

Bowdoin College

## Bowdoin Digital Commons

---

Annual Report of the President

Special Collections and Archives

---

1-1-1960

### Report of the President, Bowdoin College 1959-1960

Bowdoin College

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

---

#### Recommended Citation

Bowdoin College, "Report of the President, Bowdoin College 1959-1960" (1960). *Annual Report of the President*. 69.

<https://digitalcommons.bowdoin.edu/presidents-reports/69>

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](mailto:mdoyle@bowdoin.edu).

# President's Report



*for the Sessions of 1959-1960*

BOWDOIN COLLEGE BULLETIN



Digitized by the Internet Archive  
in 2013

# President's Report



*for the Sessions of 1959-1960*

# BOWDOIN COLLEGE BULLETIN

Number 337

June 1960

Published four times during the College  
Year in September, December, March, and June  
by The College

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

# 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 1959-60:

## I. THE ROLE OF ENVIRONMENT IN EDUCATION

The components which contribute to an individual's educational experience are multifarious. Psychologists who are specialists in the process of learning constantly stress the importance of the total environment. From the cradle on, the manner in which human beings live plays an important part in their development. We can well ask where children learn the most — inside the schoolroom or outside its walls in the community and the home. Certainly juvenile delinquents do not acquire their antisocial skills from their teachers.

The wide acceptance of this tenet that environment is of utmost importance in education is manifest in the existence of the residential college. Little justification could be found for the added expense of attending college away from home were it not for the strong belief that education is enhanced by the environment in which the student lives.

From the day its first students enrolled in September, 1802, Bowdoin has emphasized its residential character as a liberal college and has recognized the importance of environment in the student's development. The initial eight students lived together with President McKeen and Professor Abbot (the entire faculty) in Massachusetts Hall. Although this arrangement may have been instituted through necessity, at the same time no one can deny its advantages for the students.

In the first half of the nineteenth century at many of our early colleges, students themselves developed the environment outside the classroom, organizing literary societies and, later, fraternities. Too often we forget that most fraternities were originally conceived with intellectual as well as social emphasis; living accommodations were often a later development. Fraternities frequently provided for their members library facilities much better than those of the college itself; many customarily sponsored literary exercises for which members prepared and delivered papers. Some still do to a limited extent.

With the changing emphases of contemporary life, many of these original concepts of the fraternity have been lost. Several have forgotten the need for the chapter room; some have even abandoned it to obtain space for other purposes. For many students in college the primary function of the fraternity is the provision of eating facilities. Mealtimes for some houses are split into two sittings, which are often brief. (Last year one boasted a record for completing dinner in 7½ minutes!) Not infrequently the membership is together only for the chapter meeting, when business is transacted and possibly discipline discussed and dispensed.

Is the contribution of environmental factors at Bowdoin at all apparent? Observation is made difficult since most fraternities evidence academic achievement pretty much in accordance with the native ability of their members, within accepted indices of significance. For this very reason, deviations appear the more striking when they do occur. During the past year, for example, the rank of one fraternity in academic achievement was markedly superior to its rank in terms of native ability. Another fraternity ranking high in native ability ranked low in academic achievement and also had a low index of participation in organized extracurricular activities.

Why should one house achieve so much more than might be expected and another so much less, both within the same small college? Was this superior achievement related to the

fact that the first fraternity had had unusually fine faculty counseling for several years? Are environmental factors playing a major role? Such questions are worthy of concern and careful study.

Bowdoin is fortunate to be among those colleges having remarkable opportunities of choice in the selection of its students. From well over one thousand applicants (from among whom the obviously unqualified have been discouraged) is enrolled an entering class of about two hundred. The quality of each incoming class, in terms of native ability, adequacy of preparation, and previous performance, is superior.

The College proper, through the labors of dedicated Trustees and Overseers and through their generosity and that of alumni and other benefactors, has during its 166 years acquired excellent resources — in faculty, physical plant, and library, and in tradition for excellence in the achievement of its graduates. Today the classrooms and laboratories on the campus are of the highest quality. The Faculty combines the rich maturity of experienced and dedicated professors with the vigor of younger men trained in modern concepts of sound scholarship, all coupled with a high degree of interest in students and in teaching. The Library, although bursting at its mortared seams and yearning to gorge itself still further with new materials, is as sound as can be reasonably expected in a college of Bowdoin's size.

Given this almost ideal combination of circumstances for excellence in education, if the College through neglect of any single facet permits a deterioration of the possibilities for development inherent within its students, it will be doing hundreds of fine young men a disservice. Not only will it have failed them, but equally it will have failed the society which gives it support. Higher education is an expensive affair, for the student and his family, for the college and those who support it, and for the professor, who devotes his life to his students.

The College cannot countenance the diversion of ability



from the essential purpose toward which it should be directed by the total Bowdoin experience. Through its very excellence, Bowdoin has a heavy responsibility in stimulating its students to their high potential. Were the College to permit the restriction of their development, it would violate its promise to these able young men and its trust from many benefactors, past and present.

In almost every analysis of present-day American life, lack of dedication and lack of sincere concern for the general good are noted as outstanding deficiencies among the general population. Materialism, crass or benign, predominates over spirituality — as much, if not more, in these United States, whose government is based upon the spiritual qualities of the individual, as in the Soviet Union, whose government is based upon dialectical materialism. In entertainment, in leisure, and to a considerable extent in the life of the ordinary working man, the light and superficial predominates over the sound and meaningful. These facets of life in the general population are reflected in student populations and must be overcome if America is to recapture worthy goals for which to strive. Without goals of significant meaning, a people can but decay in strength and influence.

The richness of the curriculum and the devotion of the faculty to high human ideals come to naught unless they are supported in the total educational environment in which the student lives. In measuring Bowdoin's present strengths, I am convinced that it is in the improvement of environmental factors that the College can make its greatest gains in the immediate future. By fortuitous circumstance, Bowdoin now may well have an unparalleled opportunity to achieve a distinction gained by but few other institutions — a distinction which has marked notable Bowdoin decades of the past. Tomorrow's men of destiny walk the campus paths today. We cannot in good faith detour or divert them or do other than speed them as they prepare for high responsibilities which await.

## II. CHANGING PATTERNS IN ENVIRONMENT

In earlier years some students have been discouraged from living up to their potential in college by peer group attitudes and undergraduate mores, engendered to some extent in the past by obsolete hazing practices and attitudes of some fraternities. The undergraduates themselves have recognized their own responsibility for correcting these deficiencies, and during recent years there have been remarkable improvements in the manner in which freshmen have been received into the student body during the early months of the fall term. In place of physical hazing, orientation programs have been set up within each of the houses, and students have worked closely with members of the Faculty Committee on Orientation. Although this current program is but two years old, significant results have already been achieved. Further improvements are forthcoming. As an example, for the class entering in September, 1960, a program of required subfreshman summer reading promises to bring even greater significance to the intellectual orientation and motivation of the incoming student. (The Dean speaks further of this in his report.)

As this orientation program assimilates the new student into the life of the College more effectively, we must now be concerned with devising means by which the outgoing student may achieve a greater maturity and sense of purpose to carry with him into life beyond college. In the world outside, he will need all the determination and all the strength which he can derive from his Bowdoin experience if he is to be not only an independent worker but also an inspiring and creative leader for those about him. The senior in college, rather than being restrained by the lesser maturity of underclassmen, must look beyond life as it is to a life ahead as it should be. Rapidly improving secondary school curricula and the heightened level of learning in college provide a sound base for a more maturing college experience. The increasing maturity being noted in college seniors is not peculiar to Bowdoin but has been remarked by perceptive officers of several similar colleges.

### III. MODE OF EXPANSION AND ENHANCEMENT OF OPPORTUNITY

Bowdoin's fortune lies in the coincidence of this new dimension of undergraduate growth and the necessity of providing new living facilities on the campus. After careful study throughout the past year, with the benefit of foundations laid during the Self Study and many prior years of observation and concern, the Faculty Committee on Implementation of the Increase in Size, with the concurrence of the Faculty, has recommended that the College provide dormitories for the additional 125-150 students to be enrolled and construct a Commons in which the seniors would dine together as a class.

The privilege, and the encouragement, for the senior in college to come into closer association with his classmates and with members of the Faculty, through the provision of opportunities in dining and living arrangements, can contribute significantly to the maturing experience of the final college year. Not only will he be better prepared to assume a place as a leader in his post-baccalaureate years, but also he will gain the greater confidence which will sustain him in such a position even against the prevailing mores of later peer groups.

By the time the senior year in college is reached, the student has acquired sufficient general culture so that he can participate in stimulating discourse on many subjects of general interest. He is completing study in depth within the field of his major and has the understanding and vocabulary to permit him to contribute meaningfully, either in discussions with other men of almost identical interests of major field or in more general discussions with men who have pursued different majors. Conversation limited to the frivolities of social life and athletics, prevalent among underclassmen almost through necessity, can be replaced by students' candidly coming to grips with significant cultural and social problems. Faculty friendships can ripen and be made firm for the years to come. Experience in discourse with experts can replace stilted sociability reminiscent of the headmaster's tea in preparatory school.

At the same time the mantle of responsibility for undergraduate leadership can be assumed by men who are more oriented toward it. In contrast to the outer-oriented seniors, more concerned with their own parts in the life of the world ahead than with life in college, the sophomores and juniors are almost completely college-oriented. These underclassmen have the motivation and the desire to concern themselves with college affairs to a far greater extent than do men close to graduation. Only during the course of their junior year do students beginning their major programs develop that absorbing interest in their subject which demands of seniors so much time and attention. With the principal offices of the fraternities falling to juniors, the lesser offices initiating fraternity responsibility will devolve upon sophomores. Thus will be filled a void wherein criticism and destructive byplay are replaced by constructive action and development.

Even though these observations concerning undergraduate development are generally known among students of psychologic-social attitudes of the college years, I am aware of no college which has attempted to fulfill this demonstrated need in the manner recommended by the Bowdoin Faculty. The concept is imaginative, but at the same time it is soundly based. Bowdoin might well pioneer in a new dimension of education in the residential college.

#### IV. THE COLLEGE AND THE MILITARY

While the direct support of the military by an institution of liberal learning may at first glance seem incongruous, it most definitely is not. At present the very freedoms upon which liberal education depends and by which it is sustained are in themselves almost totally dependent for their defense upon the posture of armed strength. Were it not for the deterrent of military force, the Western World could easily be overrun by totalitarian forces, which have scant regard for freedom of the intellect and little respect for the dignity of the individual. One need think only of Khrushchev's recent insults and antics to be convinced of this.

American democracy is based upon the precept that the military must be subservient to the civilian. The dramatic removal a few years ago of an insubordinate high officer from his command reaffirmed the necessity of this precept and the strength of our adherence to it.

If, however, the military is to be subservient to the civilian and if the civilian is to understand the military, in terms of its importance both in maintaining human freedoms and in avoiding the abuses which might result from the misuse of this necessary arm of our government, laymen must of necessity have had either experience or close contact with military organization. ROTC graduates of liberal arts colleges commissioned as reserve officers pursue, for the most part, non-military careers. In their later lay roles as citizens, because of their military training and experience, they can both interpret and anticipate military attitudes and needs. In corollary fashion, the ROTC graduate who does become a career officer is aided in his understanding of the position of the military in our republic through his own liberal education. The ROTC program in a liberal arts college serves both of these needs. At the same time, the college helps the nation meet its requirements for officers to staff its military establishment and for the reserves required by an organized force, operating at reduced size during years of peace but susceptible to quick and effective expansion under threat of war.

This year marks the tenth anniversary of the establishment of the present ROTC program at the College. During these ten years 444 Bowdoin graduates have been commissioned as officers in the United States Army, comprising 27% of all graduates of the College in this period. Although very few have made the Army their career, all have given service as soldiers and officers. Through their officer experience, many have benefited personally in a manner not otherwise possible. As staff for the Department of Military Science, since 1950 the College Faculty has embraced nineteen Army officers. These men have given generously, beyond the necessity of their

military duty, to many enterprises contributing to the welfare of the College. The ten years have provided a happy experience for Bowdoin College in meeting one of its obligations of corporate citizenship in support of our national strength.

The Army has continually sought ways by which the ROTC program in the colleges and universities of the nation could be improved. Definite new liberalizations of this program will be undertaken during the coming year which will reduce interference with the student's normal curriculum and at the same time enhance his education as an officer. The results of these experiments will be observed with interest by students, faculty, and officers of the College, as well as by the military.

In the immediate future, as the Federal Government contemplates means by which it can assist colleges and universities, it would be most helpful if it could assume the full costs of operation of ROTC programs. At present, the College contributes to the program considerable office, classroom, working, and storage space, and it also provides for office and other expense. As pressures of increased enrollment make their own demands on facilities and budget, relief from costs which could properly be assumed by the Government would be welcome.

## V. A PORTRAIT OF AN ERA

Several years ago, at the suggestion of Professor Herbert Ross Brown, plans were made to initiate a bulletin to be issued decennially, which would commemorate those members of the Faculty who had died during the decade. Under Professor Brown's able editorship, from which the College has benefited in so many ways, the first Faculty *In Memoriam* was published this year. Because of lapses during the abnormal war and postwar years, the period covered dates from 1943. The response to this Bulletin has been warm indeed.

An unexpected consequence has been that the integrated collection of these vignettes of loyal faculty of the College has drawn a portrait of the College itself and of an era of the life of the American liberal arts college which will not be seen

again. A letter in appreciation of the *In Memoriam* assesses this value nobly:

In reading through the whole booklet of such sensitive tributes to a generation of remarkably perceptive teachers, I am impressed not only by the personal and professional qualities which each of these men exhibited in his life, but also by their collective contribution to the development of an outstanding small college. Through this publication the College has preserved a most valuable section of the history of Bowdoin, representing, shall we say, the first half of this century.

It has been my good fortune to know most of these men probably better than the average alumnus, since, as I grew up in Brunswick, I came to know many of them and their families as personal friends over a long period of time. I can attest to the warmth of understanding and affection that so many of these men showed in the community as well as to their contribution to the breadth and depth of intellectual background they extended so effectively to their students at college.

As I have read through these tributes, I am mindful of the words of former President William Jewett Tucker of Dartmouth:

"I make no closing plea for any formal religion, but I do plead now as always for the religious spirit. . . . Seek, I pray you, moral distinction. Be not content with the commonplace in character any more than with the commonplace in ambition or intellectual attainment. Do not expect that you will make any lasting or very strong impression on the world through intellectual power without the use of an equal amount of conscience and heart."

These men indeed had this gift of combining high intellectual standards with a "conscience and heart" for their fellow man. I hope this quality will remain the tradition of Bowdoin.

The service of Trustees and Overseers to the College is equally worthy of commemoration, and plans are now being made for a similar decennial bulletin in their memory, the first issue to be published in 1965.

## VI. NEEDS OF THE COLLEGE

The program for Bowdoin's future merits not only the continuing support which it receives from alumni and friends but also increasing support for capital purposes of plant and endowment.

Since this report deals so largely with opportunities to enhance the offer of the College, specific projects are purposely omitted. Many of these are already well known and are set forth in other publications of the College.

I cannot let this opportunity pass, however, without mentioning two needs that are of the utmost importance. For a number of years the College has recognized the need for expanding facilities in Hubbard Hall Library and has been studying this complex problem almost constantly. This year a new *ad hoc* committee was appointed and, while its proposals were being developed, a cooperative study among the principal college and public libraries in the State of Maine, made possible by a grant from the Council on Library Resources, is being made by Mr. Keyes Metcalf, former Librarian of Harvard University.

Another area in which specific plans and recommendations have been made during the year has been concerned with expansion of the capacity of the Walker Art Museum. Problems of serious congestion and the need for additional space have been considered by the Committee on Art Interests and the College architects. As a result of these efforts, the Trustees and Overseers have approved in principle plans for enlarging the Museum.

While these needs deal with bricks and mortar indicating growth which Bowdoin faces, they should be considered only as examples of numerous ways in which alumni and friends can keep Bowdoin strong and pre-eminent as a liberal college.

## DE MORTUIS

Edward Nathan Goding, A.B., of the Class of 1891, Overseer Emeritus, died in Watertown, Massachusetts, on February



27, 1960. He had been an active member of the Board of Overseers from 1925 to 1944. A native of Alfred, where he was born November 4, 1870, he attended Harvard Law School after being graduated from Bowdoin and practiced law in Boston from 1893 until his retirement in 1950. He was a member of Psi Upsilon.

Mrs. Clara Downs Hayes, Secretary of the College and personal secretary to the late President Sills from November 17, 1918, until his retirement in 1952, died at her Brunswick home on October 15, 1959, at the age of 81. She was the last of the officers of administration who saw the College through the first World War and who watched and shared in its expansion and development over the next three decades.

John Paul Feeney, a member of the Class of 1960, died suddenly at his home in Saco on May 13, 1960. He had gone home the day before, planning to return to the campus with his fiancée to participate in the Ivy Weekend activities. Limited in sports participation by a recognized heart condition, he had been active in WBOR, the campus radio station. He was an economics major and a member of Sigma Nu.

Elmer C. Prince, a member of the custodial staff since 1946, died suddenly at his work in Sills Hall on February 23, 1960.

### RETIREMENTS

The following members of the Governing Boards retired from active service as Trustee or Overseers in June, 1959: George William Burpee, Sc.D., of the Class of 1904, who was elected Trustee Emeritus; Luther Dana, A.M., of the Class of 1903, and the Very Reverend Chester Burge Emerson, D.D., of the Class of 1904, each of whom was elected Overseer Emeritus. The College is grateful to them for their many years of devoted service.

William Kelsey Hall, A.B., of the Class of 1922, Assistant Bursar of the College and a member of the staff of the Treasurer's Office since 1924, retired in October, 1959.

Don Theron Potter, B.S., of the Class of 1920, who joined

the college staff in 1929 as Acting Superintendent of Grounds and Buildings and served as Superintendent from 1930 until 1954, when he became Curator in the Parker Cleaveland Hall of Chemistry, will retire at the end of the academic year.

Herbert R. Sparks — “Sparky” to hundreds of Bowdoin men — who had served the College as plumber and electrician since 1927, retired in January, 1960.

George L. Blanchard, Chief Engineer at the Heating Station, who was recognized at the 1959 Commencement for “fifty years of devoted service,” will retire in June, 1960.

George E. Stimpson, Senior Custodian, will retire in June, 1960, after thirty-two years of service.

#### FACULTY

During the spring term William Matthew O’Neil, A.M., of the University of Sydney, served as Visiting Professor of the History of Science on the Tallman Foundation.

Joining the Faculty during the year were the following: Edward Anthony Ryan, B.S., Lieutenant Colonel, U.S.A., as Professor of Military Science and Tactics; Clarence John Hylander, Ph.D., as Visiting Professor of Biology, during the leave of Professor Gustafson; William Thomas Heron, Ph.D., as Visiting Professor of Psychology, during the leave of Professor Munn; Mario Anthony Tonon, Ed.M., of the Class of 1942, as Lecturer in Italian, during the leave of Associate Professor Carre; Dean Austin Allen, Ph.D., as Assistant Professor of Psychology and Director of Student Counseling; Walter Denny Jones, Ph.D., as Assistant Professor of Physics; Duncan Dixon Clore, B.S., Major, U.S.A., and Robert Morris Garrison, A.B., Captain, U.S.A., as Assistant Professors of Military Science and Tactics; Nathan Rosen, A.M., as Assistant Professor of German and Russian, during the leaves of absence of Instructors Forsythe and Batchelder; William Smith Wilson, III, A.M., as Instructor in English; Carl Hanna Klaus, A.M., as Instructor in English; Robert Raymond Nunn, A.M., as Instructor in Romance Languages; Richard Oliver Hathaway,

A.M., as Instructor in History; Rainer Fritz Schönhaar, as Instructor in German; Martin Laurence Dosick, A.M., as Instructor in Sociology, during the leave of absence of Assistant Professor van Nort; Peter Kostacopoulos, B.S., as Assistant Coach of Football. Robert Hartshorne Trask, Jr., A.B., of the Class of 1955, served as Lecturer in Art for the spring semester, during the leave of Professor Beam.

Promoted to assistant professorships were: Stuart Edgar Colie, A.M., in Government; Gerard Joseph Brault, Ph.D., in Romance Languages; John Erhart Frey, Ph.D., in Chemistry; and William Davis Shipman, A.M., in Economics.

During the year the following members of the Faculty were on leave: Norman Leslie Munn, Ph.D., Sc.D., Professor of Psychology; Alton Herman Gustafson, Ph.D., Professor of Biology; Louis Osborne Coxe, A.B., Pierce Professor of English; Jeffrey James Carre, Ph.D., of the Class of 1940, Associate Professor of Romance Languages; and James Allen Storer, Ph.D., Associate Professor of Economics. Philip Conway Beam, Ph.D., Henry Johnson Professor of Art and Archaeology and Director of the Museum of Fine Arts, was on leave during the spring semester.

The following have been granted leave in the coming year: Herbert Ross Brown, Ph.D., Litt.D., L.H.D., Professor of English and Edward Little Professor of Rhetoric and Oratory, to complete the biography of the late President Kenneth Charles Morton Sills; Dan Edwin Christie, Ph.D., of the Class of 1937, Professor of Mathematics; Paul Gifford Darling, Ph.D., Associate Professor of Economics, to accept a Brookings Institution Research Professorship in Economics and Business Administration; James Malcolm Moulton, Ph.D., Assistant Professor of Biology, under a Fulbright Grant for work on the Great Barrier Reef and at the University of Queensland in Australia; and Elroy Osborne LaCasce, Jr., Ph.D., of the Class of 1944, Assistant Professor of Physics, on a National Science Foundation Science Faculty Fellowship at Yale University.

Seward Joseph Marsh, A.B., of the Class of 1912, retired

as Alumni Secretary in June, 1959, after serving in that capacity for 17 years.

In September, 1959, Peter Charles Barnard, A.M., of the Class of 1950, was appointed Acting Alumni Secretary; and Robert Melvin Cross, A.M., of the Class of 1945, was appointed Editor of the *Bowdoin Alumnus* and Secretary of the Alumni Fund.

The following members of the Faculty have resigned, effective at the end of the current year: Merle Jack Moskowitz, Ph.D., Assistant Professor of Psychology; Leighton van Nort, A.M., Assistant Professor of Sociology; John Erhart Frey, Ph.D., Assistant Professor of Chemistry; Norman Theodore London, A.M., Instructor in Speech; John Dickson Kendall, A.M., and John Ormsby Lyons, A.M., Instructors in English.

Respectfully submitted,

JAMES STACY COLES

May 25, 1960

# REPORT OF THE DEAN

*To the President of Bowdoin College:*

I have the honor to submit the following report for the academic year 1959-60:

## I. GENERAL OUTLOOK AND THE GRADUATING CLASS

The outward picture of the College during the year drawing to a close bears a very close resemblance to that of last year. Enrollment in September numbered 810 students, just one less than the figure for the previous September, and the entering freshman class numbered 217 as compared with 223 in September of 1958. In February, 1960, 791 men were registered for courses, while in February, 1959, the corresponding figure was 782. Losses due to dropping for academic deficiencies or other causes were not unusual or excessive, although the deans of the New England region colleges in general report more men than usual leaving on their own initiative during the present college year.

The reasons students generally give for such resignations are (1) consciousness of unsatisfactory performance because of lack of interest and conviction concerning the college work they are doing and (2) failure to see a really vital connection between their college education and their goals in life. This lack of motivation and conviction about college is probably the most difficult general problem with which college educators and administrators have to deal. Naturally, not all the men whose work suffers for these reasons leave college; some continue in residence but perform below the level of their ability. In vague conflict with this fairly common state of mind is the consciousness, clearer than ever before, of the great importance of a college education, not necessarily because of its real values but because, in part, of its very practical importance.

The statistics concerning the numbers at the College indi-

cate a high degree of stability, and it is also true that very few men who leave voluntarily do so permanently. In almost all cases, they plan to come back and do come back in an effort to finish their work. This is illustrated by the fact that the graduating group this June includes 90% of the number of the men who entered four years earlier, although these are not necessarily the same men. Actually, about 70% of the original Class of 1960 will graduate on time, but in the light of the figures it appears reasonable to suppose that from 80% to 90% of the class will receive their degrees either this June or at a later Commencement. This certainly has not been generally true over the past years, nor is it true of all colleges at the present time, although it is true of a fairly large number.

Apparently about 55% of the graduating group will go on directly to graduate schools of various kinds. Approximately 30 men will go directly into military service, and of those 30 it is reasonable to suppose that a fair number will go on to further schooling after they have finished their period in the service. About 50 expect to go directly into business, into teaching, or into something other than graduate work or the service. Some 18 men, or almost 10% of the whole graduating group, will enter medical school. About an equal number plan to go to business school and a slightly smaller number to law school. Between 45 and 50 seniors will enter graduate schools of arts and sciences or take graduate work in education, with a view to secondary school teaching. Half a dozen men will go on to other graduate schools of various kinds. The existence of the ROTC unit, with its commitments, and the preference of some other men to do their military service immediately after college make it somewhat difficult to give early and exact statistics on the proportion of the graduating class which will, in fact, go on to do graduate work of some kind or other.

## II. STUDENT ATTITUDES

Last fall was the second since the abolition of hazing and the substitution of so-called "orientation." While there was

some evidence of the violation of the spirit if not the letter of the law in this respect, I think it is completely clear that the change is a permanent one and that we have passed through what might have been a somewhat difficult period of transition. Student committees working to control and make constructive the handling of the freshmen have been active and interested and have done a considerable amount of planning and organization looking forward to next fall. There is no open expression of any desire to return to the old order.

Beginning with the Class of 1964, the fraternity advisers are being brought more quickly and more fully into the freshman program. This is being done partly through the medium of a summer assignment which will take the form of the reading of three books by all members of the Class of 1964. This common reading will serve, we hope, as a basis for early informal discussions among the freshman fraternity delegations, upperclassmen in the fraternity houses, and the faculty advisers. We also hope that this common intellectual experience will stimulate an interchange of ideas and opinions in informal ways among the freshmen themselves.

During the past year the program of Undergraduate Research Fellowships was inaugurated. Twenty men, nearly all seniors, participated in research projects under the direction of members of the faculty on a paid basis. This constituted their full campus employment for the year, although financial need was not a requirement for appointment and the amount of financial aid received by any of these Research Fellows was not affected by these appointments. Apparently the experience was valuable and the results successful.

### III. FACULTY ATTITUDES

To someone like myself who has been at Bowdoin over a fairly long period of time, some changes in faculty attitudes and points of view are fairly apparent. In general, faculty members wish to confine their college activities more directly to their actual teaching and the scholarly pursuits related to

their fields than was formerly the case. I think this is true because of a number of factors. In spite of, or perhaps because of, publicized present or future shortages of college teachers, the pressures for advancement are much greater, and professional standing within the various disciplines has become appreciably more important. This is due not so much to college policy as to the general facts of academic life in the country. Until fairly recently, sabbatical leave was almost the only occasion for leaves of absence on the part of faculty members. Quite frequently these leaves were not utilized regularly. Now a great many opportunities involving advancement in professional standing are available.

Opportunities made possible by foundation and government programs are numerous, attractive, and very pertinent to professional advancement in the particular disciplines of the various faculty members. Consequently, we now have in the natural course of events an appreciable number of faculty members on leave in various parts of the world in addition to those on conventional sabbatical leave. This situation necessitates a good many departmental rearrangements and brings up in many specific cases the question of academic efficiency. For example, it is necessary to determine whether replacements are necessary or whether, by limitation of courses or distribution of teaching loads, such situations can be taken care of without additional expense, possibly with savings, but in either case without the sacrifice of effective teaching. A faculty committee studied this and related questions during the year and opened up a general and very important field in which a great deal of work remains to be done.

From the point of view of the Dean's Office, this much greater mobility on the part of faculty members is very noticeable and has obvious consequences. Course sequences become uncertain, instruction identified with particular individuals becomes difficult to determine, and the advisory system based on fraternities and advisers selected by them becomes difficult to administer. It would be much easier to assign a specified num-



ber of students to a specified faculty member, but neither the faculty nor the students have been favorably disposed toward such a system. The organization of the advisory program on a fraternity basis, contingent upon the choice of the fraternity and the voluntary effort of the faculty member or members, necessarily results in wide variations, but it can have many advantages. Not infrequently, these advisers face some conflict between their advisory functions and the pressures placed upon them by some of the factors mentioned previously in this report. I would emphasize, too, that in such a college as Bowdoin a great deal of what is termed "advising" can be and should be done by the instructors themselves in close relationship to their classroom work. I would like to add that the Student Counseling Office has been both active and useful during the year.

#### IV. THE INCREASE IN SIZE

The projected increase in the size of the student body has been a subject of great interest and concern to the students as well as to other parts of the College during the past year. As an evidence of their satisfaction with their own college experience and their attachment to the College in its various aspects, it is in many ways gratifying that the predominant student sentiment seems to favor the absorption of any increase in numbers without any radical change. I do not believe, however, that increased numbers could be fitted into the existing framework without great difficulties and great losses. I think it is important that Bowdoin preserve and seek to strengthen all that is now good and that the present students value and yet achieve a flexibility which would be lost by the mere addition of numbers to the present organization of the College. This flexibility should make possible adjustment and experimentation which should preserve all that is best in the traditions of the College and make possible its successful adaptation to the requirements of the future.

## V. EXTRACURRICULAR MATTERS

During the past year the relationship between the Dean's Office and the student body has been most pleasant. The Student Council has operated with a greatly enlarged membership, and I was somewhat fearful that this would diminish student interest and participation. I do not think this has been the case, and the Council and several of its committees have been active and influential during the year. Among other things the Council promoted and handled very successfully the appearance at a lecture of an outstanding negro leader. Out of that developed, in conjunction with the Student Council, the establishment of a Scholarship Fund designed to be a contribution by Bowdoin students and other members and friends of the College toward progress in the national problem of integration. It is very gratifying that Bowdoin students chose this method of expressing their interest and concern.

The extracurricular activities of the College, I believe, have generally been in extremely healthy condition during the past year. Whether financially successful or not, the student managers of the various enterprises have been conscientious and hard-working. This applies to those collecting last year's Ivy deficit and to those burdened with collecting the larger deficit from this year.

Extracurricular activities have, in general, been well supported by the student body in terms of participation, and the results have been very gratifying. The success of all athletic teams has naturally not been uniform, but it is certainly true that results have, in general, been encouraging and the prospects are reasonably good. The musical clubs, fortified by the social attractions not unconnected with Professor F. E. T. Tiltonson, as usual, enjoyed a banner year. The debating team has maintained the position established in recent years as one of the outstanding groups in the New England region. Full advantage was taken this year of the Pickard Theater, and the dramatic season culminated with what was probably the best

undergraduate dramatic production in many years, *The Tea-house of the August Moon*. *The Orient*, under vigorous and able leadership, emerged from financial difficulties and enjoyed a successful year. "Student apathy" did not seem to characterize the conduct of student enterprises during the past year.

## VI. CONCLUSIONS

The College always regrets in a certain sense the departure of its senior class. This feeling certainly applies to this year's graduating group. The seniors have many talents and many qualities which will insure their remembrance for years to come. These same qualities insure the knowledge that they will retain their close and affectionate relationship with the College. No class has spent more time in Massachusetts Hall, but I have no doubt the time has been well spent.

If a Dean reported that the state of the College was bad, he obviously should send in his resignation instead of a report. On the other hand, I know of few Deans who are complacent.

Respectfully submitted,

NATHANIEL C. KENDRICK, *Dean*

# REPORT OF THE LIBRARIAN

*To the President of Bowdoin College:*

In accordance with the by-laws of the College, I present a report on the condition and progress of the College Library for the period from April 1, 1959 to March 31, 1960.

## SIZE AND GROWTH

The number of volumes in the Library is estimated to be 254,547, including 2,658 films.

### ACCESSIONS

	1958-59	1957-58	1956-57	1955-56	1954-55
By purchase	3,452	3,283	3,229	2,709	2,890
By gift	<u>1,782</u>	<u>968</u>	<u>851</u>	<u>2,386</u>	<u>1,150</u>
	5,234	4,251	4,080	5,095	4,040

### NEW LIBRARY FUNDS

Miss Muriel S. Haynes of Edgartown, Massachusetts, gave \$5,375 to establish a book fund in memory of her brother-in-law, Daniel Caldwell Stanwood, Professor of International Law from 1918 to 1936. The income of the fund is to be used for the purchase of books in government and legal studies, with preference to be given to books in international law and international relations.

Mr. Gilbert H. Montague, of New York City, gave \$2,000 to establish a fund, the income to be used for the purchase of books.

An anonymous donor gave the College \$10,231 and it was used to establish a fund, the income to be used for the purchase of books. By permission of the donor it will be called the "White Pine Fund."

### GIFTS

The Library for many years has been the recipient of gener-

ous gifts of both money and books. The past year has been no exception. Professor Melvin T. Copeland '06 gave \$4,000 to defray the cost of purchasing bookcases and other equipment for experimenting with the layouts of the readings rooms. A gift of \$3,500 to the College by the Esso Education Foundation was assigned by President Coles to the Library for the purchase of books. Through the Association of College and Research Libraries, a division of the American Library Association, the Library received a grant of \$400 for the purpose of purchasing a microfilm file of *The Times* of London from 1955-60. Percy D. Mitchell '14 and Mrs. Mitchell continued their annual gift of \$100 in memory of their son, Bradlee Ford Mitchell, to be used for the printing project. Richard A. Rhodes II '44 continued his annual gift of \$60 for the purchase of books. Cash gifts were also received from Carlton L. Apollonio '53, Richard E. Bye '42, Miss Martha O. Card, John S. H. Carter '58, George Roy Elliott H'25, William A. Fickett '54, Douglass H. McNeally '46, Robert J. Morris '50, Barry C. Waldorf '58, and Robley C. Wilson '52.

The endowment funds of the Library increased by \$19,796 for the year. Three new funds totaling \$17,606 were received and gifts for addition to principal amounted to \$2,190. George W. Burpee '04 gave \$900 to the Class of 1904 Library Fund, and there were several gifts made via the Alumni Fund to this same Library Fund. Professor Fred N. Robinson H'36 gave \$300 to the Sills Book Fund, and additions were also received from Professor Philip M. Brown, Professor George Roy Elliott H'25, Walter A. Powers '06, Tate House Committee of the Maine Society of Colonial Dames, and Frederick W. Willey '17. Miss Mabel N. Matthews added \$60 to the book fund bearing her name, and Professor Edward B. Ham '22 added \$25 to the Roscoe J. Ham Book Fund.

There were five sizable collections of books given to the Library. The largest, consisting of several hundred books and pamphlets, was the gift of Mrs. Jason R. Westerfield of Camden. This collection was on the subject of subversion in its

broadest sense and had been brought together by her late husband. The sons of Charles Matthew Abbott of Watertown, Massachusetts, gave the Library about 200 volumes of the works of Jacob Abbott, representing various editions to be added to the Abbott Memorial Collection. Over 400 volumes, mainly in the field of literature, were added from the estate of Mrs. Stanley P. Chase. Jay R. Sheesley '23 gave the Library a very appreciable collection of manuscripts which included documents signed by James Bowdoin II, autographed letters of the first seven Presidents of the College, and a considerable collection from the correspondence of Professor Parker Cleveland and Peleg W. Chandler. Professor Alfred W. Newcombe '14 sent about 50 volumes on various subjects.

Gifts of one or more volumes were received from John M. Bachulus '22, Peter C. Barnard '50, Dr. Helen D. Bragdon, Charles W. Dall, Guy Davis '59, Chauncey A. Hall '16, Dr. M. Esther Harding, Klaus Lanzinger '51, Professor Charles H. Livingston, Reverend J. Walter McFarlane, Merrill Trust Company, Bangor, Dr. Adin R. Merrow '45, Estate of Viola C. Millay, R. Whitney Mitchell '58, Karl K. Moses '30, Albert C. Perry, Wallace C. Philoon, Jr. '45, John C. Pickard '22, Mrs. Clarence Proctor, Professor Edward S. C. Smith '18, Peter S. Smith '60, Herman A. Tolman, Professor Thomas C. Van Cleve, Professor Leighton van Nort, and Stephen L. Wilcox '61.

Last June, John C. Pickard '22 placed on loan with the Library a rare and valuable "book of common prayer" printed in 1680 and presented to King Charles II of England as a fitting tribute for the deliverance of the nation from Cromwellism and the restoration of the King to his throne. The binding, which gives it its great value, is by Samuel Mearns, "binder to King Charles II." It is a folio volume bound in full red old English morocco, richly tooled in gilt with the royal monogram worked into the design twelve times.

#### PHOTOCOPY EQUIPMENT

Until last December the Library did not have any equipment

for producing photocopies of manuscripts or book materials. Then a Verifax Book Copying Unit and a Verifax Signet Copier were purchased. Since then they have been in almost daily use, and in less than four months over 1,500 prints have been made.

At the same time a Thermo-Fax "Filmac 100" Reader-Printer was purchased with a gift of \$1,000 made to the College by Donald K. Clifford '21. This machine is little less than fabulous. Basically it is a microfilm reading machine, but at any time by merely pushing a button a permanent print of the page being viewed rolls from the machine in five seconds. This machine has proved a great boon to faculty members engaged in research projects. Over 1,000 prints have been made on the machine in less than four months.

#### HUBBARD HALL

For some time it has been obvious that students preferred to study at individual tables with as much isolation as possible. Since the Library's purpose is to encourage the use of printed materials, as well as to collect and preserve them, it cooperated by placing individual study tables in various parts of the building until now there are 64 available. But the main reading room, with seats for 80 readers at 10 large tables, has had a smaller percentage of occupancy than any other room in the building. The lighting is excellent.

There is a definite trend today away from large reading rooms in college and university libraries. Instead, reading space is interspersed with the bookshelves. This at once provides isolation and brings the reader into close contact with books. Could the main reading room be made more attractive to readers if it were divided into smaller units by bookshelves? Professor Melvin T. Copeland, a Trustee and Chairman of the Library Committee of the Governing Boards, generously provided the funds for the experiment. The room was divided lengthwise by five-foot bookshelves. Then one side was further divided by five-foot shelves into two units containing one table

each and one unit containing two tables. A careful check of where students sat in this room showed little preference for one table over the other. The percentage of chairs occupied has increased slightly, but the students still prefer the individual study tables and the greater they are isolated, the better.

In February, President Coles announced the appointment of an *ad hoc* committee "for the purpose of giving further study to the role and functions of the Library in the College, and further to report to the Library Committee means by which in its judgement the role and function may be met, including developing plans for such facilities as are necessary to enable the Library to carry out such roles and functions as are recommended." This Committee was composed of Leonard A. Pierce,\* a Trustee, as Chairman; Overseers Widgery Thomas and William H. Niblock; and Professors Helmreich and Bodine. The final report of the Committee will be eagerly awaited by all who are interested in the Library and its future.

Last year's report discussed the possibility of establishing with other Maine libraries a cooperative facility for the storage of little-used books and the purchase of research material. In recent months a proposal for financing such a survey has been prepared and in June, 1960, the Council on Library Resources of Washington, D. C. approved a grant of \$5,000 to survey the possibilities of greater cooperation among the principal libraries of Maine. Members of this group include the libraries of Bates, Bowdoin, Colby, University of Maine, together with Bangor Public Library, Portland Public Library, and the Maine State Library, Augusta. Mr. Keyes D. Metcalf, former Librarian of Harvard University will conduct this study.

## CIRCULATION

### FOR ACADEMIC YEAR

	1958-59	1957-58	1956-57	1955-56	1954-55
Lent, outside . . . . .	23,370	19,120	18,320	18,308	17,441
Lent, closed reserve . . . . .	<u>18,363</u>	<u>17,213</u>	<u>20,667</u>	<u>20,739</u>	<u>21,798</u>
	41,733	36,333	38,987	39,047	39,239



## FINANCIAL STATEMENT

## RECEIPTS FOR ACADEMIC YEAR

	1958-59	1957-58	1956-57	1955-56	1954-55
Appropriation . . . . .	\$40,572	\$30,153	\$31,147	\$27,753	\$29,604
Endowment funds . . . . .	32,218	31,012	30,365	28,396	27,487
Gifts, etc. . . . .	1,723	4,680	2,588	3,141	1,055
	<u>\$74,513</u>	<u>\$65,845</u>	<u>\$64,100</u>	<u>\$59,290</u>	<u>\$58,146</u>

## EXPENDITURES FOR ACADEMIC YEAR

Books . . . . .	\$17,850	\$14,950	\$13,679	\$9,771	\$10,526
Periodicals . . . . .	6,661	5,735	6,269	4,406	4,164
Binding . . . . .	3,644	3,594	2,830	3,464	3,365
Increase of Library . . . . .	[28,155]	[24,279]	[22,778]	[17,641]	[18,055]
Salaries regular staff . . . . .	28,138	26,106	26,478	27,426	26,439
Student assistants . . . . .	4,678	4,543	4,089	3,960	3,951
Janitor service . . . . .	4,148	4,032	4,076	3,693	3,573
New equipment . . . . .	881	516	463	1,166	500
Repairs . . . . .	5,502	4,152	4,353	3,689	3,676
Other expenses . . . . .	3,011	2,217	1,863	1,715	1,952
	<u>\$74,513</u>	<u>\$65,845</u>	<u>\$64,100</u>	<u>\$59,290</u>	<u>\$58,146</u>

## THE STAFF

Jean Kennedy Guest, B.S. joined the staff as Head of Readers' Services in August, 1959, succeeding Raymond Archambault, A.B. who occupied this position until June 30, 1959.

In conclusion, I wish to thank all members of the staff for their support and cooperation. I would also like to record my gratitude to the members of the Faculty Committee on the Library and the Library Committee of the Governing Boards. There is more interest today in the Library and its problems than ever before, and the members of these two committees, together with President Coles, are largely responsible for this increased interest.

Respectfully submitted,

KENNETH J. BOYER, *Librarian*

\*Deceased September 2, 1960

# REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

*To the President of Bowdoin College:*

The Assistant Director of the Museum of Fine Arts has the honor to submit the following report for the academic year 1959-60.

This has been so busy and significant a year for the Museum and the Department that a complete report would be inappropriate and burdensome. We shall concentrate on selected aspects of our activities, with the intent of covering other areas another year.

During the last six months a concrete step was taken toward solution of the problem of spatial restriction in the Museum. The College architectural firm of McKim, Mead & White submitted to the Boards' Committee on Art Interests a preliminary plan for a wing across the rear of the present Walker Art Building. At its April, 1960 meeting the Committee on Art Interests examined, discussed and gave its general approval to the scheme proposed. The Committee and the Staff hope that the project will receive approval by the Governing Boards and that the College will formally list the Museum wing as one of its pressing needs. Such action would allow the proper college offices to look specifically for a donor for the Museum wing; while the plans, elevations and perspective renderings will illustrate graphically to such prospective benefactors the possibility of a really satisfactory solution to the College's problem.

The Committee on Art Interests and the Museum Staff are deeply grateful for and encouraged by the material accomplishment represented in these plans. We are, however, sensible of our responsibility to avoid resting on this present achievement. The profound gravity of the Museum's spatial limitations becomes each year more apparent. Storage of in-

creasing numbers of works of art outside the Museum building is unavoidable; at the same time, the danger to works so stored is more and more evident. This is a costly expedient which we cannot long afford. A number of extensive gifts are *presently* promised to the College; some or all of them will come in during the next five years. The arrival of even one such gift will press an already strained storage situation to the breaking point. To be sure, make-shift arrangements can be made, but it is precisely the obligatory make-shifts of the past which are jeopardizing our collections today, crowding our students and impairing the effectiveness of our personnel.

It is evident that the Museum's "storage" problem is not limited to the fact of inadequate space for the safe-keeping of works of art. As has been suggested above, the question of the future growth of the collections is intimately involved; we have already reached the point where the most careful appraisal of art objects offered to the College is absolutely necessary — and where the size of an object must be an important factor in the decision to accept or reject. Also linked to the "storage" problem is the matter of exhibition of the college collections. Objects on exhibit do not have to be stored; more importantly, the unavoidable rotation of objects on public view prevents some visitors — including students — from seeing many of our works unless a particular interest prompts them to request special access to cases, cabinets or storage areas. This is ineffective because it presupposes unusual enthusiasm on the part of the visitor, and inefficient because it requires a time-consuming interruption on the part of the staff-member involved.

Office space is at such a premium that a section of corridor has this spring been walled off to make a temporary, windowless space for the Assistant Director. The Curator's office is regularly crowded by two or three people, and the part-time departmental secretary is limited to a typewriter and table in the Sculpture Hall upstairs. Students working in the Study Room, despite every reasonable precaution, continue to dis-

arrange the slides stored there for lack of space. The studio is consistently over-populated.

The needs of the Museum are unmistakable: we believe that construction of the new Wing must be implemented as soon as possible.

One of the few exceptions to the generally excellent condition of the physical fabric of the present building has been the decaying electrical wiring and obsolete gallery lighting system. A program of replacement of the wiring has been undertaken this year with the result that we have now a new switch-box downstairs, modern cables and conduit pipes to a new switch-board upstairs, and new wiring to the galleries. We hope to be able to replace the lighting system next year. Otherwise, little more than routine upkeep has been required to maintain the museum building.

For the first time in a number of years the Museum has made a major purchase, a small bronze sculpture of *The Visitation*, by a Boston artist, Marianna Pineda. This work is a desirable addition to our very scant holdings in the sphere of contemporary sculpture. It illustrates a wider stylistic trend than the local Boston school, and it is in itself a poignantly expressive demonstration of the fine work being done by younger American artists. We hope that it, in company with our Zorach and Muir, will act as a magnet to attract other examples of contemporary sculpture.

This acquisition has re-directed our attention to the cardinal matter of purchase funds for works of art. The vital importance of a growing collection, selectively chosen, has been increasingly recognized by the Governing Boards of the College by annual appropriations for purchases. It is evident, however, that the College Art Collections should not continue to draw exclusively upon the general funds of the institution. Fairly substantial sums of money are necessary for purchase of works of significant quality: these sums, when taken from general funds, represent money diverted from other important college needs. In order to begin the accumulation of sufficient

capital endowment to permit purchases from income, the Committee on Art Interests and the Museum Staff initiated a formal Art Purchase Fund in 1957. The Fund began with three generous gifts by members of the Committee which amounted to \$1,000, and has been added to by a small number of devoted alumni since that time. Gifts during the past twelve months exceeded \$1,000; however, the present balance in the Fund stands at only \$2,675, with proportionately small interest. The Art Interests Committee and the Staff hope that alumni who have a special interest in art will support the Purchase Fund, not only through their own gifts but by encouraging other alumni and friends of the College to contribute as well. By broadening the base of our support we can enlist the aid of people who might have no other special interest in the College, and — hopefully — relieve some small part of the pressure on general funds. We would particularly encourage small gifts; some of the donors who deserve our deepest gratitude are those who have regularly contributed \$5.00 or \$10.00 a year.

During Professor Beam's sabattical leave this spring the teaching staff has been supplemented by Mr. Robert H. Trask, Jr. '55. Since his graduation Mr. Trask has practiced painting, which fitted him admirably for the teaching of studio work. His example has been followed by students during the semester — their work was exhibited at the Union in April and May, and Mr. Trask's own work was shown in the Museum during the month of May.

Recent annual reports have stressed both the need for curatorial help in the Museum and the value of the excellent work done in this area by Mrs. Gordon L. Hiebert. Through the generosity of an interested alumnus Mrs. Hiebert has been able to continue during the past year her enormous task of cataloguing the collections. We are grateful to report that this undertaking is nearly complete. A master catalogue has been set up, to include all of the possessions of the Museum. These number over 5,000 objects. A few small categories remain to be covered in the master catalogue and a good deal of work on

the cross-reference files is still required. We cannot overstate the significance or the value of Mrs. Hiebert's accomplishment, nor the magnitude of the debt owed her by the present and future staff, visitors and scholars who use our collections.

A museum is not a static entity. The late Francis Henry Taylor, Director of the Metropolitan Museum, decried the notion of the museum as "civilization's attic," and spent his life in proving that a museum could and should be much more than a sort of "cultural scrap-basket." The attractiveness of gallery displays and the frequency and glitter of public functions are effective fundamental countermeasures against this attitude, but more fundamental is the good order of the collections. Proper labeling, attribution, storage, and conservation are all basic to the usefulness of an object. The sphere of a Curator includes all of these, and assumes the erudite and sometimes recondite detective work which lays the necessary groundwork. As collections grow, more and more objects require this time-consuming attention. Mrs. Hiebert's monumental achievement, clearly, is only a first step toward the really effective organization and study which the Bowdoin College collections deserve.

It is with the greatest pleasure, then, that we here report the appointment of a full-time Curator of the Bowdoin College Museum. Mr. Richard Wadleigh assumed his duties on March 28, 1960. A man of wide experience, knowledge, energy and charm, he served with the Allied High Commission for Austria, 1946-50, has worked in the theatre and with the Italian film industry. He is currently engaged in writing a book on the history and culture of Sicily.

The remaining topic for special attention this year is an equally happy one. If there is any one thing which pleases a museum staff, it is surely evidence of interest on the part of the public. In the case of the Bowdoin Museum, the public in the usual sense consists of those visitors — nearly 10,000 of them per year recently — who come to view our exhibits and enjoy our permanent collections. We also have a closer

“public,” the undergraduate body. This public we have reached well, but not nearly as well as we hope to in the future. Yet a third “public” is the small corps of students and scholars who find in our collections material which sparks or supports new pleasures, new understanding and new knowledge. It is unnecessary to point out that in appropriate ways each member of these various “publics” carries abroad with him impressions of the Museum and the College, thus spreading the name and character of Bowdoin.

The last category of people using and gaining by the offerings of this Museum has had a special significance this year. Two members of the Bowdoin faculty have made studies of parts of the collection. Professor Gerard J. Brault of the French Department catalogued pictures of the campus before the Civil War and studied the portraits of President Joseph McKeen. Professor Kevin B. J. Herbert of the Department of Classics completed a catalogue and commentary on a selection of antique terracottas in the college collections which was published by the *Classical Journal* in its December issue and also in the December, 1959, issue of the *Bowdoin College Bulletin*. Professor Herbert's article was so well received that the editors of the *Classical Journal* have requested of him a second study, of the antique vases owned by Bowdoin. This research, now nearing completion, included writing to Professor J. A. Beazley, one of the world's most noted scholars of Greek vase painting. Professor Beazley did some cataloguing of our vases both here at Bowdoin when he visited Brunswick prior to 1918, and earlier in England at the home of Edward Perry Warren, his long-time friend, where he worked on many objects subsequently given by Warren to Bowdoin College. The letter sent by Professor Beazley to Professor Herbert contains some remarks of general interest which we quote below:

“The (Classical) collection is choice. Every piece was pondered by Edward Warren, and only admitted if it was just what he had in mind for Bowdoin. A good catalogue, well illustrated, would be a boon to archaeologists everywhere, and of lasting value to Bowdoin College.”

Professor Herbert's studies of Bowdoin's classical collections, together with the significant organization and re-display of our holdings of antique coins and gems done this spring by Mr. Wadleigh, have led to markedly increased interest in our Greek and Roman material. Professor Herbert himself now hopes to arrange and publish a complete catalogue of these collections — when finished, this will be the first complete catalogue of our classical holdings ever made.

One of the other major collections at Bowdoin, that of master drawings, has recently begun to receive some of the attention it deserves. Through the generosity of The Danforth Foundation, the Assistant Director was able to spend eight weeks last summer doing the groundwork for a catalogue — hopefully for eventual publication — in Cambridge and New York. A number of attributions were confirmed and new or corrected attributions were discovered for a large group of unknown or mis-attributed works. As one result of this activity, the attention of younger scholars has been drawn to the collection at Bowdoin. Requests for photographs of drawings more than tripled this year; five scholars, thus far, have come to the Museum from distant centers to look through the entire collection; further attributions are expected. Anthony M. Clark, David E. Finley Fellow at the National Gallery of Art in Washington, D. C., one of the visitors, has confirmed an attribution with remarkable consequences. His work has shown that one of Professor Henry Johnson's drawings by Nicolo Berrettoni (1637-82) is for one of the ceiling paintings in the Palazzo Altieri in Rome. Long an art historical mystery, the drawing proves which of the paintings is by Berrettoni: this is so important a discovery that the drawing will shortly be published by Mr. Clark, adding still another fragment of knowledge to the body of scholarship and another tassel to the College's mortarboard.

Each of the topics treated in this report — the matter of space adequate in kind and amount for effective museum and teaching operation; the matter of controlled growth by pur-



chases and the need for funds for this purpose; the matter of curatorial organization and study; the matter of public impact especially in terms of research — each of these matters reflects one of the many aspects of the museum as a living institution, serving as well as its limitations permit some segment of its broad constituency. We have not mentioned an area at least as important as these others, namely, that of the student body, particularly those students enrolled in the art department. Some of the more salient features of our present program and our future hopes will form the heart of another annual report; meanwhile, it will be sufficient to say that the staff is extremely happy with its students — both numerically and qualitatively — and with its majors, past and present. Our two honors candidates this year, for example, have been accepted by the highest quality graduate schools: the Yale School of Architecture and New York University's Institute of Fine Arts.

#### ACQUISITIONS

Collector's Demitasse; Tea Cup and Saucer; Dinner Plate — gift of Lenox, Inc.

Four drawings and studies by Kenyon Cox, transferred from the Cooper Union Museum, New York City.

Two U. S. Navy swords, formerly belonging to Commodore Horatio Bridge. Gift of Mrs. George H. Maurice.

Two prints, *Rodin by Sargent* by Timothy Cole and *Mouth of the Tyne* by B. N. H. Orphoot. Gift of Mr. Charles F. Adams, '12.

Three paintings of the Northend family by Charles Osgood.

Mirror, Federal (1785). Gift of Professor and Mrs. Edwin Bonette Benjamin, '37.

English Sheffield two-handled cup (porringer), 1797. Gift of Mrs. Philip Owen Coffin in memory of her husband, Class of 1903.

Painting, *Portrait of Winslow Homer* by A. H. Clark. Gift of Professor Philip Beam.

Watercolor painting *Popcorn* by Carol Bates. Gift of the Gardiner, Maine, Public Library.

A group of prints by Pascin, Degas, Toulouse-Lautrec, Valadon, Maillol and Picasso. Purchased with Baxter Funds.

Watercolor painting *High Sea* by Carol Bates. Gift of the Gardiner, Maine, Public Library.

Painting and Drawing *Ischia* by Jeanna Dale Bearce. Gift of the artist.

Print *Head of a Girl* by Picasso. Purchased with Baxter Funds.

A series of Ceramics, reproductions of various styles, done as a major art project by Paul Berube, '59. Gift of the artist.

Painting *Ellison Moody of Harpswell, Maine* by John Carroll. Gift of Stephen M. Etnier, Harpswell, Maine.

A pair of Sheffield silver candlesticks, said to have belonged to Governor James Bowdoin (c. 1786). Bequest of Mrs. Dorothy M. McKone, Hanover, Massachusetts.

Ladle of Sheffield silver, English, 18th century. Gift of Mrs. Sylvia E. Ross, Bangor, Maine.

Bronze Sculpture *The Visitation* by Marianna Pineda. Purchased from the Annual Appropriation.

## LOANS

*The Man with a Short Sword* by Rembrandt, Gainsborough's *The Woodcutter's Return* and the *Landscape* by Cuyp, kindly lent for a long term by Eunice, Lady Oakes, of Nassau B.W.I., continued to attract many visitors to the Museum. In the Bowdoin Gallery, the Gardiner family portraits, the generous loan of Mr. Robert Hallowell Gardiner, remained on view, together with the Bowdoin family portraits from the permanent collec-

tion. These two groups of portraits have constituted a particularly fine exhibit of American Art of the Colonial period. A collection of Pre-Columbian Material from Peru was lent by Mr. John T. Moses, '60 for study purposes.

#### LOANS TO OTHER MUSEUMS

Edwin Dickinson: Painting, *Carousel Bridge* to the City Art Museum, St. Louis, Mo. for the U.S.I.A. Exhibition of American Painting in Western Europe, Aug. 3, 1959 to present.

Winslow Homer: Painting, *The End of the Hunt* to the Adirondack Museum, Blue Mountain Lake, New York, for the Homer Show, Aug. 15 to Sept. 15.

Peter Breughel: Drawing, *Waltersburg* to the Newark Museum, Newark, N. J. for the 50th Anniversary Exhibition, March 17 to May 22, 1960.

18 Landscapes from the Collection, to the Portland Museum, Portland, Me. Jan. 12 to Feb. 16.

#### EXHIBITIONS

*May 10-31*

"Designed in Holland." An exhibition of modern Dutch industrial design sponsored by the Smithsonian Institution of Washington, D.C.

*June 10-July 18*

Paintings and sculpture by Stephen M. Etnier and Charles G. Chase.

*July 26-September 5*

Paintings by John Laurent and William Thon.

*September 8-October 10*

Carved Birds by Robert E. Phinney, Jr.

Selected reproductions from the Student Loan Collection.

*October 25-December 5*

Sculpture by Clark B. Fitzgerald and Paintings by Nathaniel J. Jacobson.

*December 5-January 5*

Selected Paintings and Drawings with Religious Subject Matter from the College Collection.

*December 14-December 30*

Silk Screen Prints lent by the Botolph Group Gallery, Boston.

*January 5-January 20*

Modern Prints recently acquired.

*January 28-February 16*

Prize winning Paintings and Sculptures from the Portland Summer Art Festival.

*February 1-February 28*

Paintings by Ferenc Schwanauer (in the Study Room).

*February 16-March 28*

Paintings and Sculpture by May and Fred Preble.

*March 29-April 30*

Prints from the Travelling Collection.

ATTENDANCE

1959-60	.	.	.	.	.	.	.	9,446
1958-59	.	.	.	.	.	.	.	9,660
1957-58	.	.	.	.	.	.	.	7,515

Respectfully submitted,

CARL N. SCHMALZ, JR.  
*Assistant Director*

## FINANCIAL HIGHLIGHTS FOR THE YEAR 1959-60

The total of Gifts, Grants and Bequests received for all purposes was . . . . .	\$ 1,380,000
The net addition to Endowment Fund was . . . . .	287,790
At June 30, 1960, the principal of Endowment Funds was . . . . .	15,528,144
At June 30, 1960, the value of the College's investments was book . . . . .	18,162,471
market . . . . .	23,380,024
The total of the Alumni Fund for 1959-60 was . . . . .	196,780
\$98,700 was available for current expenses and \$98,080 was added to class funds or designated for other special uses	
Expense of operations for the year exceeded income by . . . . .	20,977
The budget for the coming year projects expenditures in excess of income in the amount of	35,200
The income rate on the book value of endowment funds was . . . . .	5.245%
Financial aid grants to 263 students totaled . . . . .	220,507
In addition, 444 loans totaled . . . . .	72,283
Students earned from College and Fraternity jobs . . . . .	61,440

Significant additions to the endowment funds of the College during the year included gifts for establishing the Harrison King McCann Professorship; the Given Foundation Scholarship and Loan Fund; the Gumbel Scholarship and Loan Fund. To these donors and to those listed below the President and Trustees and the Board of Overseers of the College have recorded their gratitude for the generous gifts received during the year:

## BEQUESTS

Estate of Helen J. Chase	Estate of Jane Coleman Pickard
Estate of Arthur Chew Gilligan	Estate of Bernard Samuels
Estate of Lester Gumbel '06	Estate of George W. Treat
Estate of Hoyt A. Moore 1895	Estate of Walter V. Wentworth 1886

## GIFTS AND GRANTS

- Mrs. E. Farrington Abbott, Jr.  
E. Farrington Abbott, Jr. '31  
Hebron E. Adams '52  
Mrs. Arthur M. Allen  
Charles W. Allen '34  
Miss Cornelia M. Anderson  
Mrs. Elsa W. Anderson  
Carlton L. Apollonio '53  
John R. Bailey  
Willis R. Barnstone '48  
Blanchard W. Bates '31  
John L. Baxter '16  
Miss Helen M. Beatty  
Richard Bechtel '36  
Louis Bernstein '22  
Mrs. Nathan I. Bijur  
Mrs. Ethel Tallman Bissell  
Mr. and Mrs. Thomas W. Blake, Jr.  
Mr. and Mrs. J. Marvin Boyd  
Mrs. Edith E. Boyer  
William T. Brewster  
Philip M. Brown  
Richard E. Bye '42  
Miss Martha O. Card  
John S. H. Carter '58  
Charles A. Cary '10  
Miss Martha Harral Clark  
Donald K. Clifford '21  
Wendell W. Clinedinst  
Franklin R. Cole '58  
Mrs. James S. Coles  
Earl F. Cook '26  
Melvin T. Copeland '06  
Robert H. Cotton '37  
Philip D. Crockett '20  
Russell B. Crowell '55  
Sears Crowell '30  
Richard Dale '54  
Charles Whitney Dall  
Guy M. Davis '59  
M. Hartley Dodge  
Dr. Roger W. Eckfeldt, Jr. '43  
George Roy Elliott H'25  
Robert A. Estes '57  
Mrs. Ruth Abbott Estes  
Mrs. Clara E. Evans  
Frank C. Evans '10  
David P. Faxon '30  
Cyrus F. Fernald '24  
William A. Fickett '54  
Miss Mary R. Fleming  
Roy A. Foulke '19  
John W. Frost '04  
Dr. Gerald G. Garcelon '30  
Mrs. Harvey Dow Gibson H'57  
Dr. George H. Gilmore '46  
Edward P. Garland '16  
Horace S. Greene '39  
Mrs. Stephen A. Greene  
Dr. William A. Greenlaw '38  
William A. O. Gross '37  
William Guild  
Basil J. Guy '47  
John H. Halford '07  
A. Thomas Hallowell  
Edward B. Ham '22  
George O. Hamlin  
Dr. Daniel F. Hanley '39  
Manning Hawthorne '30  
Miss Muriel Haynes  
Herbert K. Hempel '34  
Province M. Henry '50  
Charles C. Hileman, III  
Francis B. Hill '23  
Mr. and Mrs. Van Allen Hollomon  
Julian C. Holmes '52  
Frederick A. Howard  
William D. Ireland '16  
Laurence Irving '16  
Marvin J. Kaitz '54  
Robert W. Kasten '39  
Dr. Wilson W. Knowlton '22

Harry W. Lally  
 Richard M. Lamport '32  
 Donovan D. Lancaster '27  
 Charles M. Leighton '57  
 Benjamin Liebowitz  
 Abraham S. Levey  
 Noel C. Little '17  
 Mr. and Mrs. Edward Marcus  
 Mrs. Charles W. Marston  
 Miss Mabel N. Matthews  
 Richard T. May '37  
 Harrison K. McCann '02  
 Louis B. McCarthy '19  
 George A. McGuire  
 Mrs. Hugh L. McLaurin, Jr.  
 Douglass H. McNeally '46  
 Howard B. Miller '38  
 Mrs. Helen W. Mitchell  
 Percy D. Mitchell '14 and  
     Mrs. Mitchell  
 Gilbert H. Montague  
 Howard Mostrom '28  
 Mr. and Mrs. Harold P. Nelson  
 Hugh Nixon '21  
 Thomas N. O'Neill, Jr.  
 Waldo Peirce  
 Louis A. Peirez  
 Frederick P. Perkins '25  
 Arthur Perry '57  
 Kyle M. Phillips, Jr. '56  
 Wallace C. Philoon '05  
 John C. Pickard '22  
 Mrs. Arthur Poillon  
 Dr. Henry M. Pollock, Jr. '30  
 Dr. Alton S. Pope '11  
 Walter A. Powers '06  
 Mrs. Hale Pulsifer  
 Mrs. Carlton Reed  
 Richard A. Rhodes II '44  
 Miss Rosalind Richards  
 Mrs. Edla L. Ricker and E.  
     William Ricker '45  
 Fred N. Robinson H'36

Mr. and Mrs. Lewis F. Rogers  
 Mrs. Sylvia E. Ross  
 Mrs. Julius Runge  
 Harlow M. Russell  
 James R. Ryan  
 Mr. and Mrs. Charles E. Seay  
 Mrs. Sherman N. Shumway  
 Lawrence M. C. Smith  
 Hawthorne L. Smyth '31  
 John L. Snider '31  
 Abbott Spear '29  
 Lawrence B. Spingarn '40  
 Dr. Arthur L. Springer '24  
 Dr. F. Jackson Stoddard '35  
 Kenneth G. Stone, Jr. '42  
 Herman R. Sweet '31  
 T. Peter Sylvan II '52  
 Earle S. Thompson '14  
 David Thorndike '46  
 Carl Thumim  
 David Van Pelt  
 Barry C. Waldorf '58  
 Arthur W. Wang '40  
 Herbert E. Warren '10  
 Mrs. Marian Tallman Warner  
 Frank F. Watts  
 S. Sewall Webster '10  
 Frederick Weidner III '50  
 George A. Westerberg '59  
 George C. Wheeler '01  
 Benjamin B. Whitcomb '30  
 Miss Mabel M. Whiteley  
 William R. Wigley  
 Robert B. Williamson, Jr.  
 Dr. Ross L. Wilson '40  
 William H. Wineland '50  
 Mr. and Mrs. Irion Worsham  
 Irving I. Zamcheck '38  
 Mrs. Tess H. Cheatham, her husband  
     and Former Law Clerks to  
     Justice Burton  
 Participants in 1959 Mathematics  
     Institute

Gifts of books and manuscripts are recorded in the report of the Librarian. Acquisitions of the Museum of Fine Arts are included in the report of the Assistant Director.

#### FOUNDATIONS, TRUSTS AND ORGANIZATIONS:

American Library Association	The Abraham S. Levey and Fannie B. Levey Foundation
Atomic Energy Commission	The Agnes M. Lindsay Trust
American Psychological Association, Inc.	State of Maine Department of Economic Development
William Bingham, 2nd Betterment Fund	State of Maine Department of Sea and Shore Fisheries
The Blackall Foundation	Robert L. Moore Foundation
Bowdoin Club of Boston	National Merit Scholarship Corporation
Bowdoin Club of Hartford, Connecticut	National Science Foundation
Bowdoin Fathers Association	New England Citizenship Clearing House
Council on Library Resources, Inc.	The New England Society in the City of New York
Annie H. Dana Trust	The Presser Foundation
Trustees Under the Will of George P. Davenport	Fanny Barrows Reed Trust
Friends of the Bowdoin Library Association	The Scherman Foundation, Inc.
General Charitable Fund	Alfred P. Sloan Foundation, Inc.
The Irene Heinz Given and John LaPorte Given Foundation, Inc.	Society of Bowdoin Women
Greater Portland Chamber of Commerce	Tate House Committee of the Maine Society of Colonial Dames
Grossman Family Trust	Edith L. Treat Trust
Jennie E. Ireson Trust	U. S. Department of Health, Education and Welfare

#### BUSINESS CORPORATIONS AND THEIR FOUNDATIONS:

Addressograph-Multigraph Corporation	Creative Associates
Baker Realty Company	Day's, Inc.
G. H. Bass & Co.	E. I. duPont de Nemours & Company, Inc.
Bath Iron Works Corporation	Eastern Securities, Inc.
The Canal National Bank of Portland	Emery Waterhouse Company
Central Maine Power Company	The Equitable Life Assurance Society of the United States
The Coca-Cola Bottling Plants, Inc.	Esso Education Foundation
Cole's Express	The First National City Bank of New York
Connecticut General Life Insurance Company	



First Portland National Bank  
 General Motors Corporation  
 Gillespie-Rogers-Pyatt Co., Inc.  
 Gulf Oil Corporation  
 Hannaford Bros. Co.  
 Hayden Mica Co., Inc.  
 Household Finance Foundation  
 The Huse-Liberty Mica Co.  
 International Business Machines  
 Corporation  
 Keyes Fibre Company  
 Eli Lilly and Company  
 Maine Savings Bank  
 Manchard Trading Corporation  
 Massachusetts Mutual Life Insurance  
 Company of Springfield,  
 Massachusetts  
 Merchants National Bank of Bangor  
 The Merrill Trust Company  
 Northern National Bank of  
 Presque Isle  
 Oxford Charitable Trust  
 Parke, Davis & Company

H. M. Payson & Co.  
 Pitney-Bowes, Inc.  
 F. D. Pitts Co.  
 Porteous, Mitchell & Braun Co.  
 Foundation  
 Portland Pipe Line Corporation  
 Portland, Maine Press Herald-  
 Evening Express  
 The Prudential Insurance Company  
 of America  
 The Quaker Oats Foundation  
 Raytheon Company  
 St. Regis Paper Company  
 Schwabb Brothers Corporation  
 Shell Companies Foundation, Inc.  
 Smith, Kline & French Foundation  
 Snow Flake Canning Company  
 Texaco, Inc.  
 The Union Carbide Educational Fund  
 Union Mutual Life Insurance  
 Company  
 United States Steel Foundation, Inc.  
 Westinghouse Educational  
 Foundation







