1930, aged seventy-

nine years. Since 1884 he had been an Overseer of the College, and he was at the time of his death the senior member of the governing boards. Of a well-known Bowdoin family, having served in his youth on the Faculty of the College, and later being connected with the Medical School, Dr. Robinson brought to his duties on the Board of Overseers experience and knowledge and sentiment. He was one of the best known members of his profession in the State of Maine and he was a most valuable citizen of Bangor. The eldest of a family that has brought, and is bringing, distinction to his *Alma Mater* he will be held in grateful memory by the college he served so long and so loyally.

II. GIFTS FROM APRIL 1, 1929, TO MARCH 31, 1930

Fellowship in French, Frederick W. Pickard	\$ 2,700 00
Pickard Field, Frederick W. Pickard	16,000 00
Morrow Publication Fund, Charles T. Burnett, royalties	10 12
Library, Books, Paul H. Douglas	20 00
Equipment, William W. Lawrence	75 00
Books, James E. Rhodes	52 00
Serials, Mrs. William J. Curtis	115 83
Serials, Elizabeth McKeen MacVeagh	10 50
E. H. Sothern Lecture, Walter V. Wentworth	500 00
Hawthorne Prize, Nora Archibald Smith	40 00
Forbes Rickard, Jr., Prize, Mrs. Forbes Rickard	10 00
Biology Department, Weston Sewall	10 00
Institute of Social Sciences, Society of Bowdoin Women	500 00
Davenport Trust Fund, George P. Davenport Trust Fund	1,237 68
War Memorial Flag Pole, various people	10,680 81
Joseph E. Merrill Fund (return of scholarship), Clarence L. Gregory	25 00
Society of Bowdoin Women Foundation, Society of Bowdoin Women	850 00
Honorarium Praesidis, Kenneth C. M. Sills	1,000 00
Frederick O. Conant Memorial Fund, Estate of Frederick O. Conant	5,000 00

Edwin H. Hall Fund, Edwin H. Hall	5,503	98
Pierce Professorship Fund, Henry Hill Pierce	189,262	00
Frank H. Kidder Scholarship, Estate of Frank H. Kidder	21,333	33
Beverly Scholarship, Beverly Men's Singing Club ..	30	00
President's Loan Fund (addition), anonymous	250	00
Curtis Fund for Faculty Pensions, Cyrus H. K. Curtis	115,000	00
Alumni Fund, various Alumni	3,188	71
Alumni Income Fund, various Alumni	6,987	30
		\$380,392 26

The Pierce Professorship Fund, now amounting to \$189,262.00, has been established by one of our Trustees, Mr. Henry Hill Pierce of the Class of 1896, and named for the members of his family, so many of whom have been connected with Bowdoin. The donor has provided that the income of the fund, or so much thereof as may be necessary, shall be used for the salary of the Pierce Professor of English, the remainder of the income being used for instruction in English, or for the general needs of the College in instruction. A gift of this description is one of the utmost value. It increases the endowment fund, and it is designed to carry out the primary purpose of the College, which is, when all is said and done, to promote learning by good teaching.

The Curtis Fund for Faculty Pensions, given to us last Christmastide by our good friend, Cyrus H. K. Curtis, LL.D., provides income, sufficient, under the plan adopted for faculty pensions and annuities, to make good the expectations that the older members of the Faculty had before the drastic cut made in May, 1929, by the Carnegie Foundation.

In addition to the gifts actually received, the College has, during the past year, learned of various benefactions and legacies. Chief among these is the bequest of the residuary estate of the late George F. Manson, of the Class of 1881, a lawyer of Boston. Although the College does not yet know the exact amount of this legacy, it will undoubtedly be a most substantial addition to the general endowment. The late Henry B. Cleaves,

a former Governor of Maine, made provision in his will that upon the death of his sister the College should receive a third part of a trust fund that he had established. This amount is shortly to come to the College through the settlement of the estate by the death of Governor Cleaves's sister, Mrs. W. W. Mason. The fund which is to be called the Nathan Cleaves Fund in memory of the Governor's brother, of the Class of 1858, will amount to more than \$100,000. There is also to be recorded the expectation in the near future of one-half of the residuary estate of the late Charles C. Springer, of the Class of 1874, the amount of the College's share being in the neighborhood of \$40,000.

It is a matter of congratulation and gratification that through such generous gifts and bequests the College has been able to add to its resources more than \$600,000 during a year of much financial stringency.

III. CHANGES IN THE FACULTY

In a faculty numbering over fifty, there are bound to be annual changes. Fortunately for us, there were during the past year no major resignations, and unfortunately, there were no promotions to full professorships. I say unfortunately, because personally I believe we are getting to be too conservative in our policy of promotion, yet a college must necessarily go slowly in such matters, both because such promotions entail very real additions to the budget and because under the system of academic tenure in the American college it is as difficult to remove a professor once he is elected to permanent tenure as it is in the body politic to remove a justice of the Supreme Court.

Last Commencement Assistant Professors Gilligan and Bartlett were elected Associate Professors, and Dr. Howard K. Beale, Instructor in History, received a year's appointment as Assistant Professor in that department. Three former instructors after graduate study returned to us as assistant professors; Cecil T. Holmes in mathematics, Herbert R. Brown in English, and Eugene M. Armfield in Romance Languages. New appointments were: Fritz Karl August Kölln, Ph.D., Assistant Professor of German; Ralph de Someri Childs, A.B., Instructor in English; Peter B. Ferguson, A.M., Instructor in Psychology;

William W. Lockwood, Jr., A.M., Instructor in Economics; Malcolm D. Daggett, A.B., Instructor in French; Paul A. Palmer, A.M., Instructor in Government during the second semester; and Jean G. Fleury, Fellow in French. The visiting professor under the Tallman Foundation throughout the year has been Professor Charles Bruneau from the University of Nancy. Professor Stanwood was on leave of absence the second semester and attended the Conference on International Law at The Hague. Associate Professor Cushing and Assistant Professor Cobb were on sabbatical leave during the entire year. The present faculty numbers fifty-six, classified as follows:

Administrative Officers	4
Professors Emeriti	2
Professors	22
Associate Professors	5
Assistant Professors	10
Instructors	13
	<hr/>
Total	56

Of these the following nineteen are graduates of the College: Messrs. Sills, Moody, Hutchins, Mitchell, Wilder, Cram, Meserve, Andrews, Little, Chase, Johnson, Bartlett, Cobb, Morrell, P. S. Wilder, Lancaster, Abrahamson, Palmer, and Daggett. This is surely as large a proportion as we can have without danger of inbreeding; and it is large enough to insure the carrying on of the traditions of teaching that are particularly associated with Bowdoin College. It will be noted that Bowdoin graduates are divided pretty equally among the different ranks. The College is particularly fortunate in having available for the Faculty in different departments some of its own members who as young scholars are glad to begin their teaching here and who form excellent liaison officers with the undergraduates.

IV. VISITING LECTURERS

This year we have adopted the plan of having many of the college lectures given in the main lounge of the Moulton Union, a room admirably adapted to such purposes. This also carries

out the purpose of the donor which was to make the Union not only the social center of the College but also a place where intellectual stimulus might be effected. Professor Bruneau, of the University of Nancy, our visiting professor under the Tallman Foundation, gave a series of six most charming lectures on the Folk Songs of Lorraine assisted by Madame Bruneau at the piano; the average attendance at these lectures was over one hundred, and it was a pleasure to welcome to them many of the French speaking citizens of Brunswick. Professor Bruneau has been an ideal occupant of the Tallman chair, and it is pleasant to think future Bowdoin students desiring to continue their studies in France will find in him a warm friend and wise counsellor.

Through the generosity of Mr. Walter V. Wentworth, of the Board of Overseers, the College last winter greatly enjoyed a lecture-recital by Edward H. Sothern. Other lecturers during the year have been Miss Margaret Deneke, Choirmaster of Lady Margaret Hall, Oxford, England; Mrs. May Elliot Hobbs, on English Folk Songs and Ballads; Miss Agnes Conway on the Excavations of Petra; Professor John M. Warbeke, of Mt. Holyoke, on the Philosophy of Art; Max Eastman, of New York, on Modernism and the Future of Literature; Professor Feldman, of Dartmouth, on The Social and Economic Aspects of Prohibition; Professor William Greene, of Harvard, on The Heart of Virgil's Poetry; President J. Edgar Park, of Wheaton College, the Delta Upsilon lecturer, on Philistines and Highbrows; Dr. Allen Johnson, of Washington, the Cole Lecturer, on Biography, Old and New; and Professor E. K. Rand, of Harvard, who under the auspices of the Phi Beta Kappa, is on May 19th to lecture on Virgil and Dante in connection with the two thousandth anniversary of the birth of Virgil. This spring for three meetings of the advanced course in English Composition we had the pleasure of bringing to Brunswick Mr. Robert Lincoln O'Brien, formerly editor of the *Boston Herald*; Mr. Harry M. Bigelow, editor of the *Portland Press-Herald*; and Dr. Ernest Gruening, editor of the *Portland Evening News*.

Through these lectures we try to stimulate not only the interest of the undergraduate but of the whole community. The college as an institution of learning ought certainly to be alive with

discussion of matters of current interest, of literary importance, and of philosophical import. We have no hesitation at Bowdoin in hearing both sides of controversial subjects. We do not wish to bring up our undergraduates like ostriches who hide their heads in the sand; we desire them to be able to test the worth of public opinion and to assess it at its proper value, and above all to be able to distinguish between propaganda and soundly formed theories and principles.

Early in the spring of 1931 we propose to hold the fifth Bowdoin Institute, the subject being The Natural Sciences. In a day when scientific thought is so important and when there is in the popular mind so little understanding of science, it seems reasonable to hope that through this institute the College may make an important contribution. An able faculty committee has been appointed under the chairmanship of Professor Copeland, of the Department of Biology, and work on the programme has already been started.

V. 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, — \$25,000.
3. Funds for more graduate scholarships, — like the Longfellow and Everett 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 from \$1,000 up.
6. Covered hockey rink, — \$30,000 to \$40,000.
7. Endowment of a professorship in Biblical Literature, or the History of Religion, — \$100,000.
8. Club house for the Faculty with adequate living provisions for the younger unmarried men on the Faculty.
9. Funds for the development of the campus, — \$25,000 up.
10. Funds for the erection of a new building for the Department of Chemistry, — \$250,000.

I should like to call particular attention to the fact that the Science Building is now thirty-six years old, and that since its erection many improvements in laboratory construction have taken place. Many of the New England colleges have chemistry buildings that are more recently built than ours. Furthermore,

in the present chemical laboratories all available space is being used. If we had a new building devoted to chemistry, the wing in the Science Building now given over to that subject might well be utilized for instruction in geology and mineralogy. In this connection it may be of interest to report that probably during the next summer the old Observatory will be removed from its present site, crowding in on the Curtis Swimming Pool, and the instruments placed on a platform on the top of the Science Building.

In concluding this section of my annual report I am glad to call attention to the splendid work that is being done by the Library. This year again the librarian reports both more accessions than ever before in one year, and also a greater use of books. The Library has received some notable gifts, especially in the line of scholarly periodicals. We need, however, to spend more money for the acquisition of new books, and I heartily commend the needs of the Library to all friends of the College.

VI. ATHLETICS

Among the important matters to be considered by the governing boards this Commencement is the reorganization of our Athletic Department. At present we are carrying on under a system, that has grown up during the past twenty-five years, of divided responsibility and control. For example, some of the coaches are placed on the college budget and paid entirely by the College; some are paid partly by the College and partly by the Athletic Council; and some are paid entirely by the Athletic Council. In addition, there are instructors connected with the Department of Physical Training who are appointed and paid as other members of the Faculty. There is a director of athletics whose duties have never been clearly defined. The Athletic Council, consisting of representatives of the Faculty, alumni, and undergraduates, is not in any formal way responsible to anyone. There is necessarily some confusion, some question of responsibility, some indefiniteness about the present arrangement. It is remarkable and speaks well for the loyalty of instructors and coaches that there has not been more friction.

A year ago last winter, at my request, a committee of the Alumni Council under the chairmanship of Mr. Lyman A.

Cousens, of Portland, after an exhaustive study of the situation made a very able report that was printed in *The Alumnus* for November, 1929. This report advocated placing the administration of all athletic affairs under the direction of a general athletic director. At the meeting of the Boards last Commencement this report was referred for further study to a committee consisting of Messrs. Gibson and Pickard, from the Board of Trustees; Wallace H. White and Luther Dana, from the Board of Overseers; and Thomas L. Pierce and Harry L. Palmer, from the Alumni Council. This committee will in all probability report at the June meeting of the Boards.

Although it would not be possible or proper to attempt to predict here the action of the Boards, certain general principles in connection with college athletics I may venture to point out. For the past ten years or so I have been president of a group of New England and other neighboring college presidents who meet annually to confer on athletic matters; consequently I have been in touch with what is going on and what seems to be the best policy and practice in other colleges of our class.

Among the tendencies that have unquestionably developed in the past ten years none is more worthy of note than the fact that in nearly every college there is a more general participation by the undergraduates in sports of all kinds. The College must certainly encourage the so-called minor sports and must provide programmes for the widest possible use of our facilities for outdoor games and recreations. Pickard Field has been given to us and is being developed with that end in view. More and more parents are interested in having their sons at college become proficient in some such sport as tennis, or golf, or swimming, that will stand by in later years. It is well that many of our boys should give their chief attention to those games that are particularly adapted to their time of life. It is also well that they should become skilled in games that they can play throughout life. Personally, I should like to see every boy in college during term-time out on the playing field, or in the athletic building in the winter, for a couple of hours in the afternoon at least four or five times a week. Nothing ought to be done to hinder this interesting development. Those who decry minor

sports, intra-mural contests, and activities of that kind, are fighting against the spirit of the times.

In connection with intercollegiate athletics it is well to remember that athletics exist for the undergraduates and that the undergraduates do not exist for athletics. President Lowell, of Harvard, has recently called attention to the fact that we are, in our attitude toward sport, Roman and not Greek; in other words, we emphasize the pleasure of the spectator rather than the benefit of the participant. It is interesting to note that nowhere did President Lowell's words receive a more whole-hearted assent than in some undergraduate publications of our leading colleges. Whatever we do to promote better intercollegiate athletics, and that is surely a worthy end, we should do, not from the point of view of the interest of the alumni, or the public primarily, but always from the point of view of the good of the individual student. The student derives very many things of excellence from intercollegiate contests of the right sort,—moral discipline, sacrifice of self for the good of the team, good sportsmanship, and many other benefits too numerous to mention. It therefore follows that the College must be interested in the appointment of coaches and athletic instructors. It is desirable, but not essential, that such men should have had the training that fits them for seats on the Faculty. It is desirable, but not essential, that they should be with us all through the year. It is both desirable and essential that they should be men of character and of good influence, and that they should realize that their responsibility belongs not so much to the public or to the alumni as to the college itself.

It is also desirable that the present anomalous situation of divided authority and divided financial responsibility should be ended. I feel sure I express the sentiments of the Faculty in stating that the director of athletics should be appointed, as are other members of the Faculty; that all instructors in physical training and coaches should be paid by the College; that all expenditures and receipts for athletics should be handled by the treasurer's office; that no coach in any sport should be appointed without the approval of the College; that the policy of athletics for all should be heartily supported, and that the best coaching within our resources should be given to all teams, minor and major.

VII. THE COLLEGE AND THE STATE OF MAINE

Bowdoin College has peculiar obligations to the State of Maine, obligations that are due in part to location, in part to tradition, in part to the large number of Bowdoin men residing within the state. Of 4,396 names carried in the 1930 Address List, 1,646 are residents of Maine. The obligation of Bowdoin to Maine is much like that of Harvard to Massachusetts, Yale to Connecticut, or Columbia to New York City. It does not mean that the College does not have other and far reaching obligations; it does not at all mean that the College would care to confine its interests, or its constituency to the State of Maine; but it is a recognition of loyalty to the local on which greater loyalty nearly always depends. This year by vote of the Faculty and with the unanimous approval of the Executive Committee of the Boards we offered to the schoolboys of Maine eight scholarships with a stipend of \$500 each for the Freshman year, the same to be won by competitive examinations. The State was divided into eight districts and in seven districts candidates to the number of forty-six appeared. The examinations on April 12th were conducted personally by different members of the Faculty who also visited schools and interviewed the candidates. Five scholarships were awarded, one each from Cumberland, Kennebec, Penobscot, Sagadahoc, and York Counties. Considering the fact that notices of the competitive examinations were not sent out until the middle of the winter, the committee believes that the results are very satisfactory. The scholarships will be taken of course only from funds that must, by the terms of gift, be awarded to Maine boys. I hope that this experiment which has proved already very interesting and fruitful will be continued in Maine next year, and later perhaps extended to other localities. Gifts for scholarship funds for such a purpose would be most welcome.

VIII. RELIGION AND THE COLLEGE

In my report for the year 1920-21 I discussed at some length the religious policy of the College, the place of the chapel exercises in our college life, and the general principles underlying the relation between the College and the Church. It should

always be kept in mind that the College is not primarily a religious institution; on the other hand, religion has a very definite place in all education. It is a matter for debate and discussion as to whether that place should be formal by means of courses in biblical literature, in the history of religion, in the philosophy of religion, and the like, or whether it should be informal by providing services of a religious nature in chapel and through small groups opportunities for bible study and religious discussion. But whether judged by the rules of formality or of informality the College is not doing all that it should to promote the religious interests of undergraduates. We do believe that some demand for such instruction should come from the undergraduates themselves; we do not think that it would do much good to impose such instruction or such direction from above; but we should be ready when the demand comes. Personally, I believe everything depends upon finding the right man, whether he is to be professor of biblical literature, or college chaplain, or christian association secretary, would be a mere detail.

In some ways this has been a very interesting year on the religious side. On the first Sunday of October the Rev. Dr. A. Herbert Gray, of London, talked to the undergraduates, and for two days conducted conferences. On November 3rd the Rev. C. Leslie Glenn, of New York City, spoke at chapel and met a large group of boys for religious discussion in the evening. During Holy Week there were special addresses each morning on topics connected with some of the leading figures in the drama of the Crucifixion. At Christmas and at Easter the college choir under the direction of Professor Wass was heard in beautiful musical services. The faculty committee on religious exercises, aided by an undergraduate committee, has been trying to find ways for the improvement of the daily and Sunday chapel exercises. The College has also expressed to all the clergymen in Brunswick its desire to coöperate with them in every way possible in promoting the loyalty of the undergraduates to their own churches. The daily chapel exercises have been maintained with only occasional and spasmodic protests from the undergraduates. The question of compulsory chapel, always a difficult one, is also always a local one. So far we have been able to

carry on the traditional policy of the College successfully. It should be distinctly understood by all interested in Bowdoin that the College interprets the provisions of compulsory chapel liberally and with all possible consideration. In twenty years' experience as President and Dean I personally have known of only one conscientious objector. Of the real and lasting value of our chapel services I am more and more convinced each year.

IX. RETIRING ALLOWANCES AND PENSIONS

It is very gratifying to be able to report that, thanks to the great amount of work performed by the committee on faculty pensions, and thanks to the generosity of Mr. Cyrus H. K. Curtis, of Philadelphia, the College during the past year has been able to set in operation a plan for the retirement of the fifteen teachers whose allowances were greatly affected by the drastic cut announced by the Carnegie Foundation to go into effect on May 1, 1929. In brief, the plan provides for a supplementary retiring allowance that will be the equal of the original expectation under the old Carnegie plan, and in case of death, for a pension for the widow which will also make good the difference, and will have the further advantage of being immediately available instead of becoming operative under the old plan only after a minimum service of twenty-five years. Through group insurance and through contributory payments on the part of each member of the Faculty, equitable provisions are made for retirement at seventy, for retirement prior to age seventy, and for pensions for widows of professors before or after retirement. The professor pays an amount not to exceed 5% of his salary, and the College pays the balance. In case of leaving the College for another post, or for any good reason, the professor would be entitled to all the accumulations on his account with interest. It is estimated that for the first few years this plan will cost the College about \$7,000 annually, and this amount is available through the gift of Mr. Cyrus H. K. Curtis. The members of the Faculty affected are enthusiastic for the plan and appreciative of the benefits conferred by it. I cannot speak too warmly of the ability with which the special committee solved this most intricate and difficult problem; in which solution they had the very valuable aid of the bursar of the College.

X. CONCLUSION

The by-laws of the College provide that the President shall annually make a report to the Boards on the condition and moral character and work of the College during the year then last passed, with such details as to the activities of the College as will inform the Boards from year to year of the standing of the College and the administration of its trusts.

So much of interest happens in a college like Bowdoin that such a report might be made nearly every week. It is impossible within the brief space allotted me to discuss all those matters of conduct and of policy that naturally come to mind. There is no question but that the work of the College in class-room and laboratory has been admirably carried out this past year. On the whole, the teaching has been effective and the response satisfying. No one could visit the oral examinations held this past week in connection with the general examinations of the Senior class without catching glimpses of the excellence of the instruction. The very liveliness of some undergraduate comment in the *Orient* and elsewhere is, whatever else may be said about it, an indication that there is no attempt on the part of the Faculty to repress freedom of speech. Some of the undergraduate manifestations call to mind the famous saying of the great Master of Balliol College, Benjamin Jowett, who in a walk through the college grounds, having noticed many broken windows and other signs of youthful activity, remarked, "Well, after all the mind of the college is still vigorous." Seriously, there have been many things to give us cheer. The athletic situation has not yet become a prelude to the millennium, but things are unquestionably looking up. The presence this spring amongst us of the new football coach, Mr. Charles Bowser, from the University of Pittsburgh, and of his assistant, Mr. John Roberts, is full of promise, not so much for victory, although that too, as for that kind of coaching which we like to associate with Bowdoin. I have never known a Senior class develop more splendidly in its last year than is the case with the Class of 1930. There are always many trials and anxieties and difficulties connected with the management of so varied an enterprise as the modern college. The air too is often vibrant with criticism.

It is a singular fact that criticism and gifts go hand in hand. Probably no other single factor in American education has been criticised during the past five years more than has the college of liberal arts. On the other hand, the generosity of the American public has been astounding. For example, in that period our own funds have increased from about \$3,800,000 to something over \$5,300,000. It is probably a good thing that gifts and criticism come along simultaneously. The gifts encourage, the criticisms tend to make us humble; but so far as the College is concerned the gifts are usually permanent and the criticism variable. When one considers the loyal interest and the generous impulses that are represented by all the benefactions that have come to Bowdoin this last year, small and great, he may well thank God and take courage.

Respectfully submitted,

KENNETH C. M. SILLS.

May 15, 1930.

APPENDIX A

Report of the College Physician

To the President of Bowdoin College:

The group examination of the Freshman class was carried on as usual by Doctors Welch, Fisher, Drake, and Vanamee, of Portland.

After the completion of the routine physical examination, Dr. Welch referred eighteen cases to the Infirmary for X-ray examination of chest. These students were either markedly underweight or had some signs of previous lung involvement. None of these have had any illness to date and several have gained fifteen or more pounds in weight by following explicit instructions throughout the year.

With the exception of one mild case of chicken pox, there has been no contagion in the College.

Six cases of appendicitis have been operated on, with no complications. Four were sent to Portland hospitals and two were sent home.

To date forty-eight students have been cared for in the Infirmary a total of one hundred and thirty-four days, an average of less than three days per patient. This is by far the smallest number cared for since admission and discharge records have been kept.

Daily clinics have been held with an average daily attendance of twenty-two. This average is exclusive of those attending for eye strain, broken glasses, morning headaches, and unerupted wisdom teeth.

By far the two most common ailments to which students are susceptible are "common colds" and low grade infections. Much can be accomplished along preventive lines when some arrangement can be made to supply clean towels (occasionally) to students who frequent the Gymnasium. When the layout of dormitory bedrooms and fraternity house sleeping quarters is considered with relation to proper ventilation with our very changeable climate, we must realize that here is a very positive source of nose and throat infection.

Much time has been spent with students, particularly Freshmen, who have had some difficulty in adjusting themselves to college environment.

I want to thank the Fraternities for their willing coöperation in following suggestions and procuring new equipment where necessary for the better and safer handling of food in their several houses.

Respectfully submitted,

HENRY L. JOHNSON, *College Physician.*

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APPENDIX C

Religious Preference 1929-1930

Congregational	179
Episcopal	85
Baptist	57
Methodist	49
Unitarian	38
Roman Catholic	34
Universalist	25
Presbyterian	23
Jewish	14
Christian Science	13
Dutch Reformed	3
Lutheran	3
Friends	3
Swedenborgian	2
Greek Orthodox	2
Church of the New Jerusalem	2
Reformed Church of America	2
Babai	1
No preference	14

REPORT OF THE DEAN

To the President of Bowdoin College:

SIR:— According to the Bureau of Education there was a 500% increase in college enrollment between 1890 and 1926, and there are at present in the United States some 900 colleges and universities, with some 900,000 students, some 250,000 of them Freshmen. 250,000 Freshmen this year, 250,000 next year, 250,000 the next year, 250,000 the — twenty-one years from now 5,000,000 more individuals at large in this country, if they and the country survive it, who once were college Freshmen, and 250,000 more Freshmen still in the press! That is, if college enrollment does not continue to increase.

Yet people still have the effrontery to say: "Go to college." "It pays." "Business looks to the colleges for its leaders." Pays? Pays how, pays what? Leaders? Who will be left to be led? Why, already there seem to be in this land nearly 3,000,000 adults who have attended college, and less than 1,000,000 incomes of \$5,000 or better. Already there seem to be three college people and sixty other people competing for each \$5,000 income. What special opportunities will there be twenty-one years from now for college men, when 5,000,000 more one-time Freshmen will be seeking this sort of income? At any rate, what special opportunities will there be for the *average* college man, even if college men secure all the higher incomes there are — as they will not? Even now certain critics are proclaiming that the least promising 10, 20, 30, 40, 50 60% of the country's undergraduates ought to be somewhere else, place unspecified, presumably in the ranks of the workers or the unemployed. Even now, certain college professors are wont to pronounce, over some earnest but struggling student, the sepulchral eulogy: "There's another good ditch-digger spoiled." It is, however, only fair to observe that one objection to holding the obsequies immediately after the eulogy is that often the corpse is not quite dead.

I have in mind, for instance, a scared little Freshman who entered Bowdoin nearly twenty years ago from an obscure little

town in Maine which most Maine citizens, even, would have to look up in an atlas — if it is there. Had we had Intelligence Tests in his day, he might have scored 15 to 20%. A certain grim intensity of eye and jaw seemed to be almost his sole asset that first semester. After various heartbreaking misadventures with Hour Examinations and Major Warnings, he ended the semester with one C and three D's, any one of which probably could have been an almost equally equitable E. I know that was true of the one I gave him. The second semester he got 2 C's, a D, and an E. The next year things improved — 3 B's, 3 C's, and 2 D's; Junior year, 3 B's, 3 C's, 3 D's, and an E; Senior year, 7 C's and 4 D's. He graduated — barely — fighting courses to the end, and with only a couple of honors, *Bugle* honors. He now holds a responsible and well-paid position with a large commercial company in the Orient and is more than measuring up to his job. When I saw him on his furlough last summer, he confessed that he never felt so nearly licked, never felt so sure he was a failure, as during the first part of his course at this college which he somehow still believes was the making of him.

But let me return to the figures and critics previously quoted. Whether those critics are right in alleging that the least promising ten to sixty per cent of those boys ought not to be in college — and I think they are wrong — they certainly are right, if they mean simply that there is no possibility of all those boys getting five thousand dollar incomes. The foregoing figures make that a plain arithmetical fact — if Eddington and the rest nowadays leave us any facts. But of course there is something wrong with the figures. There always is. Nine hundred thousand students, yes, but three hundred thousand of them women, most of whom will hereafter be in competition — economic or otherwise — with only one man each. Two hundred and fifty thousand Freshmen—but most of them, unfortunately, will drop out. Nearly three million adults in the country who have been to college — to be sure, but only a million and a quarter of them stayed to graduate, and many of them are married women. The average Bowdoin undergraduate may find further financial and professional hope, too, in the fact that while there are nine

hundred colleges and universities in the United States, only some two hundred of them are approved by the Association of American Universities and the American Medical Association; only one hundred of them have an endowment of \$2,000,000 or more; only fifteen or so of them appear to have Bowdoin's per capita resources and educational standards, with whatever that implies. And it does imply something; unless we are mistaking the meaning of educational standards and misusing our funds, it does imply something. A Missouri friend of mine remarked that if only we had one acre of Missouri soil in Maine, we'd use it as fertilizer. While I think highly of Bowdoin and its average undergraduates, it is perhaps hyperbolic to intimate that one of them could be used in Siwash College as intellectual fertilizer. But at any rate, the average Bowdoin man, if scholastic standards and training count for anything, should have a better chance for material success in life than the average undergraduate of all but very few other colleges.

You will have observed, Mr. President, that I have frequently used the phrase "average undergraduate." As Placement Officer of the College, I love the phrase. As Placement Officer in a bad business year I love it particularly. I am utterly weary of being asked by Employment Managers for "outstanding Seniors." "Outstanding Seniors!" It is a phrase I am beginning to dread. As Dean I adore such Seniors: as Placement Officer I loathe them. They are always so apt to get all the easily obtainable offers, and leave me worrying about positions for the rest. For business executives are learning from observation and statistics that a good scholastic record in college is a rather good augury of vocational success in life. Mr. Gifford's figures for the Bell System, for instance, are familiar. One of our own alumni is Vice-President of one of that System's subsidiary companies. Annually he wishes me to send him two or three graduates who are "among the best students in the class." He leaves it to me to judge of their personal qualities, but scholastic excellence they must have shown. Last winter he told me that he believed this group of Bowdoin men, so picked, was superior to any other group in the whole Bell System, which employs thousands of college men.

The vocational success of Phi Beta Kappa members is a fact that seems to be so well established by many sets of figures, gathered in many places, that I have taken no elaborate pains to prove that it holds for our own Phi Beta Kappa men, the hundred and fifty of them who graduated between 1910 and 1926. No one of those men has ever yet been hanged, incarcerated, or even arrested for vagrancy — at least, no one of them has ever written me about it. Forty per cent of them have gone into teaching, ten per cent into law, five per cent into medicine, and with few exceptions seem to be doing well professionally, in many cases very well indeed, as one might expect. Of the thirty per cent who are in business, several appear to be on their way to affluence that makes their former professors gasp and nurse weak hopes of personal endowments. It is my more or less calculated guess that fully two-fifths of these Phi Beta Kappa men are financially more successful than all but one-fifth of the other graduates of their time. Yet it is not by financial standards that the success of most of these Phi Beta Kappa men can fairly be measured.

Yes, good scholastic records certainly mean something, and business men, I repeat, as well as professional men, are discovering the fact. Good campus records also mean something. With that fact business men have long been familiar. An officer of this same Bell System recently told me that some new studies of theirs, soon to be published, show just about the same correlation between certain kinds of campus success and success in their company as between academic success and success in their company — an interestingly close correlation in both cases.

This is clearly the day of the college man. While there are still those who believe that college actually unfits a boy for the rough-and-tumble of life, while there are still those who believe that college boys merely acquire expensive tastes and exalted ambitions without increasing their power to gratify them, this is clearly the day of the college man — so much so that employers everywhere must have not merely college men but “outstanding” college men, “outstanding Seniors.” That awful phrase again! And who can blame employers? They take far fewer chances with such men. Such men are generally the ones they should try to get, other things being at all equal. Often, of

course, other things are not equal. Furthermore, many employers have yet to learn that the "outstanding men" at some colleges may be no better than the average men at other colleges. But knowledge of college standards is spreading fast and far in these days.

Mr. President, it is your custom to speak once a week at the morning Chapel Service upon some subject connected with the College, its history, administration, problems. One series of those talks, I understand, is entitled *Worthies of Bowdoin* and describes the careers of certain distinguished graduates. I wish now to supplement this series of yours by remarks of my own entitled *Some Undistinguished Undergraduates*. It is *periculosae plenum opus aleae*, as your Worthies, Sir, would choose elegantly to call it — "a risky job," in the rude vernacular of my Unworthies — for a college Dean to defend and commend undistinguished undergraduates, average undergraduates, even those of Bowdoin, even those of Bowdoin of the last twenty years, as I shall. But the higher a college's standards are, the readier should its officers be, I think, to realize that even its average undergraduates may be highly approved. It is sufficiently obvious that even if a college consisted entirely of geniuses, it would still have its "outstanding Seniors," still have its "undistinguished undergraduates."

It is said that early in the first year of a certain boy's residence in Balliol College, one of the dons prophesied that that boy would some time be Prime Minister. The background of students at Oxford and Cambridge and the structure of British society make such prognostications much less fantastic than they would be in our own country. That boy was Asquith. At Bowdoin — and the same thing is true at every other American college — we cannot with certainty predict even the college future of all our Freshmen. Some twenty years ago John Smith entered Bowdoin with a splendid record from a splendid school and easily graduated *Summa cum Laude*, with all varieties of campus honors. John Jones entered in the same year with the same sort of record from the same sort of school, and barely got his degree, with hardly any campus honors at all. Some ten years ago Jim White came to Bowdoin and put in a fairly good Freshman year. He graduated in the highest tenth of his class.

Jim Black entered at the same time and had a fairly good Freshman year. He graduated in the lowest tenth of his class. Nor do the best Psychological Tests as yet make us professors infallible oracles. In the present Senior class a man who entered with an extraordinarily high Intelligence Test is, of course, going to graduate *Summa cum Laude*. But a classmate of his who entered with an Intelligence Test even higher was recently dropped from college for deficiency in scholarship. No, you can't always tell even about their college careers. And when it comes to their careers after college, especially the careers of our average undergraduates, you can't often tell.

Generally speaking, I suppose there is no more than an average place in the world for the average man. College men in general are above the average. Our Bowdoin average is a high college average. If there is any justice, there should be a very decent niche in life for the average Bowdoin graduate. But again speaking generally, there can be no very, very, very, decent niche in life for the average Bowdoin graduate, if, allowing for all development ordinarily to be expected, he stays, *stays*, at even the Bowdoin average — which is precisely what so many of our undistinguished undergraduates after graduation decline to do. Boys mature mentally, socially, morally, spiritually, at such different and unpredictable ages and stages. Human existence would be a much less interesting and cheerful affair, if one could always tell just what a boy will be from what he is.

Twenty years ago another John Smith graduated from Bowdoin with C and B grades, his lone *Bugle* honor being "Class Squad." A couple of years after graduation he left a thirty-five dollar a week job to take a twelve dollar a week job wrapping bundles in the basement for a very large concern into which he was eager to get. Now he is its General Manager. Another John Jones also was certainly an undistinguished undergraduate here ten years ago. His college grades were B's, C's, D's, and E's — not many of the first. His only (registered) outside activity was membership in the Musical Clubs. The fact that he is now a highly prosperous insurance man is not due to social connections, but due to energy which, if possessed in college, was never there much used for purposes easily observed — luckily for him, perhaps. Another Jim White graduated in the Class

of 19— with C and B grades and not a solitary *Bugle* honor. He is now one of the most notable of our many alumni in a great corporation. With undistinguished undergraduates such as these, it is mostly a matter of the date of their discovery that it is apt to be pleasant as well as profitable to use one's abilities for pretty much all they are worth.

It is not only future business men who sometimes fail to get really busy till after college days are done. David Blank received nothing but B's and C's in college and reaped but one *Bugle* honor. He is now a successful and beloved physician in a community where more than one story is told of his professional skill, devotion, and even heroism. Jonathan Blank also got merely B and C grades in college and only a few insignificant campus honors. He is now a partner in one of the best known law firms in his state. Amos Blank was a C man in college, received no campus honors, has become the capable principal of a large high school. Andy Blank was a B and C student: he was a member of the Board of the generally late and always unlamented *Bearskin*, and that was almost his only *Bugle* mention. He is now a successful newspaper man and the author of several novels of some distinction.

Sometimes, instead of being a matter of the late discovery of the joy of working, it is the late discovery of enjoyable work. That is most apt to be true in the case of boys who go into business. But there are others. About ten years ago a shy, uncommunicative lad graduated with B and C grades and not a single campus honor. The next year in Medical School he got straight A's, and is now a promising man in medical research. About the same time we had here a quiet, friendly boy of inconspicuous ways whose only *Bugle* honors were of a musical nature, and his only grades B's and C's, or thereabouts, except in Mathematics which he habitually flunked and finally passed, after dire misgivings, in his Senior year. He is now on the Faculty of a first rate college, the author of various learned papers in his field, a scholar and teacher held in high regard by his associates and his president.

Then there is another group of undistinguished undergraduates who in college show occasional flashes of real ability, but do not mature in purpose and steadiness until after graduation.

The college careers of such boys naturally give small evidence of what they will become, and it is often next to impossible to distinguish between them and the boys who are fundamentally, permanently, unstable and irresponsible. In view of this difficulty, it is always a question as to just how long a college should entertain young hedonists in the hope that they will soon grow up. About ten years ago we had at Bowdoin an amiable idler who played his way through a large part of his college course — “played” in a double sense, for he ran an orchestra — and then, after collecting a large quota of D’s, E’s, and escapades, was dropped. He was not much missed by the Faculty. His overtures regarding readmission were firmly repulsed for a couple of years. Finally he was allowed to return. He needed twelve courses to graduate. He took them with A and B grades, got his degree, and is now a successful writer of stories of adventure. We did well to drop that boy. We also did well to readmit him. But such a boy does not belong among my average, “undistinguished”, undergraduates. His first years in college were too bad, his last year too good.

Specimen members of the group I have in mind, undergraduates immature in purpose and steadiness but not in any sense the dregs of our college population, are the following quartet. A dozen years ago a gay young ne’er-do-well graduated with a C and D record in scholarship, a distinctly lower record in deportment, and a bare handful of college honors, mostly social. He is now the very industrious and efficient sales manager of a manufacturing company. About the same time another lad graduated with about the same sort of academic record and with a rather better, yet very unimpressive, reputation as a college citizen. He is now well along in the executive work of a large insurance company and is not indebted to pull for his advancement. A little later two other blithe spirits of vagrant bent graduated with C grades and no campus honors to mention: both of them are now deservedly high in the educational system of their state.

Of course it is easy to suppose that something is seriously wrong with an institution which does not manage somehow to inspire all able boys to do their best as students and as college citizens. On the other hand, it should be quite as easy to sup-

pose that something is seriously wrong, at least temporarily, with many able boys who are cordially unreceptive and need to be eternally prodded into showing their ability. With the large majority of them it is simply a matter, I repeat, of unseasonable immaturity which they will belatedly outgrow. With others it is an organic infirmity which will always lose them the race to some less gifted man who is nevertheless responsible, steady, an unremitting plugger, uniformly ready to apply all his powers, *all* his powers, to the job in hand. I think of — as being such a man: a “C” student, with only one minor honor in the year-book, he is now an able public accountant in a good firm. I think of — as being another such man. With only a “C” and “D” record, with only a couple of *Bugle* items to his credit, he is now manager of one of the most important departments of a large manufacturing concern. A third such man was —. A student of B and C rank, with merely two or three campus honors, he now holds and deserves a fine position with one of the country’s great advertising companies. A fourth such man was —. He received B’s and C’s in his courses and only a couple of lines in the *Bugle*: he is now the very competent and very much esteemed head of a very useful educational institution.

Any number of examples of undistinguished undergraduates who have later gained considerable material success would of course prove nothing to critics who hold that college is meant only for those who are deeply absorbed in academic work and do it well. Such critics would say that the business men whose careers I have outlined would have been just as good business men without having wasted four years of their own and other people’s time at college. But after all, four years “wasted at college” are a pretty small fraction of a life time, and if the men who “wasted” it do not regret it, do not regard it all as waste, but on the contrary feel that they profited by it in a dozen ways unrecorded on the *Blue Cards* or in the *Bugle*, I, for one, am willing to accept their evidence. One of the last effusions I have seen on the popular theme, *What’s Wrong with the Colleges?* ascribes much to lack of undergraduate homogeneity — all sorts of students are thrown together, rich and poor, quick and slow, earnest and casual, the “sober, steadfast and demure”

and those not so much so. I wonder if that is all loss and no gain. It is not my understanding of business and professional life that groups of homogeneous people are always together, dwelling in mutual admiration sweet and stimulating. Individuals apparently need their individual batteries in order to get very far. I recently heard of a very young Bowdoin graduate, enjoying a fairly good income from work fairly well done, who seems to be content to stay where he is and blames the college for that inclination. The non-college man, says he, has more disposition to climb higher. In college this graduate was not too zealous, either. I wonder what would have made him more so. Homogeneity? Or maturity? Or dynamite?

I am not sure that a good college cannot stand — for a while — a few wealthy wasters. They at least may serve as horrible examples, such as those so effectively used by the father of Horace. I am not sure that a good college cannot afford to welcome — for a while — a few dull boys. They may furnish a healthy incentive to those not quite so dull. I am not sure that brilliant students and average students do not belong together. The desire to emulate and the wish to impress often have good results. I am not sure that a college full of *Summa cum Laude* men would be the ideal, even if it were possible. It might be rather hard for the graduates of such a college to adjust themselves to the rest of the world. Moreover, it happens that our own *Summa cum Laude* men of the last twenty years have almost exclusively become teachers or lawyers. With all my reverence for teachers and lawyers — especially teachers — may I not be misunderstood in expressing the hope that if Bowdoin ever does become exclusively a *Summa cum Laude* college, her undergraduates will at least make a point of picking thoroughly uncongenial roommates.

Mr. President, I have lingered long on the later material success of men who were but average undergraduates at this college, at Bowdoin. There are those who contend that John Doe at even Soso College is going to be made at least a more successful John Doe, materially, than if he never had been exposed to Soso's training. Very likely they are right. There are still others who hold that material success has little to do with the case, that the main thing, the attainable ideal, is to have a

country full of John Does—and as full as possible of more gifted individuals — John Does whose inward life and outward participation in life will be broadened, deepened, and enriched by their educational experience, however much that experience may have been limited by their own limitations or by those of their college. Just how many John Does would at present go to Soso College with merely such expectations we cannot tell, but many would go. Luckily, there are many college boys — an increasing proportion, I think — whose main desire is not to enjoy a five, ten, fifteen, or twenty thousand dollar income, but to enjoy, creditably, this odd earthly existence. It may already have been observed, by other philosophers, that the large income and the large enjoyment of life are not necessarily concomitants.

The other day I fell in with a Bowdoin man whom I had not seen or heard of since his graduation ten years ago. A fairly good student, his outside interests had been exclusively literary, dramatic and musical. At that time he wanted to become a writer or actor, or both, and he undoubtedly did have unusual powers of imagination and expression, especially in an exuberantly humorous vein. I asked him what he was doing. He smiled. "Absolutely the last thing in the world I expected to be doing. I'm buyer for one of the departments of a wholesale drygoods house." "Not much use for a college education there. Do you regret it?" "Regret it? Regret it? Hardly!" He paused, then added with another smile: "Still, my chief did tell me a couple of years ago that if *he'd* had me during my college course, I'd be making twenty thousand a year." "Well?" "Well, what?" "Would you have?" "Oh, I don't know. Probably his self-made man rhetoric. Anyhow, I remember I almost laughed in his face. Lord! I wouldn't change places with that poor fellow for any amount of money I ever thought about." "Why not?" Rather apologetically he answered, "Books." "How about your writing?" I asked him. "Well, I've just been made buyer for a new department unfamiliar to me, but off and on I am working on a play." I hope that play is finished. But whether it is or not, that young graduate seems to need no pity for having failed to omit college in order to qualify sooner (if he would have — which is doubtful) for a better position in that drygoods business.

The peroration of this Report, sir, is long overdue. It is now arriving.

There is no doubt that much more academic work could be extracted from American undergraduates, if they were all subjected, in very small groups, to personal contact with teachers both stimulating and exacting. But the success of the Oxford system is not primarily the result of tutorial pressure. There is not so much of that as there is in the United States. The Oxford colleges get pretty much a stratum of society: we get in our colleges — and it is well we do, I think — pretty much a whole society, saw the whole cord of wood, knots and all, as best we can. But a good American college need not accept the very knotty sticks. A good American college need not concern itself solely with giving its average students enough work to do. A good American college need not fail at least to offer its able and brilliant students ample opportunities for the use of their surplus time, if it is quite unthinkable that they could themselves find profitable ways of using it. I fear I am somewhat out of sympathy with those who lament the sad state of the brilliant men in even our good colleges, thrown into contact, as they often must be, poor things, with, oh, so many quite inferior intellects and never being absolutely compelled to do their best. I wonder how many geniuses were ever lost to the world because they were not compelled to do their best in college. An eminent English educator recently expressed distrust of our whole democratic scheme of education. He seemed to feel that we were seriously in danger of polishing up the poetasters and failing to inspire the Dante, of producing merely the minor Sophists and leaving the Plato to his own devices. I mournfully suspect, however, that there is really very little we professors can do to make, or unmake, a Dante or a Plato.

Mr. President, I know of no more adequate expression of the purpose of the American college than the familiar one formulated by your distinguished predecessor. But for many generations yet to run *The Offer of the College* still will be an offer, an ideal offer to ideal men. Meanwhile, sir, I think that most of Bowdoin's present sons will be more than satisfied, if Bowdoin, while continuing to do her very best in various ways for the men who are in various ways her very best, can turn out each

year a rank and file, which, compared with the rank and file of years gone by, is just a little bit more thoughtful, a little bit more earnest, a little bit more energetic and eager and persistent, a little bit more courageous and honest and clean and sound and honorable and kindly, a little bit more aware that "it is not all of life to live, nor all of death to die."

I. ENROLLMENT

Number of

Students enrolled Sept. 26, 1929	549	(Sept. 27, 1928—559)
Students enrolled Dec. 1, 1929	546	(Dec. 1, 1928—555)
Left between Sept. 26th and Dec. 1st	3	
Students enrolled March 1, 1930	529	
Left between Dec. 1st and March 1, 1930	19	
Seniors finishing work for degree	5	
Students re-admitted	7	

	Dec. 1, 1929	March 1, 1930
Students in Senior Class	118	112
Students in Junior Class	123	121
Students in Sophomore Class (inc. 1 Special)	147	142
Students in Freshman Class (inc. 3 Specials)	158	154
	546	529

II. GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Massachusetts	219
Maine	217
New York	31
New Jersey	19
New Hampshire	13
Connecticut	12
Pennsylvania	11
Illinois	6
Ohio	6
Rhode Island	3
Nebraska	2

Vermont	2
District of Columbia	1
Indiana	1
Kentucky	1
Maryland	1
Wisconsin	1
France	1
Germany	1
Norway	1
<hr/>	
Total	549

III. MAINE RESIDENTS AT BOWDOIN COLLEGE

County	No.
Androscoggin	10
Aroostook	14
Cumberland	83
Franklin	6
Hancock	5
Kennebec	10
Knox	10
Lincoln	1
Oxford	12
Penobscot	18
Piscataquis	5
Sagadahoc	4
Somerset	12
Waldo	6
Washington	8
York	13

IV. ENROLLMENT IN COURSES 1929-1930

Course	First Semester	Second Semester
Art 1, 2	29	24
Art 7, 8	23	25
Astronomy 1, 2	10	8
Botany		16
Chemistry 1, 2	68	68

Chemistry 3, 4	34	29
Chemistry 5, 6	19	19
Chemistry 7, 8	36	35
Chemistry 9, 10	9	15
Economics 1, 2	105	104
Economics 3, 4	20	19
Economics 5, 6	18	13
Economics 7, 8	10	9
Economics 9, 10	19	19
Education 1, 2	6	7
English 1, 2	153	149
English 4	147	
English 5, 6	10	22
English 7, 8	13	13
English 9, 10	6	6
English 11, 12	89	87
English 13, 14	34	35
English 17, 18	28	28
English 21, 22	9	10
English 25, 26	18	18
French 3, 4	146	141
French 5, 6	88	86
French 7, 8	29	27
French 15, 16	10	9
French 17, 18	16	15
German 1, 2	117	111
German 3, 4	15	15
German 5, 6	15	15
German 7, 8	10	10
German 9, 10	2	2
German 11, 12	6	8
German 15, 16	3	4
Government 1, 2	98	98
Government 3, 4	18	18
Government 7, 8	16	11
Government 9	39	
Greek A, B	22	22
Greek 1, 2	10	9
Greek 5, 6	7	7

Greek 9	7	
Greek 10	2	2
History 3, 4	39	39
History 5, 6	27	33
History 9, 10	18	21
History 11, 12	19	19
History 13, 14	10	9
Hygiene	149	
Italian 3, 4	5	5
Latin A, B	16	15
Latin 1, 2	33	33
Latin 5, 4	9	9
Latin 9, 8	6	7
Latin 12		11
Literature 1, 2	77	78
Mathematics 1, 2	115	139
Mathematics 3, 4	36	36
Mathematics 5, 6	16	13
Mathematics 7, 8	6	6
Mathematics 9, 10	5	3
Mineralogy		11
Music 1, 2	21	17
Music 3, 4	4	4
Philosophy 1, 2	91	85
Philosophy 3, 6	20	26
Philosophy 7, 8	12	11
Physics 1, 2	45	32
Physics 3, 4	10	19
Physics 5, 6	11	10
Physics 9, 10	5	5
Psychology 1, 2	70	70
Psychology 3, 4	11	13
Psychology 5, 6	9	8
Psychology 8		1
Sociology 1, 2	74	74
Sociology 4		17
Spanish 1, 2	36	36
Spanish 3, 4	4	5
Zoölogy 1, 2	25	25

Zoölogy 5, 6	36	29
Zoölogy 7, 8	4	4
Zoölogy 9, 12	34	7

V: STUDENT COUNCIL CUP STANDING
February, 1930

Chi Psi	12.387
Alpha Tau Omega	12.022
Non-Fraternity	11.816
Zeta Psi	11.190
Kappa Sigma	10.886
Delta Upsilon	10.000
Alpha Delta Phi	9.977
Theta Delta Chi	9.571
Delta Kappa Epsilon	9.511
Beta Theta Pi	9.171
Sigma Nu	9.000
Psi Upsilon	8.177

VI. STUDENT COUNCIL CUP 1911-1930

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
June, 1929	Chi Psi	12.2420	9.4840
Feb., 1930	Chi Psi	12.3870	10.2260

This cup has been awarded 38 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), 6 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 10.6661.

The average of the winners' averages is 11.9332.

VII. ABRAXAS CUP STANDING

February, 1930

	Per cent	Grades
Maine Central Institute (3 men)	17.666	53.0
Skowhegan High School (3 men)	17.333	52.0
Lynn Classical and High (4 men)	15.500	62.0
Moses Brown School (3 men)	13.666	41.0

Phillips-Andover Academy (7 men)	13.166	79.0
Portland High School (3 men)	12.666	38.0
Hebron Academy (7 men)	12.142	85.0
Lawrence High School (3 men)	11.000	33.0
Salem Classical and High (3 men)	10.666	32.0
Quincy High School (4 men)	10.500	42.0
Phillips-Exeter Academy (6 men)	10.166	61.0
Newton High School (5 men)	9.600	48.0
Brunswick High School (4 men)	8.250	33.0
Tilton School (4 men)	8.250	33.0
Huntington School (6 men)	8.000	48.0
New Hampton School (3 men)	6.000	18.0

VIII. ABRAXAS CUP — 1915-1930

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
Feb., 1930	Maine Central Institute . .	17.6660	11.5360

General average—9.2885.

Winning average—13.4666.

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

IX. OCCUPATIONS OF ALUMNI

COLLEGE CLASS	'57	'59	'60	'61	'62	'63	'64	'65	'66	'67	'68
Agriculture % No.											
Architects % No.											
Authors % No.											
Chemists % No.											
Dentists % No.											
Designers and Draftsmen % No.											
Engineers % No.						20 1					33 $\frac{1}{3}$ 1
Foresters % No.											
Journalists % No.											
Lawyers, Justices and Judges % No.						80 4					
Librarians % No.											
Manufacturers % No.											
Ministers % No.	100 1	50 1	50 1		50 1	.	50 1		100 1		
Music Teachers % No.											
Physicians and Surgeons % No.								50 1			
College Presidents and Professors % No.					50 1					100 1	33 $\frac{1}{3}$ 1
Public Service % No.											
Other Professional Pursuits % No.											
Teachers % No.		50 1		100 1				50 1			
Transportation % No.											
Trade % No.			50 1				50 1				33 $\frac{1}{3}$ 1
TOTALS	1	2	2	1	2	5	2	2	1	1	3

'69	'70	'71	'72	'73	'74	'75	'76	'77	'78	'79	'80	'81	'82
								5 1	8 1		6 $\frac{2}{3}$ 1		
12 $\frac{1}{2}$ 1													
	16 $\frac{2}{3}$ 1												
								5 1					
						6 $\frac{2}{3}$ 1	5 1	5 1			6 $\frac{2}{3}$ 1		7 1
												3 1	
					12 $\frac{1}{2}$ 1	6 $\frac{2}{3}$ 1	10 2				6 $\frac{2}{3}$ 1		7 1
37 $\frac{1}{2}$ 3				40 4	50 4	33 $\frac{1}{8}$ 5	25 5	20 4	30 4	37 $\frac{1}{2}$ 3	46 $\frac{2}{3}$ 7	35 10	40 5
								5 1	10 2				
12 $\frac{1}{2}$ 1			33 $\frac{1}{3}$ 1	30 3	12 $\frac{1}{2}$ 1	20 3	10 2	10 2			6 $\frac{2}{3}$ 1	16 4	
	16 $\frac{2}{3}$ 1			20 2		20 3	5 1	10 2	23 3	25 2	13 $\frac{1}{3}$ 2	20 6	16 2
12 $\frac{1}{2}$ 1						6 $\frac{2}{3}$ 1	10 2		8 1	12 $\frac{1}{2}$ 1		3 1	7 1
										12 $\frac{1}{2}$ 1			
12 $\frac{1}{2}$ 1	50 3		66 $\frac{2}{3}$ 2	10 1		6 $\frac{2}{3}$ 1	10 2	5 1	8 1				7 1
								10 2	8 1			3 1	
12 $\frac{1}{2}$ 1	16 $\frac{2}{3}$ 1	100 1			25 2		20 4	20 4	15 2	12 $\frac{1}{2}$ 1	13 $\frac{1}{3}$ 2	20 6	16 2
8	6	1	3	10	8	15	20	20	13	8	15	29	13

COLLEGE CLASS		'83	'84	'85	'86	'87	'88	'89	'90	'91	'92	'93
Agriculture	% No.	4 1						3 1				
Architects	% No.											
Authors	% No.			5½ 1			7 1					
Chemists	% No.		6 1							3 1		
Dentists	% No.									3 1		
Designers and Draftsmen	% No.											5 1
Engineers	% No.	4 1	5 1			10 2		3 1		5 2		
Foresters	% No.											
Journalists	% No.	4 1					7 1	6 2		5 2		
Lawyers, Justices and Judges	% No.	9 2	22 4	22 4	25 2	25 5	12 2	29 10	32 10	23 8	20 4	20 4
Librarians	% No.									3 1		
Manufacturers	% No.				12½ 1	10 2		3 1	3 1	3 1	6 1	
Ministers	% No.	4 1	11 2	5½ 1		10 2		6 2	6 2	3 1	11 2	5 1
Music Teachers	% No.											
Physicians and Surgeons	% No.	13 3	11 2	22 4			25 4	6 2	25 8	23 8	11 2	30 6
College Presidents and Professors	% No.	13 3	6 1	5½ 1	12½ 1	10 1		9 3	6 2	9 3	6 1	15 3
Public Service	% No.			5½ 1		15 3		3 1	3 1			
Other Professional Pursuits	% No.			5½ 1					3 1			10 2
Teachers	% No.	22 5	28 5	12½ 2	12½ 1	10 2	18 3	11 4	6 2	11½ 4	15 3	5 1
Transportation	% No.											
Trade	% No.	27 6	11 2	17 3	3½ 3	10 2	31 5	21 7	16 5	9 3	31 6	10 2
TOTALS		23	18	18	8	19	16	34	32	35	19	20

'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07
								5 2	4 2	5 3		1½ 1	2 1
							2 1						2 1
	2 1												
						4 2			4 2		2 1	4½ 3	6 4
	2 1	5 2						5 2					
			2 1										
			6 3		2 1	4 2	2 1			2 1	2 1		2 1
					2 1		2 1	2 1	2 1	4 2		1½ 1	
3 1	4 2	7½ 3			2 1	4 2	5 2	2 1	2 1	4 2	5 3		3 2
21 8	41 19	20 8	27 13	32 17	20 8	14 7	13 8	12 5	18 10	12 6	12 7	17 11	15 9
	2 1		2 1		2 1					4 2		1½ 1	
	4 2	7½ 3	4 2		7 3	4 2	7 4		14 8	6 4	6 4	6 4	5 3
19 7	4 2	2½ 1	10 5	6 3	2 1	6 3		2 1		4 2	4 2	6 4	3 2
		2½ 1										1½ 1	
14 5	17 8	15 6	14 7	13 7	20 8	8 4	19 10	24 10	17 10	12 6	13 8	12 8	18 11
3 1	2 1		9 4	6 3	7 3	4 2	6 3	5 2		5 3	11 6	3 2	5 3
		2½ 1			2 1		5 2		4 3	2 1	6 3		2 1
5 2		2½ 1		2 1	2 1	2 1	2 1		4 3	4 2	4 2	1½ 1	5 3
11 4	9 4	17½ 7	18 8	11 6	12 5	30 15	13 7	8 3	4 3	13 7	6 3	8 5	6 4
									2 1		4 2		
24 9	13 6	17½ 7	8 4	30 16	20 8	20 10	24 13	35 14	25 14	23 13	25 14	36 22	26 16
37	47	40	48	53	42	50	53	41	58	54	56	64	61

COLLEGE CLASS		'08	'09	'10	'11	'12	'13	'14	'15	'16	'17	'18
Agriculture	% No.	2½ 1	2 1		1½ 1	3½ 3	3 2		3 2	1 1	4 3	1 1
Architects	% No.											
Authors	% No.					1¼ 1						
Chemists	% No.	2½ 1	2 1	2 1		1¼ 1	7 5		3 2	1 1	1 1	1 1
Dentists	% No.										1 1	1 1
Designers and Draftsmen	% No.								1½ 1			
Engineers	% No.	7 3	2 1	3 2	1½ 1	2½ 2	1 1		1½ 1	2½ 2		
Foresters	% No.		2 1	2 1			1 1					
Journalists	% No.	5 2					1 1			1 1	5 4	3½ 3
Lawyers, Justices and Judges	% No.	18 8	13 8	11 7	16½ 11	13 11	8½ 6	13 7	7½ 5	5 4	6.5 5	5 4
Librarians	% No.	2½ 1				1¼ 1						
Manufacturers	% No.		3 2	11 7	9 6	13¼ 11	10 7	7 4	7½ 5	18 13	9 7	6½ 5
Ministers	% No.		8 5	3 2	4½ 3	3½ 3	3 2		7½ 5	4 3	1 1	3½ 3
Music Teachers	% No.			2 1								1 1
Physicians and Surgeons	% No.	9 4	19 11	8 5	13 9	12¼ 10	8½ 6	3½ 2	10½ 7	9 7	5 4	7½ 6
College Presidents and Professors	% No.	7 3	5 3		6 4	3½ 3	3 2	8½ 5	5½ 4	6 5	12 9	9 7
Public Service	% No.	2½ 1		3 2	3 2	1¼ 1	7 5	3½ 2	1½ 1	5 4	1 1	6 5
Other Professional Pursuits	% No.	2½ 1	3 2	2 1	9 6	7¼ 6	3 2	3½ 2	1½ 1	4 3	4 3	1 1
Teachers	% No.	7 3	11 7	13 8	6 4	7¼ 6	10 7	15 9	7½ 5	7½ 6	10 8	14 11
Transportation	% No.								3 2		1 1	
Trade	% No.	34½ 15	30 19	40 26	30 20	29 23	34 24	46 27	39 26	36 29	39 29	40 32
TOTALS		43	61	63	67	82	71	58	67	79	77	81

'19	'20	'21	'22	'23	'24	'25	'26	'27	In Maine	Outside
			1 1		1 $\frac{1}{4}$ 1	2 2	1 1		23	11
									1	1
				1 $\frac{1}{3}$ 1					3	3
1 1	1 1	3 2	2 2	1 $\frac{1}{3}$ 1	1 $\frac{1}{4}$ 1	3 $\frac{1}{2}$ 4	3 3	4 4	9	39
1 1									5	4
									1	3
2 $\frac{1}{2}$ 2	2 2				1 $\frac{1}{4}$ 1		1 1		7	36
									4	7
1 1	2 2	3 2	2 2	5 4	2 $\frac{1}{2}$ 2	2 2		1 1	24	35
4 3	6 5	4 3	5 $\frac{1}{2}$ 5	13 10	11 $\frac{1}{2}$ 9	6 $\frac{1}{2}$ 7	13 12	5 $\frac{1}{2}$ 5	178	206
1 1							1 1		3	8
12 9	6 5	4 3	2 2	4 3		7 $\frac{1}{2}$ 8	3 3	8 $\frac{1}{2}$ 8	67	90
4 3	4 3	1 $\frac{1}{2}$ 1	1 1		1 $\frac{1}{4}$ 1	1 1		2 2	24	86
							2 2		2	4
6 $\frac{1}{2}$ 5	12 10	12 $\frac{1}{2}$ 9	10 9	5 4	2 $\frac{1}{2}$ 2	2 2		9 9	118	175
5 4	5 4	10 7	5 $\frac{1}{2}$ 5	9 7	7 $\frac{1}{2}$ 6	9 $\frac{1}{2}$ 10	6 6	15 13	22	148
1 1	4 3								12	34
2 $\frac{1}{2}$ 2	1 1	3 2	1 1	2 $\frac{1}{2}$ 2		3 3	1 1	2 2	18	47
12 9	13 11	21 15	16 14	10 $\frac{1}{3}$ 8	19 15	19 20	18 17	3 11	101	222
2 $\frac{1}{2}$ 2					1 $\frac{1}{4}$ 1	1 1	1 1		5	10
44 33	43 36	38 27	54 49	48 $\frac{1}{2}$ 38	50 $\frac{3}{4}$ 40	43 45	50 47	40 37	264	597
77	83	71	91	78	79	105	95	92	891	1766
Unknown									2657	
									13	
									<u>2670</u>	

For the preceding most interesting table we are indebted to our Edward Little Professor of Rhetoric and Oratory, and to our Alumni Secretary.

Respectfully submitted,

PAUL NIXON, *Dean.*

May 15, 1930.

REPORT OF THE LIBRARIAN

To the President of Bowdoin College:

In accordance with the laws of the College I present herewith my 15th annual report on the condition and progress of the College Library for the year ending 31 March, 1930, the same being the 30th-31st year of my connection with the Library.

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 149,000. The accessions for the past twelve months were 4,171 volumes; of which number 2,576 were purchased,—2,108 at an average cost of \$2.45, and 468 by subscription to periodicals that were bound; and, 1,595 came by gift,—261 from the State and National governments by provision of law, and 1,334 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

While there was a slight decrease, both in the number of purchases and the amount of money expended during the past year when compared with the year before, there was a very satisfactory upward trend when taken in connection with other recent years.

Both from the standpoint of cost, and value as a bibliographical tool, the *Catalogue Générale des Livres Imprimés de la Bibliothèque Nationale* easily heads the list. This catalogue has now reached ninety-five volumes and covers the alphabet from A to L. Its usefulness has already been demonstrated in the preparation of our own catalogue of our Huguenot Collection.

Since 1895, when George Sullivan Bowdoin presented the Library with a fund of \$1,020 for the maintenance of a collection of books relating to the Huguenots such a collection has been built up. There are now about 600 volumes in our Huguenot Collection and we have been able to expend all of the income from the fund on additional items. During the past two

years we have had on deposit from New York University Library the excellent collection of Huguenot books, numbering over 300, which was brought together by the famous American Huguenot scholar, Henry Martyn Baird. These two collections probably form the important body of Huguenot literature, and Mr. Boyer has made a catalogue of the combined collections as a bibliographical contribution to the subject. This catalogue is on cards and is available for any scholar in Brunswick, but to make it available to the world it would be necessary to print it and funds are not in hand.

So far as funds permitted, advantage was taken of Professor Livingston's leave of absence in Paris for the whole year. He not only gave generously of his time in searching the French bookshops for items in his own field, but he also spent days in assisting to complete sets in other departments.

SPECIAL COLLECTIONS

It is the particular province of most libraries to build up one or more special collections. In the case of Bowdoin there are several subjects for special collections that are peculiarly her own. Because of the positions of Longfellow and Hawthorne in American Literature we have built up a very extensive collection on one and have made a beginning on the other. A new Hawthorne exhibition case already contains some interesting items. During the year special additions have been made by the Class of 1902 and by George R. Walker, Esq., of the same Class. Through gift, an unusual collection of works in the German dialects, built up by Rev. Edward C. Guild, came to the Library. Likewise, an extensive collection on the well-known Bowdoin family of Abbott was received some years ago from Rev. Edward Abbott. As mentioned elsewhere in this report, because James Bowdoin was of Huguenot descent, a special Huguenot collection exists here. Because Bowdoin College is situated in the State of Maine we have a very large collection on Maine, and by Maine authors.

One other subject has become the property of Bowdoin in a unique way. Since the discovery of the North Pole by Robert E. Peary, things Arctic have belonged especially to Bowdoin. No separate fund exists for building up an Arctic Collection.

but Peary's Class of 1877 established a book fund and many of the contributors expressed their approval of the use of its income for purchasing Arctic books. Some progress has been made but many Arctic books are comparatively expensive and we are waiting for someone who is especially interested to further the cause.

GIFTS

Mrs. William J. Curtis has continued her gift of as full a set of the publications of the League of Nations as it seems desirable to have, both for the present and the future.

Checks have been received for the purchase of books from James E. Rhodes, 2d, of the Class of 1897, and Paul H. Douglas of the Class of 1913.

The gift of a needed periodical is a perennial way of expressing one's interest, and John F. Dana, of the Class of 1898, has continued his practice; and Mrs. Lincoln MacVeagh has begun a similar course with a subscription to "Klio, Beiträge zur alten Geschichte."

CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year was 11,220. The largest number of loans in a single month was 1,360, in March; the smallest 431, in August.

Again, every one of these figures is larger than ever before. The total circulation is more than a thousand greater than for the previous year, and the circulation for nine of the twelve months was greater month by month. Without any increase in the college population, it is interesting to note that the recorded circulation has increased more than four thousand in the last three years. It is also true that the use of books within Hubbard Hall has increased in like manner. While many factors enter into this increase in the use of books, without analysing them, it is, nevertheless, worth laying a little emphasis upon at this time.

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			
	1926-27	1927-28	1928-29	1929-30
Appropriations, salaries ..	\$6,000 00	\$8,400 00	\$9,250 00	\$9,550 00
Books, etc.	5,150 00	5,150 00	5,287 50	5,325 00
Endowment funds, consol.	2,094 67	2,043 89	2,077 59	2,071 22
Appleton fund	544 00	530 82	539 60	537 90
Chapman memorial ...	336 90	328 76	334 19	333 11
Class of 1888 fund			49 13	64 69
Class of 1899 fund	22 54	87 08	102 71	106 94
Class of 1875 fund	90 87	88 71	90 24	89 82
Darlington fund			33 73	53 46
Drummond fund	168 01	163 99	164 58	162 90
Hatch fund			33 73	53 46
Hubbard fund	4,629 07	4,713 73	5,098 55	5,704 59
Thomas Hubbard fund	178 94	174 61	177 46	176 89
Lynde fund	80 41	78 48	79 78	79 52
Morse fund	45 24	52 68	53 61	53 46
W. A. Packard fund ..	270 57	264 03	278 27	267 55
Pierce fund	88 92	699 58	1,402 42	1,712 82
Smyth fund		567 45	66 70	70 82
Stanwood fund	68 73	67 06	68 18	67 97
Gifts, etc.	1,265 50	6,364 18	757 77	453 33
	<hr/>	<hr/>	<hr/>	<hr/>
	\$21,034 37	\$29,775 05	\$25,945 74	\$26,935 45

	EXPENDITURES			
	1926-27	1927-28	1928-29	1929-30
Books	\$5,408 83	\$5,983 62	\$6,883 51	\$6,300 33
Periodicals	1,349 57	1,388 93	1,659 18	1,566 26
Binding	994 11	1,258 58	1,036 54	1,447 18
Express and postage	166 37	233 64	283 93	264 45
Increase of Library ..	[7,918 88]	[8,864 77]	[9,863 16]	[9,578 22]
Library supplies	401 39	512 54	991 49	543 62
Salaries, library service ..	9,076 09	11,658 66	12,742 30	13,642 56
janitor service ..	1,070 97	1,294 67	1,130 85	1,147 64
New equipment	734 10	7,873 43	1,198 36	1,019 83
Repairs	512 56	451 87	440 65	666 78
Supplies for building	109 80	73 93	41 90	28 49
Telephone	48 80	53 50	56 36	57 58
	<hr/>	<hr/>	<hr/>	<hr/>
	\$19,872 59	\$30,783 37	\$26,465 07	\$26,684 72

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	1929	1930
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	1,210 00
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	1,000 00
James Drummond	Mrs. Drummond and daughter	3,045 00	3,045 00
Henry Crosby Emery	Class of 1899	1,998 52	1,998 52
Samuel W. Hatch	Miss Laura A. Hatch	1,000 00	1,000 00
Hubbard	Thomas H. Hubbard	90,957 23	113,287 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
William A. Packard	William A. Packard	5,000 00	5,000 00
Lewis Pierce	Henry Hill Pierce	32,009 00	32,009 00
Stanwood	Edward Stanwood	1,269 72	1,269 72
		\$199,081 96	\$221,411 96

STUDENTS' READING ROOM

The use of the Students' Reading Room has continued to be gratifying. The number of individual readers has reached 2,857, — an increase of more than 200 over the number recorded during the previous year. This room is also one of the show places of the College, and more than a thousand visitors came into the room during the days that college was in session.

ADMINISTRATION

At the beginning of the year we gave up the accession book, which had been in use since the early '80's, and simplified our records. We also began changing the shelf-list from sheets to cards.

A reasonable amount of repointing and other minor repairs were made on Hubbard Hall. No extensive repairs had been made for six years as all available income had been turned toward the purchase of books. Nothing seriously needing to be done, however, was neglected and no harm was allowed to come to any part of the building. It is quite obvious though, that a reasonable amount of work on the building must be attended to regularly, both in order to keep it in first class condition and that an accumulation of repairs may not drain too much from the income in any one year.

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 30 April, 1930.

APPENDIX

The Library, as Classified, showing Accessions for the Period
From April 1, 1929, to March 31, 1930.

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	113	5	118	1,475
Library economy	020	16	4	20	730
General encyclopædias	030	1		1	983
General collected essays	040	2		2	46
General periodicals	050	117	27	144	7,584
General societies	060	2	1	3	212
Newspapers	070	47		47	1,572
Special libraries	080	2		2	388
Book rarities	090	5		5	82
Philosophy	100	71	10	81	472
Metaphysics	110	3		3	54
Special metaphysical topics	120	2	1	3	58
Mind and body	130	15	4	19	433
Philosophical systems	140	6		6	41
Psychology	150	28	2	30	564
Logic	160	3		3	97
Ethics	170	8	4	12	922
Ancient philosophers	180	17		17	140
Modern philosophers	190	62		62	754
Religion	200	9	10	19	1,910
Natural theology	210				324
Bible	220	8	4	12	1,900
Doctrinal theology	230				1,010
Practical and devotional	240	1	1	2	433
Homiletical, pastoral, parochial ...	250	2		2	882
Church, institutions, work	260	2	2	4	933
Religious history	270	2	1	3	917
Christian churches, sects	280	3	3	6	1,202
Non-Christian religions	290	5	2	7	393

Sociology	300	35	11	46	1,210
Statistics	310	18	4	22	851
Political science	320	53	433	486	5,065
Political economy	330	85	88	173	4,490
Law	340	35	68	103	3,517
Administration	350	27	14	41	2,969
Associations, institutions	360	7	17	24	1,159
Education	370	34	39	73	4,165
Commerce, communication	380	40	56	96	2,104
Customs, costumes, folk lore	390	4	1	5	278
Philology	400	16	7	23	596
Comparative	410	1		1	95
English	420	14		14	457
German	430	7	1	8	394
French	440	8	3	11	391
Italian	450				51
Spanish	460	19		19	76
Latin	470	5		5	339
Greek	480	1		1	291
Minor languages	490				164
Natural science	500	34	59	93	2,826
Mathematics	510	68	22	90	1,404
Astronomy	520	20	8	28	1,347
Physics	530	80	2	82	908
Chemistry	540	27	195	222	1,577
Geology	550	3	13	16	1,489
Paleontology	560		7	7	89
Biology	570	19	1	20	848
Botany	580	4	6	10	754
Zoölogy	590	17	15	32	1,764
Useful arts	600	7	4	11	808
Medicine	610	16	6	22	5,431
Engineering	620	7	7	14	947
Agriculture	630	6	17	23	1,233
Domestic economy	640				43
Communication, commerce	650	16	4	20	399
Chemical technology	660	5	2	7	217
Manufactures	670	6	1	7	142
Mechanic trades	680	1		1	15
Building	690				26

Fine arts	700	19		19	714
Landscape gardening	710				126
Architecture	720	6	5	11	347
Sculpture	730		1	1	208
Drawing, design, decoration	740				93
Painting	750	4	2	6	512
Engraving	760				100
Photography	770				77
Music	780	8	2	10	583
Amusements	790	2	1	3	457
Literature	800	35	6	41	1,510
American	810	112	13	125	5,779
English	820	231	51	282	7,084
German	830	105	2	107	3,497
French	840	245	53	298	5,080
Italian	850	4	3	7	1,070
Spanish	860		3	3	468
Latin	870	30	3	33	2,117
Greek	880	42	1	43	1,860
Minor languages	890	11	1	12	352
History	900	87	5	92	1,458
Geography and description	910	65	31	96	5,954
Biography	920	75	18	93	2,914
Ancient history	930	12	26	38	823
Modern history, Europe	940	125	31	156	5,713
Asia	950	4	2	6	271
Africa	960	26	17	43	154
North America	970	12	12	24	3,163
South America	980				94
Oceanic and polar regions	990	2		2	99
Alumni collection		3	21	24	1,421
Maine collection		14	66	80	4,744
U. S. Documents (serial set)			27	27	5,916

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, 1930:

ACQUISITIONS

June — Fragments of ancient glass and a small jar with black markings, from the site of Cleopatra's palace, given by Schliemann to Dr. Lucien Howe; four examples of Egyptian writing and drawing on cloth, framed; a mummified head, re-wrapped; mummy of a child, 30 inches long, wrapped; and a replica of the Rosetta Stone. Given by Mrs. Lucien Howe.

February — Eight charcoal studies by John Singer Sargent from a collection of studies done by the artist for his various decorations, and recently distributed amongst several museums. Given by the artist's sisters, Miss Emily Sargent and Mrs. Francis Ormond.

EXHIBITIONS

A collection of water colors by Paula Girard, a young American artist living in Italy who has worked under the Belgian painter-lithographer, Arthur Douhaert, and with Desjoubert and Howard Leigh in Paris, was on exhibition in the Walker Art Building through July and August.

The "Fifty Prints of the Year" sent out by the American Institute of Graphic Arts were on exhibition from November 30 to December 14.

In April, through the kindness of the artist, Gerrit A. Beneker, portraits of Commander Donald B. MacMillan and of Miss Dorothy Jenkins (called the "Amber Beads") were placed on exhibition in Sculpture Hall, to remain through Commencement.

On April 24 Winslow Homer's water color, the "End of the

Hunt", was sent to the May exhibition of the works of Homer, Eakins, and Ryder at the Museum of Modern Art, in New York.

In October the Feke portrait of General Samuel Waldo went to the Fogg Museum of Art, at Harvard, for relining and other preservative measures, under the direction of Mr. Charles Durham.

The attendance during the calendar year was 6508.

Respectfully submitted,

HENRY E. ANDREWS, *Director.*

