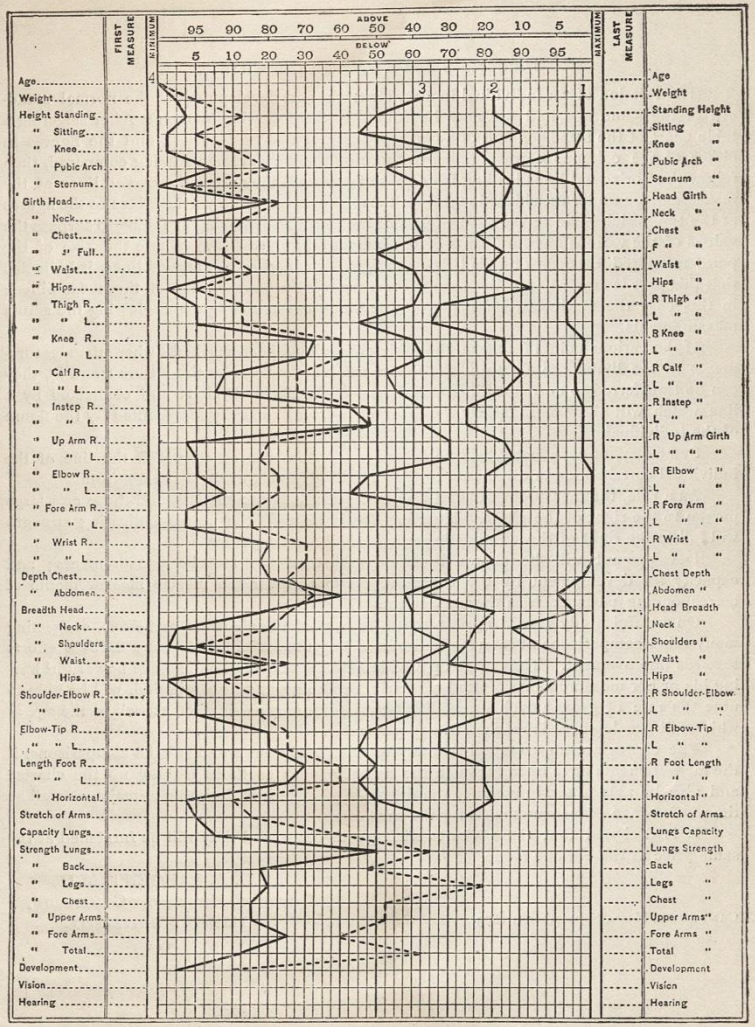
George A. Shay, “Dangers of Immigration,” Ivy Day Oration, May, 1892

Our nation may be regarded as a great social body of which the morality of its people is the heart, public sentiment the mind, capital the pulse, and labor the life blood. Now it it continues to receive into its system the degraded masses of other lands, the heart will be hardened, the mind weakened, the pulse stagnated, and the vital current rendered impure.

Summer School of Science Students, 1877





Copyright 1886 by Dudley Allen Sargent

[Donors should not] draw up a creed or statement of opinion which the Professors of the institution shall be bound to teach…To do that would be like sending a boat to sea with the tiller lashed into position, and with instructions to the sailors on no account to touch it, even though the boat might be making straight for the icebergs or the rocks.

William DeWitt Hyde, 1901



Hyde on Female Scholarship and Physical Fitness

What is wholesome medicine for one is poison for the other…[N]ineteen women out of twenty who set before themselves the ideal of productive scholarship will be doomed to disappear.

Terrible are the penalties nature exacts on idle females—muscular flabbiness, nervous exhaustion, sharp-featured irritability, flat-chested sterility.

Joshua Chamberlain on Women's Education

Women too should have a part in this higher calling. Because in this sphere of things her 'rights,' her capabilities, her offices, her desires, are equal to those of man.

Anna Roberts, "Women Studies and Higher Education," paper, Prof. Charles Dorn's course, "The Ivory Tower: Higher Education in American History

Hyde on the Desirability of Segregated Education in the South

Freedom is the essence of democracy. [It must] spring up from within…One might as well unite in marriage two of the most incompatible people one could find and then tell them to love each other, on penalty of being shot if they failed to live happily together.

Hyde on Mistreatment of Southern Blacks

The condition of the race is extremely dark. They are subjected to much violence and injury.

[It is] very depressing Negroes don’t know what property they hold and would gladly sell out and go.

W. E. B. Du Bois on the Race Problem in the US

If my own city of Atlanta had offered it [the southern white establishment] today the choice between five hundred Negro college graduates—forceful, busy, ambitious men of property and self-respect, and five hundred Black cringing vagrants and criminals, the popular vote in favor of the criminals would be simply overwhelming. Why? Because they want Negro crime? No, not that they fear Negro crime less, but that they fear Negro ambition and success more. They can deal with crime by chain-gang and lynch law, or at least they think they can, but the South can conceive neither machinery nor place for the educated, self-reliant, self-assertive Black man.

If Sam Dreer is a sample of what Washington, D.C. can produce, we hope that his departure will be followed by the advent of many more from that part of the country.

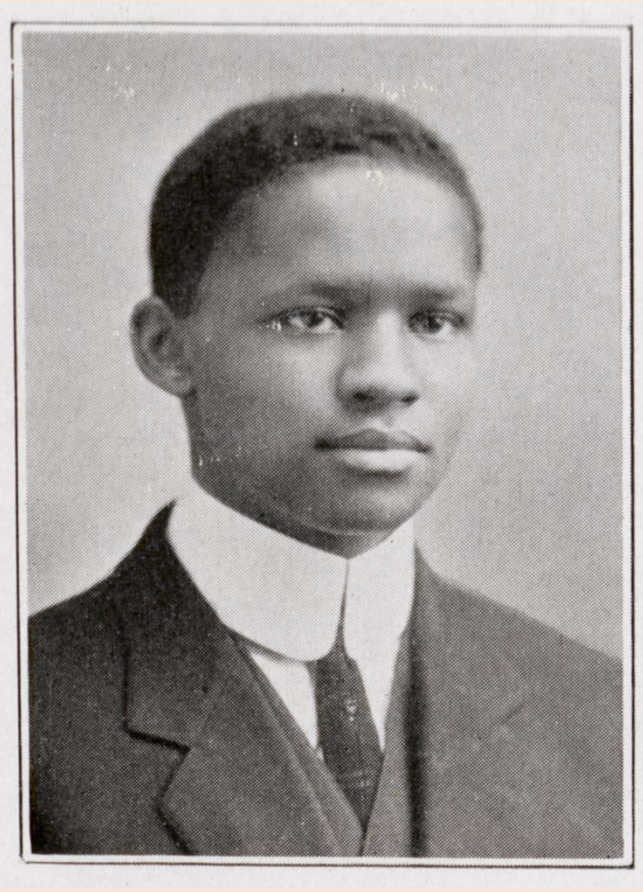
About Herman Dreer *Bowdoin Bugle*, 1911



Arthur Madison, John Mitchell and David Lane Jr.









College Minstrel Show.

Town Hall, January 22, 1904.

Song, "Liza Jane,"	Mr. Hodgson.
Song, "Moon, Moon, Moon,"	Mr. Johnson.
Song, "It ain't no use, babe, it's all over now,"	Mr. Kinsman.
Song, "My Alamo Love,"	Mr. Ryan.
Song, "Roll Dem Eyes,"	Gumbel Brothers.
Song, "Navajo,"	Mr. Denning.
Song, "Then I'd be satisfied with life,"	Mr. Weld.
Song, "What's the matter with the moon to-night?"	Mr. Archibald.
Mandolin Trio, Selected,	Messrs. Chapman, Bridgham and Winchell.
"Chestnuts,"	Messrs. Whitney and Davis.
Monologue,	Mr. Mikelsky.
A Night at the P. C. Club,	Gumbel Brothers and Company.




1911
THE GATHERING
OF THE CLAN
FAIL NOT!
THE BRETHREN
COMMAND
1916 JUNE 1916
SUN. MON. TUES. WED. THUR. FRID. SAT.
1 2 3
1 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 -

Dreer, *The Immediate Jewel of His Soul*

…The Black man has practically no protection in the South, and very little in many other parts of this great nation. That is why I have this rifle. Tho, the Constitution grants me paper protection, I cannot trust my life to it…The colored man who does not protect himself is dead already. You see I do not ask for protection, because I know in advance I can’t get it.

Exchange between Dean McConaughey and David A. Lane Jr.

Why didn’t you tell us you were a Negro? [Your] social outlets would be quite limited.

Dean James McConaughey

In the first place, I assumed that you would know that the M Street High School in Washington, D.C….was a Negro high school, especially since at least one M Street graduate [Dreer] has entered Bowdoin and been graduated with honors. In the second place, I didn’t think that my being a Negro would matter at Bowdoin. In any case, you have admitted me and here I am. I won’t ask for any favors. If I make it , good. If I don’t, send me home just as you would anyone else.

David A. Lane, Jr.

Dreer on the importance of an Afro-centric curriculum for Black students

The innocent teacher causes a pupil to feel that in ancient, medieval and modern times the Negro had no part in history, that he was only a savage in Africa, and that he was elevated by being brought to America.

Frederic Morrow, Class of 1930, on the silencing of Black contributions to US history

I believe the study of the Civil War and Reconstruction period from prejudiced, biased textbooks did more to sabotage the precarious social position of the Negro child in the classroom than any other factor. His forebears were pictured as buffoons, simpletons, and tame animals. They were dependent, naïve, stupid and childishly loyal. They were born to hew wood, carry water, and serve the superior white. They were neither to aspire, achieve or dream. After one of these class sessions, I felt completely drained and sick…There was nothing there but gloom and frustration and surrender.

Rosa Parks on Arthur Madison

In getting Black people registered to vote, he [C.D.] Nixon had the help of a Black lawyer named Arthur Madison, a native of Alabama who was practicing in New York City. Mr. Madison came down for a while and worked with quite a few of us, giving us instructions on getting registered. He said there was no need for us to have to wait until some white person approved of us and [he] took us down to the registration office to vouch for us. He also told us about the test we would have to take, which was called a literacy test, to see if we could read and write…