

Brentlyn College

INSUGURATION

of

DR. WILLIAM A. BOYLAN

As The First President

FIRST COMMENCEMENT EXERCISES

Class of 1932

JUNE 21st. 1932



*William A. Boylau*

# Brooklyn College

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INAUGURATION  
*of*  
**DR. WILLIAM A. BOYLAN**  
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FIRST COMMENCEMENT EXERCISES  
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THE BROOKLYN ACADEMY OF MUSIC  
TUESDAY, JUNE 21st, 1932  
AT 8 P.M.

INAUGURATION  
*of*  
DR. WILLIAM A. BOYLAN

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- \*HON. MARK EISNER, Chairman
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  - HON. GEORGE J. RYAN (Ex Officio)
- \*Administrative Committee of Brooklyn College.

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## INAUGURATION COMMITTEE

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- HON. JOHN G. DYER

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- PROF. OSCAR F. W. FERNSEMER
- PROF. JEAN DES GARENNES
- PROF. J. REDDING KELLY
- PROF. HELEN H. TANZER

# PROGRAM

HON. MARK EISNER, Chairman of the Board of Higher Education, Presiding

## INAUGURAL EXERCISES

1. PROCESSION
2. INVOCATION . . . . . REV. WILLIAM J. DUANE, S.J.
3. INTRODUCTORY REMARKS BY THE CHAIRMAN
4. ADDRESS . DR. HERMANN COOPER of the University of the State of New York
5. ADDRESS . HON. HENRY HESTERBERG, President of the Borough of Brooklyn
6. GREETINGS FROM CITY COLLEGE AND HUNTER COLLEGE  
PRESIDENT FREDERICK B. ROBINSON and DEAN LEWIS HILL
7. GREETINGS FROM THE FACULTY . . . . . DEAN ADELE BILDERSEE
8. GREETINGS FROM THE STUDENTS . . . . . BERNARD H. STERN, '32
9. PRESENTATION OF THE SEAL OF THE COLLEGE  
HON. MAXWELL F. MARCUSE, Vice Chairman of  
the Administrative Committee of Brooklyn College
10. INSTALLATION OF THE PRESIDENT
11. INAUGURAL ADDRESS . . . . . PRESIDENT WILLIAM A. BOYLAN

MUSIC

## COMMENCEMENT EXERCISES

1. CONFERRING OF DEGREES AND AWARD OF PRIZES AND HONORS  
Presentation of candidates for degrees by DEAN MARIO E. COSENZA
2. ADDRESS . . . . . DR. JOHN H. FINLEY
3. ADMINISTRATION OF THE EPHEBIC OATH . . . . . JUDGE JOHN G. DYER
4. BENEDICTION . . . . . RABBI LOUIS D. GROSS
5. RECESSION

## INVOCATION

BY REV. WILLIAM J. DUANE, S.J.

The opening of this institution of higher education, to those who realize its purpose, naturally and fittingly calls us to come unto God; for there is question here of the thorough harmonious and God-like development of a human soul, and those who are placed in charge of this great work realize the need that they have of divine help that will carry out this purpose unto the honor of our City, our Country and our God.

We realize from personal knowledge and from common report how thoroughly fitted for the work entrusted to him is the President of this Brooklyn College, whose inauguration we are publicly commemorating. His youthful heart has ever made it possible for him to enter into all the ideals and the hopes and the aspirations of the pupils that were entrusted to him. His broad vision and comprehensive view of the problems of the world have fitted him for undertaking this greater work of solving the problems of youth and of those of more advanced age. His well-known sympathy with those who were subordinate to him in the years that are gone—all of these tell us how fittingly he has been chosen for this great work and how difficult it would be to find one who promises greater success than the President of Brooklyn College, now being installed publicly.

Yet, because each individual soul entrusted to him has its own special problem to solve, because he knows that this problem cannot be rightly and happily solved

except through divine knowledge and divine strength, therefore do we beg Our Father in Heaven to stretch out His Merciful Hand tonight in blessing upon him and the work he is beginning. Grant, O Father of Light, that heavenly wisdom that shall enable him to direct the souls of our future citizens in the way that shall lead to their happiness and the prosperity of our country. Strengthen his organization and sustain him up in the days of discouragement that may come, and give him the strength from above to master the difficulties that he must necessarily encounter—the greater and harder because of the greater cause that is at stake. We beseech You to give unto him a body of devoted assistants who, imbued with the spirit of the cause, will ever stand close beside him in the great work he is doing. Bless his school. Bless him with a multitude of pupils who will drink from his lips the same wisdom that he has imbibed, who will even be inspired with the same ideals, and who, in imitation of the class that is going out tonight on whom he places the stamp of his approval, will ever be supporters of him in his great work, supporters of the cause, a glory to the school and an inspiration to their fellow citizens.

God bless him with many, many years to come; bless him and his work and those that work with him, that this City may in the days that are to come rejoice over this night, which means the beginning of a newer era of higher education, citizenship, and loyalty to God and to country.



## INTRODUCTORY REMARKS

BY THE CHAIRMAN

It is my high privilege to welcome and greet you all at this most important event in the civic and educational life of the City of New York and to felicitate the citizens of the Borough of Brooklyn on the establishment of their college and upon the choice of its first President.

In deliberating the selection of a President for Brooklyn College, the Board of Higher Education was guided by certain desiderata considered indispensable to its choice.

We wanted first of all a scholar—an American scholar of the Emersonian ideal, and we found one who displays in public the simplicity and modesty of the truly great, being without pretension, but in the circle of his friends and colleagues, reveals those depths of learning and flashes of wisdom which are ever a source of enlightenment and delight.

We required a leader—a leader, but not a ruler, whose relation to his faculty would be first among equals. We needed a man with a sympathetic understanding of the student body; a man of New York experienced in what has been called the "collision of the cities." Said our great American essayist, "London and New York take the nonsense out of a man," and this job brooks no nonsense.

We desired a man with force of character to make a life-long impression on his students because we were not misled by any belief that the magnitude of our colleges today should reduce the presidents to mere

administrative officials exerting no character-forming influence.

The president of a college must not be like the head of an industrial organization. He must have a personality of a strength which will not only directly impress the students but also will indirectly reach them through its reaction upon the faculty. Every outstanding president has left an unforgettable and ineradicable influence on his college and on his students. Some have been distinguished by the greatness and preeminence of the alumni who were graduated in their time. In other instances the names of schools and universities are associated with the striking characteristics of those who headed them; and what is most important, the social attitude of the students and their outlook on life often reflects the viewpoint of the head of the institution.

The spirit of John Carroll still broods over and influences Georgetown, the great university which he founded; Meiklejohn is a tradition at Amherst; the scholarly Eliot abides in the hearts of thousands of Harvard men. Nearer to us who are gathered here, the mental processes of thousands of City College men march and drill according to the military discipline of Webb, and a generation of students emulate the scholarly Finley and would order their lives like his in a fullness of appreciation of books and philosophy, of reality and fancy, of nature and health, the meaning of which he impressed upon his boys the more by example than by precept.

The students of Robinson's era will ever be mindful of his versatility, his organizing genius, his *suaviter in modo* combined with courage and innate justice in dealing with college problems, while the gentleness, the kindly yet firm rule, the definiteness of ideas and the ideals of Kieran are part of the very souls of thousands of young women who have come under his influence.

Mindful of all these points to be considered, the Board of Higher Education regards its choice for the Presidency of Brooklyn College as singularly happy. Dr. Boylan has all of the desirable qualities I have enumerated. Faced with the problem of organizing a college along quasi co-educational lines, he has a sympathetic point of view respecting female higher education and quite agrees with Mary Lyon who one hundred years ago said, "Educate the women and the men will be educated."

Dr. Boylan faces the difficult task of running a collegiate institution with a woefully inadequate plant.

Speaking for the Board of Higher Education, I wish to say that we have the fullest confidence in his ability to make the most of present facilities and to aid us in obtaining the college site and buildings to which Brooklyn is by all means entitled. We know we can depend upon this scholar who is, at the same time, a man of affairs. We are expecting great things of him. We are confident that Brooklyn College under his guidance will achieve a nation-wide renown.

We are satisfied that the broad educational perspective which is his, balancing in proper proportions the humanities with utilitarian subjects will develop the growth and increase the importance of this institution so that it will respond fully to the stirring adjuration of Oliver Wendell Holmes:

Can Freedom breathe if ignorance reign,  
Shall Commerce thrive where anarchs rule,  
Will Faith her half-fledged brood retain,  
If darkening counsels cloud the school?

Let in the light! From every age  
Some gleam of garnered wisdom pour,  
And, fixed on thought's electric page  
Wait all their radiance to restore.

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From history's scroll the splendor streams  
From science leaps the living ray;  
Flashed from the poet's glowing dreams  
The opal fires of fancy play.

THE CHAIRMAN: I now have the pleasure, ladies and gentlemen, to present to you, as the representative of the State Commissioner of Education, Dr. Graves, Dr. Hermann Cooper of the University of the State of New York, who is charged with the affairs of higher education in the State.

## ADDRESS

BY DR. HERMANN COOPER

President Boylan, distinguished guests, and friends of Brooklyn College: It is my great privilege to bring to the Board of Higher Education of the City of New York and to the administrative and instructional staff of Brooklyn College the greetings and felicitations of the Board of Regents and of Dr. Frank Pierrepont Graves, President of the University of the State of New York and State Commissioner of Education.

It was originally intended that the Regents of the University of the State of New York should, as their name implies, rule over all colleges within this great commonwealth. Realization of such a program was never possible, and, as each new institution came into being, it was permitted to create its own governing Board. The Regents, however, have never lost sympathetic interest in the problems of all fifty colleges of liberal arts and sciences that have arisen in this State. They have established rules and regulations for the registration of college courses, with the idea of encouraging college administrators in the maintenance of standards of true college status. The high repute enjoyed by the institutions of higher education in New York State has attracted students from all states of the Union and from all quarters of the globe. It is for this reason that the State Department of Education has found it necessary to create an office for the evaluation of course work students have completed in out-of-state colleges and universities. Many such colleges and

universities have made application to the Higher Education Division of your State Education Department for approval of their degree courses. This Division, a service agency for the colleges and universities of the Empire State, is perhaps the largest college accrediting agency in the United States.

The University of the State of New York is, in a sense, the guardian of our colleges and, as a representative of that University, its Regents and its President, I bring professional greetings and congratulations to Dr. William A. Boylan, brilliant teacher, able administrator, and—the fortunate gentleman who will this evening take oath of office as the first President of the third college of the City of New York and the forty-third college of liberal arts in the Empire State.

There are 46 colleges in this State whose courses of study leading to the degree of Bachelor of Arts have been approved by the Board of Regents. The first liberal arts college in this State was established by an Act of the Legislature in 1754 under the corporate title of Kings College, later changed to Columbia University. About that time, also, Hamilton and Union were incorporated by the same agency. The nineteenth century saw the rise of 30 new colleges in this great State; 11 before 1850 and 19 between that time and 1900. The creation of 13 liberal arts colleges has been authorized by the Board of Regents of the University of the State of New York during this century.

The University of the State of New York is the guardian of a system of public and private higher and professional education representing 60 degree granting institutions with a staff of 14,000 teachers and an enrollment of 120,000 students. The annual budgets of these institutions amount to \$85,000,000 and the capital invested in buildings and grounds to \$450,000,000. The College of the City of New York, that is, The City College, Hunter College, and Brooklyn College has a

staff of 1,500 teachers and an annual budget of \$12,000,000. An education on the college and university level is provided here for 39,000 boys and girls whose parents are citizens of this great city.

The City College, the first unit of the College of the City of New York, was established when New York City enjoyed a population of a half million. Hunter College, its second unit, came into being when the population of this great City reached the million mark, while Brooklyn College, a creation of this century, had its beginnings in Greater New York with its six million people drawn from the four corners of the globe. The rapid growth of this College clearly justifies the action of the Board of Higher Education of the College of the City of New York in its establishment.

New York, the largest city in the world, has fostered the creation of many of our greatest institutions of culture and learning. In providing higher education for its boys and girls at public expense, the City is realizing the fulfillment of the great American idea, "the vision of a city in which life shall be better and richer and fuller for every man, with opportunity for everyone according to his ability or achievement." Our wonderful system of public education has been built upon this ideal. Here in New York, the city provides a college education for those sons and daughters of its citizens who possess the skill, aptitude, and ability to profit therefrom. In establishing and maintaining its colleges, the citizens of this great commonwealth are keeping step with the self-evident truths written into the Declaration of Independence and with the thesis that the future hope of a democracy depends upon the general intelligence, integrity, will-power, and sane judgment of its electorate.

Within the memory of this audience, the world, as well as the City of New York, has been re-created. It is a smaller world, for we may fly around it and talk

around it, and tomorrow we may see around it; but paradoxically, it is a much larger world because we know far more about it. This new world is the gift of science to humanity; all that is modern within its confines is directly or indirectly the contribution of science. We have scientific production, transportation, and world-wide communication. Aided by its teaching man has seized fire, flood and lightning and put these Titans to work in colossal wealth-producing machines controlled and operated by equally efficient human organizations. In roaring man-made volcanoes he reduces mountains of rock and clay into rivers of molten iron and steel from which to fabricate his factories, skyscrapers, giant tools, and engines of war. His mammoth freighters and floating palaces trace traffic lanes across the storm-tossed oceans. He has tunneled the mountains and bridged the mighty rivers; he has spanned the continents with ribbons of glistening steel over which he travels in luxury. From the brine of the ocean and the clay of the hills, he wrests those magic metals, magnesium and aluminum, strong as steel and light as wood, from which he builds his wondrous and powerful air-ships.

Ten years ago economists shouted their alarm at the prospect of a serious shortage of human necessities. Since that time American ingenuity has created machines and buildings, manned by great human organizations, to overcome the threat of a shortage of human necessities in America as well as abroad. Our colossal production program from 1921 to 1929 and the great increase in national wealth incident thereto, placed this nation first among the nations of the world. This industrial and financial progress was aided materially by America's rapid development in scientific and technical education during that period. Today the world complains of over-production, over-industrialization and over-commercialization. Science has produced to the limit of



prodigality, but alas, it has not taught men a method for the equitable distribution of its benefits, nor has it solved completely the serious business of living. Colleges flourished and expanded during this period of industrial and financial prosperity; their administrative boards and officers authorized new departments and new ventures on the assumption that our great country had entered a new economic era; it was easy to obtain capital for the erection of new buildings and the enlargement of instructional staffs; the slogan of the day was "a college education for every boy and girl whom it might profit." But, alas, the peak had been reached and we have experienced during the past three years a slowing down of the great man-made machine age which has resulted in a readjustment of values, a qualified service for a world whose human necessities have been curbed to conform with its buying power. The institutions of higher learning of this country have never experienced a more critical period, and conditions facing our colleges at present constitute an emergency and a challenge which demands that their executives be men of greatest genius and force of character. All who are acquainted with the professional record of President Boylan know that we have in him a leader who possesses that force of character and that broad knowledge which will enable him to guide the fortunes of Brooklyn College through this great emergency.

Never has a time and generation been in greater need of men and women trained to keep step with the best practices known to the human race in order that they may lead this new world out of chaos into order. Never has this country staged an environment more ideal for producing great men. The liberal arts colleges have accepted the challenge of the hour and are attempting to adjust their programs of instruction to produce men and women who know how to think, who have the courage to think, and who will assume leader-

ship in intellectual matters. The machine age of the first third of this century placed first importance on material things. The age of reason which is certain to follow will place first emphasis on human values.

The college of liberal arts will play a most important role in this new era. A great movement is beginning for the improvement of instructional service, and the 128 notable experiments in Liberal Arts education collected under the auspices of the American Association of University Women indicates that the most significant step in the development of technique is now being taken. Colleges and universities are organizing themselves for educational experimentation. This careful analysis of their service should result in new methods and programs that will make it possible to graduate leaders rather than followers, lifters—not leaners. The more careful selection of would-be matriculants, orientation, survey, and mental-hygiene courses, personnel services, vocational guidance, and the various schemes of individualized instruction, such as honors courses and preceptorial and tutorial systems, are among the many devices contributing toward the educational and vocational adjustments of students attending college today. Colleges recognize their potential influence in society, and consciously educate their students to be instruments of progressive change. The nation looks to the colleges, the fountain of spiritual and intellectual inspiration, for suggestions that may help solve perplexing economic, social, and political problems of the day. And yet, while such devices and research experiments greatly aid the instructional service of the college, the artist teacher is still indispensable. Colleges do not retain greatness because of large endowments, beautiful and well-equipped buildings, and new schemes of organization. These greatly increase the value of the service it may render but only if they are used to aid, improve, and encourage the classroom work of scholars

who are able to appreciate and who possess those human values essential to dynamic teaching. Our liberal arts colleges may never dispense with the artist teachers who become great because of the inspiration, encouragement and support they gain from their leader and counselor. The college president of today is expected to be a superhuman being. The most brilliant qualities of a successful financier, lawyer, construction engineer and architect, statesman, orator, and professional educator must be his. No man can achieve equally great success in all these fields, but Brooklyn College has found one with more than his share of talent in all of them. His energetic mentality and broad understanding of human nature make him a wise counselor and a good friend. His chief aim and purpose is the advancement of Brooklyn College as a college of liberal arts with high standards of attainment and leadership, encouraging all the while a professional atmosphere of friendly cooperation. The quiet and tactful way in which he attains his ends, his keen analysis of situations, and his insistence upon quality performance make him a wise and able leader for Brooklyn College.

President Boylan, the task before you is stupendous, but the inspiration that it affords one of your equipment and devotion is far greater. You are the first commander of one of the largest modern vessels that has ever set sail from the port of New York, the port that has been responsible for the development of the largest and most modern city on this planet. Your vessel has been ably staffed with men of arts and of science. It has the backing and support of the largest city in the world, which can and will support the most thorough educative program as long as you bring back to port a crew who have been tried and tested and are ready for positions of leadership in this scientific age. Your route through the storm-tossed sea of today will be beset with many hardships and dangers, but a

"smooth sea never produced a skilled sailor." I pledge you the support and best wishes of the Regents of the University of the State of New York and of its president for a "bon voyage."

THE CHAIRMAN: I wish to read a telegram just received from the Mayor of the City of New York.

June 21, 1932.

Dr. WILLIAM A. BOYLAN,  
Academy of Music,  
Brooklyn, New York.

I sincerely regret my inability to attend the commencement exercises of Brooklyn College and to extend my personal congratulations to its distinguished president, Dr. William A. Boylan. Will you please convey to all the graduates my congratulations and best wishes for a successful future in both professional and business world which will redound to the credit of the City of New York.

JAMES J. WALKER.

THE CHAIRMAN: The next scheduled speaker has been unfortunately prevented from attending tonight, but he has sent a telegram to us which, in the predictions which it contains, will afford us as much joy as might be found in the most eloquent of speeches. The Hon. Henry Hesterberg, President of the Borough of Brooklyn, sends this telegram:

DR. BOYLAN,  
Academy of Music,  
Brooklyn, N. Y.

Dear Doctor:

I regret exceedingly that I can not attend the exercises tonight. My congratulations to the graduates. I know they are trained for what there is before them. We realize the great handicap under which you have labored and I am sure I speak for the people of Brooklyn, that we hope within the near future you will have the proper site and necessary faculty and facilities to function the way you desire.

HENRY HESTERBERG,  
Borough President,  
Brooklyn, N. Y.

THE CHAIRMAN: It now affords me great pleasure to present to you the President of the oldest of the three colleges of the City of New York, my friend, and my classmate for a brief term (at the end of which, unfortunately, the faculty and I disagreed with respect to my scholarship), Dr. Frederick B. Robinson, President of The City College.

## ADDRESS

BY DR. FREDERICK B. ROBINSON

I can assure you, ladies and gentlemen, that subsequent events or the development of years demonstrated that our Chairman was right and the Faculty wrong.

An occasion of this sort, the inauguration of a president of a college, is very much like a wedding. The college, the Alma Mater (though this term of endearment implies a second marriage) is the bride and the new president is the groom, who pledges himself to love her, protect her and to see that all good things come to her. The role I play in this particular ceremony is that of the father of the bride. That, indeed, is what I am, the father of this college with many recollections of the past years, with a full appreciation of the beauty of the bride, and with some regrets that she has left my household; regrets which I suppose every father has, tinged with misgivings which, however, are entirely swept away when the old gentleman becomes acquainted with the groom and feels confident that he will take proper care of his daughter.

This is not the occasion of the establishment of a new college. It is, nevertheless, an important ceremony, for it marks a change in organization by which the destinies of an established institution are placed in the hands of one capable of administering its affairs as they should be administered. In view of my past relations with public higher education in this community, it seems highly proper that I should look back over the years and pay some tribute to the men of Brooklyn who

paved the way for this very desirable event. It was seventeen years ago that, as an officer of The College of the City of New York, I had the good fortune to make the first report to my Board of Trustees on the needs of public higher education in Brooklyn. My special interest in the Borough sprang, no doubt, from the fact that I was born in the old City of Brooklyn, was educated in its public schools, and was one of the first group of students to go from it to The College of the City of New York when the privilege of attending that College was extended to residents of the Borough when the Greater City of New York was consolidated. It was my good fortune to be graduated in the first class to receive diplomas from Dr. Finley.

The first report indicated clearly that this Borough would soon be the one of greatest voting population, of greatest high school attendance and, consequently, of greatest demand for public higher education. The report concluded with a petition that the Board of Trustees establish educational facilities in Brooklyn. The next year we were permitted to begin with an evening session of the College. I selected the Boys High School Building for the first center and appointed Harold Buttrick as deputy to care for the immediate supervision of the work. His efforts in the early development of what became Brooklyn College must not be forgotten. He has gone to his reward. His successor was Dr. Adelbert Fradenburgh, who continued to serve faithfully and who rose to the position of Dean of the Men's Division of Brooklyn College. During 1924, '25 and '26, the people of Brooklyn showed an increasing interest in public higher education. They held meeting after meeting to consider the best method of organizing the proposed service. Some of us prepared and drafted bills embodying various plans. I have in mind Senator Love and Assemblyman Reich of Brooklyn, and also Senators Nichols and Hofstadter of Manhattan. Finally, in

1926, a measure became law which created the Board of Higher Education, and consolidated all public higher education under its control. This act made mandatory the establishment in Brooklyn of a full day session college to care for both boys and girls.

Then The College of the City of New York and Hunter College (both parts of the newly welded system) joined in an effort to make effective in Brooklyn the ideals which were the strength of the two older colleges. In conducting classes no time was lost. Hunter contributed instructors for women and The College of the City of New York sent over some of her best faculty members. In this way there were transplanted to Brooklyn all the traditions of eighty years of public higher education, and the Borough and the whole City were consequently benefited. I recollect most clearly the care with which the men of this staff were selected. Our aim was to give of our best to that which was newly established here. Consequently, Mr. President, I have had the great pleasure and privilege of placing in your charge men whose scholarship is beyond question, whose ideals are of the finest, and who thoroughly understand the professional tasks connected with their classroom work.

I must pause to pay especial tribute to Mr. Ralph Jonas for the part he played. Sentiment in Brooklyn was divided on the question of public higher education, and had it not been for the great influence of Mr. Jonas, the wide respect which he commanded and the tact with which he molded public sentiment and confidential conference, the statute bringing about the final happy result could hardly have become law. Credit also should be given to Judge Murray Hearn, then an Assemblyman, who handled the legislation from the Brooklyn end. The efforts of all these men, of all these forces, and of the ideals mentioned were cumulative, and as a result we now have Brooklyn College, the offspring of The College of the City of New York.



And so, Mr. President, I bring you not the greetings of a sister institution, but rather the blessing of a mother college to its daughter. The message is that of parental affection and devotion. The most kindly cooperation will continue to come to your faculty from the faculty of The City College. We pledge you our affectionate, unselfish and continued service in the hope that the future will be even more glorious for you and this College than has been the past.

THE CHAIRMAN: The family relations of Brooklyn College are not as simple as Dr. Robinson has just made them to appear, because Brooklyn College has another father. In the absence of that father, or rather that father's spokesman, namely, Dr. Kieran, the President of Hunter College, who is now, I believe, on the high seas, the greetings of Hunter College to Dr. Boylan will be presented by Dean Lewis Hill.

## ADDRESS

BY DEAN LEWIS HILL

Dr. William A. Boylan: from far across the Atlantic Ocean, President Kieran of Hunter College sends to you his warmest congratulations on your formal inauguration as President of Brooklyn College.

We, of Hunter College, are vitally interested in Brooklyn College. At its inception we gave as our contribution 1,200 of our students and a staff of seventy trained instructors. We are pleased with your administration of this section of the College.

The situation of your College in a large and growing residential section, the inclusion of both boys and girls in your student body, make inevitable a great increase in numbers. Even with severe requirements for admission and high standards of scholarship, you will in the future outnumber both City College and Hunter College. You lack but one thing; your college has no permanent home. Our wish for you is that the great City of New York, which has always contributed royally to the education of its people, may in the near future find for you a space suitable for your present needs and adequate for that inevitable expansion and start the building of your college plant.

There is in this country a group of men and women, highly honored and revered by all. It is made up of our college presidents—our modern "immortals". We congratulate you on your entry into this group.

THE CHAIRMAN: The faculty of Brooklyn College will extend its greetings and best wishes to Dr. Boylan through Dean Adele Bildersee.

## ADDRESS

BY DEAN ADELE BILDERSEE

Mr. Chairman, Mr. President, members of the Board of Higher Education, members of the Faculty, first graduating class of Brooklyn College, and all our honored guests: No one can be even slightly acquainted with Brooklyn College without knowing that the word most frequently upon the tongue of its friends and well-wishers is the word *building*. It is accordingly not unfitting that this idea of building should furnish the framework of the words of one who, in the name of the faculty, welcomes the first president of the new college.

It has been said that ten centuries are chronicled in the stones of Oxford. As yet not one stone rests upon another to begin the history of Brooklyn College. There is, however, a house not made with hands, a structure unseen by the eye of sense but not unfelt by the spirit, which has been growing in ordered beauty from the day of the founding of the college. Of this we regard ourselves as builders. Although no carved alcoves hold its library, among its treasures are the literatures of all peoples. It has no walls hung with paintings; yet it draws inspiration from the arts of all the ages. Its stones are laid with fair colors; they shine with the serene light of scholarship and the glowing radiance of fellowship. Out of the dust clouds of the city streets, above the baffling mists of this new day, its tower raises its head—no tower of ivory where academic seclusion may pursue its tranquil course, untroubled by the problems of the world below, "the riddle of the painful earth"; a tower, rather, builded into the city wall, bringing to the service of

the community of which it is a part its gifts of old inheritance and new truth.

To this structure of the spirit and to the building of the edifices that shall be its outward and visible sign, it is most fitting that one should be called whom personality and experience have equipped as master-builder. Among the school buildings of this city are many that bear witness to his distinguished ability as organizer and executive. Scholar as well as administrator, he brings to his new office a broad culture, a just appreciation of scholarship, and a high regard for refinement of manner, beauty of spoken word, clarity of thought, and ideals of service, for which he would here encourage a favoring atmosphere.

For more than two years his faculty have enjoyed the full measure of responsibility which he has entrusted to them as to co-workers in a common task and the recognition which he has accorded to faithful service. They have come to know and to admire the man as well as the president, a personality in which dignity exists side by side with a keen sense of humor; talent for leadership with talent for fellowship.

President Boylan, your faculty are glad of this opportunity to welcome you publicly to that high office the duties of which you have actually been performing so ably since the founding of the college. They look forward with happy anticipation to the future. In that future as in the past, they pledge themselves to build on the foundation-stone of whole-hearted cooperation and loyalty, in the spirit of fellowship and service, in the fulness of their faith that, in building a college, they are, however humbly, helping to build a city, a nation, a world.

**THE CHAIRMAN:** The truth about Dr. Boylan from the student standpoint will be uttered by Mr. Bernard H. Stern of the class of 1932.

## ADDRESS

BY MR. BERNARD H. STERN  
OF THE CLASS OF 1932

President Boylan, honored guests, members of the Faculty, ladies and gentlemen: We are assembled tonight to commemorate an epoch-making occasion. Of great importance is the night which signalizes the very first commencement of a great, new college. Of even greater importance is the night that marks in addition the inauguration of a president of that college. But of inestimable significance does that night become when the president to be inaugurated is a man like our own Dr. William A. Boylan.

For two years President Boylan has worked with us. In those two years he has displayed those qualities of fairmindedness, sympathy, sincerity and industry which have endeared him to the students of Brooklyn College and to all who have come to know him. He has given unselfishly of his time and energy; he has worked untiringly for the welfare of the college, and therefore for the welfare of the young men and women whose interests the college serves. We have come to know him and respect him as much for his strong moral sense as for his sound scholarship and his altruism. Independent, courageous, and open-minded, he is the inspired and inspiring leader of that institution of higher learning which is the exponent of equality of opportunity and democracy in education.

President Boylan, on behalf of the entire student body of Brooklyn College, and on behalf of the Class of 1932, with the expression of love and gratitude which you have inspired in us, I greet you and welcome you on this, the occasion of your inauguration and our first commencement.

THE CHAIRMAN: The next order of business, as you will see by your program, is the presentation of the Seal of the College. I believe that for a brief moment I will hold it in my hand, and then President Boylan will be officially invested with this honor. The seal will be presented by our colleague on the Board of Higher Education, Hon. Maxwell F. Marcuse, who is the Vice-Chairman of the Administrative Committee of Brooklyn College, and who acts tonight in the absence of Dr. Howe, who unfortunately, is confined to his home by illness.

HON. MAXWELL F. MARCUSE

Mr. Chairman: As Vice-Chairman of the Administrative Committee of Brooklyn College, it is my pleasure and privilege to inform you that we have had prepared for Brooklyn College a Great Seal, which seal I now have the honor of turning over, on behalf of the Board of Higher Education, to its honored Chairman.

THE CHAIRMAN: Dr. Boylan, on behalf of the Board of Higher Education, I herewith turn over to you the Seal of Brooklyn College with all the rights, privileges and immunities which it represents, and which symbolizes the authority which the Board of Higher Education has vested in you as the President of Brooklyn College.

INAUGURAL ADDRESS  
OF PRESIDENT BOYLAN

I am honored by the presence of so many distinguished visitors. I am impressed by the attendance of this audience, so large and sympathetic. I have been deeply touched by the gracious words of the President of The City College and the representative of Hunter College. These two institutions laid the foundation of Brooklyn College and laid it well. The invocation of Father Duane, the words of our Chairman, Mr. Eisner, and of Dr. Cooper of the University of the State of New York, the tribute of Dean Bildersee, the address of Bernard H. Stern, all moved me by their eloquence and their evident sincerity. I must call attention to the perfection of the arrangements for this occasion, so ably carried out by the Committee of Marshals under the leadership of Professor Breithut.

My election to the high office of President of Brooklyn College has given me a feeling of gratification at the signal honor bestowed upon me. I am conscious, too, of a sense of awe at the grave responsibility to be assumed. In becoming president of a long-established institution, one has the advantage of tradition to aid in its guidance. But in taking the helm where the college is yet to be developed, one sets out to sail uncharted seas. Ours, then, are the joys and the hazards of the explorer. In this high adventure we are encouraged and stimulated by the achievements of our two sister colleges, whose aid and cooperation have been as constant as they have been generous.

## THE IDEAL DEFINED

Our ideal is a college of liberal arts and science, truly liberal in every sense of the word. We wish to maintain an intimate and living sense of the past, the past of our country, the past of the entire civilized world.

Yet we set our face forward. We will strive to develop a college with a keen sense of the needs of the present and the aims of the future. From its early experiences in the midst of the busy activity of downtown Brooklyn, the new college will carry away to its permanent home a living consciousness of contemporary demands and problems, a determination to share in that type of higher education which is eager to be an integral part of the community in which it functions. Yesterday's traditions shall not blind us to today's questionings and to the world's anxious hope for a better tomorrow. Above all, we shall strive to inculcate the lesson that in order to attain that richer, more inspiring tomorrow, the community must enlist its best intelligence, its highest ideals, its most practical and realistic talents.

In the scientific field we shall labor to nurture and develop promising abilities and guide them in the way of social usefulness. The abstract foundations must be well laid. Mathematics is the open sesame of modern science. The love of truth in and for itself, the enjoyment of the intellectual process, is fundamental to even technical advance. The physical and biological sciences are best served by the detached attitude, objective yet forceful, careful and conservative, but at the same time daring in speculation and experiment. Yet, knowledge alone will not make leaders of men. There is, after all, no such thing as an isolated fact. Until the fact has been colored by emotion, until it has been born of the spirit, it has not the breath of life in its nostrils but it is dead and of no service to humanity. Intelligence demands more than facts. It demands a lively under-



standing of an idea as a section of life viewed as a whole, as a bit of the heart's core, before it can function usefully in the universe. Intelligence is spiritual before it is physical, and the spiritual and the physical must meet and blend before either fulfills its mission.

The social sciences touch the contemporary world at many vital points. In this depression we have suffered great material losses. Suffering and want have followed in the wake of these losses. Perhaps some chastisement was due us. The golden calf has been an object of worship before our day and it has proved itself a fickle deity. It is true that progress in the arts rests on a foundation of material well-being, but, unfortunately, we have been enlarging these foundations out of all proportions to our moral and intellectual superstructure.

The depressions all too frequently visited on us are, in large part, due to the many imperfections in economic practices. Brooklyn College will strive to acquaint students with the nature of economic problems and the steps which have been proposed as a solution for the material ills of the world.

We must play our part in the reconstruction of the economic world. The social scientist, the engineer, the business man can aid us. We have, I am sure, the intelligence necessary to evaluate these causes, to assay suggested reforms. Have we also the energy and the conscience needed to make our ideas function in the practical world? There never was a time when vision, and courage to follow vision, were more urgently, more passionately needed.

Courage is needed, also, to practise tolerance in the field of social science, full as it is of conflicting opinion, of undefinable elements, of unverifiable biases. We need tolerance for those clashing points of view whose climax is truth and a happier social adjustment. We of Brooklyn College dedicate ourselves to the development of the open, tolerant and inquiring mind.

Such is our dream, but these aims are already more than a dream. They are even now in process of becoming reality. Each passing day adds substance to our aspiration, as the college equips itself the better to meet the needs of its growing student body. Our recently-framed curriculum is a token of our ideals. It is a rich and well-organized arrangement of required and elective courses, reaching from the elements of science and literature to the higher levels of research and independent scholarly activity. The curriculum rests firmly on the traditional disciplines and equipments but is sensitively attuned to contemporary interests and sympathies. It is a flexible list of courses. Its framers were fully aware of the fact that we live in a world of change, and they left ample room for self-development, for progress.

Brooklyn College has a faculty well grounded in the subject matter of the various specialties and informed in the proper methods of presentation and of arousing interest; a faculty that feels an intimate kinship with the student body. Brooklyn College hopes to attract in the future additional scholarly teachers. It strives to become a haven of creative scholarly activity as well as of effective teaching. We have conquered our initial obstacles. We are now a full-grown college. We face the future with confidence and hope and courage. Brooklyn College will be worthy of the city and the borough which gave it being. The citizens of Brooklyn will find just cause for pride in the growth of the college and in its accomplishments, and I have every hope that the City of New York will treat its new college with the generosity and affection it has shown to the two older municipal colleges.

#### FREE HIGHER EDUCATION

These free colleges are now the subject of much public discussion. To what extent, it is asked, is the City obligated to furnish free college training? To the

extent, I answer, that the returns warrant the expenditures. The judgment of the people of this City and that of educators ever since the launching of free higher education has been that higher education at the public expense more than repays the city's support, whether the returns are viewed from the practical, the intellectual, or the spiritual points of view.

The City College, oldest of the three institutions, is an outgrowth of the Free Academy of The City of New York. The citizens of this city voted, in 1847, on the question of whether or not this Free Academy should be founded. The results were overwhelmingly in the affirmative.

I quote from an editorial in the New York Herald of that year: "We see this temple about to rise, upon a steep it will not be 'hard to climb'; and whose pantheon will one day contain the monuments of many an illustrious man—many a benefactor to the race—many a good and noble citizen, whose career began, and whose best attainments and most abiding principles were attained under its dome and around its altars."

These high hopes were not disappointed. The achievements of free higher education have been an inspiration to the city generation after generation. City College has repaid its debt a hundredfold. It has given instruction to tens of thousands. It has given the opportunities of a free higher education to all the sons of the city who were capable of benefiting by it—all the sons of the city, whether well born or humble. It has looked to scholarship, not to social standing. Today it is a college whose fame is world-wide. Hunter College has had an equally distinguished career. It has presented the city with many of its best teachers. The graduates of these two institutions are outstanding leaders in many walks of life, in all the professions. Were it not for the supreme wisdom of the city in founding the Free Academy and thereafter whole-heartedly sup-

porting public higher education, thousands, nay tens of thousands, of ambitious young men and women, the future hope of the City, would have been denied the advantages of higher education. Our City would today be immeasurably poorer, immeasurably less free, less happy, less loved, less respected.

Civic virtue and material prosperity keep constant pace with the spread of educational facilities and opportunities. In 1847, New York was a city of half a million in population. Today it is fourteen times as populous. The intervening expansion and progress have given New York City an ever-deepening faith in the value and necessity of a free collegiate education of the soundest kind for its people. The City has a well-founded realization that there should exist free institutions of higher learning whose doors should be open to the most promising graduates of the common schools. Who shall say that this great work shall be interrupted? Who shall turn back the clock of progress? Some prudent adjustment may be necessary during this period of temporary financial depression. But the work as a whole must go on. The citizenry of New York will not allow it to be interfered with; it is fully aware of the vital role of the colleges in training trustworthy leaders of the coming generations.

#### COLLEGE LEADERSHIP

If the college would lead her students towards those attitudes which will make them trustworthy leaders, it is essential that her own attitude be sound, true and honorable. Her ways should be ways of wisdom. Her spirit should sustain the faith in those things that are of good repute. She should extend her influence beyond the realm of sense toward that greater reality of things not seen, the ever lovely things of the soul.

It is incumbent, then, that a college seek first the healthy mind. Without health the mind is as nothing.

Health of mind is preserved by right thinking, right action, right thinking again, thought and action supplementing each other in ever widening, ever more powerful circles of force to the completion of a masterful personality, a leader.

Tolerance must wait upon wisdom. Wisdom stretches her wings far and wide; her presence fills the universe and she is beyond all mysterious. It is given to no one scholar, no one institution, to possess her light completely. Only when the earnest seekers gather together in harmony and sincerity and each makes his contribution, does the light truly shine. The college must make welcome each seeker after truth and in patience and faith hear him through, lest some precious spark be lost.

What a man thinks, that he is. The highest function of the college is to lead its students toward high ideals and honorable conduct. Students shall think right in order that they behave to the glory of their city and the honor of mankind. To this end their thinking shall be colored by emotion, spurred by scientific curiosity, animated by the love of their fellows, completed through action that shall proclaim righteousness to all the world.

FIRST COMMENCEMENT EXERCISES

CLASS OF 1932

THE CHAIRMAN: With the veneration of the pupil for the great teacher, the respect of the citizen in the presence of a leader, and with the affection of the college graduate for the President under whom he studied and was graduated, I present to you the next speaker, former President of the College of The City of New York, former Commissioner of Education of the State of New York, Dr. John H. Finley.

## ADDRESS

BY DR. JOHN H. FINLEY

Mr. Chairman, Mr. President: I suppose I must tell you first of all what my status is: I am the grandfather, academic grandfather—and being an actual grandfather I am able to say that grandchildren are much more delightful and interesting even than one's own children. One has all the delight without the responsibility.

I am very proud to be represented here tonight by my academic son, President Robinson. I have also been eloquently represented by a spokesman of the State Department of Education, of which I was once the executive head. I am introduced so often as a past president (of Knox College, of City College, of the University of the State of New York), that I fear that I shall come to be thought of as a past participle. I am sure the members of the class all know what a past participle is, even if your parents and the members of your families do not.

Although I am speaking to the class, I wish, Mr. President, to bring my felicitations to you, because I should be more competent than any one else in the United States to give you advice, for I should now be, if I had continued in the office, the oldest living President in the United States. I was once the youngest; I am now the oldest. I should give you advice if you already had not enough. I remember a frontispiece in Spenser's "Faery Queene," which I read when I was a student in college, showing a young knight going out to battle. At the roadside there was an old pilgrim



who had been to the Holy Land. The legend of the picture was (at least as I first read it):

Right well you have adviséd bin  
The way to win is rightly to advertise.

I was surprised that Edmund Spenser should have said that so long ago. I read it a second time and found that it ran—

Right well you have adviséd bin  
The way to win is rightly to advise.

I say that to my young friend here, Dr. Boylan, who is just beginning his career: "The way to win is rightly to advise."

I have left an address lying on my chair. I was told that I was to speak twenty minutes, but I feel that I ought not to impose that address upon you at the end of this long program. Moreover, Dr. Cooper has said a good deal that I intended to say. I should think that he had found a speech that I left in the Department if he had not said what I often tried to say so much better than I could have said it.

I was graduated from high school and entered college just fifty years ago, and my thought was to compare the conditions in the world at that time with the age that you have entered. I have frequently called it the "tele-victorian age." I had graduated from high school and you will allow me to say that I was the valedictorian of my class. I was not the highest honor student in the class, however. There were eleven members in the class; ten of them were girls and I was elected valedictorian. In my address—or "oration," as it was called—I traced the history of mankind from the first chapter of Genesis—I did not go back of that. It was a most joyous and optimistic address. It would be very helpful in these times, I think. I remember that I said, in a very broad generalization, "that man had progressed at all times and in all places," but I had a

New England schoolmaster (I myself being a boy from the prairies) who had a greater experience in life. He had passed through two or three depressions, I believe. He said: "There are some people who contend that the world has not progressed at all times and in all places. I think you should take note of that." So I did. My edited oration ran: "There are some who contend that the world has not progressed at all times and in all places, has even retrograded at times. But the world moves on nevertheless."

So, Mr. President, I stand here tonight, fifty years older than I was then, with a little more experience of this world. I have been in many parts of it, but tonight, somehow, I feel as I look upon this audience and hear what I have heard, that "the world does move on, nevertheless." Since I was in college the world has grown thousands of millions of years older than we thought it was at that time. My professor of geology, who was also professor of chemistry and botany and physiology and anatomy, the acting professor of Latin and the greatest teacher that I have ever known, followed the chronology of that day in assuming that the world was created 4,004 years before Christ. The earth is now known to be two thousand million years old, and we are told that it is going to continue for two thousand million years more, even by that great scientist who contends that the world is running down and is not being built up.

Well, that is one item. Another is that the universe has grown immensely larger. I read not long ago an article (by Professor Jeans, I think) which said that it would take light travelling at the rate of about 186,000 miles a second 450 million years to get to the furthest star that a telescope can now recognize. With an even deeper reverence than that of the Psalmist we may exclaim: "What is man that Thou are mindful of him? or the son of man that Thou visitest him?"

Turning, then, in another direction and going as far as one can go with the microscope (which is the telescope to the infinitesimal) we see another vaster world. Professor Langmuir said to me one day that if each molecule (not an atom, which my old professor, who had written a book in chemistry, defined as the smallest indivisible particle of matter), if each molecule in a glass of water were enlarged to the size of a small grain of sand, there would be enough sand to cover the United States many feet deep. We are coming, with the aid of all that science is telling us, into physical or geographical or planetary consciousness; and that is a step toward a spiritual planetary consciousness—the consciousness that we all belong together; that the fate of the world is one.

I heard a man one night not long ago from the other side of the ocean speaking in broken German, saying (apropos of the moratorium): "We have at last learned that the earth is round," which led me to write these lines, if I can recall them:

Pythagoras was right, the world is round,  
 Though smaller than he estimated,  
 To its circumference we all are bound,  
 And can't be wholly isolated.

But I must not keep you longer from your degrees. I congratulate you that you have come into this world which is given to you, but, after all, it will depend on what you do with your own minds first.

I recall an extract from an oration of Wendell Phillips which I recited in a freshman declamation contest, "My Lord Bacon, when he takes his stride down the centuries, may lay one hand on the steam engine or the steamship and the other on the telegraph, and say: 'These are mine, for I taught you how to think.' " We must so train our minds that we may use those great instruments which have been put into our hands for the mastery of the world.

So I, born before the dawn of this tele-victorian age, salute you, young tele-victorians, who are to have a part in determining whether the American plan is to be dominant in this earth. You are faced with the challenge of a world depression at the moment. That it is a world phenomenon is evidence that we are all members, one of another, in this new age. We have made tremendous advances in our half century, as Dr. Cooper has told you, even though a disaster for which we cannot be held entirely responsible has left parts of the world in a broken state from which we must all suffer.

The youth of today have the greatest opportunity that has come since the days of Washington to give themselves to the work of building, not a new nation, but a new world. And when you graduates of this first class, come back to your Alma Mater—and may it be all that you have dreamed of—when you come back fifty years hence may you come with a clear conscience, after adventurous days, and with a contempt of death even, and be able to say, as I said fifty years ago and as I confidently repeat today, “The world moves on, nevertheless.”

THE CHAIRMAN: If you, graduates, feel tonight as I did at my Commencement Exercises, the length of time elapsing between the beginning of the exercises and the awarding of the degrees (which is the real business of the evening) would seem quite as long as it took that ray of light that Dr. Finley described to reach from the furthestmost star to the earth. The candidates for the degrees will be presented by Dean Mario E. Cosenza, of Brooklyn College.

## GRADUATION HONORS

### *Magna cum laude*

For having received the grade A in 60 per cent of their credits,  
with no grade below D.

MILLICENT ELLIS

BERNARD HERBERT STERN

### *Cum laude*

For having received an average grade of B in all their courses.

BEATRICE BLAUSTEIN

ROSE RENA ROBBINS

ROSE SILVERSTEIN

HARRY GREGORY ALBAUM

GANDOLFA ANNE AIOSA

MYRA ESTHER SACHS

LILLIAN IRENE ROSENBERG

JENNIE MARSALA

RITA AUDREY MCGUIRE

ETHEL ELIZABETH LAGARENNE

HELEN SAMUELLE LESSOW

ETHEL SIMCKES

LYDIA ROSE

ALICE ELINOR LEE

CLARA REISS

ELEANOR HEYMAN

HARRIET BEATRICE GOLUBOW

ANNE LETZLER

THEODORE SAUL DAVIS

JOSEPH ALLISON

HARRY DANIEL RUDERMAN

JULIUS GREENBLATT

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## CANDIDATES FOR DEGREES

### BACHELOR OF ARTS

REICHEL, WILLIAM

TEICHLER, DAVID M.

ADLER, EVELYN

COHEN, RACHEL

AIOSA, GANDOLFA ANNE

COSLOW, JUDITH

BIANCO, ROMA C.

ELLIS, MILLICENT

BLAUSTEIN, BEATRICE

FEINSTEIN, LILLIAN

BRANDFON, DOROTHY

FLASTER, BEATRICE

BRAZAZA, SYLVIA

FRANTZ, HENRIETTA LEONORA

BROWN, RUTH

FRANTZ, MIRIAM LEONA

CLEVELAND, ELEANOR NAOMI

GARFINKEL, ROSALIND

GOLD, MAE	PENNER, EDITH
GOLUBOW, HARRIET BEATRICE	PREMYSLER, SYLVIA
GREENBERG, MIRIAM	REIN, ROSE
HEUSS, KATHERINE BENNETT	REISS, CLARA
HEYMAN, ELEANOR	ROBBINS, ROSE RENA
IDA, IRIS HELENE	ROBERTS, ANNE C.
JACOBI, DORA	ROSE, LYDIA
JACOBSON, BEATRICE	ROSENBERG, LILLIAN IRENE
KEMPER, RUTH	ROSENZWEIG, ROSE
LAGARENNÉ, ETHEL ELIZABETH	ROSOFKY, BEATRICE
LAVENTHAL, MINA	ROTER, MAE
LEE, ALICE ELINOR	SACHS, MYRA ESTHER
LESSOW, HELEN SAMUELLA	SAMILOWITZ, JULIA ZENA
LETZLER, ANNE	SAXEN, HANNA F.
LEVIN, ANNA CECILIA	SCHAREN, FRANCES
LEWIT, SARAH	SCHNIER, FLORENCE P.
LIEBOW, DOROTHY	SHUBERT, HELEN
LINDENBAUM, MIRIAM	SILVERSTEIN, ROSE
LIVINGSTON, DOROTHY	SIMCKES, ETHEL
LURIE, GWENDOLYN	SPIEGELBERG, JUDITH
MCGUIRE, RITA AUDREY	STECKLER, ANNE
MARSALA, JENNIE	THAEW, CELIA
MENDELSON, ANNE	THURSCHELL, GERTRUDE
MENDELSSOHN, HILDA BRENDA	WEISKOPF, CORA
MINICHELLO, MARGARET JEAN	WEISS, MARION
NELSON, RAY	YELENFY, EDITH SARI
NOVAK, FANNIE	ZAGER, ANNA R.
ORLOW, IDA EDYTHE	ZELENKO, LOUISE
PEARLSTEIN, DOROTHY LOIS	
ALBAUM, HARRY GREGORY	GREENBLATT, JULIUS
DAVIS, THEODORE SAUL	MORRISON, NATHAN
GITLIN, ABNER	SPINNER, MILTON
GOLDBERG, MAURICE	STERN, BERNARD HERBERT

## BACHELOR OF SCIENCE

ALLISON, JOSEPH	OLITSKY, LOUIS
EWEN, SOL	RUDERMAN, HARRY DANIEL
MARKOWITZ, MAX	ZIMMERMAN, WALTER E.

## PRIZES AND AWARDS

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### GRADUATE SCHOLARSHIPS

Annual income of a fund of \$3,000 divided among three members of the graduating class who have shown the greatest proficiency in their several fields and who will pursue graduate study.

*Sciences*

MILLICENT ELLIS

*Arts*

BERNARD STERN

*Social Sciences*

BEATRICE BLAUSTEIN

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### INTER-SORORITY COUNCIL AWARD

Prize of \$50 awarded by the Inter-Sorority Council to that member of the graduating class of the Women's Division of Brooklyn College who has rendered the greatest service to the College and whose scholarship is outstanding.

ANNE LETZLER

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### GERMAN PRIZE

Prize awarded to the member of the graduating class ranking highest in the department.

BEATRICE JACOBSON

## MATHEMATICS PRIZES

Three gold medals and three silver medals awarded by the Mathematics Department to those students in the department who receive the highest ratings in a competitive examination in elective courses.

*Gold Medals*

MAX MARKOWITZ  
HARRY WALLMAN  
HARRY RUDERMAN

*Silver Medals*

JOHN DE CICCO  
CHARLES SOCHACKI  
SOL SAUBER

## THE ADAM SMITH AWARD IN ECONOMICS

Gold medal awarded by a group of Brooklyn business men to the senior ranking highest in the Department of Economics.

BEATRICE BLAUSTEIN

## SPEECH PRIZE

Two prizes awarded to members of the graduating class for proficiency in speech and the exercise of this proficiency in the service of the College.

FRANCES SCHAREN  
MILTON SPINNER

## HISTORY PRIZE

Annual income of a fund of \$300 donated by The Union League Club of Brooklyn for excellence in History.

JOSEPH I. SHULIN



## THE EPHEBIC OATH

TAKEN ON GRADUATION  
BY STUDENTS OF BROOKLYN COLLEGE

JUNE 21ST, 1932

We, Men and Women, graduated by Brooklyn College in 1932, do this day, after the manner of the Athenian youths of old about to enter public life, take this oath of devotion to the City of New York: We will never bring disgrace to our city by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those about us who are prone to annul them and set them at naught; we will strive unceasingly to quicken the public's sense of civic duty; and thus, in all these ways, we will strive to transmit this city not only not less but greater, better and more beautiful than it was transmitted to us.

## BENEDICTION

BY RABBI LOUIS D. GROSS

O Thou supreme Enlightener of the world, Father of all the children of men, we invoke the seal of Thy approval upon this service of graduation and this ceremony of inaugural. May it be a service dedicated unto Thee and consecrated to the loftiest pursuits of life. O send out Thy light and Thy truth so that they who search after knowledge may reach the high summit of spiritual understanding. May they be blessed to achieve the culture of heart and soul as well as of mind and body. Be theirs the balanced harmony of intellect and emotion. Be theirs the vision which looks to "that one purpose toward which the whole creation moves."

Bless him whom now we install into office as President, as High Priest of this Temple of Learning. Keep him, we pray Thee, secure in the vigor of health and the spirit of wisdom, with which Thou has endowed him as scholar, as gentleman and as leader of men. And with him bless the colleagues and co-workers who at his side strive to dispense the creative enduring values of life together with ever-clearer rays of light. May these disciples having caught burning embers of faith from off the altar of their leaders and teachers, enkindle innumerable other flames of truth and justice. And may the message of this ceremony fall like seed on fertile soil whence shall spring the full-blown flower of duty, of devotion to the good, the true, the beautiful. Amen.

RECEPTION TO PRESIDENT BOYLAN  
*and*  
PRESENTATION OF PORTRAIT

PRESENTATION OF  
PORTRAIT OF PRESIDENT BOYLAN  
BY PROFESSOR ADELBERT G. FRADENBURGH

Two years ago Brooklyn College was established by the Board of Higher Education and Dr. William A. Boylan was appointed President. Members of the faculty were well aware of the splendid services of Dr. Boylan when he was connected with the Public School System of the City of New York. Since he has been our President, Brooklyn College has made remarkable progress and is now a fully equipped college of the highest rank. Our President has shown himself a wise and considerate administrator and every member of the faculty regards him as a friend and wise counselor. In behalf of the faculty it gives me great pleasure to present this portrait of President Boylan to the Board of Higher Education as an indication of our esteem and affection for our President.

ACCEPTANCE OF  
PORTRAIT OF PRESIDENT BOYLAN  
BY HON. RUTH LEWINSON

As Chairman of the Committee on Gifts of the Board of Higher Education of the City of New York, it is my privilege to accept on behalf of the Board from the members of the faculty of Brooklyn College, this portrait of Dr. William A. Boylan, the first President of Brooklyn College, a man of culture, scholarship, charm of manner, tact, and fine bearing, an excellent example to the youth of this City who will come under his leadership and guidance. The Board of Higher Education is grateful to the faculty for this appropriate gift which we hope will, in the near future, find a suitable place in a permanent and worthy building for Brooklyn College, and which, wherever it may be, will be a constant reminder of the fine character, good citizenship, and devoted service of this, the first President of Brooklyn College.

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- COLBY COLLEGE:  
Judge Harrington Putnam, LL.D.
- AMHERST COLLEGE:  
Maurice Lawrence Farrell, B.A.
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William Stimpson Hubbard, B.A., M.D.
- KENYON COLLEGE:  
Lewis C. Williams, A.B., A.M.
- WESTERN RESERVE UNIVERSITY:  
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- COLLEGE OF PHARMACY, COLUMBIA UNIVERSITY:  
Walter B. Simpson, Registrar
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Professor Henry Holland Coldwell, A.B., A.M.
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Miss Elmira Grogan
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Harold O. Voorhis, Sc.B., M.A.,  
Secretary of New York University
- UNIVERSITY OF RICHMOND:  
Richard B. Lee

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Mrs. R. H. Kooniz, B.A.
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Jay Ellis Stannard, A.B., Pd.B.
- MARIETTA COLLEGE  
Irwin G. Jennings, Ph.D.
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Miss Rowena K. Keyes, M.A.
- DUKE UNIVERSITY:  
George B. Pegram, Sc.D.
- UNIVERSITY OF MISSOURI:  
Burke Gilliam, B.J.
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- FORDHAM UNIVERSITY:  
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Vice-President
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Miss Gertrude Rath, A.B., M.A.
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Harry R. Gelwicks, A.B.
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Walter Van Dyke Bingham, Ph.D.,  
Sc.D.
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Walter S. Harley, A.M.
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Mrs. Dorothy Ganfield Fowler, Ph.D.
- GRINNELL COLLEGE:  
Leighton Morse, Ph.D.
- MOUNT UNION COLLEGE:  
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B.D.
- THE CITY COLLEGE OF THE COLLEGE OF  
THE CITY OF NEW YORK:  
President Frederick B. Robinson  
LL.D.
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Mrs. H. H. Horne
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R. Gilman Smith, B.S.
- AUSTIN COLLEGE:  
Prof. Clyde Eagleton, A.B., A.M.,  
Ph.D.
- CAPITAL UNIVERSITY:  
Rev. René T. Meyer, A.M., B.D.
- UNIVERSITY OF DAYTON:  
Michael J. Buerger, B.S.
- HIRAM COLLEGE:  
Miss Juanita Emery, A.B.
- RIPON COLLEGE:  
Professor Theodore Brameld, Ph.D.
- CARSON-NEWMAN COLLEGE:  
Samuel A. Rutledge, A.B., M.A., Ph.D.
- MILWAUKEE-DOWNER COLLEGE:  
Mrs. Arthur C. Gluck, B.A.
- UNIVERSITY OF SANTA CLARA:  
William C. Gianera, A.M., S.J.
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Mrs. Edward Moulton Thorndike
- UNIVERSITY OF FLORIDA:  
C. Harry Buell, B.S., C.E.
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Donald Marcellus
- MANHATTAN COLLEGE:  
Brother Ambrose, F.S.C., Ph.D.
- WASHINGTON UNIVERSITY (St. Louis, Mo.):  
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Mrs. George Edgar Goldthwaite, A.B.

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President Park Rexford Kolbe, Ph.D.
- BEREA COLLEGE:  
John Gerdes, B.Litt., M.A., LL.B.,  
LL.M., J.D.
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Francis J. Pond, B.S., M.A., Ph.D.,  
Sc.D.
- NEWBERRY COLLEGE:  
Charles P. Barre, A.B.
- SETON HALL COLLEGE:  
Professor Edward L. Jennings, A.B.,  
A.M., LL.D.
- ST. LAWRENCE UNIVERSITY:  
William Payson Richardson, LL.D.
- ST. FRANCIS COLLEGE:  
Rev. Brother Columba, O.S.F., A.M.,  
LL.D.
- EARLHAM COLLEGE:  
Samuel B. Heckman, Ph.B., A.B.,  
Ph.D.
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Trustee Wallace J. Gardmer, D.D.,  
Litt.D.
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William W. Peter, Ph.M., M.D.,  
C.P.H., Ph.D.
- VASSAR COLLEGE:  
Mrs. George S. Frank, A.B.
- BATES COLLEGE:  
Walter Vincent Gavigan, A.B., A.M.
- BOSTON COLLEGE:  
Francis P. Kilcoyne, A.B., A.M.
- MASSACHUSETTS STATE COLLEGE:  
Claude F. Walker, B.S., Ph.D.
- GALLAUDET COLLEGE:  
Edmister W. Iles, M.A.
- CORNELL UNIVERSITY:  
J. Allison Stevenson, A.B., M.A.
- MASSACHUSETTS INSTITUTE OF TECHNOLOGY:  
Richard H. Ranger, B.S., F.R.S., Maj.  
Sig. R.
- WORCESTER POLYTECHNIC INSTITUTE:  
Edward F. Higgins, B.S.Ch.
- CARLETON COLLEGE:  
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David Kendall
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EMORY E. COCHRAN, Ph.B., M.A.
- DREW UNIVERSITY:  
Rev. Edward D. Staples, A.B., B.D.,  
Th.M., Th.D.
- ATLANTA UNIVERSITY:  
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LL.D.
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- SIMPSON COLLEGE:  
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- UNIVERSITY OF CALIFORNIA:  
Morse Adams Cartwright, B.S.
- UNIVERSITY OF NEW HAMPSHIRE:  
Frederic William Howe, B.S.
- BOSTON UNIVERSITY:  
Ralph E. Davis, A.B., A.M., S.T.B.,  
D.D.
- PURDUE UNIVERSITY:  
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- WILSON COLLEGE:  
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Parke Rexford Kolbe, A.B., A.M.,  
Ph.D.
- CARTHAGE COLLEGE:  
Lloyd N. Yepsen, Ph.D.
- HUNTER COLLEGE OF THE CITY OF NEW  
YORK:  
Dean Lewis D. Hill, A.M.
- OHIO STATE UNIVERSITY:  
Charles G. Bond, LL.B.
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Rev. Daniel M. Leary, C.M., J.C.D.,  
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- STEVENS INSTITUTE OF TECHNOLOGY:  
George M. Weimar, Ph.D.
- SYRACUSE UNIVERSITY:  
Ernest L. Fox, A.B., B.D.
- OHIO NORTHERN UNIVERSITY:  
James J. Pilliod, E.E.
- LANDER COLLEGE:  
Mrs. T. H. Lander, A.B.
- UNIVERSITY OF OREGON:  
Walter L. Whittlesey, B.A.
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- BRIGHAM YOUNG UNIVERSITY:  
Harold W. Bentley, A.B.
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William Carter, A.B., A.M., Ph.D.,  
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Joseph E. Ransdell, LL.D.
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S. S. Edmands, D.Eng., E.E.
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John M. Sheridan
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Miss Pauline B. Williamson
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