

Bowdoin College

Bowdoin Digital Commons

Annual Report of the President

Special Collections and Archives

1-1-1961

Report of the President, Bowdoin College 1960-1961

Bowdoin College

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

Recommended Citation

Bowdoin College, "Report of the President, Bowdoin College 1960-1961" (1961). *Annual Report of the President*. 70.

<https://digitalcommons.bowdoin.edu/presidents-reports/70>

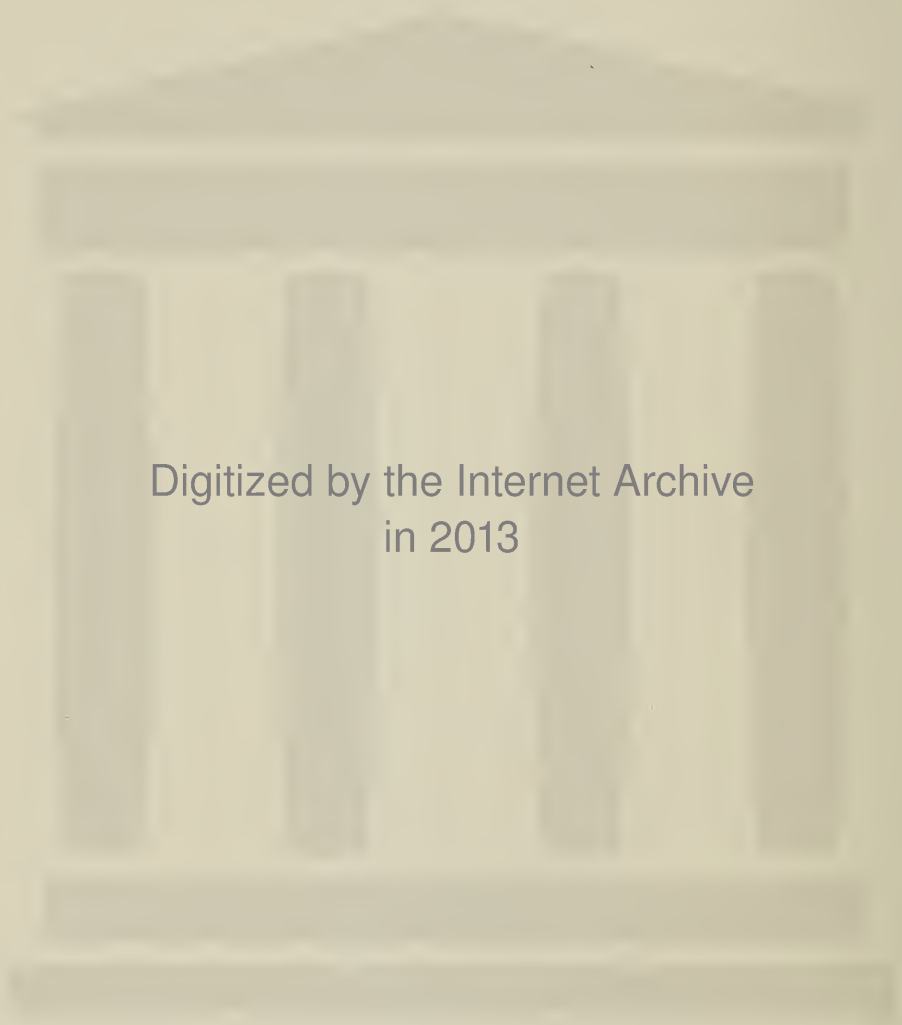
This Book is brought to you for free and open access by the Special Collections and Archives at Bowdoin Digital Commons. It has been accepted for inclusion in Annual Report of the President by an authorized administrator of Bowdoin Digital Commons. For more information, please contact mdoyle@bowdoin.edu.

President's Report



for the Sessions of 1960-1961

BOWDOIN COLLEGE BULLETIN



Digitized by the Internet Archive
in 2013

President's Report



for the Sessions of 1960-1961

BOWDOIN COLLEGE BULLETIN

Brunswick, Maine

June, 1961

Number 341

Published four times during the College Year in September, December, March and June, by The College. Second-class postage paid at Brunswick, Maine.

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 1960-61:

During the year just past, and as the College is about to embark on a singular new venture, I have had occasion to review and restate much that has been written and said about liberal education and about Bowdoin. Even at the risk of possible repetition — for part of this report is recapitulation, and part of it is a composite of thoughts of others — the framework it sets is worthwhile making explicit. I am obviously indebted to many in its presentation.

OPPORTUNITY IN THE NINETEEN SIXTIES FOR THE LIBERAL ARTS COLLEGE

With the stimulation which comes from bringing a dimension in quality and depth to the growth in the size of the College about to be implemented, the years of the nineteen sixties promise new meaning for the undergraduate program at Bowdoin College. With these advances, however, is a firm recommitment to the principles of liberal education which have always been preeminent in the guiding philosophy of the College. Sound liberal education is needed as it was never needed heretofore.

Life in today's universe is ever-accelerating and increasingly complex. The growing complexity in itself at once requires greater specialization, knowledge in depth, and enhanced appreciation of the interrelationships of various specialties to each other and to the turgid whole. Meeting these requirements is the objective of liberal education. But liberal education thrives in many forms and formats. The independent liberal

arts college, though but one, is the quintessence of basic values in liberal education.

THE INDEPENDENT COLLEGE

The independent liberal arts college, almost uniquely American, sired the great complex institutions now harboring graduate and professional schools. The liberal arts college was justifiably criticized a century ago for several inadequacies: teaching by rote, overemphasis upon oratorical skill, excessive reliance upon memory, and superficial scholarship which lacked the intellectual qualities of the European universities of that day. In the post-Civil War era, other institutes and schools were quickly established to meet new needs of society for specialized and technical skills. During the intervening years, most noticeably in recent decades, the liberal arts college has been transformed to be in step with the times, and again to play a vital role. Today the liberal arts college is a necessary bond among a welter of professional and technical schools, and between them and our humane yearnings. We live more and more comfortably and have the skills to acquire ever-increasing wealth, but the common and uncommon man both ask, "Are we fulfilled? Is there no other good in progress than material welfare?" These questions will be answered by liberally educated men.

In the small college, the faculty impart a greater sense of institutional integrity and purpose than can the faculty in a larger university. The several faculties of the university will understandably have specialized interests. Even if the faculty of the university college of arts and sciences is not relegated to a minor position, it may be distracted from the undergraduate program by overriding graduate and professional commitments.

The faculty of the small college, which has a relatively homogeneous student body and which grants but a single degree, can assume a corporate responsibility not possible for the

faculty of the large institution of proliferated purposes. The single faculty of the small college finds unifying common purpose in instruction in the liberal arts. The program will be better integrated, and by the prevalence of mature, experienced teachers, will be better taught.

In the separate liberal arts college, the student will accept the institution's primary goals of sound basic education, appreciation for ideas, and acquisition of the liberal view. A university campus dominated by students with essentially vocational goals will not, as Martin Trow puts it, "engender men who think otherwise." A small liberal arts college will, for its students must learn to live with a variety of people. It is impossible for them to limit their acquaintance to teachers and students with similar views and beliefs; they must accept, and in time respect, the different or the "otherwise."

In an earlier epoch in Bowdoin's history, President Hyde described the liberal arts college as an institution where "small groups of students . . . according to the original meaning of the word *college*, live together in mutual good will, in friendly helpfulness, and in earnest study." Professor and student in consort are to explore large ideas "in a liberty which is not license, and a leisure which is not idleness."

LIBERAL LEARNING AND RESEARCH

With primary concern for the student, the independent college must also recognize the research function in liberal learning. Basically, research guarantees a liberating future, and its presence is exemplary to undergraduates of the growth of knowledge. More pragmatically, for the college, research is the eternal price for lively teaching, and the opportunity for its pursuit is an indispensable compensation to be offered in recruiting new faculty of enduring quality.

In the independent college, the teacher-scholar need not sacrifice his particular professional concerns in fulfilling his corporate function, or lose the resources for research he enjoyed

at his mother university. Many research problems in science are team problems requiring large numbers of scientists and large items of equipment—in some cases even mountains must be reconstructed into laboratories! But even in science there are still numerous smaller problems which will best be solved by an individual. Some will best be resolved in the contemplative and more relaxed atmosphere which the smaller college can provide, and the better through its isolation.

Exemplifying this commitment, the Bowdoin faculty during the quinquennium 1955-60 published 160 scholarly articles (not including book reviews in journals) and nine books. Several faculty members were simultaneously in regular editorial work for scholarly periodicals.

The independent college thus can, does, and must contribute its own important small share in creating new knowledge and understanding.

COLLEGE AND COMMUNITY

Another obligation of the liberal arts college is to serve the other communities of which it is a component; it is as a separate entity that this is best fulfilled. Bowdoin was founded to serve the frontier community of the District of Maine. Today the College serves not only the State of Maine, but also a very cosmopolitan community, comprising the entire area from which the College draws its students and its support, and that populated by its graduates. The College fulfills its obligation to this enlarged community by its educational function among its students, and to the local community by providing within its own locale means for support of a company of scholars seriously interested in matters of the intellect. Were colleges limited to large urban centers, culture certainly would be less widely disseminated than it is presently.

A number of separate small colleges spread over a wide area also provide through competition a greater diversity within higher education. Among our multitude of small colleges, there must be a few institutions which, by the excellence of

their own vision and accomplishment, lead others to further achievement. These institutions, for the sake of all, merit strong support.

The theme question for the Forty-sixth Annual Meeting of the Association of American Colleges (1959), "Will the college of arts and sciences survive?", was pessimistic and demoralizing. The answer reassures us of increasing strength.

Statistics published by the Society for the Advancement of Education late in 1960 (*Four Decades of U.S. Collegiate Enrollments*) surprisingly demonstrate that the percentage of full-time students enrolled in independent colleges of arts and sciences is half again as large in 1960 as it was in 1930 — twenty per cent of all full-time students in 1930 increasing to thirty per cent in 1960. During this same interval private universities have suffered a decrease from twenty-eight per cent in 1930 of all full-time students, down to only sixteen per cent in 1960. The relative figures for the public universities, after a drop in the proportion of the total of the full-time students enrolled during the first decade of this period have since increased as indicated by the computed 32% for 1940 to 35% for 1960, paralleling the increase from 27% to 30% for the independent colleges for this same period.

In this same summary, statistics on freshmen show that during the past decade (1950-51 to 1959-60) the percentage of freshmen enrolled in teacher training programs ranged from 9.6% to 12.4%; in engineering programs from 16.4% to 26.4%; and in liberal arts programs, from a minimum of 46.2% in 1955-56 to the present maximum of 53.6% in 1959-60. Certainly these figures show that the independent college of the liberal arts and sciences is virile, viable, and vigorous.

THE COLLEGE AND THE UNIVERSITY

As the twentieth century rounds its course, the large institutions will expand ever more rapidly. These universities, many tax-supported, will perforce cater to numerous highly special-

ized, often technical and vocational, interests. Unquestionably, in many aspects they will surpass the older, independent liberal arts colleges. Their wealth and their numbers cannot but command respect.

And yet the cause of the liberal arts college as an independent entity still deserves its champions. President Kenneth C. M. Sills was a worthy champion of liberal learning. His summary of the case for liberal arts colleges demonstrates the enduring value of a sound and basic philosophy for such education:

"In the first place, they can select their students without pressure from the general public; in the second place, they can organize their curriculums without undue influence from groups outside; in the third place, they can make educational experiments as the result of their own judgment. Finally, there is some advantage in institutions that are independent of Church or State. The small college of liberal arts for men . . . is most thoroughly the product of American enterprise and of American heritage. It can remain so only if it maintains its independence. If the stream of vigorous young life flowing every year into our national stream is deprived of the produce of such colleges as Amherst, Bowdoin, Dartmouth, Hamilton, Haverford, Wesleyan, Williams, to mention only a few, does anyone doubt that the loss would not be seriously felt?"

BOWDOIN'S ROLE

Bowdoin College, from its inception, has striven to exemplify the liberal arts tradition. Its broad charter immediately recognized the necessity for training in the liberal arts and sciences, as well as in the languages and useful arts and sciences. It emphasized the responsibility for the promotion of virtue and piety, which educated men must have if they are not to prostitute their education.

President Joseph McKeen, in the chief address delivered at the opening of the College, set forth a principle which has

been a constant guide: "It ought always to be remembered that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society."

Founded to further liberal learning, Bowdoin College has always sought to make "broadly gauged men," ready to engage the world and to meet and compete squarely with their peers. Its singleness of purpose — its sole devotion to liberal education of quality—has spread Bowdoin graduates around the world, confident and assured, proud of their heritage but humble in spirit, true to themselves yet mindful of others.

The pervasive and distinctive features of the liberal arts program of Bowdoin College have been its integrity and its insistence on excellence. Conservative but not unprogressive, it has been stable and sound, yet not unimaginative.

EDUCATION IN BREADTH

At times when other colleges and universities, many of them eminent, lowered standards of admission, Bowdoin adhered to such fundamentals as three years of foreign language and three years of mathematics for entrance, and corollary requirements for graduation. During years in which many colleges, some by mere aping, introduced courses in general education, these new possibilities were not ignored by Bowdoin. Rather they were studied, assessed, and compared in aims, objectives, and results, with a sound program long structured. Continuing significant adjustments within existing course frameworks prepared Bowdoin graduates for the ever-changing world. Such conservatism makes no headlines and is popular to deride; neither indifference nor derision, however, detracts from the value of the basic educational program.

Breadth of culture is provided through requirements of courses in distribution, elected from the humanities, the social

studies, and the sciences. Skill in communication is developed through requirements in English and English composition, in oral communication, and in foreign languages sufficient to guarantee a student can read a literature of a foreign tongue.

To this required breadth through distribution are added further opportunities to widen horizons through electives accruing to each student beyond the elections of his major program. The undergraduate can be far-ranging in his explorations according to his individual interests.

EDUCATION IN DEPTH

Experience in depth is ensured, and some appreciation of the meaning of scholarship and the life of the scholar is created by a carefully conceived program of studies within a particular major field for each student extending over his upper college years. While a major is generally within a single department of instruction, special programs do cross departmental lines. Not limited to a vegetable plate of major courses, the complete program requires frequent periodic meetings of students and faculty of the major department during junior and senior years, to correlate and interrelate the separate courses studied, and to introduce corollary material not falling within any given course. The purposes of these "major meetings" are further enhanced by the requirement of written and oral comprehensive major examinations at the end of the senior year, coincident with the preparation of a major paper.

For the superior student, Honors Work further extends the benefits of the major program. Men of ability and preparation, such that they will progress more rapidly and gain more experience through independent work rather than in formal courses, may substitute, for course requirements, independent Honors Work under supervision of an Honors Professor. The Honors Program is valuable both in prospect and retrospect for these abler and superior men.

Ten students each year gain still further education in depth

in the program of Undergraduate Research Fellowships. Each Undergraduate Research Fellow works with a member of the Faculty on a research problem of interest to the sponsoring professor. In addition to the honor of the appointment, each Fellow receives a generous stipend and is committed not to accept part-time campus employment, but rather to concentrate all available hours in the pursuit of his Fellowship work.

FLEXIBILITY FOR EXCELLENCE

In addition to the flexibility inherent in major and honors programs, Bowdoin has always provided flexibility of program to permit acceleration. Students have taken extra courses which, combined with summer school programs, have enabled graduation in three years. During the GI bulge, the College operated on a trimester basis, permitting acceleration in that manner. More recently the College has participated in the development of the program of admission with advanced standing, and it permits use of courses in advanced standing to accelerate graduation. The College has also encouraged and made possible early admission to professional school.

The requirements governing distribution of courses are also flexible in adjusting to individual needs. Petitions of students for such adjustments are suggested by the Faculty, and frequently granted in accordance with the interest of the student, and the maintenance of quality standards by the College. It must be pointed out, however, that an increasing amount of independent work on the part of the student does not always mean savings in instructional costs. Very often more faculty time is required in supervising independent work of several students than would be required to give a course or seminar for an equal number.

Careful estimates have been made of savings which might be made in educational costs through year-round operation. These savings are not great compared with the total cost of education in college. The total budget for grounds and build-

ings at Bowdoin (including heat, electricity, water, maintenance and repair of buildings, and all plant costs) is roughly twenty per cent of the entire college budget. Assuming that Bowdoin College could handle 1,060 students on a whole-year basis with the same plant which now accommodates 775 students on the customary two-semester academic year basis, and allowing for the increased costs in janitor service, power, light, etc., because of the full-year operation, the saving per student would amount to about \$100 annually. Compared with the total annual costs of more than \$2,000 per student, this saving would be less than five percent.

SAVING IN PLANT INVESTMENT

The large saving to be made through year-round operation would be in the capital investment in plant, which would be thirty to thirty-five per cent less than that capital investment required to provide the plant for the same number of students attending on the present two-semester basis. This may someday become the practice. Meanwhile, Bowdoin is using its plant during the summer for various institutes for teachers.

Further concern for efficiency is found in the recommendations of the Faculty Committee on Academic Efficiency. Each department has been encouraged to reassess its offerings, its scheduling of courses, its methods of instruction, and its relation to other departments. Additional time for teaching and other professional concerns has been secured by reducing the number and size of faculty committees and by increasing secretarial and clerical assistance. By such measures in these areas Bowdoin is achieving "not merely paper efficiency of the sort that can be measured by amounts of motion or the number of square inches of published material," but "the kind of efficiency which enables a dedicated teacher to further the true values which he associates with his job."

The curriculum and its related programs are realistic for the student involved. The Bowdoin student in his composite image

is a reflection of all who attend, and of prevailing attitudes on the campus. He reflects the basic integrity of the State of Maine—an honesty born from familiarity with nature, and from learning to think for one's self, in the absence of superficially sophisticating influences. He reflects the perception so long inherent in a community born out of seafarers of a century ago, of shipmasters and families who made ports of all oceans their own, absorbing their cultures. He reflects the range of the economic and social spectrum (one-third of the students receive financial aid). He reflects that diversity of interest which comes with the student hailing from a metropolitan center, a far-off state, or a foreign land. Pretension or reserve cannot long survive in such a group. Reflected, too, is the nature of a student body still predominantly New England, for among the widely known colleges in New England, at Bowdoin almost alone do New Englanders predominate in the student body.

The perseverance of the Bowdoin student, encouraged by close faculty friendships, carries large numbers over rigorous hurdles. In 1956 there were 206 students who entered Bowdoin College as freshmen; four years later, in June 1960, 183 received their degrees. While not wholly identical of individuals, eight men graduated for every nine who entered, statistically a high rate of completion of the college course. A sound admissions program accounts in part for this achievement, but the stimulation to be found in the total college environment of students of character is significant also.

BOWDOIN'S ACHIEVEMENT

In discussing the recruitment of students to college teaching, Trow recently commented, "In those schools where the college culture is weak and there are few alternative points of identification for creative sub-cultures, where the mass youth culture has the field largely to itself, I doubt if we will find many future college teachers, nor will we find them among the abler students."

Assuming the validity of this hypothesis, it is interesting to

note the results of the recent study carried out by Allan O. Pfnister at the University of Michigan on the undergraduate origins of college teachers in liberal arts and education. Determining an index of institutional productivity of college teachers per one thousand undergraduates enrolled, Pfnister's study ranked Bowdoin College eighth among all the institutions of the nation. This would indicate a strong college culture inducing a creative sub-culture among Bowdoin undergraduates. Through the Senior Center Program, Bowdoin hopes still further to (in Trow's words) "penetrate the student sub-cultures, so that in large degree they . . . become carriers or transmission belts for the highest values of academic life."

THE SENIOR CENTER AND PROGRAM

In the course of a self-study made possible by a Ford Foundation grant six years ago, the College gave careful consideration to its role in the years ahead, particularly with respect to size. Mindful of their responsibilities to higher education, the Governing Boards thereafter determined that the College should plan to expand from 775 to 925 students.

This expansion was proposed in order to provide greater opportunities for more students rather than in any way to dilute the quality and value of a Bowdoin degree. Already obligated to find support for needed developments in the existing College, the Governing Boards were equally prepared to assume obligations for a College expanded in numbers and a program enhanced in quality.

Bowdoin's excellence in faculty and students, its advantages in classroom and laboratory facilities and the prospects for a continuing excellent library made clear that the greatest opportunity for development of the College during the decades ahead would lie in the area of total environment. The new and comprehensive concept of the Senior Center and its associated program grew out of these considerations. When fully developed and implemented, this program should make the entire senior year at Bowdoin a richer, more rewarding and more mature experience.

A fundamental premise in planning the Senior Center within the total Bowdoin context is recognition of the unique role of fraternities at the College. Although the role of the senior in his fraternity will be altered, compensatory adjustments and relocations of responsible leadership will leave the fraternity a strong factor for the underclass years. Further, through the development of constructive orientation programs, the fraternity can make significant contributions to the assimilation of the freshmen into the total life of the College.

Subsequent to the mid-year meetings of the Governing Boards when the Program was given final approval, several Faculty Committees have been deeply involved in the detailed development of both the curricular and co-curricular elements of the Program, and the physical facilities which will be required.

The concepts of the Senior Center and Program are imaginative and at the same time soundly based. Bowdoin may well pioneer in a new dimension for education in the residential college. In assuming this responsibility for a distinctive facet of higher education Bowdoin would be answering the wisdom of a former President, William DeWitt Hyde:

"No (college) . . . can fulfill its mission by simply repeating its own past; or duplicating the features of the others. Each college is called upon to do its share of costly experimentation for the common good."

The Senior Center Program will be more than the sum of its physical and academic components. It will become a way of living in which seniors discover that ideas are not independent of life and that neither is meaningful without moral direction and individual integrity. These latter qualities are already implicit at Bowdoin. In this new program they will be deservedly intensified.

DE MORTUIS

Leonard Augustus Pierce, LL.D., of the Class of 1905, a member of the Governing Boards since 1924 and a Trustee since 1952, died suddenly in Portland on September 1, 1960.

A native of Houlton, where he was born September 22, 1885, he was graduated from Bowdoin *magna cum laude* and from Harvard Law School. He practiced law in Houlton from 1908 until 1919 when he moved to Portland and began a distinguished career in corporation law. He was awarded two honorary degrees by the College: Master of Arts in 1930 and Doctor of Laws in 1955. Father of four Bowdoin sons, throughout his career he was a strong and loyal supporter of the College. He was a member of Delta Kappa Epsilon and of Phi Beta Kappa.

Edward Phillips Garland, A.B., of the Class of 1916, a member of the Board of Overseers since 1953, died suddenly at his home in Wellesley Hills, Massachusetts, on October 9, 1960. Born in Bangor, October 24, 1893, he was graduated from Bowdoin *cum laude*, having served as an assistant in the Department of Government. After brief World War I service, he entered a successful business career in Boston, and for the last ten years was President of the La Touraine Coffee Company. He was a member of Beta Theta Pi.

Louis Blalock McCarthy, B.S., since 1957 a member of the Board of Overseers, died at his home in New Castle, New Hampshire, on July 12, 1960. Born on June 7, 1897, in Boston, he was a member of the Class of 1919 and of Beta Theta Pi. He was a veteran of World War I. A manufacturer, he had served the College as Chairman of the Alumni Fund and had been elected to the Alumni Council just prior to his election as an Overseer.

Carleton Sheffield Connor, of the Class of 1936, who was elected a member of the Board of Overseers in 1959, died suddenly in New York City on January 13, 1961. He was a native of Sharon, Massachusetts, where he was born August 1, 1914. Graduating from the University of Virginia Law School in 1941, he practiced in New York until 1952, when he became a partner in the law firm of Cummings and Lockwood in Stamford, Connecticut. He was a former Chairman of the Alumni Fund and had been elected President of the Alumni

Council on the same day that he was elected an Overseer. He was a member of Theta Delta Chi.

FACULTY

During the Fall Semester, Takamichi Ninomiya, B.A., of the University of Kobe, served as Whitney-Fulbright Professor of the Japanese Language and Literature on the Tallman Foundation.

Joining the Faculty in the Fall of 1960 were the following: Robert Jens Toft, Ph.D., Instructor in Biology; Thomas Roscoe Arp, A.M., Instructor in English; Frederick Schroer Smith, A.B., of the Class of 1959, Instructor in German; Andrew John Von Hendy, A.M., Instructor in English; Paul Irving Kingsbury, A.B., of the Class of 1957, Instructor in Physics; Leroy Mitchell Damewood, B.S., Instructor in Mathematics; Charles Robert Petrie, A.M., Instructor in Speech in the Department of English; Michael Geoffrey Kennedy, B.A., Instructor in Psychology; and Eugene Canfield Royster, A.M., Instructor in Sociology.

In June, 1960, the following promotions were made: to Professor, Paul Gifford Darling, Ph.D., in Economics; to Associate Professor, Paul Vernon Hazelton, Ed.M., of the Class of 1942, in Education; James Malcolm Moulton, Ph.D., in Biology; and William Bolling Whiteside, Ph.D., in History.

During the year the following members of the Faculty were on leave: Herbert Ross Brown, Ph.D., Professor of English and Edward Little Professor of Rhetoric and Oratory, was relieved of instructional and other duties to permit his work on a biography of the late President Sills, continuing actively as Chairman of the Department of English; Paul Gifford Darling, Ph.D., Professor of Economics, has held a Brookings Institution Research Professorship; James Malcolm Moulton, Ph.D., Associate Professor of Biology, has been in Australia with the support of Guggenheim and Fulbright Fellowships; Elroy Osborne LaCasce, Ph.D., of the Class of 1944, Assistant Professor of Physics, has spent the year at Yale on a National Science

Foundation Science Faculty Fellowship; and Peter Hayward Batchelder, A.M., Instructor in German. Dan Edwin Christie, Ph.D., of the Class of 1937, Professor of Mathematics, was on leave during the Fall Semester.

The following have been granted sabbatic leave during the year 1961-62: Albert Abrahamson, A.M., of the Class of 1926, George Lincoln Skolfield, Jr. Professor of Economics; Albert Rudolph Thayer, A.M., of the Class of 1922, Harrison King McCann Professor of Oral Communication in the Department of English; and Lawrence Sargent Hall, Ph.D., of the Class of 1936, Professor of English.

On leave without stipend will be the following: Louis Osborne Coxe, A.B., Pierce Professor of English; Richard Leigh Chittim, M.A., of the Class of 1941, Associate Professor of Mathematics, to work at Oxford on a National Science Foundation Faculty Fellowship, in preparation of an Algebra Textbook; George Donham Bearce, Ph.D., Assistant Professor of History and Government, to serve under a Fulbright Grant as Visiting Lecturer at Osmania University, Hyderabad, India; Giulio Pontecorvo, Ph.D., Assistant Professor of Economics, for teaching and research at the University of Washington, under a grant from Resources for the Future; and Marc Williams Bodine, Jr., Ph.D., Assistant Professor of Geology, for work at Princeton on a National Science Foundation Faculty Fellowship.

In June, 1960, Peter Charles Barnard, A.M., of the Class of 1950, was appointed Alumni Secretary.

The following members of the Faculty have resigned, effective at the end of the current year: Stuart Edgar Colie, A.M., Assistant Professor of Government; Peter Hoff, A.M., Assistant Professor of Romance Languages; Gerard Joseph Brault, Ph.D., Assistant Professor of Romance Languages; Peter Hayward Batchelder, A.M., Instructor in German; William Smith Wilson, III, A.M., Instructor in English; and Michael Geoffrey Kennedy, B.A., Instructor in Psychology. Robert Edwin Dy-

singer, A.M., M.S. in L.S., Assistant Librarian, resigned in January 1961.

OFFICERS OF ADMINISTRATION

Bela Winslow Norton, A.M., of the Class of 1918, Vice President of the College since 1953, will relinquish his office in August 1961. He will continue to serve the College as Consultant in Development. Wolcott Anders Hokanson, Jr., M.B.A., of the Class of 1950, Bursar since 1959, will be appointed Executive Secretary of the College, to assume the direction and responsibility of the public relations and development programs of the College. Thomas Martin Libby, B.S., is being appointed Bursar of the College, effective with the College year 1961-62. For the past six years he has been Town Manager of Brunswick.

Kenneth James Boyer, A.B., B.L.S., Librarian of the College since 1945, has been appointed College Editor, and will assume this office when his replacement is in residence. As College Editor, he will undertake important editorial tasks previously shared by several members of the Staff and Faculty, and especially by Professor Herbert Ross Brown, who has so ably and generously given his services to the College as Editor of the Catalogue and other College publications for many years. Mr. Boyer will be succeeded as Librarian by Richard Barksdale Harwell, A.B., A.B.L.S., a graduate of Emory University, currently serving as Executive Secretary of the Association of College and Research Libraries.

RETIREMENTS

In June, 1960, Harold Lee Berry, A.M., of the Class of 1901, retired as an active member of the Board of Trustees and was elected Trustee Emeritus. In January, 1961, John Fessenden Dana, LL.D., of the Class of 1898, retired as Trustee and

as College Counsel and was elected Trustee Emeritus. Major General Wallace Copeland Philoon, M.S., U.S.A. (Rtd.), of the Class of 1905, retired from the Board of Overseers in January, 1961, and was elected Overseer Emeritus. The long and faithful service rendered to the College by each of these men has been valuable to the College, and has meant much to me personally, and is deeply appreciated.

Robert Bartlett Miller, Coach of Swimming, and a member of the Faculty since 1928, retires this year, having been on leave since November 30, 1960. He has served the College faithfully and well, and his many friends join in wishing him well.

This year has marked the silver anniversary for Frederic Erle Thornlay Tillotson, Mus.D., who has been Professor of Music since 1934, and whose sound talent and boundless enthusiasm have done so much to elevate the position of Music at Bowdoin. He has chosen to relinquish at this time his important though not primary post as Director of the Glee Club, with a quarter century of singing climaxed by a triumphant concert in New York's Town Hall. He will continue as Professor of Music and Chairman of the Department of Music, the baton for the Glee Club going to Robert Kingdon Beckwith.

Respectfully submitted,

JAMES STACY COLES

May 26, 1961

APPENDIX A

Faculty and Staff Publications, 1960-61

ASSISTANT PROFESSOR DEAN A. ALLEN

"Political Attitudes and Political Knowledge among Bowdoin Students," *Bowdoin Alumnus* (1961).

ASSISTANT PROFESSOR GEORGE D. BEARCE

Reviews: *Nehru and Democracy: The Political Thought of an Asian Democrat*, by Donald E. Smith, *Journal of Modern History* (1960); *India Wins Freedom: An Autobiographical Narrative*, by Maulana Abul Kalam Azad, *American Historical Review* (1961); *The Norris Embassy to Aurangzib (1699-1702)*, by Harihar Das, *American Historical Review* (1961.)

ASSISTANT PROFESSOR MARC W. BODINE, JR.

"Time-Space Relationships of the Ores at Creede, Colorado," with others, *Geological Society of America. Bulletin* (1960).

ASSISTANT PROFESSOR GERARD J. BRAULT

A Manual for Franco-Americans. Brunswick, 1960. Mimeographed for private distribution under United States Office of Education Contract SAE 8889.

"English Translations of the *Celestina* in the Sixteenth Century," *Hispanic Review* (1960).

"Five Canadian-French Etymologies: *barrabasser, brosse, Jean-Baptiste Beaufouet, piasse, pichou*." *Romance Philology* (1960).

"Girart d'Amiens and the Pseudo-Turpin Chronicle," *Zeitschrift für Romanische Philologie* (1960).

"Pierre Baudouin and the Bowdoin Coat of Arms," *New England Historical and Genealogical Register* (1960).

"Conséquences pédagogiques de certaines attitudes franco-américaines," *Le Travailleur* (1961).

"The Earliest Painting of the Bowdoin College Campus (c.1822)," *Old-Time New England* (1961).

PROFESSOR HERBERT R. BROWN

"Articles on American Literature Appearing in Current Periodicals," with others, *American Literature* (1960-61).

"The Sense of Commitment," *American Editor* (1961).

Managing Editor of *New England Quarterly* (1960-61).

PROFESSOR NATHAN DANE, II

Seneca's Medea, edited with commentary and introduction. Mimeographed for private distribution, 1961.

PROFESSOR JEAN L. DARBELNET

Cahier d'exercices de stylistique comparée, with J. P. Vinay. Montreal, Beauchemin, 1960.

"La langue et la vie," a bi-monthly column on French usage in *Notre Temps* (1960).

Reviews: *Aspects of Translation*, edited by Communications Research Centre, London University, *Journal of the Canadian Linguistic Association* (1960); *On Translation*, edited by R. A. Brower, *Journal of the Canadian Linguistic Association* (1960); *Present-Day English Syntax: A Survey of Sentence Patterns*, by G. Scheurweghs, *Journal of the Canadian Linguistic Association* (1960).

PROFESSOR PAUL G. DARLING

Review: *Money, Banking, and Economic Welfare*, by Paul B. Trescott, *American Economic Review* (1961).

ASSISTANT PROFESSOR WILLIAM D. GEOGHEGAN

"A Mystique for Everyman," *Journal of Religious Thought* (1960).

"Albert Schweitzer's Covenant with Life," *Religion in Life* (1961).

Reviews: *Message and Mission: The Communication of the Christian Faith*, by Eugene A. Nida, *Christian Century* (1960); *French Existentialism: A Christian Critique*, by F. Temple Kingston, *Christian Century* (1961).

PROFESSOR ALFRED O. GROSS

"Birding on the Ocean (Two Trips Around the World)," *Audubon Magazine* (1960).

"The Cattle Egret in Hawaii," *Florida Naturalist* (1960).

"The Herring Gull Control," *Massachusetts Audubon* (1961).

"A Vaux Swift Tragedy, La Jolla, California," *Bulletin of the Massachusetts Audubon Society* (1961).

PROFESSOR LAWRENCE S. HALL

Stowaway. Atlantic-Little, Brown, 1961.

"The Ledge," reprinted in *The Best American Short Stories*, 1960. Houghton Mifflin, 1960; *First Prize Stories, 1919-1960, from the O. Henry Memorial Awards*. Doubleday, 1960; *Down East Magazine* (1960); *Skipper* (1960).

"Eyeless in Wonderland," reprinted in *The Open Forum: Essays for Our Time*, edited by Alfred Kazin. Harcourt, Brace and World, 1961.

ASSOCIATE PROFESSOR PAUL V. HAZELTON

"Student Teaching: A Hard Look," *Journal of Teacher Education* (1960).

PROFESSOR ERNST C. HELMREICH

Religion and the Maine Schools: An Historical Approach. Bowdoin College Municipal Research Series, No. 22. (1960).

Article on: "Austria" in *The Americana Annual*, 1961.

Reviews: *The Communist Party of Bulgaria: Origins and Development, 1883-1936*, by Joseph Rothschild, *Annals of the American Academy of Political and Social Science* (1960); *Europe's Coal and Steel Community: An Experiment in Economic Union*, by Louis Lister, *American Historical Review* (1960); *History of Hungary*, by Denis Sinor, *Annals of the American Academy of Political and Social Science* (1960); *Road to Revolution: A Century of Russian*

Radicalism, by Avrahm Yarmolinsky, *Journal of Modern History* (1960); *Russia and the Rumanian National Cause, 1858-1859*, by Barbara Jelavich, *Journal of Modern History* (1960); *Sarajevo: The Story of a Political Murder*, by Joachim Remak, *Journal of Central European Affairs* (1960); *Das Evangelische Kirchen- und Schulwesen in Ostpreussen: Während der Regierung Friedrich des Grossen*, by Hartwig Notbohm, *Journal of Modern History* (1961); *The Twilight of European Colonialism: A Political Analysis*, by Stewart C. Easton, *American Historical Review* (1961).

ASSISTANT PROFESSOR CHARLES E. HUNTINGTON

"Some Facts about Bird Migration" and "The Study of Nesting Birds" in *Enjoying Maine Birds*. Maine Audubon Society, 1960.

ASSISTANT PROFESSOR WALTER D. JONES

"Calculation of Delocalization Contribution to Infrared Intensity," with William T. Simpson, *Journal of Chemical Physics* (1960).

PROFESSOR EDWARD C. KIRKLAND

"The Robber Barons Revisited," *American Historical Review* (1960).

MR. SAMUEL A. LADD

"Student Responsibility in Placement," *Journal of College Placement* (1960) and *Circle of Zeta Psi* (1960).

PROFESSOR CHARLES H. LIVINGSTON

"Middle English *Chewette, Chawette*," Romance Philology 1960.

"Notes sur la Bibliothèque de Ronsard," *Bibliothèque d'Humanisme et Renaissance* (1961).

Review: *Recherches sur la structure et l'origine des vers romans*, by Michel Burger, *Modern Language Notes* (1960).

ASSOCIATE PROFESSOR JAMES M. MOULTON

"The Acoustical Anatomy of Teleost Fishes," *Anatomical Record* (1960).

"Swimming Sounds and the Schooling of Fishes," *Biological Bulletin* (1960).

PROFESSOR NORMAN L. MUNN

Psychology. 4th ed. Houghton Mifflin, 1961.

Instructor's Manual to Accompany "Psychology." 4th ed. Houghton Mifflin, 1961.

Student's Manual to Accompany "Psychology." 4th ed. Houghton Mifflin, 1961.

Editor of *Psychological Monographs* (1960-61).

ASSISTANT PROFESSOR GIULIO PONTECORVO

Economic Data on the Cities of Augusta, Bangor, Lewiston-Auburn, Portland, and Waterville, with James A. Storer. Center for Economic Research, 1960.

Report on the Issue of Providing Ferry Service to Long Island Plantation (Frenchboro), with James A. Storer. Maine Port Authority, 1960.

Regulation in the North American Lobster Fishery. Food and Agriculture Organization of the United Nations, 1961.

Report on the Program of Promotion and Solicitation of the Maine Port Authority, with James A. Storer. Maine Port Authority, 1961.

Review: *Charles H. Dow and the Dow Theory*, by George W. Bishop, Jr., *Business History Review* (1961).

Editor of *Maine Business Indicators*, published monthly by the Center for Economic Research.

PROFESSOR THOMAS A. RILEY

"Joseph Goerres und die Allegorie in *Ahnung und Gegenwart*" in *Aurora: Eichendorff Almanach*, 1961.

ASSOCIATE PROFESSOR WALTER M. SOLMITZ

"A Wheelbarrow. In Defense of the 18th Century," *Erziehung zur Humanität* (1960).

ASSOCIATE PROFESSOR JAMES A. STORER

Economic Data on the Cities of Augusta, Bangor, Lewiston-Auburn, Portland, and Waterville, with Giulio Pontecorvo. Center for Economic Research, 1960.

Report on the Issue of Providing Ferry Service to Long Island Plantation (Frenchboro), with Giulio Pontecorvo. Maine Port Authority, 1960.

Report on the Program of Promotion and Solicitation of the Maine Port Authority, with Giulio Pontecorvo. Maine Port Authority, 1960.

The Economic Survey of Limay, with Augusto Cesar Corvera. Institute of Economic Development and Research, University of Philippines, 1961.

Philippine Economic Planning and Progress 1945-1960, with Teresita L. de Guzman, in *Planning for Progress, the Administration of Economic Planning in the Philippines*, 1960.

Editor of *Maine Business Indicators*, published monthly by the Center for Economic Research.

PROFESSOR ALBERT R. THAYER

"The Art of Listening," *Maine Teacher* (1960).

DR. ROBERT J. TOFT

"Additional Evidence in Support of McLean's Feedback Mechanism of Parathyroid Action on Bone," with others, *Clinical Orthopaedics* (1960).

ASSISTANT PROFESSOR DAVID B. WALKER

"A Guide to Election Outcome? Franco-Americans Swing Back—But Not All the Way," *Portland Sunday Telegram* (1960).

ASSOCIATE PROFESSOR WILLIAM B. WHITESIDE

“The Survival of New England,” *Current History* (1961).
 Review: *The Communists and the Schools*, by Robert W. Iversen, *Harvard Educational Review* (1961).

MR. JAMES WILSON

“Manager under Fire” in *Cases in State and Local Government*, edited by R. T. Frost. Prentice-Hall, 1961.

APPENDIX B

RELIGIOUS PREFERENCE

Fall Semester

Congregational	199
Catholic	155
Episcopal	129
Jewish	90
Presbyterian	51
Methodist	47
Baptist	39
Unitarian	31
Lutheran	15
Universalist	8
Greek Orthodox	7
Christian Science	6
Friends	6
Other	11
No Preference	17
	<hr/>
	811

REPORT OF THE DEAN

To the President of Bowdoin College:

I have the honor to submit the following report for the academic year 1960-61:

For the past three years the statistics concerning the number of men in College have been almost identical. The number of men enrolled in September has varied by only one in this three-year period and the number enrolled for the second semester in February has not changed very widely. The number starting the year has been either 810 or 811, and the number registering for the second semester has been in successive years 782, 791, and 790 during the current college year. The number in the freshman class has ranged from 223 to 217 a year ago and 218 this year. These figures are interesting and significant because they give an indication of the stability of the College under present conditions and offer a basis for apparently sound estimates and predictions, provided of course general conditions and trends outside the power of the College to control remain substantially the same.

The figures indicate the characteristic of tenacity in the students, or in some cases their families, with respect to the goal of a college education even though that tenacity is not always carried over into equal conviction regarding the importance of deriving the maximum value from the opportunity to pursue a liberal education at Bowdoin on the highest possible level. The academic record of the current senior class, for example, is not particularly outstanding although each successive entering class appears to be the result of a more and more selective process of admission. In other words, higher admission standards seem to result in increasing stability in the student body of the College, higher percentages of eventual graduation, and fewer drop-outs; but the problem of getting the best men or the best results out of the men admitted still seems to remain.

About 60% of the enrolled seniors indicate their intention to go on to graduate work in some field. About 10% of the seniors expect to enter the professional fields of medicine (including dentistry), and law, while another 10% expect to go to graduate schools of business administration. About 1/3 of the class expects to go on to graduate work in the arts and sciences, education, or some other field of specialization. Another group will go directly into the service and is as yet uncertain about plans for the future in civil life. A great many of these graduates have fellowships or assistantships of various kinds and in various amounts. Such aid is readily available in most fields of graduate study to men with really strong records. Incidentally, the number of men going on to medical school is relatively small. This seems to be in accord with a national trend concerning which the medical schools are somewhat worried, but it is not apparent at Bowdoin that there is a sustained trend in that direction.

Geographically, the College seems to be maintaining the pattern of a primarily New England constituency with appreciable numbers from outside the area but with very small numbers from outside the northeastern region. Presumably if it were desired to change materially the geographical distribution of the student body, it would be necessary to revise the admissions policy and to increase the expense and the size of the admissions staff. Even under existing policies it is obvious that the Admissions Office is limited not by the extent of what it could do but by what it can do with existing facilities and personnel.

As has been true in recent years a good deal of mobility has characterized the Faculty. Not only has there been some turnover in the ranks of faculty members but the number of men on leave through sabbaticals or for other reasons has been considerable and will again be considerable next year. I referred to this phenomenon in my last report and it appears likely to remain true in the years to come. This is in no way peculiar to Bowdoin but it is a characteristic of most strong

and active faculties and colleges throughout the country. The Bowdoin Faculty constitutes a vigorous and able group and, as I have said before, the current teacher shortage has not up to now seemed to place Bowdoin in a difficult position so far as the recruitment of desirable faculty members is concerned.

A great deal of the attention of the College has been centered this year, and particularly since the February decision of the Governing Boards to go ahead with the Senior Center Program, on plans for the future expansion of the College. This has involved a great deal of committee work for a fairly large number of the Faculty and has aroused the interest of many others and of the student body as well. Representatives of the undergraduates have been active in discussion and consultation with members of the faculty committees. Although the student sentiment has not been enthusiastic for the changes involved, the plan has been generally accepted and a great deal of constructive discussion has taken place. In the minds of the students the fitting together of the Senior Center and the fraternity system has been the subject of the greatest concern. Actually the decision to proceed with the senior program has really committed the College more than perhaps ever before to the continuance of the fraternity system and to reliance upon the fraternities to play an active and constructive part in the first three years of college. To what extent the seniors will maintain an active part in fraternity life remains to be seen, but it is quite clear that the fraternities will have a greater responsibility and opportunity to perform a useful function in the first three years of undergraduate life. The obligations and responsibilities of leadership will be thrown more quickly upon the undergraduates and the whole success of the plan will depend upon the influence exerted by the Senior Center upon the College as a whole. If it becomes established as a goal which students aspire to reach, it will not only be a great success for the seniors but its influence will also permeate the whole College. The sincerity with which some of the previous opponents of the plan have accepted the decision and expressed

their concern to work for its success has been much appreciated at the College.

Extra-curricular activities have been carried on with vigor and a fair measure of success. The winning of the State Series by the football team and its successful season overall constituted a notable accomplishment and Alumni Day was a most satisfying climax to the season. In other sports the swimming team, under able undergraduate coaching, had an outstanding record as did the very popular hockey team and the tennis team. The theater was busily engaged, and notable productions were two undergraduate musicals which performed to large and enthusiastic audiences. The musical clubs were even more active than usual due to the widespread desire of students and alumni to recognize the last year of active direction of those organizations by Professor Tillotson. Although his limited resignation can only cause regret tempered somewhat with skepticism among his devoted friends and admirers, the whole College is pleased that his work with the Music Department and his classes will continue and I have no doubt the other musical activities will flourish under the direction of Professor Beckwith. Publications, such as the *Orient* and the *Bugle*, have been conducted effectively and responsibly.

I would like to express in this report my appreciation to my office staff who in many ways perform the functions of Assistant Deans in connection with the work of the College, and I would also like to thank the fraternity and independent advisers for their generous services which receive no formal recognition in terms of financial compensation or cutting down of other college work. A very large proportion of the Faculty is now involved in this rather informal advisory system and they have been more active than usual during the past year. Naturally there is a good deal of variation among fraternities and among advisers, but the friendly interest of the advisers has been manifested in many ways, both in connection with individuals and in connection with the fraternity groups themselves, particularly where differences have arisen between national

fraternities and the local chapters. The Student Counseling Office, under Professor Dean Allen, has expanded its usefulness and for the first time the College has had the advantage of an official connection with a professional psychiatrist who has been available chiefly for consultation and discussion of problems in this area.

In terms of climate the year has been long and arduous and in some other respects the same thing can be said.

Respectfully submitted,

NATHANIEL C. KENDRICK, *Dean*

APPENDIX

I. Enrollment

Students enrolled September, 1960	811
Students who completed their work February, 1961	3
Students dropped February, 1961	8
Students leaving for other reasons between September, 1960, and February, 1961	16
Students enrolled February 1, 1961	790
Students readmitted February, 1961	6

II. *Geographical Distribution*

Entered September 1960

Massachusetts	72
Maine	47
New York	25
Connecticut	19
New Jersey	14
Pennsylvania	11
Rhode Island	8
New Hampshire	6
Ohio	5
Delaware	3
Virginia	3
Illinois	2
Hawaii	1
Kentucky	1
Maryland	1
Texas	1
Wisconsin	1
Virgin Islands	1
Germany	2
Argentina	1
Colombia	1
Equador	1
Finland	1
Ghana	1
Kenya	1
Norway	1
Switzerland	1
	231*

*Of these, 218 were Freshmen.

III. *Enrollment in Courses, 1960-1961*

	<i>First Semester</i>	<i>Second Semester</i>
Art 1, 2	42	30
Art 5, 6	9	14
Art 9	7	
Art 13, 14	2	2
Astronomy 1, 2	27	31

Biology 1, 2	130	120
Biology 3	4	
Biology 5	13	
Biology 8		2
Biology 9, 10	24	5
Biology 12		19
Biology 14		17
Biology 15, 16	12	8
Biology 200		1
Biology 301		2
		<u>183</u> 175
Chemistry 11, 12	74	69
Chemistry 23, 24	11	11
Chemistry 25, 26	49	37
Chemistry 35, 36	8	4
Chemistry 41		6
Chemistry 43, 44	9	7
Chemistry 51, 52	3	2
Chemistry 200		1
		<u>154</u> 137
Classics 11	41	
Classics 14		85
Economics 1, 2	122	118
Economics 4		19
Economics 6		14
Economics 9		32
Economics 10		44
Economics 11, 12	36	17
Economics 14	24	
Economics 13		30
Economics 15	35	
Economics 16	40	
Economics 17	32	
Economics 200		3
Education 1, 2	42	34
Education 5, 6	15	13
English 1, 2	220	216
English 3, 4	225	218
English 5, 6	34	26
English 7, 8	11	16
English 9, 10	42	43
English 13, 14	36	39
English 19, 20	47	42
English 21, 22	13	13

English 23, 24	26	41
English 29, 30	9	8
English 31, 32	7	7
English 200		3
French 1, 2	24	21
French 3, 4	106	100
French 5, 6	93	80
French 7, 8	10	11
French 10		5
French 11, 12	14	12
French 15, 16	25	17
Geology 1, 2	15	13
Geology 5, 8	5	6
German 1, 2	56	50
German 3, 4	79	75
German 5, 6	8	8
German 7, 8	19	14
German 9, 10	11	12
German 13, 14	10	10
Government 1, 2	63	61
Government 3, 4	12	12
Government 5, 6	5	9
Government 7	22	
Government 9	8	
Government 11, 12	53	80
Government 13, 14	41	20
Government 15		64
Government 200		5
Greek 1, 2	6	4
Greek 3, 4	1	1
Greek 5		1
History 1, 2	79	81
History 5, 6	14	18
History 7, 8	37	39
History 9, 10	37	32
History 11, 12	72	66
History 13, 14	26	28
History 21, 22	39	47
History 28		35
History 200		4
Hygiene	85	
Italian 3, 4	5	5

El. Jap. I	5	
Mod Jap. Lit. II	18	
Latin 1		6
Latin 3, 4	12	11
Latin 5	23	
Latin 7, 8	11	30
Mathematics 11, 12	152	121
Mathematics 14, 14	28	37
Mathematics 15, 16	15	17
Mathematics 21, 22	46	31
Mathematics 23		24
Mathematics 31, 32	37	27
Mathematics 38		11
Mathematics 43, 44	21	12
Mathematics 200		2
Mathematics 300		2
Military Science 11, 12	112	95
Military Science 21, 22	67	60
Military Science 31, 32	40	54
Military Science 41, 42	40	40
Music 1, 2	47	42
Music 3, 4	17	22
Music 11, 12	11	10
Music 13, 14	3	3
Music 21, 22	3	3
Music 23, 24	2	3
Music 200		1
Music 300		1
Music 301		1
Philosophy 11, 12	45	37
Philosophy 21, 22	67	46
Philosophy 31, 32	21	16
Philosophy 33, 34	11	21
Physics 11, 12	82	80
Physics 21, 22	21	17
Physics 23, 24	17	14
Physics 31, 32	14	13
Physics 35, 36	19	18
Physics 41, 42	4	2
Physics 200		3
Physics 301	157	1 148
Psychology 1, 2	187	49

Psychology 3, 4	51	75
Psychology 5, 6	13	13
Psychology 7		17
Psychology 9, 10	12	10
Psychology 200		1
Religion 1, 2	58	54
Religion 3, 4	76	56
Russian 1, 2	12	11
Russian 3, 4	11	11
Russian 5, 6	5	5
Sociology 1, 2	39	36
Sociology 3, 4	9	14
Sociology 5	21	
Sociology 7		13
Spanish 1, 2	10	10
Spanish 3, 4	16	14
Spanish 5, 6	16	15
Spanish 7, 8	10	11

IV. Fraternity Membership, April, 1961

Alpha Delta Phi	66
Alpha Rho Upsilon	67
Alpha Tau Omega	41
Beta Theta Pi	64
Chi Psi	58
Delta Kappa Epsilon	61
Delta Sigma	61
Kappa Sigma	64
Psi Upsilon	72
Sigma Nu	65
Theta Delta Chi	60
Zeta Psi	72
	<hr/> 751

*V. Fraternity Scholastic Standings for the
Award of the Student Council Cup*

June, 1960

Alpha Tau Omega	2,560
Alpha Rho Upsilon	2,517

Chi Psi	2.459
Beta Theta Pi	2.334
Delta Sigma	2.313
Zeta Psi	2.279
Psi Upsilon	2.178
Theta Delta Chi	2.158
Kappa Sigma	2.157
Sigma Nu	2.149
Alpha Delta Phi	2.070
Delta Kappa Epsilon	1.977
All-College Average	2.253
All-Fraternity Average	2.244

February, 1961

Alpha Rho Upsilon	2.506
Alpha Tau Omega	2.416
Delta Sigma	2.337
Chi Psi	2.335
Kappa Sigma	2.196
Sigma Nu	2.172
Theta Delta Chi	2.086
Psi Upsilon	2.082
Zeta Psi	2.053
Beta Theta Pi	2.043
Alpha Delta Phi	1.956
Delta Kappa Epsilon	1.851
All-College Average	2.174
All-Fraternity	2.159

VI. *Abraxas Cup Standing, February, 1961*

1. Freeport High School (New York)	2.688
2. Deering High School (Portland, Me.)	2.350
3. Cony High School (Augusta, Me.)	2.333
Warwick Veterans Memorial High School (Rhode Island)	2.333
5. Natick High School (Mass.)	2.083

VII. *Peucinian Cup*

June, 1960

Alpha Tau Omega	2.533
Alpha Rho Upsilon	2.318

Alpha Delta Phi	2.273
Delta Sigma	2.210
Zeta Psi	2.167
Psi Upsilon	2.123
Sigma Nu	2.118
Chi Psi	2.000
Beta Theta Pi	1.967
Theta Delta Chi	1.966
Delta Kappa Epsilon	1.900
Kappa Sigma	1.900
All-College Freshman Average	2.129
All-Fraternity Freshman Average	2.126

February, 1961

Chi Psi	2.481
Kappa Sigma	2.208
Alpha Tau Omega	2.177
Alpha Rho Upsilon	2.104
Delta Sigma	2.056
Psi Upsilon	1.974
Sigma Nu	1.974
Delta Kappa Epsilon	1.967
Alpha Delta Phi	1.956
Beta Theta Pi	1.855
Theta Delta Chi	1.694
Zeta Psi	1.689
All-College Freshman Average	2.016
All-Fraternity Freshman Average	1.993

VIII. Distribution of Majors
Class of 1961

Art	2
Biology	17
Chemistry	5
Economics	27
English	13
French	6
German	4
Government	23
History	21
Mathematics	6

Music	3
Philosophy	3
Physics	13
Psychology	13
Sociology	3

REPORT OF THE COLLEGE PHYSICIAN

To the President of Bowdoin College:

This report of the Dudley Coe Memorial Infirmary covers the period from 1 April 1960—1 April 1961. The following statistics indicate another busy year for the Infirmary staff: 11,966 outpatients; 447 bed patients; 1,004 patient days.

The Infirmary has received two fine gifts. The Society of Bowdoin Women has given a portable TV set, and Professor Manton Copeland has generously donated a radio set with additional speakers. These gifts have made life more pleasant for the patients, and are most welcome additions to our "therapy" department.

The Infirmary staff has turned in another year of excellent work, with much "extra duty." The increasing work load will sooner or later have to mean "increased staff."

INFIRMARY STATISTICS

Outpatients	11,966
Inpatients	477
Hospital days	1,004
Laboratory procedures	489
Immunizations	776
Complete physical examinations	140
X-rays	316
Rheumatic fever study	212
Interviews on student problems	193
Health certificates	101

Disease Pattern

Upper respiratory infections	1,592
Enteritis	319
Infections (ear, eye, mouth, extrem.)	329

"Bowdoinitis"	358
Dermatitis	249
Elective minor surgery	80
Major surgery (post-operative care)	6
Bursitis	5
Petit mal	4
Ulcerative colitis	2

Injuries

Athletic	462
Miscellaneous	408

Respectfully submitted,

DANIEL F. HANLEY, M.D., *College Physician*

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, 1960 to March 31, 1961.

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 259,466, including 2,885 films.

ACCESSIONS

For a number of years it has been the practice to list the total number of books added by purchase and by gift for each of the past five years. The money spent to purchase these books has been given in another table appearing later in the report. It was thought that a table combining these figures and covering a ten-year period would be interesting and perhaps significant.

<i>Year</i>	<i>Total Spent on Books, Serials and Binding</i>	<i>Volumes Added by Purchase</i>	<i>Volumes Added by Gift</i>	<i>Total Volumes Added</i>
1950-51	\$ 16,974	2,906	1,431	4,337
1951-52	16,941	2,842	822	3,664
1952-53	18,597	2,864	1,231	4,095
1953-54	18,644	2,780	1,636	4,416
1954-55	18,055	2,890	1,150	4,040
1955-56	17,641	2,709	2,386	5,095
1956-57	22,778	3,229	851	4,080
1957-58	24,279	3,283	968	4,251
1958-59	28,155	3,452	1,782	5,234
1959-60	31,605	3,789	1,217	5,006
	<hr/> \$213,669	<hr/> 30,744	<hr/> 13,474	<hr/> 44,218

One conclusion that can be drawn from these figures is that inflation has vitally affected the Library. In 1959-60, 86.2% more money was spent than in the year 1950-51, but the number of books purchased increased only 30.4%. It is also interesting to note that of the total of 44,218 volumes added to the Library, 13,474, or 30.4%, were gifts. As has been stated before, the College has cause to be proud of the fact that it receives such support from its alumni and friends.

NEW LIBRARY FUND

Only one new fund was established during the past year. Miss Lucy H. Melcher bequeathed the sum of \$5,530 to establish a fund in memory of her father, Samuel A. Melcher, of the Class of 1877. The income is to be used for the purchase of books.

GIFTS

The endowment funds of the Library now total \$686,743. Gilbert H. Montague added \$3,000 to the book fund bearing his name. Professor Fred N. Robinson H'36 gave \$300 to the Sills Book Fund, and additions were also received from Edwin H. Blanchard '17, Professor Philip M. Brown, Professor George Roy Elliott H'25, Basil J. Guy '47, and Walter A. Powers '06. Over \$800 was added to the Class of 1904 Fund via the Alumni Fund.

Four substantial cash gifts made to the College by corporations were assigned to the Library for the purchase of books. These gifts replaced an equivalent amount of money in the annual appropriation made by the Governing Boards. Texaco, Inc. gave \$1,500; Raytheon Charitable Foundation, \$1,000; G. H. Bass & Company, \$1,000; and the Johns-Manville Fund, Inc., \$500. In each case suitable bookplates were printed and will be placed in the volumes purchased from that fund.

Mr. and Mrs. William U. Niss, of Bath, gave \$500 for the purchase of books, and Orwell Logan gave \$500 for the pur-

chase of books in memory of his son, Alan Livingston Logan, of the Class of 1942. Cash gifts were also received from William A. Fickett '54, Douglass H. McNeally '46, John H. Moses, Jr. '60 and Mrs. S. Foster Yancey.

Five gifts of books and manuscripts deserve special mention. Daniel C. Fessenden, of Los Angeles, California, gave an autograph memorandum of Abraham Lincoln, dated July 4, 1864, on the occasion of William Pitt Fessenden, of the Class of 1823, taking over the office of Secretary of the Treasury. Couched in careful legal language, it contains the heart of the agreement between Lincoln and Fessenden as to their joint conduct in carrying on the business of the office as well as Lincoln's view "that in questions affecting the whole country there should be full and frequent consultation; and that nothing should be done particularly affecting any Department without consultation with the Head of that Department."

Sumner T. Pike, an Overseer and a member of the Class of 1913, gave the College a facsimile reprint of the Gutenberg Bible, printed by Pageant Books, 1961, in 2 volumes bound in full leather. The Gutenberg Bible was the first major book in the West to be printed from movable type. It was probably issued in 1455 and over the years it has stood as a masterpiece of the art of printing. There are only 47 copies of the original issue known to be in existence today. This facsimile is a beautiful copy of the facsimile edition issued in 1913-14 by Insel Verlag, Leipzig. It contains 93 illuminated pages printed in five colors—reproducing some of the loveliest illuminated pages in existence.

Miss Barbara Smith, of Worcester, Massachusetts, gave 9 volumes of the works of Edwin Arlington Robinson, all first editions, in memory of her father, Harry deForest Smith, of the Class of 1891. Harold E. Gale, the father of one of our students, gave a complete set of the *Bell Laboratories Record*. Merton G. L. Bailey, of the Class of 1911, who has long been a Hawthorne collector, gave 25 volumes of Hawthorne's works, many of which were first editions.

Gifts of one or more volumes were received from Charles F. Adams '12, Peter Anastas '59, Charles M. Barbour '33, John L. Baxter '16, Professor Philip C. Beam, Professor Philip M. Brown, Robert E. Burnham '30, William H. Callahan '11, Kenneth Carpenter '58, Mrs. Roland E. Clark, Professor Melvin T. Copeland '06, Professor Louis O. Coxe, Peter Denzer, Alfred H. Fenton '31, Manning Hawthorne '30, Mr. and Mrs. Karcher S. Jackson, Carleton J. Ketchum, Carl S. Kuebler '17, Professor Eaton Leith, Reverend Horace M. McMullen, Robert R. Nunn, Kyle Phillips '56, John C. Pickard '22, Peter K. Spriggs '61, Jasper J. Stahl '09, Norman H. Strouse, Foster Tallman '50, Leo F. Terrio, John F. Thompson H'59, Mr. and Mrs. Russell W. Todd, Albert W. Tolman '88, Professor Thomas C. Van Cleve, Professor Willard M. Wallace, and Professor Mary A. Wyman.

PHOTOCOPY EQUIPMENT

Both of our copying machines continue to be used, although the use of the Thermo-Fax "Filmac 100" Reader-Printer has slacked off considerably. For the calendar year of 1960, 2,286 Thermo-Fax prints and 4,022 Verifax prints were made.

HUBBARD HALL

Last year's report recorded 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 judgment 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." At the June meeting of the Governing Boards Paul Sibley, an Overseer, was added to the Committee, and upon the death of Leonard A. Pierce in September, Widgery Thomas, now a Trustee, became the Chairman. In July, Keyes D. Metcalf, former Librarian of Harvard University, was appointed as a

consultant to the Committee. The Committee is making progress and expects to have a report ready for the June meeting of the Governing Boards.

COOPERATION AMONG MAINE LIBRARIES

This is the title of the report prepared by Mr. Metcalf based on his survey of the larger libraries of Maine. The survey took place during the last six months of 1960 and the printed report appeared the first of March. Mr. Metcalf made many recommendations, and it is now up to the libraries of the State to cooperate in carrying out as many of the suggestions as seem practical.

CIRCULATION

FOR ACADEMIC YEAR'

	1959-60	1958-59	1957-58	1956-57	1955-56
Lent, outside	24,330	23,370	19,120	18,320	18,308
Lent, closed reserve	26,547	18,363	17,213	20,667	20,739
	<u>50,877</u>	<u>41,733</u>	<u>36,333</u>	<u>38,987</u>	<u>39,047</u>

FINANCIAL STATEMENT

RECEIPTS FOR ACADEMIC YEAR

	1959-60	1958-59	1957-58	1956-57	1955-56
Appropriation	\$44,453	\$40,572	\$30,153	\$31,147	\$27,753
Endowment funds	35,204	32,218	31,012	30,365	28,396
Gifts, etc.	4,926	1,723	4,680	2,588	3,141
	<u>\$84,583</u>	<u>\$74,513</u>	<u>\$65,845</u>	<u>\$64,100</u>	<u>\$59,290</u>

EXPENDITURES FOR ACADEMIC YEAR

Books	\$19,033	\$17,850	\$14,950	\$13,679	\$ 9,771
Periodicals	7,488	6,661	5,735	6,269	4,406
Binding	5,084	3,644	3,594	2,830	3,464
Increase of Library	[31,605]	[28,155]	[24,279]	[22,778]	[17,641]
Salaries regular staff	29,236	28,138	26,106	26,478	27,426
Student assistants	5,214	4,678	4,543	4,089	3,960
Janitor service	3,888	4,148	4,032	4,076	3,693
New equipment	5,095	881	516	463	1,166
Repairs	5,893	5,502	4,152	4,353	3,689
Other expenses	3,652	3,011	2,217	1,863	1,715
	<u>\$84,583</u>	<u>\$74,513</u>	<u>\$65,845</u>	<u>\$64,100</u>	<u>\$59,290</u>

THE STAFF

The personnel of the Library during the past year has been:

Kenneth James Boyer, A.B., B.L.S., Librarian.

Robert Edwin Dysinger, A.B., A.M., M.L.S., Assistant Librarian (until January 31, 1961).

Jean Kennedy Guest, B.S., Head of Readers' Services.

Edith Ellen Lyon, Cataloguer.

Marjorie Wagg Frost, Assistant to the Librarian.

Wilhelmina Luella Skolfield, Assistant in the Cataloguing Department.

Barbara Gray Sampson, Assistant at the Charging Desk.

In conclusion, I wish to thank all the members of the staff for their support and cooperation during the past year.

Respectfully submitted,

KENNETH J. BOYER, *Librarian*

REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

To the President of Bowdoin College:

The Director of the Museum of Fine Arts has the honor to submit the following report for the year ending April 30, 1961.

A museum consists of a building, its contents and facilities, a staff and the public. This interplay of elements has been marked by almost continuous activity during the year. Within the Museum the program of temporary loan exhibitions was widely appreciated, and one show, a selection of American paintings lent by Mr. and Mrs. Norman B. Woolworth, was an outstanding success. In fulfilling another function we lent a number of our own treasures to exhibitions of national importance. The fact that we were invited to participate is significant proof of the professional esteem in which our collections are held in other parts of the country. The appearance, for instance, of our *Portrait of General Waldo* by Feke at the inaugural exhibition of the Munson-Williams-Proctor Museum at Utica gained for both Bowdoin College and its Art Museum public recognition of the highest calibre.

The Museum staff has been vigorously engaged both at home and abroad in various types of art education. The Director taught a course in Form and Style in the Arts in the Graduate School for Teachers at Wesleyan University during the summer, spoke on television in Portland, and gave a public lecture on Rembrandt in our own Museum. Similarly, the Assistant Director, Professor Carl Schmalz, taught a course in Design and Expression in Drawing and Painting in the Harvard Summer School, gave three lectures on the Renaissance Background of Modern Art at the Jewish Community Center in Lewiston, participated in a series of lectures on the Renaissance at the Portland Museum of Art, and exhibited some of his

own paintings at exhibitions in Wiscasset and the MacKenzie Gallery, Brunswick. Mr. Richard Wadleigh, the Curator, entirely reorganized the section of Classical Antiquities and catalogued hundreds of items therein, a service of permanent value. He worked in close cooperation with Professor Kevin Herbert, who became virtually a member of the staff in the process. One outcome of this endeavor was the publication by Professor Herbert of an excellent illustrated study of the Terra Cotta Figurines in the Walker Art Building.

Other members of the staff also contributed vigorously and effectively to the work of the Museum. Mrs. Gordon Hiebert, Membership Secretary for the Walker Art Museum Associates, Miss Gertrude Plaisted, Museum Secretary, and Mr. Merle Pottle, Superintendent of the Museum, were all constantly engaged in fulfilling our dual duties to the College and the community. The educational activities were supplemented by two lectures sponsored by the Museum within its walls. Mr. Walker Cain, President of the architectural firm of Steinmann, Cain, and White, spoke in our lecture room on *Classicism and Romanticism in College Architecture*, and President Coles presented to a packed audience an excellent lecture based on his trip to South America and entitled, *Brazil—Dreaming Giant or Rising Power?*

An event of such far-reaching importance that it may be a major turning point in the history of the Museum was the inauguration during the year of a Membership Program. Based upon an organization to be known as The Walker Art Museum Associates, its purposes are many, but fundamental in the philosophy behind it is our aim to use the Museum and its treasures to bring enriched enjoyment and appreciation of the arts to as many people in this area as possible, and to enlist their enthusiastic interest in the development of the Museum. It is too early to give a report on membership enrollment, but the initial response to our invitations is most encouraging. Future Director's reports will carry full information on this

program, which will surely play a vital part in the life of the Museum.

We have been blessed during the year with almost unprecedented good fortune in the form of gifts of great significance for the future of the collections. At the same time, the building in which the collections are displayed, or stored, has become extremely crowded. The present state of facilities shared by the Art Museum and the Art Department of Bowdoin College is the inevitable result of growth in any museum. As the collections grow over decades of time, the Museum structure becomes both older and more crowded. Our building is the same size it was in 1893, while the collection, by contrast, is many times its original size. An addition to the Museum is urgently needed: the unthinkable alternative is a cessation, or stifling, of growth. Recognizing the gravity of the situation, the Governing Boards authorized a professional architectural study and approved the resulting plans two years ago. Only funds are lacking to make the proposed addition an actuality.

Meanwhile we are making every effort possible to modernize the present building and improve its appearance. Steps are already underway to modernize the floor coverings of our exhibition galleries and the electric lighting overhead, as well as to replace cracked skylights with unbreakable Plexiglass. A great improvement could be effected by the replacement of the present front door. As old as the building itself, the original wooden door, which must weigh nearly a thousand pounds, has long been difficult to open and in need of repair. Its practical drawbacks, however, are only part of the problem. Instead of permitting a welcoming view into the building, the huge opaque door acts as a formidable psychological barrier, a fact which allies it with a now-obsolete conception of a museum as a kind of mausoleum. Architects have long since overcome these liabilities in comparable Renaissance-style public buildings by installing entrances with glass doors. An approved design for the modernization of our doorway is on hand, and we urge that it be put into effect in the near future. This improve-

ment would go far towards underscoring the character of the Museum as an active and up-to-date institution.

Gifts to the Museum are vital to our growth. We were therefore greatly heartened by two of high significance for our development. It would be hard to exaggerate the importance of twelve pictures received from the Kress Foundation. Dating from the Renaissance and Post-Renaissance periods, these paintings give us strength where we were noticeably weak and where our chances of filling a deficiency, in competition with large museums and in a costly and ever-diminishing area of supply, appeared discouragingly small.

In addition, a munificent bequest, the details of which will be presently announced, guarantees development in the field of American art, an area wherein we have been known nationally for our Colonial and Federal portraits but much less for nineteenth and twentieth century pictures of other types. The merit of this bequest is that it will not only give the Museum some new and important pictures but will also provide purchase funds, which we have so definitely lacked. Although the endowment available is not large by national standards, it is a long step in the right direction. We hope that this example will encourage similar gifts to our purchase funds for European and Oriental art which need badly to be augmented, for it is only through purchases that a Museum can fill gaps in its collection in controlled fashion.

Other aspects of our work during the year can be deduced from the following report of the Museum's exhibitions and acquisitions, which is the special province of the Curator.

As the list of accessions shows, the year under report has been a very fruitful one, and the majority of these have been of good artistic quality. It is a pleasure to note that we were able to increase our holdings of works by contemporary artists. This was especially due to the generosity of Messrs. Benjamin D. Bernstein, Edward Bernstein, and Samuel Pesin, all of Philadelphia, who donated 32 paintings by contemporary art-

ists from the United States, France, Holland, Italy, Germany, and Yugoslavia. Miss Gertrude Kuebler's gift of Ozenfant's *Feux d'Artifice* was also important in this category, as were the prints acquired by purchase. Our small holdings of contemporary sculpture were increased by a gift from William Zorach of his impressive life-size *The Lineman—The Football Player*. (One might be tempted to speculate on the influence of Art upon Athletics, when one considers that this gift coincided with the remarkable successes of the Bowdoin football team.) Another noteworthy gift was the fine double portrait of two ladies, (said to have been a Spanish Ambassadors and her daughter) by Sir Thomas Lawrence, which came from the collection of Mr. John H. Halford, Class of 1907, and Mrs. Halford, two of the Museum's most generous donors and faithful friends.

The Special Exhibitions were well received with a record being established for attendance in the usually slack month of February at the exhibition of the American paintings lent by Mr. and Mrs. Norman B. Woolworth. It was seen by 1917 visitors, including 829 school children who came in special groups arranged by the schools of Brunswick, Topsham, Harpswell, and Freeport. Quite a number of the children returned on their own initiative after their "official" visit with the groups.

Owing to the laying of the new floor in the Boyd Gallery, it was not possible to hold the traditional Christmas show. The Christmas concert by the Chapel Choir, directed by Professor Beckwith, did take place on December 15th before a full house.

Some rearrangement of the permanent exhibits of the Gardner Collection of Chinese Ceramics and of the Classical Collections was made. The Chinese Ceramics were moved to cases in the Boyd Gallery, and the basement hall was turned into a Classical Section. Professor Herbert, of the Classical Department, was of the greatest assistance in writing descriptive labels and arranging the various displays of the best pieces (it is, unfortunately, impossible to show all the collection at one time).

This section now displays sculptures in marble and bronze, the finest of the Warren Collection pots, choice fragments and the Museum's important coin collection. Those pieces not on display are now arranged in the storage vault so as to be accessible to students or classically minded visitors.

The Museum continued to enjoy the Rembrandt and the De Cuyp lent by Eunice, Lady Oakes. The Gainsborough *Woodcutter's Return* was withdrawn.

ATTENDANCE

Attendance at the Museum this year has been gratifying indeed, thanks to the special exhibitions of general interest and to the fact that more and more people return to the Museum after an initial visit. The summer visitation, which is normally large, was increased by a successful experiment—keeping the Museum open in the evening prior to the performances of the Brunswick Summer Playhouse in Pickard Theater.

During the past year we had 13,007 visitors to the Museum. Students going to classes are not included in this count.

LOANS TO OTHER MUSEUMS

Carrousel Bridge, by Edwin Dickinson. This painting was on show in Europe as part of a U.S. Information Agency Exhibit arranged by the City Art Museum of St. Louis, Missouri. It returned to the Museum in September, 1960, and was again loaned to the Graham Galleries in New York for the Dickinson Retrospective in February, 1961.

Waltersburg, by Pieter Breughel, the Elder, was on exhibition at the Newark, N.J., Museum's Anniversary Exhibition from March through May, 1960. In October and November, 1960, it was loaned to the University of New Hampshire for a special exhibition of Art in New England Colleges. In March, 1961, it went to the Los Angeles, California, County Museum for the Exhibition of Breughel's Prints and Drawings.

General Samuel Waldo, by Robert Feke, one of the Museum's most important paintings, was loaned to the "Art Across America" Exhibi-

tion at the Munson-Williams-Proctor Institute at Utica, N.Y., from November, 1960, until the end of the reporting period. This is the first time it has ever been exhibited outside of Bowdoin since it came here in 1855.

Mrs. William Bowdoin, by Robert Feke, was also lent to the University of New Hampshire, in October, 1960, as were *Foundations at Night*, by Winslow Homer, and *Maine Coast at Vinalhaven*, by Marsden Hartley.

Portrait Head of Antoninus Pius, the finest piece of Roman Sculpture in the Collection, was loaned to the Worcester Art Museum for an important exhibition of Roman Portraits from March, 1961, to May, 1961.

EXHIBITIONS

In the Boyd Gallery

May 1 — June 5: Paintings and Sculpture by Robert H. Trask, Jr.

June 8 — August 5: Accessions, 1945-1960.

August 5 — September 15: American Abroad, from the Permanent Collection, and loans from the Addison Gallery, Phillips Academy, Andover, Massachusetts, and from the Portland Art Museum.

September 18 — October 16: Milton Avery Retrospective, from the American Federation of Arts.

November 3 — December 10: Sculpture by George Curtis and Fred Rockwell.

January 29 — March 5: American paintings of the 19th and 20th centuries from the Collection of Mr. and Mrs. Norman B. Woolworth.

March 18 — April 15: 32 Paintings by Contemporary Artists recently given by Benjamin D. Bernstein, Edward Bernstein, and Samuel Pesin.

April 15 — April 30: Architectural Designs — Silk Screen Renderings by Carlos Diniz of The Monarch Bay Housing Project. Lent by Cabot, Cabot and Forbes Company.

In the Study Room

March 10 — April 10: Prints by Goya, from the Roten Gallery.

April 15 — April 30: Recent Institutional Work by The Architects' Collaborative, Cambridge, Massachusetts.

ACQUISITIONS

- 1960.20 Mirror, 18th century, probably Italian.
- 1960.21 Painting, *Royal Children*, German 18th century.
- 1960.22 Painting, *Landscape*, style of Lorrain, 19th century.
- 1960.23 Painting, *Flower Piece*, unknown artist, 19th century.
- 1960.24 Painting, *Mounted Hunter and Hounds*, J. L. Brown.
- 1960.25 Painting, *White Horse*, J. A. Wilbur.
- 1960.26 Painting, *Harvest Time*, Pierre Angelis, 18th century.
- 1960.27 Drawing, *The Blind Milton*, attributed to J. M. W. Turner.
- 1960.28 Painting, *Martyr's Memorial*, Oxford, English, 19th century.
- 1960.29.1-2 Miniatures, *Man and Wife*, French, c. 1820.
- 1960.30 Embroidery, *Eagle*, probably 19th century.
- 1960.31 Pastel, *Marchioness of Ely*, William Hamilton.
- 1960.32 Painting, *Hyacinth Garden, Holland*, George Hitchcock.
- 1960.33 Painting, *Ruins*, School of Matineschi, Venetian, 18th century.
- 1960.34 Reproduction (Enamel), *Madonna*, by Della Robia.
- 1960.35 Painting, *Waterlilies*, unknown artist, c. 1860.
- 1960.36 Silver Tray, Georgian Style.
- 1960.37 Silver Bonbon dish, 19th century.
- 1960.38 Leather desk chair, Modern (Queen Anne Style).
- 1960.39 Sideboard, Sheraton Style.
- 1960.40 Card Table, Hepplewhite.
- 1960.41 Card Table, Early American.

The accessions listed above were bequeathed to the Museum by Dr. Bernard Samuels of Wiscasset and New York.

- 1960.42 Ceramic, yellow glazed mug, Early American (Blue Hill). Gift of Mrs. Ashmead White.
- 1960.45 Sculpture, *Owl*, Carl Umlauf. Given as a memorial by friends of S. Foster Yancey, Class of 1930.
- 1960.46 Ceramic, Chinese Flower Vase, 19th century. Gift of Hugh Cabot Ware, Class of 1951.
- 1960.47 Painting, *Feux d'Artifice, 14 July*, A. Ozenfant. Gift of Miss Gertrude Kuebler.
- 1960.48 Sculpture, Fragment of Athens, Greek, 4th century B.C. Gift of Mrs. John Mead Howells.
- 1960.49 Ceramic, Vase, Terra Cotta, Probably Cypriot. Gift of Mrs. John Mead Howells.
- 1960.50 Sculpture, *The Lineman—Football Player*, William Zorach, H'58. Gift of the Artist.
- 1960.51 Jade Urn, pure white, Ch'ien Lung. Gift of Mrs. Davieson Powers.
- 1960.52 Jade Amphora, pure white, Ch'ien Lung. Gift of Mrs. Davieson Powers.
- 1960.53 Engraving, Temple, *Basilica at Paestum*, G. B. Piranesi. Estate of Mrs. Morgan B. Cushing.
- 1960.54 Engraving, *Pyramid of Caius Cestius*, Rome, G. B. Piranesi. Estate of Mrs. Morgan B. Cushing.
- 1960.55 Engraving, *Portrait of William de Breisach*, Mason, after Mignard. Estate of Mrs. Morgan B. Cushing.
- 1960.56 Print, *Torment* (Artist's proof), Leonard Baskin. Purchase.
- 1960.57 Print, Illustration from *Rene-Char Nous Arons*, Joan Miro. Purchase.
- 1960.58 Print, Abstract, Wols. Purchase.
- 1960.59 Print, *La Bataille des Eperons d'or*, James Ensor. Purchase.
- 1960.61 Painting, *Old Brunswick Airport*, Stephen Etnier. Gift of John D. Macdonald.

PAINTINGS

- 1960.62 *Still Life of Pears and Teapot*, Seymour Remenick.

Accessions 1960.62 — 1960.83 were given by Benjamin D. Bernstein.

- 1960.63 *Still Life of Cherries*, Seymour Remenick.
 1960.64 *Still Life of Fish*, Seymour Remenick.
 1960.65 *Beach, Cape May, N.J.*, Seymour Remenick.
 1960.66 *Painter's Still Life*, Seymour Remenick.
 1960.67 *Dorchester, N.J.*, Seymour Remenick.
 1960.68 *Landscape*, Dolya Goutman.
 1960.69 *Still Life with Pipe and Lamp*, G. Bedez.
 1960.70 *Annunciation*, G. Dunbar.
 1960.71 *Boy in Blue*, Dolya Goutman.
 1960.72 *Voodoo*, Paul Keene.
 1960.73 *Bird*, E. Brandt.
 1960.74 *Still Life of Fish*, H. Willemse.
 1960.75 *Amsterdam Canal*, H. Willemse.
 1960.76 *Still Life of Wine Glasses*, Cami.
 1960.77 *Three Girls*, E. Brandt.
 1960.78 *Girl in Yellow*, E. Brandt.
 1960.79 *House*, Dolya Goutman.
 1960.80 *Churchyard*, Victoire.
 1960.81 *Church*, Paillette.
 1960.82 *Still Life of Bottles*, F. L. Massa.
 1960.83 *Paris Street (Les Halles)*, Maes.

PAINTINGS

- 1960.84 *Landscape*, Seymour Remenick.
 1960.85 *Columbia Ave. Bridge, Philadelphia*, Seymour Remenick.
 1960.86 *Manayunk Bridge, Philadelphia*, Seymour Remenick.
 1960.87 *East River Drive, Philadelphia*, Seymour Remenick.
 1960.88 *Still Life of Easel and Chair*, Seymour Remenick.
 1960.89 *Boys at Pond (Landscape)*, Seymour Remenick.
 1960.90 *Haitian Girl*, Julius Block.

- 1960.91 *Girl with Blue Eyes*, Julius Block.
- 1960.92 *George Washington and His Friends*, Arthur Szyk.
- 1960.93 Painting, *The Schoolmistress*, Jovan Obican. Gift of Edward Bernstein.
- 1961.1 Painting, *Dark Harbor*, John Muench. Gift of the Artist.
- 1961.3 Painting, *Double Portrait of Two Ladies*, Sir Thomas Lawrence. Gift of Mr. John H. Halford, Class of 1907 and Mrs. Halford.
- 1961.4 Painting, *Mr. Lantbe and Bottles*, Ernst Ludwig Ipsen. Gift of Mr. and Mrs. Alfred C. Wainwright.
- 1961.7 Tapestry, *Saraband Rug*. Gift of Mr. Alden F. Head, Class of 1916 and Mrs. Head.

REPRODUCTIONS

- 1960.14-19 Paintings by Gauguin, Rouault, Cézanne, Picasso, Rousseau. Purchase.
- 1960.44 Old Testament Trinity, Russian 15th century. Purchase.
- 1961.2.1-24 Portfolio of 24 American Paintings. Gift of William R. Wigley.
- 1961.5.1-12 Portfolio of 12 Currier & Ives prints. Gift of William R. Wigley.
- 1961.6 Sesshu's Long Scroll, Japanese, 15th century. Gift of Robert D. Burnett, Class of 1962.

BOOKS

- 1960.13 *William Zorach*, by John H. Baur. Gift of William Zorach, H'58.
- 1960.43 *Michelangelo*, Phaidon Press. Bequest of Dr. Bernard Samuels.
- 1960.60 *Testament of Pictures*, Morton C. Brodsky. Gift of Charles F. Adams, Class of 1912.

Twelve Italian Renaissance and Post-Renaissance paintings, to be known as the Kress Study Collection, were received on April 19, 1961, from the Kress Foundation of New York. These are not listed as Acquisitions because title to this gift has not yet been transferred to the Museum.

Respectfully submitted,

PHILIP C. BEAM, *Director*

