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BOWDOIN COLLEGE BULLETIN

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May, 1932

PRESIDENT'S REPORT

1931 - 1932



Brunswick, Maine

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PUBLISHED MONTHLY BY THE COLLEGE

REPORT OF THE PRESIDENT
OF **BOWDOIN COLLEGE**
FOR THE ACADEMIC YEAR, 1931-1932

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

1931



1932

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

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 1931-1932.

I. DE MORTUIS

Clinton Lewis Baxter, A.B., of the Class of 1881, since 1917 an Overseer of the College, died in New York City, November 16, 1931, in his seventy-third year. Born in Portland, the son of James Phinney Baxter, who was also a faithful Overseer of the College, he was a lifelong resident of the Forest City and prominently identified with its business and social life. He brought to his duties as Overseer a sagacious and loyal spirit and a sincerity that was always refreshing.

Peter Blair Ferguson, A.M., Instructor in Psychology since 1929, died at his home in Brunswick, January 31, 1932, of pneumonia following an attack of influenza. Born in Shanghai, October 7, 1903, for a while he attended school in China and then came to this country where he graduated from Harvard *cum laude* in 1923. After successful experience in school teaching and graduate study he came to Bowdoin in the fall of 1929 and soon made himself one of the most popular of our younger instructors. His devotion to duty, his interest in the undergraduates, the charm of his manner and knightly courtesy of his bearing, the fineness of his spirit, all united to make him an unusually honored and beloved member of the college community.

There has been one death among the undergraduates, Roger Kimball Taylor, of the Class of 1934, who died at his home in Kennebunk after a long illness, on March 14, 1932. He was an excellent scholar and in his Freshman year had won one of the State of Maine Scholarships.

II. GIFTS FROM APRIL 1, 1931, TO MARCH 31, 1932

Fellowship in French, Frederick W. Pickard '94	\$ 2,700 00
Fellowship in Spanish, Frederick W. Pickard '94	2,100 00
Pickard Field, Frederick W. Pickard '94	1,550 00
Library—Books, John F. Dana '98	7 55
Mrs. William J. Curtis	124 81
James E. Rhodes, 2nd, '97	50 00
Henry H. Pierce '96	70 00
Delta Upsilon Lecture, Delta Upsilon Fraternity	100 00
Lecture Fund, William W. Lawrence '98	100 00
Hawthorne Prize, Nora Archibald Smith	40 00
Forbes Rickard, Jr., Prize, Mrs. Forbes Rickard	10 00
Ellis Spear, 3d, Prize Fund, Ellis Spear, 3d, '29	10 00
Merrill Fund (return of scholarship), James A. Dunn '16	75 00
Class of 1881 Scholarship Fund, Class of 1881	2,000 00
Alpheus S. Packard Scholarship Fund, Harriet L. Jewett, Administrator	100 00
Clara Rundlett Achorn Scholarship Fund, Estate of Edgar O. Achorn '81	10,000 00
Achorn Flag Fund, Estate of Edgar O. Achorn '81	1,500 00
Achorn Prize Fund, Estate of Edgar O. Achorn '81	1,200 00
Biology, through Manton Copeland	4 00
Charles C. Springer Bequest, Estate of Charles C. Springer '74	41,711 48
Nathan Cleaves Fund, Estate of Henry B. Cleaves	16,140 00
George F. Manson Fund, Estate of George F. Manson '81	92,021 93
Class of 1875 Endowment Fund, Nellie Curtis Trust Fund	23,529 34
Charlotte R. Smith Fund, Estate of Charlotte R. Smith	2,000 00
Edwin B. Smith Estate, Estate of Edwin B. Smith '56	49,915 73
Class of 1921 Fund, Class of 1921	3,281 48
Society of Bowdoin Women Foundation, Society of Bowdoin Women	790 00
“To interest undergraduates in international affairs”, Walter G. Davis	500 00

(Purpose to be named by President), Bowdoin Student Council	40 00
Alumni Fund, Contributions	3,995 00
Alumni Fund Income*, Contributions	10,267 71
	\$265,934 03

Last year I said in my report that “under present financial conditions it is not to be expected that the College will receive large gifts.” It is, however, a satisfaction to have added to our funds considerably more than a quarter of a million of dollars and it shows that the College still has many warm friends now, as well as in the past.

III. CHANGES IN THE FACULTY

Last Commencement there were three promotions from Associate Professor to Professor: Boyd Wheeler Bartlett, A.M., Professor of Physics; Stanley Barney Smith, Ph.D., Professor of the Classics; and Edward Chase Kirkland, Ph.D., Frank Munsey Professor of History. Cecil Thomas Holmes, Ph.D., was promoted from Assistant Professor to Associate Professor of Mathematics; and Giles Mallalieu Bollinger, Ph.D., from Instructor to Assistant Professor of Chemistry. Two new Instructors were appointed: Ernst Christian Helmreich, A.M., in History and Government; and Reinhardt Lunde Korgen, A.M., in Chemistry. Ivan de Tarnowsky, Bachelier-ès-sciences, was appointed Teaching Fellow in French; and Ramon Argimiro Martinez, A.B., was appointed to fill the new teaching fellowship in Spanish. Dr. Vernon L. Miller was appointed Instructor in Psychology for the second semester.

During the year Professor Maurice Roy Ridley, A.M., Fellow and Tutor of Balliol College, Oxford, has been Visiting Professor of English Literature on the Tallman Foundation. He has given a course in English poetry of the nineteenth century, and has won very high praise from all of his students and from

*Includes \$1,500 from “Bowdoin Plates”.

the undergraduates in general. He has been most generous in speaking to alumni and other educational groups, and has been an ideal occupant of this valued chair. For the first semester of the next academic year, 1932-1933, Donald Baxter MacMillan, Sc.D., of the Class of 1898, will be the Visiting Professor on the Tallman Foundation. He will give a course of three hours a week on Arctic exploration, geography, and life, and will be in residence at the College.

There has been more than the usual amount of illness in the faculty this year. In the first semester Professor Mortimer Phillips Mason was absent for several weeks on sick leave, and in the second semester Associate Professor Edward Hames Wass has been out most of the time. Professor Mason's work was taken by Dr. Newton Phelps Stallknecht, Instructor in Philosophy, in addition to his own courses, and he deserves very much credit. During Professor Wass's absence one of our seniors, Henry Forbes Cleaves, has presided at the organ with unusual faithfulness and ability. The Executive Committee appointed Mr. Alfred Brinkler, Organist at St. Luke's Cathedral in Portland, as Lecturer in Music, and he has given the formal course instruction in that subject during the absence of Professor Wass.

IV. SERVICE OF THE COLLEGE TO THE COMMUNITY

Since its very beginning, Bowdoin College has endeavored to serve the community in which it is situated, and the cordial relations between the College and the Town of Brunswick have added much to the effectiveness of the work of the College. It is a part of our permanent policy to do everything that can reasonably be done for the residents of Brunswick and for the friends of the College in the State of Maine. For example, in the summer vacation the swimming pool is open to boys and girls of the town, and during term time classes in swimming are held evenings for the residents of Brunswick. The Delta, when not used by the students, is always available for the boys and young men of Brunswick. All the lectures and most of the concerts are open to everyone who cares to come. This year the College has tried to be of service to the high schools of the State by holding

the finals in a contest in dramatics in Memorial Hall under the direction of our Committee on Preparatory Schools and under the able chairmanship of Professor Stanley Barney Smith. Six schools from various parts of the State brought their dramatic troupes here and they were entertained by the College. This was a service to the schools and perhaps to the drama. On Wednesday, May 4th, the College entertained at an Art Day, about four hundred women belonging to the Maine Federation of Women's Clubs from all parts of the State. We are doing everything that we possibly can to impress upon the people of Maine that we are always glad to have visitors in the Walker Art Gallery and that the collections there are well worth seeing. Indeed, it is not an idle prophecy that within a few years people will be coming to Brunswick just to see the colonial portraits in our art collections, as they now visit other art centers. Very few of our alumni realize what a great asset we have in the Walker Art Building and its priceless pictures.

V. THE ATHLETIC POLICY OF THE COLLEGE

The athletic policy of the College is in large part determined by the fact that the College is primarily an institution of learning, primarily concerned with the intellectual training of the students. Of course education includes the whole man, but since the College exists as an institution of learning, athletics, important as they are, both in themselves and as a contributing factor, are after all a secondary, not a primary interest. The old motto from Juvenal, *mens sana in corpore sano*, indicates that the body is the seat of the mind and that it is not a sound mind *and* a sound body, or a sound mind *with* a sound body, but a sound mind *in* a sound body. But since athletics in this important though secondary aspect form a part of education, the College is taking more and more interest in their management.

As a matter of fact all branches of athletics, intramural and intercollegiate, required or voluntary, are now definitely under the direction and control of the Governing Boards of the College. The Boards choose five representatives on the Athletic Council either from their own numbers or from the alumni at large, the Faculty choose three, the students five. The student

representatives have limited power. The alumni as such have nothing to do with the matter. The Athletic Council is directly responsible to the Governing Boards.

Furthermore, the College has responsibility for all the financial expenditures for athletics of all kinds both intramural and intercollegiate. All such matters are now included in a supplementary budget of the College. Appropriations are made in advance for the different sports and such appropriations cannot be exceeded except by action of the Boards. In the past the Athletic Council has been on a two-year budget, one year operating with a considerable deficit, the second year with a surplus. Instead of borrowing for such deficits the College will now assume them and in prosperous years take over the surpluses. Since the College has thus assumed financial responsibility the Boards feel justified in having the administration of these funds in the hands of their representatives. Whether or not in the process of time it will be more desirable to have more control of such matters in the hands of the Faculty is for the future to decide. Personally, I hope that the number of Faculty representatives will soon be increased to five. It would be very desirable to have more members of the Faculty vitally interested in the administration of athletic affairs.

So far as the coaches go, it is the policy of the College to furnish the best coaching within its means. Coaching is now in the hands of men who are engaged for the full year, who are paid directly by the College, and who are respected and trusted. Some of these men have seats on the Faculty, others do not. The question of having seats on the Faculty as well as the question of academic rank is of course specifically reserved to the Faculty. Personally, I believe that in a department that is constituted as the athletic department must be, organized along different lines from academic departments, that it is not desirable that every member of such department should have a seat on the Faculty. To be sure the department should be represented there, and the coaches and instructors in physical training should have reasonable assurance of security of appointment.

So far as intercollegiate athletics are concerned, we believe it is the duty of the College to furnish good coaches and let other

matters take care of themselves. Of course to win is one of the chief objects of all games and when games are not won there is naturally a let-down; but the College is far more concerned with providing good coaching for the undergraduates and with having the undergraduates do their best in every encounter.

We desire to have as large a number of students as possible take part in many sports and games. When that takes place naturally the boys of superior athletic talent will find their way to the so-called major teams. Under the present conditions intercollegiate competition is necessary, important, and desirable. A sane programme of intramural sports is just as important, and to such a programme nothing should be sacrificed.

VI. LECTURES

It is part of our regular educational policy to provide from time to time lectures in different fields and to regard such lectures as a regular part of the education given here. This past year we have been more than usually fortunate in the quality of these lectures. Very often the undergraduates have had the opportunity of meeting the lecturers informally. The attendance has been on the whole wonderfully good. During term time we have tried to provide one lecture a week and we have also allowed organizations such as the Pejepsco Historical Society and the newly formed Alliance Française to use the Union for some of their meetings and lectures. Among the lecturers this current year have been Robert Hillyer, poet and teacher, of Harvard University; M. Auguste Desclos, of Paris, Director of the Paris office of the Institute of International Education; Mr. Adrian Van Sinderen, of New York, book collector; Mr. Paul Porter, speaking for the League of Industrial Democracy; Dr. William Trufant Foster, of the Pollock Foundation, on "The Road to Economic Recovery"; Herman Hagedorn, poet; Mr. T. Z. Koo, of Peiping, China, on the Manchurian situation; Dr. W. L. Finley, from Oregon, Dr. John May, of Boston, and Professor Gross of our own Faculty, on ornithology; Mr. Oliver Baldwin, former member of Parliament, son of the former Premier, on "The Future of English Politics"; Sir Ben Greet, the Shakespearean actor; Harold T. Pulsifer, president of the American

Poetry Society; Professor William W. Lawrence, of Columbia University, on Chaucer; Dr. Ernest L. Gruening, of Portland, on "The American Heritage and its Future"; Professor Mary Ellen Chase, of Smith College, in the annual lecture given to the College by the undergraduates of the Delta Upsilon Fraternity, on Thomas Hardy; Mr. W. R. Brown, of Berlin, New Hampshire, on "Arabia and Arabian Horses".

It may be well to note also that we have observed the bicentennial of Washington's birthday with special chapel exercises and with an admirable address by Professor Edward C. Kirkland of our Department of American History; and the centenary of Goethe's death with a lecture by Assistant Professor Kölln. The lectures by the Tallman Professor, Maurice Roy Ridley, on "English Literature and the Classics" were particularly well received.

VII. INSTITUTE OF LITERATURE

The sixth in our series of Bowdoin Institutes is scheduled to take place in April, 1933. The subject will again be Literature. With our traditions it is appropriate that we should often call attention to the literary cause and furthermore we believe that an Institute of Literature will be very helpful in stimulating undergraduates to more creative work. A committee of the Faculty has already been appointed and is now engaged in making preliminary arrangements. The committee consists of the following: Professor Mitchell, Chairman; Professors F. W. Brown, Chase, Gray, and Smith; Assistant Professors H. R. Brown and Hartman; and Messrs. P. S. Wilder and Childs.

VIII. NEEDS OF THE COLLEGE

1. First, last, and always, additions to the endowment fund for general collegiate purposes, supplemented by a large number of small annual gifts to income.
2. Funds for the erection of a covered hockey rink.
3. Funds for the erection of a little theatre.
4. Funds for a Senior dormitory.
5. Funds for additional graduate scholarships.

6. Funds for a new Chemistry Building, adequately endowed.
7. Endowment of a professorship in Biblical Literature or the History of Religion, \$100,000.
8. Funds for the development, improvement, and beautifying of the campus.
9. Funds for modernizing the observatory.
10. Funds for the electrification of the college chimes, \$2,000; for adding bells thereto, \$3,000; and for concerts.

This list is practically the same as that given last year, which shows that we are indeed in a period of depression, as anyone who has followed the statement of the Needs of the College for the last decade is well aware that many of them have been promptly met.

I should like to call attention particularly to the fact that while we have funds for lectures of various kinds, there is no provision for excellent music. Memorial Hall is now an admirable place for chamber concerts, and the Union provides an excellent setting for recitals. We have had a very barren musical year, lightened only by an excellent concert given by the Portland Orchestral Society. So many of our undergraduates are really interested in good music that it is a shame not to be able to do more for them along these lines.

IX. RELIGION AND THE COLLEGE

The College is not primarily a religious institution. Founded by men many of whom were religious leaders and deeply interested in religion, it has from its foundation been glad to be regarded as an ally of religion, glad to render religion what service it could, all the time remembering that its primary concern is with the training of the mind. One finds, as far as religion goes, that there are criticisms in two directions: some friends of the college believe that we are not sufficiently religious, others think that with the required attendance at chapel we emphasize religion too much. It ought to be emphatically said that we believe it is necessary to include religious exercises in the form of training given here so that we should not turn out men who are too much intellectualized. On the other hand, much of the reli-

gious training must be informal in character. Some people feel that we ought to have a chaplain for the College; but I have personally not yet come to that point of view. I believe that we should encourage our undergraduates who are members of the different churches to take part in the worship of their churches while they are undergraduates. A member of any church, Protestant, Catholic, or Jewish, who leaves college not so loyal in devotion to his particular branch of religion as when he came is a sign that the College has not done all that it should along these lines. Furthermore, I believe courses on Biblical Literature or the History of Religion should be added to the curriculum as soon as practicable.

During the past year the chapel services have in my judgment gone very well. There has been sufficient variety; attendance has been good; and attention, excellent. There have been the usual speakers in Sunday chapel from outside, and this simple service late in the afternoon is still regarded by many here as one of the fine things in our college life.

During April a very interesting movement was started by the undergraduates themselves. For three or four days young clergymen from different Churches were in residence at fraternity houses and at the Union holding informal conferences with the boys, conducting chapel services, and in general doing all that they could to help the boys here in their religious life. Necessarily this undertaking was confined for the most part to those who were members of the Protestant churches. If the experiment is repeated, as I have good reason to hope it will be, I trust that in some way or other there may also be included representatives of other faiths. The leaders of this Forum of Modern Religious Thought were most enthusiastic in their expression of the hospitality of the undergraduates. They report that they found a genuine and healthy interest in religion and related issues, and that there was a good deal of interest in personal problems and matters of religious faith. Along with this interest they found a very startling lack of knowledge both of the Bible and of the principles of Christianity, and they recommend that if another conference be held more faculty members should meet daily with the leaders and share the reports of the discus-

sion, and they also respectfully suggest that the problems of many students might be better met if the curriculum should include certain constructive courses in religion, and that a resident director or counsellor of religion would be of great value in promoting religious life on the campus.

X. SOME FALLACIES

FALLACY NO. I. The standards of admission and of requirements for the degree are too severe.

The Truth: Last fall the same standardized tests were given to our Freshman class as to Freshmen in one hundred and fifty colleges throughout the country. It has been reported that the Freshmen at Bowdoin stood sixth out of one hundred and fifty-five; the first place was won by Haverford, then came Wells College, Dartmouth, the University of Chicago, and Goucher. It is possible to over-emphasize the importance of these tests, perhaps; but when in such a competition the Freshmen here do so well it is a sign that on the whole our entrance requirements do not work badly. As for the work in college, the percentage of men dropped, that is, of men who do not after the proper warnings come up to our minimum standard, is between three and four. That means that 96% and more of our boys do succeed in coming up to the minimum requirements necessary to stay in college. That does not seem to indicate too much rigidity. Furthermore, during the past six years in all courses there have been only 7.3% of failures. This year at the end of the first semester the percentage of failures was 6.1. The percentage of failures in major examinations is about 4. This means that at least 93% of the college are able to meet all their requirements without failure. As far as the honor grades go, for the past six years there have been 10.9% A's, and 28.4% B's. In other words 39.3% of all courses have been completed with honor grades.

In connection with standards it is also satisfactory to report that for the last four or five years there has been marked improvement in the work of the Seniors. I do not know exactly what statistics would show on this point; but I know it is a very general impression at the close of each year that we do not think the Junior class will come up to the standard of the graduating

class, and each year it has exceeded the record of the year before. Personally, I believe that the general examinations, coming as they do at the close of the Senior year, have had a stimulating effect upon the scholarship of the whole class.

FALLACY No. 2. The Faculty is too static, too conservative, too hard-hearted.

The Truth: As a matter of fact the Faculty is ready, within reason, to try educational experiments. We are gradually making changes in the curriculum, sometimes of minor importance, sometimes of very wide influence. Bringing into the Freshman year an outline course in history, and cutting down the requirements for physical training to the Freshmen and Sophomores, are both steps in the direction of change. The committee in charge of the State of Maine Scholarships this year adopted an entirely new method with new kinds of examinations. The attitude of the Faculty toward the Freshmen is changing. We are extending the period of trial so as to include the whole year, except for such Freshmen as are manifestly ill prepared or who cannot clearly come up to our minimum requirements. We are hoping to improve our methods in dealing with Freshmen by doing more than we have done to teach Freshmen how to study and by improving the system of faculty advisers. We have never at Bowdoin believed in adopting every newfangled idea or submitting our students to too much experimentation. On the other hand, we have never hesitated to make changes when we really felt the work of the College would be improved thereby.

FALLACY No. 3. Bowdoin is a college largely for the well-to-do.

The Truth: We have found by careful study that a boy should be able to go through college, by exercising due economy, for about \$900.00 a year. Our tuition is now \$250.00, the lowest of any college of our class, though it is supplemented by the blanket tax and other charges which make the total amount about \$280.00. Nevertheless this is much lower than the \$400.00 which is charged by most colleges of liberal arts. This year I have loaned between \$4,000.00 and \$5,000.00 and we have given out scholarships amounting in all to about \$26,000.00. Fewer men than usual have left college since the beginning of the fall term,

and to my personal knowledge no one has been obliged to leave Bowdoin the second semester for financial reasons alone.

FALLACY No. 4. The College is not interested in the average student.

The Truth: The statistics given under No. 1 show pretty clearly that a very large proportion of our undergraduates maintain themselves rather easily in college under our present requirements. They have to work hard in some years, the amount of work depending in part upon their preparation. We do not allow them to loaf; but we certainly do not set the standards so high that they cannot be reached by the average student. Our whole policy is based on the general idea that some time or other every undergraduate will intellectually come to himself, that he will in going through college gain some intellectual interests; and it is the task of the College to stimulate such interests and to offer as many opportunities as possible. We are frequently criticized because we do not give enough attention to our best students. The best students by and large look after themselves pretty well, and our problem is rather to make good students better than to try to improve upon the best.

XI. THE YEAR AS A WHOLE

It is a satisfaction to report that in the midst of fairly strenuous times and a good deal of restlessness the work of the undergraduates has shown a marked improvement. There has been an undercurrent of earnestness and seriousness. Many of our boys realize the difficulties of their people at home and the unusual sacrifices that are being made to keep them in college and are anxious to do their share. There are of course always those who are still young and irresponsible; but I cannot commend too heartily the attitude of the undergraduates; they are clearly interested in the College and loyal; they take more and more pride in the College as an educational institution.

How much we shall be able to do next year is of course problematical. There has been a falling off in our income of about \$38,000.00 and how much more reduction there will be no man is wise enough to say. We are postponing several projects that must await better times. We are cutting down appropria-

tions for the different departments and exercising economy where it is possible to do so without impairing the efficiency of the College as a whole. At the time of writing this report it does not seem necessary to make any reduction in salaries or wages, although such reduction may become inevitable before long. We are trying to keep the College serene and strong.

Another chapter house is to be added. On Boody Street the Chi Psi Fraternity is erecting a dignified and artistic, yet not elaborate Lodge on plans made by the fraternity architects and approved by the Committee on Buildings and Grounds. Since twenty or twenty-five undergraduates live in each of these chapter houses they really add dormitory facilities to the College and are consequently of interest to the College as a whole.

There are many more things that might go into this report; but in the interest of brevity I wish to conclude by stating that in times that are fully as critical as those which existed fourteen years ago when we were in the midst of the World War, that the undergraduates and Faculty alike are keeping their heads, and are ready for whatever the future may bring, good or ill.

Respectfully submitted,

KENNETH C. M. SILLS.

May 14, 1932.

APPENDIX A

Report of the College Physician

To the President of Bowdoin College :

The routine examination of all Freshmen, and students admitted to advanced standing, was made during the first week of college, and there was a much smaller number of physical handicaps found in this group than in previous years. Only fifteen were referred to the Infirmary by Dr. Welch for X-ray of chest, and subsequent reading of plates showed none with active tubercular lesions.

There have been many minor accidents during the year due to various causes, and three serious accidents. One student was struck on the head by a javelin, causing a compound fracture of skull. He has lately been discharged from a Portland hospital, well. The other two serious injuries were the result of an automobile accident on the Portland-Brunswick Road. One of these students has been in a Portland hospital for several months, and is still in a very critical condition. The other is at home, making satisfactory progress toward recovery.

Forty-seven students have been cared for in the Infirmary, a total of one hundred and forty-two days, an average of three days each. Clinics have been held each day throughout the year, with an average attendance of thirty-two. The towel arrangement at the Gymnasium has been very satisfactory and has cut down greatly the number of infections. Sixty-five X-ray pictures have been taken during the year, and nearly two hundred treatments with diathermy have been given.

I wish to take this opportunity to thank the Faculty for referring to the Infirmary several students who have had scholastic difficulties, and those who have failed to make proper adjustment to college environment.

Respectfully submitted,

HENRY L. JOHNSON, *College Physician.*

APPENDIX B**Religious Preference 1931-32**

Congregational	175
Episcopal	110
Baptist	54
Unitarian	45
Methodist	41
Roman Catholic	39
Presbyterian	26
Universalist	22
Jewish	21
Christian Science	11
Dutch Reformed	3
Church of the New Jerusalem	2
Swedenborgian	2
Babai	1
Christian	1
Greek Orthodox	1
Lutheran	1
Reformed Church of America	1
Theosophist	1
No Preference	13

 570

REPORT OF THE DEAN

To the President of Bowdoin College:

Sir:—Among the welcome letters elicited from alumni by that long letter in my last year's Report was one from a man who is now a member of the Governing Boards of the College. Part of it I wish to quote:

“There is much in what your unknown correspondent says. He may have been from about my time. His was an unusual case, but undoubtedly there are numerous cases that approach it.

“If something could be done about finding out what is in the minds of boys like these, it would be a great thing . . . No doubt the faculty already does much on this score, but possibly more could be done.

“It is probably true, as your correspondent suggests, that the institution and the faculty do at least to some extent sit back in an aloof way and do not attempt to say much to a lad until he has failed in a subject or otherwise run into trouble. That may not be altogether true, but it undoubtedly is true to some degree. It is not the delinquents alone who need attention. Some of the high scholarship men have in their way just as many mental troubles. A boy who is striving to do well in his work undoubtedly has a feeling of being weighed down all the time by the *volume* of work which he must accomplish. He should be relieved of that feeling, if possible. It is not how *much* is done; it is how *well* certain things are done. A smaller volume would undoubtedly lead to better results . . .

“The faculty does not seem to be much interested in athletics. Perhaps that is natural. But isn't it true that possibly considerable ‘over-emphasis’ has developed in respect to strictly scholastic standings and activities? After all, a rating on an examination paper doesn't mean much and can't ever be very exact . . .

“I don't mean to be critical. I am merely trying to pass on to you a few thoughts which may perhaps at some time and in some way be helpful . . .

“I realize that all these matters must be handled primarily by the faculty which is at hand and in close touch with the detailed

problems. I consequently feel somewhat like an outsider, in making any suggestions at all; but if by chance the pendulum has swung too far in a new direction and if there is over-emphasis of a particular point of view by at least some members of the faculty, perhaps a realization of that may be brought about."

This letter, and a number of other alumni queries and doubts regarding the state of the College, made me feel that it was very desirable to find out, if I could, whether we nowadays *were* over-emphasizing mass academics at Bowdoin and under-emphasizing personal interest in our students. There were also many more matters upon which I wished to obtain the opinion of younger alumni well acquainted with the present Bowdoin.

Last July, therefore, I sent a letter, part of which follows, with four pages of questions appended, to all members of a class which was recently graduated:

"I am picking on you and your class, neither to flatter nor annoy you, but for various other reasons. You left recently enough to know the Bowdoin of today. You probably haven't reached the age and eminence that might make your memories of people and conditions here too mellow. Yet you have been out long enough to be emerging from the probable daze of your first job and your probable bitterness at being unprepared for it; long enough to begin to see what business and professional life is, and what training it demands; maybe even long enough to have some notion what kind and degree of success you want, and how well, or poorly, Bowdoin helped fit you ultimately to attain it. Also you have learned that human beings and human institutions aren't perfect anywhere and must be appraised comparatively; that ideal conditions can't be created overnight; that mere crabbing gets us nowhere; that institutions, like individuals, thrive on good will, loyalty, thought, effort, and occasional inspiration, though they may now and then also need severity and censure.

"Well, what I want is to discover what you really think of Bowdoin after these years you've been out, and how you enjoyed and profited by the College, or failed to, and why, and how you think it might be improved for another fellow like yourself . . .

“If you hate answering questionnaires as much as I do — and this one has embarrassing questions which I have no slightest right to ask — do the next best thing, answer part of it, or write me a long letter covering special matters that interest you, instead. But please write, knowing that your name won't be divulged and that my only object is to secure your help toward making this college a better place for the sort of fellow you were when you came here.”

All but eight of the graduated members of that class answered these questions of mine, as well as a number of the non-graduates, an even hundred men, altogether. Many of them, avowedly and obviously, spent many hours doing so. In addition to answering the questions, many of them expatiated in long letters upon various points of special interest to them. I don't believe that an entire, or virtually entire, class of young Wesleyan graduates of my own era could possibly have responded to such a questionnaire so readily and thoughtfully. I don't believe that more than a handful of young Wesleyan alumni of my own generation would or could have shown the judgment, discrimination and maturity manifested by the writers of these letters.

I heartily wish that time, space, and readers' haste need not be humored. But that's a desire I might as well suppress. So scores of interesting and valuable comments made by members of this class must vainly deserve quotation, and all the answers to several well-answered questions must be crowded into bare statistics. My first questions pertained to the curriculum.

TOO HARD TO GET INTO BOWDOIN? *No*, 92%; *Yes*, 2%; *Unanswered*, 6%.

TOO EASY? *No*, 64%; *Yes*, 23%; *Unanswered*, 13%.

WHICH YEAR IN COLLEGE TOO HARD? *Freshman*, 23%; *Sophomore*, 8%; *Junior*, 3%; *Senior*, 5%; *None*, 41%; *Unanswered*, 20%.

TOO EASY? *Freshman*, 6%; *Sophomore*, 6%; *Junior*, 17%; *Senior*, 18%; *None*, 32%; *Unanswered*, 21%. There is not much justification in these figures for fears that the College is too rigorous academically. Nor is there much justification for them

in such typical comments as: "A firm policy of selection must be maintained. Otherwise Bowdoin will become just another place to get bread in a four year loaf." "Of course I realize that required College Boards would start an unholy turmoil. But why not let — and — and — take the men who can't make the grade? After all, Bowdoin *must* keep head and shoulders above them." Furthermore, most of those men who checked some one year as being TOO HARD, and are so recorded by me, qualified the statement by adding something to the effect that it was not "too hard," but the "hardest." Even so, those who thought any one year "too hard" or "hardest" are only 39%, while those who thought some one year "too easy" are 47%. And of the 32% who thought no year "too easy," a good proportion were vigorous, responsible students who felt that, as one of them put it, "no year is too easy for any one who attempts to get anything out of college at all."

MAJOR EXAMINATIONS FOR ALL SENIORS? *No*, 12%; *Yes, for all*, 72%; *Doubtful value*, 2%; *Substitution of extra courses allowed*, 4%; *Confined to most departments only, as now*, 3%; *Unanswered*, 7%. "I am completely sold on the system of Major Examinations. My Major work was really the only hard work I did in college. The Major Examination, it seems to me, places a splendid emphasis on thoroughness." "I regarded them as an experiment on myself — and far and away the most beneficial part of my academic training."

MAJOR WORK HARDER? *No*, 50%; *Yes*, 17%; *Possibly*, 3%; *Different*, 3%; *Some departments*, 2%; *Unanswered*, 25%.

EASIER? *No*, 72%; *Yes*, 5%; *Some departments*, 3%; *Unanswered*, 20%. Several men thought the oral part of the major examinations was too heavily weighted, and a few were very badly worried by them. But here again any fear of too great academic rigour seems to be ungrounded. "Scare them less and work them harder." "The Harvard undergraduate does almost twice as much work, considering the additional amount of required outside course reading, his tutorial work, and the special literature examination."

IS A SEVEN HOUR ACADEMIC DAY (CLASSES AND STUDY) IDEALLY TOO LONG? *No*, 85%; *Yes*, 7%; *Doubtful*, 2%; *Unanswered*, 6%.

TOO SHORT? *No*, 78%; *Yes*, 13%; *Doubtful*, 2%; *Unanswered*, 7%. "If I had a seven hour day now, I'd think it was Paradise." "Would that a seven hour day be no longer phenomenal!" "I should be interested to know how long an academic day you think the average man *does* put in."

But it is the rather explosive answer to the next question that undermines any supposition that contemporary Bowdoin undergraduates are academically imposed upon.

DO YOU THINK THAT IN GENERAL THE COLLEGE OVER-EMPHASIZES SCHOLASTIC DEMANDS AND RATINGS? *No*, 87%; *Yes*, 9%; *Doubtful*, 2%; *Unanswered*, 2%. "this is the real backbone and outstanding qualification of Bowdoin." "Not a bit of it! Your alumni want good football teams, but they're mighty proud of Bowdoin's scholastic standing." "No, certainly not! It could emphasize them more. I hope beyond anything else that Bowdoin will resist the present cheap exploitation of Hollywood's conception of a College." "No, higher education is the aim, I believe." 87% of these men, I repeat, answered *No* to this question, most of them with marked emphasis. And of the 9% who are recorded as answering *Yes*, a number hedged: "Not demands, but ratings; a 69% D in — still rankles a bit."

If the opinions and statistics, then, gathered from one recent class of alumni prove anything, and I think they do, we may dismiss any supposition that academic standards at Bowdoin are in general too high to suit our present constituency. Furthermore, this February we began the policy of giving Freshmen, unless they were perfectly hopeless, the full year in which to establish themselves. This change should help those boys spoken of by one correspondent: "Untrained in the correct method of study, many Freshmen — and I know — must drill steadily at their work day and night, or at least far into the night, to a degree which never seemed to me reasonable. That is, the midnight and one o'clock quitting time, long continued, is a little too

much of a good, or a bad, thing. In later years, this changes somewhat, and he is able to get along better without the feverish strain of the first year."

DO YOU THINK A REQUIRED SURVEY OR ORIENTATION COURSE JUNIOR OR SENIOR YEAR, GIVEN BY SEVERAL INSTRUCTORS AND A NUMBER OF BUSINESS MEN (first semester, *History of Civilization*;* second semester, *Vocations*) WOULD BE WORTH THE VERY GREAT EFFORT OF A TRIAL? *No*, 27%; *Yes*, 60%; *Doubtful*, 8%; *Unanswered*, 5%.

WHAT CHANGES IN THE CURRICULUM WOULD YOU THINK IT DESIRABLE TO MAKE?

Anyone who tried to correlate the long list of suggestions which these men submit, many of them conflicting suggestions, would see how hard it is to arrive at an ideal curriculum, if by "ideal" we mean a curriculum which is one entirely and universally satisfactory to undergraduates, faculty and alumni. I suspect that such a curriculum, if it can be found at all, can be found only by generations of trial and error, and once found, must soon again be changed to meet changed conditions. This process should always continue, as it is now continuing at Bowdoin; but in this matter, as in so many others, it is probably wise to make haste slowly.

So much for questions and answers on the Curriculum. My next questions had to do with the Faculty.

DO YOU FEEL THAT AS MUCH INTEREST WAS SHOWN IN YOU PERSONALLY BY YOUR INSTRUCTORS AS YOU

EXPECTED? *No*, 12%; *Yes*, 70%; *Yes, generally*, 4%; *Yes, by Senior year*, 1%; *Unanswered*, 13%.

HOPED? *No*, 18%; *Yes*, 58%; *Yes, generally*, 5%; *Yes, by Senior year*, 1%; *Unanswered*, 18%.

*Inserted as a sop to Cerberus.

WOULD HAVE APPRECIATED? *No*, 28%; *Yes*, 35%; *Yes, generally*, 7%; *Yes, by Senior year*, 1%; *Unanswered*, 29%.

WHICH OF YOUR INSTRUCTORS IN YOUR OPINION, WERE, OR CLEARLY WANTED TO BE, OF REAL USE TO YOU?

Thirteen men said *All*; three, *Almost all*; one, *Most*. Two men, on the contrary, were apparently very unfortunate. "If there were any, I never knew it," says one. "None ever showed any personal interest in my needs," says the other. The first of these two men, I may add, usually seemed a bit of a misanthrope himself; the second, a good student, and one of the most prominent campus figures in his class, must have seemed to all of us to be riding on the crest of the wave and to have no "needs". It is encouraging to observe, however, that every instructor who was on the Faculty then, and still remains with us, was mentioned by at least some of these men as an instructor who "was, or clearly wanted to be, of real use to them."

WHICH OF YOUR BOWDOIN INSTRUCTORS WOULD YOU REGRET SEEING THE COLLEGE LOSE?

Seven men said, *Any*; three, *Any of the older*; two, *Almost all*; one, *All but three*; one, *All but four*. But that same prominent campus figure, whom I previously quoted, curtly replied, "Sorry. None." And another man, apparently of no vast sentimental bent, answered, "I do not know that I should *regret* seeing any leave, knowing that changes are always good both for the college and the instructor." It was in connection with this question that I myself came in for a comment which I hope is at least cryptic: "Although at times you are quite a blowhard, you look so much like a Dean that your loss would be irreparable." Now what did he mean? I am zealously trying to take it as a compliment — but it's not too easy. At any rate, as before, every instructor who was on the Faculty then, and still remains, was mentioned by at least some of these men as an instructor whom they would "regret seeing the College lose."

These statistics I have quoted on the Faculty, and their interest in their students, clearly do not bring us as much comfort as do those statistics on the Curriculum. Eighty-seven per cent of

the class, you remember, emphatically felt that Bowdoin was not going too academic. Though 70% of them were shown as much Faculty interest as they expected, only 35% of them received as much as they would have appreciated. Here are a few excerpts, adverse, not so adverse, favorable: "There were several instructors who seemed to be actively interested in me personally. The majority, however, seemed to be so wrapped up in further research on their own account that they had no thought for individual student problems." "A good way not to see much of students was followed by one member of the Faculty: 'Please call on me only between seven and eight in the evening.'" "The least interest shown me in medical schools was more than the most shown me at Bowdoin (with the exception of two departments)." "No. But in fairness I should say that I never met them half way — probably I seemed to scorn advice. This was due partly to shyness and partly, I am afraid, to an impression that they didn't wish to be bothered and that I knew what was best for me, anyway." "I would have appreciated having some member of the Faculty taking me on his knee and asking me my aims and what I wanted to do. I would have said, 'I don't know.' He would have analyzed me and made several suggestions, a few of which I may not have been too stubborn to observe." "I sometimes think that instructors are inclined to be intolerant of average ability — such as I had. Perhaps this impression is because I had only one year of college life." "Until my last two years I cared very little for help from the Faculty. Like most students in those years, I regarded the professors as necessary evils. I do think that's not all the fault of the student. Members of the Faculty, especially those who handle lower classes largely, are not much interested in those students. They know the older ones better. It's natural enough." "No, the Profs need a self-starter for students hesitant in such matters." "After all, such interest is a matter of personalities, and unless genuine, it would be of no avail. I wished to be let alone." "I found that the interest I showed and felt was reciprocated. It is not a one-way street." "Not in every case, but usually professors were quick to respond to any felt need." "In most cases, I should have liked to have known some of my instructors more intimately

as men, outside of their professional selves. I think of no instructor who was not willing at all times to discuss his course." "My own fault, I did not meet them half way." "I can truthfully say that all of the professors with whom I had classes showed as much interest in me as I could have asked. I feel that they did their best to be of use to us all." "They showed much more than I deserved. I was fool enough not to take advantage of it." "In no instance did I ever find a Bowdoin instructor unwilling to meet me more than half way when called upon." "The interest shown in me by men at Bowdoin is still one of the most wonderful experiences of my life — by far the most valuable and lasting phase of my college years." As I tabulated the replies to these questions, I was glad to see that many poor students, and inconspicuous campus figures, were among those who felt that we of the Faculty had done all we could for them.

Ideally, every professor in a small college should be a stimulating teacher and lecturer, a competent and productive scholar, and a friend to every student on the campus. It is a rather large order, if days persist in containing only their present number of hours. A college professor's primary function must of course be academic, if the primary function of a college is academic, as it is. His first job is to be a good professor. That takes time. It demands more than keeping two jumps ahead of his class in some text-book. Getting up decent lectures is not solely a gift of God: it means time, also. Keeping abreast of the current contributions to one's special field takes more time. General reading takes more time still. The research and writing and lecturing, by which a college Faculty is very largely measured outside its own town, take a lot more time. And no college worthy of the name can afford to dispense with any of these kinds of professorial activity. Moreover, most of us Faculty members, despite some opinion to the contrary, are human beings, with social and civic and family obligations like anybody else. More time.

Obviously, therefore, it would be impossible for all the Faculty to know, even slightly, all the students in a college of 550 men. Yet I am sure that we instructors are by no means content with figures such as I have quoted, particularly the last one — 35% of a class, only, feeling that as much interest was shown in them

personally by us as they would have appreciated. What can we do about it? One thing that would help would be for undergraduates to follow up, more than they ever have done here, a Faculty member's statement that he is at home on such or such an evening or afternoon each week and would be glad to have students come around. When he says that he means it. Yet few students accept any such chance to get acquainted with us. Why not? Partly indifference; partly having more enjoyable or more important things to do; partly a case of crabbed age and youth; but very largely the absurd survival of a schoolboy fetich and code — the fear that they would be suspected, by us or by their fellows, of cadging for favor, if they so cultivated our acquaintance. But despite the near-futility of the practice in the past and the clear need of conscription, I wish that all Bowdoin Faculty members would try, or try again, or continue, an announced policy of being at home to their students at some time each week. That would at least leave smaller reason for 28% of any class to say that they were shown less Faculty interest than they would have appreciated, or for 29% of them to leave this question unanswered.

My next questions had to do with the Administration.

WOULD YOU WISH TO HAVE A SON OF YOURS MORE SEDULOUSLY GUARDED, SUPERVISED, CONTROLLED, AND DISCIPLINED BY OFFICERS OF THE COLLEGE, SO FAR AS HIS PRIVATE LIFE WAS CONCERNED, THAN YOU WERE — SUPPOSING HE WAS HIS DAD'S IDENTICAL DOUBLE? *No, 90%; Yes, 4%; Yes, with various qualifications such as "more supervision and advice; more attention from Faculty Advisers; but not more control and discipline," 5%; Unanswered, 1%.*

WOULD YOU WISH TO HAVE UPPERCLASSMEN DO MORE OF THIS (guidance, supervision, control, etc.) FOR HIM THAN THEY DID FOR YOU? *No, 61%; Yes, 28%; Yes (with qualifications or doubts), 9%; Unanswered, 2%.* "Yes, but by the right ones." "Advice from the right upperclassmen, not supervision, might be a good thing — but who will choose the

right ones?" "Upperclass example seems to me far more important than upperclass supervision. A —, silent, can do far more for the average boy than a dozen —'s talking their heads off. But the devil of it all is that the —'s outnumber the —'s." "Yes, I think Juniors and Seniors are much more influential with younger students than either realize. Freshmen particularly need a lot of looking after. The thoughtless attitude of some upperclassmen has affected the progress of many a Freshman in an unfortunate manner." "I do think that upperclassmen might do more of this sort of thing if the attitude of many of them might be changed a bit. I think on the whole sophomore regulations, mild hazing and initiation stunts do no harm and keep a freshman in his place for a time when many of them might be unbearable. As for control and supervision and so on, many of them could be of real help to a freshman except that too often they make jokes out of things that are serious to a green lad, or else the general hilarity over freshmen and their failings so undermines the confidence of the freshman that he dares not seek help of the average upperclassman. As I look back, there were very few upperclassmen in whom I reposed real absolute confidence. —, I remember, I felt that I could go to and get a straight reply, real helpful advice, for he was an older fellow. The others, often, I slightly mistrusted, that is, I never felt sure that I wasn't being kidded. So whether or not upperclassmen might act to supervise or control any more than they do is a question." "Not as compulsion from the College; but rather as the feeling for doing so could be quietly built up."

The savage reformer's path is generally rough, even if he has already reformed himself. Even the mild reformer has his troubles. Lots of people don't want to be reformed. They feel they are doing very well, thank you, and who the deuce are you, anyhow, to tell me what ails me, or anyone else. No wonder one member of this class writes: "I wish I had spent more time my first year trying to improve myself than running after certain Freshmen in my class and trying to improve them, because the effort was wasted." But reforming, welcome or not, hard or not on both reformer and reformee, must go on, perhaps under a sweeter name, if the world is to go on to something better —

and there's plenty of room for something better. So far as Bowdoin is concerned, I like that suggestion already quoted: "Not through compulsion from the College, but rather as the feeling for doing so could be quietly built up."

Half a dozen general questions followed:

WHAT SHOULD BE THE SIZE OF THE COLLEGE?
About 500, 81% ; Smaller, 2% ; Larger, 12% ; Larger, if resources warrant, 4% ; Unanswered, 1%.

WHAT SHOULD THE COLLEGE DO WITH HER NEXT HALF MILLION GIVEN FOR UNSPECIFIED PURPOSES? Most of the class had very sensible notions of how to use that money. I wish that their suggestions might be quoted in full. One large group felt that the College should do far more than it does to give its students some knowledge of business demands and opportunities. Whether or not Bowdoin should go in for any such extensive programme — and in some respects quite infeasible and undesirable programme — as some members of the class urged, she certainly should have at the earliest possible moment the best man that can be obtained for consultation and help in vocational and placement matters. As the present and inadequate tenth of a man on this job, I can fully understand, and to a degree sympathize with, even the rather embittered young graduate who wrote: "Either spend that \$500,000 to keep the four year college man from entering, or give him something to prepare him to earn a living with when he has completed his four years." A constantly increasing number of colleges are nowadays offering a great deal of vocational information and placement help to their undergraduates. Bowdoin is in this respect badly behind the times.

SHOULD COMPULSORY MORNING CHAPEL BE

ABOLISHED? *No, 73% ; Yes, 18% ; Yes, if students so wish, 1% ; Radically altered, 4% ; Doubtful, 2% ; Unanswered, 2%.*

CHANGED? *No, 47% ; Yes, 23% ; Doubtful, 2% ; Abolished, 18% ; Unanswered, 10%.*

IF CHANGED, HOW? *Three days a week; Four; Two; 10 A. M.; 12 M.; Optional for upperclassmen; Student leaders; College chaplain; Increase cuts; Reduce cuts; Change cut system; Keep cut system; Variation — I never felt the service reached me while I was in college.*

IS OUR FRATERNITY SYSTEM ON THE WHOLE GOOD? *Yes, 46%.*

TOLERABLE? *Yes, 50%; Indifferent, 1%.*

BAD? *Yes, 3%.*

“It is suitable for the College. To eliminate present defects would only make new ones.” “Don’t interfere — they will effect their own dissolution when they are outmoded.” “Not ideal, but I haven’t seen or heard of a system which is any better.”

HOW COULD OUR FRATERNITY SYSTEM BE IMPROVED?

Some form of deferred rushing was favored by many men. That would make certain fraternity groups stronger and more homogeneous, to be sure. But such strength and homogeneity would not be an unmixed blessing for the College as a whole. And what of our Freshmen during their non-fraternity months, when they would need regular meals as much as ever, and upperclassmen’s counsel more so? “I think the best thing is to let it alone and allow it to evolve naturally to fit the changing conditions and needs. I know that this is horribly *Laissez-faire* and lacking in any ‘constructive plan,’ but after all it represents the growth of the present system.” This man’s opinion is mine, so far as any sort of compulsion is concerned. Suggestion is another matter. Certainly inter-fraternity relations have improved vastly during my acquaintance with Bowdoin. I do not believe that the unwelcome decline in support of the athletic interests of the College is attributable to over-support of the fraternity or to fraternity rivalry. In my earlier days here fraternity feeling was much stronger than it is now. Support of college teams was also much stronger. No, this decline has quite different and deeper causes. It is part of the spirit of the time — eastern time as yet, pretty much, so far as this particular symptom goes.

“Rationalization,” “realism,” and “individualism” have their virtues, but they can easily be carried to excess; can easily become barren and selfish, and unsatisfying; can easily unfit one for the joy and for the increasing social necessity, in this increasingly close-knit world, of “losing oneself in generous enthusiasms and coöperating with others for common ends.” But fraternities — just yesterday I received a letter from a college president (a middle-western college president) who said he heard we had the perfect fraternity system at Bowdoin, and how did we get that way? “Perfect” is a big word. Yet we do have much to be thankful for.

HOW COULD THE PRESENT RELATIONSHIP BETWEEN THE COLLEGE AND YOU, AS AN ALUMNUS, BE IMPROVED OR STRENGTHENED?

Again there is no room for quotation. But the fact that alumni are this next fall to receive some of your addresses, sir, rather than the Treasurer’s Report, is due to a suggestion made by a member of this class. The Treasurer’s Report is of course available on request. There is no doubt that we should send to our alumni more college material as soon as we can afford to do so.

Finally came a half dozen personal questions:

IN WHAT ORDER DO YOU NOW RATE THE FOLLOWING ELEMENTS OF YOUR COLLEGE YEARS?

UNDERGRADUATE ASSOCIATIONS? *First, 49%; second, 26%; third, 11%; fourth, 4%.*

FACULTY ASSOCIATIONS? *First, 12%; second, 24%; third, 28%; fourth, 24%.*

COURSES? *First, 27%; second, 28%; third, 23%; fourth, 14%.*

CAMPUS ACTIVITIES? *First, 6%; second, 13%; third, 27%; fourth, 44%.*

Though these different elements are sometimes hopelessly entangled — a fact reflected in the foregoing arithmetic — it is rather significant of a changed estimate of college values that

CAMPUS ACTIVITIES are rated so low.

DO YOU THINK OF YOUR YEARS AT BOWDOIN AS BEING

VERY HAPPY? *Yes, 60%.*

VERY PROFITABLE? *Yes, 48%.*

FAIRLY HAPPY? *Yes, 31%.*

FAIRLY PROFITABLE? *Yes, 43%.*

UNHAPPY? *Yes, 3%.*

UNPROFITABLE? *Yes, 1%.*

IF THE LAST TWO, WHOSE FAULT WAS IT? Those involved said "My own." One man, naturally enough, could do no better than write *Mixed* in answer to all this, and in this question, as in the one previous, the dubious arithmetic is occasioned not solely by my own inability to add. Let me quote just a couple of excerpts from replies to these questions. The first is from a non-graduate whose college record was very seamy indeed. "Very profitable?" Yes, (although I cannot say 'very happy'). The profit did not come from anything accomplished, but from the mistakes which I made, and am now beginning to realize. The profits are still mostly in the future." The other comes from a graduate of high rank whose inward troubles I think few, if any of us, knew. "I have a sincere feeling of obligation to Bowdoin for the opportunities it offered me. I was then, and still am, in an unsettled mental condition. But that is no fault of Bowdoin. And she has given me an excellent education and training which I confidently expect will enable me at some time to get what I want. Two years ago you might have received a rather bitter letter from me concerning Bowdoin. But an increased perspective has made me realize that I expected far too much from college and that my troubles were caused by circumstances which were no concern of Bowdoin. I think that we all expect too much of a college. The college can never hope to approach the home as far as training of character and personality is concerned. I doubt if it can do more than open the way to knowledge and understanding. It can't force an education, nor can it reform character." A really hard-boiled rotter could hard-

ly be reformed in college, but I should feel rather depressed, if I did not have good evidence that habits and character, as well as mental operations, can be much improved by four years at such a place as Bowdoin. As to those figures — we shall have no sufficient reason for self-applause till far more than 60% of our undergraduates find their experience here VERY HAPPY and far more than 48% find it VERY PROFITABLE.

WOULD YOU AGAIN CHOOSE TO COME TO BOWDOIN AND WISH TO SEND YOUR SON HERE? (Some of the answers here were rather involved in reservations allowing freedom of choice to the son. Only one man failed to answer this question.)

CERTAINLY? 72%.

PROBABLY? 19%.

PROBABLY NOT? 8%.

IF YOU CHECK PROBABLY NOT, PLEASE STATE WHY, IF YOU HAVEN'T DONE SO ALREADY. I hope those percentages can sometime be made 91% CERTAINLY, instead of 72% CERTAINLY, and 19% PROBABLY. Here are a few comments from men who checked PROBABLY or PROBABLY NOT. "Probably not" on the basis that Bowdoin has too few really big men on her Faculty." "Other schools have more to offer for the same effort and expense. They have closer connections with the various professional, industrial, and vocational aspects of life. Bowdoin is plenty good enough if you are to live in Maine." "I feel that a young man who lacks initiative, as I know I do, is better situated in a Class A university in a metropolitan district. The 'sink or swim' policy is darn good fodder for my type." "I would probably send a son to Bowdoin, unless I lived in a more remote part of the country and were unwilling to let him go too far away from me — which would be very selfish. I was happy there, and there is no reason why any boy should not be. It offers everything a college should, I think." "Probably, despite the problem of separation and such. Perhaps I've become mellow in these few years, but I talk more about Bowdoin and New England than I did the first year or so out, and

certainly feel it would be a great place for my son — dammit, I'm getting homesick for the place."

IN WHAT RESPECTS DO YOU FEEL AT A DISADVANTAGE COMPARED WITH THE GRADUATES OF THE BEST LARGE COLLEGES? *None*, 64%; *Various*, 34%; *Unanswered*, 2%. "Only in that I cannot assume that everyone knows where Bowdoin is, or what it is like." "Contact with some of the leaders in my field. The actual training was good at Bowdoin." "Wider selection of courses." "Wider contacts." "Good shows and music." "Prestige." "May not have travelled so far for my education, or seen so many chorus girls." "A certain poise, social sense, or something that many Bowdoin men lacked." "A prominent person at Yale told me that they liked Bowdoin men down there, because they were gentlemen and good students, but they lacked that concentration of energy which leads to excellence in knowledge." "While it is about as easy to stay in Harvard and barely pass, and while an A student at Bowdoin could be the same at Harvard, there is more actual work accomplished and a greater chance for stimulation." "I am in a highly specialized field of knowledge. The graduates of larger colleges (I come most in contact with those of Harvard) are at least a year ahead of what I was in mathematical experience and in mathematical and general intellectual maturity. I feel that I got (or at least had offered me) a much more liberal education than they. I knew all my class and all the Faculty. I have a strong sense of having belonged and still belonging to the College, and of having been something more than just a cog in the machine. I think the advantages outweigh the disadvantages." We should have reason to be quite content, if all our graduates could honestly say what this man says last.

IN WHAT RESPECTS DO YOU FEEL THAT YOU HAVE THE ADVANTAGE OF THEM? *None*, 10%; *Various*, 87%; *Unanswered*, 3%. "Wider acquaintance." "Individual importance." "Closer acquaintance." "Acquaintance with Faculty." "College life." "Better training." "Happier, healthier, friendlier, family atmosphere." "Democracy." "Simplicity." "No false standards." "Self assurance." "Happier philosophy of

life." "More activities." "No false superiority." "Ideals and ambitions." "Alumni not of Babbitt type." "I wouldn't start in on these, else I would write a book." "Broader and more sympathetic attitude toward human relationships." "I was an individual, not a face in a classroom and a mark in a class book." "Bowdoin commands an unusual amount of scholastic respect and admiration. This is advantage enough for me." "In wholesome memories and in having acquired there a sturdy sort of provincialism; in individual contacts, however fleeting; in not carrying myself along by a 'Big-name' stamp; in the experience of four years of a more natural growth than I think can be had in a large, or in a cosmopolitan college — cosmopolitan in the urban sense; in a certain conviction that I somehow acquired at Bowdoin more sound values — which has meaning for me if not for you." "I have spent the last four years as a student in a large university, in association with a great many men who have graduated from the literary school here, and with others who have come from smaller mid-western colleges. I may be too sure of myself, or too self satisfied, but I have never regretted that I went to a small college for my liberal arts training; I have often been thankful that I did. This place is too big for boys from 17-21. And as for the preparation that Bowdoin gave me, I was third in my class of 160 during my last year here, and held plenty of positions in societies to keep me very busy. To be frank, I can't think of any respect in which I feel at a disadvantage when compared with the graduates of the best large colleges. I have plenty of faults, but I feel sure that going to a large college would not have improved them any." "I am rooming with a — man. He has a — M.A., too. He has — and nothing else. He has taken courses from a few illustrious names. He has seen and attended classes with a football star or two. He has a few acquaintances who attended the same college. He says, 'Yes, but —'. When he first got here, he didn't know how to treat a room mate (I taught him). I knew personally a hundred men in my class. Some of my best friends are professors and instructors at Bowdoin. I joined a group of thirty or forty students my own age. I learned how to get along with them, share responsibility with them. I received instruction from men who were personally in-

terested in the things I thought and did, and I met them on normal friendly terms. I became a part of Bowdoin — and I think I learned something. He might as well have taken a correspondence course, since he was not a 'big' man there."

IF YOU ARE A NON-GRADUATE — AND I HERE REPEAT MY FREQUENT STATEMENT THAT MANY OF OUR NON-GRADUATES ARE AMONG OUR BEST ALUMNI — DO YOU REGRET NOT HAVING CHOSEN, OR BEEN ABLE, TO COMPLETE YOUR COURSE?

No, 35%; Yes, 65%.

WHAT ARE DEEP AND LASTING REGRETS OF YOUR COLLEGE YEARS — REGRETS OF OMISSION AND COMMISSION, FOR THINGS YOU COULD HAVE DONE AND DIDN'T, THINGS YOU NEEDN'T HAVE DONE AND DID?

After a Report now so long I cannot even begin on these REGRETS. They deserve a special study. I cannot allow myself even the luxury of a peroration. But I do wish again to thank this class. It takes more than one swallow to make a summer. One class is not the whole corpus of even recent graduates. Furthermore, figures lie and liars figure. This Report can safely be entitled, "One Bowdoin Class;" I think it might almost safely be entitled, "Bowdoin Seen by Her Younger Sons." At any rate, in addition to giving us very many useful suggestions, these young alumni have made adequate answer to two important questions raised in that letter from a member of the Boards, part of which I quoted at the outset. First, Bowdoin has not increased academic demands to a degree unsuitable to her present constituency. Second, we of the Faculty seem to have made only a moderate success of our student relationships, and there is, and I fear always will be, room for improvement in a matter which should be of the utmost concern to all members of the Faculty of this small college — our interest in the individual undergraduate.

I. ENROLLMENT

Number of		
Students enrolled Sept. 24, 1931	570	(Sept. 25, 1930—562)
Students enrolled Dec. 1, 1931	564	(Dec. 1, 1930—554)
Left between Sept. 26th and Dec. 1st	6	
Students enrolled March 1, 1932	549	
Left between Dec. 1st and March 1, 1932	17	
Seniors finishing work for degree	2	
Students re-admitted	2	

	Dec. 1, 1931	March 1, 1932
Students in Senior Class	126	122
Students in Junior Class	102	101
Students in Sophomore Class	169	162
Students in Freshman Class	167	164
	564	549

II. GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Massachusetts	237
Maine	190
New York	40
New Jersey	20
Connecticut	18
New Hampshire	18
Pennsylvania	12
Illinois	6
Vermont	5
Ohio	4
Rhode Island	4
Michigan	3
Nebraska	2
California	1
District of Columbia	1
Indiana	1
Kentucky	1
Minnesota	1
Missouri	1
Wisconsin	1

Canada	I
Italy	I
Japan	I
Norway	I
	570

III. MAINE RESIDENTS AT BOWDOIN COLLEGE

County	No.
Androscoggin	10
Aroostook	8
Cumberland	70
Franklin	3
Hancock	4
Kennebec	8
Knox	10
Lincoln	6
Oxford	9
Penobscot	19
Piscataquis	1
Sagadahoc	7
Somerset	13
Waldo	6
Washington	7
York	9

IV. ENROLLMENT IN COURSES 1931-1932

Course	First Semester	Second Semester
Art 1, 2	26	25
Art 5, 6	28	30
Astronomy 1, 2	12	32
Botany		12
Chemistry 1, 2	84	75
Chemistry 3, 4	35	32
Chemistry 5, 6	22	17
Chemistry 7, 8	20	20
Chemistry 9, 10	10	10
Economics 1, 2	108	102
Economics 3, 4	19	19

Economics 7, 8	6	6
Economics 9, 10	40	35
Economics 12		10
Economics 13, 14	28	6
Education 1, 2	25	24
English 1, 2	171	170
English 4	167	
English 5, 6	9	15
English 7, 8	12	11
English 11, 12	50	47
English 13, 14	27	25
English 17, 18	44	42
English 21, 22	24	23
English 25, 26	29	25
French 3, 4	170	160
French 5, 6	94	92
French 7, 8	17	17
French 9, 10	9	9
French 15, 16	10	9
Geology 1, 2	42	29
German 1, 2	164	139
German 3, 4	4	8
German 5, 6	14	15
German 7, 8	5	4
German 9, 10	9	7
German 11, 12	7	6
German 15, 16	4	4
Government 1, 2	104	103
Government 3, 4	19	19
Government 7, 8	13	11
Government 9, 10	40	39
Greek 1, 2	16	19
Greek 3, 4	14	12
Greek 7, 8	5	5
Greek 11, 12	8	1
History 3, 4	35	31
History 5, 6	56	61
History 9, 10	25	27

History 11, 12	31	31
History 17, 18	17	17
Hygiene	162	
Italian 3, 4	3	2
Latin A, B	20	17
Latin 1, 2	43	40
Latin 4		9
Latin 5	7	
Latin 8		4
Latin 12		14
Literature 1, 2	65	68
Mathematics 1, 2	142	138
Mathematics 3, 4	35	25
Mathematics 5, 6	17	15
Mathematics 7, 8	10	9
Mathematics 10		4
Mineralogy		8
Music 1, 2	35	31
Music 3, 4	4	4
Philosophy 1, 2	48	47
Philosophy 3, 4	13	10
Philosophy 8		9
Philosophy 9	9	
Physics 1, 2	48	45
Physics 3, 4	16	4
Physics 5, 6	11	12
Physics 9, 10	11	11
Psychology 1, 2	62	57
Psychology 3, 4	17	14
Psychology 5, 6	5	5
Psychology 7, 8	2	2
Sociology 1, 2	73	55
Spanish 1, 2	10	9
Spanish 3, 4	8	8
Zoölogy 1, 2	53	52
Zoölogy 5, 6	21	19
Zoölogy 8		1
Zoölogy 9, 12	22	6

V. STUDENT COUNCIL CUP STANDING

February, 1932

Non-Fraternity	11.886
Zeta Psi	10.928
Alpha Tau Omega	10.777
Kappa Sigma	10.594
Delta Kappa Epsilon	10.000
Psi Upsilon	9.934
Chi Psi	9.916
Theta Delta Chi	9.791
Delta Upsilon	9.688
Alpha Delta Phi	9.590
Beta Theta Pi	8.930
Sigma Nu	8.400

VI. STUDENT COUNCIL CUP 1911-1931

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	9.6465
June, 1927	Beta Theta Pi	10.3680	9.3943
Feb., 1928	Zeta Psi	10.7090	9.4000
June, 1928	Chi Psi	10.5312	9.4440
Feb., 1929	Chi Psi	11.7352	8.9791
June, 1929	Chi Psi	12.2420	9.6300
Feb., 1930	Chi Psi	12.3870	10.4080
June, 1930	Chi Psi	11.2900	9.3301
Feb., 1931	Chi Psi	11.3010	9.7989
June, 1931	Chi Psi	10.3030	8.8336
Feb., 1932	Zeta Psi	10.9280	10.2236

This cup has been awarded 42 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), 9 times to Chi Psi, 4 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 10.6959.

The average of the winners' averages is 12.4114.

VII. ABRAXAS CUP STANDING

February, 1932

	Per cent	Grades
Portland High (4 men)	16.000	16.00
Deering High (5 men)	15.800	79.00
Lynn Classical and High (3 men)	12.666	38.00
Edward Little High (3 men)	12.166	36.50
Boston English High (3 men)	11.833	35.50
Browne and Nichols (3 men)	10.833	32.50

Newton High (6 men)	10.583	63.50
Belmont Hill School (3 men)	10.500	31.50
Thayer Academy (5 men)	10.500	52.50
Wakefield High (3 men)	10.500	31.50
Boston Latin (3 men)	9.833	29.50
Berkshire School (3 men)	9.666	29.00
Bangor High (3 men)	8.833	26.50
Governor Dummer Academy (3 men)	8.500	25.50
Tabor Academy (3 men)	8.333	25.00
Rockland High (3 men)	8.166	24.50
Hebron Academy (7 men)	7.714	54.00
Brunswick High (3 men)	7.500	22.50
Phillips-Exeter Academy (3 men)	7.500	22.50
Huntington School (13 men)	2.692	35.00

VIII. ABRAXAS CUP — 1915-1931

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
Feb., 1932	Portland H. S.	16.0000	9.2490

General average—9.1891.

Winning average—13.6838.

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

**IX. PERCENTAGE OF STUDENTS DROPPED IN
LAST TEN YEARS**

Year	Percentage of Freshmen	Number of Freshmen Dropped	Percentage of All Classes
1921-22	11.2	18	6.7
1922-23	17.7	30	9.7
1923-24	8.1	12	4.3
1924-25	8.8	12	4.6
1925-26	9.8	18	5.0
1926-27	12.9	22	5.3
1927-28	11.1	19	4.4
1928-29	9.8	15	5.1
1929-30	9.0	14	4.0
1930-31	7.3	13	4.9

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 17th annual report on the condition and progress of the College Library for the year ending 31 March, 1932, the same being the 32nd-33rd year of my connection with the Library.

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 155,000. The accessions for the past twelve months were 4,312 volumes; of which number 2,172 were purchased,—1,783 at an average cost of \$3.04, and 389 by subscription to periodicals that were bound; and, 2,140 came by gift,—237 from the State and National governments by provision of law, and 1,903 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

To select a dozen, or twenty-five, of the most noted purchases of the year is a hazardous undertaking. A single questionable choice defeats the whole purpose; and too long a list leaves no impression. I am, therefore, mentioning but two things, and they are so closely related that they may be remembered as one. They are the first volumes of the new General Catalogue of Printed Books of the British Museum, and the Gesamtkatalog der Preussischen Bibliotheken. These, added to the printed card catalogue of the Library of Congress, and the Catalogue Général des Livres Imprimés de la Bibliothèque Nationale, will go a long way toward strengthening our position in the field of Bibliography.

GIFTS

The Class of 1904, on its twenty-fifth anniversary, voted to establish a library fund and it is a particular pleasure to acknowledge the first receipt from the Treasurer of the Class for the beginning of this fund. It was the understanding that the fund would be increased from year to year for at least ten years.

Many volumes of a general nature have been added during the year from the library of George F. Manson, A.M., of the Class of 1881; and from the library of William Cross Williamson in memory of his brother, Joseph Williamson, of the Class of 1849, through the kindness of Mrs. Grace Williamson Edes Stedman.

Our already strong list of periodicals in the field of the Romance Languages was further increased by complete sets of the *Revue des Langues Romans*, from its beginning in 1870; and of the *Ausgaben und Abhandlungen aus dem Gebiete der romanischen Philologie*, from its beginning in 1881, both from Professor Livingston.

At its Commencement, Henry Hill Pierce, LL.D., of the Class of 1896, presented the Class of 1930 with a sum of money for the purchase of books for the Library through a committee of the Class. It is rather significant that this committee, made up of Harrison M. Davis, George W. Freiday, and Ronald P. Bridges, chose Haebler's *Incunabula*. This set is composed of 280 original leaves from German, Italian, and West European books, mounted, and described by Konrad Haebler, and filling five large portfolios. Few libraries can own the 280 volumes from which these leaves were extracted, and for illustrative purposes it is often better to have several different leaves than one or two complete books.

CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year was 12,954. The largest number of loans in a single month was 1,472, in October; the smallest, 569, in August.

For the fifth consecutive year I may say, "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

	1928-29	1929-30	1930-31	1931-32
Appropriation, salaries ..	\$9,250 00	\$9,550 00	\$9,600 00	\$9,600 00
Student assistants	1,388 10	1,624 46	1,810 04	1,850 00
Books, etc.	5,287 50	5,325 00	5,200 00	5,125 00
Special reading-room ..	2,000 00	2,000 00	2,000 00	1,850 00
Endowment funds, consol.	2,077 59	2,071 22	2,078 24	1,976 30
Appleton fund	539 60	537 90	539 71	509 91
Chapman memorial	334 19	333 11	334 26	315 80
Class of 1875 fund	90 24	89 82	89 61	84 35
Class of 1888 fund	49 13	64 69	64 97	61 37
Class of 1899 fund	102 71	106 94	107 27	101 40
Darlington fund	33 73	53 46	53 70	50 73
Drummond fund	164 58	162 90	163 50	154 46
Hatch fund	33 73	53 46	53 70	50 73
Hubbard fund	5,098 55	5,704 59	6,081 44	5,745 47
Thomas Hubbard fund	177 46	176 89	177 52	167 73
Lufkin fund				13 79
Lynde fund	79 78	79 52	79 85	75 38
Morse fund	53 61	53 46	53 70	50 73
W. A. Packard fund ...	278 27	267 55	268 52	253 62
Pierce fund	1,402 42	1,712 82	1,718 56	1,623 68
Smyth fund	66 70	70 82	74 50	71 92
Stanwood fund	68 18	67 97	68 11	64 42
Gifts, etc.	767 67	453 33	655 54	492 36
	\$29,344 34	\$30,559 91	\$31,272 74	\$30,289 15

EXPENDITURES

Books	\$7,400 70	\$6,787 20	\$8,022 68	\$5,698 82
Periodicals	1,659 18	1,566 26	1,701 52	1,693 65
Binding	1,036 54	1,447 18	1,301 37	1,278 46
Express and postage	283 93	264 45	228 92	235 98
Increase of Library ..	[10,380 35]	[10,065 09]	[11,254 49]	[8,906 91]
Library supplies	991 49	543 62	456 27	463 56
Salaries, regular staff	13,942 30	14,842 56	14,937 50	15,065 05
student assistants	1,632 73	1,909 65	2,110 87	2,089 89
janitor service .	1,130 85	1,147 64	1,126 97	1,245 89
New equipment	1,198 36	1,029 43	556 83	116 05
Repairs	440 65	666 78	1,713 13	1,154 85
Supplies for building	41 90	28 49	61 55	53 52
Telephone	56 36	57 58	79 39	73 35
	\$29,814 99	\$30,290 84	\$32,297 00	\$29,169 07

The receipts and expenditures for the Students' Reading Room are included in the foregoing tables.

If it is noticed that the expenditures for books during the past twelve months is more than two thousand dollars less than for the preceding year, this may be given as the simplest explanation: the library year here recorded does not correspond with the new fiscal year of the College, and a year ago we were over-expended on books some twelve hundred dollars. (This beautiful momentum was lost, *by necessity*, by the end of June, — the close of the college fiscal year.) The other eleven hundred dollars represents the reduction in library income, due to the general depression.

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	1931	1932
John Appleton	Fred'k H. Appleton	\$10,052 50	\$10,052 50
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
Chapman Memorial	Frederic H. Gerrish	6,218 75	6,218 75
Class of 1875	Class of 1875	1,662 78	1,662 78
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 1888	Class of 1888	1,210 00	1,210 00
Class of 1890	Class of 1890	1,000 00	1,000 00
Class of 1901	Class of 1901	713 34	713 34
Class of 1904	Class of 1904		310 00
Cutler	John L. Cutler	1,000 00	1,000 00
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
Fiske	John Orr Fiske	1,000 00	1,000 00
General Fund	Several persons	2,770 78	3,093 78
Hakluyt	Robert Waterston	1,100 00	1,100 00
Samuel W. Hatch	Miss Laura A. Hatch	1,000 00	1,000 00
Hubbard	Thomas H. Hubbard	113,267 23	113,267 23
Thomas Hubbard	His sisters and brother	3,167 86	3,167 86
Lufkin	Solon B. Lufkin	500 00	500 00
Frank J. Lynde	George S. Lynde	1,486 24	1,486 24
Morse	Edward S. Morse	1,000 00	1,000 00

Name of Fund	Established by	1931	1932
Alpheus S. Packard	Sale of publications	500 00	500 00
William A. Packard	William A. Packard	5,000 00	5,000 00
Patten	John Patten	500 00	500 00
Lewis Pierce	Henry Hill Pierce	32,009 00	32,009 00
Sherman	Mrs. John C. Dodge	2,176 92	2,176 92
Sibley	Jonathan L. Sibley	6,958 37	6,958 37
Stanwood	Edward Stanwood	1,269 72	1,269 72
Walker	Joseph Walker	5,248 00	5,248 00
Wood	Robert W. Wood	1,000 00	1,000 00
		\$222,270 89	\$222,903 89

STUDENTS' READING ROOM

The number of readers in the special Students' Reading Room has kept up with the increase in the rest of the Library, and 407 more are recorded than for the preceding year. The total for the year is 3,460. The irregularity in the use of this room is as marked as in former years, the weather and the college courses being quite as potent factors as the desire to read good books.

HUBBARD HALL

The financial condition of the world is recognized, but the need of the sixth floor of the stack is again mentioned as pressing.

Attention has been given to all needed repairs, and the building is in good condition.

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 30 April, 1932.

APPENDIX

The Library, as Classified, showing Accessions for the Period
From April 1, 1931, to March 31, 1932.

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	24	9	33	1,537
Library economy	020	6	4	10	746
General encyclopædias	030	1		1	985
General collected essays	040				46
General periodicals	050	88	146	234	7,957
General societies	060	2	6	8	223
Newspapers	070	48	3	51	1,677
Special libraries	080	2		2	390
Book rarities	090	2	6	8	92
Philosophy	100	14	4	18	529
Metaphysics	110	9		9	68
Special metaphysical topics	120	7		7	67
Mind and body	130	15	1	16	475
Philosophical systems	140	4		4	46
Psychology	150	27	8	35	625
Logic	160	4		4	108
Ethics	170	11	2	13	947
Ancient philosophers	180	5		5	149
Modern philosophers	190	18	2	20	797
Religion	200	13	2	15	1,972
Natural theology	210	2		2	326
Bible	220		6	6	1,913
Doctrinal theology	230	2	1	3	1,014
Practical and devotional	240	1	3	4	439
Homiletical, pastoral, parochial	250	1		1	884
Church, institutions, work	260	4	4	8	949
Religious history	270	1	4	5	930
Christian churches, sects	280	3	4	7	1,215
Non-Christian religions	290	7	3	10	405

Sociology	300	27	3	30	1,276
Statistics	310	9	4	13	898
Political science	320	47	21	68	5,346
Political economy	330	120	121	241	4,932
Law	340	27	60	87	3,674
Administration	350	13	13	26	3,030
Associations, institutions	360	10	11	21	1,204
Education	370	32	24	56	4,277
Commerce, communication	380	21	67	88	2,280
Customs, costumes, folk lore	390	2		2	290
Philology	400	12	49	61	691
Comparative	410				96
English	420	8	4	12	543
German	430	4	1	5	408
French	440	17	75	92	494
Italian	450				51
Spanish	460	1		1	78
Latin	470				379
Greek	480	3	141	144	615
Minor languages	490	1		1	165
Natural science	500	35	171	206	3,112
Mathematics	510	15	5	20	1,441
Astronomy	520	7	15	22	1,390
Physics	530	53		53	1,112
Chemistry	540	27	178	205	1,812
Geology	550	4	12	16	1,520
Paleontology	560		1	1	92
Biology	570	10	18	28	896
Botany	580	3	6	9	768
Zoölogy	590	11	25	36	1,821
Useful arts	600	7	8	15	841
Medicine	610	12	12	24	5,489
Engineering	620	7	2	9	971
Agriculture	630	6	17	23	1,292
Domestic economy	640	1		1	44
Communication, commerce	650	12	4	16	431
Chemical technology	660	2	1	3	220
Manufactures	670	2		2	146
Mechanic trades	680				16
Building	690	1		1	29

Fine arts	700	10	15	25	789
Landscape gardening	710				128
Architecture	720	5	1	6	367
Sculpture	730	1	3	4	218
Drawing, design, decoration	740				94
Painting	750	5	8	13	534
Engraving	760				101
Photography	770		1	1	79
Music	780	3	7	10	601
Amusements	790	2	1	3	468
Literature	800	38	21	59	1,607
American	810	83	70	153	6,035
English	820	118	112	230	7,578
German	830	144	4	148	3,799
French	840	369	48	417	5,975
Italian	850	43	103	146	1,229
Spanish	860	4	4	8	486
Latin	870	24	15	39	2,198
Greek	880	52	11	63	1,970
Minor languages	890	6	2	8	373
History	900	16	10	26	1,707
Geography and description	910	88	78	166	6,209
Biography	920	69	39	108	3,131
Ancient history	930	8	2	10	846
Modern history, Europe	940	98	36	134	6,115
Asia	950	4	2	6	284
Africa	960	1		1	156
North America	970	41	84	125	3,368
South America	980	2	2	4	100
Oceanic and polar regions	990	1	1	2	102
Alumni collection		4	7	11	1,441
Maine collection		43	121	164	4,984
U. S. Documents (serial set)			45	45	5,980

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, 1932:

ACQUISITIONS

July—A portrait of Nicholas Emery Boyd, Class of 1860, by Edoardo Tojetti, 1895; given by Mrs. Edgar Hamilton Nichols, of Cambridge, Mass.

The second etching published by the American College Society of Print Collectors, — a work of Frank Brangwyn.

A Catalogue of Paintings of the Isabella Stewart Gardner Museum; given by the Trustees of the Museum.

September—Two black lace veils, 18th century; the handiwork of the Misses Harriet and Octavia Tibbetts, great aunts of Miss Mildred Everett, daughter of Dean Charles Carroll Everett, Class of 1850; given by Mrs. Guy S. Callender.

October—Three Chairs: an oak, carved Gothic Stalle, or landlord's chair of state, dating about 1550; a sixteenth century chair, Dutch, under Spanish influence, hand-carved and covered with hand-tooled leather; and an arm chair, style of Louis XV; all purchased in Paris, in 1880, by Curtis Appleton Perry, Class of 1877, and given from his estate by Mr. Herbert H. Richardson.

December—The third etching published by the American College Society of Print Collectors, "Craigmillar Castle, near Edinburgh", by Sir David Y. Cameron.

March—"Art in Exhibitions, Museum of French Art", given by the author, Mrs. Henry Mottet, with her compliments.

April—A collection of carved ivories, unlisted and uncatalogued, with cabinet; and an oil portrait of Wendell Phillips; the bequest of the late Dr. Louis Clinton Hatch, Class of 1895, of Bangor.

WITHDRAWAL

January—A Bronze Medal, Harvard University “Bowdoin Prize”; withdrawn by Professor Stanley Perkins Chase, Class of 1905.

LOANS

August—An inlaid silver snuff-box, dating about 1840; lent by Mrs. Edward T. Little, of Walpole, Mass.

EXHIBITIONS

Two paintings, “Portrait of a Gentleman”, by Giovanni Battista Moroni, 1520-78, Italian School; and a “Madonna and Child and Two Saints”, by Girardo Starnina, 1354-1408, Italian School; lent by Messrs. E. and A. Silberman, New York, were on exhibition from May 7 to Dec. 10.

An important collection of early Winslow Homers, the well-known “Army Teamsters”, most famous of the Civil War paintings, with the original sketch for it, the “Trapper”, a portrait and a small marine in oils; and seven water colors, were lent by the owner of the collection, Mr. Harold T. Pulsifer, and remained on exhibition from October to February.

From Feb. 9th to 23rd was shown the Exhibition of Seascapes and Water Fronts arranged and circulated by the American College Art Association.

The Stuart portrait of James Bowdoin was sent to the Vose Galleries in December, for cleaning and removal of oil film, and returned in March, admirably restored to its original condition.

The attendance during the calendar year was 7,027, exceeding the 6,664 of the previous year.

Respectfully submitted,

HENRY E. ANDREWS, *Director.*



