

Bowdoin College

Bowdoin Digital Commons

Annual Report of the President

Special Collections and Archives

1-1-1940

Report of the President, Bowdoin College 1939-1940

Bowdoin College

Follow this and additional works at: <https://digitalcommons.bowdoin.edu/presidents-reports>

Recommended Citation

Bowdoin College, "Report of the President, Bowdoin College 1939-1940" (1940). *Annual Report of the President*. 49.

<https://digitalcommons.bowdoin.edu/presidents-reports/49>

This Book is brought to you for free and open access by the Special Collections and Archives at Bowdoin Digital Commons. It has been accepted for inclusion in Annual Report of the President by an authorized administrator of Bowdoin Digital Commons. For more information, please contact mdoyle@bowdoin.edu.

Bowdoin College Bulletin

President's Report Number

Sessions of 1939-40



Number 253.

May, 1940

Brunswick, Maine

Bowdoin College Bulletin

President's Report Number

Sessions of 1939-40



Brunswick, Maine

May, 1940

Brunswick, Maine

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

PUBLISHED MONTHLY BY THE COLLEGE

REPORT OF THE PRESIDENT

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1939-40.

I. DE MORTUIS

Ripley Lyman Dana, LL.D., of the Class of 1901, Trustee of the College, died at his home in Newton Centre, Massachusetts, December 19, 1939, in his sixtieth year. He had served as an Overseer from 1924 to 1934, and as a Trustee since 1934. He was a member of many of the important committees of the Boards at one time or another, serving continuously on the Executive Committee and as chairman of the Committee on Physical Education. He was always ready to do slight or critical tasks when called upon for aid. In college he was an excellent student, prominent in his class and fraternity, the best tennis player of his day, and one of the most effective undergraduate speakers. After obtaining his law degree from Harvard in 1904, he practiced his profession in Boston for thirty-five years and built up a wide and most excellent reputation as a lawyer of great ability and absolute integrity. As chairman of the Greater Boston Community Fund Campaign, he set a standard of attainment that has inspired every campaign since. For his service both to his community and his college, his alma mater conferred upon him the honorary degree of Doctor of Laws, in 1936. He had in a unique degree, the combination of keen legal insight and sound and liberal business mind. There was not an ounce of self-seeking or selfishness in his make-up; he was as ready to march in the ranks as to lead or command. He was the best friend that ever a man could have.

Henry Hill Pierce, LL.D., of the Class of 1896, Trustee of the College, died in New York City, March 18, 1940, in his sixty-third year. He was the senior Trustee in point of service, having been elected to the Board in 1922. He was for many years a member of the Finance Committee; and, like Mr. Dana he was on the Executive Committee, and like him

never missed a meeting. A member of the firm of Sullivan and Cromwell for many years, he was recognized as a distinguished and highminded lawyer. As all who knew him would testify, he was of great personal charm, and he bore the burden of long ill health with the utmost fortitude. No one was more devoted to the College. He was the author of "Bowdoin Beata" our recognized college song. During his lifetime he gave constantly and generously to Bowdoin, his most notable benefactions being the endowment of a chair in English Literature and a book fund in memory of his father. In his will he remembered the College by setting up a trust fund of \$100,000 that will come eventually to Bowdoin. He was bound to the College by many family ties; his grandfather was a member of the Class of 1818; his father, of the Class of 1852; he had brothers in the classes of 1898 and 1901, and a son in the Class of 1928. In 1905 he married Miss Katharine Curtis, daughter of the late William J. Curtis, himself a devoted Bowdoin alumnus and Trustee. He was a consistent and devout churchman, and a brave Christian gentleman. Professor Robert Peter Tristram Coffin, who now holds the Pierce Professorship of English, has in the following lovely lines summed up something of what Henry Hill Pierce means to the College:

"Bronze and gold a man can trust
To keep his memory from the dust.
Marble and granite are fine stones,
Being the mountains' ancient bones,
To keep the record of man's fight
Against the carelessness of night.
But stone and metal are dead things,
They do not grow as do the rings
Inside the oak which spread in duty
Of carrying lifeblood up to beauty.

Henry Pierce put his young mind
In substance of the oak's green kind,
He was wise enough to know
Best monuments are ones that grow;

He knew that where youths stand and sing
Or learn the truth of anything
From teachers and from books would be
Best hope for immortality.
And so he built for Bowdoin strong
In books, in teaching, and in song."

Arthur Gray Staples, A.M., Litt.D., LL.D., of the Class of 1882, Overseer of the College, died at his home in Auburn, Maine on April 2, 1940 in his seventy-ninth year. He was for many years the unique and beloved editor of the *Lewiston Evening Journal*—an old-fashioned editor who put personality into his newspaper. Few men of his generation were more widely known in the State of Maine. Of all Bowdoin men who have gone into the stimulating profession of Journalism, he was the legitimate successor in Maine of Edward Page Mitchell of the *New York Sun*. He had a great capacity for friendship. A member of the Board of Overseers since 1923, he followed all the proceedings of the College with the greatest eagerness. Himself in his undergraduate days the editor of the *Orient*, he took a peculiarly lively and intelligent interest in the students. He was to the President of the College a devoted and wise friend, often sending notes of advice and cheer, characteristically phrased. His fame extended far beyond his native state; but he never could be lured from the grateful shade of the Maine woods.

Charles Clifford Hutchins, A.M., Sc.D., of the Class of 1883, Professor Emeritus of Physics, died at San Diego, California, on April 13, 1940, in his eighty-second year. A member of the faculty for forty-two years, from 1885 until 1927, and since that time in retirement a most useful and honored member of our college community, he made a remarkable record both in scientific research, and as a humanist. He was one of the most utterly independent souls I have ever known, and one of the most stimulating of companions. Members of the faculty often recall the memorable address he gave at the dinner given for him when he retired, and members of the alumni still speak of his remarks on the occasion of the fiftieth anniversary of his class in 1933; of this address he said a man ought to speak well

once in half a century. In the last letter I had from him occurs this very characteristic passage:

"I must confess that I am no longer greatly grieved to learn that one of the ancients who served well beyond the expected term of years has departed in peace, but I do have a slight sense of shame to have lived so long, although my enjoyment of all things is as great as ever, my curiosity as sharp as ever, and the opportunity for exercise of both greater than ever. For old age brings a new freedom; not alone from the cares of office and employment, but also in knowing that nothing more is expected of us and therefore in the eyes of our friends we cannot fail."

As is our custom for members of the faculty who have served the College long and well, a memorial pamphlet will be published later in the year containing an address by the President of the College to be delivered at a service in the chapel on Sunday, May twenty-sixth, along with other tributes.

Philip Weston Meserve, A.M., of the Class of 1911, Professor of Chemistry, died suddenly at Brunswick on May 10, 1940 in his fifty-second year. He had been a member of the faculty for twenty-five years. President Hyde, who had a high regard for his ability both as a scholar and teacher, appointed him instructor in chemistry in 1915 and promoted him to an assistant professorship in 1916. In 1927 he was made associate professor, and in 1928 full professor of chemistry. For the last few years he had not been in good health; but when he was his real self no one on the whole faculty had a more interesting and stimulating mind or was in the best sense of the word a finer teacher. He took a particular interest in the undergraduates and in their problems. He was very kindly, tenderhearted and considerate, and was always doing thoughtful and friendly things for others. His record in the World War was excellent, though his experience there undoubtedly left lasting marks. Many of his students recall with gratitude the interesting and effective way in which he presented certain aspects of chemistry and geology.

I cannot conclude these formal minutes without adding that in no single year since I have been President has the College

been called on to mourn so many valued officers; each one was to me an old and dear friend, free with advice and criticism and counsel. If in these trying days the College has been able to hold its own and has continued in strength, it is due in no small measure to these men and to others like them.

It is fitting to record here also with deep regret the death of Mrs. Arthur Flint Brown, of Portland, on December 24, 1939. She was for many years the Director of the Dramatic Club, and her skilful management of Shakespearean plays at several Commencements is held in grateful memory, not only by members of the Masque and Gown whom she coached, but by the whole college community.

There was one death among the undergraduates: Graham Porter Gaines, of Waterbury, Connecticut, of the freshman class, succumbed to an emergency operation at a Portland hospital on March 12, 1940. He was a high-minded youth, held in esteem both by the faculty and by his fellow students.

II. GIFTS AND BEQUESTS FROM APRIL 1, 1939 TO MARCH 31, 1940

GIFTS

Alumni Income Fund—Contributions	\$ 12,785 90
Alumni Endowment Fund—Contributions	1,105 00
Class of 1904 Book Fund—Contributions	98 00
Class of 1913 Fund (addition)—Contributions	1,012 50
Class of 1914 Fund—Contributions	2,010 82
Books—William H. Callahan '11	15 00
John W. Frost '04	14 00
James E. Rhodes, 2nd, '97	50 00
Mrs. Everett B. Stackpole	100 00
Hawthorne Prize—Robert P. T. Coffin '15	40 00
Forbes Rickard Prize—Kenneth C. M. Sills '01	10 00
Special Scholarships—Alumni Fund	180 00
Anonymous	100 00
Anonymous	100 00
Edward P. Hutchinson '27	200 00

Beverly Scholarship Fund (addition)—Beverly Men's Singing Club	300 00
Returned Scholarships Fund—David V. Berman '23	70 00
John J. Kelly '35	5 00
Broadcasting Thomas B. Reed Memorial Service—Anonymous	15 00
Lecture—Delta Upsilon Fraternity	100 00
Pickard Field Maintenance—Frederick W. Pickard '94	2,900 00
Projecting Machine—Sumner T. Pike '13	100 00
Teaching Fellowship in French—Frederick W. Pickard '94	2,100 00
Frederick W. Pickard Fund (addition)—Frederick W. Pickard '94	29,387 50
Hoyt A. Moore Fund (addition)—Hoyt A. Moore '95	19,567 50
John Johnston (Bowd. 1832) Fund (addition)—Albert W. Johnston	2,000 00
Landscaping, Pickard Field House—Frederick W. Pickard '94	315 80
BEQUESTS	
Charles E. Allen Fund—Estate of Charles E. Allen 1835	25,622 54
Henry E. Andrews Fund—Estate of Henry E. Andrews '94	5,250 00
William S. Brimijoin Fund—Estate of William S. Brimijoin '05	2,105 37
William T. Hall Fund—Estate of William T. Hall '88	1,216 52
Trueman E. Perry Scholarship Fund—Estate of Trueman E. Perry '50	662 41
Newcombe Scholarship Fund—Estate of Edward R. Stearns '89	1,000 00
<hr/>	
\$110,538 86	

During the past few days, the College has received from Mrs. Charles T. Hawes, of Bangor, the sum of \$2,500 to establish the Charles Taylor Hawes Fund, the income to be used preferably for the purchase of books for the Bowdoin College Library. Mrs. Hawes has directed that such use of the income may later be changed by vote of the Boards. Everyone who has had recent knowledge of the College knows of the devotion of Mr. Hawes and of his great interest in the intellectual and cultural life of Bowdoin. This generous gift from his widow is in every way most appropriate and deeply appreciated.

GIFTS IN KIND

Bulletin Board in Memory of Professor Andrews—Class of 1894.

Fireplace set for Faculty Room, Miss Wilson and Miss Terry.

Parcel of land, 3½ by 7 rods, adjoining Pickard Field—Wilfred H. Crook.

Original manuscript of "A Goodly Heritage," by Mary Ellen Chase—L. Brooks Leavitt '99.

III. GIFTS AND BEQUESTS TO THE COLLEGE DURING THE PAST TEN YEARS

1929-30	.	.	.	.	.	.	\$	380,392	26
1930-31	.	.	.	.	.	.		825,101	52
1931-32	.	.	.	.	.	.		265,934	03
1932-33	.	.	.	.	.	.		43,025	16
1933-34	.	.	.	.	.	.		87,966	71
1934-35	.	.	.	.	.	.		1,241,340	89
1935-36	.	.	.	.	.	.		363,730	21
1936-37	.	.	.	.	.	.		234,059	96
1937-38	.	.	.	.	.	.		105,612	32
1938-39	.	.	.	.	.	.		152,860	75
Total	.	.	.	.	.	.	\$	3,700,023	81
Average	.	.	.	.	.	.		370,002	38

This table presents in graphic form fluctuations in gifts and bequests. During the past five years we have not maintained the average of the past ten years. This is, I believe, the experience of nearly every other educational institution except some very large ones, and is a reflection of the economic condition of our day. As I have before remarked in my report, although no one can be a financial prophet, it is clear that for the next few years we shall have to be most conservative in our expenditures. This point it would be well for enthusiastic alumni who wish additional equipment of all kinds to keep in mind or else to furnish the funds for their favorite projects.

IV. CHANGES IN THE FACULTY

On June 30, 1939, Professor Wilmot B. Mitchell retired from active teaching, having been a member of the faculty for forty-six years. On June 8th the faculty gave in his honor a dinner which was in every sense of the word a distinguished occasion, and which was one indication, among many, of the great esteem in which he is held by his colleagues. He was also honored by the undergraduates at a spontaneous celebration after his last chapel service, and by his fraternity at a largely attended breakfast. We all rejoice that he continues to make his home in Brunswick, and by his willingness to be of service on sundry occasions, brings it about that the distinction between an active professor and a professor emeritus is very tenuous as it ought to be.

To fill the gap in the active ranks Associate Professor Herbert Ross Brown, fresh from triumphs at Duke University and well deserving by his record here as teacher and scholar, was promoted to a full professorship of English; and Mr. Albert R. Thayer, of the Class of 1922, was appointed Instructor in English, with a special responsibility for the work in oral English, prize speaking, and debating. Assistant Professors Kamerling and Root who have been carrying much of the burden and heat of the day in chemistry, were last Commencement promoted to Associate Professorships of that important subject. Mr. Philip C. Beam, who served so admirably under the late lamented

Professor Andrews, was chosen to be his successor as Director of the Museum of Fine Arts, with the additional title of Assistant Professor of Art. An entirely new appointment was that of Henry G. Russell, A.M., a graduate of Haverford, with graduate work at Harvard, as Instructor in Biblical Literature. Thomas A. Riley, A.M., of the Class of 1928, was appointed Instructor in German; and David W. Lusher, A.M., from McGill and Harvard, Instructor in Economics. G. Roger Edwards, who has his Ph.D. from Johns Hopkins, and who is a Bowdoin man of the Class of 1935, was appointed Assistant Curator of the Art Museum, where he has been doing excellent work in cataloguing the great abundance of classical material there and in assisting the Director in numerous other ways. The following appointments were also made: Mr. Warren K. Lowry, a graduate of Pennsylvania State College, with a degree in Library Science from Columbia, Reference Librarian; Charles Hamlin Farley, A.M. of the Class of 1930, Instructor in History; Charles Antoine Micaud, A.M., Teaching Fellow in French; F. Bryce Thomas, B.S., of the Class of 1938, Teaching Fellow in English; Stanley Williams, Jr., A.M., of the Class of 1937, Teaching Fellow in French.

Thus with nine new appointments this year it cannot be said that the faculty is in complete *statu quo*.

During the second semester we were most fortunate in securing the services of Professor Moritz J. Bonn, Dr. d. Staatswissenschaft, Lecturer in the London School of Economics, as Visiting Professor of Economics on the Tallman Foundation. Dr. Bonn is a distinguished European scholar with wide teaching experience in Germany, England, and this country, and with practical knowledge gained in governmental fields. Any year he would be a more than welcome guest, but this year when problems of international concern meet us at every turn it has been a stroke of great good luck that he has cast his lot with us. He is giving a course to about fifty undergraduates on International Economic Problems. He is in constant demand as a speaker, and has most generously extended the influence of the Tallman chair from Portland to Philadelphia. He has given

the usual series of public lectures with the following titles:

April 17. German and British Imperialism.

April 24. The Collapse of International Finance.

May 1. The Consequences of Modern War on Social Organization.

Next year we hope to have through the Tallman Foundation a Pan-American scholar who may enlighten us on the culture and history of our neighbors in Central and South America.

Associate Professor Stallknecht was absent on leave during the first semester; one of his courses was given by Dr. Kölln of the German Department, an admirable arrangement, helping to break down the all too rigid departmental lines. Professor Van Cleve has been absent on sabbatical the second semester, at work on his studies of Emperor Frederick the Second. Associate Professor Abrahamson of the Department of Economics has been absent the whole year engaged in New York in an important study of inter-racial relations; we are all glad that he plans to be back with us this fall.

During the first semester Professor Kirkland of the Department of History gave a seminar course at Harvard University for graduate students. This appointment showed in what regard Professor Kirkland is held as a scholar of American history.

I should like to add a word about a comment sometimes heard that there is some inbreeding at Bowdoin. It is true, for better or for worse, that the President is a graduate of the College; but of the sixty-four names on the teaching staff including athletic coaches, only twenty hold their first degree from Bowdoin, and of these thirteen at least hold degrees from other institutions. Colleges whose graduates are on the faculty include Harvard, Rochester, Lafayette, Brown, Amherst, Nebraska, Yale, Illinois, Bates, Indiana, Idaho, New York University, Dartmouth, Carleton, McGill, Ohio State, Wesleyan, California, Haverford, Missouri, Notre Dame, Springfield, Oxford, and Hamburg. There seems to be variety in this list, and the members of the faculty hold ninety-three advanced degrees from universities all the way from Oxford and Hamburg and Dalhousie to nearby Harvard and Columbia. There is nothing unique

about Bowdoin in this respect. I mention it here simply to inform the alumni and friends of the College that we strive to recruit our faculty from many different institutions, believing that variety is the spice of academic life.

V. GENERAL EXAMINATIONS

In my report dated May 20, 1919 I wrote as follows:

“One of the defects in our present system, as I endeavored to point out in my inaugural, is that the student is likely to think of his college course as a conglomeration of units, or hours, or courses, or parts, and not as a unified intellectual accomplishment. We ought to supplement our instruction by providing not only for tests in courses, but for general examinations in subjects. I am recommending to the Faculty, and I hope the Faculty will adopt a system by which there shall be, at least in the major subject of every student, a general examination covering the whole field, and not limited to work done in courses. Such a system, if wisely administered, would make for more reading on the part of the student, and would make him see that knowledge of a subject is of more importance than the securing of grades in scattered courses. It is my conviction that the undergraduates of any good American college will come up to any reasonable standards that are asked of them; and that when a college has low standards it is the fault entirely of the college authorities.”

The system went into operation with the class of 1921, and consequently we have had an experience of nearly twenty years. I am more convinced than ever that the general examinations have made senior year the climax, intellectually; that they have stressed the requirement of knowledge of subjects, not of courses; and that oral and written examinations are the fairest possible tests of a student's ability. It also seems to me that our policy of giving these examinations to every student, and then allowing those of superior ability to obtain honors, is in every way preferable to the segregation of the College into honors men and pass men. We may not do quite so much for the student of out-

standing ability as do some other institutions, but I am convinced that we do succeed pretty well with the average student. Whether it is more important to concentrate our efforts on men of superior ability, or to divide our attention among men of average talent, is a question that I for one should not care to answer definitely. It seems to me that the scriptural injunction here applies: "These ought ye to have done, and not to leave the other undone."

VI. THE DORMITORY PROBLEM

Last year in my report, I called attention to the fact that if the College was to keep its present enrollment there was pressing need of another dormitory. The Governing Boards at their meeting at Commencement, appointed a committee to make a study of dormitory occupancy. The members of that committee were Messrs. Harold L. Berry, Philip Dana, and William W. Thomas of the Board of Trustees, and Messrs. Clement F. Robinson, Philip G. Clifford, and Walter V. Wentworth of the Board of Overseers. That committee met in January, and made some recommendations in regard to change of dormitory rentals which were later reported to the Executive Committee, and have since been put into force. At the same meeting there was also another vote, to the effect that an additional dormitory should be erected as soon as practicable. The Executive Committee at its meeting in February acted on this suggestion, and authorized the President to appoint a committee to canvass the cost, possible location, and other matters in connection with the advisability of constructing a new dormitory. This committee was composed of Mr. Harold L. Berry of the Board of Trustees, Chairman; Mr. William W. Thomas of the Board of Trustees; Messrs. E. Farrington Abbott, Leonard A. Pierce, and Earle S. Thompson of the Board of Overseers. Under the energetic leadership of its chairman it has conferred with the college architects, Messrs. McKim, Mead & White, and with the landscape architect, Mr. Movius; has visited the College and gone over possible sites; and is preparing a report to be submitted to the Governing Boards this June.

The problem is not entirely a simple one. The committee has been obliged to take into account not only the large number of students now living off the campus—a number altogether too large in my judgment, but also it must consider financial matters concerned with the rental of rooms which sometimes may be obtained more cheaply off the campus, and the legitimate desire of some students to be allowed to room where they please. The committee seems to be of the opinion that if another dormitory is erected it should be for students of all classes and not confined simply to seniors.

VII. THE COLLEGE AND THE EUROPEAN WAR

There has been an unusual interest in international affairs during the past year manifested by large attendance of undergraduates at various panel discussions. Under the auspices of the Political Forum we had early in the fall a panel discussion conducted entirely by our own professors, later one conducted entirely by the students of the College, a third by students from the four Maine colleges, and a fourth composed of representatives of the faculties of the four Maine colleges. Some of the alumni may also remember the interesting panel discussion held in Boston at the annual alumni dinner, at which I presided, and at which Mr. Harvey D. Gibson of the Board of Trustees and Professors Kirkland, Kendrick, Daggett, and Bonn of the college faculty took part. There has also been a great deal of discussion about the war, in dormitory and chapter house. Undergraduate opinion seems to me to be greatly confused. An outside observer lately remarked that American youth at the present moment seemed both a little frightened and a little ashamed. One would find a great difference of opinion on the campus. There are a very few boys of high calibre who are sincere pacifists, and who state that under no circumstances will they take a gun in hand to try to kill another human being. There are also a few who feel strongly that we ought to support the democracies of the world at once and in full measure. But the great preponderance of undergraduate opinion is a good deal like that of the American people, hoping that the Allies

may win, but feeling that under no circumstances should the United States take any active part in the war.

I am mentioning these things because I recall that in the former World War, until our entrance in 1917, there was less interest in what was going on in Europe than is manifest today. I should say today there is rather a great deal of confusion of thought and opinion on the campus.

VIII. THE INSTITUTE FOR 1941

The faculty has decided that the subject of the Institute to be held in 1941 is to be *Man and His Earth*. It seemed to be time for the sciences to have their inning, and an Institute combining science, economics, and geography, with special reference to the earth sciences, so-called, should be interesting and instructive. The Institute may include such topics as volcanoes and earthquakes, the depths of the sea, the stratosphere, weather predictions, natural resources, conservation, and the like. Such an Institute would be certainly of varied interest. Already at work on the program for next year, is a committee with the following membership: Professor Little, Chairman; Professor Means; Associate Professors Cushing, Sibley, and Root; Assistant Professors P. S. Wilder, Korgen, and Beam.

IX. THE SUNDAY CHAPEL SERVICE

Having myself the memory of the Sunday vesper service in the chapel, particularly when conducted by President Hyde, as one of the most precious memories of my undergraduate days, I have been somewhat disturbed to find that so few seniors nowadays attend these services. For example, from 59 men answering a letter I sent out on the subject, 14 replied that they had not been at Sunday chapel at all, and 17 had been during the year from 1 to 6 times. The seniors had no particular complaint to make either about the conduct of the service or the speakers. Their absence was caused very largely by week-end problems which take so many boys away from the campus on Sundays, and—indifference. The seniors do not believe that making at-

tendance at the Sunday chapel more of a requirement than it is now would be advisable; but their general comments seem to be in line with the thought that religion is to them not yet a matter of great importance.

In connection with the Sunday services it is pleasant to record a year of very fine work on the part of the chapel choir under the leadership of Professor Tillotson.

X. THE COLLEGE AND THE ALUMNI

I have had the unusual privilege this year of visiting groups of the alumni all the way from Portland, Maine, to Los Angeles, California, and I have found in Los Angeles, San Francisco, New York, Philadelphia, Boston, Hartford, Springfield, Providence, and Portland, more enthusiasm and a greater interest in the College than I have ever known. This is very gratifying, as it is clear that in the future all our colleges will have to rely more and more on their own graduates and on their friends, not only to secure financial independence but to enable colleges such as ours to do work of which they are capable by having behind them the good-will of the people of the state and nation. This good-will is in part dependent upon what the graduates of the colleges do in later life, and in going from town to town and from city to city I have found Bowdoin men occupying positions of importance and influence, and almost always alive to their civic responsibilities. There is an interesting example of this in the outstanding service rendered the community of New York City by Mr. Harvey D. Gibson; and the Bowdoin breed in the younger classes is running true to form as may be seen in these examples. A Bowdoin graduate in the class of 1935, Mr. Arthur M. Stratton, was the first American to be decorated by the French government with the Croix de Guerre with Palms for bravery under fire while serving with the American ambulance units on the Western Front. Another young graduate, Mr. Stuart G. P. Small, of the Class of 1938, was recently awarded one of the coveted scholarships for classical study at the American Academy at Rome. A member of our graduating class, Mr. L. Damon Scales, Jr., was awarded

one of the Amherst scholarships in the social sciences that is open to seniors of Williams, Wesleyan, and Bowdoin. And it is pleasant to record that not only is the number of Bowdoin men in the graduate schools of arts and sciences large, but they seem to be doing excellent work there, as is the case in several law schools and medical schools.

XI. NEEDS OF THE COLLEGE

- I. A little theatre.
- II. A new chemistry building.
- III. A new class-room building.
- IV. Completion of the faculty room in Massachusetts Hall.
- V. Facilities for training in aviation.
- VI. Funds for furnishing a more adequate placement service.
- VII. A general catalogue of the Alumni (none published since 1912.)
- VIII. Beautification of the campus.
- IX. A permanent home for the Thorndike Club.
- X. A new wing to Hubbard Hall, the library building.
- XI. Additions to the endowment funds with income unrestricted.

XII. CONCLUSION

In order to bring this rather lengthy report to an end, I desire to present very briefly some of the outstanding events of the past year. We shall begin with the Bicentenary of the Town of Brunswick, celebrated last summer with the hearty coöperation of the College. In the fall the One Hundredth Anniversary of the birthday of Thomas Brackett Reed was properly observed with exercises in the chapel and a program broadcast through New England. Early in October the Association of Colleges in New England met at Bowdoin for its eighty-first meeting. In this connection it is interesting to note from a document found in the college archives, that in May, 1818, a number of college presidents, including Appleton of Bowdoin, met in Boston "for the sake of friendly intercourse respecting the general interests of letters and collegiate instruction." This apparently was one of the earliest meetings of its kind ever held in this coun-

try. It will be cheering to faculties of the present day to realize that the subjects discussed were: the defects of the present system of instruction preparatory for admission into college; the matter of curriculum and of studies in college; and, the desire to bring about "a greater degree of concert and uniformity from the contemplated association." During the spring, a new experiment was tried of giving, to all the members of the senior class, tests, sent out by the Carnegie Foundation, to measure the amount of information which a student has at his disposal in various fields toward the end of his college course. Bowdoin was one of the nine colleges in the country that gave these tests. One of the most interesting evenings of the year was that when the eleven fraternities took part in the interfraternity song festival. It was inspiring to be present when the five or six hundred members in college participated in song. I took advantage of the situation to state that we now had in large measure athletics for all, and dramatics for all, and singing for all; and perhaps some time before very long we might have scholarship for all. Yet when one gets discouraged at lack of interest in the intellectual life, then by chance happens to visit the library casually some evening in the middle of the week and finds there every seat taken and a most earnest attitude of study, he begins to think that after all the College may be an educational institution primarily concerned with the collegiate instruction of youth. And one is further enheartened when sometimes in his mail he can find such a sentence as this:

"As my perspective broadens, the past tradition and present facilities of our college seem to offer its graduates a basic philosophy of living that most nearly conforms to the Christian and democratic principles of the American way. Coming from a family of immigrants, I appreciate ever so much more the advantages of such an education and will forever remember the help that Bowdoin gave me."

Respectfully submitted,

KENNETH C. M. SILLS.

May 14, 1940.

APPENDIX A

*Report of the College Physician**To the President of Bowdoin College:*

The number of students hospitalized this year has been the largest since 1932 due to a mild intestinal influenza epidemic in the Fall and another this Spring. One hundred and seventy have been taken care of in the Infirmary, a total of five hundred and seventeen days, an average of about three days each. Eight cases of acute appendicitis have been operated on and one of these, due to a pre-existing heart condition, was fatal, as a result of this complication. Only one case of pneumonia has developed this year, a Type 27, and this is a very low incidence. Twenty fractures have been taken care of, including three broken collar bones and three broken ankles. One hundred and thirty-eight X-ray examinations have been made, including twenty chest plates of the members of the Freshman Class.

The Athletic Department has been most coöperative, as usual, and all injuries have been taken care of in the Infirmary. The College is indebted to Dr. Woodcock of Bangor and Dr. Drummond of Portland for their willing help in questionable cases.

Miss Elliott, who has been a nurse at the Infirmary for the past four years, left this Spring to take a permanent position elsewhere and the College is grateful to her for her conscientious and efficient work while here. The physical equipment of the Infirmary is in good condition, with the exception of the X-ray, which is a little antiquated. Some arrangement should be made in the near future for replacement. Although the College has not as yet required diphtheria immunization before admission, a much larger percentage of this year's Freshman Class was immunized on admission.

In the hygiene course this year the Senior Red Cross first aid was given as part of the course and several of the Freshmen have qualified for a Senior certificate by passing an examination with the National Headquarters. This, together with the first aid in life saving, makes it possible for several to get better jobs in summer camps.

We have lived within our budget fairly well this year and outside of new X-ray equipment our wants are few.

Respectfully submitted,

HENRY L. JOHNSON, *College Physician.*

APPENDIX B

Sunday Chapel Speakers

1939

- Sept. 24—The President.
Oct. 1—Professor John C. Schroeder, D.D., of Yale Divinity School.
Oct. 8—Shailer Matthews, LL.D., Dean Emeritus, University of Chicago Divinity School.
Oct. 15—Rev. Frederick May Eliot, D.D., President of the American Unitarian Association.
Oct. 22—The President.
Oct. 29—Professor E. Jerome Johanson, B.Litt.(Oxon.), of Hartford Theological Seminary.
Nov. 5—Ronald P. Bridges, A.M., of the Class of 1930.
Nov. 12—Dean Willard L. Sperry, D.D., of Harvard Divinity School.
Nov. 19—Rev. Robert W. Putsch, of Lexington, Mass.
Nov. 26—The President.
Dec. 10—President Remsen B. Ogilby, LL.D., Litt.D., of Trinity College.
Dec. 17—Rev. George L. Cadigan, of Brunswick.

1940

- Jan. 7—Rev. Malcolm Taylor, of Boston.
Jan. 14—Rev. Sidney Lovett, D.D., Chaplain of Yale University.
Jan. 21—Organ Recital by Robert W. Woodworth of the Class of 1942.
Feb. 11—Rev. Franklin P. Cole, of Portland.
Feb. 18—Rev. Robert Beaven, of Waterville.
Feb. 25—Albert Peel, Litt.D., of London, England.
Mar. 3—The President.

- Mar. 10—Professor Marion J. Bradshaw, of Bangor Theological Seminary.
- Mar. 17—Rev. Henry David Gray, D.D., Educational Secretary for the Congregational and Christian Churches.
- April 7—Rev. Wallace W. Anderson, of Portland.
- April 14—The President.
- April 21—Rev. Edgar H. S. Chandler, of Jamaica Plain, Mass.
- April 28—Professor Wilmot B. Mitchell, Litt.D., L.H.D.
- May 5—Rt. Rev. Benjamin Brewster, D.D., Bishop of Maine.
- May 12—Rabbi Levi A. Olan, of Worcester, Mass.
- May 19—Rev. Boynton Merrill, D.D., of Newton, Mass.
- May 26—The President. Memorial service for the late Professor C. C. Hutchins.

APPENDIX C

Religious Preference 1939-40

Congregational	.	.	.	.	.	.	.	.	.	206
Episcopal	.	.	.	.	.	.	.	.	.	114
Catholic	.	.	.	.	.	.	.	.	.	84
Methodist	.	.	.	.	.	.	.	.	.	46
Baptist	.	.	.	.	.	.	.	.	.	41
Unitarian	.	.	.	.	.	.	.	.	.	39
Jewish	.	.	.	.	.	.	.	.	.	26
Presbyterian	.	.	.	.	.	.	.	.	.	23
Christian Science	.	.	.	.	.	.	.	.	.	17
Universalist	.	.	.	.	.	.	.	.	.	16
Friends	.	.	.	.	.	.	.	.	.	8
Greek Orthodox	.	.	.	.	.	.	.	.	.	6
Lutheran	.	.	.	.	.	.	.	.	.	5
Dutch Reformed	.	.	.	.	.	.	.	.	.	3
Christian Union	.	.	.	.	.	.	.	.	.	3
Federated Churches	.	.	.	.	.	.	.	.	.	2
Swedish Lutheran	.	.	.	.	.	.	.	.	.	1
Community	.	.	.	.	.	.	.	.	.	1
No preference	.	.	.	.	.	.	.	.	.	8

REPORT OF THE DEAN

To the President of Bowdoin College:

SIR:

Among the thirty classes which I have seen graduate from Bowdoin College is one which I know best of all. That class entered the college as Freshmen the same year I entered it as an outwardly cocky but inwardly uncertain young instructor. That class made me an honorary member many years ago. We have grown up together. Originally I was nearly a decade ahead of the other members in age, knowledge and wisdom. I am still nearly a decade ahead of them in age. But apparently I am losing even that distinction, for most of them hail me as "Paul" or "Nick," or worse. After a certain period in life men's ages seem to coalesce. Personally, I am glad they do. That class now numbers seventy-one graduates. Nearly half of them I have talked with frequently during the last quarter of a century. There are only twelve of them I have not seen at all since their graduation, only six that I have neither seen nor heard from.

It occurred to me, during a seemingly lucid interval, that a quarter of a century is a good-sized fraction of any man's quota and that if these seventy-one men would coöperate with me one hundred per cent, we might between us do something with that quarter-century in a rather important "human interest" way, even in a mildly philosophical way. Certainly there can be nothing much more important to a college than knowing what sort of human beings it has helped its graduates to become.

I wrote them in part as follows:

"I'm aware that not all of you have made much money; I'm aware that not all of you have attained much peace of mind; I'm certainly aware that not all of you have as yet succeeded in changing the face of the whole earth for the better. Perhaps that last is too much to expect of any member of any college class each year. But unless I miss my guess, almost every one of you has had his own life changed, at least a bit, and for the better, at least a bit, inside or outside or both, by the fact that he is a

college man, a Bowdoin man. It may take some self-analysis, it may require some sudden discovery of the obvious, it may demand some searching for influences forgotten—but whatever it takes, won't you please write me a letter, a long letter, about yourself, especially about yourself in relation to changes, inward or outward, large or small, that your Bowdoin experience and connection have contributed to, directly, or indirectly, from the time you came to Brunswick The questionnaire method is all right enough for some things, but not for this. It doesn't tax intangibles."

"Changed for the *better*." "Better," in that context, had a fairly definite meaning to Americans twenty-five years ago. Only two^{1 2} of the members of that class, even lightly, queried my use of the word. Certain other parts of my epistle didn't fare so well.^{3 4}

Mine is still a rather naive spirit. For instance, I still have considerable confidence in much of what may be called "100%

¹ "Incidentally, what is the criterion, and who sets it, as to whether the change is plus or minus? For instance, most Japanese judges would give me a minus for a decrease in martial spirit—as indeed would many an American Legionnaire; but Mr. Libby, Bowdoin alumnus and aggressive peace advocate, would give me a plus. Certainly Herr Hitler, and perhaps Mr. James Farley, would give me a minus for a constantly increasing belief in free speech. On the other hand, Miss Dorothy Thompson, John Chamberlain and (thank God) many others would give me a plus."

² "One final quibble and I shall have done with this section. I assume that in using "better" you use it as Saint Paul used it after experiencing a great light that blinded and regenerated him, or in the sense that it was worth while for me and for society."

³ "Any experience of size works so thoroughly through a person that it is probably quite impossible to analyze and dissect its effects accurately—perhaps, if you could take it completely apart, you would find that those parts would not be equal to the whole. I think I could see you struggling through the same thing in your letter. I must say for a Dean's work it didn't give the impression of simplicity and coherence that one would expect of a man lettered and grounded in the classics. However, I'll forgive you if you'll forgive me." (This from a man I used to like and admire!)

⁴ "Your questions are phrased with the delightfully disperse generality of the man of letters, something in the way of shooting birdshot at the moon, which is a handicap at least to the plodding scientific mind." (Another caviller I once esteemed!)

stuff." I do not carry it to the point of giving great weight to the 100% opinion, on world politics, say, of 100% of two men marooned for the last decade on a desert island. But the 100% living and lived convictions of 100% of a class of 71 men—that would be something—or even 90% convictions, or even 80% convictions!

Well, I gradually received replies, lots of replies. But my whole arsenal of cajolery, entreaty, and intimidation brought no replies from seventeen of the seventy-one. Many of the seventeen promised me letters, many are among my best friends in the class, many attend all possible Bowdoin gatherings in and out of season, many are surely not too conscience-stricken, many are materially successful,¹ many can still read and write. A member of the class tells me: "The thing which struck me most forcibly at our recent twenty-fifth reunion was the quality of the mother tongue used in the common discourse. In fact, I have never been in a group of people, outside a strictly academic one, in which this feature was so arresting." Half of those seventeen were present! I saw them, talked with them. They may be illiterate, but not dumb.

But I mustn't be too rancorous. In fact, I have begun to suspect that I gave that class a tough assignment. They themselves seem to have suspected it earlier. "In closing, may I observe that I have never written a letter like this before, and I write it only because of the help it might give you. I do avoid looking backward, and I look into the future with cheerfulness and courage." "In college I was a plodder. I don't doubt that I had to spend more time studying, just to get by, than any man in my class. . . . For an individual like myself a questionnaire probably would produce more useful information for you." "I have forgotten whether or not you are a Puritan by birth, or merely by adoption. If the latter, you could never understand what you are asking, when you request a bunch of Puritans to pin their

¹ One of the finest and most illuminating—and best written—replies I received was a 10,000 word letter from a man who in material goods is perhaps the least fortunate member of the whole class.

hearts on their sleeves and tell everything. No real Puritan is ever unconscious of his own character development, which he will view with smug satisfaction, or dour, secret condemnation, but if he talks much about it, he is no decent Puritan.” “You are asking us, or rather me, (from now on I’m going to act as if your letter were addressed to me only) to search deeply into my soul, to attempt to locate myself in this busy and changing world. You ask me to expose my life—not only to you but also, which may be more serious, to myself. How dare you ask me to do this—and do I dare to do it? Will it help me if I do, or will it only show me how much I have neglected and how greatly I have failed?” Yet those four hesitant boys—“boys”? Oh, well!—and the last three of them very busy business executives, were among the many who gave me the extraordinary sort of vital statistics for which I so mercilessly asked—the last of the four in twelve thousand words of absorbing autobiography.

If I had received seventy-one such letters as that, I should now have something of real consequence to compile. But only forty-three of the fifty-four letters sent me were very much “such as that.” Perhaps I should not be surprised and disappointed. I wonder, belatedly, what I myself would have done with a request of that sort from a member of my own Alma Mater’s faculty, even though I did regard him as more or less a personal friend? Certainly not nearly the job that a large percentage of these boys did for me.

It is this fact, that so many of them did so much, so very much, to help me, in what has proved to be both a grandiose and abortive project, that leads me to go on with the report of it at all.

In addition to my fifty-four letters and considerable knowledge of the other seventeen men, I have the sixty-five¹ questionnaires which were returned, for twenty-fifth reunion pur-

¹ Sixty-five out of seventy-one, 92%. I know a good deal—nothing discreditable—about four of the other six, though only one of them answered my letter. Another one promised to!

poses, to our class secretary. That secretary is a disciple of Torquemada and Pliny the Elder. His questionnaire is a work of artful torture in three mighty and appalling pages. It covers vocational history in war, peace and depression. It includes genealogical and domestic affairs down to the maiden names of wives' mothers and the future careers of infant sons. Books written, books read, public affairs, politics, religion, hobbies—it unquestionably is a QUESTIONNAIRE!¹

To those who are interested I may say that 45 of those 65 men are Republicans and 15 Democrats. One is a "Progressive," two don't vote, and two don't say. Many of them take their politics with vigor.* "As for bitterness, if this man Roosevelt doesn't stop commandeering the wealth of our country to hand out to shiftless crackers for not raising hogs, not planting corn, and for leaning on their shovels every day but election day, I may become bitter." "I am not certain what the future will bring. The fascist group is evidently out for world dominion, and there are many of the wealthy who would make an alliance with it in order to get protection from the working classes. I know I will resist such a movement to the last, for I believe that democracy . . . must be made to include our economic and social as well as our political life. I only hope that the Americans of my day and generation as well as those younger and older will rally to the same principles. . . . There will be a great testing whether the men from the older colleges will be able to shake off class prejudice and pride."

The vocational history of these seventy-one men would hardly have entered into the report which I originally contemplated.

¹ It shows among other things that 42 of these 65 men were in the World War; that 53 of them are well contented with their vocation, and only two thoroughly discontented; that only 17 are regular church attendants; that 48 have reading habits that carry them far beyond newspapers, magazines and fiction; that they collectively enjoy more than two score of different diversions and hobbies, ranging from mountain climbing to bee culture.

* This Report was compiled last summer. The world has moved fast since then.

My vaulting ambitions leapt far above that. But brought down to earth as I have been, it may not be amiss to devote a paragraph or two, or three, to this very mundane matter.

Thirty-four of the class are in business, industry and finance, twenty of them either owning the business in whole or part, or serving as important officers. A couple of bank presidents are in this group and a partner in one of the country's largest investment houses. In my peerless ignorance of technical processes, I frequently marvel, as now, that old pupils of mine should be manufacturing shoes or extracts or steel or colloidal graphite—whatever that may be—or appraising and buying South American oil lands or building ships. Of course I try to assume that it's somehow due to the influence I exerted—but the assumption demands real effort. Eleven of them are in educational work—teachers, principals, superintendents, college professors. Six are doctors, six lawyers, two journalists, two chemists, one a minister. Five of them are in government service (un-alphabetical), the group including an army officer, a diplomat, and an immigration inspector. One is a farmer, one a municipal officer, and two are at present unemployed. While I can claim no omniscience in the matter, I should say that fifty of these seventy-one men have made either a high or reasonably high success of their lives vocationally and that fourteen more have done not too badly.

The relationship between outward success in college—scholastic or campus success, or both—and outward success in later life has always interested me. (Inward success would interest me much more, but this whole report is a monument to the difficulty of learning about that.) I like, of course, to believe and say that success of one sort or another in college gives fairly good promise of success afterwards. But I like even better to believe, and to say to many a discouraged boy, that a poor college career is not final proof of anything. A study of this class of mine corroborates both these beliefs. I divided these seventy-one men into five groups—A plus, A, B, C, D. The A plus group consisted of those who were both high-ranking students and important campus figures; the A's were simply high-rank-

ing students; the B's were simply important campus figures; the C's were not very conspicuous in either way; the D's were very inconspicuous indeed in both ways. Categories of this sort can be made rather accurately, of course. Here my accuracy ends. Yet my next two estimates must be fairly reliable. I divided these seventy-one men into six groups, first on the basis of Vocational Success (Visible), second on the basis of Annual Earnings. The relationship between the college record and later record of these seventy-one men is about this:

VOCATIONAL SUCCESS (VISIBLE)

In Two Highest of Six Groups In Three Highest of Six Groups

86% of A plus men	86% of A plus men
40% of A men	80% of A men
13% of B men	66% of B men
17% of C men	50% of C men
13% of D men	31% of D men

ANNUAL EARNINGS

In Two Highest of Six Groups In Three Highest of Six Groups

86% of A plus men	86% of A plus men
60% of A men	60% of A men
33% of B men	60% of B men
25% of C men	58% of C men
31% of D men	47% of D men

The moral (for that era, anyhow) seems obvious: be a fine student and campus figure both, if possible; be a fine student, if you can't be both; be a campus figure, if you can't be a fine student; don't think you're necessarily slated for failure, or even mediocrity, if you can't be either.

Higher education in America has been rather liberally damned by many people for a couple of decades. Some who damn it the most heartily are among those who have themselves most profited by it and even profit by the damning. It is significant that sixty-four of these seventy-one men, 90%, state that

the time and money they spent on getting an education was a "good investment."¹

My next percentage is not so overwhelming.

"Would you again go to Bowdoin?" was another question. Fifty-five only, 77%, said "Yes." This is not so cheering to those of us who particularly love this particular college. But the case for the college is not nearly as bad as it looks before the figures are "broken down" a bit. Only one of those sixteen² men, who did not say "Yes," definitely said "No," and he is a man who comes back from time to time, greatly enjoys certain Faculty friendships, and has "a high regard for the college in its organizations, its history and its setting."

Yes, that 77% is better for the college than it at first appears to be. And it is a 77% genuine in its answer, I am sure. "What has Bowdoin meant to me? . . . You might as well ask what has marriage meant to me, or American citizenship. You were

¹ Five of the other seven men did not answer the class questionnaire at all, but I may say that two of them would have been debarred entirely, by lack of a higher education, from the vocations they followed. The same may be said of the sixth man, who lazily left that question, and all the other questions on that page, unanswered. As for the seventh—who answered that question with a question mark—I venture to say that he, though materially unsuccessful, prizes his connection with the college more than any other man in that class.

² Three answered with question marks; one of the three likes the college well enough to return every Commencement; another would not wish again to attend a college in his home town; the third sees insufficient virtue in any college. Seven men left the question unanswered: one of them has a son at Bowdoin; another is that lazy wight previously alluded to; still another returns every Commencement and several times in between; two more appear frequently at alumni gatherings, cheerful if not exuberant; the sixth writes: "Bowdoin certainly toughened and tempered my mind and helped me (but far from invariably, which is not the fault of Bowdoin) to learn to row my own weight in the boat . . . Bowdoin did not scholastically pose and posture"—and he contrasts it with a great university which he later attended; the seventh man I personally have never seen or heard from since his graduation. As for the five men who neither answered the questionnaire nor wrote to me, I feel sure that at least three look back on their college days with enjoyment: they were head over heels in everything that was going on, anyhow.

ever one for asking questions to which there is no answer, and darn you, this is the prize. Well, it did this for me. It gave me something to love and cherish that is bigger than most things we meet in life. Bowdoin put something into my soul that I wouldn't trade for anything I've ever seen or heard about—and that is her own self. And when I get discouraged or my vanity is hurt, I have a place to go for comfort and encouragement, and that is the real Bowdoin in my heart. That's plenty sentimental, but somehow I don't give a damn if it is. It is none the less true."¹ "As contrasted to the most useful influence, probably the best one lies in the fact that the college has acquired a symbolic value on which it has been natural to focus such abstract emotions as affection, loyalty etc. This has filled a bigger gap for me than for most, probably because, not having married, I have no immediate family which would serve as an outlet for such feelings. I suppose I get more satisfaction out of two or three minor things that I have been able to do toward helping the college and some of its people than anything else I have been able to accomplish."²

Of course it is gratifying to me that so large a proportion of this class feel that a college education, and a *Bowdoin* education, was a "good investment." It is also gratifying to know that so large a proportion are doing well vocationally. I am willing to admit, blunt and gross though it may sound, that in my opinion *one* of a college's reasons for existence is to enable its students to earn more money—to *earn* more money than they otherwise would. And statistics seem to prove that in general college graduates do earn more, or at least make more, than non-college men. That this is a clear case of cause and effect is not so easy to demonstrate. But many men in this class of mine, without mentioning money, tell me how certain parts of their

¹ I have seen or heard from that man only two or three times in twenty-five years. Apparently attendance at alumni dinners and class reunions does not always measure a graduate's regard for his college.

² That man should have his degree rescinded. He can neither count nor measure. "Two or three *minor* things"!

Bowdoin training better fitted them for their jobs. And one legitimate result, under our present social-economic system, of doing a job better is ordinarily better pay. "I should say that the **MOST USEFUL** influence of college had been in stimulation of intellectual curiosity and pointing out means of satisfying it. A short dab at sciences has at least shown that a working acquaintance can be had with most of them with no undue strain and that they are not, any of them, as mysterious as their particular technical languages might suggest at first glance. This thought has helped several times when I had been forced to tackle things of which I had had no previous experience. Things went badly and clumsily, of course, but better than if nobody had tried." I may add that some of the "things" that man has "tackled"—and thrown—evaded highly-skilled engineers.

A few other members of the class see little connection between college and income. "I do not regret that I went to Bowdoin—and I can also say that some of us might have been just as far ahead in our respective lines if we never went. Nevertheless, I would not have missed it." "I am far from certain that a college education, in itself, is much of a factor in the material success which an individual may ultimately attain. I am convinced, however, that the college education is decidedly a large factor in making richer the lives of those who receive it." "My observation is, that some men have a talent for making money and some have not. . . . Anyway, I have little patience with the man who buys an "education," as he would buy an annuity, with the evident intention of living more or less without work thereafter, and then grumbles about the yield. A dentist or a doctor, or an engineer might be justified in complaining if he could not "sell" his "education," but when a Bachelor of Arts pipes up on that subject, I always feel that it was a pity he didn't train himself to be a plumber. All things considered, plumbers get mighty good pay."

Despite the indignation of this last man, I still contend that *one* of a college's reasons for existence is to enable its students to *earn* more money than they otherwise would. But only *one*, only one of many. And I do not recommend any large addition of

money-earning courses to a Liberal Arts curriculum, even if we could provide competent instruction in them. Something of the sort is there already.

"At the time I entered Bowdoin I was extremely bashful, averse to making new contacts socially, and in fact was possessed by an inferiority complex second to none. . . . The associations and the general atmosphere of college life caused me to gain confidence in myself and to overcome this weakness. If it had done nothing more than this for me, I feel that it was entirely worth while." "I might say that it helped a rather shy, introspective boy to find his place among his fellows." "An only child labors under many disadvantages, as does a boy whose dad dies when the boy is twelve. I think I was more immature in getting along and associating than were most of my classmates. College helped, but couldn't it have helped more?" "I arrived in Brunswick a quiet and timid little fellow, with a very scant knowledge of the world. . . . A college education surely gives one more poise and confidence." "True the college didn't exactly make a Beau Brummel or social lion out of the rather crude farm boy who came to Brunswick in the fall of 190--. But it did give me a rather wide background of knowledge about men and things. . . . Such a sense of confidence in my own education may be provincial, may be smugness, but it certainly is a great asset." "A decided lack of prowess in athletics had produced what would now be termed an inferiority complex. . . . Combined with this I was timid. . . . College did much for me in overcoming these two inhibitions. Having to live with other boys of my own age was the finest thing possible in overcoming the feeling of strangeness, and the fact that I was on my own and must fight my own battles soon overcame my timidity."

I wonder if such boys were not taking unscheduled courses in Money-earning? Or the boys who made college contacts that later proved to be financially helpful? Or the boys who speak of doing their work better because they learned at college how better "to adjust themselves to new situations," how better "to go about getting information when a certain situation demands it?" Or the boys who comment on the permanent value of col-

lege lessons in "good, clean, hard play and sportsmanship," or "willingness to fight when things go hard?"

But naturally no college such as Bowdoin could rest its case merely on presentation either to its critics or to itself of evidence that its graduates were satisfied with their educational "investment" in a financial sense.

"Bowdoin did more than prepare me for my life's work. The friendships made in college are still fresh and vivid." "Friendships," "friends," the words come very readily to mind and heart when almost any graduate of almost any college talks or thinks or writes of his college days. No wonder the letters of this class are full of the words, and of the memories they bring. I shall not dwell longer on this obvious return from the "investment," or on that other one, equally obvious, which comes to the large majority of this class who remain loyal and active "members of the college" and enjoy their membership in so many ways. Yet even such returns from the "investments," pleasurable and harmless though they are, fail to mollify certain of our critics. They are still unappeased even though one convinces them that four years at college usually bring not merely college friends but an enlarged capacity for friendliness, not merely enjoyable college interests but an improved power of finding enjoyable interests in general. "My enjoyment of life is keen," writes a member of this class, "and there are so many interesting things to do there is insufficient time to do them. This is one very definite, solid and comforting thing I received from college, namely an appreciation of many things taught me by such men as Hyde, Chapman, Frenchy Johnson and others. The most pathetic man to me is one who has so few interests that time hangs idle on his hands and he has to look to the superficial for entertainment. If college did nothing more than to fill its graduates' leisure time with pleasurable interests, its mission would be bountifully fulfilled."

"Bah!" say our censors. "Does a college education do nothing but help make a man somewhat more of a "success in life" with more pleasant memories, friends, associations and interests? Does the average graduate read better, think better, live better by rea-

son of his college experience? Are his aspirations higher, his vision wider, his altruism greater?"

Those are fundamental questions—and fair questions, in a democracy. It is questions like these that I foolishly hoped to be able to answer—at least on the basis of seventy-one full, frank, and intimate statements from the seventy-one graduate members of a Bowdoin class, a class of which one of its members writes: "I believe that in general it will rate high on Saint Peter's ledger, but I never saw a more modest, self-effacing group of men in my life. Blatancy and self-advertising are things you won't find in the group. You will find, however—Saint Peter knows and has it marked down in his secret ledger—that as individuals most of them are builders of better things in their communities." But instead of seventy-one, I have, as I said, only fifty-four statements—only forty-three of which are the kind I needed. Yet those forty-three men, at any rate, tell me many things that bear on such questions. Without comment of my own, I shall now let some of them speak for themselves. And we may gauge for ourselves their sincerity and quality, gauge for ourselves what they owe to their college and what they are.

"I believe a college that can keep its head through wars, depressions and the bombardment of —isms passes on to its graduates somewhat of that stability, and while we cannot all be meteors we can emulate the fixed star which keeps its post and doesn't burn out in a mad rush from place to place."

"And it is these later college studies that I feel have been of some benefit to me. I understand why poor money drives out good, I recognize the laws of supply and demand, diminishing returns and other fundamentals of economics. I can see some of the old philosophies changed and distorted for personal reasons by some of the so-called leaders of today. In these hectic days of 1938 it seems that very few in positions of influence, especially politics, have a clear perspective of such matters..."

"I probably have forgotten a great deal that I learned at Bowdoin, but I have never lost the mental stimulation and the desire for knowledge that I received there."

"I have tried to indicate, so far, that in the matter of friend-

ships and in the art of "getting along in the world," I did not profit greatly from my college training, or, to put it in other words, have not reflected much credit on my college. In the matter of the less tangible things—culture, a design for living—I feel a greater satisfaction. . . . To me it seems the college man acquires a condensed experience to use in evaluating familiar and new things, and with which to view a scene in all its dimensions rather than that part alone upon which emphasis has been placed. I am not of the "cultured person" type but my enjoyment and appreciation of a countless number of things have been heightened and intensified by the preparation for encountering them that Bowdoin gave me; she has made me neither credulous nor incredulous."

"And I learned, too, that superficiality doesn't count for much . . . Bowdoin gave me a sense of pride in any piece of work, and so I try to do even the most insignificant things as best I can. I find that it is easier and infinitely more satisfying to do them that way . . . And I think that what I cherish the most from my education at Bowdoin are the things I learned that never were, and never will be of any practical use to me in my daily chores. I could defend a thesis on "The Utility of the Useless."

"A scholastic reprimand was given me by Professor Frederic Brown to a class in Italian of which I was a member. Impersonal and detached as only some deity could make it, he consigned us, because of a slipshod response to an hour quizz, to a hell from which I emerged with a fullgrown respect for scholastic integrity that has lasted me to this day."

"I would rate Professor Johnson as the peer of any teacher I have ever met. Nothing in his lectures was ever prepared: neither the class nor "Frenchy" knew what he was going to say next. He might talk for half an hour on the meaning of one term, or go off on a by-path which the term suggested. But the result was always a pleasurable journey into a fair field under the guidance of a master, who was a poet."

"I shall always remember Buck Moody's remark as he looked hard in my direction in our class of two and growled: "The

considerable effort which a student often makes to avoid a problem may—harumpf!—be as valuable to him as the effort he would have to expend to solve the thing.”

“I gained a great deal of philosophy from President Hyde, more from Professor Robinson, and believe the soul of Professor Henry Chapman will live forever.”

“Find the Truth!” was one of President Hyde’s frequent exhortations to us. How easy a quest that seemed to me in those days. But with each successive year its importance and difficulty have become increasingly evident. So many are the forces trying to make it obscure, as one side or the other presents its prejudiced side of a case, frequently with no effort to look around the problem to determine the whole truth. I cannot be sure how much more vigorously I have tried to pursue it because “Prexy” urged us to. Time dims the actual beginning of that attitude which I first learned from my parents. But its confirmation at Bowdoin was and still is impressive, and for me at least significant.”

“Bowdoin has been a vital factor in my life. My mind is charged with literally thousands of moments of my college experience which served to confirm attitudes which I had previously found or to alter them. I cannot think of any significant aspect of life in which a genuine effort was not made to give me the “best.” Wherever I failed to make the response that was hoped for, the fault was mine and not that of the college. Only time and experience can teach us a number of needful things. But in the case of each of these I can look back to my college days and find some moment that helped me the better later on to meet the situation.”

“What did I carry away from college that could be recognized then and recalled now? They were, I believe, a spirit of friendliness, a certain confidence in my own abilities, physical and mental, a few fundamentals of education, a surprising innocence, although I was never classed as a sissy, and high ideals. Military discipline and war, business conflict and life spent mostly away from my boyhood friends and among strangers have dissipated much of my friendliness. Much of the rest re-

mains, although the ideals have had to take some terrible beatings from time to time. . . .

"One result was the extra-curricular interest Professor William Hawley Davis and his wife took in me, a complex bundle of appetites, aversions, enthusiasms and prejudices, whose head was too much in the clouds. They were, in helping to establish a balance between me and my environment, a fortress and a port of rest."

"I left Bowdoin with a strong sense of the duty which I owed to society. At all times since I have gladly contributed both time and money to social causes, serving in a variety of activities. I could point to a number of specific experiences at college which were designed to foster this attitude, and which accomplished the purpose just as definitely as certain courses and student organizations revealed to me interests and talents which I continued to cultivate. . . ."

"But has a college training helped me? Yes—I know it has. It has made me hungrier, and helped me to know the cause of my hunger. It has helped me to attain a spiritual level from which I can feed without worrying because some one has a larger appetite or a pair of hands better fitted for grasping than I."

"During these years there was not much to make me feel that I was much needed in the scheme of things; if I did not distribute that product some one else would. However, in the conduct of the business Bowdoin was always there, not consciously, but in so far as fair play came into it, and if other good principles were there, to Bowdoin's influence goes a share of the credit."

"Though I cannot point with pride to any of my accomplishments, no man can point with shame to any of the things I have done. That motto—"FAIR PLAY, AND MAY THE BEST MAN WIN"—has been with me in many disappointments, and at times when an unfair play might have advanced my cause."

"I believe that Bowdoin made me a better citizen and that it makes better citizens of the vast majority of its students. To me that is the function of education. The tragedy is that we progress so slowly when we measure that progress in terms of a

man's life, or even at times in terms of several generations. The hope of the world lies in such progress however slow. Without it we perish."

"I learned from my days at Bowdoin to hate meanness, to despise a whiner, to be tolerant—but not so tolerant that I had no standards of my own—how to study, how to play, and the value of a sense of humor. . . . I don't think it is possible to come into close contact with Bowdoin and all she represents without imbibing much of her kindly but inexorable philosophy—stand on your own feet, play the game, don't expect too much sympathy, forget alibis, work hard, and behave yourself. . . . Certainly, no influence that has touched me since that time has been even slightly comparable with that of Bowdoin. . . . I could only keep repeating that no man can live at the college for four years and thereafter easily allow the dirty diversions of this world to come between his eyes and glory!"

"Those of us who were privileged to know, in some sort, men like Henry Johnson learned from them enough to show us that with all its ugliness and injustice and graft and unfairness and all the rest, there may be found in life such grace and harmony and beauty and worthwhileness as will counterbalance, and more than counterbalance, the obvious abominations."

"I came from very humble circumstances and today am most uncomfortable among the rich and so-called social set. But from just living among these people" (he names certain Faculty members) . . . "a new standard of life opened to me. But the greatest was William DeWitt Hyde. . . . Or the way he put into my soul: 'Go act as if your act were to be the universal law.' You see I do not remember the words, but the idea has governed many of my decisions."

"It was worth the four years just to come in contact with a few professors there. . . . Professor Chapman's framed photograph has been looking down on me from above my desk for the last twenty-five years." "I feel the association with such sterling men as Hyde, Chapman, has left a lasting impression. . . . In my time youth was impetuous, but today with a geared-up standard of living and unrestrained freedom of action and thought,

youth is still more impetuous and needs a steady and mature character to guide it. . . . I am glad I attended a small college and I am glad for my fellow students, for all of us got much to carry into our lives from the mature judgment of those beloved men."

"In college President Hyde and others taught by their example, without its making much apparent impression upon us at the time, the value and power of prayer to God. Some of us are belatedly feeling the advantage of this—to my mind the most important influence of Bowdoin."

"The college and my association with men connected with it have had a profound influence on me and decidedly for good. I have endeavored to carry the ideals set before me and implanted in me at Bowdoin into my business life. It has cost me money. But when I have wobbled and stumbled it has hurt me so that I know that for me there is no other way than to continue on as I was taught. I have made my share of mistakes. I have slipped at times from the high plane on which I left Bowdoin twenty-four years ago. But when I've done so it's been at the sacrifice of peace of mind. Whether the goal envisioned by Chapman and Hyde and the others can be attained in the business world as now constituted, I don't know. Altho I have fallen far short of it, it has been responsible for my retaining at least a certain amount of self-respect in the trying. We are having offered today what appears to be a new set of values—what purports to be a new philosophy of life. It seems to me I've heard it all before and that it has long ago been proven false. For that I can thank Bowdoin College."

"I am busy—my family is happy—I'm not so sunk in troubled thoughts for my downtrodden fellows that I haven't time to help them—I feel strength and courage and optimism. I feel that even a bunch of impractical advocates of the gentle art of political hocus-pocus can't permanently ruin a race as vigorous at heart as ours. No, Paul, I'm not making money. I have to leave that to the flat heads. But the world is no worse for my passage and I'll face St. Peter with a smile."

"I have enjoyed the satisfaction that comes from the good opinion of those with whom I have been associated, and perhaps that, with the very happy family life with which I have been blessed, are the chief rewards and the major results of these many years of effort."

"So far I have been happy and have a happy family. I have had and have acquired many many things that I never expected to own, and in all humbleness am very grateful for my good fortune. I do not think I have ever been envious of others or their possessions and have never made myself or family unhappy wishing for things that I could not afford. I hope that my wife and I have been able to carry over to the children that happiness is a state of mind."

"I can't say that the world will be any better for my having lived in it, although I have tried to help people a little as I can from time to time, and have refrained from getting my snout too far into the trough. . . . My family will probably always be well fed, well housed, and well clothed. However, I have no torch with which to set the world on fire. I simply try to do my best, accepting conditions as they are, but where I can find the opportunity not hesitating to do what I can to improve them."

"But most of all I prize the fact that I have been relatively free to speak and act as my conscience dictated. More than anything else, I am proud of the fact that I defeated some of —'s practices when he was at the very peak and then fought him from 1929 to 1933, and that I did it in the face of great personal passion and opposition. Please do not infer from this letter that I am self-satisfied. I am conscious of many faults, including a tendency towards undue haste, and I certainly have made many errors. But I am not ashamed of the general direction of my life at least. How much of this I owe to Bowdoin, I do not know. It has been life from which I have learned most, but I did acquire some interests at college and a liking for intellectual problems and affairs of the spirit—and that is a great deal."

"In my time out of college I have not lost faith in humanity. I have not found the world bitter but sweet. I find most people honest and trying to do what is right."

"I once thought that I should be doing my life work among boys who were under-privileged. I have changed my mind. It is much more important to give the right kind of training to the privileged, those who later will touch the lives of many others. We impart the three R's. But equally necessary, we combat the three S's, selfishness, softness, sloppiness."

"I used to be more disposed to bother myself with the state of the nation and what is the world coming to, etc. There are certainly many trends at home and abroad to give us pause. It is impossible to keep from speculating at times on the conditions which my children may have to face, and my thoughts travel on even to their children. But in the main my philosophy has boiled down to trying to be decent to people, and to taking care of my job. To me democratic government, Christian ideals, and the search for truth are simply different aspects of the same basic principle. Men of good will have made life more worth living and will continue to do so. But they must be prepared at times to pay a heavy price for the thing that is needed."

"We all learned a lot at college that was not so. Professor Catlin told us that there would be no more great wars, because nations could not finance them. He was right—but too honest to imagine a world contempt for national solvency. President Hyde told us that all the great moral battles of humanity had been fought, and won: the reformation, trial by jury, the abolition of slavery, freedom of the press. He was right, but too intelligent to visualize a world turning away from four thousand years of progress in civilization to commit again the follies we thought men had learned not to commit. . . . In a mad world, I think that I am still sane; and if so, the fundamentals of that sanity were buttressed by the things I learned at Bowdoin that were so—then, now and for all time to come. In a world of cynical immorality—not alone of the flesh, but of the mind as well—I have not altered my moral values. The blood in my veins doubtless has something to do with that, and it would not be fair to my parents to overlook that, but the ability to recognize at least some things for what they really are, also has its influences. Certainly Bowdoin had something to do with that.

How much deeper into the mire the world is yet to go I cannot forecast, but of this I am sure: when we turn back again to regain the ground we have lost, those who have kept their own moral and intellectual candles lighted will have to furnish the flame for relighting the torch of human progress. If somebody else thinks that that is most likely to be done by those who have had no formal contact with the stored experience of mankind, why, that is just another opinion, as I see it. The true answer will not be determined by argument; and by the time it is determined by experience, neither you nor I will be here to write a treatise on it."

I. Enrollment

Number of		
Students enrolled Sept. 21, 1939	650	(Sept. 22, 1938 641)
Students enrolled Dec. 1, 1939	641	(Dec. 1, 1938 636)
Left between Sept. 21st and Dec. 1st	.....	9
Students enrolled March 1, 1940	.....	617
Left between Dec. 1st and March 1st, 1940	.....	30
Senior finishing work for degree	.....	1
Students readmitted	.....	5
New student	.....	1
	Sept. 21, 1939	March 1, 1940
Students in Senior Class	110	110
Students in Junior Class	161	162
Students in Sophomore Class	175	145
Students in Freshman Class	203	199
Special Student	1	1
	650	617

II. Geographical Distribution

MASSACHUSETTS	.....	273
MAINE	.....	200
NEW YORK	.....	60
CONNECTICUT	.....	29
NEW JERSEY	.....	23
NEW HAMPSHIRE	.....	17

PENNSYLVANIA	.	.	.	.	.	.	.	.	.	.	.	.	.	11
RHODE ISLAND	.	.	.	.	.	.	.	.	.	.	.	.	.	8
OHIO	.	.	.	.	.	.	.	.	.	.	.	.	.	6
DISTRICT OF COLUMBIA	...	.	.	.	.	.	.	.	.	.	.	.	.	4
MISSOURI	.	.	.	.	.	.	.	.	.	.	.	.	.	4
ILLINOIS	.	.	.	.	.	.	.	.	.	.	.	.	.	3
DELAWARE	.	.	.	.	.	.	.	.	.	.	.	.	.	2
MICHIGAN	.	.	.	.	.	.	.	.	.	.	.	.	.	2
MINNESOTA	.	.	.	.	.	.	.	.	.	.	.	.	.	2
CALIFORNIA	.	.	.	.	.	.	.	.	.	.	.	.	.	1
MARYLAND	.	.	.	.	.	.	.	.	.	.	.	.	.	1
TENNESSEE	.	.	.	.	.	.	.	.	.	.	.	.	.	1
VERMONT	.	.	.	.	.	.	.	.	.	.	.	.	.	1
AUSTRIA	.	.	.	.	.	.	.	.	.	.	.	.	.	1
PHILIPPINE ISLANDS	.	.	.	.	.	.	.	.	.	.	.	.	.	1
<hr/>														
TOTAL	.	.	.	.	.	.	.	.	.	.	.	.	.	650

III. Maine Residents at Bowdoin

County														No.
ANDROSCOGGIN	.	.	.	.	.	.	.	.	.	.	.	.	.	16
AROOSTOOK	.	.	.	.	.	.	.	.	.	.	.	.	.	7
CUMBERLAND	.	.	.	.	.	.	.	.	.	.	.	.	.	77
FRANKLIN	.	.	.	.	.	.	.	.	.	.	.	.	.	6
HANCOCK	.	.	.	.	.	.	.	.	.	.	.	.	.	5
KENNEBEC	.	.	.	.	.	.	.	.	.	.	.	.	.	14
KNOX	.	.	.	.	.	.	.	.	.	.	.	.	.	6
LINCOLN	.	.	.	.	.	.	.	.	.	.	.	.	.	6
OXFORD	.	.	.	.	.	.	.	.	.	.	.	.	.	6
PENOBSCOT	.	.	.	.	.	.	.	.	.	.	.	.	.	16
PISCATAQUIS	.	.	.	.	.	.	.	.	.	.	.	.	.	3
SAGadahoc	.	.	.	.	.	.	.	.	.	.	.	.	.	6
SOMERSET	.	.	.	.	.	.	.	.	.	.	.	.	.	9
WALDO	.	.	.	.	.	.	.	.	.	.	.	.	.	3
WASHINGTON	.	.	.	.	.	.	.	.	.	.	.	.	.	4
YORK	.	.	.	.	.	.	.	.	.	.	.	.	.	16
<hr/>														

IV. Enrollment in Courses 1939-40

Course	First Semester	Second Semester
Art 1, 2	47	41
Art 5, 6	44	38
Art 9, 10	5	9
Astronomy 1, 2	40	42
Botany		20
Chemistry 1, 2	94	88
Chemistry 3, 4	50	41
Chemistry 5, 6	20	22
Chemistry 7, 8	42	42
Chemistry 9, 10	2	2
Chemistry 11, 12	6	10
Economics 1, 2	120	108
Economics 3, 4	21	21
Economics 6		9
Economics 7, 8	15	13
Economics 9, 10	43	39
Economics 11	19	
Economics 13	19	
Education 1, 2	33	32
English 1, 2	197	194
English 4	208	
English 5, 6	11	15
English 9, 10	12	13
English 13, 14	36	37
English 19, 20	26	25
English 21, 22	13	13
English 23, 24	12	12
English 25, 26	24	24
English 31, 32	10	10
French 1, 2	20	20
French 3, 4	188	177
French 5, 6	71	62
French 7, 8	13	13
French 11, 12	10	10

French 15, 16	8	9
Geology 1, 2	43	28
German 1, 2	139	119
German 3, 4	19	18
German 5, 6	16	16
German 7, 8	8	6
German 11, 12	12	13
German 13, 14	11	10
German 15, 16	4	4
Government 1, 2	52	48
Government 3, 4	19	18
Government 5, 6	37	38
Government 7, 8	8	8
Government 11, 12	14	13
Greek 1, 2	15	13
Greek 3, 4	6	7
Greek 5, 6	5	6
Greek 11, 12	3	3
Greek 13, 14	6	5
Greek 17	2	2
History 1, 2	92	89
History 3	13	
History 5, 6	37	43
History 9, 10	26	24
History 11, 12	43	39
History 13	2	
History 17, 18	28	28
History 21, 22	2	2
History 24		48
Hygiene	199	
Italian 3, 4	4	4
Latin A, B	14	14
Latin 1, 2	30	28
Latin 3, 4	5	5
Latin 9, 10	3	4
Latin 12		14
Literature 1, 2	87	75

Mathematics 1, 2	163	141
Mathematics 3, 4	28	23
Mathematics 5, 6	15	15
Mathematics 7, 8	9	8
Mathematics 13, 14	6	5
Music 1, 2	7	7
Music 3	3	
Music 5, 6	2	2
Music 9, 10	2	2
Philosophy 1, 2	33	30
Philosophy 3, 4	5	6
Philosophy 9, 10	28	28
Physics 1, 2	91	82
Physics 3, 4	16	16
Physics 5, 6	10	11
Physics 7, 8	6	3
Physics 9, 10	3	5
Psychology 1, 2	86	82
Psychology 3, 4	18	16
Psychology 5, 6	9	9
Psychology 7, 8	1	2
Religion 1, 2	32	35
Sociology 1, 2	39	41
Sociology 3, 4	5	9
Spanish 1, 2	25	21
Zoölogy 1, 2	55	48
Zoölogy 5, 6	51	51
Zoölogy 7, 8	4	8
Zoölogy 9, 12	14	11

V. Student Council Cup Standing
February, 1940

1. Thorndike Club	10.795
2. Chi Psi	10.552
3. Delta Kappa Epsilon	10.211
4. Sigma Nu	9.705
5. Theta Delta Chi	9.616
6. Zeta Psi	8.940

7.	Kappa Sigma	8.900
8.	Alpha Delta Phi	8.889
9.	Alpha Tau Omega	8.752
10.	Psi Upsilon	8.307
11.	Beta Theta Pi	8.238
12.	Delta Upsilon	7.107

VI. Student Council Cup 1911-1940

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	11.7822
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
June, 1936	Alpha Tau Omega	10.9250	9.0840
Feb., 1937	Alpha Tau Omega	11.4310	10.2818
June, 1937	Alpha Tau Omega	11.9666	9.9299
Feb., 1938	Alpha Tau Omega	11.4966	9.3897
June, 1938	Alpha Tau Omega	10.4444	9.2222
Feb., 1939	Alpha Tau Omega	10.8510	9.7950
June, 1939	Chi Psi	9.6500	9.1091
Feb., 1940	Chi Psi	10.5520	9.1680

Average of general average, or the average of scholarship
since 1911 is 10.2408
Average of the winners' average since 1911 is 11.9910

VII. Abraxas Cup Standing February 1940

1.	Boston Latin School	16.666
2.	Deerfield Academy	15.250
3.	Governor Dummer Academy	13.750
4.	Biddeford High School	13.333
5.	Roxbury Latin School	13.000
6.	Newton High School	12.666
7.	Phillips Exeter Academy	12.600
8.	South Portland High School	12.000
9.	Huntington School	11.666
	Deering High School	11.666
	Portland High School	11.666
10.	Bangor High School	11.500
11.	Needham High School	10.333
12.	Mount Hermon School	10.250
13.	Winchester High School	10.000
14.	Lewiston High School	9.333

15.	Hebron Academy	9.083
16.	Cony High School	9.000
17.	Brunswick High School	8.400
18.	Lowell High School	8.000
19.	Coburn Classical Institute	5.000
20.	Wilbraham Academy	4.666
21.	Bridgton Academy	3.166

VIII. Abraxas Cup—1915-1940

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	9.6524
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
Feb., 1937	Edward Little High	21.0000	12.5151
Feb., 1938	Needham (Mass.) H. S.	16.6666	9.0906
Feb., 1939	Lynn (Mass.) Classical H.S.	15.3333	11.1361

Feb., 1940 Boston Latin School . . . 16.6666 10.5650

General average—9.6862

Winning average—14.7852

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

IX. Peucinian Cup

February 1940

1.	Zeta Psi	11.050
2.	Thorndike Club	10.833
3.	Chi Psi	10.792
4.	Delta Kappa Epsilon	10.548
5.	Beta Theta Pi	9.167
6.	Theta Delta Chi	9.151
7.	Psi Upsilon	8.184
8.	Kappa Sigma	7.150
9.	Delta Upsilon	7.120
10.	Alpha Tau Omega	6.854
11.	Sigma Nu	6.273
12.	Alpha Delta Phi	5.947

The Peucinian Cup, donated by the Fraternity Alumni, is given each February and June to that fraternity whose freshman delegation has the highest average rank on the basis of all mid-year and final grades recorded in the dean's office. At the end of 10 years, when 20 semester awards have been made, the cup will become the permanent possession of that fraternity which has won it the greatest number of times.

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 25th annual report on the condition and progress of the College Library for the year ending 31 March, 1940, the same being the 40th-41st year of my connection with the Library.

PERSONNEL

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

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

WARREN KENNETH LOWRY, A.B., B.S., *Reference Librarian.*

EDITH ELLEN LYON, *Cataloguer.*

CORRIS HARRIETTE POTTER, *Assistant to the Librarian.*

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

MARJORIE WAGG FROST, *Assistant in the Cataloguing Department.*

In the middle of August Warren Kenneth Lowry joined the staff as Reference Librarian. He was graduated from Pennsylvania State College in 1938 with the degree of A.B., and received the degree of B.S. in Library Science from Columbia in 1939.

In September Geneva E. Archibald left to attend college, and Marjorie W. Frost joined the staff. Miss Frost attended the Brunswick High School, the Gorham Normal School, and a business school in Portland.

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 184,586.

ACCESSIONS

	1935-36	1936-37	1937-38	1938-39	1939-40
By purchase . . .	2,128	2,158	2,687	2,405	1,808
By gift . . .	1,991	1,858	636	814	1,559
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	4,119	4,016	3,323	3,219	3,367

The average cost of the volumes purchased during these years was \$3.80, \$4.03, \$4.07, \$3.18, and \$3.93.

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

Charles C. Willoughby, A.M. Bowdoin 1915, for many years Curator of the Peabody Museum at Harvard, presented to the College his extensive private library on Anthropology and Ethnology. Several hundred volumes and many pamphlets both bound and unbound were included in this collection. There were many long runs of such serials as the *American Anthropologist*, the *Anthropological Papers of the American Museum of Natural History*, the *University of California Publications in American Archaeology and Ethnology*, the *Bulletins and Reports of the United States Bureau of American Ethnology*, and the *Papers of the Peabody Museum of American Archaeology and Ethnology*.

MICRO-FILMS

At last, the Library has taken advantage of micro-photography. Since January, 1940, the film edition of the *New York Times* has been received. Steps have been taken to film the *Brunswick Telegraph* and the *Bowdoin Orient*, to preserve these local records which are printed on paper that will last only a few decades. The *Lewiston Evening Journal*, long edited by the late Arthur G. Staples, Litt.D., LL.D., of the Class of 1882, will be added to the above if certain arrangements can be made.

Sumner T. Pike, of the Class of 1913, has given all of the micro-films produced by Southwestern Microfilm Inc. This project is to cover all available books printed before 1865, on travel, exploration, and description of the Great Plains region, the West from the Mississippi River to California and from Texas to Oregon. Some four hundred items have been reproduced to date.

A Recordak Model C Library Projector has been ordered, and Mr. Pike has also made a generous contribution toward the purchase of this machine.

FINANCIAL STATEMENT

The following table presents a classified statement of the sources of the income and nature of the expenditures of the Library, arranged substantially along the lines recommended by the American Library Association.

RECEIPTS

	1935-36	1936-37	1937-38	1938-39	1939-40
Appropriations, general	\$18,070*	\$17,753	\$18,385	\$18,370	\$18,301
Student assistants . . .	2,000	1,887	1,519	1,652	2,243
Special reading room . .	1,479	1,525	1,543	1,490	1,472
Endowment fds., consol.	1,400	1,512	1,487	1,346	1,391
Achorn Flag fund . . .	45	27	9	46	40
Appleton fund . . .	363	402	386	349	361
Chapman memorial . . .	253	280	269	243	252
Class of 1875 fund . . .	60	66	63	57	59
Class of 1888 fund . . .	43	48	46	42	43
Class of 1899 fund . . .	72	80	76	69	71
Class of 1904 fund . . .	36	44	47	46	51
Darlington fund . . .	36	40	38	35	36
Drummond fund . . .	110	121	116	106	109
Fessenden fund . . .	361	400	384	348	349
Fuller fund . . .				470	899
Louis C. Hatch estate	100	100	100	100	100
Samuel W. Hatch fund	36	40	38	35	36
Hubbard fund . . .	4,096	4,530	4,351	3,936	4,040
Thomas Hubbard fund	119	132	127	115	118
Lufkin fund . . .	18	20	19	17	18
Lynde fund . . .	53	59	57	52	53
Morse fund . . .	36	40	38	35	36
W. A. Packard fund . .	180	200	192	174	179
Pierce fund . . .	1,157	1,280	1,229	1,113	1,151
Stanwood fund . . .	45	50	48	44	45
Gifts, etc. . . .	307	792	467	339	366
	<u>\$30,486*</u>	<u>\$31,428</u>	<u>\$31,045</u>	<u>\$30,629</u>	<u>\$31,819</u>

EXPENDITURES

Books	\$ 6,427*	\$ 6,212	\$ 8,358	\$ 6,001	\$ 4,941
Periodicals	1,578	2,541	2,282	1,645	2,165
Binding	1,038	1,414	1,403	1,503	1,538
Express and postage . .	192	151	208		
Increase of Library .	[9,237]	[10,318]	[12,251]	[9,149]	[8,644]
Library supplies . . .	530	477	517	582	567

Salaries, regular staff	14,194	14,348	15,075	15,029	14,435
student assistants	2,417	2,204	1,822	1,927	2,512
janitor service	1,116	1,201	1,166	1,224	1,227
New equipment	229	988	1,290	593	1,460
Repairs	1,009	1,868	656	1,253	1,364
Supplies for building	140	72	101	114	131
Telephone	68	73	70	67	68
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$28,944*	\$31,549	\$32,948	\$29,938	\$30,408

*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	1939	1940
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 92	7,005 92
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	1,347 00	1,445 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	2,000 00	2,000 00
Francis Fessenden	John Hubbard	10,000 00	10,000 00
Fiske	John Orr Fiske	1,000 00	1,000 00
Fuller	Mrs. Hugh C. Wallace	25,000 00	25,000 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	3,306 63	3,306 63
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
		<hr/>	<hr/>
		\$259,868 31	\$259,966 31

CIRCULATION

	1935-36	1936-37	1937-38	1938-39	1939-40
Lent, outside . . .	13,894	14,536	15,721	15,496	16,704
Lent, closed reserve	17,494	19,253	21,823	20,954	23,273
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	31,388	33,789	37,544	36,450	39,977
Largest month	F. 1,959	Ap. 1,775	F. 1,968	Ap. 1,879	F. 2,194
Smallest month	Ag. 423	Ag. 557	Ag. 470	Ag. 590	Ag. 641

It will be noticed that the use of books both within and outside Hubbard Hall has been greater than ever before. Although the number of chairs in the main Reading Room was recently doubled, it is not uncommon to see every one of them filled.

The need of more space for using books has often been remarked on—the need of more space for caring for books is even greater, if not so often commented on.

STUDENTS' READING ROOM

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

1935-36	1936-37	1937-38	1938-39	1939-40
3,740	3,823	3,867	3,872	3,687

EXHIBITS

1. Manuscript of Mary Ellen Chase's "Goodly Heritage." The gift of L. Brooks Leavitt, '99.
2. Robert P. Tristram Coffin's manuscripts and books. MSS. lent by the author and L. Brooks Leavitt.
3. A selection of books suitable for Christmas presents.
4. Bowdoin *Bugles*.
5. 500th anniversary of the invention of printing.

HUBBARD HALL

Redecorating has extended to the Periodical Room, the History-Economics Room, and other small rooms on the second floor. New lighting fixtures have been installed in four more rooms.

Again the request for \$7,000 for completing the sixth floor of the stack is presented. All arguments for this appropriation are merely strengthened by the passage of time and the addition of three or four thousand volumes each year.

Respectfully submitted,

GERALD G. WILDER, *Librarian.*

Hubbard Hall, 30 April, 1940.

APPENDIX

*The Library, as Classified, showing Accessions for the Period
From April 1, 1939 to March 31, 1940*

Divisions	Subject Number	Bought	Given	Added	Total
Bibliography	010	31	4	35	1,821
Library economy	020	9	5	14	834
General encyclopædias	030	3		3	875
General collected essays	040				45
General periodicals	050	79	3	82	9,600
General societies	060		8	8	256
Newspapers	070	49	1	50	2,065
Special libraries	080				359
Book rarities	090		1	1	102
Philosophy	100	16	16	32	792
Metaphysics	110	3	1	4	92
Special metaphysical topics	120	2	7	9	92
Mind and body	130	18	39	57	615
Philosophical systems	140				54
Psychology	150	12	13	25	748
Logic	160	1		1	116
Ethics	170	5		5	1,030
Ancient philosophers	180	3		3	203
Modern philosophers	190	31	10	41	829
Religion	200	20	3	23	2,095
Natural theology	210	1	2	3	256
Bible	220	8	1	9	1,968
Doctrinal theology	230	1		1	1,033
Practical and devotional	240		1	1	448
Homiletical, pastoral, parochial	250		1	1	916
Church, institutions, work	260	8	2	10	1,017
Religious history	270	17		17	1,021
Christian churches, sects	280	1	7	8	1,377
Non-Christian religions	290	2		2	435

Report of Librarian

59

Sociology	300	46	3	49	1,592
Statistics	310	12	7	19	1,171
Political science	320	72	47	119	6,010
Political economy	330	120	114	234	6,510
Law	340	46	37	83	4,924
Administration	350	33	16	49	3,515
Associations, institutions	360	16	15	31	1,507
Education	370	28	31	59	5,078
Commerce, communication	380	18	40	58	2,790
Customs, costumes, folk lore	390	7	3	10	391
Philology	400	16		16	925
Comparative	410		1	1	103
English	420	11	5	16	562
German	430	2	4	6	452
French	440	8	16	24	627
Italian	450		3	3	63
Spanish	460		14	14	106
Latin	470		2	2	425
Greek	480	2	2	4	714
Minor languages	490		2	2	131
Natural science	500	38	7	45	4,102
Mathematics	510	10	5	15	1,614
Astronomy	520	10	9	19	1,560
Physics	530	26	7	33	1,488
Chemistry	540	25	13	38	2,236
Geology	550	5	10	15	1,730
Paleontology	560		1	1	118
Biology	570	31	90	121	1,297
Botany	580	7	8	15	860
Zoölogy	590	12	9	21	2,371
Useful arts	600	1	9	10	881
Medicine	610	25	1	26	5,639
Engineering	620	10	22	32	1,216
Agriculture	630	12	8	20	1,425
Domestic economy	640		1	1	37
Communication, commerce	650	16	3	19	535
Chemical technology	660	3	5	8	255

Manufactures	670		1	1	178
Mechanic trades	680				19
Building	690	1		1	29
Fine Arts	700	26	73	99	1,107
Landscape gardening	710	2	1	3	156
Architecture	720	7	21	28	438
Sculpture	730	7	21	28	329
Drawing, design, decoration	740	1	11	12	155
Painting	750	14	182	196	859
Engraving	760	2	22	24	155
Photography	770	8		8	85
Music	780	16	4	20	816
Amusements	790	13	1	14	585
Literature	800	22	7	29	1,798
American	810	122	108	230	6,868
English	820	107	41	148	10,934
German	830	48	9	57	4,900
French	840	66	89	155	7,290
Italian	850	4	10	14	1,301
Spanish	860	2	14	16	515
Latin	870	7	2	9	2,221
Greek	880	18	22	40	2,609
Minor languages	890	3	1	4	405
History	900	25	5	30	2,032
Geography and description	910	38	49	87	6,671
Biography	920	58	13	71	6,176
Ancient history	930	6	2	8	1,063
Modern history, Europe	940	90	35	125	7,305
Asia	950	8	2	10	341
Africa	960	2	9	11	123
North America	970	80	32	112	5,988
South America	980	3		3	94
Oceanic and polar regions	990	1		1	132
Alumni collection		1	5	6	1,308
Maine collection		12	49	61	10,146
U. S. Documents (serial set)			23	23	6,312

REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

To the President of Bowdoin College:

The Director of the Museum of Fine Arts has the honor to submit the following report for the year ending April 30, 1940:

The past twelve months have not been spectacular, but they have contributed step by step to progress along the road of service to the public and to the college which the Museum travels.

On Alumni Day a bronze bulletin board, beautifully designed by the architects of the building, McKim, Mead, and White, was placed in Sculpture Hall, and presented to the college and the museum. The inscription on it reads: IN MEMORY OF HENRY EDWIN ANDREWS, DIRECTOR OF THIS MUSEUM, 1920-1939, GIFT OF THE CLASS OF 1894.

After receiving the degree of Doctor of Philosophy from the Johns Hopkins University, Mr. George Roger Edwards, of the class of 1935, returned to Bowdoin to assume duties as the Assistant Curator of the Museum. As a specialist in archaeology, Mr. Edwards was admirably suited to continue the scientific cataloguing of the College's art collections. This had been merely started by the Director and was badly needed. During the course of this work, Mr. Edwards has concentrated upon the fine collection of classical antiquities, and has rearranged the whole classical collection in an approximately chronological order. Thanks to fine taste and expert knowledge, our ancient objects now appear to greater advantage than ever before. Moreover, several discoveries were made on the basis of which Mr. Edwards gave a lecture entitled "The Classical Collection of the Bowdoin College Museum of Fine Arts" at the annual meeting of the Archaeological Institute of America at Ann Arbor, December 29. The chief discovery was that the museum owns what is probably one of the earliest extant adaptations of the type of the famous Praxitelean "Marble Faun," the small Hellenistic marble statuette in the Warren Collection.

EXHIBITIONS

During the year the Museum supplemented its permanent collections by holding loan exhibitions, as follows:

June through September, 16th century German woodcuts by Dürer, Cranach, and Holbein, lent by M. Knoedler & Co.

October, paintings by Stephen Etnier, lent by the artist.

November, paintings by Henry Strater, lent by the artist.

December and January, 17th century French portrait engravings, lent by M. Knoedler & Co.

January 15-31, paintings and drawings by Asa Randall, lent by the artist.

February, prints by Ostade, Van Dyck, and Rembrandt, lent by M. Knoedler & Co.

March, Currier & Ives prints, and Rogers Groups, sponsored by the *Brunswick Record*, lent by residents of Brunswick and vicinity. This exhibition assembled by Mr. Edwards from purely local sources was unique in the history of the Museum, and the response to it was most gratifying.

April, watercolors by Alfred Ybarra, lent by the Robert C. Vose Galleries. Photographs by William Taylor McKeown, '43. Photographs by the Bowdoin College Camera Club. The work submitted for the latter two exhibitions, as part of the annual contest sponsored by the Museum, and the Camera Club, was of a quality high enough to merit special commendation.

Grateful acknowledgement is here made to these lenders.

The Museum further expresses, officially, its gratitude to several friends to whom it is under high obligation for individual loans or valuable service.

Sir Harry Oakes, of the Class of 1896, generously allowed his paintings, *A Young Man Holding a Short Sword* by Rembrandt, *Pieter Tjarck** by Frans Hals, *The Southwark Fair* by Hogarth, and *The Woodcutter's Return* by Gainsborough to remain on

* The international esteem in which this portrait is held was attested when it went temporarily to the exhibition of Old Masters at the New York World's Fair.

exhibition in the Boyd Gallery. And in May Sir Harry added to this invaluable loan the landscape, *Horsemen, Cattle, and Shepherds*, by Aelbert Cuyp.

Miss Eleanor Lincoln permitted her statuette, *Big Brother*, to remain on loan at the Museum, and in addition lent three of her more recent works.

Mr. John H. Halford of the Class of 1907 continued the loan of his *Portrait of a Man* by Benjamin West. Likewise, Chauncey W. Goodrich, D.D. (Honorary 1915) allowed his *Portrait of Professor Chauncey A. Goodrich* by John Trumbull to remain on display in the Boyd Gallery. And Mr. Harold T. Pulsifer continued the loan of his excellent group of early Winslow Homer watercolors.

Mr. Alexander Bower, M.A. (Honorary 1938), Director of the Sweat Memorial Art Museum in Portland, made it possible for a highly popular exhibition to come to Bowdoin from May 15th to June 15th: a selection of forty prints from the annual national Photographic Salon assembled by the Portland Society of Art.

Through Princeton University a collection of forty-four Chinese paintings has been lent by Mr. William Bingham II.

Mr. Walter W. Foskett, of West Palm Beach, has lent a *Portrait of George Washington* of the Vaughan type by Gilbert Stuart.

Mr. and Mrs. Booth Tarkington lent throughout the winter ten English portraits dating from the 17th, 18th and early 19th centuries.

ACQUISITIONS

The acquisitions for the year total nine hundred and forty-eight items, extending in the catalogue from 39.69 to 39.463, and from 40.1 to 40.63, with subdivisions under these numbers. Three of the acquisitions were gifts, as follows:

- 39.164 Oil painting: Landscape by Charles Codman, American, 19th century, given by Mrs. Marshall P. Slade.
- 40.1 Etching: "The Bowdoin" by Ernest Haskell (1876-1925, American) given by Mrs. Ernest Haskell.

- 40.63 Book: Bieber, Margarete, *Die Antiken Skulpturen und Bronzen des Konigl. Museum Fridericanum in Cassel*, Marburg, N. G. Elwert, 1915. Gift of the Library of the Dumbarton Oaks Collection, Washington, D. C.

The extensiveness of the purchases makes it impractical to list each item, but it can be stated that they were all color reproductions of the finest quality obtainable, and that their purchase was made possible by the interest accruing from the James Phinney Baxter Fund given in memory of Professor Henry Johnson.

ATTENDANCE

The attendance from May 1, 1939 through April 30, 1940 was 7,315, or an average of 600 visitors per month. This does not include any of the considerable number of students who daily pass through the museum to the various classes in art, who are influenced by the presence of the collections and frequently pause to study the loan exhibitions and objects in the permanent display.

Examined by months, the attendance records refute somewhat the belief that the highest attendance necessarily comes during the summer months. Out-of-town visitors swell the totals during the summer months, it is true; yet October and January were quite as large as July.

REPAIRS AND DEPARTMENTAL WORK

The condition of the building is probably better than it has been at any time during the past decade. Three years ago a plan was inaugurated to make the roof sound and redecorate the entire interior of the building. That goal has almost been reached. Recently the main stair well has been repainted. In the near future the floors throughout will be refinished. There will then remain only the vaults of the Bowdoin and Boyd Galleries which need repainting in order to restore the museum to the freshness of its first years.

The utility of the large lecture room was so improved by the installation of new ceiling lights, blackboards, and corrected ventilation that it is now entirely satisfactory.

The matting and framing of the numerous color reproductions of masterpieces of painting purchased for purposes of study and for the very active Student Loan Collection was efficiently continued by Messrs. Tonon '42 and George Smith '42. This valuable activity was made possible by an appropriation of \$250 from the Committee on Student Aid.

A special exhibit case was installed in the Boyd Gallery. Similar to the Masterpieces of the Month displays in other museums, it allows periodic emphasis on items in the collections or lent to the Museum.

Six pieces of Coptic textiles from the Warren Collection were cleaned and expertly mounted by Miss Helen Lehr of the Boston Museum of Fine Arts.

Additional racks for the storage of paintings not on display were built in the basement of Adams Hall.

It was learned that the original sources of the Estes Cypriote Collection were the excavations of Major Alexander Palma di Cesnola in Cyprus during the years 1876 and 1879.

The appearance of Professor Oskar Hagen's *The Beginnings of The American Tradition in Painting* brought forth in print the belief held by others that the monumental *Portrait of General Waldo*, formerly attributed to Robert Feke, was probably painted by the more important American master, John Singleton Copley. This attribution, which seems entirely trustworthy, would give Bowdoin one of the finest early Copleys in existence.

Respectfully submitted,

PHILIP C. BEAM,
Director.

