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Bowdoin College

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Bowdoin College Bulletin

President's Report Number

Sessions of 1935-36



Number 231

May, 1936

Brunswick, Maine

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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 1935-36.

I. DE MORTUIS

Edward Hames Wass, Mus.D., Associate Professor of Music and College Organist, died at the Brunswick Hospital, November 12, 1935, in his sixty-first year. Dr. Wass began his service to the College at first somewhat informally in 1908; in 1912 he was appointed Instructor in Music and College Organist; in 1916 Assistant Professor; and in 1922 Associate Professor. Thus for more than twenty-five years he was intimately connected with the musical life of Bowdoin. In addition to his duties at the organ and in the class-room, he trained the glee club, the choir, the instrumental club, the band, and supervised concerts and recitals. During the past few years he was handicapped by ill health, but in the plenitude of his power he rendered splendid service. He is affectionately remembered by hundreds of his former students. As our first professor of music, he maintained excellent musical standards and laid firm foundations. His foresight led to the gift of the beautiful organ for the chapel by the late Mr. Cyrus H. K. Curtis. In 1928 he was given by the College the honorary degree of Doctor of Music. He was the first, and so far the only, man so distinguished. In very large measure he was the personal cause of the rather noteworthy advance made in the past two decades at Bowdoin in the knowledge, practice, and appreciation of music.

II. GIFTS FROM APRIL 1, 1935, TO MARCH 31, 1936

Mr. and Mrs. Frederick W. Pickard	\$ 5,000 00
Library, Books, Anonymous	11 70
James E. Rhodes	50 00
Institute of Politics, Society of Bowdoin Women ..	150 00
Anonymous	190 00
Lecture, Delta Upsilon Fraternity	100 00

Kent's Island Fund, Sumner T. Pike	200 00
Henry Hill Pierce	50 00
Scholarship, Anonymous	100 00
Baker Scholarship Income, Guy P. Estes	60 00
Hawthorne Prize, Helen B. Shepard	40 00
Class of 1910 Fund, Class of 1910	2,000 00
Portrait Fund, Contributions	1,567 93
Marshall P. Cram Bequest	48,979 34
Charles P. Kling Bequest	187,979 39
John Hubbard Bequest	64,407 50
Harry C. Wingate Fund, Estate of Antoinette E. Searles	5,000 00
Freeman D. Dearth Bequest	5,000 00
Walker Scholarship Fund, Estate of Annetta O'B. Walker	12,500 00
Class of 1913 Fund, Class of 1913	3,000 00
Class of 1916 Fund, Class of 1916	200 00
Society of Bowdoin Women Foundation, Class of 1933	100 00
Society of Bowdoin Women	300 00
Augustus F. Moulton Bequest	10,136 49
O'Brien Scholarship, Estate of Harriet O'B. Walker	5,000 00
Napoleon and Albert Gray Fund, Estate of Mary W. Gray	1,086 99
Returned Scholarships, George W. Parsons '87 ...	135 00
President's Loan Fund (addition), Arthur A. Hauck	10 00
Alumni Endowment Fund, Contributions	1,352 61
Alumni Income Fund, Contributions (including \$200 00 from Bowdoin Plate Fund)	9,023 26
	\$363,730 21

With these additions the interest bearing funds of the College now amount to more than eight millions. If the increase in income were commensurate with the increase in funds we should be in a very enviable position, but as all the world knows, the return from trust funds is still going down. As will be seen

from the treasurer's report, the finance committee has been particularly active this year, and is entitled to the gratitude of every member of the College for the careful supervision of the funds and the immense amount of detail work involved. The alumni may also be interested to know that their generous contributions to the Alumni Income Fund allowed us to close the books on June 30, 1935, without a deficit, although it must not be forgotten that cuts in wages and salaries, and contributions from the faculty are still in force.

III. CHANGES IN THE FACULTY

During the past year, Associate Professor Brown of the Department of English has been on sabbatical leave completing his work for the doctorate at Columbia. Professor Meserve of the Department of Chemistry was absent for the first semester engaged in travel and geological study on the West Coast. In the second semester, Professor Smith of the Department of the Classics has been carrying on research work during his sabbatical in Athens, Greece. Last summer at the request of the federal government, Assistant Professor Abrahamson of the Department of Economics was given leave of absence for the first semester in order to serve as State Administrator for the Works Progress Administration in Maine. In February the Executive Committee extended this leave for the second semester. Professor Abrahamson has filled this office with honor to himself and to the College and is rendering excellent public service. His duties here were taken by Dr. Arthur P. L. Turner who was appointed Instructor in Economics for the year. Early in March, Professor Andrews of the Department of Art became seriously ill, and for two months the lectures in his courses were given by Mr. John P. Thomas, the well known architect of Portland, Mr. Walter Pach, the distinguished art critic of New York, and by Mrs. Sessions, Curator of the Art Collections. Fortunately, Professor Andrews has been able to supervise the work and to read examination books and reports, so that the work of the department did not suffer greatly by his enforced absence. It is a pleasure to report to his many friends that he

is making a most satisfactory recovery and is now resuming his full duties. Last summer, the Executive Committee authorized the President to appoint six Teaching Fellows, and the following men have served acceptably in the departments named: Dr. George B. Welch, in mathematics; Dr. Joseph M. Odiorne, in biology; Dr. Van Courtlandt Elliott, in the classics; Mr. James P. Pettegrove, in English and philosophy; Mr. Gerhard O. Rehder, in history; and for the first semester, Mr. Marshall S. Barbour, in chemistry.

Dr. Arthur Haas, Professor of Physics in the University of Vienna, has this year been Visiting Professor on the Tallman Foundation. He has given a course on a survey of modern physics, for advanced students in that subject, and has conducted a seminar for members of the science departments. He has also given a series of public lectures as follows:

Do Atoms Really Exist?

Is the Universe Infinite?

Physics and Philosophy.

Theoretical Physics and Industry.

The Great Physical Discoveries of Recent Years.

We are now endeavoring to secure for next year a scholar from Great Britain in the field of geography.

I regret very much to state that Professor Daniel C. Stanwood, A.M., Professor of International Law, has announced his intention of retiring at the end of the present academic year. Mr. Stanwood came to us as Lecturer on International Law in the last year of the war, 1918. In 1919 he was appointed professor. Thus for eighteen years he has been connected with the Faculty. A graduate of Oxford University with practical experience as a lawyer in Boston, a man much travelled and of wide culture, he has brought into the academic atmosphere, that is by nature somewhat restricted, the breath of the outside world. His contacts with scholars of international law and with diplomats have made him an interesting lecturer. His home has always been open to undergraduates, and his retirement is a very distinct loss to the College. We do not intend to fill the chair, thus vacated, immediately. Dr. Athern P.

Daggett, who has been dividing his time between English and Government, will now devote his whole energy to the latter subject and will give a course in International Relations. The course which Professor Stanwood gave in Common Law will be, at least for the present, and perhaps for the long future, omitted.

IV. AN INSTITUTE OF PHILOSOPHY

In the spring of 1937, we intend to hold an Institute of Philosophy. In these days, when so few people seem to have any interest in thinking of the philosophy of life, and when there is so much loose and scattered thinking, it seems desirable for an academic community to emphasize the importance of philosophical insight. The College hopes to bring to Brunswick for this enterprise some men who are scholars in the field, and others who, like President Hyde, can interpret the problems of philosophy in popular language. The committee in charge of the Institute is made up of the following members of the Faculty: Professor M. Phillips Mason, Chairman; Professors Charles T. Burnett, Thomas Means, Edward C. Kirkland, and Robert P. T. Coffin; Associate Professor Herbert R. Brown; Assistant Professors Philip S. Wilder, Newton P. Stallknecht, Ernst C. Helmreich, and Samuel E. Kamerling; and Drs. John C. Schroeder and Vernon L. Miller.

V. SCHOLARSHIP AID

Bowdoin College is unique in that we do not give scholarship aid to any student at all in advance, with one exception. Each year, four scholarships of \$500.00 apiece are awarded to Maine boys after competitive examinations, but no other Freshmen can receive scholarship aid until February, and no upperclassmen at all are sure of such assistance until the results of the February examinations are known. Our system has some disadvantages. Unquestionably each fall, we lose some good boys, who come from homes of moderate means, because they have been awarded scholarships elsewhere. It is sometimes hard on parents who are making out their budgets not to know until February what

scholarships their sons will receive. Sometimes students may do better work if they are sure of being relieved of financial perplexities by awards on which they can count at the beginning of the year. But on the other hand these disadvantages are in my judgment outweighed by certain very distinct benefits.

“Since all scholarships are awarded on the basis of good character, good scholarship, and need, it would be unfair to promise a scholarship in advance to any individual”; but, if it be true that no officer of the College, no alumnus, no friend of the College, can promise any incoming student a scholarship in advance; to continue the quotation from President Hyde, “any one who is confident of his ability to meet these three requirements can promise one to himself.”

Then again our policy makes it impossible for anyone to say that the College is using its scholarship funds to induce boys to come to Bowdoin. We believe that, on the whole, it is much better for a student to show his quality and to prove himself worthy, before any scholarship aid is granted him. With our relatively low tuition, and with our funds for scholarship aid that are slowly but surely increasing, and with our limited enrollment, we can probably do as much for a student who needs such assistance as can other institutions, and I think we may deem ourselves fortunate that the Bowdoin policy, which has now been in effect for at least forty years, is on the whole and in the main, beneficial, both to the College and to the student.

In this connection there has been some agitation for giving scholarships of the nature of the State of Maine scholarships to boys from outside the state. It is not generally known that the State of Maine scholarships have, by the terms of gift, to be given to Maine boys and in sums of \$500. We still regard the State of Maine scholarships as experimental. Each year there are about sixty candidates from different parts of the state. This year twelve of the leading candidates came to the College for personal interviews before the final choice of the four recipients was made. We have not been giving these scholarships long enough to determine accurately whether they serve

the purpose intended. There would be manifestly many difficulties of administration to be faced if contests were held outside of Maine. The whole matter deserves careful study and I intend to recommend that a committee of the Boards be appointed to make a survey of the situation and report at Commencement in 1937.

VI. GOVERNMENTAL AID FOR STUDENTS

There has been much discussion, not only at Bowdoin but at other colleges, of aid given to college students by the government through the FERA from February 1934 to June 1935 and from the NYA during the past academic year. There has been a good deal of misunderstanding as to the purpose of this aid. The original idea was to allow more young men and young women to remain in college or school instead of swelling the ranks of the unemployed. The aid did not go to the College but to the individual student. This year, for example, the College has not even in any way handled the funds; it has simply acted as the agent of the government in certifying to the worthiness of the students selected so far as their financial need is concerned, and in arranging and supervising suitable employment for such students as were eligible. There has not been in any way, shape, or manner the slightest indication of dictatorial authority over educational standards and methods, and there has not been the least evidence of the slightest desire on the part of the government for interference in college affairs. At the present moment, of the New England colleges only Harvard and Williams, and Yale in its undergraduate though not in its graduate department, have refused to permit their students to accept government assistance. During a period of economic stress, a good deal can be said for this policy. As an emergency measure it can easily be defended; as a lasting policy much can be said against it. If the College desires, it can of course refuse next year to act as agent of the government, but in that case it would in my judgment be necessary to appropriate at least \$7,500.00 for additional student assistance to put Bowdoin on the same basis as those colleges which will continue to receive

government subsidies for their students. The amounts received from the FERA and the NYA and disbursed to students follow:

1933-34	2nd Semester	\$3,122.62
1934-35		\$8,793.08
1935-36	NYA, (estimated)	\$9,450.00

This year, seventy-six men were given employment with an average earning of about \$125.00 per student. There has been very careful supervision of the work by a Faculty committee consisting of Assistant Professor Philip S. Wilder, Chairman; Associate Professor Morgan B. Cushing, Assistant Professor Elbridge Sibley, and Mr. Donovan D. Lancaster. The Bowdoin plan for arranging and supervising this kind of work has been commended both by government officials and by the officers of other colleges.

VII. GENERAL EXAMINATIONS

From time to time in my reports, and particularly that of 1929, I have discussed the problem of the general examination now required of all seniors in their field of concentration with the exception of the departments of mathematics, physics, and chemistry, where additional courses of a very advanced nature may be substituted. During the past week I have attended about twenty oral examinations of students in the ten departments that gave such tests this year. I purposely endeavored to be present when some very good students, some average students, and some weak students were being examined. I found a very real improvement in the technique of giving these oral examinations. Very evidently the instructors endeavored to put the students at their ease; their questions while often searching were invariably fair, and it was pleasant to note the independence and at times the spirit with which the questions were answered. I am more firmly convinced than ever, not only that our system of general examinations requiring both written and oral tests is as fair as can be devised, but that the most efficient and lasting instruction is that which centers about the individual. There is very little doubt in my own mind but

that the whole plan of major examinations has been responsible for the marked improvement which for the last three or four years every graduating class has shown in its senior year. Each September for the past three or four years, we of the Faculty have remarked that the senior class is a fairly good one but not comparable to the class that graduated in June, and every February the senior class has broken scholastic records. For example, the Class of 1936 has nine straight "A" men, and nearly a third of the class is on the Dean's List which with us requires honor grades of "A" or "B" in all subjects. This quickening of intellectual attainment in the senior year is conclusive evidence of the value not only of the general examinations but of the four-year college course. Let other educational institutions experiment with a truncated collegiate course, and let degrees be given elsewhere in a year or two if the brain of the student can be crammed in that time; but let us hope that for some time to come, Bowdoin will stick to the four-year course, and demonstrate its value in American educational life.

VIII. THE FINE ARTS

The lamented death of Professor Wass, last November, made it necessary for us to make temporary arrangements for the year in the department of music. We were very fortunate to secure the services of Mr. Alfred Brinkler, Organist at St. Luke's Cathedral in Portland, to give the courses in musical appreciation, harmony, and counterpoint, and to train the glee club. Mr. Philip L. Garland, principal of the local high school, has been in charge of the chapel choir, and Mr. Malcolm Cass, of the junior class, has been a most acceptable undergraduate organist. We are particularly indebted to Mr. Brinkler for his initiative in carrying through an admirable interfraternity singing contest in which the Zeta Psi fraternity won the cup donated by him in memory of Professor Wass. The glee club has had a very fine year, and has rendered admirable service to the College on several occasions when we had visitors on the campus. For the first time in several years the formal direction

of the club in concerts has been under an undergraduate, Mr. William P. Drake, of the senior class.

Since we have no real music department, I asked the Faculty committee on music to assist me in examining the qualifications of men being considered for the vacancy. The records of more than sixty applicants were examined with the greatest of care. It is hoped that at Commencement time we shall be able to announce the appointment of an outstanding musician to this most important position. There is no question whatever but that music will play an even more important role in the liberal education of the future. Bowdoin must not be lagging.

The College has been very proud of the Walker Art Building and of the collection which it houses, but we have not I think as a college either been fully aware of the importance of the collection or awake to the educational value of the building and contents. For some time it has been evident that the building is badly overcrowded and there are many things on exhibition there which are not first rate. Mr. Walter Pach, to whom I have already referred, has made to me a most interesting report on the Art Building, and I have also had valuable suggestions from Professor Andrews, the Director; Mrs. Sessions, the Curator; and some of our alumni who are particularly interested and concerned about the collections. We need emphatically to provide an annex where paintings of historical rather than of artistic value may be placed, and where objects of art that have interest and importance, but that are not in themselves first rate may be exhibited. If the upper story of Memorial Hall could be turned into such an annex, with elevator facility installed, we could solve the problem. As Mr. Pach writes: "With the fuller use of the very exceptional equipment here, and a development of it, many persons will be led to appreciate the cultural opportunities of the College, which by virtue of its collections and the spirit of respect for art has possibilities beyond those of any other college in the country outside the great cities, and with a few exceptions like Yale, Princeton, and Smith where fine collections are also to be seen." But he also adds: "At present the Art Building is weakened, and sadly weakened,

by mixing up masterpieces with mediocre productions." With the warm support of the department of art, and with proper encouragement from the governing boards, the Art Building can be made a great teaching center.

IX. REQUIRED COURSES

During the past year, there has been much discussion both in our Faculty and in other academic circles in regard to required courses in mathematics, the classics, and the modern languages. Many colleges are not only accepting candidates who have little or no formal preparation in these subjects, but are so broadening their electives as to permit many students to go through freshman and sophomore year without work along these lines. The standing committee of our Faculty on the Freshman-Sophomore Curriculum has concluded that for the present Bowdoin ought not to make any radical changes in its requirements, but should continue to study this whole problem for the next year or so. With the conclusions of the committee I am in hearty accord, and for various reasons. In the first place, it seems to me that to withdraw requirements in mathematics, the classics, and the modern languages, from the curriculum of the high school or preparatory school is very materially to weaken the foundations on which a liberal education must rest. To substitute for such courses, that give training in accuracy and in dealing with facts, subjects like the social sciences, that deal very largely with questions of opinion, seems to me to be putting the educational cart before the horse. To be sure, our young people need to be acquainted with the world in which they live, and need to be aware of social and economic changes; but the American people as a whole are too apt to jump to conclusions without careful study and analysis of the facts, and this tendency would be increased if the rather rigid training in mathematics, the classics, and the modern languages, is abandoned or relegated to the pleasant fields of the elective. Another reason why I am opposed to radical changes at this time is because I have recently had statistical evidence of the worth of the classics, so far as a course in Bowdoin College is con-

cerned. For many years we have been giving both the A.B. and the B.S. degree; the only distinction being that the candidates for the A.B. degree must present four years of Latin. When the college course is completed there is no great difference between the two degrees. A Bowdoin B.S. degree shows an equal amount of work done in college with that required for the A.B. degree, and for many years many of our best students have come to us without the classical background; but the study of the classics certainly seems to be an excellent means of testing the durability of candidates. For example, in the last fifteen years we have had about 2200 candidates for the bachelors degrees divided as follows: For the degree of A.B. 1023 candidates; for the degree of B.S. 1194 candidates. Of the entering A.B. candidates 932, or 91%, obtained their degree. Of the entering B.S. candidates 526, or 44%, obtained their degree. In other words, a student entering Bowdoin College with the classical background has about nine out of ten chances of remaining in college and obtaining his degree. The student who enters without that background has four and one-half chances out of ten of obtaining his degree. *Verbum sapientibus satis est.*

X. NEEDS OF THE COLLEGE

General

1. Additions to endowment.
2. Generous support of Alumni Fund.

Buildings

3. A new Chemistry Laboratory.
4. A dormitory for seniors.
5. A modest well equipped "Little Theatre".
6. A new recitation hall with auditorium.

For the Fine Arts

7. Endowment to extend service of art collections.
8. Funds for concerts and recitals under the Music Department.

For Athletics

9. A covered hockey rink with squash courts.
10. Endowment for support of athletic contests so that we can get away from the very vicious circle of dependence upon gate receipts.

It goes without saying that any new building should be adequately endowed. As compared with many other colleges we have been very fortunate in not carrying too great an overhead, but we must be careful not to increase operating costs at the expense of money needed for men and books. There is nothing static about a college; a good college is growing out of its material all the time.

In 1944 Bowdoin College will celebrate its one hundred and fiftieth anniversary. I suggest that we follow the practice of ten years ago when committees of the Faculty, the Alumni, and the Students, made careful reports on the needs of the college. In looking over these documents it is amazing to note how many of the suggestions made then have come to be fulfilled. I hope that by Commencement in 1937 we can have reports on what Bowdoin needs most in the next seven years.

XI. THE YEAR AS A WHOLE

On the whole and in the main, to use a phrase which the undergraduates accuse me of employing frequently, the year has been a very good one indeed. To many friends of the college, both among the alumni and outside, it has been marked by gratifying success in athletics, particularly in football. Apart altogether from the victories won, I feel that the splendid work of the coaches has done much for the morale of the college and for the development of character. The work in the class-room has also gone on well. Each senior class seems to have the laudable practice of beating the scholastic record of its immediate predecessor. Furthermore, the Class of '68 prize speaking this year was the best over which I have ever presided. And in the selection of candidates for the graduate scholarships the Faculty had an unusually able group including four men recommended for highest honors. There are of course different explanations

made for the phenomenal improvement noticed in the work of the senior class for the past four or five years. Personally, I believe one dominating cause is the major system with the general examination in the field of concentration. The whole College is proud of the fact that the Pulitzer award in Poetry for 1935 came to Professor Robert Peter Tristram Coffin of the Faculty.

We had some excitement on the campus during the floods of last spring. When the water main was broken and the town was left without any water supply it became necessary to close the College and to send the students home a week before the beginning of the spring recess. At the time I happened to be in Boston, and the expeditious and most efficient way in which the emergency was handled was due entirely to the Dean, the College Physician, and other administrative officers who were in Brunswick at the time. I ought to add that the College was not closed until the Dean consulted with me by telephone, so that the responsibility for the action taken was mine. At that time I was in Boston and could not get back.

It is now time to bring this rather lengthy and rambling report to a close. I can almost repeat my words of last year, that I have a very real admiration for the present undergraduate body and a word of warm praise for the Student Council and in particular for its president. The seniors and juniors on the Student Council and the senior proctors have had a fine steady influence and have been most cooperative in the efforts which the Dean and others are making to improve the attitude of the undergraduates so far as personal responsibility for maintaining the highest standards of intellectual honesty is concerned.

Respectfully submitted,

KENNETH C. M. SILLS.

May 21, 1936

APPENDIX A

Report of the College Physician

To the President of Bowdoin College:

The health of the students, on the whole, has been most satisfactory. There were no epidemics, excepting the incipient colds that seem always to be with us. Sixty-nine patients were hospitalized a total of two hundred and ninety days. These cases include one type three pneumonia, two rheumatic fever, three rather serious septic throats, two cerebral concussions, and two acute appendices, uncomplicated.

Ninety-two X-ray examinations were made, of which ten were chest examinations, one acute sinus infection, two dislocated shoulders and one elbow, a compound fracture of the ankle, one Colles's fracture, and several minor fractures of hands, fingers, and toes.

The new nursing personnel has been most efficient, and has given several hundred treatments of hydrotheraphy, including massage and diathermy.

The Athletic Department has been most cooperative, and all injuries have been promptly referred for care to the Infirmary. The number of accidents due to winter sports has increased, because so many more students have participated, and I would suggest that some direct supervision be inaugurated. The early Spring flood did not bring any sickness with the temporarily polluted water supply, and the full cooperation of the students in subjecting themselves to inoculations against typhoid was most appreciated. With the exception of six students who were conscientious objectors, the entire student body received their first injection of vaccine here at the College. 60% of the students received their second and third inoculations at home.

The total number of calls at the Infirmary was a few over 4,100.

Our equipment is up-to-date, and I earnestly hope that in the near future it may be possible to make some changes in the

sun-porch so that we can utilize it for our X-ray, massage, diathermy, and hydrotheraphy treatments.

Respectfully submitted,

HENRY L. JOHNSON, *College Physician.*

APPENDIX B

Sunday Chapel Speakers

1935

Sept. 29—The President.

Oct. 6—Rev. John C. Schroeder, D.D., State Street Church, Portland.

Oct. 13—Paul Wakefield, M.D., Superintendent Central Maine Sanatorium, Fairfield.

Oct. 20—Rev. Howard J. Chidley, D.D., First Congregational Church, Winchester, Mass.

Oct. 27—The President.

Nov. 3—David R. Porter, L.H.D., '06, Headmaster Mount Hermon School.

Nov. 10—The President.

Nov. 17—Rev. Amos N. Wilder, Andover-Newton Theological Seminary.

Nov. 24—Rev. John C. Schroeder, D.D.

Dec. 8—Rev. Ashley Day Leavitt, D.D., Harvard Church, Brookline, Mass.

Dec. 15—The President.

1936

Jan. 5—Rev. Norman B. Nash, Episcopal Theological School, Cambridge, Mass.

Jan. 12—Rev. Arthur Lee Kinsolving, D.D., Trinity Church, Boston, Mass.

Jan. 19—Organ Recital—Daniel H. E. Fox '37.

Feb. 9—Rev. David K. Montgomery '27, St. Peter's Church, Morristown, N. J.

- Feb. 16—Rt. Rev. John T. Dallas, D.D., Bishop of New Hampshire.
- Feb. 23—Rev. John C. Schroeder, D.D.
- Mar. 1—Rev. Franklin P. Cole, Williston Church, Portland.
- Mar. 8—President Arthur A. Hauck, Ph.D., University of Maine.
- Mar. 15—The President.
- Apr. 12—President Robbins W. Barstow, D.D., of the Hartford Seminary Foundation.
- Apr. 19—Rev. C. Leslie Glenn, Christ Church, Cambridge, Mass.
- Apr. 26—Rev. Spence Burton, D.D., Cambridge, Mass.
- May 3—President James L. McConaughy, LL.D., of Wesleyan University.
- May 10—Rev. Dana McLean Greeley, Arlington Street Church, Boston, Mass.
- May 17—Rev. John C. Schroeder, D.D.
- May 24—The President.

APPENDIX C

Religious Preference - September, 1935

Congregational	200
Episcopal	103
Catholic	63
Unitarian	55
Baptist	48
Jewish	31
Methodist	29
Presbyterian	24
Christian Science	19
Universalist	15
Christian	5
Federated Church	2
Lutheran	2
Armenian Apostolic	1
Dutch Reformed	1

Friends	1
Greek Orthodox	1
No preference	10
	<hr/>
	620

APPENDIX D

Bibliography 1930-1935

Additions:

The following bibliographical notes were omitted from last year's bibliography because of absence on leave of the members of the Faculty concerned:

DEAN PAUL NIXON

Plautus, Vol. IV (Loeb Classical Library). Published by Wm. Heinemann, Ltd. and G. P. Putnam's Sons, 1932.

PROFESSOR BOYD W. BARTLETT

The Rotating Sected Disc, in the Review of Scientific Instruments, Vol. 2, No. 2, February, 1931.

Variation of the Principal Magnetic Susceptibilities of Certain Paramagnetic Crystals with Temperature, in the Physical Review, Vol. 41, No. 6, September 15, 1932.

PROFESSOR EDWARD C. KIRKLAND

A History of American Economic Life, F. S. Crofts & Company, 1932.

Various book reviews in newspapers, magazines, and learned periodicals.

A few short biographies for the Dictionary of American Biography.

REPORT OF THE DEAN

To the President of Bowdoin College:

SIR:—

Three years ago I began the custom, which it may seem well to continue and extend, of writing the Bowdoin fathers of Bowdoin Freshmen, asking them what they hoped their sons would be, as men, partly as the result of their four years at the college. The replies have been stimulating.

“Apart from the strictly academic phase of college, I hope that my son will retain the sound fundamental distinction which I believe he now has between right and wrong, and that he will develop the strength of character to be at close range with some of the necessary evils of college and be strengthened rather than weakened by the contact”. “In addition to his academic training, I would have him acquire a measure of self-confidence; to be able to take responsibility without worry or fear; to decide for the right as he sees it, not influenced by others. . . . I want him to be happy, keeping his sense of humor, and to get enjoyment out of his study, sports and people, and to come out of college as fine as when he entered it.” Those quotations come from letters of a business executive and a merchant. A manufacturer writes: “Chiefly, I want him to know what upright manhood is which comes from the spirit of loyalty to the college, to the members of the faculty, and to his fellow students. I want him to avoid, as much as possible, the pitfalls which I know will tempt him, and which, no doubt, he will want to flirt with. . . . I should like to have him achieve good marks, but more than all else do I want him to leave there, proud of his record in personal bearing, and with the fewest regrets for having wasted his time in things he could be ashamed of.” A banker continues: “My supreme hope for him is that as he goes through Bowdoin, his experience will nourish in him a conscience (New England, if you will), an intimate sense of the difference between right and wrong.”

“What I think I want most is for the boy to come out as clean as he went in, to learn how to extract information from books and teachers, correctly to evaluate things, persons, and ideas, to distrust everyone and everything without becoming a pessimist, to get some notion of the efforts of the race to find some criterion of value and to choose as his guide the finest yet conceived — myth though it be, to be tolerant of others yet steadfast in the right as he sees it.” It is a college professor speaking. And here speaks another manufacturer: “As for what he may be as a man? Well, first of all a *good* man, concerned not so much with material gains, but rather with the desire of making this old world a better place in which to live—with thoughtfulness for others. At the same time I hope he may have tolerance for those whose ways of life he may not perhaps approve, but whom he must learn to understand, if he is to be successful in carrying out his own ideals.”

“The happiness and the harmony which we naturally desire for our son will result from a capacity to see things whole and never to become immersed in the sea of things in which we all threaten constantly to be engulfed. This detachment comes not from books or facts but from contact with natures that have themselves caught the gleam. ‘And I, if I be lifted up, shall *draw* all men unto me.’” This father is not a clergyman, but a lawyer. “I would like to have his friends and classmates trust and respect him, and I hope that Bowdoin will show him how to earn that trust and respect. I don’t want Bowdoin to weaken or lessen his belief and faith in God. I don’t want him to forget, as he has always been taught, the wonderful power of prayer in times of trial and temptation. Above all, I want him to be a square shooter.” This father is not a clergyman, but a doctor. Nor is the father who speaks next a clergyman; he is a manufacturer. “There is no more impressive feature at the Bowdoin Commencement dinner than the singing of the Commencement hymn. The hearty participation of all classes year after year indicates that this hymn is no mere tradition or habit, and strongly suggests that the quaint, out-moded phrases of Isaac Watts still convey to our generation a noble expression

of the purpose of the college. . . . Implications of intellectual attainment are not lacking, but they are not so prominent as the matters of spiritual insight and worthy conduct. Character is probably the best single word by which to express this aim. . . . A common root for these virtues lies in a constructive attitude toward life, a desire to make the world a better rather than a worse place to live in. Some picnic parties leave their lunch places marked by tin cans, paper boxes, and debris. Some leave theirs clean and in order, and sometimes even with a seat or a table or fire place for the next comers to use. This difference in behavior comes from a difference in mental attitude which is fundamental. . . . If we go a step further and look for the source of the constructive attitude, we find it in a feeling that the world is a worth-while affair, that the universe is not only vast but that it is ordered, planned and going somewhere, that human life while comic or tragic by turns, is always significant, that science and history alike give evidence of an increasing purpose running through all the ages. Such a feeling we call reverence and such a feeling leads one to seek to live in accordance with the larger plan, to adopt the constructive attitude, and to promote and not obstruct the ongoing purposes. As we see it, then, the essentials of an admirable character are reverence, a constructive attitude, and responsibility for conduct which lead to the virtues of sincerity, square dealing and loyalty. The development of such a character is the main objective of life and should be the main objective of college as the most formative period of life." This manufacturer then very adequately defines and discusses other elements of college life — culture, vocational preparation, mental efficiency, friendships — and concludes: "Character, culture, vocational preparation, mental efficiency, friends — these are the objectives which I would choose for my boy's college education. If the college can offer the opportunity to attain these objectives; if it can make them appear attractive to the student and worthy of his serious effort; if it can make the road to their attainment plain and not too difficult, it has done its part. The rest is up to the student. If he accepts the offer, he is on the way to the realiza-

tion of his larger and better self; Bowdoin will gain another loyal son, the world a good citizen, and two parents will receive an abiding satisfaction."

Letters such as these, from alumni of the college, from men who loved it and gladly sent their sons to it, could hardly leave me smug in the consciousness that Bowdoin does about as well as one can expect in its primary job of being an institution of learning and culture, certainly an institution which sees to it that everyone who gets in and graduates shows at least some reasonable ability and willingness to use his brains on academic subjects. Nor was any possible smugness left intact by my awareness that a large number of desirable results — often quite unacademic — commonly attend this ability and willingness. In fact, smugness over this particular virtue of Bowdoin has never been one of my pet failings. Unquestionably it is a virtue. But it is a virtue rather too easy to attain. Given a college greatly in demand, the maintenance of comparatively high scholastic standards of admission is not hard — on the Faculty. Given Governing Boards and alumni who take pride in the college degree, insistence that it imply a certain minimum of knowledge is not hard — on the teachers. Given a capable Faculty and a capable undergraduate body, even the inculcation of a bit of intellectual curiosity and ambition is not infrequently possible — though I've seldom had much luck myself.

So no matter if we college pedagogues succeeded beyond our happiest dreams in developing our students' mental powers and interests, I have long contended that we should see only limited reason to break our arms patting our backs, or to fancy we deserved society's unqualified approval. Of course, there may be some college in the country where all the students are potential geniuses and needn't bother, or be bothered, about anything except their brains. And of course the graduate schools of American universities may with propriety devote themselves exclusively to improving their students' mental powers. But if an educational system so uniquely extensive, so uniquely fundamental, as the American "college education" is fully to justify its existence, it must somehow do more than its primary job.

Not till a college is 100% successful in doing more than that, can its Faculty lie back and bask, its President and Dean cock their feet on their desks and get elated, its Governing Boards, alumni and undergraduates applaud everything about the place — except, possibly its football seasons. It is a double-barreled Bowdoin those Bowdoin fathers want, quite rightly — a Bowdoin that does its best to develop brains *and* character, intellect *and* spirit, minds *and* men. Of course they realize that 100% success is not to be expected, just yet, of any human institution, social, educational, religious, Republican or Democratic. But are they likely to be disappointed, bitterly disappointed, at what happens to their sons in the present Bowdoin?

Not at what happens to them mentally, I feel sure. While there may be individual disappointments on that score now and then, it can be no general and bitter disappointment for which the college is responsible. Bowdoin is doing this part of its job, the easier part, well. Intellectual opportunity is almost unlimited, intellectual stimulus reasonably abundant, intellectual demands reasonably high. But how about what happens to those sons there in other respects?

Early in July 193- I wrote a long letter to the men who had graduated that June, and asked them a lot of questions.

. . . “Probably you don’t yet feel much like an alumnus, one of that group that perhaps seemed to you, just a few weeks ago, a rather alien lot, despite the constant reminders from President Sills and me that they are co-owners of the college. But you *are* an alumnus, whether you realize it or not, like it or not. It’s too late for you to change your mind now and become an undergraduate elsewhere; too late to wish you’d gone to Harvard or Williams or Dartmouth or Centre; too late to do anything at all about it — except help make this college one in which you can find increasing satisfaction and take increasing pride. For it’s even more your college now — the only one you’ll ever have, yours for better or for worse, and for life. If you have already caught even a bit of this alumni spirit, your answers to my questions will be given with a certain freedom and maturity and objectiveness that would have been almost im-

possible for you a fortnight since, before you got that diploma. The man you'll be writing to is no longer your Dean, but your agent, and his many years of experience have not made him feel so infallible as to think he doesn't need information and suggestions wherever he can get them. And the information and suggestions he solicits now can be given him only by you and your classmates, his newest crop of Directors. . . .

"The following questions are connected with the hopes expressed in the letters of those fathers. I wish to find out how far such hopes are apt to be justified. Of course no scientific accuracy is possible in a study such as this. But if you, and each of your classmates, will answer the questions frankly and will base your answers on your own knowledge of either the ten or twenty undergraduates you observed most closely, the sum total of opinions should be fairly reliable and very significant. It is obvious that college associations do much to improve one in such superficial respects as manners, ease of speech, tact, dress; it is obvious that certain mental habits and powers are improved. Is character, in the broad sense of the word, also improved? (Not that the final results always show even by the time of graduation.) I have my own theories, of course, but a check-up with you men would be invaluable.

"Of the ten (or twenty) men whom I most closely observed at Bowdoin, I should say that during their college years

1)	%	gained greatly	%	gained a bit	%	stayed unchanged	%	lost a bit	%	lost greatly
2)	%	"	"	"	"	"	"	"	"	in ALTRUISM lost greatly
3)	%	"	"	"	"	"	"	"	"	in AMBITION lost greatly
4)	%	"	"	"	"	"	"	"	"	in BELIEF IN GOD lost greatly
5)	%	"	"	"	"	"	"	"	"	in CLEAN SPEECH lost greatly
6)	%	"	"	"	"	"	"	"	"	in COOPERATION lost greatly
7)	%	"	"	"	"	"	"	"	"	in DEPENDABILITY lost greatly
8)	%	"	"	"	"	"	"	"	"	in FAIR-MINDEDNESS lost greatly
9)	%	"	"	"	"	"	"	"	"	in FRIENDLINESS lost greatly
10)	%	"	"	"	"	"	"	"	"	in GOOD SPORTSMANSHIP lost greatly
11)	%	"	"	"	"	"	"	"	"	in INDUSTRY lost greatly
12)	%	"	"	"	"	"	"	"	"	in INITIATIVE lost greatly
13)	%	"	"	"	"	"	"	"	"	in MORAL COURAGE lost greatly
14)	%	"	"	"	"	"	"	"	"	in POWER OF CONCENTRATION lost greatly
15)	%	"	"	"	"	"	"	"	"	in RACIAL TOLERANCE lost greatly
16)	%	"	"	"	"	"	"	"	"	in SEXUAL MORALITY lost greatly
										in TEMPERANCE (Liquor)"

I wonder how a newly graduated class of my own day would have treated a request of this sort. Would it have incensed us, embarrassed us, or simply floored us? Would we have figured analytically, blindly, evasively, or not at all? Would we — well, beyond admitting this wonderment, I decline to explore my own generation. We had “decent reticences” in those days. Later generations must never never confuse our “decent reticences” with vacuity or hypocrisy.

Anyhow, to get back to this contemporary class, all but four men answered that questionnaire: one of the four was out of the country; another had been in the college merely two years and felt that he therefore was disqualified; the third was earnestly contemplating matrimony and asked for more time; only the fourth seems to have been *spurlos versenkt*. Not content with inserting the percentages, most of these young graduates added marginal comments; many of them wrote very discriminating letters; one extraordinarily mature discussion of the whole situation filled nineteen big typewritten pages. A class must have a share of certain of the qualities listed in that questionnaire to answer it so universally and so carefully as this class did.

Now of course the figures it calls for, even if correctly given, will leave unknown a large number of very pertinent things one would like to know. All that the figures, if correctly given, can possibly *prove* is what percentage of those boys were changed for better or worse in these various respects during their years at Bowdoin. Even this would be very welcome information. We could then with at least a considerable body of solid fact to start from, discuss the reasons for the change, conditions in other colleges, contemporary social trends, past classes, future classes, *et cetera et cetera ad infinitum*. The very fact of real change itself would confound whole broods of psychologists.

But are the figures correctly given? Can they be correctly given, even if we assume that the different qualities listed had the same connotation for a hundred different men?

It is very unlikely that any one man's estimate of ten classmates would be reliable. Yet if each of these hundred men did his best to appraise the ten he knew best, and if it so happened that each of the hundred was appraised by the ten, approx-

imately, who knew him best, the resulting averages, supposing all those qualities meant the same thing to all those appraisers, should be thoroughly significant. To be sure, it could not have worked out so symmetrically. But the chances are that each member of the class was the victim of at least several appraisals. And there is every evidence that the vast majority of the boys did their best with the job. Certainly the candor of all but a handful can hardly be questioned. Candor, amongst themselves, and to a large extent with their older friends, is one of the virtues of contemporary youth, anyhow, comparatively speaking. This same candor, moreover, enables boys in college to know each other much better, I am sure, than in my own college day. I am therefore inclined to believe that the statistics which soon follow are fairly sound — if we may assume that the various qualities rated had the same connotation for the various reporters. That is a large “if”.

Precisely what did *Belief in God* mean to a hundred different men? And *Clean Speech*? “Everyone learned a few new oaths but also learned when not to use them.” How many other men were so rigorous as to exclude the expert and timely cusser from their list of “clean” talkers? *Good Sportsmanship*? Could any one of them have supposed that that meant losing a state championship without a qualm? And *Moral Courage*? “What did I know, as a Freshman, of moral courage?” Even as a graduate, another man seems to suppose it the same thing as common honesty. To how many men did a decline in *Sexual Morality* mean sexual indulgence, and to how many did it simply mean an obvious loss of high ideals in this respect? Many men clearly took *Temperance* to mean teetotalism. Just how many?

Questions such as these I cannot answer. I can only guess. But now, after this long preamble, let me submit the figures (within the nearest 5%) for what they are worth. And in my opinion they are still worth a great deal, after all possible discounts have been made.

It is the composite opinion of that class that of the men they most closely observed during their college years:

1)	20%	gained greatly	30%	gained	a bit	35%	stayed unchanged	10%	lost	a bit	5%	lost greatly	in Altruism
2)	25%	"	30%	"	"	30%	"	10%	"	"	5%	"	in Ambition
3)	5%	"	10%	"	"	55%	"	20%	"	"	10%	"	in Belief in God
4)	0%	"	10%	"	"	40%	"	30%	"	"	20%	"	in Clean Speech
5)	30%	"	30%	"	"	30%	"	10%	"	"	0%	"	in Cooperation
6)	20%	"	35%	"	"	35%	"	10%	"	"	0%	"	in Dependability
7)	30%	"	30%	"	"	30%	"	10%	"	"	0%	"	in Fair-Mindedness
8)	40%	"	30%	"	"	25%	"	5%	"	"	0%	"	in Friendliness
9)	25%	"	30%	"	"	35%	"	10%	"	"	0%	"	in Good Sportsmanship
10)	20%	"	30%	"	"	30%	"	15%	"	"	5%	"	in Industry
11)	25%	"	30%	"	"	30%	"	10%	"	"	5%	"	in Initiative
12)	15%	"	25%	"	"	40%	"	15%	"	"	5%	"	in Moral Courage
13)	35%	"	35%	"	"	20%	"	5%	"	"	5%	"	in Power of Concentration
14)	10%	"	25%	"	"	50%	"	10%	"	"	5%	"	in Racial Tolerance
15)	0%	"	10%	"	"	50%	"	25%	"	"	15%	"	in Sexual Morality
16)	5%	"	5%	"	"	30%	"	40%	"	"	20%	"	in Temperance (Liquor)

Thinking that each man would very likely have included his own fraternity delegation among the men rated, I also tabulated the figures on a fraternity and non-fraternity basis. The variations between different fraternities are not startling and the non-fraternity group percentages are strikingly close to the general average. I have no evidence that this class was conspicuously different from other classes recently graduated or now in college.

Well, what do these figures tell of character development in Bowdoin College? They tell us much. But they certainly do not even hint that those responsible for the success of the institution — Governing Boards, President, Dean, Faculty, alumni, undergraduates, yes, and society at large — are at present entitled to relax in a sense of satisfactory accomplishment. Yet before any of us assert, with our eyes fixed on items 3, 4, 15, 16 — *Belief in God, Clean Speech, Sexual Morality, Temperance* — that the college is definitely going to the dogs, let us do a few other things. First of all, let us quietly search our own memories a bit, examine our own consciences.

Secondly, let us remind ourselves that questions 3, 4, 15, 16 are not the only questions answered. Other answers tell us that *out of every average group of twenty men considered, from ten to fourteen gained, while only two to four lost, in altruism, ambition, cooperation, dependability, fair-mindedness, friendliness, good sportsmanship, industry and initiative.* Some of those traits are not too remotely connected with character. Without stopping to discuss the relative social value of various virtues, let us recollect that some of those traits also are rather necessary to the betterment of a very imperfect world.

Thirdly, let us remember that youth is always apt to be youth, anyhow; that *Belief in God, Clean Speech, Sexual Morality* and *Temperance* have never been its best cultivated characteristics; that in these statistics the percentages of loss have been swollen to an unknown degree by that differing interpretation of terms to which I have already alluded; that if seventy out of a hundred young fellows gained in *Power of Concentration*, while

only ten lost, we could hardly suppose any large number of them were as yet ruined by sex and liquor.

Fourthly, and lastly, before we brood over items 3, 4, 15 and 16 too censoriously, let us bear in mind the fact that during the last fifteen years the attitude of society at large toward this quartet of virtues has not been precisely inspiring to young men in college. It is not their fault that they came into a world whose standards, in matters of sex, speech and liquor, have so generally been allowed, and encouraged, to slip back too close to those of the Georgian or Restoration period, if not those of the Roman Empire at its worst, and whose God has been so generally "outgrown". It *will* be their fault, largely — and that of the girls, even more to be reckoned with — if these conditions are not improved, at least in this increasingly college-bred country, during the *next* fifteen years.

We can now, perhaps, re-read those four lists of figures — the only disheartening ones — with greater patience and understanding, though not with comfort. They must still be depressing to those Bowdoin fathers, and hardly less so to those of us in positions like my own who love the college, feel our responsibility, and endeavor to meet it in the wisest ways we know.

Clearly our ways are not wise enough. Perhaps other men could improve upon them. Perhaps we ourselves may get new illumination. Certainly we shall look for it. But in an era when the old-fashioned "temptations of youth" are so widely the accepted — and justified — practices of society as a whole, an era when youth's natural and easy neglect of spiritual forces is so widely supported by that of his seniors, our task is no sinecure.

Yet, depressing though the figures must be, they need not be, all things considered, too depressing. The figures are somewhat worse than the facts. And even were they not worse, we must not lose our perspective and our sense of values. The world and its individuals have recovered from many a past attack of the evils from which we now suffer. The most disquieting element in our present case is that these same vices are

too often proclaimed virtues by people of power and position who ought to know better. Some of them no doubt do, and are merely talking. Still, that is an ancient phenomenon also. And it is a relief to believe that few of our Bowdoin undergraduates become Seniors who are satisfied with any of the current proofs of the moral excellence of inebriety, the nobility of fornication, the grandeur of smut, and the glories of atheism. Far too many of them have their weaknesses, but in general they do not seriously pronounce those weaknesses elements of strength.

It might be interesting to hear some of these young graduates speak for themselves on the four points in question, *Belief in God, Clean Speech, Sexual Morality and Temperance*.

"I really think that the great conflict between students leaving College and the religiously-minded who still, it seems, bewail the ungodliness of the college graduate is the conflict between deductive and inductive reasoning, the rise of the scientific method. Most, or many, of the older ministers and orthodox, pious Christians start with certain generalizations defended by the Church, and adapt all things to this. The average student who thinks a great deal about religion would rather believe nothing than make this start. He starts in where most end, the spiritual experience, tries to realize certain truths about it. If he can apply theological terms to what he thinks are realities, well and good. But, according to his method, he is ready at a moment's notice to throw out his conclusion, return to the beginning and retrace his steps along the path to a conclusion, perhaps the same, perhaps different. Since a man's experience is always growing, in range and depth, it follows that anyone thinking in terms of inductive rather than deductive reasoning must be constantly tossing over what Church people have been in the habit of calling belief but what is usually the final form and phrase given to a man's experience. . . . The weakness of the scientific method when applied to spiritual things is that the mind applying the method may not be alive to certain powers and values, which, while impossible to be analyzed in a laboratory are none the less real."

I wonder if men of my own age, as new graduates, could have had a much better, really better, report to make upon our own generation, or could have formulated it more thoughtfully. Yet that was a day when our elders gave us at least a much more impressive example of church attendance, acceptance of doctrine, financial support of organized religion, yes, and of genuine faith, than we have set for our own juniors. Religious convictions, vital, unshakeable, transforming, are generally born of the personal experience, and this experience seems to be rarer in youth than in maturity.

“The question concerning clean speech is perhaps the most easily answered. The problem is not one of morals but of very bad taste. The freshmen learn the habit from upperclassmen, are sometimes forced into it out of self-defense (that from actual observation). The habit is perhaps connected with the fear on the part of most students, and essentially a healthy fear, of even appearing to be a ‘sissy’, or, to use the current word, a ‘pansy’. The average student would much rather appear as a profligate than a paragon of virtue. (He is usually neither)”.

“The wave of free discussion of sex in psychological and physiological terms, while overemphasizing at times the relative importance of sex in relation to the whole of life and giving those so inclined what seemed a legitimate ground for looseness, has resulted in several good things. Scientific knowledge about sex has within certain limits been distributed. Cruelty and unhappiness through ignorance has been struck a death blow. Woman’s position has actually, in spite of certain appearances, been bettered. Whether right or wrong, those who study the current tracts on sex arrive at the conclusion that there are two quite distinct functions in physical relationship, the reproductive and the affectional, the latter as important as the former and not dependent upon it. This conception combines with the fact that the acquiring of an education and the first steps in earning a livelihood require the young man to delay marriage until long after he is physically and emotionally prepared for marriage, often until he is twenty-seven or more years old. It has been my experience in talking with students that the average

senior in my class recognizes a different moral plane for those who have promiscuous intercourse divorced from deep or permanent affection, and for relations between two who are kept from marriage only by economic reasons beyond control. The dangers of such a conception are obvious. . . . The answer lies in some change of the economic system so that young people may marry at an earlier age than is possible for most at present. It may result even in provision by parents for an early marriage for children in the same way in which education is provided for at present."

"I don't believe that Bowdoin ever made a moral wreck of anyone. I believe firmly that a fellow comes to college with his code of morals pretty well set. If he slips while there, I think it is safe to say he would have slipped anyway. That is why I believe a fellow should be put almost entirely on his own. It brings out either the best in him, or the worst. If it is the worst that comes out — well, he shouldn't be there anyway. As to drink, college did change my attitude there. Perhaps you'll say for the worse, but I feel that it was for the better. I was narrow-minded about the thing and I had to become tolerant, and finally I drank a bit myself, but never to any extent which would hurt me. Some of the finest friendships I made, and some of the 'bull sessions' of the higher type, I had over a glass of beer."

"In his first year the college man is suddenly thrust upon his own. He is confronted with new experiences, opportunities perhaps for intemperance and sexual immorality; he meets facts contradictory to those learned at prep school; the complete situation is presented to him, and not an immoral censorship. All these things take his breath away at first. During his Sophomore year, his knowledge still increasing, he begins to think a little about these experiences, and he passes through stages of doubt, of mental and moral depression, of cynicism. Somewhere during his Junior or Senior year things begin to clear. His own insignificance dawns on him, but he resolves to be a man about it, and by the end of his Senior year his ambition may have carried him to a point where he is determined to be of signi-

ficance, and he may or may not need another lesson in humility. His final stage is not like the first, however, for he now has the rational point of view, whether it be in cooperation, fair mindedness, or belief in God. Hence, even if the college graduate has not gained in certain moral qualities, I believe that in most instances he has developed, and that his development, which sometimes improves while he is at college, very often may lead to such a state after graduation."

Letters such as these hardly seem to come either from care-free libertines or "advanced" thinkers who belonged to a college that had gone entirely contemporary. In fact, I believe Bowdoin has lagged behind many other colleges in falling into step with the worst parts of the "spirit of the age". Few of her friends can regret her tardiness or wish her to catch up with the rank and vile of this particular section of the parade.

What more can we do to keep her backward till times change as they must and will. There are obviously limits to what a Faculty can immediately and directly accomplish in a period when so many more admired and important persons are openly so "liberal". Of course we can always frame a much larger number of rules and regulations and punish any (discovered) breach with heroic vigor. But that is not building character — not in boys of college age — not in boys who are in college partly to gain experience in self-control.

Before we do this, as a last resort — supposing Bowdoin ever needs last resorts — I think we should exhaust all means of leading undergraduates to build themselves. The notion that a man should be his brother's keeper, so far as personal conduct is concerned, has unfortunately fallen into disrepute of late years, with both young and old. Perhaps if it had originally been practiced with less self-righteousness and severity, it would have met a happier fate. Perhaps it can be revived, shorn of the offensive features which so easily make it ineffective. Bowdoin students have not yet lost the willingness to look up to fellow students who thoroughly deserve to be looked up to.

Well, enough of this questionnaire, and enough, especially, of its more unpleasant aspects.

In 1926, and many times since, both on and off the record, I have said something like this in defence of the undergraduates in American colleges:

"They are vicious"? Well, I am not here to deny that there is a measure of truth in such books as *The Plastic Age*, *Flaming Youth*, *et cetera ad nauseam*. But college students in these days are pretty much a cross section of American society and American youth. The temptations they face in college are the temptations that face American youth everywhere. I do not assert that undergraduates never succumb to these temptations, but I do assert most emphatically that I would gladly stack them up against any group of non-college young men anywhere in this country. If the country as a whole is going in for hedonism, it is hardly to be expected that our collegians will devote themselves exclusively to asceticism. I do not wish to be understood as thinking it a case of *laissez-faire*. But let us not, as colleges, accept too much blame for not completely transforming current human nature. Furthermore, let us occasionally remind ourselves, and our critics, that matters of sex and liquor are only two of many elements in morality. When it comes to other elements such as honesty — common, intellectual, and commercial honesty — and good sportsmanship and fair play and generosity and good will, I am inclined to believe that our college product today is rather better than it used to be in my own time — and perhaps in yours."

I do not find in the figures which I have here submitted any general contradiction of this opinion expressed in 1926.

I. Enrollment

Number of

Students enrolled Sept. 26, 1935 ..	620	(Sept. 27, 1934—580)
Students enrolled Dec. 1, 1935 ..	614	(Dec. 1, 1934—580)
Left between Sept. 26th and Dec. 1st	6	
Students enrolled March 1, 1936	599	
Left between Dec. 1st and March 1st, 1936	19	
Seniors finishing work for degree	2	
Students re-admitted	6	

	Sept. 26, 1935	March 1, 1936
Students in Senior Class	116	115
Students in Junior Class	135	132
Students in Sophomore Class	173	162
Students in Freshman Class	192	185
Special Students	2	2
Graduates Pursuing Special Courses	2	3
	620	599

II. Geographical Distribution

Massachusetts	251
Maine	219
New York	40
New Jersey	25
Connecticut	19
Pennsylvania	15
New Hampshire	10
Rhode Island	9
Vermont	6
Ohio	5
Illinois	4
California	3
Missouri	3
Nebraska	2
Colorado	1
Florida	1
Maryland	1
Minnesota	1
Oklahoma	1
Wisconsin	1
Canal Zone	1
England	1
Norway	1
Total	620

III. Maine Residents at Bowdoin College

County	No.
Androscoggin	13
Aroostook	13
Cumberland	94
Franklin	5
Hancock	5
Kennebec	12
Knox	2
Lincoln	2
Oxford	10
Penobscot	17
Piscataquis	1
Sagadahoc	11
Somerset	11
Waldo	1
Washington	1
York	21

219

IV. Enrollment in Courses 1935-1936

Course	First Semester	Second Semester
Art 1, 2	24	22
Art 5, 6	28	25
Astronomy 1, 2	13	20
Biblical Literature 1, 2	13	25
Botany		26
Chemistry 1, 2	100	90
Chemistry 3, 4	44	42
Chemistry 5, 6	21	11
Chemistry 7, 8	48	42
Chemistry 9, 10	19	5
Chemistry 11, 12	8	12
Economics 1, 2	120	112
Economics 3, 4	24	22

Economics 6		29
Economics 7, 8	16	16
Economics 9, 10	32	28
Economics 11	21	
Economics 13	24	
Education 1, 2	30	27
English 1, 2	190	182
English 4	193	
English 5, 6	10	12
English 9, 10	38	38
English 13, 14	32	29
English 17, 18	24	21
English 21, 22	11	9
English 23, 24	10	8
English 25, 26	20	17
English 31, 32	8	7
French 1, 2	23	20
French 3, 4	182	164
French 5, 6	69	70
French 7, 8	8	8
French 11, 12	7	7
French 15, 16	7	7
German 1, 2	157	138
German 3, 4	19	18
German 5, 6	9	11
German 7, 8	7	8
German 9, 10	12	10
German 13, 14	4	1
German 15, 16	4	4
Government 1, 2	76	69
Government 5, 6	28	28
Government 7, 8	37	36
Government 9, 10	40	36
Government 11, 12	7	6
Greek 1, 2	14	14
Greek 3, 4	10	10
Greek 7	4	

Greek 11		9
Greek 19, 20	6	6
History 1, 2	108	108
History 3, 4	13	13
History 5, 6	38	37
History 9, 10	18	18
History 11, 12	22	25
History 17, 18	30	28
Hygiene	191	
Italian 3, 4	6	6
Latin A, B	17	16
Latin 1, 2	24	22
Latin 3	6	
Latin 9, 10	4	9
Literature 1, 2	79	78
Mathematics 1, 2	178	163
Mathematics 3, 4	36	28
Mathematics 5, 6	8	7
Mathematics 7, 8	7	6
Mathematics 9, 10	9	5
Mineralogy		24
Music 1, 2	59	54
Music 3, 4	5	1
Music 5, 6	4	3
Philosophy 1, 2	40	36
Philosophy 3, 6	11	18
Philosophy 9, 8	20	12
Physics 1, 2	62	57
Physics 3, 4	8	7
Physics 5, 6	7	7
Physics 7, 8	3	5
Physics 9, 10	14	12
Psychology 1, 2	72	70
Psychology 3, 4	13	10
Psychology 5, 6	8	8
Psychology 7, 8	1	1
Sociology 1, 2	36	32

Sociology 3, 4	6	16
Spanish 1, 2	13	11
Zoölogy 1, 2	75	72
Zoölogy 5, 6	58	52
Zoölogy 7, 8	7	5
Zoölogy 9, 12	32	15

V. Student Council Cup Standing

February, 1936

Non-fraternity	12.100
Alpha Tau Omega	11.904
Zeta Psi	11.428
Kappa Sigma	10.551
Sigma Nu	10.162
Chi Psi	10.008
Theta Delta Chi	10.062
Delta Upsilon	10.058
Delta Kappa Epsilon	9.333
Beta Theta Pi	8.972
Psi Upsilon	8.468
Alpha Delta Phi	8.377

VI. Student Council Cup 1911-1936

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., 1919	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 (now A.T.Ω.)	13.6666	12.5949
Feb., 1922	Phi Delta Psi (now A.T.Ω.)	10.3673	8.1516
June, 1922	Phi Delta Psi (now A.T.Ω.)	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 (now A.T.Ω.)	11.2419	9.1254
June, 1924	Phi Delta Psi (now A.T.Ω.)	14.0500	11.4241
Feb., 1925	Phi Delta Psi (now A.T.Ω.)	11.0270	8.9190
June, 1925	Phi Delta Psi (now A.T.Ω.)	13.7297	11.7922
Feb., 1926	Phi Delta Psi (now A.T.Ω.)	11.5520	9.4346
June, 1926	Phi Delta Psi (now A.T.Ω.)	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
June, 1934	Alpha Tau Omega	9.8040	8.8266
Feb., 1935	Alpha Tau Omega	11.9743	10.1226
June, 1935	Alpha Tau Omega	11.0789	8.2205
Feb., 1936	Alpha Tau Omega	11.9040	10.1252

This cup has been awarded 50 times, 15 times to Alpha Tau Omega, 13 times to Chi Psi, 10 times to Delta Upsilon, 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, Sigma Nu, Beta Theta Pi, and Kappa Sigma. The non-

fraternity group had the highest average for 15 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 10.1599.

The average of the winners' averages is 12.1820.

VII. Abraxas Cup Standing

February, 1936

North Quincy (Mass.) High	18.666
Portland High	17.250
Sanford High	15.000
Boston Latin School	13.166
Newton High	12.222
Brunswick High	12.000
Deering High	11.888
Hebron Academy	11.333
Cushing Academy	11.000
Lawrence Academy	10.666
Edward Little High (Auburn)	10.600
Newburyport High	10.333
Arlington High	9.250
North High (Worcester)	8.500
Loomis Institute	8.333
Phillips Exeter Academy	7.666
Classical High (Worcester)	6.250
Thayer Academy	6.000
Governor Dummer Academy	5.428
Bridgton Academy	5.000
Worcester Academy	4.000

VIII. Abraxas Cup — 1915-1936

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
Feb., 1935	Bangor H. S.	18.0000	10.4908
Feb., 1936	North Quincy (Mass.) H.S.	18.6666	11.1181

General average—9.4322.

Winning average—14.3068.

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 21st annual report on the condition and progress of the College Library for the year ending 31 March, 1936, the same being the 36th-37th year of my connection with the Library.

PERSONNEL

GERALD GARDNER WILDER, A.M., *Librarian.*

KENNETH JAMES BOYER, A.B., B.L.S., *Assistant Librarian.*

HUGH MCLELLAN LEWIS, B.C.E., *Reference Librarian.*

EDITH ELLEN LYON, *Cataloguer.*

CORRIS HARRIETTE POTTER, *Assistant to the Librarian.*

ALTA REED, *Assistant in the Students' Reading Room.*

GENEVA EVELYN ARCHIBALD, *Assistant in the Cataloguing Department.*

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 170,000.

ACCESSIONS

	1931-32	1932-33	1933-34	1934-35	1935-36
By purchase	1,783	1,435	1,405	1,188	1,689
By binding serials . .	389	449	307	430	439
By gift	1,903	1,013	686	1,390	1,841
By provision of law	237	221	164	155	150
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	4,312	3,118	2,562	3,163	4,119

These figures reflect the generous increase in the appropriation for books, made at Commencement last June, but we are still \$1,500 below the \$8,000 expended in 1930-31. This was considered a reasonable minimum at that time, and it is hoped that the difference may be restored this year.

The average cost of the volumes purchased during the year was \$3.80.

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.

GIFTS

At Commencement last year, on the occasion of the Sixtieth Anniversary of the graduation of his Class of 1875 and in the name of that Class, Professor Edwin H. Hall, Ph.D., LL.D., presented a bound set of Huygens, *Oeuvres complètes* . . . publiées par la Société Hollandaise des Sciences.

Clement F. Robinson, of the Class of 1903, has completed our set of *Punch* from the beginning, with 144 volumes.

During the year more than 600 volumes were added from the estate of the late Charles Potter Kling. These books were of a very general nature, and included many sets in good editions which were useful in replacing old sets in the Library and in increasing the number of copies of standard writings where more were needed.

From the library of Professor Marshall P. Cram, Ph.D., of the Class of 1904, more than 230 volumes were added.

More than 1,000 volumes were received by the will of Mrs. Grace Williamson Edes Stedman, who had previously sent so many books from the libraries of, and in memory of, members of her family.

The largest gift of the year was received by the will of Professor Charles J. Goodwin, Ph.D., of the Class of 1887. This classical library of some 3,000 volumes, contains many long and valuable series, such as: *Corpus scriptorum historiæ Byzantinæ*; *Corpus scriptorum ecclesiasticorum latinorum*; *Die griechischen christlichen Schriftsteller der ersten drei Jahrhunderte*; and *Bibliotheca Scriptorum Græcorum et Romanorum Teubneriana*.

PURCHASES

Among the larger purchases of the year are the volumes of *Archiv für das Studium der neueren Sprachen und Literaturen*, from 1920 to date, completing the set; *Le Français Moderne*, from its beginning; *Neues Archiv der Gesellschaft für ältere deutsche Geschichtskunde*, from its beginning in 1876; *Medium Aevum*, from its beginning; *Quellen und Studien zur Verfassungsgeschichte des deutschen Reiches in Mittelalter und Neuzeit*; and *Böhmer's Regesta Imperii*.

CIRCULATION

	1932-33	1933-34	1934-35	1935-36
Lent, outside	14,656	14,368	14,830	13,894
Lent, closed reserve	14,227	18,619	16,903	17,494
	<hr/>	<hr/>	<hr/>	<hr/>
	28,883	32,987	31,733	31,388
Largest month . . .	Ja. 1,782	Mr. 1,574	Ja. 1,867	F. 1,959
Smallest month . .	Ag. 590	Ag. 544	S. 587	Ag. 423

Like most figures, and especially circulation figures, these should be used for local comparison only. By the mere shifting of books in one course from the open to the closed reserve shelves, at least 2,000 circulations could easily be added. Other known differences in the ways of keeping circulation statistics would change these figures by many thousands.

The use of books within Hubbard Hall, of which no statistics other than for the circulation of books on closed reserve are kept, has continued to be very large, so that it has been necessary to place two dozen extra chairs in the reference room.

STUDENTS' READING ROOM

The number of readers using the Students' Reading Room during the past five years is as follows:

1931-32	1932-33	1933-34	1934-35	1935-36
3,460	3,725	3,657	4,055	3,740

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

	1931-32	1932-33	1933-34	1934-35	1935-36
Appropriation, salaries . .	\$ 9,600*	\$ 9,600	\$ 9,330	\$ 11,235	\$ 11,280
Student assistants	1,850	1,850	1,925	1,925	2,000
Books, etc.	5,125	4,605	4,515	5,085	6,790
Special reading-room	1,850	1,665	1,530	1,487	1,479

Endowment fds., consol.	1,976	1,711	1,504	1,113	1,400
Achnon Flag fund ..			43	36	45
Appleton fund	509	444	402	347	363
Chapman memorial ..	315	275	280	261	253
Class of 1875 fund ..	84	73	66	62	60
Class of 1888 fund ..	61	53	48	44	43
Class of 1899 fund ..	101	88	80	74	72
Class of 1904 fund ..		27	16	31	36
Darlington fund	50	44	40	37	36
Drummond fund	154	134	121	113	110
Fessenden fund				164	361
Louis C. Hatch estate			100	100	100
Samuel W. Hatch fund	50	44	40	37	36
Hubbard fund	5,745	5,007	4,530	4,224	4,096
Thomas Hubbard fund	167	146	126	118	119
Lufkin fund	13	22	20	18	18
Lynde fund	75	65	59	55	53
Morse fund	50	44	40	37	36
W. A. Packard fund	253	221	200	186	180
Pierce fund	1,623	1,415	1,280	1,193	1,157
Smyth fund	71	42	2		
Stanwood fund	64	56	50	47	45
Gifts, etc.	492	408	423	529	307

\$30,289* \$28,044 \$26,777 \$28,568 \$30,486

EXPENDITURES

Books	\$ 5,698*	\$ 4,485	\$ 4,938	\$ 4,905	\$ 6,427
Periodicals	1,693	1,845	2,315	1,964	1,578
Binding	1,278	1,217	919	1,358	1,038
Express and postage ..	235	205	137	149	192
Increase of Library ..	[8,906]	[7,753]	[8,311]	[8,378]	[9,237]
Library supplies	463	573	420	560	520
Salaries, regular staff ..	15,065	15,062	14,325	14,061	14,194
student assistants .	2,089	2,116	2,128	2,179	2,417
janitor service ...	1,245	1,227	1,139	1,130	1,116
New equipment	116	574	565	807	229
Repairs	1,154	900	570	289	1,009
Supplies for building ..	53	33	71	39	140
Telephone	73	70	74	71	68

\$29,169* \$28,312 \$27,607 \$27,518 \$28,944

* Cents are omitted.

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	1935	1936
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	7,005 00	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	988 00	1,048 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
Francis Fessenden	John Hubbard	10,000 00	10,000 00
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
		\$234,368 14	\$234,428 14

EXHIBITS

There were but four exhibits during the year, two of them holding over much longer than the usual period for special reasons.

1. Longfellow, Hawthorne, and Pierce manuscripts, lent by Leon Brooks Leavitt, Esq., of the Class of 1899.
2. First editions of Edwin Arlington Robinson, partly the property of the Library and partly lent by Mrs. Henry Johnson.
3. An exhibit of Bibles, especially to commemorate the four hundredth anniversary of the first translation of the Bible into English, by Coverdale.
4. Books printed by Thomas Bird Mosher, (Hon. A.M., Bowdoin), of Portland.

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 30 April, 1936.

APPENDIX

*The Library, as Classified, showing Accessions for the Period
From April 1, 1935 to March 31, 1936.*

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	28	4	32	1,619
Library economy	020	4	1	5	790
General encyclopædias	030	2		2	828
General collected essays	040				43
General periodicals	050	79	5	84	9,144
General societies	060	2	1	3	240
Newspapers	070	38		38	1,873
Special libraries	080				359
Book rarities	090		2	2	96
Philosophy	100	15		15	618
Metaphysics	110	3		3	80
Special metaphysical topics . .	120	5		5	79
Mind and body	130	47		47	509
Philosophical systems	140	3		3	54
Psychology	150	24		24	657
Logic	160	1		1	106
Ethics	170	7	2	9	997
Ancient philosophers	180	18	11	29	190
Modern Philosophers	190	10		10	743
Religion	200	13	1	14	2,004
Natural theology	210	1		1	247
Bible	220	2	2	4	1,924
Doctrinal theology	230	3	1	4	1,032
Practical and devotional	240	1		1	446
Homiletical, pastoral, parochial	250				906
Church, institutions, work. . . .	260	7		7	959
Religious history	270	5		5	954
Christian churches, sects	280	2	8	10	1,253
Non-Christian religions	290	2	1	3	410

Sociology	300	50	12	62	1,391
Statistics	310	15	5	20	1,069
Political science	320	65	29	94	5,508
Political economy	330	134	36	170	5,742
Law	340	35	316	351	4,575
Administration	350	24	10	34	3,316
Associations, institutions	360	19	20	39	1,384
Education	370	22	27	49	4,846
Commerce, communication	380	13	54	67	2,601
Customs, costumes, folk lore	390	9	21	30	325
Philology	400	24	1	25	855
Comparative	410	1		1	100
English	420	11	1	12	530
German	430	22		22	425
French	440	4		4	548
Italian	450				57
Spanish	460	1		1	84
Latin	470	3		3	402
Greek	480	9		9	653
Minor languages	490				173
Natural science	500	46	31	77	3,862
Mathematics	510	19	5	24	1,515
Astronomy	520	5	10	15	1,502
Physics	530	34	4	38	1,295
Chemistry	540	60	35	95	2,034
Geology	550	8	6	14	1,692
Paleontology	560		2	2	106
Biology	570	12	5	17	1,127
Botany	580	1	4	5	811
Zoölogy	590	15	4	19	2,257
Useful arts	600	7	3	10	857
Medicine	610	13	1	14	5,514
Engineering	620	4	4	8	1,110
Agriculture	630	6	6	12	1,338
Domestic economy	640	1	2	3	35
Communication, commerce	650	10	5	15	464
Chemical technology	660	2	2	4	237
Manufacturers	670		1	1	168

Mechanic trades	680				17
Building	690				27
Fine arts	700	10	12	22	870
Landscape gardening	710	1	1	2	149
Architecture	720	6	10	16	387
Sculpture	730	5	12	17	286
Drawing, design, decoration . .	740	5	7	12	116
Painting	750	12	27	39	595
Engraving	760	1	6	7	121
Photography	770				57
Music	780	6		6	747
Amusements	790	14	1	15	505
Literature	800	26	3	29	1,697
American	810	64	173	237	6,205
English	820	144	438	582	10,007
German	830	221	84	305	4,518
French	840	33	41	74	6,454
Italian	850	5	2	7	1,266
Spanish	860	1		1	486
Latin	870	20	18	38	2,044
Greek	880	80	35	115	2,108
Minor languages	890	2		2	387
History	900	32	5	37	1,901
Geography and description . .	910	55	127	182	6,218
Biography	920	90	43	133	5,809
Ancient history	930	14	26	40	1,010
Modern history, Europe	940	189	44	233	6,518
Asia	950	2	2	4	300
Africa	960		3	3	108
North America	970	40	80	120	5,555
South America	980	1		1	87
Oceanic and polar regions . .	990				127
Alumni collection			14	14	1,255
Maine collection		23	47	70	9,806
U. S. Documents (serial set) . .			29	29	6,206

REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

To the President of Bowdoin College:

The Director and the Curator of the Museum of Fine Arts have the honor to submit the following report for the year ending April 30, 1936:

ACQUISITIONS

May—4 pieces of silver for the Daniel Cony Memorial Collection. Gift of Mrs. Albert E. Davies, of Paris Hill.

June—"Martha Washington" chair. Gift of Miss Edith J. Boardman, of Brunswick.

Dry point: Grandpa Takes a Walk, by Martin Lewis. Ninth print, American College Society of Print Collectors.

Inlaid table from Damascus; cabinet and screen in teak-wood and carved ivory, all formerly owned by Dr. Louis C. Hatch, Class of 1895. Gift of Dr. Hatch's niece, Mrs. Edith Greenwood, of Bangor.

July—Group of Chinese and Japanese objects: Brass *hibachi*, bowl in red lacquer, ivory statuette of dancing girl, two carved jade buckles, small Satsuma vase, enameled vase. Set of twenty volumes edited by S. Tajima: Selected Relics of Japanese Art. Gift of Mr. Earle A. Merrill, Class of 1889, of Westfield, N. J.

Sheraton sofa. Gift of Miss Edith J. Boardman, of Brunswick,

August—Etching: Church of St. Mary Major, Ronda, by John Taylor Arms. Tenth print, American College Society of Print Collectors.

White ostrich feather fan with tortoise-shell mountings. Gift of Mr. Earle A. Merrill, Class of 1889.

September—62 pieces of pewter of varied provenance and date; 22 tiles of varied provenance and date. 11 prints, added to Bowdoin Lending Gallery. Estate of Professor Marshall P. Cram, Class of 1904, of Brunswick.

Kakemono: Eagle on pine tree, by Naonari; 4 tortoise-shell combs. Gift of Mr. Earle A. Merrill, Class of 1889.

Map of New England. Published by Thos. Jeffreys, London, 1774. (The first large-scale map to show the N. E. Townships). Purchased as a memorial to Freeman Milliken Short, Class of 1901, with proceeds of sale of stamp collection (cf. Report to the President for year ending April 30, 1934); hung in the Moulton Union.

November—Pair of silver shoe buckles, early American. For the Daniel Cony Memorial Collection. Gift of Mrs. Albert E. Davies.

Paisley shawl. Gift of Mr. Earle E. Merrill, Class of 1889.

Collection of Egyptian and Classical antiquities, loaned since 1926 by Mr. James Henry McLellan, of Portland; now made permanent gift.

April, 1936—2 lithographs by Adolph Dehn: North Country, and Gay Head. Gift of Walter K. Gutman, Class of 1924.

Lithograph: The Melon Vendor, by Thomas Handforth. Eleventh print, American College Society of Print Collectors.

Two pieces of silver: Queen Anne spoon; covered box after William III design with hall-mark of 1935, commemorating the Jubilee of King George V and Queen Mary. For the Daniel Cony Memorial Collection. Gift of Mrs. Albert E. Davies.

Mrs. Davies has generously supplemented her additions to the Daniel Cony Memorial Collection by presenting the Museum this year with a case to contain the collection and the pieces of Bowdoin family silver which have passed into the ownership of the College. It is now possible for the first time to display this valuable collection to the best advantage.

During the late summer and fall, the paintings, prints, bronzes, silver, and other objects from the Kling Bequest of which mention was made in the Report to the President for 1934-35 — were received at the Museum and are for the most part still awaiting complete cataloguing and final disposition. The detailed information concerning these acquisitions may be found in the new acquisition book, inaugurated in October, 1935. Temporary exhibition of parts of the collection has been

made as noted in the list of Special Exhibitions. In addition, a group of sporting prints and maps, and several engravings from the Boydell Shakespeare Gallery have been hung in the Moulton Union, the latter in the Masque and Gown Room. Two portraits by Sustermans are at present at the Vose Galleries, Boston, for cleaning and restoration, work having been begun on the portrait of Cosimo de' Medici.

WITHDRAWALS

July—By Miss Grace Chandler, of Brunswick. Cameo portrait of Peleg Whitman Chandler, LL.D., Class of 1834.

August—By Dr. Charles E. H. Beane, Class of 1900, of Hallowell, Maine. Chinese Mandarin Coat.

LOANS

Four pieces of sculpture by Miss Eleanor Lincoln, throughout summer; two retained during whole year.

Twenty-one paintings from the collection of Mr. and Mrs. Booth Tarkington. December — May.

Two early oil paintings by Winslow Homer: *Army Teamsters*, and *The Trapper*. Loaned throughout winter and spring, by Mr. Harold Trowbridge Pulsifer, of Brunswick.

SPECIAL EXHIBITIONS

July 18-27—Photographs of Bowdoin College by Boris of Boston.

October—A selection of prints (engravings, Japanese prints, etc.) from the Kling, Cram, and College Collections, exhibited in connection with the inauguration of the Bowdoin Lending Gallery.

November 12-26—German Graphic Art of the Middle Ages and Renaissance. Sixty framed reproductions loaned by the Germanic Museum of Harvard University.

Week of November 12—Photographs of recent work by Le Corbusier. Loaned by the Museum of Modern Art, and ex-

hibited in connection with lecture by Le Corbusier, November 12.

January 11—A selection of silver from the Kling Collection, used at tea in the Art Building for guests invited for a special viewing of the Tarkington Collection, with a talk by the Director.

February 22-April 2—Washington Prints from the Kling Collection.

April 3-17—Photographs of Greek Sculpture and Architecture by Professor Clarence Kennedy of Smith College. First shown on occasion of meeting in Brunswick of the N. E. Classical Association.

April 17-29—Bruegel. The Bowdoin Drawing in relation to Bruegel's other work. Original engravings and reproductive material loaned by the Boston Museum of Fine Arts, the Fogg Art Museum, and Raymond & Raymond of New York.

April 29-May 7—German Painting of the Middle Ages and Renaissance. Thirty-one framed color reproductions loaned by the Germanic Museum of Harvard University.

A gold stater of Alexander the Great, given by Professor M. P. Mason in 1923, has recently been placed on exhibition in the Boyd Gallery.

LOANS TO OTHER INSTITUTIONS

June 7-July 21—To the M. H. de Young Memorial Museum, San Francisco, California, for a Loan Exhibition of American Paintings, the following portraits:

Feke, William Bowdoin, Mrs. William Bowdoin.

Stuart, Gen. Dearborn, Mrs. Dearborn.

Copley, Thomas Flucker.

Smibert, Rev. James McSparran.

September 15-May 15—To the College Art Association, for a Traveling Exhibition, "Thirty Paintings of Early America": Feke (attributed to), Portrait of Governor Bowdoin in his Youth.

March 2-April 15—To the Lyman Allyn Museum, New London, Connecticut, for a Loan Exhibition of Drawings: Pieter Bruegel the Elder, Landscape Drawing, "Waltersspurg" (Bowdoin Collection, No. 98).

April 7-24—To the Smith College Museum of Art, Northampton, Massachusetts, for a Loan Exhibition of Water Colors: Winslow Homer, *The End of the Hunt*.

REPAIRS AND RESTORATION

Smibert, *Portrait of Rev. James McSparran*. Cleaned and restored by the Vose Galleries of Boston.

Group of objects from the Warren, Hammond, and Dana Estes Collections, restored and given preservative treatment by Mr. William J. Young of the Boston Museum of Fine Arts.

Landscape drawing by Bruegel. Cleaned, remounted and reframed by M. Knoedler & Co. of New York.

REPAIRS TO THE BUILDING

Wall of the strong room resurfaced with insulating material to check dampness.

BOWDOIN LENDING GALLERY

In pursuance of the policy outlined in last year's Report to the President, a group of prints selected from the Kling Bequest and the Cram Estate, supplemented by color reproductions already owned by the Museum or acquired for the purpose through the Baxter Fund in memory of Professor Henry Johnson, was offered for loan to members of the College. A slight rental fee was charged to defray expenses and to contribute in particular to the expense of framing. There was an encouraging response on the part of students and faculty, about fifty prints having been rented for the current year.

ATTENDANCE

The attendance throughout the calendar year was 6465.

Respectfully submitted,

HENRY E. ANDREWS, *Director*,
BARBARA SESSIONS, *Curator*.

