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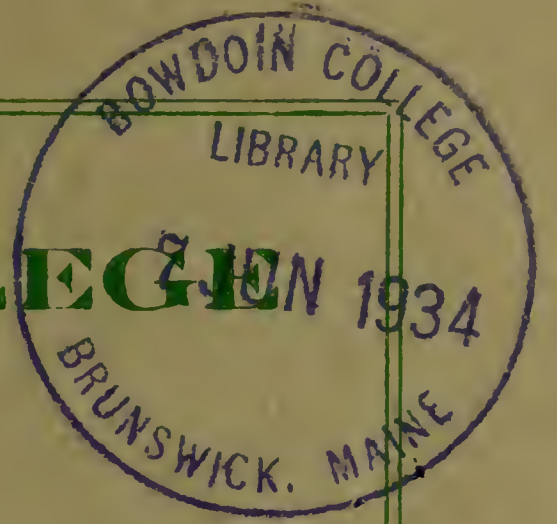
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BOWDOIN COLLEGE BULLETIN



Number 219

May, 1934

PRESIDENT'S REPORT NUMBER FOR THE SESSIONS OF 1933-34



Brunswick, Maine

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PUBLISHED MONTHLY BY THE COLLEGE

REPORT OF THE PRESIDENT
OF **BOWDOIN COLLEGE**
FOR THE ACADEMIC YEAR, 1933-1934

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

1933



1934

BRUNSWICK, - - MAINE

PRINTED FOR THE COLLEGE, MCMXXXIV

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 1933-1934.

I. DE MORTUIS

Cyrus Hermann Kotschmar Curtis, LL.D., a Trustee of the College, died at Wyncote, Pennsylvania, June 7, 1933, in his eighty-fourth year. He received the honorary degree of Master of Arts from the College in 1913, and that of Doctor of Laws in 1927. In 1930, he was elected to the Board of Trustees. He was one of the most generous benefactors the College has ever had; and his gifts covered a wide range, including the beautiful organ in the Chapel, the Curtis Swimming Pool with adequate equipment and endowment, a fund for the payment of retiring allowances and pensions for members of the Faculty, and a large fund for the increase of Faculty salaries. He was interested in Bowdoin very largely because it is a Maine institution, for he was always devoted to his native state. In his gifts, he was not only liberal in the amounts bestowed, but particularly generous in imposing no arbitrary restrictions. Last Commencement Day, in addressing the alumni, I paid a brief tribute to his memory. He was a true friend of the College.

Clarence Hale, LL.D., of the Class of 1869, a Trustee of the College, died at Portland, Maine, April 9, 1934, in his eighty-sixth year. He was elected to the Board of Overseers in 1905, and served as President of that Board from 1915 to 1919 when he was elected to the Board of Trustees. During his services of nearly thirty years on the Boards, he took a prominent place both in deliberations and in the work of committees. He was a particularly valuable and effective member of the Executive Committee from its inception in 1921 until the time of his death. Judge Hale was in college during the presidency of Leonard Woods. He received his degree from President Harris. He saw the administration of President Chamberlain, and was a loyal supporter of President Hyde. At my own inauguration in 1918,

as President of the Board of Overseers he gave the address of induction, and delivered to me the keys of the College. He was always genial, friendly, and kindly. Few men in public life in the State of Maine have been more beloved. On Sunday, April 15, 1934, a memorial service was held in the College Chapel, and in the address it was pointed out that Judge Hale had kept his intellectual interests keen throughout a long and busy life, and showed those qualities that we like to think of as being developed by the College.

Frank George Farrington, LL.D., of the Class of 1894, an Overseer of the College since 1924, died at Augusta, Maine, September 3, 1933, in his sixty-first year. Judge Farrington had an active career in politics and on the bench. He had served as Speaker of the Maine House, as President of the Maine Senate, and during the last few years of his life, on the Supreme Judicial Court. He was a man of the greatest integrity, and in all the many phases of life showed the high character of one who was always actuated by Christian principles. He was deeply attached to the College, and loyal to the core.

Marshall Perley Cram, Ph.D., of the Class of 1904, Professor of Chemistry and Mineralogy, and Josiah Little Professor of Natural Science, died at Portland, Maine, October 10, 1933, in his fifty-second year. For twenty-five years he had been a member of the Bowdoin Faculty. A general account and appreciation of his life work was set forth in a college bulletin, published last fall. Professor Cram never married, and in his will, after various bequests, he bequeathed his residuary estate to the College.

II. GIFTS FROM APRIL 1, 1933, TO MARCH 31, 1934

1934-1935, unassigned, Frederick W. Pickard '94 . . .	\$ 5,000 00
Unassigned, Anonymous	500 00
Library—Books, Mrs. William J. Curtis	125 29
John F. Dana '98	10 00
John W. Frost '04	10 00
James E. Rhodes, 2nd, '97	50 00
Class of 1904 Library Fund, addition	100 00
Delta Upsilon Lecture, Delta Upsilon Fraternity . . .	90 00
Hawthorne Prize, Nora Archibald Smith	40 00

Forbes Rickard, Jr., Prize, Mrs. Forbes Rickard	10	00
Baker Scholarship Income, Guy P. Estes '09	20	00
Foster Fund, Estate of Sarah W. Foster	3,000	00
Ellis Spear, 3d, Prize Fund, Ellis Spear, 3d, '29	2	50
Moses Mason Hastings Scholarship Fund, Estate of Agnes L. H. Dodge	16,201	00
Hasty Scholarship, Estate of Elmira K. Hasty	1,000	00
Augustus F. Moulton Fund, Estate of Augustus F. Moulton '73	25,000	00
Freedom Moulton Scholarship Fund, Estate of Augustus F. Moulton '73—(net)	9,947	50
Wiswell Fund, Estate of Emma Greene Wiswell	7,500	00
General Fund, Estate of Emma H. Moses	5,000	00
Galen C. Moses '56 Graduate Scholarship Fund, Estate of Emma H. Moses	2,500	00
Returned Scholarships, William E. Hill, Med. '21	5	00
Frederic D. Tootell '23	150	00
President's Loan Fund, addition	50	00
Joseph E. Merrill '54 Fund, addition	330	84
Edwin B. Smith '56 Bequest, addition		48
Springer Bequest, addition	74	75
Nathan Cleaves Fund, addition	455	00
Alumni Fund, contributions	29	62
Alumni Income Fund, contributions	9,977	56
Henry Leland Chapman Memorial, Balance of Chap- man Portrait Fund	787	17
		<hr/>
		\$87,966 71

Since July 1st the College has received the following bequests:

1. From the estate of John Hubbard, son of the late General Thomas H. Hubbard, of the Class of 1857, the securities that came to him from his father's estate which will, it is estimated, eventually realize between \$300,000 and \$400,000. The bequest is unrestricted, but Mr. Hubbard has expressed the wish that the needs of the Library be given consideration.

2. From the estate of Mary Whitman Gray, widow of Albert

Gray, of the Class of 1870, a sum estimated from \$6,000 to \$9,000, with the use of the income unrestricted.

3. Hubbard Trust Fund: A fund having a book value of \$37,500. The income is subject to some annuities. There is to be a final transfer to Bowdoin College with the express wish that the fund be added to the Hubbard Library Fund.

4. From the estate of Evans S. Pillsbury, of San Francisco, of the Class of 1863, an unconditional bequest of \$50,000.

5. From the estate of Nora Archibald Smith, sister of the late Kate Douglas Wiggin Riggs, an unconditional bequest of \$7,500 from the residue of the estate of Mrs. Riggs, if available.

6. From the estate of Josephine Percy Walker, of Thomaston, widow of John Edwin Walker, of the Class of 1881, a bequest of two royal Satsuma vases and a figure of a Japanese soldier in antique armor, for the Art Building.

7. From the estate of Cora A. Spaulding, a bequest of \$2,000, to found two scholarships.

8. From the estate of Marshall Perley Cram, of the Class of 1904, for twenty-five years a member of the Faculty, the residue of his estate subject to one annuity. The executor estimates the residue at \$50,000 and real estate. According to a codicil in Professor Cram's will, a group of undergraduates is allowed the use of his house for another year, namely, until July 1, 1935.

9. From the estate of Charles P. Kling, of Augusta, a bequest of \$50,000 for scholarships, to be awarded under certain conditions; the choice of such books, engravings, paintings, bronzes, and ancient silver as may be desired for the Library and Art Building, together with one-third the residue of the estate, estimated from \$200,000 to \$300,000 for general college purposes.

10. From the estate of the late John C. Coombs, of the Class of 1869, made available by the death of his sister, Miss Viola Coombs, of Bowdoinham, a bequest estimated at about \$150,000.

Although these bequests will not be immediately available, it is probable that most of them will be paid some time within the next two years, and while the income will not be realized in the coming academic year, the strengthening of our resources must be a matter of great satisfaction to all the friends of the College. It places a heavy burden of responsibility on those who are charged with the administration of its funds.

Inasmuch as the amount of gifts received is some indication of the place which the College holds in the estimation of its friends and of the public, I am appending tables showing gifts with contributions from the Alumni Fund for the last fifteen years.

*Gifts, Including Alumni Fund Contributions
Since April 1, 1918*

Year	Amount
1918-19	\$ 23,992 11
1919-20	24,854 90
1920-21	129,146 03
1921-22	181,536 15
1922-23	240,754 27
1923-24	587,646 85
1924-25	66,688 47
1925-26	356,649 07
1926-27	159,838 49
1927-28	928,564 63
1928-29	224,782 11
1929-30	380,392 26
1930-31	825,101 52
1931-32	265,934 03
1932-33	43,025 16
Total	\$4,438,897 05

Alumni Fund Since Its Beginning

Year	Amount
1920-21	\$103,079 12
1921-22	101,670 32
1922-23	195,211 71
1923-24	19,170 66 *
.....	31,877 84 E
.....	7,420 00 I
1924-25	12,611 10 *
.....	32,558 73 E
.....	6,087 11 I

1925-26	21,378 05 *
	28,199 75 E
	6,380 60 I
1926-27	7,074 95 E
	11,174 26 I
1927-28	5,837 50 E
	5,748 33 I
1928-29	4,355 29 E
	9,862 36 I
1929-30	3,188 71 E
	6,987 30 I
1930-31	8,293 00 E
	2,310 00 I
1931-32	3,995 00 E
	10,267 71 I
1932-33	297 50 E
	9,156 92 I
Total	\$654,193 87

III. CHANGES IN THE FACULTY

Last Commencement there were fewer changes in the list of the Faculty than has been the case for several years. Raoul A. Pelmont was appointed Fellow in French. Professor Catlin, of the Department of Economics, has been absent on sabbatical leave for the whole year, and has been engaged in economic research at Leland Stanford University. Professor Means is spending his sabbatical in Athens, Greece, where he is visiting professor in the American School of Classical Studies. On the advice of the College Physician, the President took an enforced vacation from March 6th to April 11th; he is very grateful for this leave of absence granted by the Executive Committee.

*General Education Fund

\$19,170 66

12,611 10

21,378 05

Total —————\$53,159 81

E. Endowment.

I. Alumni Income Fund.

Assistant Professor Childs has been absent on sick leave since the middle of March. During the year Stanley Casson, A.M., Fellow of New College and Reader in Classical Archæology in the University of Oxford, has been Visiting Professor of Archæology on the Tallman Foundation. Professor Casson has given a course in Archæology which has been most popular with the undergraduates, and has generously assisted in the Department of the Classics. He gave a series of six public lectures that were most admirable; the subjects were as follows:

1. The Renaissance and Greek Art: a chapter in the history of taste.
2. Early Greek Art.
3. Greek Cities.
4. Archæological achievements of the last twenty years.
4. Later Greek and Graeco-Roman Art.
6. The Byzantine Greeks.

He has assisted the Director of the Museum of Fine Arts in preparing a catalogue of the classical objects in the Warren Collection. In all his relations with the students and his colleagues on the Faculty Professor Casson has made for himself a very real place in our community. It is a matter of deep satisfaction that we have had the benefit of the services of so distinguished a scholar and teacher during the past year. When I was in Istanbul and Athens last March, I found that Professor Casson was well known there for his archæological work. We are again grateful to the donor of the Tallman Fund for making it possible for us to have had so admirable and popular a member of the Faculty. Next year we are planning to secure, preferably from abroad, a teacher of Economics under the Tallman Foundation. At the time of this report it is not possible to give further details.

I cannot write this section on Changes in the Faculty, without expressing the heavy loss that we all sustained in the death, last October, of Professor Cram. He was a very loyal member of the Faculty, never afraid of expressing his opinions, an interesting personality, and a devoted colleague.

IV. THE TEACHING FELLOWS

At the present time in the academic world, it is more and more difficult for young teachers, no matter how well trained they may be, to secure employment immediately upon acquiring their degree. So many colleges in the country have cut the numbers of their teaching staff, that for every vacancy there is an overabundance of candidates. The situation seems to be just as difficult this spring, 1934, as it was a year ago, though I cannot help hoping, that for the academic year 1935-1936, we shall see some improvement. So often the very best teaching is done by young men fresh from the graduate school, with enthusiasm for their subject and eagerness to impart their knowledge, that it is a very serious thing to think of a generation of college teachers who have not had this most admirable experience. In this connection it is sometimes said, that colleges would do well to concentrate on the higher ranks, and cut down the number of instructors and assistant professors. In my judgment that would be a great disservice to American education. Like every other profession, the teaching profession needs apprentices. Although there may be some truth in the statement, "a born teacher", it is just exactly as true that a good college instructor improves with the years and with experience. As a gesture of our interest in this problem, and at the suggestion of a member of the Faculty which was enthusiastically endorsed by all of us, I appointed as Teaching Fellows last fall, with the approval of the Executive Committee, five young graduates of the College who had had graduate work but who had been unable to get satisfactory positions. These young men were paid very modestly, and made members of the departments, but not of the Faculty, and were assigned various tasks in teaching. All five of them have been singularly attentive to their duties, hard working, and interested in the undergraduates. During the first semester their salaries were paid for from the general funds of the College; during the second semester, from special gifts. Whether or not it will be wise to continue this experiment another year will depend a good deal upon the situation next fall; but it has been a very successful experiment indeed. It has been adopted by other colleges, and has certainly been based on sound social principles.

V. FEDERAL EMERGENCY RELIEF WORK

On February 2, 1934, the Federal Emergency Relief Administration made available to colleges and universities funds based upon a monthly allotment of \$15 to \$20 for each of a quota of students amounting to 10% of the student enrollment as of October 15, 1933. The College made application for such funds on February 9th. Work was begun on February 20th. In the first month, ending March 19th, employment had been given to seventy-six students with an expenditure of \$866.01 out of the allotment of \$870. During the second month, seventy-two students were employed, with an expenditure of \$868.70, several of the students working during the Easter vacation. The funds will be available until a few days after Commencement. The maximum pay roll of fifty-eight men is now being maintained, the larger number employed during February and March being due to the fact that the work was staggered. In the Library a great deal of work has been done, especially in the stack and on the shelf-list; others have been employed in cleaning and cataloguing the Cleaveland Cabinet, and the Lee Museum; others have worked in the offices of the Bursar, the Alumni Secretary, and the Director of Athletics. Other men have worked on the campus and the athletic field, and in other capacities as assistants to the regular grounds crew. No work has been attempted that would ordinarily have been done by the regular working force of the College. As this is, in most cases, the first contact that any of the students have had with the Government, particular care has been exercised that the work should be done thoroughly, without any soldiering, and under proper supervision. All of the students employed have needed such assistance as came from this work. There is, by the way, a good deal being said now of the hardships of boys who are obliged to rely on their own efforts to get a college education. An article in the *Atlantic Monthly* a few weeks ago made particular point of the difficulties that young people were under when they had to use much of their energy in paying their way. There it was hinted that some colleges were discouraging students from obtaining a college education unless they had the necessary funds all in hand at the start. However things may be elsewhere our experience

is almost exactly in the opposite direction. Boys who work part of their way through college often develop qualities of reliability and endurance that are invaluable. We are very grateful for the assistance given us by the Government through these funds; and the helpful coöperation of the State Director. Of course the idea has been that if many young people left college without finishing their education they would simply swell the ranks of the unemployed, and the Government has felt justified in helping out through allotments particularly designed to keep them in college.

VI. THE MOULTON UNION

The Moulton Union has had a very fine year indeed. It is no exaggeration to say that it is more than living up to the high hopes of the donor, the late Hon. Augustus F. Moulton. He wished it to be the social center of the College, — the hearth where the fires of friendship might be kindled and kept burning. He also wished it to contribute to the intellectual life of Bowdoin. It is a pleasure to report that the Union has been used this year more than ever before, that the cafeteria has been run with a constantly decreasing deficit, and that the building itself has been so valuable that one wonders now what happened when we did not have it. It is an admirable place for such lectures as are given by our visiting Tallman professors, for informal recitals, addresses, and debates. It is the natural place for religious conferences and for such meetings as were inaugurated by the Bowdoin Club of Portland when they brought down seventy-five boys of an evening to see the College in its working dress. Some day before long we ought to have the full time of the present efficient manager, who must now devote some of his energies to the department of physical education. Through the generosity of Dr. Winfield W. Wight, of the Class of 1917, of Thomaston, Connecticut, the Union was furnished with a beautiful grandmother clock, and the two mantel clocks were electrically equipped.

VII. THE FRATERNITIES AND SOCIAL LIFE

In these days, when social conventions are changing so fast and when the attitude of the younger generation on many points

is so different from that of their elders, the proper and sane regulation of the social life of the fraternity presents many real problems. This year, very largely at the suggestion of the Dean, the different groups that compose the College have been asked to draw up rules and regulations in the form of codes which are to be self-administered. This is really an experiment in the honor system, since by the adoption of the so-called code every member of the fraternity or group becomes responsible for the actions of every individual in the group as they affect the social life. It is my personal conviction that a large majority of the undergraduates are not only thoroughly decent themselves, but believe in high moral standards. There is, however, a small minority that will cut corners and will for the time being at least fail to subordinate their own selfish ends to the good of the group. The problem before this college, as before every other college, is whether the majority has the stuff and the character to put up the proper and necessary resistance to actions that are clearly contrary to the good of the group itself. Unfortunately during the past year there were some indications that such resistance has not been so strenuous as it should have been; nevertheless, the College believes that the only way to work the thing out eventually is by placing responsibility upon the group itself. The experiment of the so-called codes, we are watching with keen interest. We trust it may succeed; but if there is any breakdown we shall not hesitate to go back to the old ways, or to use other methods.

VIII. *INSTITUTE OF POLITICS*

For the spring of 1935, we are planning an Institute of Politics that will be conducted on very much the same lines as have been our other institutes. Particular emphasis will be put on governmental changes both at home and abroad. The Faculty committee consists of Professor Hormell, chairman; Professors Catlin, Van Cleve, Stanwood, and Smith, Associate Professors Cushing and Kendrick, Assistant Professors Helmreich, Sibley, and P. S. Wilder, and Dr. Daggett.

IX. *NEEDS OF THE COLLEGE*

There are many things that the College should do as soon as it has the necessary funds:

1. First, last, and always we need additions to the endowment fund for general collegiate purposes, and a large number of small annual gifts to income. The Alumni Fund is of the greatest possible value not only because of the substantial amount raised each year but because of the general participation and support which it furnishes. We shall never be in so strong a financial position that we can do without this most important asset.

2. Just as soon as possible we ought to publish a general catalogue of the College. There has been no such catalogue since 1912. It is of great value, not only to the officers and friends of Bowdoin, but to many others who use the general catalogues of our colleges in various ways.

3. So far as athletic equipment is concerned, we still need a covered hockey rink and two or three squash courts. In very many ways our equipment is now admirable, but in these two respects it lags behind.

4. The attention that dramatic art is receiving from good schools and colleges makes it necessary, that, in the near future, we should erect a little theatre, where students of the drama could put on and manage plays; and we ought to have a fund for its endowment and for instruction.

5. Although our dormitories were not filled last year, and there seems to be a general tendency at Bowdoin as at other colleges for students to room off campus, I still believe it important to have another dormitory for Seniors only, with special provision for a commons room, and reading and study rooms. A dormitory does not need endowment as other buildings do.

6. The thoughtful legacy of the late Mrs. Galen C. Moses, of Bath, establishing a graduate scholarship in the sciences, was very gratefully received; but we certainly need still more additions to our graduate scholarship funds. For several years past the competition for the two graduate scholarships has been very keen. This is a service to American scholarship; for the influence of these graduate scholarships extends far beyond our own college halls.

7. The death of Professor Marshall P. Cram makes imperative some reorganization in the department of chemistry. In this connection, we have to admit that our present chemistry

laboratory, built more than forty years ago, is not so modern as it should be. We really need funds for a new chemistry building, adequately endowed. If we did have a new chemistry laboratory, we could well use the present chemistry wing of the Science Building for geology and mineralogy.

8. For a number of years there has been a real demand for instruction in biblical literature and in the history of religion. We may be able to make some temporary arrangements for next year whereby one course in the Bible may be given; but we need funds for the endowment of a professorship. A special gift for such a chair would be most welcome. It is unwise to expand the Faculty from the general funds of the College at this time.

9. We need greatly, and in the immediate future, an addition to Massachusetts Hall. The present quarters are over-crowded. The Dean and the President share one office together, on the basis of Box and Cox. The Secretary of the College has no room where she can work uninterrupted; and, with the great increase in the amount of clerical and secretarial work both in the Dean's office and in the Treasurer's office, we are greatly handicapped and cramped. I do not believe now, and never have believed, in expending an undue portion of money on the administrative side. I think that we are maintaining the cost of administration at the minimum, but there are material facilities absolutely necessary to good work, and an increase in office-room is in my judgment essential. Some plans have been made for an addition to Massachusetts Hall, and I trust that before long this improvement may be consummated.

10. We still need funds for developing the interests of good music. This past year the College had a wonderful gift from the Carnegie Corporation in the form of a set of music study material. This has been of great value to the department of music, and is very much appreciated by the students. We need, however, funds for concerts; and it would be pleasant to have some bells added to the college chimes, and have the chimes themselves electrified.

X. THE YEAR AS A WHOLE

It is a pleasure to be able to report for the second successive year that the College closed its books on June 30, 1933, without

a deficit, — there was a very small surplus of about \$200. It is a little early to predict the outcome of the year ending June 30, 1934; but since we have had a very real shrinkage in income, it is probable that we shall have a deficit of several thousand dollars. The members of the Faculty and other officers of the College are still contributing 10% of their salaries to the College, and it has not yet been possible to restore the wages to other employees which had been cut 10%. It will probably be necessary to maintain these same conditions for one year more; but I hope, and believe, that for the academic year 1935-36 we may be at least back on the old basis.

On the whole the year has been very normal, with the usual amount of sunshine, clouds, and showers. During the five weeks that the President was away everything went with great smoothness, showing that the business of the College can be, for some time, well carried on without executive direction. The students have been rather steadier than usual, so far as their general attitude and morale is concerned. We have had fine support for the daily and Sunday chapel services from the undergraduates. The Student Council, under competent leadership, has been most useful and helpful. The undergraduate members of the Athletic Council have shown a good deal of restraint under some critical conditions. Except for the fact that there have been certain disturbing conditions in some of the fraternity houses from time to time, we have had an unusually good year.

I should like to call attention to the table in the Dean's report that gives the geographical distribution of students. It will be noticed that Massachusetts still leads, but that Maine is a closer second than was the case last year. The number of students from outside New England remains just about constant. We are expecting a good Freshman class in September. The College will be somewhat affected by the fact that in so many communities appropriations for the high schools have been cut and poor teachers have been substituted for competent instructors. I wish that every friend of Bowdoin realized how important it is for the future of the College to have the schools, and particularly the public schools, properly supported. During the past two or three years, under the rather false plea of economy, a great deal

of harm has been done to public education in many parts of our country. Sometimes college people have watched this performance with indifference, not realizing how vital it is to the proper work of the college to have the foundation in school firmly laid.

During the year, the Faculty has made one further provision in the direction of freeing the abler students from some of the course requirements. In the future, any Senior on the Dean's List who, by mid-years, has completed thirty semester courses and fulfilled all curricula requirements may, by the vote of the Faculty and upon recommendation of the department concerned, be released from courses of the second semester for intensive study in some part of his major subject, under the direction and supervision of the department. This action will make it possible for a Senior to give a large part of his time in his last semester to his major subject, and will enable him to do independent reading and research. The fact that he must have fulfilled all the other requirements for the degree before this privilege can be granted him is a sufficient safeguard in the direction of a broad liberal education. We are simply trying the experiment of allowing a few excellent students to do in the last semester of their Senior year pretty much what they would really like to do in an intellectual way. I may add that Princeton University recently received a good deal of favorable publicity from adopting just such a provision as this.

The retirement of Miss Edith Jenney Boardman, for thirty-five years Cataloguer in the Library, merits a word of regret and appreciation. She has given most loyal and efficient service, enhanced by her personal qualities and by her wide acquaintance among members of the faculty and the alumni.

XI. ADDITIONS AND CORRECTIONS

In looking over my report for last year I find that I made several predictions that have not been justified by the facts:

1. "The College is not likely to receive many large increases to her funds during the present serious financial depression." I have already called attention to the number of large gifts received in legacies, which is contrary to my prediction of 1933.

2. "It will be interesting to see if the requirement of more work from Sophomores will have any effect on overcoming the

well-known Sophomore slump." As a matter of fact, more Sophomores were warned in the mid-term reviews than ever before.

3. "We are looking forward next year to a Freshman class of normal numbers, but it is extremely doubtful if the enrollment in the upper classes will keep up to the figures of this year." As a matter of fact, we had a smaller Freshman class than usual and a far larger enrollment in the three upper classes than we expected.

4. "With the increasing financial stringency it is doubtful if the record next year will be as good so far as helping students in financial difficulties is concerned." As a matter of fact, with careful use of loan funds and wider distribution of a larger number of scholarships, and with the aid of the Federal Emergency Relief Administration, our record for helping boys in financial distress is better than it was last year.

This all leads one to wonder if it is well for a college president to make predictions anyway.

XII. EDUCATIONAL POLICY

One of the most interesting and significant developments of the past year was the formation by the Governing Boards of a Committee on Educational Policy, thus incorporating in the By-Laws of the College provision for the study by an important committee of the developments and trends in the theory and practice of education. This committee, which has already had a preliminary meeting, will confer with the Faculty and will from time to time make recommendations to the Governing Boards concerning courses of study, methods of instruction, requirements for admission, and for degrees, and other matters of policy relating to education. Necessarily the educational direction of the College lies in the hands of the Faculty, and it is not intended that this new committee shall in any way interfere with or usurp the functions of the Faculty. But very often questions of educational policy have to be brought to the Boards without proper consideration. This new committee will not only receive such suggestions, but will try to keep in touch with educational trends in other institutions.

In regard to liberal education at the present time, it is absolutely essential that every friend of the College should be alive to the fact that educational needs are constantly changing. For example, it can hardly be doubted that, for the future, provision must be made for education for leisure as well as education for work. Stress, in the past, has been laid on preparation for a life work. Emphasis must now also be put on training for leisure hours. There are at least two fundamental qualities in a liberal education: in the first place, the development of the resourceful mind in a strong, sound character, and, in the second place, the storing of that mind with intellectual resources. In these days, as never before, a college that succeeds in developing the resourceful mind, in a strong, sound character, is doing a most useful piece of social service, for with constantly changing conditions in the economic field, in business, and in industry it is necessary to send people out from college who can turn from one kind of work to another, and who have the ability to meet changing conditions. In the second place, the college of liberal arts, which stores the minds of its students with intellectual resources, is contributing to the great problem of education for leisure. Whether or not the present curriculum of the college of liberal arts is well adapted to meet changing conditions is of course open to question; but there can hardly be objection to the contention that a proper knowledge of the great fields of human endeavor and inquiry, the fields of literature, science, history, philosophy, and mathematics, ought and does in itself nurture those characteristics that are so much needed today.

Respectfully submitted,

KENNETH C. M. SILLS.

May 14, 1934.

APPENDIX A

Report of the College Physician

To the President of Bowdoin College:

The health examination of all Freshmen and transfers entering college, required for the first time last Fall, is a new method for Bowdoin but one which has been adopted by many colleges. This examination together with a careful check-up during the first week of college gives a very complete inventory of defects to be cared for and followed while a student is in college.

X-ray pictures of chest were made of all underweights and those with history of any lung condition and not a case of active tuberculosis was found.

There has been one case of pneumonia and no other respiratory involvement so far this year, perhaps due to our constant cold weather and snow-covered ground throughout the winter.

Ten cases of mumps were cared for at the Infirmary and just before spring vacation there were several cases of mild streptococcus infection of eyes, nose, throat, and accessory sinuses; one sinus complication required a radical operation followed by complete recovery.

A special diet at the training table for the swimming squad was followed throughout the year and the result was very satisfactory. The squad developed a marked resistance against "cold" infections and fatigue and was able to withstand the long training regime without appreciable change in weight.

Five students have been operated on for appendicitis without complications and one was operated on for intestinal obstruction due to a bacterial invasion of the blood stream secondary to an injury received during the summer vacation. The latter has entirely recovered and hopes to complete his college work this year.

The new heating installation has functioned perfectly and has been most appreciated. It would have been next to impossible to have heated the Infirmary this extremely cold winter with the old system.

Ninety patients have been cared for at the Infirmary, a total of 352 days, an average of 3.9-10 days each. Four hundred and

seventy-five treatments with hydro-therapy and physio-therapy have been given, and fifty-three X-ray pictures have been taken.

Respectfully submitted,

HENRY L. JOHNSON, *College Physician.*

APPENDIX B

Religious Preference - 1933-1934

Congregational	186
Episcopal	108
Baptist	51
Unitarian	50
Roman Catholic	39
Jewish	34
Methodist	32
Presbyterian	21
Christian Science	16
Universalist	16
Christian	4
Lutheran	2
Dutch Reformed	1
Swedenborgian	1
Theosophist	1
Federated Churches	1
American Apostolic	1
No preference	16
	<hr/>
	580

REPORT OF THE DEAN

To the President of Bowdoin College:

Sir:

You may remember that two years ago I based my *Report* on the answers to a sesquipedalian questionnaire imposed upon the members of a class which had recently graduated from the College. The last question was almost impertinent enough to qualify me for a Sociology chair in a women's college, perhaps for a chair still more electrifying: 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?

Space in that *Report* was insufficient for a discussion of those REGRETS. They were to be made the subject of a special study. The study was to be something very special, something unique, something exhaustive and monumental yet brief, something *aere perennius*, something that would preserve all members of all future Bowdoin classes from regrets, so completely would every conceivable college ailment be prevented by the observance of a few uninvolved and universally applicable RULES which I should discover and enunciate. With the life history and confessions of a whole class, a hundred men, before me it would be easy, absurdly easy. Well, first to see what they did regret.

"I regret the damnable habit of being satisfied with merely passing." "Didn't study, just slipped along the easiest route." "My Junior year was the most fruitful and satisfactory. I worked hard and could have worked harder. The Senior year I outgrew myself and it became a battle of wits with the faculty." "I had mind enough to get average grades with little, very little work, and I lacked the spirit to make further use of the opportunities for reading and learning that were not required and demanded by the courses." "I could have stood higher in my courses. I know now that that counts." "I regret not settling down and really working for Phi Beta Kappa." "I

regret that I was a C student instead of a B student (which I believe I could have been).” “I regret the omission of the mental discipline with which I’m still struggling. Neglect of everything except my primary interests.” “I regret exceedingly that I did not get the good marks of which I know I was capable.” “Scholastic effort and results would have made college much happier and more profitable.” “I could have studied more and been a real scholar instead of second best.”

Just as I supposed! Pathetically easy! Odd nobody ever made this sort of study before. Life’s like that — all kinds of priceless things waiting to be picked up and lying right in front of our noses. Why, some of those fellows were low in their class, some in the middle, some near the top. Some were athletic, some were not. Some are successful, some as yet seem to be unsuccessful. Some are in business, some in professions. That’s a business man who wishes he hadn’t been content with “second best” — “cum Laude” in his case. Yes, RULE I, universally applicable, may be announced at once: STUDY MORE AND GET BETTER GRADES.

“I regret not making greater use of the library and laboratories.” “I regret my neglect in using the college library.” “I regret that I did not take advantage, more, of the small conference groups and the facilities of the library.” *Library, eh? And those three men were in major sports. Well, well, that’s simple. I’ll merely amend RULE I to read: STUDY MORE, GET BETTER GRADES, AND USE THE LIBRARY MORE, ESPECIALLY ATHLETES.*

“I regret not having availed myself of the opportunity for extensive outside reading.” Ah! A “cum Laude” man. *Not athletic, though.* “I never got around (and haven’t yet) to what should have been my first interest — developing the habit of reading.” His “first” interest? *Wait a minute! Why, that fellow graduated “Magna cum” and all sorts of prizes. Not athletic, either.* “I might have used the library more, both for outside reading and for pleasure, even to the extent of using my class texts less.” *What! Does that chap mean he wishes he’d done more outside reading even at the cost of that “cum laude” he tucked away? No, that can’t be. That would mar the uni-*

versality of *RULE I*. "My deepest regret is that I was seeking high marks rather than thoroughly justifying the various subjects in my own mind." Well, no doubt down beneath he's mighty glad he got the high marks, but it does look like rather cavalier treatment of a "cum laude". "I failed to practice thinking a thing through rather than learning it parrotwise from a book." A pleasant comment from an honors man with honors in his Major Examination! Can a fellow do so well in this institution and still be only a parrot? *RULE I* must be amplified just a bit further, perhaps. "I shouldn't have taken it so seriously and should have played more. However, if I went back I'd probably be the same, so won't complain." I'm glad you added that last sentence. "Worried myself sick for Major Oral in History." Too bad, but *RULE I* can survive that, thank heaven! "I had a bad inferiority complex, thought I had to study all the time. Maybe I did have to. I 'was at sea the first year." Too bad again — and reasonably true, old fellow — but *RULE I* can survive that also. "I stuck too close to the books with a feeling that I had to — because the work wasn't easy for me, and I was too anxious to acquit myself favorably." You did. Now quit fussing and interfering with *RULE I*.

"Of course I might have studied harder, but to what material end? I was put on the track of other lasting values but these have been developed since graduation." Well, you were "put on the track" of them in college, anyhow, and probably would have quarried them sooner, if you had studied harder. I'm sure I could convince you of that. "My future employer replied that these campus activities should have fitted me for a job with his firm, and at no time did he ask me what courses I had taken, what degree I had, or even if I had one." Stupid employer! Amazing you should have made good on that job without having done a better scholastic job in college! "I should have enjoyed myself more while I had the chance." That from an honor student and prize winner? He can't be serious. He can't mean he'd part with such rewards of diligence for any such mess of pottage as "enjoyment". I wish he were here instead of across the seven seas. He's reasonable, he's not the sort to spoil a perfectly good *RULE*. "My years were a conglomeration of

delight, misery, instability and disgust for having spent that last year for a diploma at which I have never gazed, nor has anyone ever asked me if I own one." *Whew-w-w!* Still, that fellow always was capricious. Probably he's just having one of his moods. Anyhow, you can't have even a universal *RULE* without one exception. Eh! But what's this? "I'm sorry I worked as hard as I did." Simply that, and nothing more. Why, that chap's a big success already in his profession. "Worked as hard as he did?" He never worked hard at all. If he had, he'd have got honors, for he certainly had brains, of all kinds. Can it be I'll have to abandon *RULE I* as my first universal preventive of *REGRETS*? It begins to look like it. "Begins to"? Ye gods, why, here's a whole sheaf of replies that don't even allude to *STUDY*, *GRADES* or *LIBRARY!* And they don't all come from Phi Betes, either. No, *RULE I* won't do. It holds for a lot of men, apparently, but there's nothing universal about it.

But now for something that *IS* universal. I must get started. I see this last man says: "I wish I had learned one language thoroughly." No doubt I'll discover that everybody regrets not having followed up some subject or other, and I can formulate some such *RULE I* as *TAKE PLENTY OF COLLEGE COURSES THAT* —. Let's see. "I would concentrate as far as possible in History, Philosophy, and Literature." Hm! That fellow actually did concentrate in Economics, went to business school, and now is an industrialist. Probably he's getting fed up on things practical and feels he tried to get too much of the same in college. "I regret not having devoted more attention to English literature, and more particularly, English composition. I would like to see these courses required for four years." Another business man. "I regret that I didn't take more English, some Art and Music." He's a teacher of Science. "Had to spend so much time in scientific preparation at the sacrifice of literature and art." That fellow's practicing medicine. Well, well! I do believe I'm getting an idea. "I wish I had taken more courses in various fields — i.e., Art, Music, and more History, Literature, and Science courses." Another business man! Yes, I really am getting an idea. "I should have taken German and a good deal of Science (even though I would have flunked it)."

A teacher of English! *Eureka!* RULE I: TAKE PLENTY OF COLLEGE COURSES THAT HAVE NOTHING TO DO WITH YOUR FUTURE JOB.

Yes, there's a RULE that is a RULE. Let's see what this next man does for it. He's a teacher of Romance languages. "I wish that someone might have told me that such courses as music and art appreciation were worth taking even if they were classed as pipes." *Avast there, young fellow!* Your Dean probably did tell you just that, or would have, if you'd asked his opinion. But let it pass. You're not the first man who didn't take the Dean's advice. "I regret not taking an English course that would have called for wide reading." *Ha!* He's teaching history. And here's a statement from another business man. "I regret my failure to take courses in English history, philosophy, and" [*eh? what's this?*] "more Economics." "I should have cultivated Professor Cram and exposed myself to about ten of his courses." That chap's in business. Superlative RULE! But hold on! Does he regret lack of science for cultural purposes or does he wish he were in industrial chemistry? I wonder. "I regret that I didn't go in heavily for the classics; that I didn't take a greater interest in art; that I didn't do more writing of one kind or another; but these regrets are not, I must confess, very profound. After all, one mustn't expect to do everything in four college years; and 'common cement' shouldn't mark the end of one's education." I don't quite like that, coming from him. He's a teacher of political science, writes too. Sounds utilitarian a bit. Not too good for RULE I — but sensible. "I should have majored in Chemistry." *Hullo!* That fellow's teaching sciences and mathematics. Does he mean that he — or — however — anyhow, I'm sure nothing serious ails that RULE. Ah, this next chap's a medical man. Sound, level-headed, he'll know what's what. "I should have taken more interest in the German courses — entirely my own fault. A reading knowledge of German is a great help to one who is planning to study medicine." Lord, Lord, man! Don't you realize that that's entirely utilitarian? Don't you lament not having studied art and literature so as to have something to revive your joy in life, those days you've killed off an abnormally large number of patients? Don't you lament your

prospect of being one of those narrow specialists who are content with learning how to do their specific job better and better each year? Don't you even lament operating that way on a perfectly sound *RULE* and removing its universality. Why, all your classmates say — no, that next one doesn't — or the next — or the next — or the next. Dear, dear! This is most embarrassing. There doesn't seem to be any further evidence that that *RULE* ever had a universality. You must have removed the wrong thing, doctor.

Well, we must begin again. But I must admit there doesn't seem to be much hope of finding any unanimity in scholastic and curricular *REGRETS*.

"I regret that I didn't exert myself to get better acquainted with my instructors." "Most important, I could have responded more warmly to such overtures as were made by members of the faculty." "Most important"! Good! Apparently I'm on the right track of another *RULE I—MAKE FACULTY FRIENDSHIPS*. "I regret not having made an effort to cultivate the friendship of the instructors whom I really liked." Of course that fellow means that he liked us all. Still, there's something a bit blind about the last half of that sentence. But I know the writer well. He's above any double entendre. I do wish, though, that he had put a comma after "instructors". "I regret not developing closer relationships with some of my instructors." Now he means that — let's see now, just what does he mean? Oh yes, of course he means that we instructors were all fine fellows and that instead of failing to get really acquainted with any of us, he wishes he'd at least got closer to some of us. "I regret that I could not have a more friendly attitude toward my teachers." Funny way to put it! He was a good student and knows his English, too. "Could not have!" Why "could"? Coming to think of it, he never did seem to warm up to us faculty members very much. Strange tastes some people have! Eh? What's this? "I am sorry I did not strike up more intimate friendship with the faculty at Bowdoin, but as you know one can't be democratic upward." "I saw my faculty adviser just once, when I had to, and knew that was enough."

How discouraging some people are! Anyway, I never formally announced it was a universal *RULE*. It was only tentative, I

was only trying it out. I'm glad I'm cautious. It's never safe to generalize too soon. Why, I see only ten of that class mention this as being among their REGRETS.

Well, now for a real start. They seem to talk a lot about Activities. "Should have gone out for football even though I might not have made the team." "Outstanding among my regrets is my failure to have a try at football." "Instead of attempting to acquire a managerial position, I would put those years of effort into active competition." "Should have studied more — should have entered athletics more — done everything more wholeheartedly." Now we're getting somewhere. "I wish I had made some varsity team." "I regret that I did not take a more active part in athletics in one way or another." Yes, we have arrived. *RULE I: GO IN FOR ATHLETICS.* This one can't fail. "I have always regretted that someone didn't tell me to quit trying to be an athlete and turn my efforts to something of more benefit to myself and the community." Blast that fellow! I used to like him a lot, too. The idea of his being so opinionated when all the rest of these — that is — well, as a matter of fact, I see only ten of them, or so, seem to regret too little athletics — and I'm afraid that doesn't mean that the other ninety were athletic stars already. However, that makes only a slight change. We can have it read: *GO IN FOR ACTIVITIES.* That'll surely hold.

"I should have come out of my shell and gone into more campus activities. I am only just learning how much that means. Believe it or not, there were two reasons why I didn't. First, I am a little bashful, and second, I am lazy, too. My greatest regret now is not taking a more active part and not snapping out of it then, as I am learning to do now." "I regret that I didn't give more of myself, that I didn't join in more activities, take more courses, in short live as full a collegiate life as possible. Perhaps I was lazy." Yes, and your Bridge game wasn't too good, either. Do you remember the time when — but this is no place to boast of a thing like that. "I should have been forced into more activities." "I regret that I never tried out for dramatic work." Still, that man was a prominent member of a major athletic team and on a couple of important committees.

“None that I’d term ‘deep and lasting’, but I rather wish I’d taken part in more extra-curricular activities.” See here, you were a notable athlete, on the Student Council, on committees, fraternity president — what on earth do you want? At any rate, I’m not getting what I want. Only fourteen of that class seem to have regretted insufficient activities. And that doesn’t mean that the rest had all the activities they should have had. This is getting worse and worse: No more of these false scents. I must bag something, bag a real RULE I.

“I regret that my social activities were not more frequent.” Why, of course! How asinine of me! College associations, college life, college friendships! I should have seen at the outset that there certainly ought to be a universal RULE in DEVELOP SOCIALLY. “I regret that I was not more of an extravert and less of an introvert.” “I regret not making more friends.” “I wish I had taken a real interest in going to houseparties.” To get better acquainted with the boys, you mean. But how’s this? “Coincidental with my failure to spend more time studying” — but you elsewhere admit that you put in more than a seven-hour academic day — “was my inclination to spend too much time in idle talk. There’s no doubt but that idle talk goes to make up what we have called ‘undergraduate associations’, but the associations would have been just as strong with a little less talk.”

What? Can that be the last word? Can that be all they say regarding lack of social development? Yes, that’s all there is. And not a vestige of a single universal RULE that will prevent REGRETS! Here’s a fellow who turned down a fraternity bid, owing to lack of funds, and feels he needed the sort of experience fraternity life would have brought. Here are a couple more who think that they joined the wrong fraternity. And here are others who regret their immaturity when they entered. “I wish I had been older in years and mentally.” “I believe now my failure was more through my immaturity and poor judgment than anything else.” Yes, but our figures seem to show that the boys who enter under eighteen do a bit better both scholastically and in outside activities, than those who enter at eighteen and older. Still, any such general averages aren’t dependable for this or that individual. Moreover, maturity isn’t merely a matter of years. No universal RULES in all this, though.

"I regret that we go to college so young that few of us have any great idea as to what we are going to do, or if we do have an idea we get sidetracked. I feel now that after I graduated from Bowdoin I needed several years' graduate work before I looked for a job. The transition was great and the two and one-half years knocking around in New York were hardly fun. I know I derived great benefit from them, but I should hate to have to impose them on any child of mine." *Aha! This looks promising.* "I regret that I did not have a definite goal in mind that I could have worked for." *Very promising.* "Any chap who does not know into what line of work he wishes to go, unless he has resources which would readily permit; has no right to be in college until he has placed himself in some niche. I believe that was one of my troubles; not knowing what to do, I showed no interest in anything, and naturally, since I put nothing in, I got nothing out. If I had waited until I knew what I wanted and then gone to college, the results, I am sure, would have been different." *Thank Heaven! A RULE seems to be emerging — KNOW WHAT YOU WANT TO DO IN LIFE.*

Fine! Fine! Er — er — but how? How can a lot of eighteen — or nineteen, or twenty — year old boys learn before they come, or a few months after they arrive, or even by Senior year, just what they're certainly best fitted for? Oh yes, A PERSONNEL DEPARTMENT! "I believe before many more years it will be practically a necessity." "It is absurd that a person should spend four years at college and learn nothing in preparation for his life work." *Why, I see that well over half of that class were heartily in favor of even a poor substitute for such a Personnel Department, and every once in a while alumni of other years write me about it.* "How I wish there might be some agency or department designed to help the undergraduate to determine his life work. I am fully aware of the magnitude of such an undertaking, but I am equally certain that it is one of the crying needs of the day. I have met so many college graduates who have spent years shifting from one job to another in what seems to be a hopeless search for their niches in the world.

“Just how the problem could be handled I don't know. It does seem to me that a department could be organized whose members would have as their functions:

“1. To collect and analyze the results of each student's work in each one of his courses. This would enable the department to become familiar with the strong points and the weak points of each student, and to determine any special leaning or natural bent which he may have.

“2. This being done, the department will next help him to select his future courses in such a way that they will line up with his natural ability, and help him to develop his strongest talents. This does not mean that difficult and less interesting subjects should be discarded, but that the emphasis of work should be laid in the proper place.

“3. Members of the department through association with the students and with the various needs of business and professions in the outside world should be able to guide the student along the proper channels, and save him years of wandering before he finds work that is congenial and for which he is adapted.

“To be sure, this is all theoretical, but it offers a working basis for experiment, and just the idea that such an experiment was in process would be influential in causing many doubting fathers to send their sons to Bowdoin.”

Excellent! Just the thing! There is no doubt that Bowdoin needs just such a Department, even if only a one-man department — at the earliest possible moment. I've urged it for years. And yet — and yet — would it be one of those cure-alls I'm looking for? Plenty of colleges and universities have such departments — but I understand they still have plenty of students who can't, or won't, profit by them. Why, even that graduate I recently quoted, the one who regretted his two and a half years knocking around in New York, probably wasn't at all ready, during his college course, to get much benefit from such Personnel experts. In regard to a proposed course in Vocations it was he who answered: “No, I have found that so little can be gained. I rather banked on the advice of others too heavily, and found that when one does, the water is deep.” Moreover, year after year I've urged students to read certain of the books, on self-analysis and vocational aptitudes, written by the very

best Personnel men in the universities of this country. Only a handful ever follow the advice. I wonder how eagerly they'd throng the office of a second rate Personnel man on this campus? A few years ago we had a Personnel man here for several weeks, a man of high ability, but I'm told that few students ever sought his counsel. Just last spring I made arrangements with Columbia to give here, to all our students who wanted it, a Vocational Test, supposedly the best available, at the cost of fifty cents a man (later reduced to a dime). It was advertised on the bulletin board for a month. Only thirty-three men signed up for it. Of the thirty-three only eleven actually appeared for the test and took it. (And one of the eleven forgot to pay his dime. And I've forgotten who he was, worse luck!)

No, human nature being what it is, especially very youthful human nature, I fear that the best of Personnel Departments would not function 100% — or even 50%. It might function 33⅓%, and even that would be distinctly worth while. But how much could a whole corps of well-meaning and well-informed Personnel people do for the sort of boy who, now several years a graduate and in business, writes: "Even if a Senior decides he'd like to go into a certain type of business (I am excluding professional men who usually make their minds up early) what chance does he have of getting there immediately upon graduation? . . . Furthermore, how could anyone — least of all a college professor — help to launch a person on his career — or tell him how to get along on \$15 a week — or how to handle his boss? Why bother about the outside world, the future job, and hard knocks when it is merely wasting part of the valuable time which should be devoted to the attainment of a certain small amount of culture?"

No, much as we need a thoroughly competent Vocational and Placement adviser, there's little promise of his bringing us 100% salvation. And nothing less than 100% preventives of REGRETS will suffice for a study such as this.

So now for a universally applicable RULE I. Dear me! Why didn't I think of this before? Eight members of that class state that they have no "deep and lasting" regrets, or virtually none. Obviously a study of those eight men will reveal the means of

their escape from things that weighed heavily on the others. Of course, of course!

"I might do somewhat differently if starting in again with my present point of view — but have no 'deep' regrets." *Why should he? Graduated high in his class, lived quietly and decently, is doing well in his profession.* "I rather hate to say it, for I must sound like a Philistine, but I have no deep and lasting regrets. I am not as self-satisfied as that sounds, but my regrets are with my own character, for which Bowdoin College is not responsible." *What's the matter with his character, I wonder. I always took him for a mighty fine sort. Good student, too, and liked, and quite a campus figure. Doing well in business, also — as business goes these days.* "None. My four years at Bowdoin were the happiest of my life." *Well, why not? Good student, good citizen, good campus position, doing well enough in business now.* "I have no deep and lasting regrets about my college years. Perhaps I should." *Don't know why. Fine chap, Phi Bete, well-liked, successful professional man.* "Please remember that I never studied in high school and was considered a failure except in athletics. Bowdoin brought out the best in me. Therefore I have no regrets." *Another fine chap. Football man, constantly improving student. Teaching now, and loves it.*

These fellows who have no "deep and lasting regrets" all seem to have been successful in college and successful since. But BE SUCCESSFUL IN COLLEGE AND IN LIFE would hardly do for a universal RULE, I suspect. They also seem to have been first-rate college citizens. I wonder if RULE I should read: GO STRAIGHT. "Strange as it may seem, I have nothing to put under your last question. In fact I have few, if any 'deep and lasting' regrets about any part of my life. Mistakes I may have made, or opportunities I may have missed, are water over the dam as far as my future is concerned, and I don't let such things bother me. Probably such a self-satisfied condition is not for the best, but so far I've been pretty happy, and, if I may say so, reasonably successful." *Still another chap who can't have much dirty work during his college years to look back on. Decent student, too, and active in campus affairs.* "I have no regrets." *Just that.* "I have no regrets. I played Bowdoin for all it was worth." *Did you, though?*

I observe that eleven men didn't answer this question. Why not? Ashamed of their conduct? Heinous sins to cover up? Let's see. Maybe something like that in two or three cases. But the rest — it looks as if the silence of the rest was the result of modest rectitude. They were among the straightest men in the class, I'd say, as well as good students. But my RULE — how about all those fellows who did have regrets of one sort or another? Lots of them were straight enough, too.

No, it apparently takes more than going straight to make an unregretted college career. "I did nothing really bad. My regret is that I failed to grasp the spirit of Bowdoin in season to take advantage of the many things toward which and into which it would have led me." Yet a man simply can't look back unregretfully if he leaves, as one of this class says he did, "without the definite, recognized respect of anyone, professor or undergraduates." There must be some RULE lurking around this general idea. How about CONDUCT YOURSELF IN A WAY TO HOLD YOUR OWN SELF RESPECT AND TO GAIN THE RESPECT OF THOSE WHO KNOW YOU BEST? But one man's notion of what it takes to establish self respect differs from another's. And passing years bring further differences in estimates. And you may be respected on the whole, yet have some very lamentable traits. And —

Eh? What is it this fellow says at the end of his six big pages of close typing? "I'm afraid, if many of the responses are like mine, that you'll end up merely with some very good personality studies of your alumni." The idea! The effrontery of the fellow! Of course I can get more than that from the conclusions and confessions of a hundred men. There must be some REGRETS shared by at least 50% of that class, REGRETS you can prescribe RULES for. I know this next chap can't have any, though — worked hard in college, very hard, got into athletics a bit, led an exemplary life, was esteemed by the faculty and by the sturdy sort of undergraduates that knew him best. I don't see how he could possibly have done more with the equipment he had. "What man's life is not full of regrets?" Nice start, I must say. Fine way to support his Dean's prophecy! "Among my most poignant regrets are these, though in spite of them I'm

getting along somehow. I always regretted that I had so little time to spend in the library; that I did not visit the art building oftener; that I took so long to get my feet placed my Freshman year; that I missed a large slice of the best four years in one's life; that I didn't attend a few more social functions, lectures, musicals and things of that sort, including the college plays, Institute of Literature, and the like. I would have liked to be present in just a few more bull sessions. I wonder if many professors realize just how much good there is in a good one? I would have enjoyed taking other courses which I couldn't cram into my schedule, and if the means had been at my disposal and arrangements could have been made, I might have liked to stay another year at college. I know I have always wanted to go back. I would have liked — and I should have, as a matter of fact — done more of the things that give one just a little bit more of the *savoir faire* and general air of good breeding, grace of manner and general demeanor (if that is spelled correctly) that one can gain at college if he will. If I had had a background of high school athletics, I wish I might have won a letter. But as I say, these things are none of them worth worrying too much about, though we all probably can think of things we'd do differently, if we ever went back."

Ye gods! And he's the last of the hundred. And not a beggarly *RULE* have I got, not even a fifty percenter. *STUDY HARDER, GET BETTER GRADES, AND USE THE LIBRARY MORE* is only a thirty-five percent combination at its poor and complicated best. Can it be we've got to assume that each undergraduate is an individual with his own set of powers, values, aspirations, and satisfactions? Can it be that one man's meat is another man's — well, another man's spinach, anyhow? Or does our present success or failure, outward or inward, color our past — at least our estimate of our past? Or is it possible that until we human beings have so grown in grace that we have continually lived at our very best, it's maybe just as well for us to have *REGRETS*? Not the helpless, sloppy, dragging kind, of course. But yet it seems to me I once heard someone say something about forgetting the things that are behind and pressing on to something or other. I wonder if he could

have meant forgetting bad things behind us, not to soothe our consciences, but just to enable us to press on to better things more wholeheartedly? I wonder if —

Mr. President, your Dean's Report again is merely tentative.

I. Enrollment

Number of

Students enrolled Sept. 24, 1933 ..	580	(Sept. 24, 1932—584)
Students enrolled Dec. 1, 1933 ..	580	(Dec. 1, 1932—577)
Left between Sept. 26th and Dec. 1st	0	
Students enrolled March 1, 1934		561
Left between Dec. 1st and March 1st, 1934		22
Seniors finishing work for degree		1
Students re-admitted		4

	Sept. 24, 1933	March 1, 1934
Students in Senior Class	112	110
Students in Junior Class	127	124
Students in Sophomore Class ...	181	171
Students in Freshman Class	153	150
Special Students	5	5
Graduates Pursuing Special Courses	2	1
	580	561

II. Geographical Distribution

Massachusetts	236
Maine	217
New York	32
New Jersey	21
New Hampshire	16
Pennsylvania	16
Connecticut	15
Rhode Island	6
Illinois	4
Ohio	4
Michigan	2
Missouri	2
Alabama	1
California	1

District of Columbia	I
North Dakota	I
Vermont	I
Wisconsin	I
Canada	I
England	I
Italy	I
Total	580

III. Maine Residents at Bowdoin College

County	No.
Androscoggin	7
Aroostook	10
Cumberland	80
Franklin	2
Hancock	4
Kennebec	12
Knox	5
Lincoln	3
Oxford	16
Penobscot	18
Piscataquis	5
Sagadahoc	13
Somerset	13
Waldo	4
Washington	6
York	19
	217

IV. Enrollment in Courses 1933-1934

Course	First Semester	Second Semester
Archæology	50	63
Art 1, 2	23	24
Art 5, 6	27	27
Astronomy 1, 2	13	29
Botany		26
Chemistry 1, 2	85	81

Chemistry 3, 4	43	36
Chemistry 5, 6	8	5
Chemistry 7, 8	40	37
Chemistry 9, 10	14	7
Chemistry 11, 12	3	5
Economics 1, 2	133	130
Economics 3, 4	27	24
Economics 7, 8	21	18
Economics 13, 14	32	12
Education 1, 2	15	18
English 1, 2	156	154
English 4	152	
English 5, 6	13	22
English 7, 8	12	8
English 11, 12	78	79
English 13, 14	23	20
English 17, 18	26	24
English 21, 22	14	14
English 23, 24	9	9
English 25, 26	23	22
French 1, 2	12	12
French 3, 4	151	136
French 5, 6	59	56
French 7, 8	14	13
French 11, 12	9	9
French 13, 14	12	10
French 15, 16	15	15
German 1, 2	157	146
German 3, 4	13	12
German 5, 6	10	12
German 7, 8	3	4
German 9, 10	11	11
German 13, 14	12	11
German 15, 16	1	1
Government 1, 2	33	33
Government 5, 6	24	21
Government 7, 8	11	10
Government 9, 10	26	27

Government 11, 12	8	8
Greek 1, 2	10	10
Greek 3, 4	7	6
Greek 7, 8	4	5
History 1, 2	96	93
History 3, 4	27	25
History 5, 6	25	27
History 9, 10	20	15
History 11, 12	32	34
History 17, 18	34	34
History 21, 22	4	4
Hygiene	149	
Italian 1, 2	6	5
Latin 1, 2	40	39
Latin 4		4
Latin 5	5	
Latin 8		6
Latin 9	3	
Literature 1, 2	92	85
Mathematics 1, 2	130	113
Mathematics 3, 4	27	24
Mathematics 5, 6	12	13
Mathematics 7, 8	8	5
Mathematics 9, 10	10	7
Music 1, 2	30	32
Music 3, 4	4	5
Music 5, 6	1	1
Philosophy 1, 2	53	51
Philosophy 3	8	
Philosophy 6		13
Philosophy 8		5
Philosophy 9	9	
Physics 1, 2	53	50
Physics 3, 4	35	34
Physics 5, 6	7	7
Physics 8		17
Physics 9, 10	6	6
Psychology 1, 2	93	81
Psychology 3, 4	25	22

Psychology 5, 6	11	10
Sociology 1, 2	46	45
Sociology 3, 4	14	15
Spanish 1, 2	17	16
Zoölogy 1, 2	58	61
Zoölogy 5	46	44
Zoölogy 7, 8	3	2
Zoölogy 9, 12	20	6

V. Student Council Cup Standing
February, 1934

Non-Fraternity	11.607
Theta Delta Chi	11.270
Zeta Psi	11.208
Alpha Tau Omega	10.951
Delta Upsilon	9.877
Beta Theta Pi	9.727
Chi Psi	9.648
Kappa Sigma	9.527
Delta Kappa Epsilon	9.391
Alpha Delta Phi	9.127
Psi Upsilon	8.860
Sigma Nu	7.902

VI. Student Council Cup 1911-1934

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
June, 1932	Kappa Sigma	10.1935	9.0375
Feb., 1933	Alpha Tau Omega	11.5000	9.7622
June, 1933	Alpha Tau Omega	10.1570	8.0518
Feb., 1934	Theta Delta Chi	11.2700	9.9245

This cup has been awarded 46 times, 10 times to Delta Upsilon, 4 times to Phi Theta Upsilon, which is now Chi Psi, 11 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, twice to Theta Delta Chi, and once each to Alpha Delta Phi, Beta Chi which is now Sigma Nu, Beta Theta Pi, and Kappa Sigma. The non-fraternity group had the highest average for 12 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 10.4500.

The average of the winners' averages is 12.2695.

VII. *Abraxas Cup Standing*
February, 1934

Deering High	14.625
Morse High	13.000
Brunswick High	11.666
Newton High	10.833
Loomis School	10.500
Thayer Academy	10.428
Hebron Academy	10.142
Portland High	10.000
Deerfield Academy	8.333
Salem Classical High	7.333
Huntington School	3.666

VIII. *Abraxas Cup — 1915-1934*

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
Feb., 1933	Portland H. S.	17.1420	11.4470
Feb., 1934	Deering H. S.	14.6250	10.0478

General average—9.3449.

Winning average—13.9038.

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

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 19th annual report on the condition and progress of the College Library for the year ending 31 March, 1934, the same being the 34th-35th year of my connection with the Library.

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 160,000. The accessions for the past twelve months were 2,562 volumes; of which number 1,712 were purchased,—1,405 at an average cost of \$3.52, and 307 by subscription to periodicals that were bound; and, 850 came by gift,—164 from the State and National governments by provision of law, and 686 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.

JOHN HUBBARD'S WILL

What may be the greatest event of the year, and perhaps the greatest event since the erection of Hubbard Hall, is the bequest of John Hubbard. In his characteristic manner, he has modestly, and in the name of his father and a friend of his father, set aside a certain part of his estate to come to the College "absolutely and for its general purposes" but he *requests* "said college in its use of this bequest to give preference to the needs of or add all or any part thereof to the fund established by Thomas H. Hubbard for the maintenance of its library and that from the first money or property of this bequest received by said college it set apart a sum of not more than one-tenth of the bequest nor more than \$10,000 to constitute a library fund in memory of Francis Fessenden."

A great many things stare the Library in the face for the next few decades, and one of them, an extension of the building from the form of a T to that of an H, — the initials of Thomas Hubbard, as I have before written, — seemed beyond any possible hope. Even this may now come to be realized.

Great works are only brought about by the labor of earnest men; and when a father and son unite in a single purpose, is it too much to expect that the seemingly impossible may be brought to pass?

GIFTS

For the first time, the sum of \$100 appears among the receipts of the year from the estate of Louis C. Hatch, Ph.D., of the Class of 1895. Dr. Hatch was always a friend of the Library, and in his will he made provision for his Trustees to pay the sum of \$100 a year to the Library "for books on the subjects of history, government, and economics, decided preference to be given to large sets and to publications of learned societies, valuable for the purposes of investigation."

Also for the first time the Library has received a sum from the surplus income of the Achorn Flag Fund. This amounts to \$43.14. The fund was established by Edgar O. Achorn, LL.D., of the Class of 1881, to provide American flags for the College, and any income not needed for this purpose is to be used for the purchase of books for the Library.

A further sum of \$100 has been added by the Class of 1904 to its Book Fund.

The fund in memory of Professor Henry Leland Chapman, D.D., LL.D., of the Class of 1866, has been increased to \$7,000 by the transference of the balance of the Chapman Portrait Fund.

John W. Frost, Esq., of the Class of 1904, noticing a lack of recent works on chess, sent a check to fill this gap.

Mrs. William J. Curtis continued her gift of the publications of the League of Nations. As this gift now comes to an end, I wish to record special thanks for its regularity over the past six years.

James E. Rhodes, 2nd, Esq., of the Class of 1897, and John F. Dana, Esq., of the Class of 1898, remain among the friends of the Library.

Mr. and Mrs. Jason R. Westerfield, of Montclair, N. J., have presented many volumes of a general nature.

Through the kindness of Rev. Chauncey W. Goodrich, D.D., we received from Madame Whitney Hoff the elaborate catalogue

of her collections of manuscripts, incunabula, rare editions, and ancient and modern bindings, in two illustrated folio volumes.

ADMINISTRATION

After thirty-five years of faithful and devoted service, Miss Edith Jenney Boardman, has retired from the library staff. Her resignation, contemplated for some time, took effect on the 1st of March. It is somewhat difficult for me to express my feelings at the severance of official relationship with one whose connection with the Library exactly equals my own in length of years, — thirty-five years of perfectly sympathetic labor. Miss Boardman retires with the assurance of her chief that he believes no one could have done better during these many years.

Since September, Philip A. Hazelton, a graduate of Antioch College and the Columbia University School of Library Service, with the degrees of A.B. and B.S., has worked in the Library as an apprentice. On the 1st of March it was possible to add him to the staff, and it is expected he will remain with us till June, when a new member of the cataloguing department will be appointed. We were very fortunate to have him on the ground when Miss Boardman resigned.

On the 20th of February 49 students were temporarily added to the force through funds from the Federal Emergency Relief Administration. The larger part of these were set to work dusting all the books and shelves in the building, and taking an inventory. About a dozen typists and revisers finished transferring the shelf-list from sheets to cards. This, almost skilled work, was performed with dispatch and satisfaction. Some idea of its extent may be gained by the number of cards used, — more than fifty thousand. The burden of supervising these extra student workers fell on Mr. Boyer and Miss Lyon, who worked very many extra hours to clear up the numberless questions that were over the line in the skilled labor class.

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

	1930-31	1931-32	1932-33	1933-34
Appropriation, salaries ..	\$9,600 00	\$9,600 00	\$9,600 00	\$9,330 00
Student assistants	1,810 04	1,850 00	1,850 00	1,925 00
Books, etc.	5,200 00	5,125 00	4,605 00	4,515 00
Special reading-room ..	2,000 00	1,850 00	1,665 00	1,530 00
Endowment funds, consol.	2,078 24	1,976 30	1,711 34	1,504 65
Achorn Flag fund				43 14
Appleton fund	539 71	509 91	444 38	402 08
Chapman memorial	334 26	315 80	275 19	280 20
Class of 1875 fund	89 61	84 35	73 25	66 52
Class of 1888 fund	64 97	61 37	53 49	48 40
Class of 1899 fund	107 27	101 40	88 34	80 00
Class of 1904 fund			27 58	16 40
Darlington fund	53 70	50 73	44 21	40 00
Drummond fund	163 50	154 46	134 62	121 80
Louis C. Hatch est. ...				100 00
Samuel W. Hatch fund	53 70	50 73	44 21	40 00
Hubbard fund	6,081 44	5,745 47	5,007 09	4,530 68
Thomas Hubbard fund .	177 52	167 73	146 18	126 72
Lufkin fund		13 79	22 10	20 00
Lynde fund	79 85	75 38	65 70	59 44
Morse fund	53 70	50 73	44 21	40 00
W. A. Packard fund ...	268 52	253 62	221 03	200 00
Pierce Fund	1,718 56	1,623 68	1,415 00	1,280 36
Smyth fund	74 50	71 92	42 34	2 96
Stanwood fund	68 11	64 42	56 14	50 80
Gifts, etc.	655 54	492 36	408 53	423 29
	<hr/>	<hr/>	<hr/>	<hr/>
	\$31,272 74	\$30,289 15	\$28,044 93	\$26,777 44

EXPENDITURES

Books	\$8,022 68	\$5,698 82	\$4,485 23	\$4,938 41
Periodicals	1,701 52	1,693 65	1,845 71	2,315 97
Binding	1,301 37	1,278 46	1,217 22	919 25
Express and postage	228 92	235 98	205 29	137 98
Increase of Library ..	[11,254 49]	[8,906 91]	[7,753 45]	[8,311 61]
Library supplies	456 27	463 56	573 47	420 20
Salaries, regular staff	14,937 50	15,065 05	15,062 35	14,325 85
student assistants	2,110 87	2,089 89	2,116 92	2,128 16
janitor service ..	1,126 97	1,245 89	1,227 14	1,139 64
New equipment	556 83	116 05	574 80	565 87
Repairs	1,713 13	1,154 85	900 68	570 36
Supplies for building	61 55	53 52	33 29	71 98
Telephone	79 39	73 35	70 81	74 08
	<hr/>	<hr/>	<hr/>	<hr/>
	\$32,297 00	\$29,169 07	\$28,312 91	\$27,607 75

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

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	1933	1934
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	7,005 00
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	410 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	3,093 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
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
		\$222,903 89	\$224,100 14

INCREASE OF LIBRARY

At least two items in the Financial Statement may need further explanation.

While we spent \$500 more for books than we did last year, we got no more books. While we spent \$500 more for periodicals than we did last year, we got no more periodicals. We got no more books or periodicals, and our foreign correspondents got no more pounds, or francs, or marks. The experts who devalued the dollar to fifty-nine cents will have to take up the explanation from this point.

But where did we get the extra \$1,000 to spend for "books" and "periodicals"? Obviously "binding" suffered for \$300 of it, and this simply has to come out of next year's income. The other \$700 is money that was earmarked for "books" to be purchased in April, May, and June, 1934. We are buying *no* books in these months, and next year's report will reflect this period of the depression. As a matter of fact, while this report for the year ended 31 March, 1934, shows an expenditure for books of \$4,938.41, the report for the college fiscal year ending 30 June, 1934, will show an expenditure for books of only about \$3,900, in spite of the borrowing of \$300 from "binding" as noted above. The confusion arising in the above figures is due to the fact that this report year ends the 31st of March, and the fiscal year of the College ends the 30th of June. The no-man's land between 31st March and 30th June may be in part or in whole in either of two report years. The budget for 1933-34 shows only about \$3,500 available for books from current income, and anything expended above that figure is really taken from money that should have gone for binding, or repairs. Income from invested funds has fallen roughly \$1,000 a year for the last three years, and expenditures for books has fallen in about the same ratio.

Most expenses in a library are more or less fixed, (as for periodicals, binding, supplies, etc.), and "books" is about the only place where reductions can be made without a slow or painful readjustment. For this reason the brunt of the reduction in income has fallen on "books"; and during the last three or four years expenditures for books has fallen from the *modest*

high of seven or eight thousand dollars to the *danger* low of half that amount.

These paragraphs on the "Increase of the Library" are presented as information, and as a record.

CIRCULATION

The number of books charged to borrowers for use outside the library building during the past year was 14,368. The largest number of loans in a single month was 1,574, in March; the smallest, 544, in August.

The steady increase, which has doubled the circulation of books outside of Hubbard Hall during the past six years, has come to a stop, and the curve has started downward.

The increase in the use of books within the library building, which is largely due to required work, has been very considerable, and far more than offsets the loss in outside circulation.

STUDENTS' READING ROOM

In keeping with the drop in circulation mentioned above, is the report that 68 fewer readers were attracted to this room. The attendance was 3,657. This very small change does not seem to mean much one way or the other, especially as the number of readers *increased* during the three winter months.

HUBBARD HALL

I stated in my report last year, that work on the sixth floor of the stack had begun. This new construction was to be but a third of the sixth floor, and it was a gift of the late John Hubbard. This was completed during the spring, and it provided shelf room for the entire serial set of U. S. Documents.

The removal of this set from the fifth floor gave us a chance to move up the Maine and Art books from the third and second floors, and relieve serious congestion there. This entire job necessitated the moving and relocating of more than 50,000 volumes, and it was done during the summer vacation by one student assistant.

The minimum of repairs was done on the building during the year to allow as much as possible of the income from the Hubbard Fund to be used for books. Of course this fund is pri-

marily for the upkeep of the building and while *necessary* repairs have been made, other things that were put off will become *necessary* just so much the sooner.

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 15 May, 1934.

APPENDIX

*The Library, as Classified, showing Accessions for the Period
From April 1, 1933, to March 31, 1934.*

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	38	38	76	1,652
Library economy	020	5	4	9	768
General encyclopædias	030	2		2	938
General collected essays	040				46
General periodicals	050	73	1	74	8,137
General societies	060	1		1	228
Newspapers	070	42	2	44	1,774
Special libraries	080				390
Book rarities	090	1	2	3	99
Philosophy	100	9		9	567
Metaphysics	110	1		1	70
Special metaphysical topics	120	2		2	72
Mind and body	130	5	1	6	498
Philosophical systems	140	2		2	49
Psychology	150	13	2	15	663
Logic	160		1	1	112
Ethics	170	7	3	10	977
Ancient philosophers	180	3		3	154
Modern philosophers	190	27		27	831
Religion	200	6	12	18	2,004
Natural theology	210				326
Bible	220	4	1	5	1,920
Doctrinal theology	230				1,014
Practical and devotional	240	1		1	440
Homiletical, pastoral, parochial	250	2	14	16	902
Church, institutions, work	260	2		2	958
Religious history	270	8		8	947
Christian churches, sects	280	7	2	9	1,228
Non-Christian religions	290	2		2	412

Sociology	300	24	2	26	1,343
Statistics	310	11	10	21	955
Political science	320	59	31	90	5,543
Political economy	330	89	40	129	5,234
Law	340	34	49	83	4,113
Administration	350	23	5	28	3,094
Associations, institutions	360	3	14	17	1,247
Education	370	20	19	39	4,376
Commerce, communication	380	17	35	52	2,406
Customs, costumes, folk lore	390	5		5	302
Philology	400	18	82	100	805
Comparative	410				96
English	420	5		5	553
German	430	8		8	421
French	440	6	58	64	579
Italian	450				52
Spanish	460	2		2	81
Latin	470	3	2	5	393
Greek	480	3		3	629
Minor languages	490				165
Natural science	500	32	8	40	3,230
Mathematics	510	7	4	11	1,473
Astronomy	520	7	6	13	1,447
Physics	530	63		63	1,241
Chemistry	540	33	4	37	1,915
Geology	550		10	10	1,549
Paleontology	560		3	3	98
Biology	570	17	3	20	943
Botany	580	4	3	7	778
Zoölogy	590	8	1	9	1,847
Useful arts	600	4	3	7	853
Medicine	610	6	6	12	5,529
Engineering	620	4	2	6	1,034
Agriculture	630	2	11	13	1,319
Domestic economy	640				44
Communication, commerce	650	1	4	5	451
Chemical technology	660	1	1	2	224
Manufactures	670	1		1	150
Mechanic trades	680	1		1	18
Building	690	1		1	30

Fine arts	700	19	1	20	825
Landscape gardening	710		1	1	129
Architecture	720	1	2	3	380
Sculpture	730	3	1	4	263
Drawing, design, decoration	740	2		2	96
Painting	750	7	2	9	552
Engraving	760	1		1	102
Photography	770				79
Music	780	6	102	108	717
Amusements	790	2	7	9	483
Literature	800	17	5	22	1,686
American	810	56	4	60	6,187
English	820	79	6	85	7,771
German	830	109	19	128	4,003
French	840	177	91	268	6,426
Italian	850	3		3	1,239
Spanish	860	2		2	491
Latin	870	10	2	12	2,226
Greek	880	13	1	14	2,015
Minor languages	890	1	2	3	378
History	900	84	2	86	1,824
Geography and description	910	63	14	77	6,350
Biography	920	30	25	55	3,238
Ancient history	930	18	3	21	894
Modern history, Europe	940	154	8	162	6,471
Asia	950	4	1	5	301
Africa	960				158
North America	970	44	7	51	3,468
South America	980	2	1	3	104
Oceanic and polar regions	990				102
Alumni collection		2	3	5	1,455
Maine collection		18	27	45	5,148
U. S. Documents (serial set)			14	14	6,066

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, 1934:

ACQUISITIONS

June—"Rubblings" of the famous stone carvings in the "Peilin" (Forest of Tablets) at Sian Fu, Shensi Province, China; the gift of Major W. C. Philoon, Class of 1905, to whom they were presented at Sian Fu in October, 1922, by the Governor of the Province.

"Spring Landscape", a lithograph by Adolf Dehn; given by Mr. Walter K. Gutman, Class of 1924.

July—A small Winslow Homer water color, dated 1881; bequeathed by Honorable Augustus F. Moulton, Class of 1873.

August—Two oil paintings: "Atalanta after the Race", by T. Koppen, dated 1886; "The Snuff Mill at Old Newbury", by John Appleton Brown; and a marble statue, "The Lost Pleiad"; bequeathed by Mrs. Galen C. Moses, of Bath, Maine.

October—A punch ladle, George III, London (with a coin of 1699 inserted); given by Mrs. Albert E. Davies, for the Cony Memorial Collection.

The painting, "Girl and the Kid", and the Silver Nef, withdrawn from the Levi C. Wade Collection, in 1919 and 1920, respectively, were returned to the custody of the Museum.

WITHDRAWALS

October—The following articles, lent to the Museum in 1900-1901, by Mrs. Caleb Stevens, of Randolph, Maine, were withdrawn by her daughter, October 11: one large old gold lacquer box; two small old gold lacquer boxes; one old gold lacquer writing case; one embroidered white silk kimono; one piece of embroidered satin; the Book of Esther, in Hebrew, written on parchment scroll, No. 834.

Transferred from the Henry Johnson Collection of Drawings: to Mrs. Henry Johnson, Rubens Drawing No. 635; to Mrs. Stanley P. Chase, Salvator Rosa Drawing No. 630.

EXHIBITIONS

Mr. Harold T. Pulsifer again generously lent his Winslow Homer water colors to the Museum through the summer, and the notable oil painting, "The Army Teamsters", through the entire year.

A collection of twenty-seven illustrations of rare books was lent by Madame Whitney Hoff, of Detroit, and a long-time resident in France. These beautiful reproductions were on view in the Bowdoin Gallery from August 9 to November 14.

In December, in connection with the 150th anniversary of the First National Bank, of Boston, the Boston portraitist, Mr. Leslie P. Thompson, came to the Museum, and made a copy—in half-length—of the Feke portrait of Honorable James Bowdoin, who was the first president of that institution.

The Warren Collections of Marbles, Gems, Bronzes, and Coins has been catalogued by Mr. Stanley Casson, A.M., Fellow of New College and Reader in Classical Archæology in the University of Oxford, and Visiting Professor of Classical Archæology on the Tallman Foundation, at Bowdoin College, for 1933-34. This catalogue will appear in May, and will be on sale at the Museum.

The collection of stamps given as a memorial to Freeman Milliken Short, Class of 1901, was sold in October, for \$100.00. This was a boy's collection, containing hundreds of duplicates, but also a few stamps that had appreciated considerably in value; it was of little interest to a genuine philatelist and of little significance as a memorial. The Committee on Art Interests unanimously agreed that it should be sold, and the proceeds eventually put into some more suitable memorial.

During the past year under the supervision of the Director the entire collection of lantern slides was re-arranged and re-lettered by Mr. R. A. Mawhinney, '33. The collection now numbers approximately 4,800 slides.

The attendance through the calendar year was 6,281.

Respectfully submitted,

HENRY E. ANDREWS, *Director.*



