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President's Report



for the Sessions of 1964-1965

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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 1964-1965:

A YEAR OF CHANGE AND OF CHALLENGE

No year in the recent history of the College has witnessed such remarkable change, nor contemplated such great challenge, as the year just concluding. The impacts of the inauguration of the Senior Program, the successful conclusion of the Capital Campaign, the construction and reconstruction of the physical plant, curricular reforms and innovations, and the many adjustments of students, faculty, and staff in response to such change have been great indeed. The necessary response by innovation and adjustment required by new situations both internal and external to the College has proved stimulating to faculty and staff.

I. THE SENIOR PROGRAM

Although occupancy of the Senior Center at the opening of the College anticipated its completion and dedication later in autumn, the new Senior Program inaugurated a viable new form in undergraduate education. Difficulties inherent in any new program were compounded by the use of facilities new to students and staff and intensified by the delayed completion of the buildings several weeks after the opening of the College. The Director and operating personnel of the Senior Center compensated ably, and the program of lectures, visitors, and Seminars has enlivened not only the life of the Seniors but also that of the entire college community. Opportunities for intellectual intercourse and stimulation have come forth as never before and have been exploited to an untold extent. As a part of this Report, I have requested the

Director of the Senior Center to make his own report, which will be found on pages 45-53.

The Bowdoin Senior Program is still too new for one to accurately assess its success. However, the initial response of the Seniors (and also, in part, underclassmen) to the program has been such to indicate that the envisioned need for an enhanced and enlivened Senior year was sound, and that the projected means to meet this need seem to have been well-conceived. Studies relating to the student environment at other colleges, such as outlined in the recent Amherst College report on undergraduate life, further confirm the wisdom of the new Bowdoin program.

II. CONSTRUCTION AND RECONSTRUCTION

As a part of the investment in new plant, it would probably have been wise to have sewn a zipper into the main campus drive, so that the surface could have been opened and closed more easily for installation of new steam and electrical lines, and other utilities. Coupled with improvements to the campus drainage system, these unseen but not unappreciated necessary improvements have impressed themselves upon us by both their inconvenience and their cost. More apparent and satisfying are the new buildings nearing completion.

At Commencement in June, the new Gymnasium will be dedicated with appropriate ceremony. This facility increases Bowdoin's gymnasium space almost fourfold, and for the first time in some twoscore years there will be lockers sufficient for the entire student body and floor space and exercise areas sufficient for several simultaneous programs, rather than a single one. In addition, facilities for new activities such as wrestling and squash and adequate rooms for visiting teams will be available.

The new Library Building is scheduled for completion in early autumn, hopefully in time so that we can move the library collections to their new quarters prior to the opening of College in September. As was the case sixty-two years ago when the Library moved from Banister Hall to Hubbard Hall, the currently con-

templated move will put the Library in facilities so carefully planned and expertly designed as to be second to none. The immediately available space for 406,000 volumes and 538 readers will be completely filled in about fifteen years, and provisions for further expansion of the Library by one-third to house 540,000 volumes and 700 readers have been made in the west end of the new Library Building. Meanwhile, this space reserved for future expansion will make possible the concentration of administrative offices for the first time in many decades—if not since Massachusetts Hall housed the entire College in 1802.

The space to be vacated in Hubbard Hall will be used for faculty offices and seminar rooms, for the Computing Center, and for other instructional purposes. By their vote of February, 1964, the Governing Boards set aside the present main reading room in Hubbard Hall as an Arctic Museum. Already the College has received many invaluable notebooks, papers, and artifacts for the Museum from members of Admiral Peary's family, from Admiral and Mrs. MacMillan, and others. The Class of 1925 has indicated its interest in further providing for the development of the Arctic Museum, particularly recognizing the signal and unique accomplishments of Admiral Peary, the father of a member of the Class.

The addition to the Moulton Union is virtually complete, and the renovation of the interior will begin after Commencement and continue throughout the summer. The addition and renovation will bring back into the Union undergraduate activities such as the *Orient*, will provide for the enlargement of the Bookstore, so necessary for the full development of a liberally educated person, and will offer increased dining, social, and lounge areas and the other space so important to an active undergraduate program.

When it reopens, the Union will become the Information and Reception Center for the entire College. This will prove a convenience not only to the students and faculty but also to alumni and other visitors to the campus.

The renovation of the Ends will continue on into the next academic year. The renovated Ends of Winthrop were occupied following the spring recess. Immediately thereafter the renova-

tion of the Ends of Maine was begun. Their completion is anticipated in the autumn, whereupon the residents of Appleton will move into the Ends of Maine, thus freeing Appleton for renovation. The completion of the work in Appleton prior to June, 1966, will conclude the current phase of building at the College. Students, faculty, and visitors, who have been inconvenienced by this activity, have been most patient and understanding.

III. THE CAPITAL CAMPAIGN CONCLUDED

With the formal conclusion of the Capital Campaign in 1964, the College received or had pledged as the result of Capital Campaign solicitation \$10,316,503. This has financed construction of the Senior Center and operation of the Senior Program during its initial years, and has made possible the Library, Gymnasium, and other construction and renovations. The work of the Trustees, Overseers, and alumni serving on the various campaign committees, and that of the Executive Secretary and his office, is responsible for the success of the campaign; I acknowledge it gratefully. In March, 1965, the College qualified for a grant of \$388,476 under the Higher Education Facilities Act toward the construction cost of the new Library.

During the fiscal year ending June 30, 1964, Bowdoin received as gifts or bequests of all kinds \$2,473,748 which could qualify as matching for \$824,582 of the \$2,500,000 Ford Foundation Grant allocated to the College. (Three dollars in gifts to the College is required to qualify for one dollar of the grant.) Progress toward the complete matching of this grant through gifts and bequests received in the current fiscal year promises that with continued work throughout the remainder of the matching period (ending June 30, 1966) the College will qualify for the entire grant. Sustained effort will be required, but such effort is vitally important in supporting the continuing progress and development of the total college program.

IV. THE NECESSITY OF ENDOWMENT GROWTH CONTINUED

The President's Report a year ago detailed the growth of Bow-

doin's endowment fund relative to those of other small New England colleges for men. Since then, \$580,000 of unrestricted funds which had been temporarily functioning as endowment have been used for physical plant construction and renovation, in anticipation of pledges to be paid and life income plans and other gifts not available until they mature. The endowment requirement today is as urgent as it was then, and new funds are needed to endow scholarships, for professorships, and for general college support.

V. OPERATING BUDGETS IN SUPPORT OF NEW PROGRAMS AND THE ENLARGED COLLEGE

During the current year and for the next several years, Bowdoin faces a difficult situation relative to the current budget. This results from several factors resulting in increased costs and several resulting in attenuation of income.

The enlargement of the Freshman Class from 200 to 240 students in September, 1964, necessitated an enlargement of the Faculty to provide adequate instruction. Simultaneously, the introduction of the new program of Senior Seminars also required new faculty. No further additions to the Faculty will be required for the remaining growth of the College to the determined figure of 925-950 students, but meanwhile, tuition income is significantly less than the ultimate anticipated figure. Other relief can be prognosticated as the Senior Seminar Program matures, when it will be possible to repeat from two-thirds to three-quarters of the Seminars offered from year to year.

The enlargement of the physical plant has also added to costs, again before the full enrollment of the College is achieved. With full occupancy of the dormitories in September, 1967, the increased dormitory income will in part alleviate this additional expense. Meanwhile, we face temporary strictures for the next few years.

Operating economies can be anticipated as the recataloging of the Library is completed and as more effective programs of instruction are developed within the various departments. We plan (and in the area of payroll accounting have already achieved)

further economies by use of electronic data processing (EDP). A survey presently underway will lead to the development of new systems susceptible to electronic data processing in the new Computing Center, in the area of student records, class and examination scheduling, alumni records, and personnel administration. A program for long-range budget forecasting by EDP is being prepared, which will permit estimates of the effectiveness of efforts toward greater efficiency in one area or another of the college operation. For example, preliminary runs have indicated a marked sensitivity to student-faculty ratio values; changes of a few tenths of a point in this ratio seem quite important. Long-range forecasts will bring greater understandings of the college operation and will permit the better planning of future programs. The possibilities of using new program-budgeting techniques also hold promise.

Operating economies to be achieved must not slow the momentum gained these past few years in curriculum reform and program extensions. Many departments—Mathematics, Art, Economics, Music, Chemistry, and Physics—have achieved remarkable curriculum reform during the past several years. Others have reviewed their programs carefully without recognizing a need for drastic change, and still others are now engaged in reorganization.

VI. CURRICULUM DEVELOPMENT

New programs will place new budgetary demands. Particularly important is the desire already expressed by the Governing Boards through the Visiting Committee and the Educational Policy Committee for the development of an Area Studies program. An able faculty committee has worked on this during the current year, and its recommendations are being debated by the Faculty preparatory to recommendations to the Governing Boards.

The program in Area Studies (in whatever area may be chosen) will combine the efforts of the several departments of the social sciences, the humanities, and the sciences. Already within one department or another, courses are giving emphasis

to non-Western study. For example, the Department of Art has long had work in the art of the Orient; the Department of History has long given attention to the history of Eastern Europe and, more recently, to that of South Asia and Latin America. The purpose of the Area Studies Program will be to coordinate and bring into focus a more comprehensive view of a limited but important area of the world outside the North American-European sphere.

New programs will always require new money; there is never any old money which becomes surplus or available, for this is already committed to the support of old ongoing activities. At the same time that new curricular programs must be supported, there are peripheral demands that make further budgetary requirements, as, for example, a college counseling service, the extension of the work of the College Physician, new athletic programs, or the expansion of the dramatic and musical activities.

VII. GENERAL EDUCATION IN TRANSITION

On several occasions during the past thirty years the Bowdoin Faculty has given careful study and thought to the introduction of a program in General Education. When such programs were first introduced in Columbia College immediately following World War I, the weakness of the then-prevailing secondary school preparation and the lack of cultural opportunities generally available clearly indicated the need and desirability of General Education in the Freshman year in college.

As secondary school education has improved—gradually through the 1930's, with accelerating pace after World War II, and phenomenally during the past ten years—while cultural opportunities have been so quickly multiplied by radio and television, high-fidelity recordings and magnetic tapes, paperback books and intellectually paced mass media, and by the proliferation of art museums, symphony orchestras and music groups across the country, it has become clear that General Education at the freshman level in college has become obsolescent, if not obsolete. Some will argue that General Education for Freshmen is necessary

to overcome the present-day tendency toward specialization. This argument ignores the fact that the basic purpose of General Education was to provide a common background of knowledge of our culture to students who were otherwise deficient to one degree or another in cultural background. Today, the average college Freshman enters with sufficient cultural background that the college needs no longer to provide it, but needs rather to build upon it, firmly and rapidly.

Good pedagogy takes advantage of student motivation, and thus it is foolish to proscribe early specialization for students highly motivated towards it. Yet, it is more important than ever that the specialist also be broadly educated, and that he should articulate his specialized knowledge and skill within the broader spectrum of social needs and intellectual endeavor. The Bowdoin curriculum meets this requirement in two ways: through the distribution requirements set forth for underclassmen ensuring a minimum amount of work in the humanities, in the social sciences, and in the sciences, but elected according to interest and preparation; and through the new Senior Seminars, introduced for the first time this past September.

In these Seminars, which each Senior must elect outside of his major department, he has the opportunity and is encouraged either to study within a totally new field *ab initio*, or to relate the specialized knowledge gained in his major program to other areas of our culture. For example, in a Seminar offered by the Department of Art, "The Artist as a Social Commentator and Critic," a Government major did a special project dealing with the devastating social criticism of Thomas Nast's cartoons exposing the Tweed Ring in New York in the 1870's; a History major considered the art of Pieter Brueghel as commentary on the bitter conflict between Spain and the Low Countries in the sixteenth century. In a Seminar offered by the Department of Biology, "The Natural Regulation of Animal Populations," a Government major could find application of his specialty in undertaking special work on the constitutional aspects of birth control; an Economics major searched for the possible relation-

ship of the substitution theory in Economics to the principle that no two animals can occupy the same ecological niche. While this sort of interrelating is present in some regular courses, it is obvious that the Senior Seminars are providing a relevancy of education at a very sophisticated and mature level, which is certainly much closer to the present needs of the able college student than the General Education course of a bygone era.

VIII. ARTICULATING SCHOOL AND COLLEGE

The change in curricular concepts in college in response to the remarkably improved secondary school programs is paralleled by the similar necessity of major revisions of the syllabi of individual courses. The improvement in preparation of entering students has taken place so rapidly that colleges are in part not aware of it, or where such awareness exists, adequate response is still forthcoming.

Consider the differences in secondary school preparation of the Class of 1958 at Bowdoin as compared with the Class of 1968, given in terms of the percentage of the class offering entrance credits at or above a given level of secondary school-work. In the languages, 27% of the Class of 1968 had three or more years of Latin as compared with but 17% of the Class of 1958; 47% of the Class of 1968 had three or more years of French (three students offered five years) as compared with but 40% of the Class of 1958 (no students with more than four years); 11% of the current Freshmen offered German as compared with 8% of the Freshmen who entered ten years ago; 10% offered three or more years of Spanish as compared with 3% ten years ago.

In the sciences, 38 men of the Class of 1968 offered a second year of physics, chemistry, or biology as compared with but two men of the Class of 1958; 88% of the Freshmen entering last fall offered secondary school chemistry as compared with 77% ten years earlier; 72%, physics as compared with 68%; and 83%, biology as compared with 68% ten years ago. Excluding mathematics, 75% of the Class of 1968 offered three or more

years of secondary school science for entrance as compared with 57% of the Class of 1958. The improvement in preparation in mathematics is itself most spectacular: 87% of the Class of 1968 offered four or more years of secondary school mathematics upon entrance as compared with but 52% of the Class of 1958 offering four or more years.

Improvement in preparation in the social sciences can also be noted, in that, of the Class of 1968, 25% offered three or more years of history as compared with 12% of the Class of 1958 with three or more years of history. It is obvious, however, that the secondary school program in social studies requires urgent attention and significant further improvement. (Funds are now available from the United States Office of Education for summer institutes for high school teachers in the social sciences, similar to those under National Science Foundation sponsorship in the sciences. It is hoped that high school social science teachers may have the opportunity to improve their preparation under college teachers of the social sciences at Bowdoin or elsewhere.)

This spectacular improvement in preparation and the resulting increased intellectual sophistication of the entering student has already brought major adjustments in the courses in languages, mathematics, the sciences, and the social sciences. And although the long-standing requirement of four years of secondary school work in English makes a similar quantitative comparison of improvement in preparation in English impossible, qualitatively the work of secondary school English shows a corresponding advance. The result here has been that the freshman program in English at Bowdoin has been continually revised, with resulting readjustments in upper-level English courses.

Another major aspect of school-college articulation is the task of the subfreshman to identify and enter the college appropriate to his skills and talents; and the task faced by the college in selecting from hundreds of well-qualified applicants those whom that college can best serve and who, on their part, will best enhance the overall quality of the institution. In no area within the official administrative organization of a college is it so difficult

to gain appreciation of the problem and understanding of the process by the public, as in the area of college admissions.

Undoubtedly this would be true in any business where more than two-thirds of the people desiring to make a purchase are turned away at the door. No matter how thoughtfully the problem is explained and the factors of an individual decision set forth, the explanation is understandably apt not to be sympathetically received nor fully comprehended. I encourage all who have not done so to read the pamphlet "Bowdoin Admissions—A Manual for Alumni," which explains in detail the admissions process at Bowdoin: the candidate sought, the basis for selection, and the weight given such significant aspects as family ties with the College, alumni interest, achievement in extracurricular activities, and the student's own desire for Bowdoin College in particular.

The men who enter as Freshmen are drawn from a very small high-ability national pool. In terms of the SAT Verbal Score of the College Entrance Examination, more than half of the class entering in September, 1965, will be among the top 2% of all high school graduates, and approximately 90% of the class will be within the top 10%. Of all those entering from public schools who are *not* in the top 10% in terms of national SAT Verbal Scores, five out of six rank in the top 15% of their high school classes. When one thinks of this very small pool from which Bowdoin students are drawn, one can better appreciate the many difficult factors which are involved in the admissions process.

IX. UNDERGRADUATE ORGANIZATION

The organization (or reorganization) of undergraduate student bodies into manageable, self-governing, small groups plays an important role in providing an environment which constructively supports the primary goals of the college. At Bowdoin increasing attention has been given to this during the past decade, and detailed discussions can be found in several college publications (e.g., the *Report of the Committee on Self Study* [1956], Reports of the President (especially those for 1959–1960 and

1962-1963), the *Proceedings of the Symposium on Undergraduate Education* [1963]). Our underclass peer group organization is unique in its centering upon the voluntary association of the college fraternity; more than 95% of underclassmen are members of fraternities. (All entering Freshmen receive at least one bid.) The Bowdoin fraternities are unique among college fraternities in the significant role they play as social and self-governing disciplinary units within the College, as a medium for student and faculty communication outside the classroom, and in their increasing support of the cultural goals of the College itself.

The prevailing poor national image of the college fraternity and the low esteem in which it is held by many educators is not wholly without justification. In many colleges fraternity membership is limited to a few presumed elite; in others, constructive functions of the fraternity have been lost, the college having taken over responsibility for dining, housing, intramural events, and major social functions. The fraternities on such campuses are left the empty vestigial shells of once worthwhile organizations. These are underlying factors in the elimination of fraternities from the campus at Williams College and the proposal for similar action at Amherst College.

In these cases, however, small undergraduate groupings are not being eliminated but rather are being reorganized under college control, and with significant college support. At Williams the reorganization is centered about the "Houses"; at Amherst it is proposed that it be centered about the "Societies." Greek letters and national affiliations are eliminated, and membership is assigned rather than spontaneous.

In projecting the new Senior Program and the Senior Center, Bowdoin College placed much reliance upon the enhancement of the constructive role of the fraternity among the underclassmen. During the past year almost every fraternity has made explicit efforts to fulfill this role. All have had serious discussion of what their role should be, with particular relevance to the criticisms levied against fraternities at other institutions as well as at Bowdoin. Further constructive development will continue.

Perhaps we could refer to these twelve undergraduate groups as "Houses," or "Societies," and benefit from the dissociation from the undesirable national image now suggested by the word "fraternity."

X. PUBLISH OR PERISH?

The old and well-worn cliché "Publish or Perish" has had new life recently, as symbolic of lack of regard for the undergraduate student and for good classroom teaching. In part, this may be justified in some large universities, but in part, the phrase is doing yeoman service as a rationalization, or an alibi, for incompetence.

The prime requisite for continuing membership on the Bowdoin Faculty is interest in undergraduates and competence in teaching. Where this is lacking, or for inexperienced faculty fresh from graduate school, where it fails to develop within a few years, appointments are quickly terminated.

With every member of the Faculty required to meet this basic standard, the choice of those men to occupy limited and precious positions with continuing tenure must be based upon additional value and contribution to the College and her students. For some, the choice involves creativity and scholarship; for others, competent performance on faculty committees or in faculty administrative positions; in some cases, outstanding leadership on the Faculty or in education. Often the age and rank distribution within a given department must govern.

The professor whose competence is recognized by his peers at other colleges and universities contributes much to the welfare of his students through his acquaintance and "savvy," and to the enhancement of the Faculty through his reputation and connections as young new members are recruited. Creative writing, creative art, creative music, or creative research does not preclude good teaching; on the contrary, incompetence in research and scholarly study is often accompanied by incompetence in the classroom.

American education said good-bye to Mr. Chips a generation ago, and the college "don" has been replaced by a modern generation of able and alert young teacher-scholars. College and university education is the better for it, even though nostalgia among the "old grads" of the twenty-first century may be missing.

XI. EDUCATION IS COSTLY

As the taxpayer and school superintendent know, education at any level involves measurable costs, constantly increasing. Good high school education entails high costs. And good higher education in our colleges and universities entails higher costs. In the early 1950's, many attempts were made to reduce the unit cost of education without impairment of quality. While there are special situations where costs can be reduced, quality in higher education is impossible with insufficient or exiguous financing. Attempts at mass education paralleling cost reductions of mass production have failed, as evidenced by student response in many large state universities.

The private universities and private colleges depend for their financing upon endowment income, gifts, and student fees. No student, be he at a private or public institution, pays the entire cost of his instruction. Bowdoin, together with other similar colleges and universities, has increased its fees to the point where a family must be prepared to invest from \$12,000 to \$15,000 in a boy's education, unless he is eligible for financial aid. A family of average size with average commitments, and with other commitments appropriate to its station, is considered able to meet this cost if its annual income is \$15,000 or more. Families of lower income begin to need outside help. Income figures across the nation indicate that only about 5% of the families in the United States have annual incomes of \$15,700 or more. When one considers that more than half of the students in college do not receive financial assistance, one realizes that almost three out of five students in Bowdoin come from the highest 5% income group in the nation.

The public has yet to appreciate the high cost of college education. A recent survey by Campbell and Eckerman, of the University of Michigan, reports that while 82% of the people in the United States think more students should go to college than is now the case, and 96% think a college education is more important now than it was twenty years ago, only 61% would vote for "a little more in taxes" to provide more college and university opportunities. (The same survey reports that but 50% think the college admissions problem is very serious, and an even smaller number foresee that it will become worse in the near future.)

Obviously, Bowdoin and colleges like Bowdoin will need more and more gifts, benefactions, and bequests for endowment to support scholarships, professorships, and general operating expense. Fortunately, we live in a nation and in a climate of responsible philanthropy. John W. Gardner, President of the Carnegie Corporation, has recently pointed out that this reflects

... a deeply rooted public policy encouraging private concern for good works. That policy grows out of powerful impulses in the American character and has borne fruit in a way that astounds people of other nations. This year [1964] private gifts to educational, religious, and charitable activities will approximate eleven billion dollars. More than 62,000,000 individuals will have contributed to the total.

Back of this is a remarkable attitude on the part of the individual citizen. He is in the habit of accepting some measure of personal responsibility for improving the state of the world.

As fortunate as Bowdoin has been in having many generous benefactors, it must find many more.

XII. BOWDOIN VIABLE AND VITAL

"Bowdoin Beata" has been long familiar to generations of Bowdoin men. Today Bowdoin is also viable and vital. She is vital in her contributions to society and to higher education. She is viable in the opportunities which lie before her and in the manner in which she has attacked or approached them. She will continue thus in the years ahead as she moves forward to new and yet undefined but expanded goals.

CONCLUSION

I have reported here a year of change and of challenge. With the completion of the Senior Center and the inauguration of the Senior Program, and with the new facilities which have so long been needed now at hand, the year also concludes one phase in the long history of the College. I would be remiss were I not to acknowledge the generosity, friendship, and loyalty of all of the Bowdoin men and friends and faculty who have been participants with me in this work.

OF PERSONS AND POSITIONS

DE MORTUIS

Harold Hitz Burton, LL.D., of the Class of 1909, retired Associate Justice of the Supreme Court of the United States, died in Washington, October 28, 1964. He had been an Overseer of the College since 1936, and in 1958 was awarded the Bowdoin Prize. Son of a distinguished Bowdoin father, Alfred E. Burton, a graduate in 1878 and for 30 years an Overseer, Mr. Justice Burton was born June 22, 1888, in Jamaica Plain, Massachusetts. The Supreme Court of the United States convened in special session in his memory on May 24, 1965.

He followed his father and his older brother, the late Felix Arnold Burton, of the Class of 1907, to Bowdoin and was, like them, a member of Delta Kappa Epsilon. He received his degree *summa cum laude* and was a member of Phi Beta Kappa. Graduating from Harvard Law School in 1912, he began a career which saw him as a decorated Army Captain in World War I, as Mayor of Cleveland, Ohio, as United States Senator from that State, and then as Supreme Court Justice. An active churchman, he was for a time Moderator of the American Unitarian Association. He was a man of quiet dedication, of unselfish devotion, of inherent modesty, of complete integrity, on whose record the College can always look with pride. Survivors include his widow, two Bowdoin sons, and a Bowdoin grandson.

Clement Franklin Robinson, A.M., LL.B., of the Class of 1903,

Overseer of the College since 1925, Vice-President of the Board from 1934 to 1943 and President from 1943 to 1949, died on December 13, 1964. Born in Brunswick, March 27, 1882, he was the son of Professor Franklin C. Robinson, of the Class of 1873, and one of three Bowdoin brothers. He was a member of Alpha Delta Phi and of Phi Beta Kappa. Graduating *summa cum laude*, he entered Harvard Law School, where he received his degree in 1906. In 1909 he began the practice of law in Portland. He served as Attorney General of the State of Maine from 1929 to 1932 and was for a year Lecturer in Law at Bowdoin. In 1950 he moved from Portland to Brunswick, where he took an active part in the life of the town and of the College. A Bowdoin grandson is among his survivors.

George Donham Bearce, Ph.D., Associate Professor of History, a member of the Faculty since 1954, died January 18, 1965. He was forty-two, having been born November 5, 1922. A graduate of the University of Maine, where he was a member of Phi Beta Kappa, he received his Ph.D. at the University of Wisconsin. He had served overseas as an Army Captain in World War II. He was a brilliant scholar, of keen and incisive mind, and a person of great industry and courage. An authority on Asian history, he had received in 1962 the Watumull Prize, awarded by the American Historical Association for his textbook *British Attitudes Toward India, 1784-1858*. With his wife, Jeana Dale Bearce, who survives him, he had traveled and studied extensively in India and Pakistan. His death has cut short a career of highest promise.

FACULTY

During the academic year, Alfred Maurice Taylor, Ph.D., Professor of Physics at the University of Southampton, England, has been Visiting Professor of Physics on the Tallman Foundation; Charles Howell Foster, Ph.D., on leave from the University of Minnesota, has been Visiting Professor of English; and John Paul Armstrong, Ph.D., has served as Visiting Professor of Government. In the second semester, Julius Seelye Bixler, Ph.D., D.D., LL.D., President Emeritus of Colby College, served as Visiting

Professor of Philosophy. He and Mrs. Bixler were the first guests to reside for a semester in the Senior Center as participants in the Senior Center Program.

The following members of the Faculty were on sabbatic leave for a semester: during the fall, Herbert Ross Brown, Ph.D., Litt.D., L.H.D., Professor of English, and Edward Little Professor of Rhetoric and Oratory; and Samuel Edward Kamerling, Ph.D., Charles Weston Pickard Professor of Chemistry; during the spring, Noel Charlton Little, Ph.D., Professor of Physics, and Josiah Little Professor of Natural Science; George Hunnewell Quinby, M.F.A., Professor of Dramatics in the Department of English; and Paul Gifford Darling, Ph.D., Professor of Economics. On sabbatic leave during the year was William Davidson Geoghegan, Ph.D., Associate Professor of Religion.

Leaves of absence for the year were granted to: Albert Abrahamson, A.M., George Lincoln Skolfield, Jr., Professor of Economics, to serve on the staff of the Office of Science Resources Planning of the National Science Foundation; Reinhard Lunde Korgen, Ph.D., Professor of Mathematics, to continue on the staff of the National Science Foundation; Lawrence Parkus, A.B., Instructor in Government, military leave of absence for two years; and during the spring semester, William Campbell Root, Ph.D., Charles Weston Pickard Professor of Chemistry.

At the beginning of the academic year, the following promotions were made: to Associate Professor, Charles Ellsworth Huntington, Ph.D., in Biology; William Davis Shipman, Ph.D., in Economics; and Gerald Kamber, Ph.D., in Romance Languages; to Assistant Professor, Robert Raymond Nunn, A.M., in Romance Languages; Harutune Hovanes Mikaelian, B.S., in Psychology; Noel Sidney Nussbaum, Ph.D., in Biology; Albert Franklin Gilman III, Ph.D., in Mathematics; Maurice Irwin Levin, Ph.D., in Russian; and Reginald Lee Hannaford, B.Litt., in English.

Joining the Faculty in the fall of 1964 were: James Henry Turner, Ph.D., of the Class of 1958, Assistant Professor of Physics; Roger Howell, Jr., D.Phil., of the Class of 1958, Assistant Professor of History and Government; Samuel Shipp Butcher,

Ph.D., Assistant Professor of Chemistry; Elliott Shelling Schwartz, Ed.D., Assistant Professor of Music; Jerry Wayne Brown, Ph.D., Assistant Professor of Religion; Jerry George Williamson, B.S., Captain, U.S.A., Assistant Professor of Military Science; Brooks Whitney Stoddard, A.M., Instructor in Art; Fredric Michael Litto, A.B., Acting Director of Dramatics and Instructor in English; Anthony Louis Bascelli, A.M., Instructor in Romance Languages; John LeRoy McEntaffer, A.M., Instructor in Economics; Kenneth Paul Freeman, A.M., Instructor in Philosophy; Herbert Randolph Coursen, Jr., A.M., Instructor in English; David Thomas O'Donnell, M.S., Instructor in Mathematics; Robert Wells Johnson, Ph.D., Instructor in Mathematics; Charles Alfred Grobe, Jr., Ph.D., Instructor in Mathematics; John Earl Rogers, M.Mus., Instructor in Music; Walter Reed Boland, A.M., Instructor in Sociology; and Douglas Irving Hodgkin, A.M., Instructor in Government.

At the opening of the spring semester, John Chauncey Donovan, Ph.D., joined the Faculty as Professor of Government and Legal Studies, and Robert Charles Mellow, A.M., was appointed Instructor in English in addition to his duties as Associate Director of Admissions. Radcliffe Golder Mitchell, Jr., B.S., Captain, U.S.A., became Assistant Professor of Military Science in April, 1965. He will replace Joe Robert Dickerson, B.B.A., Major, U.S.A., who is being transferred at the close of the academic year.

The following faculty members will be on sabbatic leave during the academic year 1965-1966: Edward Pols, Ph.D., Professor of Philosophy, on a Fulbright Research Fellowship, at the University of Florence in Italy, who will be writing a book on the philosophy of art; and Gordon Lee Hiebert, Ph.D., Associate Professor of Chemistry, serving as Special Consultant, Agency for International Development, in New Delhi, India. During the second semester, three members will be on sabbatic leave: Athern Park Daggett, Ph.D., William Nelson Cromwell Professor of Constitutional and International Law and Government; Eaton Leith, A.M., Professor of Romance Languages; and Burton Wakeman Taylor, Ph.D., Professor of Sociology. On leave of absence during

the year will be: James Allen Storer, Ph.D., Professor of Economics, to serve as Assistant to the Director, Bureau of Commercial Fisheries, in Washington, D. C.; and Lloyd Dodge Fernald, Jr., Ph.D., who will be Visiting Professor of Psychology at Cornell University. John McKee, A.M., Instructor in Romance Languages, will be on leave of absence during the fall semester. William Campbell Root, Ph.D., Charles Weston Pickard Professor of Chemistry, and Daniel Levine, Ph.D., Assistant Professor of History, will be on leave of absence during the spring semester.

The faculty members listed below have resigned effective at the end of the current year: Reinhard Lunde Korgen, Ph.D., Professor of Mathematics; Noel Sidney Nussbaum, Ph.D., Assistant Professor of Biology; Maurice Irwin Levin, Ph.D., Assistant Professor of Russian; J. Clarence Davies III, A.B., Instructor in Government; Arthur William Bloom, Jr., A.M., Instructor in Speech in the Department of English; Fredric Michael Litto, A.B., Acting Director of Dramatics and Instructor in English; David Thomas O'Donnell, M.S., Instructor in Mathematics; and Charles Nelson Corey, Ed.M., Coach of Football and Lacrosse.

RETIREMENTS

Three members of the Board of Overseers have retired as active members and have been elected Overseers Emeriti, as of February, 1965. Senior member of the group is Neal Woodside Allen, A.M., of the Class of 1907, of Portland, onetime Chairman of the Portland City Council, father of three Bowdoin sons. He became an Overseer in 1941.

Rufus Edwin Stetson, M.D., Sc.D., of the Class of 1908, of Damariscotta, joined the Board of Overseers in 1942. A graduate of the College of Physicians and Surgeons in New York, he practiced there for almost thirty years before "retiring" to a busy practice in his Maine hometown. He is the father of two Bowdoin sons.

Chester Granville Abbott, LL.D., of the Class of 1913, retired Portland banker and business leader, who received his honorary Doctorate of Laws from the University of Maine, became an

Overseer in 1944 and from 1957 to 1961 was President of the Board.

These men typify the Bowdoin graduates who find the time and the energy, in the midst of full and active lives, to serve the College which they love and which, they feel, has given something to them.

Leroy Dudley Cross, Faculty Secretary since 1942 and father of three Bowdoin sons, retires from his post on June 30, 1965.

Respectfully submitted,

JAMES STACY COLES

May 19, 1965

APPENDIX A

Faculty and Staff Publications, 1964-1965

PROFESSOR J. SEELYE BIXLER

"The Two Blessings of Joseph," Honors Convocation Address at Carleton College, May 26, 1964. Northfield, Minnesota, 1965.

MR. WALTER R. BOLAND

"Population Size and Administration in Institutions of Higher Education," with others, *American Sociological Review* (1965).

PROFESSOR HERBERT R. BROWN

Coeditor of "Checklist of Articles on American Literature Appearing in Current Periodicals," *American Literature* (1964-65).

Managing Editor of *New England Quarterly* (1964-65).

ASSISTANT PROFESSOR SAMUEL S. BUTCHER

"Microwave Spectrum of 1,3-Cyclohexadiene," *Journal of Chemical Physics* (1965).

"Microwave Spectrum of 1,3,5-Cycloheptatriene," *Journal of Chemical Physics* (1965).

"Vibration-Rotation Interaction in the Microwave Spectrum of Cyclopentene," with others, *Journal of Molecular Spectroscopy* (1965).

PROFESSOR DAN E. CHRISTIE

Review: *Vectors, Tensors, and the Basic Equations of Fluid Mechanics*, by Rutherford Aris, *American Mathematical Monthly* (1965).

PRESIDENT JAMES S. COLES

Physical Principles of Chemistry, with Robert H. Cole. W. H. Freeman and Company, 1965.

ASSISTANT PROFESSOR THOMAS B. CORNELL

Several etchings together with an introduction, *Spectrum* (1964).

One-man Shows: Bowdoin College, Brunswick, Maine (1964); Sabersky Gallery, Los Angeles, California (1965); Yale University Art Gallery, New Haven, Connecticut (1965).

MR. HERBERT R. COURSEN, JR.

"The Moon Lies Fair: The Poetry of Matthew Arnold," *Studies in English Literature* (1964).

"The Subplot of *A Woman Killed with Kindness*," *English Language Notes* (1965).

PROFESSOR LOUIS O. COXE

The Last Hero and Other Poems. Vanderbilt University Press, 1965.

"On Seeing Films of the War," *Yale Review* (1964).

"Squaring the Circle," *New Yorker* (1964).

"Fire in Winter," *Atlantic Monthly* (1965).

MR. LEROY D. CROSS

"The Four Thousand Footers of Mountaineering Literature," *Appalachia* (1964).

PROFESSOR JOHN C. DONOVAN

"Better Skills Will Improve Job Outlook," *Nation's Business* (1964).

"Implications of Manpower Training for American Education," *Phi Delta Kappan* (1965).

ASSISTANT PROFESSOR L. DODGE FERNALD, JR.

"Client Recall of Test Scores," *Personnel and Guidance Journal* (1964).

"Purdue Pegboard and Differential Diagnosis," with others, *Journal of Consulting Psychology* (1965).

PROFESSOR CHARLES H. FOSTER

"Literary Criticism," *Quill: Bowdoin College Literary Magazine* (1965).

"Robert Frost at Breadloaf," *Quill: Bowdoin College Literary Magazine* (1965).

MR. KENNETH P. FREEMAN

"The Execution of Socrates," *Quill: Bowdoin College Literary Magazine* (1965).

ASSISTANT PROFESSOR ALFRED H. FUCHS

"Repetition and Item Length in Short-Term Memory," with A. W. Melton (Report of a paper presented at the Eastern Psychological Association Meetings, April, 1963), *American Psychologist* (1964).

Review: *Sweet Madness: A Study of Humor*, by W. F. Fry, *Bowdoin Alumnus* (1964).

PROFESSOR ALFRED O. GROSS

"Albinism in the Herring Gull," *Auk* (1964).

"The Cattle Egret is also an Elephant Egret," *Audubon Magazine* (1964).

"Nesting of the Black-tailed Flycatcher on Barro Colorado Island," *Wilson Bulletin* (1964).

"Birds Observed at Sea from Montreal, Canada, to Melbourne, Australia," *Florida Naturalist* (1965).

"Erythristic Eggs of North American Birds," *Wilson Bulletin* (1965).

"The Incidence of Albinism in North American Birds," *Bird Banding* (1965).

"The Kiwi of New Zealand," *Florida Naturalist* (1965).

"Life History of Arkansas Goldfinch *Spinus psaltria psaltria* (Say)," *United States National Museum, Bulletin* (1965).

"Life History of Dickcissel *Spiza americana* (Gmelin)," *United States National Museum, Bulletin* (1965).

"Life History of Texas Pyrrhuloxia *Pyrrhuloxia sinuata sinuata* (Bonaparte)," *United States National Museum, Bulletin* (1965).

PROFESSOR LAWRENCE S. HALL

A Grammar of Literary Criticism. Macmillan Company, 1965.

"Isabella's Angry Ape," *Shakespeare Quarterly* (1964).

"The Land Is Mostly Water," *Skipper* (1964).

"The Tale of the Misplaced Dory," *Skipper* (1964).

"Labyrinth Without Exit," *Skipper* (1965).

Stowaway was issued by Macmillan & Co., Ltd., London, 1961; as a paperback in Popular Library, 1962; and translated into Dutch and published at Hilversum, 1963.

"Eyeless in Wonderland" was reprinted in *Writing: Form, Process, Purpose*, edited by Martha H. Cox. Chandler Publishing Co., 1962.

"The Ledge" has been reprinted in four additional anthologies, has been translated into Chinese and Telugu, and has been broadcast in several languages by USIA.

PROFESSOR ERNST C. HELMREICH

History at a Glance. Chronological Chart of European Civilization. Barron's Educational Series, 1965.

Article on "Austria" in *The Americana Annual*, 1965.

"Kadar's Hungary," *Current History* (1965).

Reviews: *A History of the Cold War*, by John Lukacs, *Journal of Modern History* (1963); *Letland zwischen Demokratie und Diktatur. Zur Geschichte des lettländischen Staatsstreichs*

vom 15 Mai 1934. *Jahrbücher für Geschichte Osteuropas*, Beiheft 3, by Jürgen von Hehn, *Journal of Central European Affairs* (1963); *Albania and the Sino-Soviet Rift*, by William E. Griffith, *Journal of Modern History* (1964); *Die Beilegung der Kölner Wirren, 1840–1842. Vorwiegend nach Akten des Vatikanischen Geheimarchivs*, by Rudolf Hill, *Catholic Historical Review* (1964); *Russian Diplomacy and Eastern Europe, 1914–1917*, by Henry L. Roberts and others, *Annals of the American Academy of Political and Social Science* (1964).

ASSISTANT PROFESSOR JAMES L. HODGE

"Rhodope—By Any Other Name?" *Modern Language Notes* (1964).

ASSISTANT PROFESSOR ROGER HOWELL, JR.

"Conquerors and Conquered in the New World: The Spaniards and the Conflict of Ideas," *History Today* (1964).

"Conquerors and Conquered in the New World: The World of the Aztecs and the Incas," *History Today* (1964).

"Hearth Tax Returns," *History* (1964).

"Newcastle's Regicide: The Parliamentary Career of John Blakiston," *Archaeologia Aeliana* (1964).

Abstract of paper "A Bohemian Refugee in Cromwell's England: George Ritschel, Philosopher, Schoolmaster, and Cleric," in *Abstracts of Papers at the Second Congress of the Czechoslovak Society of Arts and Sciences in America*, 1964.

Reviews: *Gesamstaat und Retablissement: Der Wiederaufbau des nördlichen Ostpreussen*, by Fritz Terveen, *Erasmus* (1964); *Prinz Heinrich von Preussen*, by Chester V. Easum, *ibid.*

ASSOCIATE PROFESSOR CHARLES E. HUNTINGTON

"North American Birds," in *Birds, Birds, Birds*, by Bruce Campbell and others. Paul Hamlyn Ltd., London, 1965.

ASSOCIATE PROFESSOR GERALD KAMBER

Review: *The Metamorphoses of Don Juan*, by Leo Weinstein, *Modern Language Notes* (1965).

PROFESSOR EDWARD C. KIRKLAND

"Charles Francis Adams, Jr.: The Making of an Historian," *Proceedings of the Massachusetts Historical Society* (1963).

MR. DONOVAN D. LANCASTER

"The Moulton Union," *Bowdoin Alumnus* (1965).

ASSISTANT PROFESSOR MAURICE I. LEVIN

Ph.D. Dissertation for Harvard University: "Repetition as a Structural Device in the Russian Proverbs." 1964.

Review: *Prakticheskaja fonetika i intonatsija russkogo jazyka*, by E. A. Bryzgunova, *Modern Language Journal* (1965).

ASSISTANT PROFESSOR DANIEL LEVINE

Varieties of Reform Thought. State Historical Society of Wisconsin, 1964.

Review: *Businessmen and Reform*, by Robert H. Wiebe, *Explorations in Entrepreneurial History* (1964).

PROFESSOR NOEL C. LITTLE

Reviews: *Electric Waves*, by Heinrich Hertz, *Physics Teacher* (1964); *Galileo and the Scientific Revolution*, by Laura Fermi and Gilberto Bernardini, *ibid.*; *Relativity in Illustrations*, by Jacob T. Schwartz, *ibid.*

MR. FREDRIC M. LITTO

"American Theatre History: A Selected Bibliography for 1963," *American Society for Theatre Research Newsletter* (1964).

PROFESSOR CHARLES H. LIVINGSTON

"A Propos de *Pantagruel II*, ch. XXVII. Un conte de Philippe de Vigneulles," *Bibliothèque d'Humanisme et Renaissance* (1965).

ASSISTANT PROFESSOR JONATHAN D. LUBIN

"One-Parameter Formal Lie Groups over p -adic Integer Rings," *Annals of Mathematics* (1964).

"Formal Complex Multiplication in Local Fields," with John Tate, *Annals of Mathematics* (1965).

ASSOCIATE PROFESSOR C. DOUGLAS MCGEE

"Fun, Games and Natural Language," *Australasian Journal of Philosophy* (1964).

"A Modest Proposal," *Chicago Review* (1964).

"Ryle on 'Use,' 'Usage,' and 'Utility,'" with others, *Philosophical Studies* (1964).

ASSISTANT PROFESSOR DANA W. MAYO

"Exchange Reactions of 4-Pyrone and 4-Pyrone Derivatives," with others, *Journal of Organic Chemistry* (1964).

"The Synthesis of Oxetane- d_6 ," with others, *Journal of Organic Chemistry* (1964).

Review: *Spectrometric Identification of Organic Compounds*, by Robert M. Silverstein and G. Clayton Bassler, *Journal of Chemical Education* (1964).

ASSISTANT PROFESSOR HARUTUNE H. MIKAEKIAN

"On an Alleged Role of Need in Adaptation to Rearrangement." Abridgment of a paper presented at the Eastern Psychological Association meetings in Philadelphia, 1964.

"Limited vs. Gross Adaptation as a Function of the Source of Motor-Sensory Feedback during Exposure." Abridgment of a paper presented at the Eastern Psychological Association meetings in Atlantic City, 1965.

"Motor Sensory Feedback vs. Need in Adaptation to Rearrangement," with R. Held, *Perceptual and Motor Skills* (1964).

"Two Types of Adaptation to an Optically-Rotated Visual Field," with R. Held, *American Journal of Psychology* (1964).

ASSOCIATE PROFESSOR JAMES M. MOULTON

"Underwater Sound: Biological Aspects," in *Oceanography and Marine Biology*, Vol. 2, edited by H. Barnes. Allen and Unwin, Ltd., 1964.

Translation from the Russian of "Some Peculiarities in Menhaden Morphology—*Brevoortia tyrannus* (Latrobe)," by E. E. Gusev, in *Contributions to Commercial Fisheries Research of the Arctic Basin*, 1964. Mimeographed for private distribution, 1964.

Articles on "Amphioxus," "Anableps," "Barnacle," "Bivalve," "Black Bass," and "Carp," in *Grolier International Encyclopedia*, 1964.

Reviews: *Natural History*, by Richard A. Pimentel, *Transactions of the American Fisheries Society* (1964); *Marine Bio-Acoustics*, edited by William N. Tavolga, *American Scientist* (1965).

ASSISTANT PROFESSOR NOEL S. NUSSBAUM

Ph.D. Dissertation for Yale University: "Scale Regeneration in the Goldfish." 1964.

PROFESSOR EDWARD POLS

"For John Kennedy of Harvard," in *Of Poetry and Power: Poems Occasioned by the Presidency and by the Death of John F. Kennedy*. Basic Books, 1964.

PROFESSOR THOMAS A. RILEY

"Breslau or Wroclaw—A City Cannot Forget," *American-German Review* (1964).

Editor of *Der Letzte Buddenbrook*, by Thomas Mann. D. C. Heath and Company, 1965.

ASSISTANT PROFESSOR ELLIOTT S. SCHWARTZ

The Symphonies of Ralph Vaughan Williams. University of Massachusetts Press, 1965.

Review of programmed theory texts, "Music Theory and the Teaching Machine," *Journal of Music Theory* (1964).

Six musical compositions for chamber ensembles, published by General Music Publishing Co. and Novello & Co., Ltd., London, 1965.

ASSOCIATE PROFESSOR WILLIAM D. SHIPMAN

Alternative Proposals for Electric Power Development in Maine. Research Report published by Federal Reserve Bank of Boston, 1964.

ASSISTANT PROFESSOR DANIEL J. STERLING

"Coverings of Algebraic Groups and Lie Algebras of Classical Type," *Pacific Journal of Mathematics* (1964).

PROFESSOR JAMES A. STORER

The Economy of the Androscoggin Region, with others. Northeastern Research Foundation, 1964.

Planning for Development in the State of Maine, with others. Northeastern Research Foundation, 1965.

"Maine's Economic Structure," *Maine Managers' Newsletter* (1965).

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

Review: *A Maine Profile, Some Conditions of Her Political System*, by David B. Walker, *Bowdoin Alumnus* (1965).

PROFESSOR BURTON W. TAYLOR

Review: *Assimilation in American Life*, by Milton M. Gordon, *Bowdoin Alumnus* (1965).

ASSISTANT PROFESSOR JAMES H. TURNER

“Small Magnetofluid-Dynamic Peristaltic Motions Inside an Annular Circular Cylindrical Induction Compressor,” with Joseph L. Neuringer, *American Institute of Aeronautics and Astronautics Journal* (1964).

“Theoretical Investigation of a Peristaltic Magneto-Fluid Dynamic Induction Compressor,” Part 1, with others, *Journal of Ship Research* (1965).

APPENDIX B

RELIGIOUS PREFERENCE

Fall Semester

Congregational	191	Universalist	7
Catholic	158	Christian Science	5
Episcopal	120	Greek Orthodox	5
Jewish	98	Dutch Reformed	2
Methodist	66	Other	13
Presbyterian	64	No Preference	44
Unitarian	30	TOTAL	841
Baptist	28		
Lutheran	10		

OTHER REPORTS

- I. Report of the Dean of the College.
- II. Report of the Director of the Senior Center.
- III. Report of the Librarian.
- IV. Report of the Director of the Museum of Art.

REPORT OF THE DEAN OF THE COLLEGE

To the President of Bowdoin College:

I have the honor to submit the following report for the academic year 1964-1965:

To say that this has been an unusual year would be an understatement. It began with the near completion and the opening of the Senior Center, and is coming to a close with the near completion of the new Gymnasium, the new Library, and the addition to the Moulton Union. In the interval, renovation of Winthrop Hall was completed and that of Maine Hall started. Accompanying these construction activities have been road building, ditchdigging, and similar allied activities which have gone along with the regular conduct of the College. In spite of the fascinating sideshows, the academic life of the College and its related activities have continued relatively unaffected and uninterrupted.

Naturally, the opening of the Senior Center, with its almost revolutionary impact upon the organization and life of the College, dominated the early part of the year. The response of the College and the wider community was lively and enthusiastic. In spite of some incompleteness in detail the Senior Class settled down quite quickly and apparently happily in their new quarters, and the rest of the College was so interested in the new experiment that perhaps the Seniors suffered at times undue invasion of their privacy. However, this interest was natural and inevitable, and it is to be hoped that the Seniors themselves somewhat enjoyed being the prime exhibit of the Bowdoin campus for the past year. They displayed both good nature and a spirit of hospitality in being what was necessarily at times a goldfish bowl, and the Senior Center rapidly developed into an integral part of the life not only of the Senior Class but of the College.

It had never been desired that the Senior Center would segregate the Senior Class or isolate them from the general life of the

College, and this has not been the case. Instead, the Senior Center has drawn into its activities not merely the Senior Class but in spirit the whole College and many elements of the local and broader community. Exact and proper lines of demarcation may have been a little difficult to draw, but it is clear that it would be more harmful to isolate the Senior Class from the rest of the College and the community than occasionally to draw the Seniors too closely into contact with the College and the broader world around them. It was inevitable that a certain amount of experience and the wearing off of the novelty would be necessary before it was perfectly clear just what should be carried on to fulfill the purpose of this Center—the realization of a program devoted primarily to the broadly conceived interest of the Senior Class.

The Seminar Program for the Seniors is the most important specific change in the academic area. It is intended that this program will be carefully assessed at the end of the first year. It is obvious that there are some difficulties and complications implicit in this educational experiment which requires each Senior to take a Seminar outside his major subject in each of his last two semesters at Bowdoin. To be specific, the Senior Seminars, about fourteen in number each semester, constitute an additional teaching load for the College, and the complete solution of this problem has still to be achieved. The offering of Seminars is an individual and also a departmental problem, and different departments have confronted it in different ways, some with and some without an increase of manpower. Obviously, an overall increase in the number of faculty has been an inevitable consequence of this program, and this has caused departmental problems when Seminars have been added to the regular courses without any uniform or predictable pattern. The situation in many ways has been difficult and the solutions not uniform for individual faculty members or for individual departments. This general area has engaged the attention of the Faculty and particularly of the Senior Center Council of the Faculty, but no wholly satisfactory formula or solution has been found.

Because of the increase in the size of the Faculty and through

normal turnover, a number of new members have been added in the last two years. These men have taken a very active interest in the College and particularly in the activities and organizations of the undergraduates. This is somewhat in contrast to the frequent opinions that are heard currently concerning the excessive preoccupation of faculty members with research and restriction of their activities to their particular disciplines. This, in my opinion, has not in general been true of the recent additions to the Bowdoin Faculty, who have manifested a great interest in undergraduate life and in the College as a whole, in spite of their comparatively recent connection with it. I believe we are very fortunate and that there has been an appreciable increase in faculty and student contact outside the classroom.

The addition of a Dean of Students has also been of great importance in this field, and Dean Greason has given a great deal of time and attention to frequent meetings with the various student organizations, including the fraternities and the representatives of student government in its various aspects. The results of this may be seen, for example, in the institution this year of the Honor System, which has apparently operated very smoothly and successfully. During the present year the Deans with the President of the College and the presidents of the various fraternities have met very frequently to discuss social problems involving student life at Bowdoin in relation to the fraternities, and these talks have been very beneficial, in my opinion, to all those engaged in them.

The present position of fraternities at Bowdoin is a subject of active discussion, particularly because of the course being followed at other colleges such as Williams and, apparently, Amherst. These developments have been of particular concern to Bowdoin because of the closeness of our relation with these institutions and the habit of comparison, invidious or otherwise. The fraternity situation at Bowdoin has been and is being surveyed in the light of the apparent weaknesses and harsh criticisms of the fraternities at these and other institutions where such organizations are apparently on their way to being supplanted by social organizations of a somewhat different character and size. A very serious effort is be-

ing made to determine whether weaknesses that have cropped up in the fraternity structure can best be corrected by what appears to be in some ways a rather superficial recasting of the social organizations.

This has had the healthy effect at Bowdoin of causing an intensive self-study of the fraternity system as it exists here and an attempt to remedy the apparent weaknesses that have caused some other institutions to abandon the organizations that have been a part of their past history, and resort to other forms of student social organization. Such self-examination is healthy and can be very constructive. It is quite apparent that this will continue because the Faculty, who are in many respects closer to the fraternities than they have been for some time, are very much concerned with questions related to this general problem.

Because of the introduction of the Senior Center, the leadership in the fraternities has been forced down into the Junior Class or below, and the same thing is true, of course, of such positions in student government as the dormitory proctors. So far the assumption of leadership by the Junior Class has seemed to be successful, and in the numerous meetings I referred to between the fraternity presidents, the Deans and the President, it seemed to be very evident that the Juniors acting as fraternity presidents were taking their responsibilities with great seriousness and ability. These consequences were expected to result from the decision to establish the Senior Center.

Academically the College has been in sound condition with as low a rate of attrition as in recent years and with comparatively few men in major academic difficulty. This is true in spite of the larger size of the incoming Freshman Classes beginning with the one entering last fall. It also appears that next fall's Freshman Class, although still larger, will be fully as strong academically and in other ways as preceding classes of smaller numbers. The serious interest and concern of the undergraduate body is shown by the very large number of men who intend to go on to graduate study of some sort or other. This number seems to increase gradually but steadily over the years, although it is difficult or impos-

sible to give statistics in the case of a class that at this time of the year is expressing intentions rather than stating definite plans. The concentration of the Seniors and the opportunities which the Senior Center affords for stimulating interest in graduate programs will almost certainly increase the number of men who give serious thought to plans for further education and training.

Extracurricular activities have been carried on with normal vigor and the customary variation in the quality of performance by various organizations. The student body has continued to manifest strong interest in such causes of public concern as the Civil Rights question and has continued such projects as the exchange of students with Morehouse College, in Atlanta, Georgia, and the recruitment of students from underprivileged backgrounds. The number of students from other countries previously coming almost entirely as a result of the Bowdoin Plan has been augmented by students coming to the College from Africa under other auspices, and in general the absorption of these students into the student body has been successful. Such efforts to connect Bowdoin with the worldwide community seems certain to continue and to strengthen.

In all honesty this report, if it were sufficiently well and fully presented, should be over the signature of the Dean of Students, Professor A. LeRoy Greason, Jr., as well as mine. If the line of demarcation between our activities has been somewhat vague and may possibly have led to some inefficiency, it has not led to any lack of harmony and cooperation. For this I feel deeply indebted to the Dean of Students.

Respectfully submitted,

NATHANIEL C. KENDRICK, *Dean*

APPENDIX

I. Enrollment

	Under- graduates	Graduates
Students enrolled September, 1964	841	12
Student who completed his work February, 1965	1	
Students dropped for academic deficiencies February, 1965	8	
Students leaving for other reasons between September, 1964 and February, 1965	18	
Students enrolled February 3, 1965	812	12
Students readmitted February, 1965	6	

II. Geographical Distribution

Entered September, 1964

Massachusetts	82	Wyoming	2
Maine	58	Florida	1
New York	21	Georgia	1
Connecticut	15	Indiana	1
New Jersey	12	Iowa	1
Ohio	9	Kentucky	1
Pennsylvania	8	Michigan	1
California	7	Minnesota	1
Illinois	4	Mississippi	1
Maryland	4	Japan	3
Missouri	4	Sweden	3
Rhode Island	4	Switzerland	2
District of Columbia	3	West Cameroon	2
New Hampshire	3	Italy	1
Colorado	2	Netherlands	1
Delaware	2	Nigeria	1
South Carolina	2	Norway	1
Virginia	2	Panama	1
West Virginia	2	TOTAL	271*
Wisconsin	2		

*Of these, 245 were Freshmen.

III. Enrollment in Courses, 1964-1965

	First Semester	Second Semester		First Semester	Second Semester
Art 1, 2	68	34	French 3, 4	83	64
Art 7, 8	35	28	French 5, 6	98	104
Art 9		13	French 7, 8	11	9
Art 13, 14	14	11	French 11, 12	7	7
Biology 1, 2	102	98	French 15, 16	27	22
Biology 3, 4	12	22	Geology 1, 2	46	45
Biology 5, 6	12	4	Geology 5, 8	5	8
Biology 9, 10	26	7	German 1, 2	34	32
Biology 12		11	German 3, 4	56	49
Biology 15, 16	8	4	German 5, 6	5	9
Chemistry 11, 12	107	105	German 7, 8	16	16
Chemistry 21, 22	35	32	German 9, 10	23	19
Chemistry 31, 32	16	15	German 13, 14	8	8
Chemistry 42		7	Government 1, 2	75	73
Chemistry 43, 44	13	20	Government 3, 4	19	19
Economics 1, 2	157	153	Government 5, 6	14	6
Economics 3, 6	20	35	Government 9, 7	5	26
Economics 7, 8	6	12	Government 11, 12	28	50
Economics 11, 12	57	41	Government 13, 14	47	28
Economics 14, 13	24	31	Government 15, 18	29	19
Economics 15	9		Greek 1, 2	5	4
Economics 17, 18	37	33	Greek 3, 4	6	5
Education 1, 2	25	34	Greek 5, 6	2	2
Education 5, 6	19	19	History 1, 2	74	74
English 1, 2	249	247	History 5, 6	10	22
English 4, 4	119	137	History 7, 8	39	40
English 6, 5	12	12	History 9, 10	32	30
English 7, 8	25	18	History 11, 12	46	45
English 13, 14	53	42	History 13, 14	25	18
English 19, 20	30	25	History 22, 21	32	16
English 21, 22	15	12	Italian 3, 4	1	2
English 23	5		Latin 1		21
English 25, 26	52	64	Latin 3, 4	16	15
English 30		11	Latin 7, 8	23	55
English 32		7	Mathematics 11, 12	185	108
English 33, 34	6	23	Mathematics 14, 14	27	108
French 1, 2	22	21	Mathematics 21, 22	47	26

Mathematics 23	7		Physics 23, 24	11	10
Mathematics 29, 30	17	13	Physics 32		4
Mathematics 31, 32	13	4	Physics 33, 34	8	6
Mathematics 35, 34	9	20	Physics 37	9	
Mathematics 36	13		Psychology 1, 2	147	79
Mathematics 37, 38	12	7	Psychology 3, 4	69	68
Mathematics 39, 42	6	2	Psychology 5, 6	42	4
Mathematics 44		5	Psychology 7		30
Mil. Sci. 11, 12	40	35	Psychology 9, 10	19	16
Mil. Sci. 21, 22	35	29	Religion 1, 2	14	22
Mil. Sci. 31, 32	21	20	Religion 3, 4	21	42
Mil. Sci. 41, 42	34	34	Russian 1, 2	10	9
Music 1, 2	36	34	Russian 3, 4	6	6
Music 3, 4	16	41	Russian 5, 6	7	5
Music 11, 12	11	9	Russian 7, 8	1	2
Music 13, 14	5	4	Sociology 1, 2	73	68
Music 21, 22	2	2	Sociology 3, 5	33	30
Music 23, 24	2	2	Sociology 8, 12	25	64
Philosophy 11, 12	67	61	Spanish 1, 2	9	7
Philosophy 21, 22	30	12	Spanish 3, 4	18	17
Philosophy 31, 32	14	11	Spanish 5, 6	30	29
Philosophy 33, 34	6	20	Spanish 7, 8	8	11
Physics 11, 12	72	69			

IV. Fraternity Membership, April, 1965

Alpha Delta Phi	61	Phi Delta Psi	52
Alpha Rho Upsilon	65	Psi Upsilon	59
Beta Theta Pi	74	Sigma Nu	60
Chi Psi	58	Theta Delta Chi	73
Delta Kappa Epsilon	70	Zeta Psi	78
Delta Sigma	61	TOTAL	782
Kappa Sigma	71		

V. Scholastic Standings of the Fraternities and Independents

June, 1964	February, 1965		
Alpha Rho Upsilon	2.602	Theta Delta Chi	2.440
Independents	2.575	Alpha Rho Upsilon	2.433
Phi Delta Psi	2.556	Beta Theta Pi	2.429
Theta Delta Chi	2.444	Sigma Nu	2.420

Beta Theta Pi	2.439	Phi Delta Psi	2.391
Sigma Nu	2.414	Independents	2.367
Alpha Delta Phi	2.359	Chi Psi	2.308
Delta Sigma	2.331	Delta Kappa Epsilon	2.292
Psi Upsilon	2.306	Delta Sigma	2.281
Kappa Sigma	2.186	Psi Upsilon	2.270
Delta Kappa Epsilon	2.179	Kappa Sigma	2.223
Chi Psi	2.176	Alpha Delta Phi	2.177
Zeta Psi	2.149	Zeta Psi	2.160
All-College Average	2.339	All-College Average	2.319
All-Fraternity Average	2.326	All-Fraternity Average	2.317

VI. *Freshman Scholastic Standings*

June, 1964		February, 1965	
Alpha Rho Upsilon	2.720	Phi Delta Psi	2.652
Beta Theta Pi	2.474	Independents	2.594
Theta Delta Chi	2.344	Chi Psi	2.444
Independents	2.333	Alpha Rho Upsilon	2.398
Psi Upsilon	2.281	Sigma Nu	2.392
Zeta Psi	2.139	Delta Sigma	2.289
Delta Sigma	2.083	Beta Theta Pi	2.253
Alpha Delta Phi	2.072	Theta Delta Chi	2.207
Sigma Nu	2.042	Psi Upsilon	2.074
Phi Delta Psi	2.023	Kappa Sigma	2.048
Chi Psi	1.922	Alpha Delta Phi	2.025
Kappa Sigma	1.888	Delta Kappa Epsilon	1.940
Delta Kappa Epsilon	1.868	Zeta Psi	1.747
All-College Freshman Average	2.172	All-College Freshman Average	2.235
All-Fraternity Freshman Average	2.164	All-Fraternity Freshman Average	2.222

VII. *Abraxas Cup Standing, February, 1965*

1. Milton High School (Massachusetts)	3.167
2. Framingham North High School (Massachusetts)	3.000
3. Morse High School (Bath, Maine)	2.917
Swampscott High School (Massachusetts)	2.917
5. Deering High School (Portland, Maine)	2.867

*VIII. Distribution of Majors**Class of 1965*

Art	1	History	24
Biology	14	Latin	6
Chemistry	7	Mathematics	17
Classics	1	Music	2
Economics	26	Philosophy	2
English	7	Physics	4
French	6	Psychology	23
German	6	Sociology	6
Government	18		

REPORT OF THE DIRECTOR OF THE SENIOR CENTER

To the President of Bowdoin College:

I have the honor to submit the following report for the academic year 1964-1965:

The fine spirit of Bowdoin's Class of 1965 has seen the Senior Program through the many inevitable difficulties of the initial year now completed. No one should take for granted this extraordinary demonstration of goodwill by the first residents of the Senior Center. The professors, administrators, Trustees, Overseers, alumni, and undergraduates who developed the idea of the Center have not forgotten the gloomy prophecies offered by its opponents, including some who were Seniors at the time. The most serious warning was that such an intrusion into the traditional life of the College would be received scornfully by the Seniors. At best, they would settle down passively in the rich environment created for them to a year of ease before leaving Bowdoin.

This has not happened. The Center itself was far from ready on September 15, 1964, when the Seniors arrived to take possession of their suites. The educational program during the hectic early days called for some improvisation. Its scope has been necessarily limited, and some of its elements remain as unfulfilled promises at the end of the first year. Alumni, visiting educators, and the curious public have come by scores and hundreds to see the Center and to observe its use by the Seniors. Outside groups have used the dining hall and the meeting rooms. The Director and his teaching and administrative colleagues have encountered a tricky, unanticipated problem each day as they have struggled to translate the easy cliché of "total environment" into pleasant day-to-day life and a stimulating program. And yet the Seniors have been patient, cooperative, responsive, eager to participate in the varied life of the Center.

They have returned questionnaires. They have moved furniture. They have sipped sherry with numerous guests. They have come to linger over meals in order for dinner-table conversation to take place—a noteworthy change for Bowdoin! They have gracefully introduced speakers to lecture audiences. They have come to the aid of a harried Director by working out the complexities of room choices and Seminar assignments, by devising a workable system of controlling the social privileges of Seniors, and in countless other ways. They have carried on their extracurricular activities with enthusiasm, sometimes planning jointly with the Center such programs as those of the Political Forum and the Student Council's Intercollegiate Forum on Undergraduate Social Life. They have extended the hospitality of the College and the Center to all, offering friendly greetings and intelligent explanations to the most distinguished visiting lecturer and to the most humble subfreshman. Being human and being college students, they have sometimes misbehaved, but never maliciously or seriously.

And even while carrying on so much busy work, they have kept to the main mark. They have met the exacting demands of their Seminar instructors. They have worked long hours on term papers and honors theses. They have engaged in spirited discussions with outside experts and among themselves. They have brought to meals and into their suites not only their dates but their professors, their parents, their underclass friends, their married classmates. If their generous enthusiasm has added to the cost of the program, the College has had its compensation in the pride which the Seniors have taken in their Center, the spirit in which they have shared it with others. They have set a splendid example for those who follow them.

The Faculty response to the Senior Program has also been excellent. Twenty-six members of the Faculty have prepared Seminars, including Professor George D. Bearce, whose tragic death in January made it necessary to cancel one of the spring semester topics. The Seminars have been taught with skill, imagination, and energy. Not only the Seniors but their professors as well enjoy the benefit of the program. In a small college with a limited

curriculum, an enlarged opportunity to bring specialized questions from their scholarly investigation into their teaching is appreciated by many faculty members.

Very few students have been unable to find several topics of interest in each semester. The opportunity to choose topics from a large number offered has clearly suited the program better than the single course for all Seniors which was considered and rejected, even though it would have been simpler and more economical to administer. The range of topics has corresponded to student interest sufficiently to permit the assignment in both semesters of better than ninety percent of the Seniors to Seminars of their first or second choice. A few Seniors have regretted their exclusion from topics in their major fields, but most have welcomed the opportunity to include an adventure beyond the limits of their fields of specialization during their final year of undergraduate liberal study.

Three problems require attention respecting the future conduct of the Seminar program. None can be eliminated, but all can be rendered easier of solution by the completion of each year's tentative schedule of Seminars no later than the fall of the preceding year, while the plans of both individuals and departments are still flexible. First, an effort must be made to provide Seminars of sufficient appeal that a reasonable enrollment can be obtained in each. If this does not appear likely, a Seminar should be dropped from the list before the instructor has devoted the necessary time and effort to its preparation. Second, the Seniors should have more adequate counseling in their selection of Seminars, particularly when the instructor is a visitor whose interest and quality are not known to the Seniors at the time of their registration. Third, a tendency of the several departments to determine their Seminar offerings primarily in accordance with long-term personnel plans must not be allowed to develop. Obviously the Seminar program cannot be conducted without reference to the departmental teaching commitments of those who teach the Seminars. Yet the Senior Center Faculty Council must be free to maintain a good balance among the types of Seminars

available each year. An interesting program must include unusual topics in which professors teach outside their specialty, as Professor Root, of the Chemistry Department, did this year in his Seminar on the "Civilization of the Mayas"; and others involving the sort of interdepartmental collaboration represented this year in the Seminar on Wagnerian opera, taught jointly by Professor Koelln, of the German Department, and Professor Beckwith, of the Music Department. Such topics can best be developed through discussions with individual professors before arrangements are worked out to free them from a portion of their other duties.

The Dedicatory exercises of October 19, 1964, provided ceremonial brilliance and stately dignity at the beginning of the year's program. The Convocation address by Professor Michael Polanyi, philosopher-scientist from England, and the two chamber performances of Ross Lee Finney's specially commissioned *Divertissement* symbolized the Center's commitment to creative humane learning. Addresses by Senator Edmund S. Muskie and by the Secretary of the Navy, Paul H. Nitze, brought thoughtful assessments of the program and its promise from outside the academic community.

Among the visiting lecturers who participated in this year's program, some were invited at the suggestion of Seminar instructors. Dr. Banesh Hoffmann, who came to discuss relativity theory, and Professor Henry Margenau, who came to discuss quantum theory, were invited primarily to meet with Seminar students. Of the more general lectures, one on politics and two on the problems of contemporary urban society demonstrated that informed discussions of timely public issues attract keen student interest. William V. Shannon, of the *New York Times*, spoke immediately after the Presidential election on the future of the Republican Party. Michael Harrington, author of *The Other America*, and Edward Logue, of the Boston Redevelopment Authority, assessed the problems of city dwellers today. A stronger effort will be made next year to offer series of lectures on significant broad themes, relating these themes to the study and the interests of the students.

Many departments of the College have utilized the Center as a place for their own guests to stay and dine. The incidental benefits to Seniors, who have been in a position to meet and talk with these people whether or not they came as Senior Program participants, has been immense.

A principal goal to be achieved during the second year of the Senior Program will be the expansion of the contemplated program of visitors to discuss career opportunities with Seniors and to guide them in their planning for graduate study.

A better program for 1965-1966 will require an addition to the staff of the Director's office. Although salaries cut deeply into the program budget and although the working of Parkinson's Law must be kept in mind, it is clear that this year's program planning has demanded more time than a single Director with a half-time teaching load could provide. The staffing problem can also be relieved by using student leaders and the resident faculty members more effectively.

During the planning and construction of the Center, it was decided to wait until the Center could be finished and lived in for a while before making a commitment to any works of art. Paintings and prints, possibly one or more murals, and a statue in the court have been considered. Mr. Marvin Sadik, Director of the Bowdoin College Museum of Art and a resident in the Senior Center, has arranged for the loan of many Museum paintings and has attended to their hanging, so the walls have not been entirely bare. It is now time to move forward with plans for complementing the architectural genius represented by the Center itself with a generous display of works of art in the Center.

I wish to record the gratitude of all who have been associated with the Center to the resident faculty members who have done so much this year to set its tone. Mr. Sadik and Professor James Redwine have occupied the two resident faculty apartments. Dr. James Seelye Bixler, President Emeritus of Colby College, and Mrs. Bixler were the guests of the Center in the sixteenth-floor guest suite during the spring semester. In his Seminar on William James and in the great interest shown daily in all of the Seniors,

Dr. Bixler has set a fine example of what a liberally educated gentleman can be. As Director I am deeply grateful to this wise teacher for his suggestions and his sympathetic guidance.

The contribution of the Faculty Senior Center Council has been indispensable. This group, Deans Kendrick and Greason and Professors Daggett, Pols, Hiebert, and Shipman, has met weekly with the Director to help develop both general policy and the details of the program. The Student Committee, Messrs. Giesler, Schiller, Rosenfeld, Peterson, Putnam, and Trzcienski, has brought the point of view and the talents of students to the enterprise with good results.

The 1964–1965 year has been one of heartening progress toward a more alert and lively Senior experience. Our ultimate goal has not been reached. Bowdoin men are capable of greater intellectual daring, a freer imagination, a better understanding of the demands our society must make upon its educated leaders.

The task is not merely that of the Senior Center. It is the task of Bowdoin College, of the small residential colleges, of American education, of democratic society today. Thanks to the Senior Center, thanks even more to the courage which Bowdoin demonstrated in undertaking so bold an experiment, this College is better prepared and better motivated to carry out this task than at any time in its recent history. I close by recording my profound gratitude to the Governing Boards and the Administration of Bowdoin for allowing me to share in this exciting endeavor.

Respectfully submitted,

WILLIAM B. WHITESIDE, *Director*

APPENDIX A

Senior Seminars

Fall Semester, 1964

- The Artist as a Social Commentator and Critic. MR. BEAM.
Richard Wagner. MESSRS. BECKWITH and KOELLN.
Poetry and Poetics. MR. COXE.
The Supreme Court and the "First Freedom." MR. DAGGETT.
Greek Mythology and Living Literature. MR. DANE.
The Revolution in Biology: The Impact of Information Theory. MR.
HOWLAND.
The Special Theory of Relativity. MR. LITTLE.
Historical Geography. MR. LYMAN.
The Person and the Mind-Body Problem. MR. POLS.
The Civilization of the Mayas. MR. ROOT.
The Growth and Decline of American Railroads. MR. SHIPMAN.
Social Darwinism. MR. WHITESIDE.

Spring Semester, 1965

- Southeast Asia. MR. ARMSTRONG.
Richard Wagner. MESSRS. BECKWITH and KOELLN.
The Philosophy of William James. MR. BIXLER.
Linear Graphs: Theory and Application. MR. CHRISTIE.
The Emergence of Michelangelo. MR. CORNELL.
Intercurricular Approaches to Personality. MR. FERNALD.
Transcendentalism. MR. FOSTER.
The Natural Regulation of Animal Populations. MR. HUNTINGTON.
Humanism and the Continental Renaissance. MR. KAMBER.
Philosophy in Contemporary Literature. MR. MCGEE.
Views of Tragedy. MR. RYAN.
Issues in Economic Development. MR. STORER.
Quantum Theory and Modern Thought. MR. A. M. TAYLOR.

APPENDIX B

*Summary of the Senior Program and other events in the
Senior Center, 1964-1965*

- 56 Lectures or talks were held in the Center, of which number 24 were Senior Program lectures. The others were sponsored by the College Lecture Committee or by the various departments of the College.
- 12 Concerts were presented in the Center, most of them as part of the Bowdoin College Concert Series.
- 48 Receptions were held following lectures or concerts in the Center or in the Pickard Theater. It was at these receptions that Seniors had an opportunity to meet and talk informally with David Schoenbrun, Linus Pauling, Norman Thomas, William V. Shannon, Michael Harrington, Herbert Butterfield, the Reverend Martin C. D'Arcy, S.J., and other well-known visitors to Bowdoin.
- 261 Overnight guests stayed one or more nights in the Center. Of these,
 131 stayed in the visitors' suites, including 48 who were Senior Program guests and 83 who were the guests of other departments of the College.
 130 (approximately) stayed in the unoccupied student suites in the Tower.
- The overnight guests included lecturers, performing artists, Governing Boards members, Alumni, Career Conference panelists, representatives of graduate and professional schools, scholars invited to participate in the programs of the departments of the College, and students from other colleges who attended the Undergraduate Social Life Forum.
- Representatives of at least 30 universities and colleges in the United States and abroad stayed overnight at the Center while here to take part in the program of the Center and the College.
- 8 Formal Senior Program dinners with invited guests.
- 14 Formal dinners in honor of visiting lecturers or musical performers, attended by departmental guests from the Faculty as well as by Seniors.
- 20 Special groups had formal luncheons or dinners not attended by Seniors. Of this number, 7 were college groups, 7 were Bowdoin alumni groups, and 6 were non-Bowdoin groups. A number of

additional groups took meals together in the Dining Hall or the Small Dining Room throughout the year. These included departmental and committee meetings and various groups of non-Bowdoin people here to consult with a professor or a department.

25 Sherry receptions before dinners.

4 Open houses and 15 guided tours of the Center were held for special groups, not counting numerous occasions when Seniors or faculty members or the Senior Center staff showed individuals or groups through the Center.

Many guests of Seniors and of the College had lunch or dinner at the Center.

REPORT OF THE LIBRARIAN

To the President of Bowdoin College:

I have the honor to submit a report for the Bowdoin College Library for 1964-1965.

Progress on the new library building is far enough along that we have reasonable assurances from the architects and the construction company that the library will be ready for occupancy by September. Our ability to move into the new library at that time is, however, dependent upon the receipt on schedule of carpeting, equipment, and furniture as well as on the completion of construction. The schedule now in effect must be closely adhered to if the move in September is to be accomplished.

General plans for moving the books to the new building from the old stacks, the library tower, the basement of Hubbard Hall, and from the storage area under the Chapel have been made, and a contract with a firm of professional movers is ready to be let. The Library will be closed for general use from Commencement till the opening of College in September. Much preparation of materials that will expedite the move can be accomplished during this period.

Work with the architects and with the suppliers of equipment and furniture has consumed an inordinate proportion of the time of both the Librarian and the Assistant Librarian during the year. They have been helped immensely by the thorough cooperation and hard work of Mr. John C. Pickard, Chairman of the Library Committee of the Governing Boards, by the continuing advice and interest of Mr. Keyes D. Metcalf, Librarian Emeritus of Harvard College, and by various officers of the College.

Normal functions of the Library have suffered little if at all because of the work of myself and Mr. Monke on the new building. Mr. Monke has proved himself capable of handling efficiently a far greater workload than should be demanded of him. The

rest of the staff, especially the catalogers (under the supervision and direction of Miss Lillian Cooper); Richard Kirkwood, Reference Librarian; and Mrs. Lena E. Browne, Assistant to the Librarian, have extended themselves.

The recataloging of the collections has not moved as rapidly as might be hoped. Work has been severely hampered by the inadequacy of a large proportion of old, inaccurate cards in the shelf-list (the official inventory of the Library). It has been slowed by our inability to find trained catalogers and the resulting necessity for Miss Cooper to train catalogers on the job. Both Miss Joyce Tracy and Mr. J. J. Derbyshire are now more-than-competent catalogers and themselves able to speed progress on the whole project. There have been all year, however, two cataloging vacancies. There are now prospects that these positions will be filled by fall. Figures on recataloging are not presently an accurate reflection of the work accomplished; preliminary work has been done on a great many books that cannot yet be counted as fully recataloged.

Mr. Kirkwood has made a great deal of headway in recataloging and reorganizing our collection of government documents. Mr. Monke, with the able assistance of Miss Evelyn Wallace, has done a comparable job towards achieving new bibliographic control of periodicals. Mr. Peter Fenton has done the preliminary work in reorganizing the collection destined to remain in the Rare Book Room of Hubbard Hall, has accomplished much towards the permanent organization of our manuscript collections, and has directed unusually efficient student assistants in the temporary organization in a segregated area of the stacks the books which will go in the special collections suite of the new building.

Better than ever faculty cooperation in the ordering of books, the increasing efficiency of Mr. Stanford Terhune, who joined the staff only in the fall of 1964 as Acquisitions Librarian, and the wonderful competency of Mrs. Browne in getting out orders quickly have all contributed to a smoother and more efficient flow of new books. Mr. Terhune has done much special work in tracking down the status of difficult orders for continuing publications

and in systematizing our records for them. During this year we have been able to process an impressive number of books which came to Bowdoin as gifts and also to recheck the entire collection of duplicates for a definitive decision as to addition to the Library or disposal.

Mrs. Jean K. Guest and her staff at the circulation desk have handled an increased load with efficiency. The work of student assistants has been erratic in quality, but we cannot maintain our long schedule without depending heavily upon them. Most have been quite reliable, and a few have been outstanding in both dependability and efficiency.

Bowdoin's library has looked increasingly better in the report of library statistics published annually by the U. S. Office of Education. Official figures are available only through fiscal 1963-64. A table drawn from the USOE compilation was published in the April number of the *Bowdoin College Library Bulletin*, and gives an easy record of this library's position relative to the libraries of a selected group of comparable colleges. The following table is a selection of statistics for our own library only from 1954-55 through 1963-64:

	TOTAL LIBRARY BUDGET	\$ FOR BOOKS, PERIODICALS, BINDING	\$ FOR SALARIES AND WAGES	PROFESSIONAL STAFF	CLERICAL STAFF	TOTAL STAFF	HOURS OF STUDENT HELP	TOTAL OF VOLUMES ADDED	LIBRARY BUDGET AS A PERCENTAGE OF TOTAL COLLEGE EXPENDITURE
1954/55	\$ 58,146	18,055	26,439	5	4	9	not avail.	4,040	4.3
1959/60	84,583	31,605	29,236	4	3	7	not avail.	5,006	3.3
1960/61	93,732	39,029	30,260	4	2.7	6.7	4,900	6,553	4.7
1961/62	91,425	37,912	34,538	4.2	2.3	6.5	6,086	6,295	5
1962/63	121,534	48,225	63,602	4	5.4	9.4	7,142	9,474	4.6
1963/64*	176,215	59,033	106,351	8	10.2	18.2	8,194	13,426	6.0

*Includes figures for recataloging project.

Accessions in 1964-65 may fall somewhat short of the 1963-64 figure, but they will be at a level that, if continued, will fill the shelves of the new library building much sooner than the prediction of the program for library space drawn by the 1958 Faculty Library Committee and on which plans for the new library were based. By the end of 1964 our holdings had passed an official figure of 300,000, and it is highly probable that, when an accurate total of our holdings is available as a result of the re-cataloging project, we shall find the collections have over a long time been undercounted.

Recorded circulation through 1963-64 shows no unusual change. Statistics for the last five years are:

	1963/64	1962/63	1961/62	1960/61	1959/60
Lent (for extended use)	28,942	24,417	23,529	22,833	24,330
Lent (from closed reserve)	18,173	20,577	23,116	27,053	26,547

It is still too early to assess the effect of the Senior Center and of improved quarters in the renovated dormitories on library use. The placement of seminar reserves in the Center (whose use goes unrecorded) may have a definite effect. Less tangible will be the changes in library use brought about by the improvement of student quarters which makes them more comfortable and more conducive to study outside the Library.

Gifts to the Library have continued at the increased pace noted in the Librarian's report for last year. The total of appraised value for gifts during calendar 1964 was more than the book budget for 1963-64 or for the current fiscal year.

One new book fund was established during the year: The George D. Bearce Book Fund. Two previously established book funds were substantially increased: The Burton Book Fund by gifts in memory of Justice Harold Hitz Burton '09, and the Class of 1912 Book Fund by gifts in memory of Leland G. Means

'12. More than one hundred and fifty gifts have been added to these three funds for the Library.

Previously established funds have also been increased as follows: The Benoit Library Book Fund by gifts from A. H. Benoit & Company, André E. Benoit '43, Arthur H. Benoit '42, and Louis J. Benoit '55; the Class of 1904 Book Fund by a gift from Merton A. McRae '04; the Class of 1924 Book Fund by gifts from Lawrence Blatchford '24 and Malcolm E. Morrell '24; the Roscoe J. Ham Book Fund by a gift from Weston Rankin '30; the President John F. Kennedy Memorial Book Fund by gifts from John V. Craven '43, Miss Drusilla Fielding, Dr. Reginald P. McManus '52, and Miss Kathleen Watson; the Earl Scott Miller Book Fund by a gift from the Karmil Merchandising Corporation; the Donald W. Philbrick Book Fund by a gift from Donald W. Philbrick '17; the Alfred Rehder Library Fund by gifts from Gerhard O. Rehder '31, Harald A. Rehder '29, and Mrs. Warren F. Witherell; the Major Robert R. Rudy Book Fund by gifts from Mr. and Mrs. William Owlick, Mr. and Mrs. Isadore Rubin, and Mrs. Robert R. Rudy; the Sills Book Fund by gifts from Philip M. Brown, Mrs. George Roy Elliott, Anthony K. Kennedy III '53, John S. LaCasce '56, Fred N. Robinson H'36, and Mr. and Mrs. Burton W. Taylor; the Walter Moritz Solmitz Fund by gifts from Richard T. Goodman '53 and Paul R. Riseman '62.

Many gifts of considerable note have been received during the year from individuals, corporations, and foundations, including the following donors not previously mentioned: Albert Abrahamson '26, Robert G. Albion '18, Miss Eleanor Wyllys Allen, Neal W. Allen '07, Mrs. Harold D. Andrews, Frederick W. Anthonsen H'47, Dr. John M. Bachulus '22, Elden G. Barbour '12, John L. Baxter '16, Edwin J. Beinecke, Sr. H'50, Francis S. Benjamin, Jr. '36, Dr. Charles Everett Bills, Lt. Donald M. Bloch '60, Bollingen Foundation, Emery W. Booker, Edward M. Butterfield, Miss Mary Ellen Chase, John E. Chatman, The Rev. Sheldon Christian '37, Alexander P. Clark '34, Claus-Peter Clasen, Arthur H. Cole '11, President James S. Coles, Mr. and Mrs. Ralph F. Colin, Charles H. Coolidge '30, Louis O. Coxe, George V. Craighead

'25, Leon O. Crockett, Mrs. Cedric R. Crowell, Joshua W. Curtis, Jr. '50, Theodore S. Curtis, Jr. '62, John D. Cushing, Edward F. Dana '29, Lawrence Dana '35, George H. Davis '60, Richard J. Davis, Walter G. Davis, Dr. Archibald S. Dean '18, Robert C. Delaney '55, Edward D. Densmore '32, Stanley F. Dolat, Leon F. Dow '15, Robert B. Downs, Glenn S. Dumke, Mrs. William G. Dunlap II, C. Cabot Easton '48 and Mrs. Easton, Franklin W. Eaton '42, George W. Elderkin, Mrs. George Roy Elliott, Frank C. Evans '10, Robert W. Ferrell, Jr. '62, Capt. William A. Fickett '54, Miss Frances Fletcher, Lloyd W. Fowles '26, H. A. Freeman, H. Findlay French, Alfred C. Fuller, Arthur Garrett, Russel M. Geer, Bernard Gittelson, Mrs. Harriet K. Greer, Evatts Haley, Jr., Mrs. Basil D. Hall, Mrs. Clayton Morris Hall, E. Hamilton Hall '25, Loring E. Hanna, Richard Harwell, Ernst Helmreich, Horace W. Hewlett, Mrs. John B. Holt, Vernon A. Howard, Leland B. Howe '50, Roger Howell, Jr. '58, Dr. Roswell E. Hubbard '14, Frank James, Miss Helen B. Johnson, Miss Margaret L. Johnson, Thomas J. N. Juko '51, Stafford Kay '64, Orrin L. Keener, Mrs. Philip C. Keith, William H. Kimball, C. F. Kleinknecht, Jr., Edward C. Kollmann '41, Kress Foundation.

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Respectfully submitted,

RICHARD HARWELL, *Librarian*

REPORT OF THE DIRECTOR OF THE MUSEUM OF ART

To the President of Bowdoin College:

The Director of the Museum of Art has the honor to submit the following report for the year ending April 30, 1965.

The most important event to take place at the Museum during the period covered by this report was the exhibition *The Portrayal of The Negro In American Painting, 1710-1963*, which consisted of eighty pictures by most of the important American painters of the last two and a half centuries, borrowed from fifty-two museums, institutions, dealers, and private owners all over the United States. The exhibition was visited by nearly twenty thousand people, including many dignitaries, the most distinguished of whom was The Reverend Martin Luther King, Jr. The catalogue, which was published in an edition of two thousand copies, has been out of print for several months. Professor Sidney Kaplan, of the University of Massachusetts, author of the "Notes on the Exhibition" in the catalogue, and the Director of the Museum of Art are collaborating on a book on the same subject, slated to be published by McGraw-Hill in 1966. The exhibition was visited on opening day by the chief art critic of the *New York Times*, John Canaday, who devoted his column to it in the *Sunday Times* the following week. In addition, the exhibition was extensively covered by Maine press and television and was reported in newspapers across the nation by the Associated Press, and in various periodicals.

The first exhibition in the fall was of the work of Professor Thomas Cornell of the Bowdoin Art Department. Mr. Cornell subsequently had one-man exhibitions based on the work shown at Bowdoin, at Yale University and Williams College.

The most important of the five other exhibitions held at the

Museum this year was the one which has just closed, entitled *The Philadelphia Tradition*, made up of paintings by Philadelphia artists from the Colonial period to the present, borrowed from the Pennsylvania Academy of Fine Arts and circulated by the American Federation of Arts.

As in the past, the Museum lent several works from its permanent collection to various institutions across the country. Chief among these loans were a Mycenaean cup from the Warren Collection, perhaps the best of its kind in the United States, to an exhibition of *Minoan and Mycenaean Art* at the Walters Art Gallery in Baltimore; and our Winslow Homer *End of the Hunt*, to an exhibition of Homer's work held at the Root Art Center of Hamilton College.

The Museum also continued to lend a large number of pictures in its care for use in college-owned buildings. Twenty-eight of these are now on more or less permanent loan to the Senior Center, including portraits of two Presidents (one of Bowdoin and the other of the United States): Rembrandt Peale's *William Allen* and Thomas Lawson's *Franklin Pierce*. Among the pictures which were deemed appropriate for use in the Director's residence are a *Still Life with Fruit and Flowers* by the nineteenth-century Indiana painter, Jacob Cox, in the dining room, and for the living room a work by the contemporary American, Lawrence Kupferman, entitled *Chiaroscuro of Anxiety*.

The Museum was fortunate in receiving a number of important gifts during the past year. All of these are listed at the conclusion of this report, but two are deserving of special mention. Walter Gutman, of the Class of 1924, gave eight works by Arshile Gorky, Franz Kline, Jack Tworkov, and Philip Guston, which represent the first significant American Abstract Expressionist pictures to enter the Museum's collection. John H. Halford, of the Class of 1907, and Mrs. Halford, who may be numbered among the most active and generous benefactors in the history of the Museum, gave two superb pieces of eighteenth-century American furniture: a Philadelphia card table and a Rhode Island block-front chest of drawers.

Late last summer the Museum was privileged to acquire a collection which may prove to be one of the most important ever to come into our possession—the material which formerly had been in Winslow Homer's studio at Prout's Neck, a gift of Mrs. Doris Homer, of Scarborough. The collection consists of Homer's first watercolor, done at the age of eleven; several of his earliest drawings; a significant group of letters he wrote over a period of many years to his brother Charles; the artist's copies of his own etchings or those which he gave to his brother; a highly important scrapbook of newspaper clippings made by members of Homer's family during his lifetime; several of the certificates of award which accompanied the many medals Homer received for his work both in this country and abroad; some of the manikins he posed for figure paintings; his easel, palette, watercolor box, and brushes; a considerable quantity of photographs of and by Homer of himself, his family, and his paintings (sometimes in the process of execution); as well as much other miscellaneous memorabilia. A portion of this material will be exhibited next summer in conjunction with an exhibition to be entitled *Winslow Homer at Prout's Neck*, which will help to celebrate the forthcoming publication by Little, Brown of Professor Beam's book of the same title.

The most important single acquisition by purchase to the Museum's collection during the past year was a striking painting of the *Newburyport Marshes* by Martin Johnson Heade, one of the greatest of the American landscape artists of the nineteenth century. Also deserving of special mention are three fine old master drawings: a *Pomeranian Dog* by the eighteenth-century French painter, Jean Baptiste Oudry; *Two Studies of an Officer* by the nineteenth-century German, Adolf von Menzel; and a *Portrait of a Nobleman* by the eighteenth-century English artist, John Raphael Smith.

In January the Museum was the recipient of a matching grant of \$6,200 from the Ford Foundation for the publication of a catalogue (now in preparation) of our collection of Colonial and Federal portraits. The pictures involved, together with a selection

of other significant works from the Museum's collections, will be exhibited at Wildenstein & Co., in New York, in the fall of 1966.

It is gratifying to be able to report that the Museum's *Leonard Baskin* catalogue, which was published in the fall of 1962, has been chosen by the American Institute of Graphic Arts for inclusion in an exhibition of distinguished American paperback books to be shown at the Louvre this summer. It was selected from nearly one thousand entries submitted by leading American publishers, and is the only museum catalogue to be so honored.

Museum Associates now number 480, a small increase over last year. In addition to a series of four lectures by members of the faculty of the Art Department and the Director of the Museum, the Associates' program also sponsored lectures by Professor Howard Warshaw, of the University of California (Santa Barbara), entitled "Vision Made Visible," and Beaumont Newhall, Director of George Eastman House, Rochester, New York, on "The Photographic Revolution in the Visual Arts." There were six private previews for Associates during the course of the year and three exhibition catalogues (two produced by the Museum) were distributed. Museum attendance for the year past (which does not include students going to class) totaled 27,128, an increase of more than 50 percent over the previous all-time record of 1962-1963, and more than double that of 1960-1961.

While nothing would please me more than to be able to conclude this report on the recitation of the accomplishments of the past year, there is one matter of overriding significance which must be discussed: the urgent need for an addition to the Museum. Everything that could appropriately be done to improve the present structure, erected seventy-one years ago, has been done, and if the Museum and the Art Department are to meet the clearly expanding needs of the public at large and the student body, additional space is of crucial importance. The Museum must continue to hold major exhibitions of large proportions, but we cannot continue to remove from view nearly all the pictures from our permanent collection to accommodate such temporary exhibitions.

We also badly need more galleries for the exhibition of material from the permanent collection that cannot be shown at all due to lack of space. The Art Department also needs additional facilities in the form of a larger and better classroom and, even more acutely, adequate space for studio instruction and faculty offices. It is to be hoped that next year's report may conclude on a happier note dealing with the resolution of this critical situation.

EXHIBITIONS

- May 15–September 6: *The Portrayal of the Negro in American Painting*.
 October 9–November 22: *Thomas Cornell*.
 December 4–January 3: *Nineteenth- and Twentieth-Century American Drawings from the Fillin Family Collection*.
 January 15–31: *Paintings and Prints from the Museum's Collections for Rental to Associates*.
 February 19–March 14: *World Fairs*, lent by the Smithsonian Institution.
 March 19–April 4: *New Buildings for the Arts*, lent by the American Federation of Arts.
 April 13–May 2: *The Philadelphia Tradition*, lent by the American Federation of Arts.

LOANS

- May 2–7: Temple Beth El Art Festival, Portland: *Captain's Pier* by William Glackens, and *Thistle* by Leonard Baskin.
 July 10–20: Boothbay Region Bicentennial Celebration: *Boothbay Harbor* by Anson K. Cross.
 August: Maine Art Gallery, Wiscasset: *Bermuda* by Andrew Wyeth.
 September–October: *Minoan and Mycenaean Art*, Walters Art Gallery, Baltimore, Maryland: *Cup*, Mycenaean, c. 1350–1300 B.C.
 October–November: *Paintings by Winslow Homer*, Root Art Center, Hamilton College, Clinton, New York: *End of the Hunt* by Winslow Homer.
 February–March: *Thumb Box—U.S.A.—20th Century*, Arizona State College, Flagstaff: *Carousel Bridge* by Edwin Dickinson.

BEQUESTS

- Frederick Crosby Lee '00, Wiscasset: *Empire Pier Table* (1964.12), *Three Candlesticks* with prisms (1964.13.1–3), *Life in the Woods*, "Starting Out" by Currier & Ives (1964.14).

GIFTS

- Charles F. Adams '12, Auburn: Philip Kappel, American (1901-), *Cowboy on Texas Coast*, etching (1964.21).
- Professor John Armstrong, Brunswick: George Grosz, German (1893-1959), *Ecce Homo*, book illustrated with lithographs (1964.68).
- Robert Bishop, New York City: Unknown Artist, American, c. 1840, *Coxacie Tom*, oil on panel (1964.29).
- Mrs. Henry F. Butler, Washington, D. C.: William Haseltine, American (1835-1900), *Castle on a Cliff*, oil on canvas (1964.37).
- Walter Gutman '24, New York City: Jack Tworokov, American (1900-), four untitled oil paintings (1964.59-62); Arshile Gorky, American (1905-48), untitled crayon drawing (1964.63); Philip Guston, American (1912-), untitled ink drawing (1964.64); Franz Kline, American (1910-62), two untitled ink drawings (1964.65-66).
- John H. Halford '07 and Mrs. Halford, Norristown, Pennsylvania: *Card Table*, 18th century, Philadelphia (1964.38); *Block-front Chest of Drawers*, 18th century, Rhode Island (1964.39).
- Benjamin Jenkins '30, Weston, Massachusetts: Unknown Artist, 19th century, *Northumberland of Salem, Taine of Salem*, watercolors in elaborately carved Chinese frames (1964.53-54).
- Mr. and Mrs. Richard Kanter and Paul Aronson '48 and Mrs. Aronson, Boston, Massachusetts, in memory of Samuel Halper: Unknown North Italian artist, probably 16th century, *Lunette of Madonna and Angels*, wood (1964.40).
- Karl R. Philbrick '23, Bangor: Jeremiah Hardy, American (1800-87), *John Philip Kemble as Hamlet* (after Sir Thomas Lawrence), oil on canvas (1964.36); copy of Rubens' *Self Portrait*, oil on canvas (1964.67).
- Raphael Soyer, New York City: Raphael Soyer, American (1899-), *Artist's Brothers*, etching (1964.26).
- Myles Standish, Jr. '14, Sudbury, Massachusetts: Pair of *Flintlock Dueling Pistols*, made by H. W. Mortimer, London, 18th century (1964.32.1-2).
- Mrs. Robert Wright, Bowdoinham: Frances Cunningham, American, second half of the 19th century, 17 watercolors of the western United States, China, Egypt, Canada, etc. (1964.15-19.1-13).

PURCHASES

- William Blake, English (1757–1827), *Jerusalem, Songs of Innocence, The Book of Urizen, Visions of the Daughters of Albion, America: A Prophecy, The Marriage of Heaven and Hell*, publications of the Trianon Press (1965.3–8).
- Harrison Brown, American (1831–1915), *Woodland Brook*, oil on canvas (1964.31); *Cliff Island*, oil on canvas (1964.33); *Barn Interior*, oil on board (1964.34); *Country Road*, oil on canvas (1964.35); *Woodland Pool*, oil on board (1965.1).
- Nicolas Toussaint Charlet, French (1792–1845), *Profile Bust of Grenadier and Negro Head*, ink drawing (1964.24).
- Chinese Port Artist (19th century), *Colonel and Mrs. Josiah Merrow, Bowdoinham*, miniatures (1964.55–56).
- Mabel Conkling, American (1871–), *Frederick MacMonnies*, bronze relief (1964.46).
- Robert Courjon, American (1911–), *House at Alna*, watercolor (1964.30).
- James Elliott, American (1919–), *Equinox*, lithograph (1964.43); *Force Nine*, watercolor (1964.44).
- Jeremiah Hardy, American (1800–87), *Before the Storm* (after Gainsborough), oil on panel (1965.9).
- Martin Johnson Heade, American (1819–1904), *Newburyport Marshes*, oil on canvas (1964.45).
- Edward Hill, American (20th century), *Tree*, lithograph (1965.2).
- Italian (17th century), *Study for a Crown*, ink and wash drawing (1964.41).
- John Frederick Kensett, American (1816–72), *Landscape*, watercolor (1964.20).
- Adolf von Menzel, German (1815–1905), *Two Studies of an Officer*, crayon drawing (1964.57).
- Jean Baptiste Oudry, French (1686–1755), *Pomeranian Dog*, chalk drawing (1964.58).
- John Raphael Smith, English (1752–1812), *Portrait of a Nobleman*, crayon drawing (1964.47).

Unknown Artist, American (19th century), *Portrait of a Negro Gentleman*, miniature on ivory (1964.27).

Charles Wells, American (1935-), *Shells*, book of etchings (1964.42); *Whitman*, *Nijinsky*, *Büchner*, etchings, *Yeats*, *Rimbaud*, lithographs (1964.48-52).

Andrew Wyeth, American (1917-), *Portfolio of Ten Color Reproductions of Paintings* (1964.25).

Respectfully submitted,

MARVIN S. SADIK, *Director*

