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BOWDOIN COLLEGE

BULLETIN

Number 197

May, 1931

PRESIDENT'S REPORT

1930 - 1931



Brunswick, Maine

Entered as second-class matter, June 28, 1907, at Brunswick, Maine,
under Act of Congress of July 16, 1894

PUBLISHED MONTHLY BY THE COLLEGE

REPORT OF THE PRESIDENT
OF **BOWDOIN COLLEGE**
FOR THE ACADEMIC YEAR, 1930-1931

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

1930



1931

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

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 1930-1931.

I. DE MORTUIS

Edgar Oakes Achorn, LL.D., of the Class of 1881, died at Orlando, Florida, February 13, 1931, in his seventy-second year. He had been an Overseer of the College since 1909, in which office he rendered most valuable and devoted service. Indeed, one of the last things he did was to prepare for the *Alumnus* an article on the Board of Overseers, which, in its rough draft, appeared in the March issue. He served on many important committees. At the time of his death he was on the Examining Committee; and he did particularly helpful work in redrafting the by-laws of the College and of the Board of Overseers. He was the historian of *Bowdoin in the World War*, a labor of love that was completed with patient attention to detail. Making his home in Brunswick during the last few years, he kept in touch with the College, was a familiar figure on the campus, and enjoyed nothing better than taking friends from away through the college buildings and about Brunswick. A man of many and varied interests and of very real culture, he yielded to no one old or young in his loyalty and affection for the College.

II. GIFTS FROM APRIL 1, 1930, TO MARCH 31, 1931

Fellowship in French, Frederick W. Pickard	\$ 1,350 00
Pickard Field, Frederick W. Pickard	10,000 00
Psychology Books (royalties), Psychology Review Co.	3 79
Library, Books, George W. Freiday, Jr.	10 00
Books, Mrs. William J. Curtis	116 14
Books, James E. Rhodes, 2nd	50 00
Binding, Edward S. Dodge	14 40

Class of 1930 Book Fund, Henry H. Pierce	250 00
Solon B. Lufkin Library Fund, Estate of Solon B. Lufkin	500 00
Delta Upsilon Lecture, Delta Upsilon Fraternity ...	100 00
Hawthorne Prize, Nora Archibald Smith	40 00
Forbes Rickard, Jr., Prize, Mrs. Forbes Rickard ...	10 00
Ellis Spear Prize, Ellis Spear, 3d	5 00
Ellis Spear Fund, Ellis Spear, 3d	5 00
Cumston Scholarship (return of scholarship), James H. Dunn	25 00
Henry Brewer Quinby Scholarship Fund, Mrs. Can- dace Q. Maynard	30,000 00
Howe Scholarship Fund, Trustees of Howe Eye Hospital	46,516 52
Richard Almy Lee Scholarship, Estate of Elizabeth T. Lee	2,000 00
Biology Department, Weston Sewall	10 00
Institute of Natural Sciences, Society of Bowdoin Women	200 00
Fellowship for Study in Germany, George P. Daven- port Trust Fund	200 00
War Memorial Flagstaff, contributions	4,531 96
Society of Bowdoin Women Foundation, Mrs. Sidney W. Noyes, Treas.	810 00
Mrs. Henry H. Pierce	250 00
Nathan Cleaves Fund, Estate of Henry B. Cleaves	49,892 98
Charles C. Springer Fund, Estate of Mary W. Springer	5,000 00
George F. Manson Bequest, Estate of George F. Manson	58,826 23
Curtis Fund for Faculty Salaries, Cyrus H. K. Curtis	594,375 00
Class of 1920 Fund, Stanley M. Gordon, Treas.	2,000 00
Class of 1905 Fund, Walter M. Sanborn, Treas.	3,175 00
Philip H. Moore Fund, Estate of Philip H. Moore ..	1,000 00
Theodore R. and Sarah Orne Jewett Fund, Estate of Mary R. Jewett	2,000 00
"To interest undergraduates in international affairs", Walter G. Davis	500 00

President's House, William W. Lawrence	241 50
President's Loan Fund (addition), Bishop John G. Murray	100 00
President's Loan Fund—David Thompson Fund, anonymous	390 00
Alumni Fund, contributions	2,310 00
Alumni Fund Income, contributions	8,293 00
	\$825,101 52

This is a very interesting list of benefactions. To add \$825,000 to the resources of the College during a year of financial depression is of course encouraging. It is not to be expected that the record of the next few years will be as good. Not long ago I heard the statement made that in the last twenty-five years Yale University had received in gifts for endowment and buildings fifteen times as much as in all her previous history of two hundred years. Twenty-five years ago the endowment of Bowdoin College was \$1,090,884.00. Since that time there has been added \$5,080,012.00, so that we also have been most fortunate in securing benefactions during the quarter of a century of great prosperity. It must not be forgotten, however, that certain lean years are likely to follow.

Last summer Mr. Cyrus H. K. Curtis, of the Board of Trustees, gave us a fund, five thousand shares of Curtis Publishing Co. Preferred Stock, the income to be used "exclusively for additions to the salaries of such professors and teachers as the Boards think best entitled to increases." The Executive Committee at its meeting in Portland shortly after the announcement of this gift appointed a committee consisting of the President, chairman, Governor Cobb and Professor Lawrence from the Board of Trustees, and Philip G. Clifford and Ellis Spear, Jr., from the Board of Overseers, to make recommendations for the use of this fund, and these recommendations will be considered by the Boards this Commencement. In the meantime at the meeting held last February the Executive Committee voted to distribute the income received during the present academic year, 1930-1931, by paying as additional compensation on April 10th the sum of \$350 to all professors, associate pro-

fessors, and assistant professors, and the sum of \$250 to all instructors. It is premature to prophesy the action of the Boards; but in making recommendations the committee was a unit in believing that any additional compensation should not be on the percentage basis but should be a flat sum, for the salaries of the younger members of the faculty particularly need increases. The income will be assigned by special vote of the Boards each year. No gift could have been more welcome. The proper payment of teachers is in reality an act of public service. We hope and believe that the College will benefit by increased devotion and efficiency.

Last year I called attention to the bequests of Henry B. Cleaves and George F. Manson. Both of these legacies are in process of payment. The many friends of Professor Lee among the alumni will be interested to see the announcement of the scholarship founded from the estate of his widow in memory of their son, Richard Almy Lee. From the class gift of 1920 amplifiers were purchased which have been used on several occasions. The Jewett fund reminds the friends of the College that Sarah Orne Jewett was the first woman to receive an honorary degree from Bowdoin. Mr. Walter G. Davis, of Portland, has added \$500 to a fund he started last year by a gift of \$500, the object of the fund being to interest undergraduates in international affairs. Bishop John G. Murray, of the Roman Catholic Diocese of Portland, in appreciation for the use of the College Chapel for a few weeks last fall when the new Roman Catholic chapel of St. Charles was being built, sent a gift of \$100, which I have added to the President's Loan Fund.

It is a satisfaction to note that the memorial flagstaff has been erected on a site satisfactory to everyone, and that the contributions have covered the complete cost. In this connection it is of interest to many to hear that the late Mr. Edgar O. Achorn made provision in his will for a fund to purchase flags for the College. For many years he had generously provided the flags that have been flown from Memorial Hall. The additions to our scholarship funds are particularly welcome, as during the past two years we have had more demands on these funds and on our loan funds than ever before. All these gifts the College has accepted with gratitude.

III. CHANGES IN THE FACULTY

Last Commencement Dr. Edward Chase Kirkland from the History Department of Brown University was elected Associate Professor of History under the Munsey Foundation, and is this year giving two courses in American History, the first time in the history of the College that we have had one man giving his whole attention to this important subject.

Other new appointments were: Giles M. Bollinger, Ph.D., Instructor in Chemistry (a new post); Newton P. Stallknecht, Ph.D., Instructor in Philosophy, succeeding Mr. Pollock; James F. White, B.S., Instructor in German, succeeding Mr. Newton; Charles V. Brooke, A.M., Instructor in Romance Languages; Athern P. Daggett, A.M., Instructor in History and Government (a new post); Francis M. E. Biraud, Fellow in French, succeeding M. Fleury.

Promotions were as follows: Roland Hacker Cobb, A.M., from Assistant Professor to Associate Professor of Physical Education; Wilfrid Harris Crook, Ph.D., from Assistant Professor to Associate Professor of Economics and Sociology; Albert Abrahamson, A.M., from Instructor to Assistant Professor of Economics; Herbert Weidler Hartman, Jr., Ph.D., from Instructor to Assistant Professor of English.

I should like to pay tribute to the excellence of the work done by the younger men who for various reasons left us at the end of the academic year 1929-30. Dr. Howard K. Beale, who is now engaged in research work in Washington, was with us for three years as Instructor, 1926-29, and one year, 1929-30, as Assistant Professor in History and Government. He was a thoroughly good scholar as his book on the Reconstruction Period attests. He made a very real place for himself also by his friendly interest in many undergraduates and by his willing and coöperative spirit. Mr. Pollock, Mr. Newton, Mr. Palmer, and Mr. Daggett, who gave up their work here to continue graduate studies, were all excellent teachers and valuable members of the faculty. In a staff of the present size there must be inevitable changes, and many of the younger men occupy positions only temporarily, yet the strength of the faculty is due in no small measure to the service of these younger members. The

whole College is invigorated by their presence. The Tallman Professor this year was Professor Enrico Bompiani, of the University of Rome, in Mathematics. He gave one course open to students majoring in that subject, and a seminar for the members of the Departments of Mathematics and Physics. He was thus a teacher of teachers, and brought a graduate school to us; a charming gentleman, he made a very real impression upon the College. As he was able to give us only two months of his time, we have used the remainder of the income of the Tallman Foundation for lectures by such interesting people as Julian Huxley, young Randolph Churchill, Abbé Dimnet, Professor R. F. A. Hoernlé, and for several of the lectures given in the Institute of Natural Sciences. For next year, 1931-32, the Tallman Professor is to be Mr. M. R. Ridley, Fellow and Tutor of Balliol College, Oxford, who will give instruction in the Department of English Literature, offering a course in modern poetry. Mr. Ridley, who is a scholar of distinction with a classical background and who is, through his experience, familiar with English teaching methods, will be warmly welcomed.

IV. CHANGES IN THE PLANT

During the summer and early fall under the able direction of the Committee on Buildings and Grounds the auditorium of Memorial Hall was completely renovated. The stage was rebuilt, the walls were redecorated and treated acoustically, the panelling was extended, the lighting fixtures were changed, and comfortable seats were installed. The result has been entirely satisfactory.

During the summer vacation the Observatory was removed from its old site near the Swimming Pool to the new site in a corner of Pickard Field, and some changes were made in the roof of the Science Building and in the upper story to provide facilities for work in astronomy until the Observatory can be modernized. After the erection of the Gymnasium, the usefulness of the Observatory on the old site was very much impaired; and with the building of the Swimming Pool and the Union it became necessary to remove it. It was felt wiser to do so and to preserve the instruments than to scrap the whole building and

to provide new equipment. Before the Observatory can be of great use in its present position it must be properly heated and modernized. I have mentioned this in the list of Needs of the College.

The work on Pickard Field has been carried on, thanks to the generosity of the donor; new tennis courts have been installed, additional playing fields have been made available, and there has been great improvement in that area.

Owing to the necessity for great economy next year, we are planning no large undertakings. There are certain things, however, that will have to be looked after in due season. We must not allow the important task of beautifying the campus to be delayed much longer. We need to make provision for more planting, for a better system of walks and roads, and for future development. There is also imperative need of providing more quarters in the administration building. For the past thirteen years the President and the Dean have been playing Box and Cox, and while their relations are still amicable, the strain on the Dean has been quite heavy. It would be a pity to provide a new building for administration alone. Perhaps some changes can be made in Massachusetts Hall that will provide more office room.

V. INSTITUTE OF NATURAL SCIENCES

The fifth in a series of Bowdoin Institutes was held April 7 to 16, 1931, in Memorial Hall, with a very large attendance. As usual the lectures were followed by conferences for undergraduates only. The programme and details of the Institute were in charge of the following faculty committee, of whose work and oversight it is impossible to speak too highly:

Manton Copeland, Ph.D., Professor of Biology, *Chairman*.

Noel Charlton Little, Ph.D., Professor of Physics, *Vice-Chairman*.

Marshall Perley Cram, Ph.D., Professor of Chemistry and Mineralogy, and Josiah Little Professor of Natural Science.

Alfred Otto Gross, Ph.D., Professor of Biology.

Philip Weston Meserve, A.M., Professor of Chemistry.

Boyd Wheeler Bartlett, A.M., Associate Professor of Physics.

Cecil Thomas Holmes, A.M., Assistant Professor of Mathematics.

Peter Blair Ferguson, A.M., Instructor in Psychology.

Roscoe James Ham, A.M., George Taylor Files Professor of Modern Languages.

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

On the opening evening, April 7, before introducing Professor Shapley, I spoke as follows:

The purpose of the College in conducting this series of lectures and conferences in some of the natural sciences, which for lack of a better word we term an "Institute", is very simple. In the first place, the public too often takes a lively interest only in the athletic or social activities of the College, which, all very well in their places, are not concerned with the work of the College as an institution of learning. By opening the lectures in our Institutes to all who care to come, and by accounts of the proceedings in the public press, to which we are deeply indebted, we feel that we may be able to convince our friends that first, last, and all the time the College strives to advance the intellectual and spiritual life of the community which it serves.

In the second place, we wish to emphasize this year the properly high place which the natural sciences hold in any scheme of liberal education. I presume it is no exaggeration to say that a man totally unfamiliar with the processes of science can hardly today join the company of educated men. A course in science under a skillful teacher and well trained investigator surely advances the freedom of the human spirit. There is no need of dwelling on the importance of science in modern life. But it may be well for an institution of learning to endeavor to set forth the claims of science in their proper perspective. On the part of many people there is today almost a superstitious reverence for science. Some men expect science to cure all human ills. The real scientist knows better; he is a man of humility; he is willing to see his subject advance by slow and painful processes of labor and learning. He knows what the layman so frequently forgets, that science has a language and a technique all her own, and that science both pure and applied advances by processes that necessarily can be understood only by the few. But the results of scientific research and study we all share, and there is a pardonable intellectual curiosity in listening to masters

and one mistress in chosen fields who bring through the spoken word something of the personality that is behind all human endeavor. The typical manifestation of science is responsibility for truth; and as a great English scientist has recently remarked: "When the cry goes up, 'What is it all about?' it is no true answer to look only at that part of experience which comes to us through certain sensory organs and reply: 'It is about atoms and chaos, it is about a universe of fiery globes moving on to impending doom, it is about non-computed algebra'; but rather it is about a spirit in which truth has its shrine, with potentialities of self-fulfillment in its response to beauty and right." So conceived science is one of the great allies of that intellectual right living with which the college of liberal arts is so seriously concerned.

As has been the custom in other Institutes, the Society of Bowdoin Women provided funds for the lecture by Dr. Sabin. The programme follows:

Tuesday, April 7—Harlow Shapley, Ph.D., Director of the Harvard Observatory. Subject: "The Cosmic Panorama".

Wednesday, April 8—Kirtley F. Mather, Ph.D., Professor of Geology at Harvard. Subject: "Sons of the Earth; The Geologist's View of History".

Thursday, April 9—Dayton C. Miller, Sc.D., Professor of Physics at the Case School of Applied Science. Subject: "Demonstrations on Visible Sound".

Friday, April 10—George H. Parker, Sc.D., Director of the Zoölogical Laboratory at Harvard. Subject: "Animal Coloration and the Nervous System".

Saturday, April 11—Edwin G. Boring, Ph.D., Director of the Psychological Laboratory at Harvard. Subject: "The Rise of Scientific Psychology".

Monday, April 13—Charles H. Herty, Ph.D., Former President of the American Chemical Society, and now an Industrial Consultant in New York City. Subject: "Chemistry's Service in the Promotion of Industrial Research in America".

Tuesday, April 14—Isaiah Bowman, Ph.D., Director of the American Geographical Society. Subject: "The Invitation of the Earth".

Wednesday, April 15—Florence R. Sabin, M.D., Sc.D., Member of The Rockefeller Institute for Medical Research. Subject: "Recent Studies on the Chemistry of Bacteria as Applied to Disease".

Thursday, April 16—Edwin G. Conklin, Ph.D., Professor of Zoölogy at Princeton University. Subject: "Fitness, the Greatest Problem of Life and Evolution".

Julian Huxley, English biologist and essayist, spoke at Bowdoin on November 5th, 1930. Subject: "Development, Heredity and Evolution".

Enrico Bompiani, Professor of Mathematics at the University of Rome, served as Visiting Professor of Mathematics on the Tallman Foundation during a portion of the first semester, conducting an undergraduate course and giving advanced instruction to members of the faculty. Because of this visit, no lecture in the field of Mathematics is included in the formal programme of the Institute.

VI. THE MOULTON UNION

The Moulton Union has had a very useful and satisfactory year. The Manager reports that several interesting activities have been carried on including a second-hand book exchange and a college undergraduate employment bureau. During the year the following functions were held in the Union: In the summer time the convention of the Country Day Schools, and the convention of the young people of the Episcopal Church of Maine; in the fall Freshman week, Father's Day programme; through the year college dances, college and faculty teas, Vocational Day programme, readings by members of the faculty primarily for undergraduates, and a variety of lectures and musicales; and the conferences in the Institute of Sciences were also held in the Lounge. Mr. Lancaster reports that although no figures of the actual daily attendance at the Union are kept, owing to the expense, he feels that the number of boys who enjoy the facilities of the Union is constantly increasing and members of the faculty are dropping in there more and more. His report concludes with these words:

"All in all, the brightness of the new furnishings of the building has dulled, and, like any other home, the Union is beginning

to possess a real charm, a charm not of the new and pretentious, but a home-like beauty that comes through constant happy use and pleasant associations."

VII. CHANGES IN THE CURRICULUM

There is nothing static about a college. At Bowdoin we believe thoroughly in standing for a liberal training and in being rather conservative about the adoption of new methods. We watch with great interest educational experiments that are going on in various parts of the country such as the Antioch plan, Dr. Meiklejohn's college at the University of Wisconsin, the new programme at the University of Chicago. That Bowdoin has not been slow to adopt progressive measures is clear to anyone who has studied with care the great administration of President Hyde. More recently we can claim some credit for being one of the first small colleges of the country to institute general examinations for Seniors, a policy that may perhaps be called a bit of educational pioneering. At the present time a committee of the faculty is studying the organization of athletics under the so-called University of Pennsylvania plan, and another committee is concerning itself with the revision of Freshman and Sophomore requirements. No friends of the College need fear that we are satisfied with things as they are.

The faculty has also decided to make two rather radical changes in the curriculum. Beginning with next fall we propose to relieve Juniors and Seniors of requirements in physical education, and to extend to a full year the work in that department for Freshmen and Sophomores. In accordance with our present practice there will be a variety of sports, games, and exercises open to all. Each year is to be divided into three seasons, fall, winter, and spring. All Freshmen and Sophomores must elect for at least one season of one year a sport from the following list: Track, football, baseball, hockey, swimming, wrestling, class football, touch football. Furthermore, each student must demonstrate a playing knowledge of some sport that has a carry-over value, that is, one that will be of benefit in the later years of life, from the following list: Golf, tennis, handball, swimming. In addition to the sports listed the following are also open to

election: Fencing, basketball, winter sports, horseback riding, body building classes, Physical Education 4 A. All of the above activities will be offered for all classes, and Seniors and Juniors will be encouraged to participate, though the work will be required only of Sophomores and Freshmen. Emphasis is thus placed upon physical training as making a valued contribution to one's preparation for a later life, while the more strenuous sports particularly adapted to youth are not neglected.

Another interesting change will go into effect in the academic year 1932-33. Government 1, which has long been a most valuable Freshman course will henceforth be given in Sophomore year, thus providing more continuity for men majoring in that department. In its place there will be an outline course in general history from the Fall of Rome to the present day. The course starts with the Fall of Rome, because, as Professor Haskins of Harvard once remarked: "All Freshmen have heard of Rome and several of them have heard that it fell." It is carried on to the present time so that the boys may have an historical background for their study of the present. The Department of History has long felt that it would be very desirable to base its work on a general course open to Freshmen, and other departments such as Government, Economics, Modern Languages, and English, have agreed that some knowledge of history would be very valuable for their students also. Professor Van Cleve, who is to be absent on sabbatical leave next year, plans to give this course on his return and will have the assistance of an instructor who has had experience in such work in one of our large universities, and occasionally lectures will be given by other members of the department. In 1932-33 the Freshman course in Government will be given up and instruction in that subject will be given to the Sophomores in 1933-34 by Professor Hormell who expects to be away on sabbatical leave in 1932-33.

In announcing this change I desire to call attention to the great service which Professor Hormell has rendered to Freshmen all these years. His course has been very ably conducted, has brought many Freshmen into closer touch with present day problems, and has combined an excellent scholarly training with splendid instruction in the duties of citizenship. It is probable

that the value of this course will be increased rather than diminished by giving it in Sophomore year to students of a little more maturity, and it is very desirable that more Freshmen should be brought more immediately into contact with the historical method.

VIII. GENERAL EXAMINATIONS

This past week I have been present at the general examinations held by the Departments of Biology, Economics, English, French, Government, History, Latin, and Philosophy. It is a pleasure to testify to the excellence of the instruction as shown by the knowledge of the subjects in which the candidates were examined. A member of the faculty coming to us from another institution remarked pointedly that the system had two very real advantages — that it dramatized the result of a college training, and that it also gave undergraduates a far better idea of real scholarship. The practice of some departments in requiring a thesis has shown excellent results. In the Department of Economics I was struck by the timeliness of the investigations and by the knowledge of current economic problems displayed. Occasionally the student examined reacts in a very interesting way. One candidate in Philosophy, asked to tell what seemed to him the most interesting reading he had done, mentioned among other authors, Kant — and said he was hard reading, “Like chopping wood when you don’t have to”. In several instances the students took and defended positions not held by their instructors. My attendance at these examinations was necessarily limited; but I am convinced that the same good results are obtained by the other departments. I regard the general examination as contributing greatly to the intellectual value of the college course.

IX. NEEDS OF THE COLLEGE

1. First, last and always, additions to the endowment fund for general collegiate purposes.

2. Funds for the erection of a little theatre, either as a unit by itself or as part of a larger building with facilities for offices and class-rooms near the library.

3. Covered hockey rink, \$30,000 to \$40,000.
4. New chemistry building adequately endowed, \$250,000, with \$100,000 for maintenance.
5. Funds for additional graduate scholarships like the Longfellow and Everett scholarships in units of \$15,000 to \$30,000.
6. Funds for the development, improvement, and beautifying of the campus, \$25,000 and up.
7. Funds for modernizing the observatory, \$15,000.
8. Squash courts.
9. Endowment of a professorship in biblical literature, or the history of religion, \$100,000.
10. Funds for the electrification of the college chimes, \$2,000; for adding additional bells thereto, \$3,000; and for concerts.

I should like to call particular attention to the fact, that for several years there have been such excellent candidates for our two graduate scholarships, that the faculty could rightly have awarded two or three more such honors, were there funds available. The present two graduate scholarships, the Longfellow and Everett, yield only about \$600 a year. We ought to have two or three more such funds yielding \$1,000 at least. The first year of graduate study is often a critical year to a young man planning to enter the profession of college teaching. Graduate schools have very few scholarships available. The College cannot make such grants from its general funds. This is a most important matter, and the College would welcome heartily additional graduate scholarships.

To these needs of the College I should like to add the suggestion that some time the College build a dormitory for Seniors. The present catalogue shows that nearly one hundred students are living off the campus, that is, neither in dormitory nor in chapter house. It is probable that we could easily fill a dormitory constructed like the others to accommodate about sixty-four students, at least in the first semester and in ordinary years in the second semester also. If a dormitory could be built especially for Seniors with the idea in mind that each Senior should have his own hearth, it would not mean the withdrawal of all Seniors from dormitories and chapter houses, for the class now averages about one hundred and twenty; but it would mean a rearrangement of our rooming facilities. I am heartily in favor

of the present plan of reserving one hundred and fifty places for the incoming Freshmen in our dormitories, and in having upper-classmen room in the same building with the Freshmen; but I think it would add to the solidarity of the class, mitigate the tendency to too great fraternity and group spirit, and advance scholarship if a large number of Seniors could have accommodations on the campus for their last year. Possibly such a dormitory would contain also a Commons Room. We should not of course wish to go in for such an enterprise when other more pressing needs must be met. This is only a suggestion to keep in mind for the future.

It is interesting to note how many of the needs of the College listed in the annual reports of the President have been fulfilled. For example, in my report for the year 1920-21, ten years ago, there was the following statement:

“The imperative needs of the College are:

“1. An addition of at least \$600,000 to the endowment.

“2. A new Union, adequately endowed.

“Other needs of the College are:

“3. A swimming pool.

“4. A new organ.

“5. A set of chimes.

“6. A fence around the athletic field.

“7. A memorial for the men who gave their lives and their services in the great war.

“8. A fund for college preachers and for concerts.”

At that time the funds of the College were about \$2,650,000. Today they are about \$6,000,000. We have the Union, the swimming pool, the organ, the set of chimes, the war memorial, and an attractive entrance to the Whittier Athletic Field.

X. ATHLETICS

Last Commencement the Athletic Council was made directly responsible to the Governing Boards of the College and the new Constitution drafted by the committee of the Boards to which I referred in my last year's report was put into effect. Under the present system the Council consists of five alumni members elected by the Governing Boards, three members of the faculty elected by the faculty, five undergraduates elected by the under-

graduates. The Director of Athletics is nominated by the President with the approval of the Athletic Council and appointed by the Governing Boards, as are all other members of the faculty. He has the appointment of coaches subject to the approval of the Athletic Council and of the President of the College. All the financial undertakings of the Athletic Council are carried on through the Treasurer's Office.

One important provision of the new Constitution is that the undergraduate members do not have the right of voting on any matter concerned with the appointment of coaches. At a meeting of the Council held this winter, through a misunderstanding, a decision was made so that the undergraduate members were excluded from discussion of such matters. This was clearly not the intention of the Constitution since all members of the Council have the right to be present throughout all meetings. At a later meeting this right was formally affirmed by the Council. There was, as many of the alumni know, a good deal of difference of opinion and of controversy over the action of the Athletic Council in failing to reappoint one of the coaches who had been for many years very popular. At the same time there was a feeling on the part of some of the members of the faculty that the faculty should have even more to say about the general athletic policy. Consequently the year has not been without difficulty. But it is well to remember that we have made certain very real advances, particularly in the fact that the Athletic Council is now directly responsible to the Governing Boards, and that the assent of the President is formally necessary in all changes made in the coaching staff.

In connection with that controversy there was a rather lurid editorial in the *Orient*. This gave an opportunity to state the policy of the College toward undergraduate publications. The *Orient* represents the undergraduates. It does not represent the administration, nor the faculty, nor the alumni. We do not believe in censorship of undergraduate publications. The boys run the papers knowing that they can get information if they desire it and that they are held responsible for their statements and views after they are published. From time to time immaturity will naturally bring about mistakes of judgment, sometimes doing the College real harm; but far greater harm would

be done if the undergraduates felt that they were not able to express their views without let or hindrance. Much in the college newspaper during the past few months has not been in the best taste; but after all life is preferable to inertia.

XI. CHAPEL

Both among undergraduates and faculty members, there has been much discussion during the past year about required attendance at chapel. Probably there is a growing feeling that the time is not far distant when such requirements should be radically altered or abolished. In view of this feeling I think it well to call attention to certain phases of the situation. In the first place, the By-Laws of the College provide that "all undergraduates shall attend daily prayers in the chapel". That By-Law, which was made by the Governing Boards of the College, can only be changed by the Governing Boards. The faculty cannot change the requirement; it can only administer the By-Law as wisely as possible. For some years the duty of administering that By-Law has been delegated to the Dean. It is true that the size of the Chapel does not permit the attendance of all undergraduates every day. It would therefore seem to be wise to change the By-Law so that it could be consistent with the facts. From my contact with members of the Governing Boards and with the graduates of the College I am convinced that there is no immediate possibility of doing away with required attendance at chapel. As I have said in many of my reports, I believe that here at Bowdoin the Chapel has still an important part to play in college life, and that it would be a great misfortune to remove the sentiments and traditions, the kind of training and the influence that are associated with it.

XII. TO WHOM DOES THE COLLEGE BELONG?

An important question which is too often answered lightly is this: To whom does the College belong?

Does it belong to the undergraduates? Manifestly there could be no college without students. One might think of a university or an advanced institution of learning where research is carried on and where there is little teaching. But the College consists of students and teachers. Everything, or nearly everything, in

the way of equipment is for the undergraduates. A great deal is done for them and with them in mind. But just on the financial side alone no student pays more than two-fifths of the cost of his course; and so on that score the College cannot be said to belong to them. Nor have they wisdom or experience for management. Furthermore they pass through these halls in four short years. The College can hardly be said to belong to the undergraduates.

Does the College belong to the faculty? It is the other of the two groups here permanently. It is responsible for the moral and intellectual well being of the students. Much of the equipment of the College is here for the faculty, particularly in laboratory and library, and much time is given the teachers for work in their own particular field. But the teachers are the employees of the College; they are employed by the College and retained and discharged by the College. The College cannot be said to belong to the faculty.

How about the alumni? Does the College belong to them? They contribute, many of them generously, to her support annually in small sums, often in very large amounts. They think with pride and affection of the College as in a peculiar sense theirs. They conceive of it as vastly larger than the students and officers and teachers temporarily at Brunswick. They elect a very large number of the governing boards and a large majority of both boards are composed of alumni. But while it can truthfully be said that the alumni belong to the College, they cannot be said to own the College; they cannot alter policies nor exercise the rights of possession.

Does the College belong to the Governing Boards? Legally, all the property is vested in the President and Trustees. Legally and actually the governing boards have the final word in everything concerned with the management of the College. They are responsible for the investment of funds, for the business management, for the election of the faculty. But the College itself cannot be said to belong to a group of only fifty no matter how able or devoted or powerful.

Does the College belong to the State? It derives its power from the state; it is exempt from taxation by the state. I presume the legislatures of the Commonwealth of Massachusetts

and the State of Maine by joint action could curtail some of the powers of the College. But the state contributes nothing to the College. The College is as independent of the state as it is possible for any corporation to be. It has *quasi* public relations but it does not in any real sense belong to the state.

What then is the answer? To my mind the College is a great coöperative enterprise in which all these groups, students, faculty, alumni, governing boards, and public have a very real share but which does not belong exclusively to any one group. Where so many interests are invoked, it is clear that at times there should be marked differences of opinion about many things, such as the athletic policy, the religious life of the College and compulsory chapel, requirements for admission, standards of attainment for the degree. Lately I have heard it stated in some circles that the College is far too liberal; others tell me that it is far too conservative. It is inevitable that there should be difference of opinion; and friction is often desirable and healthy. But friction is carried too far if it interferes with the real mission of the College and impairs its usefulness.

Furthermore it is well to keep in mind that our College is only one of several hundred institutions in the United States. But it has its own traditions and its own ideals. Think of the traditions and aspirations that cluster about the Thorndike Oak, Memorial Hall, the Chapel. And this College of ours has its own peculiar kind of training. It is a college of liberal arts; but its training is not quite like that of any other college. To us it seems different. In the words of Horace:

“Ille terrarum mihi praeter omnes
Angulus ridet.” —

“This corner of the world smiles at me beyond all others.” It is not a question of being better or worse: it is a question of being other and ours. And as the seat of our heart's affection it is worthy of all our combined efforts; students, teachers, graduates, governing boards, public, all striving to make it as fine an institution as we can. It is an enterprise worthy of our most intelligent service and of our deepest loyalty.

Respectfully submitted,

May 14, 1931.

KENNETH C. M. SILLS.

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 Lamb of Portland. Thirty-two cases were referred to the Infirmary for X-ray examination of the chest, and all were negative for incipient tuberculosis.

Most of the "underweights" in the College have been checked up frequently as to diet, weight, and amount of sleep. Exercise has been restricted, and diet prescribed, with the result that many have increased very appreciably in weight.

Daily clinics have been continued; and they play an important part in the prevention of acute diseases in the student body, and in making a positive contact with student attitude and adjustment to new environments.

Simple colds have been prevalent at different times, dependent on rapid changes of temperature and excessive dust.

There have been many cases of "warts" on the soles of the feet of students who frequent the gymnasium. This condition is believed by many authorities to be infectious, and some change should be made in the locker and towel system at the gymnasium and swimming pool at the opening of college in the fall.

To date only forty students have been cared for in the Infirmary, — the smallest number since records have been kept; and this saving in the Infirmary funds has made it possible to repaint the whole interior of the building, — a much needed improvement.

Respectfully submitted,

HENRY L. JOHNSON, *College Physician.*

APPENDIX B**Religious Preference 1930-31**

Congregational	172
Episcopal	107
Baptist	60
Unitarian	44
Methodist	39
Roman Catholic	36
Presbyterian	25
Universalist	25
Jewish	15
Christian Science	13
Dutch Reformed	4
Friends	2
Swedenborgian	2
Greek Orthodox	2
Church of the New Jerusalem	2
Lutheran	1
Reformed Church of America	1
Babai	1
German Lutheran	1
Theosophist	1
No Preference	10

APPENDIX C

Annie Talbot Cole Lectures

1908. The Art of Being Happy
Professor George H. Palmer, Litt.D., LL.D., L.H.D.,
of Harvard.
1908. Dante
Rev. Charles A. Dinsmore, D.D.
1909. 1. Some Responsibilities of a Citizen
2. Lessening the Military Burden
Hon. Samuel McCall, LL.D.
1910. Personality and Power
Rev. Samuel V. Cole, D.D., LL.D., of Wheaton.
- 1912 American Traits in American Literature
1. The American Mind
2. Romance and Reaction.
3. American Humor and Satire
Bliss Perry, Ph.D., L.H.D., Litt.D., LL.D., of
Harvard.
1912. The Way of a Poet
1. Illusion
2. Denial of Life
3. Affirmation of Life
George E. Woodberry, Ph.D., Litt.D., LL.D.
1913. International Peace
Alfred Noyes, Litt.D.
1914. Masters of English Poetry
1. Wordsworth
2. Tennyson
3. Browning
Professor George H. Palmer, Litt.D., LL.D.,
L.H.D., of Harvard.
1915. 1. Some Recent Discoveries Concerning Shakespeare
2. Competitors of Shakespeare
Professor Felix E. Schelling, Ph.D., Litt.D.,
LL.D., of the University of Pennsylvania.

1916. 1. Longfellow
 2. Hawthorne
 Professor William Lyon Phelps, Ph.D., Litt.D.,
 L.H.D., LL.D., of Yale.
1917. 1. The Gospel of Amusement
 2. The Courageous Reader
 Agnes Repplier, Litt.D.
1919. Creating the Novel
 Hugh Walpole.
1920. The League of Nations
 Hon. William H. Taft, LL.D., D.C.L.
1920. The Spirit and Poetry of Early New England
 Paul Elmer More, Litt.D., LL.D.
1922. What I Don't Know About the Drama
 Stephen Leacock, Ph.D., Litt.D., LL.D.
1922. The Chinook at the Gates
 Edward P. Mitchell, Litt.D.
1923. Spain and Spanish Art
 Ralph Adams Cram, Litt.D., LL.D.
1926. The Development of Ethics and Religion in the Bible
 Professor Kirsopp Lake, D.D., of Harvard.
1926. Art as High Companionship
 Professor Frank J. Mather, Ph.D., L.H.D., of
 Princeton.
1926. Tendencies in Modern American Poetry
 Professor Chauncey B. Tinker, Ph.D., of Yale.
1927. Distrust of Democracy
 Norman Angell.
1928. A Turning Point in Modern Poetry
 Professor George R. Elliott, Ph.D., Litt.D., of
 Amherst.
1929. John Bunyan and *The Pilgrim's Progress*
 Professor John L. Lowes, Ph.D., Litt.D., LL.D.,
 L.H.D., of Harvard.
1930. Biography, — Old and New
 Allen Johnson, Ph.D., Litt.D., L.H.D.
1931. Contemporary Poetry
 Ivan A. Richards, A.M., of Cambridge University.

REPORT OF THE DEAN

To the President of Bowdoin College:

Sir:—My Report this year consists mostly of a letter from an alumnus, and my answer to it in the form of annotations. The letter came to me last June. I obtained the writer's permission to use it without revealing his identity. You will not have to be urged to read it through before turning to my annotations at the end: a letter such as this is one of those rare, real, impressive human documents that command uninterrupted attention.

Dear Doctor Nixon:

I have just been reading your report dated May 15, 1930, in the *President's Report*, and it seems to be bringing to a head a good many nebulous matters that stew around inside. The way in which you write makes me wish very much that I could drop into your office and have a talk with you.¹

I imagine I fall into your average, "undistinguished", undergraduate class². I wasn't particularly happy in Bowdoin. I have two boys—not to mention two girls—growing up, the older thirteen, the little one seven or eight—I think it is seven. Their names are Robert and Francis. Every once in a while I take a good look at one of them and get a shock because he has grown so much. Naturally I often wonder³ what to do about sending them to college.

I said I wasn't very happy in college. It is hard to be fair about it. A lot of things contributed. First, perhaps, I came to college cursed with a great deal of general information which had made it possible for me to get high marks in preparatory school in courses that interested me and which required no real concentration⁴ and no real work. I continued to be poor in any courses that required hard work⁵.

I was asked to join one of the fraternities. They seemed fairly glad to have me, and all that, but I didn't stand out. The ones who set the pace, determined the atmosphere, were those I looked on then as the sports⁶—who had much more experience of the world than I, who had money to play poker and go on

occasional drunks and run around with women and so on. I aspired wistfully to their society, but they wouldn't have me,⁷ of course. I didn't know the ropes, and I was always short of money. Also I was self-conscious and unduly sensitive and very often did things to make others dislike me. My freshman year was just one jam after another, and the next year not much better. I failed a required course, which hung over me two years more.

I think it was in Junior year that I made the — Club. That gave me something to be proud of, and helped me to begin to get on my feet. I tried for various prizes and didn't get any. I had a terrific desire to make an honorary society, but didn't. I wanted people to admit there was something to me, but nobody would. Finally — perhaps you remember it — came my chance at ——. The students were chosen by competition. And I made it! It is the only thing in my Bowdoin career that I can look back on with any great satisfaction and pride.⁸ That's rather pitiful, isn't it?⁹

Anyway, by that time I got occasionally close¹⁰ to President Hyde and Professors Chapman and Henry Johnson. Henry Johnson let me read parts of his translation of Dante. I revered him. Then President Hyde gave me an "A" in Philosophy — the first and only one I ever got at Bowdoin.¹¹ That damned — course still hung over me the last semester Junior year. I got an outline and memorized it backwards, forwards and from the middle, took the examination, and for four horrible days didn't know whether I'd passed or not because Professor ——— wouldn't tell me. He loved not telling me.¹²

President Hyde recommended me for a graduate scholarship at Michigan¹³ and I went there immediately after graduation and started the Civil Engineering course. A little side-light comes in here. Why Civil Engineering? I think now probably because the football team and the baseball team and the other teams — the he-men — hadn't wanted me; or I thought they didn't. I imagine I was out to prove I was tough and hard and a he-man, too.¹⁴

The engineering course at Michigan was real and it was hard. An hour-exam the first thing every morning, marked 10 or 0 (an engineer is right, or he is wrong.) Three zeros and one flunked

the course. Flunk one course and get the hell out. Great! C was flunking mark. I never got less than B plus, and usually A. Why did I get marks like that in the hardest courses I'd ever tackled, when it was all I could do to squeeze out an occasional B at Bowdoin? Getting more mature?¹⁵

I'll tell you why. It was because I was accepted by my class at the Engineering School as in all respects one of them. I could swear as horribly as they (summers with outfits on the roads.) I could drink booze. Two or three not-too-hard-to-get-women had graciously accepted my money. I'd had some petting-parties with nice girls. All¹⁶ things that happen to most boys in high school, but I'd been "sheltered" and so was a late-bloomer! But now I was one of the gang. The acceptance was there. I had time to devote to study, my mind being satisfied with my standing among my comrades.¹⁷

But still I was not even beginning to be a man. I was still pretty shy and self-conscious, which allowed me to make an ass of myself frequently. I got engaged and took a job with a construction crew in the Middle West where for several years I consorted with hell-raisers of all sorts, and that did me no good. I still heard myself described as "A poor - - - - from the East."

That was what I was, years out of college, years of rough tough work on wages of \$60 to \$100 a month and found. I wasn't making a lot of progress in the world, was I?

I dislike a good deal of the patter of psychologists — it is hard to tell the real ones from the spurious ones — but there is such a thing as an inferiority complex,¹⁸ and I had one, an awful one, and it got me into one jam after another. Wherever I went it seemed I left behind me perfectly innocent people who just naturally hated my guts.

Then the War came along.

I went to Fort Myer and stood Number Fourteen in a battery of 200 and got a First Lieutenancy of Field Artillery, and then my whole life changed! I liked it. I liked everything about it. I liked the discipline, the order, the authority, the uniform, the feeling that I was amounting to something.¹⁹ Retreat always thrilled me — every afternoon. The men under me thrilled me — looking at me to know what to do next. It was up to me to know what they ought to do next and I worked hard to find out.

I went overseas. I got my Majority in France. My whole attitude toward everything underwent a wonderful change. The chip was gone from my shoulder.²⁰ I earned commendations. I was deeply happy. I loved the whole business — the feeling of dedication to a cause — oh yes, I felt that way, though a lot of the college professors I meet nowadays hoot at such a thing.²¹ I used to think of quiet farms and schoolhouses back home with children playing at recess. I used to think of the bronze tablets in Memorial Hall at Bowdoin,²² with “Killed in action, Antietam”.

So the War in France did for me what Bowdoin perhaps could have done for me if I had been better material when I went there. The Prominent Alumni that the college plays up no doubt feel a wonderful deep loyalty to Bowdoin. I have that feeling toward — I dare you to laugh — the War. I read all the things the pacifists and the preachers and the humanists and the reformers and all the rest of them say about war, with its lust and treachery and blood and misery and all the other unforgivable things about it. Let all those things be just as true as they may be, and still the War is my *Alma Mater*.²³ I came back improved in every way. I have self-confidence, self-reliance. I never worry. I am not nervous.

I am what the company I work for calls a “contact man”. Just a fancy name for the sort of salesman I am. I close big contracts. I couldn’t have done that before the War.

Buck Moody gave me low marks in Math. I believe he flunked me.²⁵ But I have lectured on Ballistics before Regular Army Majors and Colonels of Artillery. Last November I took the — Company’s intelligence tests and got the second highest mark ever attained in them. Out of all the applicants who have taken the three engineering examinations of the — Company I am one of the two who got 100% in all three.

College — Bowdoin College — is it a good place for late-bloomers?²⁶

You barely remember me if at all. Much of this letter must react very unfavorably to you. Brag, self-justification, conceit, the cry of the misfit.

But from the way you write I know you will understand it all. And you will understand why I have written it. I have a deci-

sion to make and I want help. My family connection with Bowdoin has been long, if only through distant relatives. I admire Bowdoin traditions even though sometimes they seem to me awfully smug and self-satisfied. (That's New England and inevitable.) I think a great many boys have got a great deal out of Bowdoin.

Can my sons?

Would they encounter the same atmosphere in the fraternity houses that existed in my time, when they did not put first things first?²⁷ Would they look up to the wasters and see them enjoying all the laurels?²⁸ (I shouldn't have said all; but surely a great many that count with a boy.) Would any professor ever take the trouble to know anything about them personally?²⁹ Would they be helped early in their course to a sense of proportion?³⁰

A young officer in a regiment is watched, and, in timely fashion is restrained from folly by his colonel.³¹ A young man in a business firm is similarly watched and advised by his boss.³² Why did the college in my time sit back with that holy attitude of "there is something wonderful here for you if you have the brains and the temperament to appreciate it and take advantage of it. Of course if you don't get it, it's your fault."³³ It is *not* all the boy's fault. Boys at that age need something I didn't get at Bowdoin.³⁴

I am weighing Bowdoin against (1) a large university;³⁵ (2) foreign travel for a similar length of time;³⁶ (3) the U. S. Military Academy³⁷ (one of my present resentments is the fact that nobody at Bowdoin ever told me what West Point might have meant to me);³⁸ (4) Massachusetts Tech.³⁹ I wonder if you will find time sometime this summer to answer this letter in the spirit I am writing it, and tell me — unofficially and frankly — something I need to know about Bowdoin of today. And will you forgive me for blurting out things as I have done?⁴⁰

(1) So do I. The most enjoyable part of my job as Dean is talking with Bowdoin men — on matters of more moment than their recent overcuts.

(2) You don't. Your grades were too high — barely — and your *Bugle Honors* just barely too numerous.

(3) I hope you'll soon cease wondering and head them this way. I also hope they'll "make" another sort of Dean's List here than their dad just missed. (May I add that next year, *Deo volente*, I shall for the first time have in class a son of a former pupil. I shall feel like that laryngitic worthy of whom Professor Woodruff used to tell. He was congratulating a friend recently made cashier of a bank: "My God, what an opportunity!" But seriously, it's great fun growing older with an institution such as this, if you can convince yourself that you haven't stepped too hard on too many toes each day too unnecessarily.)

(4) You entered Bowdoin with three years of Greek, four of Latin, and three of Mathematics. No school subjects I know of would seem to induce — if not entice — so much concentration as these. Concentration! If there is anyone who can really and truly teach concentration to all comers, he should be given a whole set of university chairs and a billion dollar salary. The best that most of us can do is hardly more than exhort a boy to kick himself earnestly — in a new place if possible — each time he catches his mind playing hooky.

(5) Perhaps correct. Yet you got honor grades in more than half your courses here. I shall not specify them. It might annoy Faculty members and arouse false hopes in students. Times are different. It is a well-known fact that Comparative Literature and Freshman Latin are the only easy courses in the institution nowadays. Still, there is some room left for my frequent advice to undergraduates, to take each year one particularly hard subject which they dislike. They almost never follow the advice — that is, intentionally, voluntarily.

(6) I can take oath that the "sports" — whatever may have been their influence now and then in some one fraternity — have never even begun to set the general Bowdoin pace during the last two decades. On my desk are lists of the undergraduates who have held the most important class and college offices during that period. I cannot, of course, profess to appraise them with complete knowledge, but unless I am such a poor judge of character as to qualify for quarters in quite another kind of institution than this, sixty per cent of them, at least, were just about as fine a sort as you can commonly expect to meet in this

imperfect world. Twenty-five per cent of them perhaps slipped rather badly once in a while, but really wanted to do the right thing and were ashamed of themselves when they didn't. The remaining fifteen per cent may have been "sports". But only in spots. Almost all of them were also other things of more consequence. And few of them pointed with any special pride to their sporty proclivities. There certainly was no real "rotter" amongst them, no one uniformly small and mean and selfish and dirty and dirty-mouthed. In fact, I should be hard put to it to name, among all the Bowdoin undergraduates I have known—and the number is somewhat sizable by now—a single one whom I should be ready to call a "rotter" thorough-going and complete, a single one whose college career convinced me that a mistake was made when he was made a man. This is not meant to be immoderate praise. Whitman said pretty much the same thing about the inmates of his institution, Sing Sing—or was it Joliet?

(7) Which was just as well for all concerned. One of the many good things which may be said about our fraternity system is that a Freshman can seldom go very far wrong without frequently being made aware that he is off the road. If the time should ever come when fraternities at Bowdoin were merely lodging houses and social and political clubs, it might be time to try another system. It is easy for college officers to be either too official or too paternal. It is not easy for fraternity members to be too fraternal, in the best sense of the word.

(8) Things we can look back on with "any great satisfaction and pride" seldom seem quite numerous enough to suit us. And if they did, it perhaps would be a sign that we had stopped growing.

(9) Positively, no; relatively, yes. Compared with your ambitions, and later accomplishments, yes, by all means. But by this time you certainly ought to quit feeling chagrin at a perfectly decent college record and begin thanking God that you've developed to a point so far beyond what even a perfectly decent college record would have promised. A superlative college record is a fine thing to look back on and live up to—and it generally is lived up to. Any undergraduate who does not make that formal record as good as he can make it, *without undue sacrifice of other valuable elements in his self-development*—don't forget

that I add this qualification — is temporarily playing the fool and jeopardizing his chances of ultimate success. But no alumnus, good, bad, or indifferent as an undergraduate, should suppose that his undergraduate rating is the last rating applied to him by his college.

(10) I wonder if a person could expect to do much better at any college at any time than get even “occasionally close” to three such men as Hyde, Chapman, and Johnson. Recently I heard a well-known alumnus of a great university say that the big thing, the priceless thing, he got out of a famous school was the influence upon him of just one man, the Headmaster.

(11) Litotes! You received two other A’s, one before and one after this A in Philosophy.

(12) I doubt this. At any rate, I doubt it unless you treated this professor or his course with a somewhat too visible disgust, rebelliousness or contempt. Didn’t you? It is unfortunate, but true, that now and then even a professor can grow slightly sensitive, and under dire provocation, mildly retaliatory. I observe that he finally gave you a C. You probably could have got that C, or an A, two years earlier, if you had seriously wanted it.

(13) President Hyde again! The college degree and the college recommendation seem to have been useful to you in those earlier years at least.

(14) “Tough, hard he-men,” of the rakish sort, I think you mean, are no longer apt to be college heroes. A “tough, hard he-man” nowadays would usually be classified as a “roughneck”, that, and nothing more, and passed by on the other side. College heroes generally, I fear, are less worshipped than of yore. I daresay it is partly because “debunking” has unfortunately become such a popular pastime, partly because individualism — sometimes too conscious and cocky — is a current ideal. Former campus values have changed a bit. Somewhat different and more numerous standards of undergraduate success are often applied. I suspect that a much smaller proportion of undergraduates than a decade or two ago would be ideally content to be known at the end of their course simply as fine athletes. I suspect that a rather larger proportion than formerly would be content to be known simply as fine scholars — not as hard grinds, but as fine scholars. I suspect that a much larger proportion

than in earlier days would be content to be known simply as fine and able fellows. No doubt most students, avowedly or unavowedly, would still like to graduate "Summa cum Laude" and Captain of the Football Team, or Captain of the Football Team *and* "Summa cum Laude", especially if they could take the combination in their stride. Happily it's a combination, too, that very many men still think worth trying for, aware that the trying gets them somewhat nearer it, no matter whether they're naturally "hearties" or "aesthetes". But it is no longer taken quite so much for granted that the athlete and scholar is necessarily and always the man of personality and brains. Nearly all undergraduates want to be that, anyhow, whether they admit it and act it, and are up to it, or not. And if brains always implied some share of common sense and wisdom, and if personality never implied the need of obtruding one's own excellence and omniscience upon the world, it would be a very decent ideal indeed. Anyhow, the "tough, hard he-man", while not yet as rare as the heath hen, is passing out. I hope he will not be succeeded by the smart young wise man.

(15) Yes, partly maturity, and partly motivation. Success where you now were, clearly, unmistakably, came pretty close to meaning success in life. You had the ambition and the ability to be successful in life. Life and college probably never seemed to you so closely related as to make really consistent effort worth while. It frequently happens, as in your case, that a man does much better work in his professional school than in his college.

(16) If "all" these things happened to "most boys in high school" in your day, high schools have improved. I am sure you exaggerate. Now as then, some of these things happen to most boys in high school; all of them happen to some.

(17) I grant you that the ordinary human being needs to feel that he is in good standing with his group. But the group which he makes his — it needn't be a group of young rakehells, either here or elsewhere. I could name any number of Bowdoin undergraduates, conspicuous and inconspicuous, past and present, who seem to have been entirely unacquainted with some of the things that most of your schoolboys know. I have in mind, for instance, one of the very best athlete-scholars we ever had here, a fellow who was elected to nearly every office that Bowdoin stu-

dents particularly prize. I don't believe he ever swore — except possibly on a few occasions when he very earnestly meant it and the other fellow deserved it; I am sure he never boozed; I could take oath he never had dealings with women of easy virtue. As for “petting-parties with nice girls”, I don't know. I'm fearfully afraid he may have had some. But even supposing your statements in this paragraph were sound, what moral is to be drawn from them? That a college should provide oaths, liquor, loose women and nice girls for its Freshmen, in order that they might sooner become tough, hard he-men?

(18) Indeed there is! And I agree that you must have had an awful one. Of course you had no business getting one — such a one. You were like Horace's charioteer —

illum

praeteritum temnens extremos inter euntem.

There were plenty of fellows about you all those years who didn't begin to accomplish what you did. Not everyone can make all the teams, or what have you, simultaneously. There aren't places enough. But I wish you had let somebody see what was going on inside you, even though we couldn't have done much, since it was mostly a matter of your ambitions outrunning your abilities at that time. I wish, too, you could tell me what to do for the fellows who, unlike yourself, have some valid excuse for getting this damnable inferiority complex which makes them so much more inferior than they really are. You can lead them to look for *something* they can do as well or better than the next man; you can perhaps convince them that they're at any rate apt to find that *something* around the corner; you can emphasize the fact that here in college they're competing with a picked group; you can urge them not to dwell on their failures but to look back, and ahead, to their successes; you can show that you're interested in them, and maybe commend them to the interest of others; you can remind them that a man's more useful doing a smaller thing well than a larger thing poorly, more happy filling a position for which he's perhaps slightly too big than trying to fill one that's even slightly too big for him. You can sometimes — and it's infinitely the best thing of all, if they're the right sort and ready for it — help them gain equanimity and self-confidence by helping them gain confidence that, on this

plane or another, all things do work together for good to them that love God. Is there anything more you can do, I wonder, for the fellows who are badly discouraged about themselves and actually do seem to be pretty badly outclassed? I invite your suggestions and those of other alumni, and need them. This inferiority complex is a very real and common ill and takes a large variety of deceptive forms.

(19) An absolutely desirable and necessary feeling, of course. But it seldom comes if your target is way beyond the range of your guns. And it seldom comes, either, of worshipping false gods or working at half power. Why take it out on Bowdoin that you didn't get the feeling there? Why overlook the continuity of training such as yours? You wouldn't have done so well at camp if it hadn't been for Michigan. You wouldn't have done so well at Michigan if it hadn't been for Bowdoin. And so on down — or up — the line.

(20) The moment a man can get rid of that chip, doesn't the world improve for him, and he for it? Of all the forms an inferiority complex takes, this chip-wearing is perhaps the most oppressive — both for the wearers and the worn.

(21) College professors hooting at that feeling of dedication to a cause? Not many of my age and acquaintance. That feeling was one of the few fine features of the whole dreadful business. But college professors, and everyone else, might very well hoot at the way most of us have forgotten that feeling, forgotten that cause, forgotten that war that was to end war, forgotten that conviction that this whole world could be run a whole lot better than it ever had been run, and that it was our generation's job to make a big beginning.

(22) Bowdoin memories, even then? By the way, where did you get your own admirable sense of *noblesse oblige*? Where, for that matter, did you learn to write so well? At Engineering School? Or in the Army?

(23) I understand your mood entirely, and I'm not in the least tempted to laugh. But aren't you confusing the cause and the occasion of your improvement a bit more than we're all inclined to do, "scorning the base degrees by which you did ascend"? Besides, what if you hadn't come back pretty much intact, as well as improved? An Alma Mater which is so apt to

make a son a cripple or a monstrosity or a corpse doesn't measure up to my highest ideals of motherhood.

(25) He did.

(26) Yes, it is, if the late bloomers aren't doomed to bloom altogether too late. And it is becoming a better place for them. There are more opportunities for self-development and recognized success here than there used to be. There is much more attention given to the individual. In fact, I know of no place where a shy, self-distrustful, unformed boy has so excellent a chance to acquire poise and confidence and character as in a good small college.

(27) I have never known a fraternity at Bowdoin that did not have in it at least a group of thoroughly fine fellows — and generally that group dominates. A list of the fraternity presidents here during the last twenty years would furnish material for an optimistic essay or *An Electorate of Youth*.

(28) Some boys insist on mistaking down for up, catcalls for cheers, and cabbages for laurels. I hope yours won't. If they do see any wasters wearing laurels here, I predict that it will be despite their being wasters, not because of it.

(29) If none did, it is high time we shut up shop at a small college.

(30) Our Freshman advisers, our Freshman instructors, our fraternity officers, our President, even our Dean, all have their limitations — one of them no doubt being the failure of the others to accept the Dean's notion of what the "proportion" should be — but we're all trying to catch them young and treat them wisely.

(31) Not true of my short service in camp on this side, anyhow. I don't believe my regiment had a colonel. I did hear about some majors. But when it comes to captains — if I'd followed the precepts and example of certain captains I've known, I ought to be doing a lock-step somewhere. (This last is an exaggeration, but let it pass.)

(32) Again we don't check. Just before going to college I worked for a few months in a big copper company's office in Boston. Someone did raise my pay, from four dollars a week to five, and someone did tell me (not till I left) that I was the best boy they'd ever had — Lord help them! I recollect no other

special indications of their concern or regard or intention of grooming me for president. President! Why, if the mighty A.S.B. himself, himself, had ever vouchsafed me one smile, one word, one look, I'd have fainted from the thrill of it. Alas, my closest contact with that great man was the time when his private secretary commissioned me to purchase a new presidential cuspidor. Of course that was thirty years ago, and I was an unlicked young cub that deserved less consideration than I got. But how much more I got than I deserved that very fall when I — exactly the same unlicked young cub — entered a college quite like Bowdoin. Fraternity kindness, Faculty interest, Presidential greetings, friendliness everywhere. Ah well, this was thirty years ago, I repeat. So nowadays the business boss has become the perfect father? Splendid! But why suspect that Alma Mater always stays the same old stepdame?

(33) I hardly believe the college said quite that. It has long known that intellectual stimulus and intellectual demands are the making of the academic merit of a college — academic merit, I say. There are many other merits. And it has long known that an ounce of stimulus is worth a pound of demands. But demands are so much easier for professors to provide, and for students to accept, than real intellectual stimulus. Bowdoin imposes many more intellectual demands upon her undergraduates than in your day, and offers them, I think, rather more intellectual stimulus. New demands we can devise readily enough without help, and we do so, very gradually. But if you, or any other alumnus, can point out some way of increasing greatly and rapidly our intellectual stimulus, we shall be grateful. Some way, I mean, that does not involve the sudden departure from Brunswick of approximately four-fifths of our present student body and five-fifths of our present Faculty:

(34) I take it this "something" we're talking about now is in general this same intellectual stimulus. I wish I could hope that all Bowdoin undergraduates today are getting it in large measure. But you'll admit that this "something" is a prescription hard to make up, and isn't quite the same for any two boys, even your own two. At any rate, every college officer who's worth his pay is trying to bring this "something", in some degree, to every boy in his courses.

(35) I don't know your boys at all, and even you don't know how fast and far they will develop in the next few years, but if they are apt to be "late bloomers", like yourself, I am especially sure that your better bet for them, despite your own doubts and dissatisfactions, is to send them to their father's college.

(36) And then what?

(37) All right, if they are to stay in the army. If not, what are the ethics of the situation? In any case, they would probably profit by going to college first.

(38) Immature as you were, and with your various complexes, I doubt if you'd have stuck it out for a single unhappy year.

(39) Fine, if they are qualified for that work and quite unqualified for much that enters a Liberal Arts curriculum. But unless they are unqualified for college, why not let them have both?

(40) Forgive you? Your letter has given me more occasion to take account of stock than almost anything I've read in years. Do you rather forgive me, if I've been too cocksure or cavalier in certain parts of my reply.

I. ENROLLMENT

Number of

Students enrolled Sept. 26, 1930	562	(Sept. 27, 1929—549)
Students enrolled Dec. 1, 1930	554	(Dec. 1, 1929—546)
Left between Sept. 26th and Dec. 1st	8	
Students enrolled March 1, 1931	534	
Left between Dec. 1st and March 1, 1931	24	
Seniors finishing work for degree	4	
Students re-admitted	4	

	Dec. 1, 1930	March 1, 1931
Students in Senior Class	111	106
Students in Junior Class	118	117
Students in Sophomore Class	151	143
Students in Freshman Class	174	168
	<hr/>	<hr/>
	554	534

II. GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Massachusetts	228
Maine	199
New York	41
New Jersey	18
Connecticut	15
New Hampshire	15
Pennsylvania	14
Ohio	8
Illinois	6
Vermont	5
Rhode Island	4
Nebraska	2
California	1
District of Columbia	1
Indiana	1
Kentucky	1
Michigan	1
Minnesota	1
Wisconsin	1
Hungary	1

 563
III. MAINE RESIDENTS AT BOWDOIN COLLEGE

County	No.
Androscoggin	10
Aroostook	10
Cumberland	80
Franklin	2
Hancock	3
Kennebec	8
Knox	10
Lincoln	3
Oxford	8
Penobscot	18
Piscataquis	1
Sagadahoc	7

Somerset	12
Waldo	8
Washington	7
York	16

IV. ENROLLMENT IN COURSES 1930-1931

Course	First Semester	Second Semester
Art 3, 4	19	24
Art 7, 8	10	18
Astronomy 1, 2	10	45
Botany		29
Chemistry 1, 2	55	54
Chemistry 3, 4	30	27
Chemistry 5, 6	15	15
Chemistry 7, 8	29	28
Chemistry 9, 10	11	9
Economics 1, 2	92	84
Economics 3, 4	29	28
Economics 5	18	
Economics 7, 8	16	15
Economics 9, 10	19	22
Economics 12		19
Economics 14		19
Education 1, 2	11	10
English 1, 2	171	162
English 4	184	
English 6		17
English 7, 8	24	17
English 11, 12 ..	54	47
English 13, 14	35	32
English 15	28	
English 23, 24	16	18
French 1, 2	14	11
French 3, 4	171	149
French 5, 6	79	75
French 7, 8	19	18
French 11, 12	18	14
French 15, 16	21	21

Geology 1, 2	42	29
German 1, 2	145	108
German 3, 4	10	9
German 5, 6	12	11
German 7, 8	6	7
German 9, 10	13	12
German 11, 12	3	5
German 15, 16	2	2
Government 1, 2	119	113
Government 5, 6	27	27
Government 7, 8	12	12
Government 9, 10	31	27
Greek 1, 2	19	14
Greek 3, 4	21	20
Greek 9, 10	6	6
Greek 11, 12	19	1
History 5, 6	28	37
History 7, 8	73	65
History 9, 10	17	17
History 11, 12	15	16
History 15, 16	11	14
History 17, 18	20	19
Hygiene	176	
Italian 1, 2	9	7
Latin A, B	21	20
Latin 1, 2	39	36
Latin 3	8	
Latin 6		9
Latin 7	7	
Latin 10		7
Latin 11	8	7
Latin 12		24
Literature 1, 2	90	84
Mathematics 1, 2	144	135
Mathematics 3, 4	34	29
Mathematics 6		16
Mathematics 8		11
Mathematics 11, 12	14	7
Mathematics 13	27	

Mineralogy		7
Music 1, 2	32	25
Music 5, 6	4	4
Philosophy 1, 2	64	55
Philosophy 4		17
Philosophy 5	24	
Philosophy 7, 8	4	16
Physics 1, 2	52	46
Physics 3, 4	21	21
Physics 5, 6	11	11
Physics 7, 8	10	7
Psychology 1, 2	54	46
Psychology 3, 4	18	12
Psychology 5, 6	12	11
Psychology 7, 8	3	2
Sociology 1	44	
Spanish 1, 2	18	16
Spanish 3, 4	14	14
Zoölogy 1, 2	37	35
Zoölogy 3, 4	23	18
Zoölogy 7, 8	4	3
Zoölogy 9, 12	18	3

V. STUDENT COUNCIL CUP STANDING

February, 1931

Chi Psi	11.301
Non-Fraternity	11.154
Alpha Tau Omega	10.913
Theta Delta Chi	10.265
Kappa Sigma	10.177
Beta Theta Pi	9.454
Zeta Psi	9.243
Delta Upsilon	9.071
Alpha Delta Phi	9.035
Delta Kappa Epsilon	8.795
Sigma Nu	8.682
Psi Upsilon	8.340

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
June, 1930	Chi Psi	11.2900	9.3301
Feb., 1931	Chi Psi	11.3010	9.8169

This cup has been awarded 40 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), 8 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 10.6109.

The average of the winners' averages is 12.5012.

VII. ABRAXAS CUP STANDING

February, 1931

	Per cent	Grades
Bangor High (3 men)	13.250	39.75
Portland High (6 men)	12.958	77.75
Deering High ¹ (4 men)	12.250	49.00
Maine Central Institute (4 men)	10.500	42.00
Newton High (10 men)	8.875	88.75
Winchester High (4 men)	8.312	33.25
Rockland High (3 men)	7.916	23.75
Williston Seminary (3 men)	7.333	22.00
Crosby High (3 men)	7.166	21.50
Deerfield Academy (4 men)	6.875	27.50
Wellesley High (3 men)	6.833	20.50
Phillips-Exeter Academy (8 men)	6.812	54.50
Tilton School (6 men)	6.708	40.25
Huntington School (9 men)	6.277	56.50
Hebron Academy (8 men)	5.800	44.00
Fryeburg Academy (3 men)	5.583	16.75
Phillips-Andover Academy (3 men)	5.166	15.50
William Penn Charter School (4 men)	5.000	20.00
Thayer Academy (7 men)	3.964	27.75
Melrose High (4 men)	3.187	12.75

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
Feb., 1931	Bangor H. S.	13.2500	7.5382

General average—9.1856.

Winning average—13.5479.

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

IX. MEAN WEIGHTS, HEIGHTS AND AGES OF BOWDOIN FRESHMEN AT TIME OF PHYSICAL EXAMINATION*

Class	Number of Men	Mean Weight (pounds)	Mean Height (inches)	Mean Age (yrs. mos.)
1891-6	299	135.65	67.4	
1925-6	299	142.34	68.7	
1931	162	140.40	68.46	18 - 8.04
1932	147	139.60	68.88	18 - 8.83
1933	154	142.53	69.10	18 - 10.44
1934	173	143.44	69.24	18 - 8.04

* For this interesting table the Dean is indebted to the instructor and students in Economics 7-8.

X. MAJORS, 1924-30, SHOWING GENERAL ACADEMIC STANDING OF MEN MAJORING IN VARIOUS DEPARTMENTS

COURSE	1924		1925		1926		1927		1928		1929		1930		Total No. Men in all Departments	Total Average
	No. of Men Majoring in Department	Average Grade in all Courses	No. of Men Majoring in Department	Average Grade in all Courses	No. of Men Majoring in Department	Average Grade in all Courses	No. of Men Majoring in Department	Average Grade in all Courses	No. of Men Majoring in Department	Average Grade in all Courses	No. of Men Majoring in Department	Average Grade in all Courses	No. of Men Majoring in Department	Average Grade in all Courses		
Biology	9	81.2	5	79.8	4	74.1	6	82.3	4	77.1	4	79.9	15	78.6	47	79.1
Chemistry	7	83.0	6	79.0	8	82.7	8	79.1	9	76.7	10	79.9	14	79.8	62	80.5
Economics	29	76.7	25	77.4	23	74.1	15	75.2	9	80.1	14	77.7	23	77.8	138	77.8
English	8	82.4	7	82.3	12	77.7	16	81.1	4	84.3	20	80.9	7	84.7	74	82.7
French	4	81.1	8	78.6	4	79.4	10	78.0	5	79.8	10	81.2	13	80.4	54	80.4
German	2	79.7	9	78.8	5	82.0	11	81.0	11	74.8	3	82.3	4	85.4	45	80.5
Government	18	80.0	13	78.9	6	78.2	11	79.0	9	77.6	14	78.3	7	77.4	78	78.4
Greek	1	85.2	..	..	4	80.3	2	76.4	1	71.0	2	79.3	2	83.1	12	78.2
History	1	79.4	11	80.6	12	80.3	5	80.8	5	80.6	13	76.8	7	83.9	54	80.3
Latin	..	..	2	87.7	4	85.4	2	83.8	6	80.5	..	..	..	..	14	84.3
Mathematics	2	81.9	6	85.8	2	85.6	3	83.4	5	85.1	6	85.0	5	89.4	29	84.9
Philosophy and Psychology	..	..	1	80.1	9	78.3	6	77.0	2	72.4	5	77.3	2	75.0	25	78.4
Philosophy	1	85.1	..	..	2	81.1	1	71.7	8	78.1	5	74.9	7	76.6	24	77.9
Physics	..	..	1	80.4	1	85.6	4	79.1	2	84.0	1	88.8	2	76.1	11	83.4
Psychology	1	74.4	5	78.9	1	73.9	3	79.9	2	77.6	1	77.6	2	73.7	15	76.5

*See President's Report, 1923-24 for Classes 1913-1923.

XI. PROPORTION OF HIGH SCHOOL AND PRIVATE SCHOOL* MEN GRADUATING FROM BOWDOIN

1926-1930†

Year	Percentage	
	Private School	High School
1926	35	65
1927	30	70
1928	35	65
1929	33	67
1930	42	58

*Men who attended private schools for even one year are here regarded as private school men.

†See President's Report, 1925-1926, for Classes 1910-1925.

XII. PROPORTION OF HIGH SCHOOL AND PRIVATE SCHOOL MEN ENTERING BOWDOIN 1926-1930

Year	Percentage	
	Private School	High School
1926	42	58
1927	35	65
1928	43	57
1929	59	41
1930	55	45

XIII. HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP 1916-1930*

Class	Name	Subject	Occupation
1916	Donald S. White	English	Consular Service, Berlin, Germany
1917	Forbes Rickard, Jr.	English	Killed in action, 1918, in France
1918	Hal S. White	English	Teaching, New York University
1920	Edgar C. Taylor	English	Teaching, Washington University
1921	Robert W. Morse	English	Business, St. Louis, Missouri
1922	Carroll S. Towle	English	Teaching, Yale University
1923	Frederick K. Turgeon	French	Teaching, Amherst College
1924	Clarence D. Rouillard	English	Teaching, Amherst College
1925	Fritz S. Klees	English	Teaching, Swarthmore College
1926	Carl K. Hersey	German	Teaching, Williams College
1927	John K. Snyder	English	Teaching, Amherst College
1928	Robert F. Cressey	French	Teaching, St. Paul's School
1929	Carlton B. Guild	English	Graduate Student, Harvard University
1930	James P. Pettegrove	English	Graduate Student, Harvard University

*See President's Report, 1915-1916, for Classes 1908-1915.

XIV. CHARLES CARROLL EVERETT GRADUATE SCHOLARSHIP 1916-1930*

Class	Name	Subject	Occupation
1916	Laurence Irving	Biology	Teaching, University of Toronto
1917	Noel C. Little	Mathematics	Teaching, Bowdoin College
1918	Leland C. Wyman	Biology	Teaching, Boston University
1919	Frank A. Hilton	Chemistry	Teaching, Thayer Academy
1920	Leland M. Goodrich	Economics	Teaching, Brown University
1921	George E. Houghton	Psychology	Teaching, Natick High School
1922	Edward B. Ham	Mathematics	Teaching, Princeton University
1923	William B. Jacob	Latin	Teaching, Governor Dummer Academy
1924	Glenn W. Gray	Government - History	Teaching, University of Nebraska
1925	Samuel A. Howes	Zoölogy	Teaching, Groton School
1926	Albert Abrahamson	Economics	Teaching, Bowdoin College
1927	Paul Palmer	Government	Graduate Student, Harvard University
1928	Haywood H. Coburn	Chemistry	Chemist, Hercules Powder Company
1929	Philip A. Smith	English	Teaching, Union College
1930	George S. Willard	Mathematics	Graduate Student, Harvard University

*See President's Report, 1915-1916, for Classes 1903-1915.

Respectfully submitted,

PAUL NIXON, *Dean.*

REPORT OF THE LIBRARIAN

To the President of Bowdoin College:

In accordance with the laws of the College I present herewith my 16th annual report on the condition and progress of the College Library for the year ending 31 March, 1931, the same being the 31st-32nd year of my connection with the Library.

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 152,000. The accessions for the past twelve months were 4,222 volumes; of which number 2,513 were purchased,—2,062 at an average cost of \$3.65, and 451 by subscription to periodicals that were bound; and, 1,709 came by gift,—247 from the State and National governments by provision of law, and 1,462 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

The steady and healthy growth of the Library has continued at an accelerated rate. The amount expended for the purchase of books has passed the eight thousand dollar mark. As this is far above the amount spent in recent years it may be considered satisfactory for a year or two to remain at that figure. Then we should advance again at a moderate rate.

Also the amount spent for current subscriptions to periodicals has increased, and has passed the seventeen hundred dollar point. This advance is entirely satisfactory, but in the case of periodicals the momentum must be maintained. We are still spending too little on current subscriptions, and next year's budget must show an advance even if it is made at the cost of reducing the expenditure for books.

Many interesting and useful things have been purchased during the year, but it has always been my policy to mention only a few in these reports. Our set of the *Monumenta Germaniae*

Historica, Scriptores Rerum Langobardicarum et Italicarum, has been completed; and, in a not distant field, we have added a set of *Die Kultur der Gegenwart*.

GIFTS

A new fund was established this year by the will of the late Solon B. Lufkin, of Brunswick. Mr. Lufkin had been blind for many years, and for this reason, perhaps, appreciated the value of books all the more. He secured people to read to him, and often borrowed books from the College Library. As a token of appreciation he left \$500.00 to form a book fund.

Checks have been received from Mrs. William J. Curtis; James E. Rhodes, 2nd., Esq., of the Class of 1897; and George W. Freiday, Jr., of the Class of 1930. At Commencement, Henry H. Pierce, of the Class of 1896, presented a sum of money to be expended for books under the direction of a committee of the Class of 1930.

CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year was 12,005. The largest number of loans in a single month was 1,574, in March; the smallest, 370, in August.

I might almost reprint the words of my last year's report,—again, the outside circulation has increased by a thousand, and the use of books within Hubbard Hall has been gratifying.

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

	1927-28	1928-29	1929-30	1930-31
Appropriation, salaries ..	\$8,400 00	\$9,250 00	\$9,550 00	\$9,600 00
Student assistants	1,340 84	1,388 10	1,624 46	1,810 04
Books, etc.	5,150 00	5,287 50	5,325 00	5,200 00
Special reading-room ..	2,000 00	2,000 00	2,000 00	2,000 00
Endowment funds, consol.	2,043 89	2,077 59	2,071 22	2,078 24
Appleton fund	530 82	539 60	537 90	539 71
Chapman memorial	328 76	334 19	333 11	334 26
Class of 1888 fund		49 13	64 69	64 97
Class of 1899 fund	87 08	102 71	106 94	107 27
Class of 1875 fund	88 71	90 24	89 82	89 61
Darlington fund		33 73	53 46	53 70
Drummond fund	163 99	164 58	162 90	163 50
Hatch fund		33 73	53 46	53 70
Hubbard fund	4,713 73	5,098 55	5,704 59	6,081 44
Thomas Hubbard fund ..	174 61	177 46	176 89	177 52
Lynde fund	78 48	79 78	79 52	79 85
Morse fund	52 68	53 61	53 46	53 70
W. A. Packard fund ..	264 03	278 27	267 55	268 52
Pierce fund	699 58	1,402 42	1,712 82	1,718 56
Smyth fund	567 45	66 70	70 82	74 50
Stanwood fund	67 06	68 18	67 97	68 11
Gifts, etc.	6,711 40	767 67	453 33	655 54
	<hr/>	<hr/>	<hr/>	<hr/>
	\$33,463 11	\$29,344 34	\$30,559 91	\$31,272 74

EXPENDITURES

Books	\$6,747 21	\$7,400 70	\$6,787 20	\$8,022 68
Periodicals	1,388 93	1,659 18	1,566 26	1,701 52
Binding	1,258 58	1,036 54	1,447 18	1,301 37
Express and postage	233 64	283 93	264 45	228 92
Increase of Library ..	[9,628 36]	[10,380 35]	[10,065 09]	[11,254 49]
Library supplies	512 54	991 49	543 62	456 27
Salaries, regular staff	12,658 66	13,942 30	14,842 56	14,937 50
student assistants ..	1,618 47	1,632 73	1,909 65	2,110 87
janitor service ..	1,294 67	1,130 85	1,147 64	1,126 97
New equipment	8,179 43	1,198 36	1,029 43	556 83
Repairs	451 87	440 65	666 78	1,713 13
Supplies for building	73 93	41 90	28 49	61 55
Telephone	53 50	56 36	57 58	79 39
	<hr/>	<hr/>	<hr/>	<hr/>
	\$34,471 43	\$29,814 99	\$30,290 84	\$32,297 00

The receipts and expenditures for the Students' Reading Room and for Student Assistants, are included in the foregoing tables for the first time. All of the figures affected by these two items have been revised so that the tables for the four years may be compared without reference to any other sources.

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	1930	1931
John Appleton	Fred'k H. Appleton	\$10,052 50	\$10,052 50
Chapman Memorial	Frederic H. Gerrish	6,103 50	6,218 75
Class of 1875	Class of 1875	1,500 00	1,662 78
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	113,287 23	113,267 23
Thomas Hubbard	His sisters and brother	3,066 96	3,167 86
Lufkin	Solon B. Lufkin		500 00
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
		\$221,411 96	\$222,270 89

STUDENTS' READING ROOM

Again an increase in the number of individual readers in the Students' Reading Room is reported. The number has increased to 3,053,—about 300 more than the number reported last year. Although we had expected this would be a browsing room, it seems that the readers are now remaining for longer periods.

HUBBARD HALL

Three years ago I said "It will not be necessary to erect the sixth floor (of the stack) for a few years." The Library has increased rapidly during the past three years, and the sixth floor should be installed as soon as possible.

All necessary repairs on the building have been attended to, including two new copper valleys. All of the valleys around the building have now been remade on the new plan, and no trouble from ice has resulted in any valley after its reconstruction. The entire outside of the building is in good condition. Inside the building some further leaks have developed in the water pipes, but they have fortunately been in places where they could be easily repaired. Much of the piping is encased in solid masonry and at any time a leak may develop that will be very expensive to repair.

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 30 April, 1931.

APPENDIX

The Library, as Classified, showing Accessions for the Period
From April 1, 1930, to March 31, 1931.

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	27	2	29	1,504
Library economy	020	6		6	736
General encyclopædias	030	1		1	984
General collected essays	040				46
General periodicals	050	91	48	139	7,723
General societies	060	1	2	3	215
Newspapers	070	54		54	1,626
Special libraries	080				388
Book rarities	090	2		2	84
Philosophy	100	12	27	39	511
Metaphysics	110	5		5	59
Special metaphysical topics	120	1	1	2	60
Mind and body	130	23	3	26	459
Philosophical systems	140	1		1	42
Psychology	150	25	1	26	590
Logic	160	7		7	104
Ethics	170	5	7	12	934
Ancient philosophers	180	4		4	144
Modern philosophers	190	23		23	777
Religion	200	12	35	47	1,957
Natural theology	210				324
Bible	220	3	4	7	1,907
Doctrinal theology	230	1		1	1,011
Practical and devotional	240	1	1	2	435
Homiletical, pastoral, parochial	250		1	1	883
Church, institutions, work	260	8		8	941
Religious history	270	8		8	925
Christian churches, sects	280	3	3	6	1,208
Non-Christian religions	290	1	1	2	395

Sociology	300	29	7	36	1,246
Statistics	310	16	18	34	885
Political science	320	80	133	213	5,278
Political economy	330	111	90	201	4,691
Law	340	28	42	70	3,587
Administration	350	18	17	35	3,004
Associations, institutions	360	10	14	24	1,183
Education	370	29	27	56	4,221
Commerce, communication	380	27	61	88	2,192
Customs, costumes, folk lore	390	9	1	10	288
Philology	400	23	11	34	630
Comparative	410	1		1	96
English	420	9	65	74	531
German	430	7	2	9	403
French	440	8	3	11	402
Italian	450				51
Spanish	460	1		1	77
Latin	470	1	39	40	379
Greek	480	4	176	180	471
Minor languages	490				164
Natural science	500	40	40	80	2,906
Mathematics	510	14	3	17	1,421
Astronomy	520	12	9	21	1,368
Physics	530	105	46	151	1,059
Chemistry	540	22	8	30	1,607
Geology	550	3	12	15	1,504
Paleontology	560		2	2	91
Biology	570	18	2	20	868
Botany	580	5		5	759
Zoölogy	590	11	10	21	1,785
Useful arts	600	15	3	18	826
Medicine	610	31	3	34	5,465
Engineering	620	12	3	15	962
Agriculture	630	8	28	36	1,269
Domestic economy	640				43
Communication, commerce	650	14	2	16	415
Chemical technology	660				217
Manufactures	670	1	1	2	144
Mechanic trades	680	1		1	16
Building	690	2		2	28

Fine arts	700	21	29	50	764
Landscape gardening	710	1	1	2	128
Architecture	720	10	4	14	361
Sculpture	730	6		6	214
Drawing, design, decoration	740	1		1	94
Painting	750	5	4	9	521
Engraving	760		1	1	101
Photography	770	1		1	78
Music	780	5	3	8	591
Amusements	790	8		8	465
Literature	800	31	7	38	1,548
American	810	95	8	103	5,882
English	820	192	72	264	7,348
German	830	150	4	154	3,651
French	840	429	49	478	5,558
Italian	850	10	3	13	1,083
Spanish	860	10		10	478
Latin	870	27	15	42	2,159
Greek	880	37	10	47	1,907
Minor languages	890	9	4	13	365
History	900	63	160	223	1,681
Geography and description	910	67	22	89	6,043
Biography	920	85	24	109	3,023
Ancient history	930	11	2	13	836
Modern history, Europe	940	116	152	268	5,981
Asia	950	4	2	6	278
Africa	960	1		1	155
North America	970	47	33	80	3,243
South America	980	2		2	96
Oceanic and polar regions	990		1	1	100
Alumni collection		2	7	9	1,430
Maine collection		17	59	76	4,820
U. S. Documents (serial set)			19	19	5,935

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, 1931:

ACQUISITIONS

May—A set of the Color Prints of the Metropolitan Museum of Art. A small silver pitcher (London) and a dessert spoon, for the Cony Memorial Collection. Given by Mrs. Albert E. Davis, of Brookline, Mass.

July—A box of classical antiquities, to be added to the Edward Perry Warren Collection (the catalogue of which is in preparation.) Bequeathed by the late Mr. Warren, and sent from England by his secretary, Mr. Frank H. Gearing.

January—A small silver pitcher (Edinburgh) and a table-spoon, for the Cony Memorial Collection. Given by Mrs. Albert E. Davis.

February—"Trees", an etching by Alfred Hutton — the first etching selected by the American Society of Print Collectors, and received by the College as a member of that organization.

March—Two etchings—bust portraits—by Cadwallader Washburn; from the Anna Maude Washburn estate.

EXHIBITIONS

The "Fifty Prints of the Year", sent out by the American Institute of Graphic Arts, were shown in the Walker Art Building from December 7 to 21.

An exhibition of Contemporary American Painting and miscellaneous drawings was on view in the Bowdoin Gallery from February 21 to March 7.

Both exhibitions were well attended.

The watercolor, "The End of the Hunt", by Winslow Homer, lent the Museum of Modern Art, New York, in April, was returned June 10.

An excellent copy of the Portrait of Thomas Jefferson, by Gilbert Stuart, was made in the Museum, between June 17 and July 17, by Mr. Charles X. Harris, of New York, for Mr. Guy Cary, of New York.

The Fourth Edition of the Descriptive Catalogue of the Art Collections of Bowdoin College was placed on sale September 27, 1930.

The attendance during the calendar year was 6664.

Respectfully submitted,

HENRY E. ANDREWS, *Director.*

