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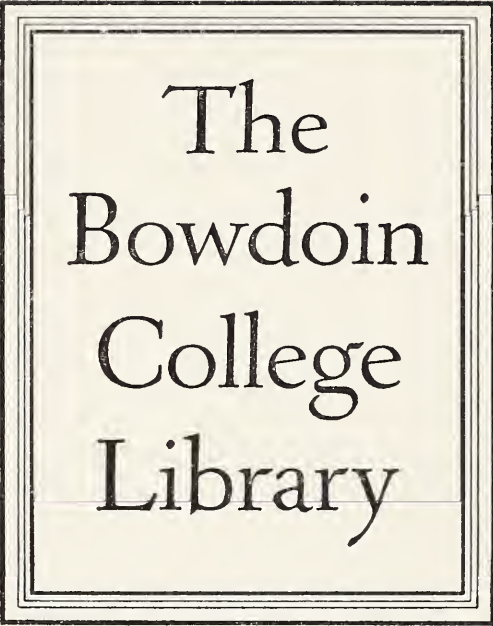
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# PRESIDENT'S REPORT

1968-1969

BOWDOIN COLLEGE  
BRUNSWICK, MAINE



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BOWDOIN COLLEGE, BRUNSWICK, MAINE





# REPORT OF THE PRESIDENT

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*To the Trustees and Overseers of Bowdoin College:*

I have the honor to submit the following report for the academic year 1968–1969.

## I. BETWEEN PRESIDENTS

From July 1, 1967 to December 31, 1968, Athern Park Daggett, Ph.D., of the Class of 1925, served as acting president of the College. In a time of great stress and strain in higher education, he managed this difficult task with a grace, wit, and understanding that will long be remembered by the College. I had the honor to hold my first administrative position while he served as acting president, and because of this, I can speak with a special warmth about the geniality and wisdom with which he conducted his office. Professor Daggett has written in last year's report an account of the impact on Bowdoin College of the years of President Coles's administration. I can only underline what he and others have said. The Coles years were ones of significant growth for Bowdoin College—growth in numbers, growth in plant, growth in resources, and above all, growth in vision. No college can resist the inevitable changes that are brought upon it; it is a wise college that instead brings change on itself. Wherever one looks in the world of Bowdoin College, there will be evidence that President Coles understood and acted on this truth. Professor Daggett, himself, played an important part in the changes of the Coles years—from his work on the Self-Study Committee to his occupancy of the President's Office. Though an acting presidency is by its very nature an interim thing, Professor Daggett presided over significant and fruitful change. Much of what I am reporting on was considered, planned, and begun under his leadership. His ability has made my task that much easier. No new incumbent could have asked for a better steward than Athern Daggett; no raw recruit to the battlefields of administration could have had a more able mentor.

## II. THE STATE OF THE COLLEGE

It is only natural that a new president should ask himself what

the state of the College is. I suspect that it is not surprising that I find it good. No president is likely to say otherwise. But we all know these are immensely trying and difficult times in higher education—and we know that more and more people, including presidents, are coming to the conclusion that the state of the colleges is not only deteriorating, but perhaps it is becoming perilous. What is it, then, in the Bowdoin situation, that makes the state of the College seem healthy? In a modest way, the answer is simply that morale is far higher than one might expect at the present time. There exists in the college community a deep and sincerely felt devotion to Bowdoin as an institution. No one denies that there are things which are out of joint in Brunswick; there is, in fact, much soul-searching, discussion, argument, and debate about what is amiss and how to correct it. But in the course of this debate, there is no audible voice crying that Bowdoin College is corrupt and should be shut down. And, in my judgment, should such a voice arise, it would be answered effectively by an overwhelming majority who are committed to the College and its purposes.

In speaking to the alumni this year, I have tried to indicate some of the reasons why I believe that this has been so. I am certain that it is connected with Bowdoin's tradition of excellence. The College has a proud history on which it can build and by which it can judge itself. Part of that tradition of excellence has been a historical concern with teaching of the highest quality. Here there is no professorial flight from the classroom. The Bowdoin Faculty continues to see its primary responsibility as being to the student. High quality teaching demands high quality research—but research which flows back into the classroom through the enthusiasm, expertise, and example of the instructor. I am sure, too, that the healthy state of the College is connected with its location and its size. Particularly, the latter is important, for Bowdoin is of a scale which still allows it to be a community. There are times even here when the lines of communication seem closed, and the sense of community seems to dwindle. But on the whole, the College remains a face-to-face society where people can talk with each other rather than shout or demonstrate. Most important, though, among the factors contributing to the health of the College has been a shared sense of responsiveness and responsibility. The College has been

prepared not just to accept but to initiate change. We are working toward a close cooperation of students, faculty, and administration in the shaping of the College's future. I think in all members of the college community there is an awareness that a distinguished past is not enough. The College cannot live on the reputation of Hawthorne and Longfellow—it will live on the reputation of the men now in college, and those, as yet unknown, who will be members of this community in the future. The past, no matter how spectacular, is only an example and a guide, not a justification. What must be done—and what I feel is being done—is to create a living justification of the College's role.

There is much that needs to be done and much that must be insisted on. In an age when many of our finest institutions have succumbed to passion, violence, even the rule of the gun—an age when humane and far-seeing administrators have been subjected to personal abuse and driven from office by what one retiring president has called "the savage demands of the office"—the College must keep a cool head and a firm sense of its purpose. There *are* savage demands being put on American colleges. Some of them are demands which cannot and should not be met. This is an age when rationalism is at a discount, yet the College must stand up for rationalism as part of its very life-blood. Cold, calculating, abstract reason is not the answer to our problems but neither is hot, unthinking, irrational emotion. The College must continue to be a partisan in defense of the principle of thought—it must both teach and demonstrate that the effective solution of problems comes through understanding them by reason, not merely deprecating them with passion. The College, too, must resist the pressures to become politicalized. Properly speaking, a college is a free forum for discussion, a place where honestly held opinions can be debated and discussed in a civilized fashion. As an institution, the College must preserve something akin to intellectual neutrality; if it fails in this difficult task, it merely becomes one of the contestants and it forfeits the freedom of being a forum. The College must further resist the real challenges that are being raised to academic freedom. The arrogance of those who feel they possess the whole Truth and must reshape society and the College in their own image—be they on the right or the left—must be resisted by

the college community. In an age when a distinguished philosopher has argued that free speech is an anachronism and a device of the established to frustrate reform, the task of the College is difficult and crucial.

These new pressures make the position of the College an awkward one and they may detract attention from older, continuing pressures. I know that all members of the Bowdoin community have a faith in the educational value of a liberal arts education. But the liberal arts is not a static concept; there have been shifts and alterations in the contents and style of the liberal arts on many occasions in the past, and we must be prepared to make such changes ourselves. Further, we should remember that the value of a liberal arts education is not a self-evident thing. We may like to think it is, but in fact, there is a pressing necessity to demonstrate that validity in the public arena. I suspect that the greatest danger facing Bowdoin College at the present juncture is complacency. The College has done so much in so many fields to enrich and improve American life that it is all too tempting to relax and to rest on our achievements. To do so would withdraw from the College its energy, its spark of creative genius, its reason for being.

Obviously, too, the College continues to feel pressures on its resources. The need to improve faculty salaries, to increase scholarship aid, to expand and augment curricular and co-curricular programs remains ever present. An issue of the *Alumnus* this past year carried a long and detailed story on the College's finances. I hope that every member of the community understood better the complexities of the economic side of the College after reading it. Much of the College's success in the coming years will depend on the skill with which it responds to the financial difficulties in which all private colleges find themselves. The costs of mounting a first-class program with top instructors and students spiral steadily upward. It will be a task of great dimensions simply to maintain the quality of our present program. When we begin to look in new directions, as we must if we are to retain our position as a high quality institution, the financial predicament will become even greater. The persistence of the tragic conflict in Vietnam, with its attendant effect on what the government can devote to education, has presented problems to all institutions. The future of education,

both public and private, will depend very much on there being adequate funding for the federal programs already authorized.

### III. THE CURRENT YEAR: DEVELOPMENTS AND PROBLEMS

The agony and anguish of our current national situation has left its mark on Bowdoin College, in a number of cases, in the form of constructive responses. While we live in surroundings that are both comfortable and rural, the College has become increasingly aware of poverty and of the urban crisis. One notable curricular response to this has been the creation of a course on the urban crisis. It is noteworthy in at least three respects: as an attempt to provide an understanding of basic national problems; as a full-scale interdepartmental and interdisciplinary course; and, since it was intended primarily for freshmen, as a response to the needs for creating a more innovative and stimulating freshman year curriculum. It is incumbent on colleges like Bowdoin to make alterations in their curricula to relate learning as closely as possible to the problems and concerns of contemporary life. This is in no way an abandonment of the tradition of liberal education, which has continually been readjusted with just such a purpose in mind.

A further program, approved by the Faculty to go into operation in the fall, also deserves comment as an example of the way in which the College has responded in the course of the year to the changing circumstances of collegiate life. At the May faculty meeting, the creation of a standing Committee on Afro-American Studies was approved. It will work toward the creation of an interdepartmental major in Afro-American studies. I think that all at the College have become aware of a significant missing dimension in our education-knowledge of the black people in our society, of their history, of their many contributions to American culture, and of their sufferings. It is increasingly apparent that the Western European-North American orientation of our education must be enriched by significant work in other areas and other cultures. It is no longer possible for a man to call himself educated if his knowledge is confined to the European tradition. The College has a long way to go in providing a full program of non-Western studies, and the creation of such a program must rank high among the College's priorities.

It will be necessary to make many adjustments to meet the needs of the new college student. In the course of the current year, several such steps have been taken. The social regulations of the College have been significantly altered, as the Report of the Acting Dean indicates. This is a change which reflects the College's confidence in the responsibility of the students to govern their own social relations. Increasingly too, the College has recognized that individual students have much to contribute in the shaping of their own educational programs. The growth of independent study has been, in part, a response to this, and though it has caused some difficult manpower problems, it has been a healthy and educationally valuable part of the College. The approval this spring of an experimental program which will utilize the Coleman Farm property is a further step in this direction. This property consists of about 355 acres of land between the Mere Point Road and Harpswell Street, located within ten minutes by car to the south of the campus. It was acquired in August with the help of the Melvin T. Copeland Fund. The program, which will involve considerable amounts of independent study and which will attempt to create an environment conducive to the creative arts, has been approved as a one-year experiment. It was suggested as a possible approach by the students concerned. Approved by the Faculty, it will serve to test the possibility that the creative student will function better in an environment radically different from that of college dormitories and fraternities. The College must continue to be flexible enough to try this sort of experiment. Should the experiment prove to be a success, the College must have the wisdom and the courage to learn the lessons that have been taught.

The ROTC has also been much in the forefront of discussion in the current year, at Bowdoin as at other colleges. In February, I was authorized to begin negotiations with the Department of the Army for the elimination from the contract governing ROTC of all such provisions relating to the granting of academic credit for course work done in the program. After some initial fits and starts, those negotiations are now proceeding satisfactorily. There has been much misunderstanding of this action taken by the College. It does not represent an attack on ROTC or on the Army as such. It is an attempt to eliminate some genuine academic ambiguities.

The College feels that the content of ROTC courses is not comparable to or compatible with the content of degree-bearing liberal arts courses. Moreover, the curriculum is not approved by the normal faculty procedures, nor are faculty members engaged by normal hiring methods. In view of this, it is difficult for the College to view the ROTC program as a regular academic department. There have been some cries on the campus for the total elimination of the unit, but the general opinion seems to favor retention of the unit if the credit issue can be negotiated in a satisfactory fashion. If such negotiations fail, then I think the College will have to re-think its position on the ROTC with great care.

There have, of course, been many activities at the College conducted in a more relaxed and normal atmosphere. As usual, the College has been blessed by visits to it of distinguished figures to lecture, ranging from Julian Bond to the Nobel-prize winner, James Watson. Two lectures, perhaps, deserve special notice because of the favorable attention they attracted: that by Hugh Trevor-Roper, Regius Professor of Modern History at Oxford University, and that by Willard Wirtz. The lecture program this year reaffirmed the obvious point that there is a great deal of educating done outside the classroom. In the arts, both the music program and the Museum brought joy and instruction to both town and college. The Contemporary Music Festival continues to attract widespread and favorable comment, and there has been an encouraging development of student interest in performance. The exhibition of Shaker art held at the Museum this spring was a major success and helped to bring an awareness to the community of an important part of the Maine cultural heritage. In October the College awarded the Bowdoin Prize to Austin Harbutt MacCormick, Sc.D., LL.D., of the Class of 1915. The award is made once in every five years to the graduate or former member of the College or member of its Faculty at the time of the award who has made during the period the most distinctive contribution in any field of human endeavor. The special convocation honoring Dr. MacCormick was more than a celebration by the college family; it was one of the highlights of the academic year.

On balance, though there have been moments of tension and of disappointment, the year has been a constructive one for the



College. It is my feeling that there has been more serious, open, and frank discussion of the needs of the College for the future than has been customary. Such discussions can only be in the long run good. It means that the college community is determined to keep its eye focussed on the future; it means that we are not yet ready to succumb to the paralysis of complacent parochialism.

#### IV. BOWDOIN AND THE FUTURE

While the College has made interesting and at times dramatic efforts to direct its energies to the future, there remain many unresolved areas, many points of concern and possible development. For some, the College has already indicated how it hopes to proceed; for others, there will be many hours of discussion and debate before policy can be reached.

##### *A. The Nature of Undergraduate Life*

No area is more important to the student or better known by him than the style of his own life. No college, especially a residential one, can hope to achieve a sense of community or realize its basic aims unless that style of life is both stimulating and attractive to the student. It is patently clear at the present moment that there is unease in the area of student life. On the one hand, it takes the form of a growing disaffection with the fraternities. On another, it results in a desire for coeducation. It is no longer a question of whether the College will have to make decisions in these areas; it is a question of how and when. Such matters have been under close and careful review by the Study Committee on Underclass Campus Environment. The question of coeducation was referred to this committee last spring after three faculty committees had considered it and reported in favor of this change. The committee will report in June of this year, and the whole college community looks forward to the report with great anticipation. In any case, I feel that we should be prepared to accept alterations in what have been the standard patterns of undergraduate life. Some have suggested that the contemplation of coeducation is the beginning of the end for Bowdoin College. I do not, myself, feel that this is the case. There is little point in prejudging the issue before the Pierce Committee report is submitted and discussed. I hope

that it will be possible to get the text of the report to the college community in the course of the summer. I know that it will provoke discussion and debate, but this is precisely what we need at the present moment. I know, too, that many are concerned about the future of the fraternities. They have long been an important part of the Bowdoin scene. Yet, it is unrealistic to think that change will not come in this area too. In the course of the current year, one fraternity has had to reach the difficult decision to close because of dwindling membership. It is entirely possible that others will follow it. The College must be prepared, moreover, to deal with students who do not wish to follow the normal four-year pattern. Increasingly, there will be requests for work away from the campus, either in this country or abroad, and for leaves of absence. I think that the College stands to benefit greatly if it can be flexible enough to adjust to these changing conditions.

### *B. Cooperative Efforts*

It is increasingly clear that an important element in the future of the private liberal arts college will be the development of cooperative programs. The educational possibilities of such cooperation are only bounded by the limits of the imagination of the men who conceive and administer them. Bowdoin College is not unfamiliar with such programs; one thinks of the various combined plans in engineering and of the student exchange which for a while existed with Morehouse College. But the potentialities of cooperation extend far beyond this kind of program into areas such as joint library policy, joint faculty appointments, development of overseas and urban programs, and into the relatively uncharted area of technological cooperation. Through the pooling of the resources of a number of colleges, it will be possible to construct an unrivaled educational opportunity for untold numbers of aspiring students. Bowdoin College has made significant strides in this area in the course of the current year. Two major cooperative efforts are already under way. One involves eleven New England liberal arts colleges, Bowdoin, Amherst, Williams, Dartmouth, Wesleyan, Trinity, Mount Holyoke, Vassar, Wheaton, Connecticut College, and Smith. As a beginning, a modest exchange of students will take place next year. I should stress that this exchange is

only the beginning. Within the near future, a coordinator of the program will be appointed and, thanks to a generous grant from the Mellon Foundation, he will be able to establish a central office and plan for the further development of the consortium. While student exchange is both useful and attractive in itself, it is our firm hope that the arrangements will greatly expand in coming years. Already there are proposals for cooperative library arrangements. There has been some discussion of joint junior year abroad programs.

The College has also established strong and useful ties with Colby and Bates during the course of the current year. For a long time, it has been apparent that the three colleges had interests and problems in common. Geographically, they are close enough together to cooperate effectively. This year, as a result of a joint application by the three colleges, a grant has been received from the Braitmayer Foundation which will allow the appointment of a coordinator who can develop the potential of all three colleges. This seems a most encouraging step forward from the initial cooperative effort that resulted in WCBB. At this time it is hoped that there will be a joint appointment in African history between Bates and Bowdoin next fall. Like the student exchange mentioned above, it is the fervent hope of all three colleges that this would be just a beginning. The College has also begun to make cooperative arrangements with the University of Maine in Portland. This year the two have had a joint appointment in Chinese history. Next year it is hoped that there will be three joint appointments: in history, government, and classics. The pattern of cooperation that has so far been worked out between Bowdoin as a private college and the University of Maine in Portland as a representative of the state system is most encouraging. If education is really to develop in the State of Maine there must be cooperation between the private and the public sectors. So far, Bowdoin and the University of Maine in Portland appear to be blazing the trail.

The College has also looked farther afield as it has sought to develop cooperative programs. In the course of the current year, there have been exploratory discussions between me and President James Lawson of Fisk University, with the hope in mind that an extensive development of cooperative and exchange programs

could take place. At this time, no definite arrangements have been concluded, but there is every expectation that further discussion will lead to firm agreements. Both President Lawson and I hope very much that they will: We see cooperation between Bowdoin and Fisk as a way to strengthen both institutions without endangering either. We are both conscious that as northern colleges seek to recruit black faculty and students, they may inadvertently damage outstanding black colleges. If we work together, however, there will be no raiding and American education will be the gainer.

### *C. Bowdoin and Civil Rights*

The hope that the College can conclude worthwhile arrangements with Fisk is only a part of Bowdoin's approach to heeding the plight of the disadvantaged of this country. I have stressed repeatedly Bowdoin's historic involvement with the disadvantaged. I know that it is a record to be proud of. But like the rest of Bowdoin's heritage, it is not to be rested on; it must serve as the foundation for even greater efforts. In last year's report, Acting President Daggett related the efforts that have been made by the College in recent years. In the course of the current year, these efforts have been increased yet again and the results which have been achieved are most encouraging. The Afro-American Society of the College, under the very capable leadership of Virgil H. Logan, Jr. '69, has helped greatly to make the College aware of the achievements, as well as the problems and the promises, of black America. One of the most notable events of the year was the Black Arts Festival, which served both as enjoyment and as an education to the whole college community. Part of the effort of the College in the area of civil rights is the desire to bring to the campus more black students. It is the firm conviction of the College that an opportunity to attend a college like Bowdoin—small, selective, and with a liberal arts orientation—should not be denied to promising black students because of accidents of birth and environment.

No aspect of concern with civil rights is more worrying to many people than the fear that a new wave of segregation in the form of voluntary separatism may replace the hope that we could achieve in the United States a society in which all human beings could be treated with the dignity and respect that their humanity demands.

Because of this, proposals that there be an Afro-American Center at the College have created some concern. It is my conviction that the creation of such a center would be of benefit to the whole college. As a college facility, it would, like all other facilities, be open to the whole community, and its creation and its planning would in no way violate the current civil rights legislation of the United States. Besides providing facilities for the activities of the growing number of black students on campus, it would serve as a meeting place and forum for the exchange of ideas between black and white students. I think that it is particularly appropriate in connection with the growth of Afro-American studies at the College, since it would contain a library, office space, and seminar rooms. It is increasingly apparent how much of an education we need, how great the gaps are in our knowledge and understanding, how much of the rich and living heritage of our country white Americans are ignorant of. The Afro-American Society, which has already done so much for Bowdoin College, has much to teach us. I hope very sincerely that the establishment of a center at Bowdoin will aid in this very necessary process of education. At the present time, the Little-Mitchell House on College Street is under serious consideration as the proposed initial site for the Center.

#### *D. College Governance*

The governance of the College, like its curricular program, should be subject to constant review. The patterns which were successful in nineteenth-century conditions cannot be expected to function smoothly in the conditions of the late 1960s and 1970s. There has been much discussion—and some progress—in this area in the course of the current year. The most notable step forward has been a proposal which will go into effect in the fall, to bring students into the committee procedure at the College so that their views may be heard and their insights shared with the rest of the community. In a world of such quickly paced change, it is more than ever essential that the student voice be represented adequately in the discussion of college policy. Careful discussion, which took place between interested students and the Faculty's Committee on Committees, provided the means through which this change was achieved. Those discussions were, in themselves, an example

of how students and faculty can work together effectively on the problems of the College. During the year, the AAUP chapter also gave careful consideration to the role of the Faculty in institutional policy making. Their report contained a number of points well worth pursuing and a committee has been formed consisting of the President, the Dean of Faculty elect, and the faculty members of the Faculty-Boards Liaison Committee to study the implications in the course of the coming year. It is my own intention to review as well the administrative structure of the College in the course of the next year to see how it can be improved and strengthened. I enter on such a review with no doctrinaire opinions about how a college administration should be structured. But I think it is important that it be subjected to close scrutiny at this particular juncture in the College's history.

#### *E. Graduate Work*

One of my first actions as president was to appoint a standing committee on advanced programs. In the course of the past two years an extensive study of the possibilities for graduate work was made by a faculty committee. It was their recommendation that a standing committee be established with the double function of initiating proposals for advanced work and screening proposals that might come to them. The developments of some types of advanced work at the College seem inevitable for a multitude of reasons, ranging from increasing the breadth and scope of instruction to the retention of able faculty members. There is little, if any, likelihood that Bowdoin College will be transformed into a university, but at the same time we should recognize that there are potentially significant gains to be made by the College if it does develop some advanced work. Moreover, there do exist areas where the College could perform useful and indeed vital functions by undertaking advanced work. This is notably the case with the training of teachers for secondary schools, junior colleges, and community colleges. New patterns of graduate instruction still need to be developed for training the latter two. It is my firm hope that the College will be able not only to aid in this very necessary instruction but also to pioneer through the creation of these new patterns.

*F. Development in the Fine Arts*

It is clear that the fine arts should play a major role in the offerings of a liberal arts college. There has been, however, some unease at the College about the status of programs in this area. While the College does possess fine resources and able faculty members in the fine arts, I think it is clear that the offerings and facilities need to be improved. Many things which the College would like to have, ranging from increased studio space to an electronic music laboratory, have had to be temporarily set aside because of other, more pressing, institutional needs. But the improvement of these facilities deserves a high place in the College's list of priorities. There can be little doubt, for example, that both the Museum and studio facilities of the College are inadequate for the most effective presentation of the already existing programs. Careful thinking must go into the creation of more extended facilities. Not only must a building placed in close proximity to the Walker Art Building be architecturally of superior construction, but it must also be flexible enough in interior design to meet changing needs and methods of instruction.

*G. Computing Facilities*

The development of computing facilities at the College remains one of the most important needs. The computer is essential to much of the scientific research done at the College and increasingly it is a classroom tool in a wide variety of courses. In the course of the present year, the Computing Center Committee of the Faculty submitted a lengthy and thoughtful memorandum on the future development of this important facility. It developed, in a convincing manner, the case for time-sharing on the campus, and documented the very successful experiment in time-sharing with the Dartmouth system. It is clear that Bowdoin will require, in the near future, an increase in the supply of time-sharing services available to it. If the report of the committee is followed, the College will become the center of a time-sharing system. Not only will the computing capability of the College be greatly increased, but the direct applicability of this to the classroom will also grow. Moreover, by helping to create a network which will serve secondary schools in the region, the College will be in a position to

help in a major educational effort for this part of the state. Decisions involving computing facilities are not simple ones to make. The costs involved are substantial, but the College is now at a point where major improvements in computing facilities are needed. If they can come in such a way that classroom instruction is facilitated, and an educational service to the state provided, the attractiveness of the proposal is greatly increased.

#### *H. The Faculty and Research*

All know that sound research does lie at the heart of good teaching. It is vital for the College to develop as much support as possible for the scholars on its faculty. A glance at the list of faculty publications will indicate that a good deal of research and writing, in a wide variety of fields, is in fact going on. The development of research in the humanities has been greatly aided by a generous grant from the Ford Foundation, and a number of members of the Faculty are now benefiting from this support. Generous gifts have also come to support research and faculty development from the Huber Foundation, the Hearst Foundation, and the Shell Foundation. Closely related to faculty research are the Surdna Undergraduate Research Fellowships. This program was discussed in a recent article in the *Alumnus*; I think that it is felt to be a significant aid to both students and faculty members. While there does exist support for faculty research and travel, it is also clear that there are still needs in this area, notably in terms of sabbatical support. The sabbatical leave is extremely important for faculty development, and the College must seek ways both to increase the opportunities for leaves, and to improve the level of financial support for such leaves.

#### *I. The Size of the College*

No matter facing the College has a longer history of debate than the question of its proper size. Bowdoin obviously is a small college, and it wishes to remain one. There are distinct advantages to remaining small and intimate. Much of the success of undergraduate teaching is built on the closeness of faculty-student relationships achieved through our limited size. Yet what is a small college? At various points in its history, Bowdoin has answered



this question confidently by the assertion that the ideal size of the small college was the size attained by Bowdoin at that particular time in its history. It is my firm feeling that Bowdoin now may be in danger of becoming a tiny college rather than a small college. I am confident that Bowdoin can increase in size without endangering its sense of community. A controlled expansion of the College should allow a better use of the College's resources. In contemplating growth of this kind, it will be important to remember that there is nothing magical about Bowdoin the way it is now. As in other areas of concern, we must be prepared to think afresh, to reorganize, and to strike out on new paths of development. Only in this way will the future of the College be assured.

## OF PERSONS AND POSITIONS

### DE MORTUIS

John Henry Halford, A.M., of the Class of 1907, overseer of the College from 1948 to 1953, trustee from 1953 to 1967, and trustee emeritus until his death, died on July 8, 1968, at Bridgton, Maine. After attending Bowdoin from 1903 to 1905, he entered the textile industry and was associated with James Lees & Sons of Bridgeport, Pennsylvania, throughout most of his career, first as superintendent and then from 1918 until his retirement in 1951 as vice president. He continued as a director until 1962. In Bowdoin affairs he was for several years chairman of the Governing Boards Committee on Art Interests. His many gifts to the Museum of Art included important examples of eighteenth- and nineteenth-century American and English paintings and Early American furniture. He was a director of the Alumni Fund from 1933 to 1936 and served as 1907 class agent for some ten years. On several occasions he was elected president of the Bowdoin Club of Philadelphia. When Bowdoin conferred an honorary master of arts degree on him in 1927, President Sills said in part: ". . . representative of the non-graduates, that large group of Bowdoin men who for good or other reasons left college before obtaining their degrees but who by their affection for their Alma Mater, their support, and their loyalty have often set high standards for the more regular members of the alumni body; successful manufacturer; good citizen. . . ." He is survived by his wife; two children, including John

H. Halford, Jr. '38; and five grandchildren, including Bowdoin grandsons John H. Halford III '64 and Charles E. Parker III '69.

Roliston Gibson Woodbury, A.B., of the Class of 1922, a member of the Board of Overseers since 1955, died on September 21, 1968, at Bronxville, New York. Following his graduation from Bowdoin, he joined the Textile Banking Company in New York. His retirement as its vice chairman of the board in 1964 ended the career of one of the most highly regarded and honored men in his profession. He had received numerous awards, including the highest award of the New York Credit and Financial Management Association, the Toppers Credit Club Award for Meritorious Achievement in Credit, the 475 Club Medallion of Merit and the Achievement Award of the Textile Veterans Association. At Bowdoin there is a Roliston G. Woodbury Award for outstanding achievement in scholarship, leadership, and extracurricular activities, which was established by the Textile Veterans Association in 1963, and a Roliston G. Woodbury Scholarship Fund, established by his friends in 1964. In Bowdoin affairs he was president of his class, was a director of the Alumni Fund from 1932 to 1935, was class agent for 1922 from 1945 to 1947, and was a former president of the New York Bowdoin Club. He was also assistant football coach at the College in 1922 and 1924. He is survived by his wife; three children, including James G. Woodbury '49; a brother; and eight grandchildren.

William Robert Crowley, A.M., of the Class of 1908, a member of the Board of Overseers since 1942, died on October 29, 1968, at Bangor, Maine. He attended Bowdoin as a special student from 1904 until 1909 and received an honorary master of arts degree in 1928. In conferring the degree President Sills said in part: ". . . well known in college days as captain of a champion football team, as a loyal undergraduate, and as assistant in chemistry to our beloved Professor Robinson; since graduation in New York City loyal to his Bowdoin and Maine traditions; known nationally as an advocate and interpreter of clean intercollegiate sport." From 1911 until 1939 he was the educational manager of Longmans Green & Company, an international publishing firm. From 1940 to 1945 he was president of Savannah Shipyards, Inc., in Georgia, which built liberty ships, and from 1945 to 1948 he was vice president

of Seaboard Marine Service Corporation in New York. For some forty years he was a nationally known football referee. He officiated at a record nineteen consecutive Army-Navy football games and also worked at many Harvard-Yale and Army-Notre Dame contests, as well as the Rose Bowl. For a number of years he was president of the Eastern Association of Intercollegiate Football Officials. In Bowdoin affairs he was a director of the Alumni Fund from 1934 to 1937, was a member of the Alumni Council from 1939 to 1942 and its president in 1941-1942, and was president of the New York Bowdoin Club in 1940-1941. He is survived by a sister.

Warren Benjamin Catlin, Ph.D., assistant professor of economics and sociology from 1910 to 1912, Daniel B. Fayerweather Professor of Economics and Sociology from 1912 to 1952, and Daniel B. Fayerweather Professor of Economics and Sociology Emeritus at the time of his death, died on July 10, 1968, at Brunswick, Maine. A Phi Beta Kappa graduate of the University of Nebraska, Class of 1903, he taught in Iowa high schools and at Cornell and did graduate work at Columbia, from which he received his Ph.D. in 1927, before coming to Bowdoin. An authority on industrial relations, management, and the history of economics, he was the author of *Labor Problems in the United States and Great Britain* (1926 and 1935), *The Progress of Economics: A History of Economic Thought* (1962), and numerous articles. Active in many professional organizations, including the American Business Men's Research Foundation, Academy of Political Science, and American Management Association, he also found time to serve his community, which recognized him as Brunswick's "Citizen of the Year" in 1964. The citation read upon that occasion said in part: "You embody all our cherished Yankee virtues of thrift, practicality, industry, and idealism. . . . With a character of granite and the humility of a Christian gentleman, you mow your grass, mend your fences, cultivate your garden, pay your taxes, attend town meeting, support your church, sing in its choir, contribute to all agencies of human welfare, and even bake your own pies." By terms of his will, Bowdoin received some \$1.8 million from his estate—the largest bequest ever made to the College. He is survived by a niece and a nephew.

Malcolm Elmer Morrell, A.B., of the Class of 1924, director of athletics from 1928 until 1967 and director of athletics emeritus since 1967, died on October 18, 1968, at Brunswick, Maine. During World War I he served in the Army, winning the Silver Star and winning recommendation for a battlefield commission. After graduation he was for a year director of athletics and coach of football, hockey, and baseball at Cony High School in Augusta, Maine. He returned to Bowdoin in 1925 as assistant football coach and assistant to the director of athletics. He was acting director of athletics during 1927-1928 and served as coach of football from 1927 to 1929. Under his direction the College developed an "athletics for all" policy that included instruction in "carryover" sports, a year-round intramural program, and intercollegiate competition in eighteen sports. An officer of numerous intercollegiate athletic associations, he was one of only a few men to be twice elected president of the New England College Conference on Athletics. He was one of the first to suggest—in a 1927 article written for *Athletic Journal*—that the football rules be changed to permit forward passes to be thrown from anywhere behind the line of scrimmage. In Bowdoin affairs he was president of his class, was its class agent from 1949 to 1966, and was a member of the Alumni Council from 1967 until his death. In 1958 he shared the Alumni Service Award with the late Seward J. Marsh '12. In 1967 his classmates dedicated the office of the director of athletics in Bowdoin's new gymnasium in his honor, and Paul E. Gardent, Jr. '39 established a scholarship fund in his honor. He is survived by his wife; two sons, Malcolm E. Morrell, Jr. '49 and John B. Morrell '52; five brothers, including Allen E. Morrell '22; and six grandchildren.

James Alan Auld, of the Class of 1970, drowned on October 11, 1968, while scuba diving off Land's End at Bailey Island, Maine, with three classmates. He prepared for Bowdoin at North Allegheny Junior-Senior High School in Pennsylvania, from which he was graduated first in a class of 430 seniors. He was treasurer of his class as a senior, a member of the art staff of the yearbook, a member of the track team, the National Honor Society, and the Spanish Honor Society. He was a finalist in the American Field Service Summer Abroad Program and received a Letter of Com-

mentation from the National Merit Scholarship Corporation. He was also the recipient of an Allegheny County Exceptionally Able Youth Award. At Bowdoin he was a member of the Student Union Committee as a sophomore. He earned his class numerals on the freshman swimming team. A history major, he was a Dean's List student. He is survived by his parents, two brothers, a sister, and his grandmothers.

### FACULTY

During the academic year, Alfred Maurice Taylor, Ph.D., has been visiting professor of physics. In the first semester, John Paul Armstrong, Ph.D., was visiting professor of government, and Theodore Meyer Greene, Ph.D., LL.D., D.D., L.H.D., D. Litt., visiting professor of philosophy. During the second semester, Leland Matthew Goodrich, Ph.D., of the Class of 1920, has served as visiting professor of government, and Howard Nemerov, A.B., Litt. D., as Visiting Professor of English on the Tallman Foundation.

On sabbatic leave for the academic year were: Arthur LeRoy Greason, Jr., Ph.D., dean of the College and professor of English; Richard Leigh Chittim, M.A., of the Class of 1941, professor of mathematics; and Elroy Osborne LaCasce, Jr., Ph.D., of the Class of 1944, associate professor of physics; on sabbatic leave for the first semester, Gerald Kamber, Ph.D., associate professor of Romance languages; and for the second semester, Lawrence Sargent Hall, Ph.D., of the Class of 1936, Henry Leland Chapman Professor of English Literature. On leave of absence for the academic year were: Robert Raymond Nunn, Ph.D., associate professor of Romance languages; Alfred Herman Fuchs, Ph.D., associate professor of psychology; Barry Miller Mitchell, Ph.D., associate professor of mathematics; and Reginald Lee Hannaford, Ed.M., B.Litt., assistant professor of English; and for the second semester, Albert Abrahamson, A.M., of the Class of 1926, George Lincoln Skolfield, Jr., Professor of Economics, and John Eugene Sheats, Ph.D., assistant professor of chemistry. Beginning February 1, 1969, Daniel Knowles MacFayden, coach of baseball and freshman hockey, and director of the Arena, was granted indefinite sick leave.

At the beginning of the academic year, the following promotions were made: to *professor*: Dana Walker Mayo, Ph.D., in chemistry; and Ralph Bartlett Osgood, Jr., B.S., in military science; to *associate professor*: Robert Raymond Nunn, Ph.D., in Romance languages; James Lee Hodge, Ph.D., in German; Samuel Shipp Butcher, Ph.D., in chemistry; and Barry Miller Mitchell, Ph.D., in mathematics; to *assistant professor*: Billy Wayne Reed, A.M., in English; and Douglas MacMurray Fox, Ph.D., in government.

In August 1968, Arthur Monke, M.S. in L.S., became librarian of the College.

Joining the Faculty in the fall of 1968 were: Daniel Walter Rossides, Ph.D., associate professor of sociology; Thomas Duvall Hopkins, A.M., M. Phil., assistant professor of economics; Duane Alan Paluska, A.M., assistant professor of English; Burke O'Connor Long, Ph.D., assistant professor of religion; James Edward Ward III, Ph.D., assistant professor of mathematics; Richard Baldwin Hoogstraten, B.S., assistant professor of military science; Gabriel John Brogyanyi, A.M., assistant professor of Romance languages; Robert Harry Rittle, Ph.D., assistant professor of psychology; Elizabeth Mendell Grobe, Ph.D., lecturer in mathematics; James B. Satterthwaite, A.M., visiting lecturer in English (fall semester); Franklin Gorham Burroughs, Jr., A.M., instructor in English; Claude Marie-Joseph Carrière, A.M., instructor in Romance languages; John Michael Karl, A.M., instructor in history; Craig Dietrich, A.B., instructor in history; and James Spencer Lentz, A.M., coach of football and lacrosse. Serving during the spring semester was Wolcott Anders Hokanson, Jr., M.B.A., lecturer in economics.

On sabbatic leave for the academic year 1969-1970 will be: Myron Alton Jeppesen, Ph.D., professor of physics; Dana Walker Mayo, Ph.D., professor of chemistry; John LaFollette Howland, Ph.D., of the Class of 1957, associate professor of biology; and Thomas Browne Cornell, A.B., assistant professor of art. During the spring semester, the following will be on sabbatic leave: Fritz Carl August Koelln, Ph.D., George Taylor Files Professor of Modern Languages; Dan Edwin Christie, Ph.D., of the Class of 1937, Wing Professor of Mathematics; Nathan Dane II, Ph.D., of the Class of 1937, Winkley Professor of the Latin Language

and Literature; and Louis Osborne Coxe, A.B., Pierce Professor of English. On leave of absence for the academic year 1969-1970 will be: Daniel Levine, Ph.D., associate professor of history; Albert Myrick Freeman III, Ph.D., assistant professor of economics; and Douglas MacMurray Fox, Ph.D., assistant professor of government.

Resigning to accept a position in Rome with the United Nations Food and Agriculture Organization, James Allen Storer, Ph.D., dean of the Faculty and Daniel B. Fayerweather Professor of Economics and Sociology, will be leaving the College after twenty-one years of very able service to Bowdoin. He will be succeeded on July 1, 1969, as dean of the Faculty, by Albert Abrahamson, A.M., of the Class of 1926, George Lincoln Skolfield, Jr., Professor of Economics.

Also leaving the College at the end of the current academic year are: Barry Miller Mitchell, Ph.D., associate professor of mathematics; Robert Adolph Walkling, Ph.D., assistant professor of physics; Jerry Wayne Brown, Ph.D., dean of students and assistant professor of religion; Kenneth Paul Freeman, A.M., assistant professor of philosophy; Robert Friend III, A.M., instructor in English; and David Michael Bazar, A.M., instructor in mathematics.

#### RETIREMENTS

At the end of the fall semester, William Campbell Root, Ph.D., Charles Weston Pickard Professor of Chemistry, retired from active service after thirty-seven years on the Faculty. He joined the Department of Chemistry as instructor in 1932, became assistant professor in 1934, was named associate professor in 1939, and was promoted to full professor in 1946. He first became chairman of the department in 1941 and served in that capacity for a number of years, alternating with Professor Kamerling.

At the end of the current college year, on June 30, 1969, four other long-time members of the Faculty will retire.

Samuel Edward Kamerling, Ph.D., joined the Bowdoin Faculty in 1934 as assistant professor of chemistry, was promoted to associate professor in 1939, and became a full professor in 1946. In 1952 he was appointed Charles Weston Pickard Professor of

Chemistry. He has served as chairman of the department for a number of years, and as adviser to undergraduate premedical students, coordinator for summer programs, and director of National Science Foundation Summer Institutes of Chemistry at Bowdoin.

George Hunnewell Quinby, M.F.A., of the Class of 1923, joined the Department of English as instructor in 1934, was appointed assistant professor of English and director of dramatics in 1936, associate professor in 1946, and professor of dramatics in the Department of English in 1949. Following his retirement as professor of dramatics in 1966, he became professor of English.

Albert Rudolph Thayer, A.M., of the Class of 1922, Harrison King McCann Professor of Oral Communication in the Department of English, joined the Faculty as instructor in English and coach of debate during the academic year 1924–1925, returned as instructor in English in 1939, became assistant professor in 1940, associate professor in 1946, and professor of speech in the Department of English in 1949. In 1960 he was named to the McCann Professorship. He directed the summer program at the Oakes Center in Bar Harbor from 1958 to 1966.

Donovan Dean Lancaster, A.B., of the Class of 1927, has been a member of the College staff for forty-two years. From 1927 to 1932, he was instructor in government, and from 1927 to 1936 he served as coach of swimming and freshman football and assistant coach of football. He was director of student aid from 1935 to 1947. At its opening in 1929, he was appointed director of the Moulton Union, and in 1947 he became director of the centralized dining service. Since 1942 he has been alumnus adviser to Kappa Sigma and Alpha Kappa Sigma.

A distinguished and unique span of service comes to a conclusion with the retirement of these widely known members of the Faculty. Their influence in the lives of many Bowdoin men over the years will long be a remembered part of the Bowdoin tradition.

*Respectfully submitted,*

ROGER HOWELL, JR.

May 22, 1969



## APPENDIX

*Faculty and Staff Publications, 1968-1969*

ASSISTANT PROFESSOR JOHN W. AMBROSE, JR.

*Preparing Latin*, Vol. I, with W. Buchner. Independent School Press, 1969.

PROFESSOR ROBERT K. BECKWITH

"Music Appreciation," *Journal of the College Music Society* (1968).

"Music in Maine and the State of Music in Maine," *National Music Council Bulletin* (1968).

PROFESSOR HERBERT R. BROWN

Managing Editor of *New England Quarterly* (1968-1969).

DEAN JERRY W. BROWN

*The Rise of Biblical Criticism in America, 1800-1870*. Wesleyan University Press, 1969.

ASSISTANT PROFESSOR HERBERT R. COURSEN, JR.

"Breaking the Law of Gravity," *Educational Opportunities Forum* (1968).

"Malcolm and Edgar: Contrasting World Views in *Macbeth* and *King Lear*," *Discourse* (1968).

"The Unity of *The Spanish Tragedy*," *Studies in Philology* (1968).

Editor of *Growing Up in Maine: Autobiographical Essays by Bowdoin Upward Bound Students*. Bowdoin College Upward Bound, 1968.

"The Learning Society," *New England Review* (1969).

"'Man Is Only Human,'" *Christianity and Crisis* (1969).

"Manhood, Not Manpower," *New Directions in Teaching* (1969).

PROFESSOR LOUIS O. COXE

*Edwin Arlington Robinson: The Life of Poetry*. Pegasus, 1969.

"An Offering," *New Yorker* (1968).

"Anniversary," *New York Times* (1969).

Two Poems, *Southern Poetry Review* (1969).

MR. MYRON W. CURTIS

"Computer Programs for Obtaining Kinetic Data on Human Movement," with S. Plagenhoef, *Journal of Biomechanics* (1968).

PROFESSOR ATHERN P. DAGGETT

"On Community," *Bowdoin Alumnus* (1968).

PROFESSOR NATHAN DANE II

"Rufus Redolens," *Classical Journal* (1968).

MRS. DORIS C. DAVIS

*Education for the Disadvantaged*. Office of Economic Opportunity, Washington, 1968/69.

"Reply to the Frumkin Report," *College and University Business*, 1968.

"The Non-Teacher as Teacher," *Idea Exchange* (1969).

"The Teacher Never Calls on Me," *Idea Exchange* (1969).

PROFESSOR JOHN C. DONOVAN

"Maine: The Muskie Revolution, United," in *Party Politics in the New England States*, edited by G. Goodwin and V. Schuck. The New England Center for Continuing Education, 1968.

ASSISTANT PROFESSOR DOUGLAS M. FOX

Review: *The Pendergast Machine*, by L. Dorsett, *American Political Science Review* (1968).

ASSISTANT PROFESSOR A. MYRICK FREEMAN III

"Advocacy and Resource Allocation Decisions in the Public Sector," *Natural Resources Journal* (1969).

## ASSOCIATE PROFESSOR ALFRED H. FUCHS

"Population Stereotyping in Code Design," with W. C. Howell, *Organizational Behavior and Human Performance* (1968).

## PROFESSOR ALFRED O. GROSS

Review: *The Snow Bunting*, by D. Nethersole-Thompson, *Florida Naturalist* (1969).

## PROFESSOR ALTON H. GUSTAFSON

"Algae-'Grass' of Many Waters," *Maine Fish and Game* (1968).

## PROFESSOR ERNST C. HELMREICH

"Kirche und Staat im Europa des 19. Jahrhunderts," in *Forschung und Erziehung. Festschrift zum 80. Geburtstag von Erich Hylla*, edited by W. Correll and F. Süllwold. Verlag Ludwig Auer, 1968.

Articles on "Istvan Bocskay," "Burschenschaft," "Burgenland," "Carinthia," "Carlsbad Decrees," "Charles I, Emperor of Austria (1887-1922)," "Charles VI of the Holy Roman Empire (1711-1740)," and "Concert of Europe," in *The Americana Encyclopedia*, 1968.

Article on "Austria," in *The Americana Annual*, 1968 and 1969.

Reviews: *Decline and Rise of Europe: A Study in Recent History, with Particular Emphasis on the Development of a European Consciousness*, by J. Lukacs, *American Historical Review* (1967); *The Road to Sarajevo*, by V. Dedijer, *Slavic Review* (1967); *Staat und Kirche im Wandel der Jahrhunderte*, edited by W. P. Fuchs, *Annals of the American Academy of Political and Social Science* (1967); *Weimar Germany and Soviet Russia, 1926-1933: A Study of Diplomatic Instability*, by H. L. Dyck, *Canadian Slavic Studies* (1967); *Zwischen Kritik und Ideologie. Methodologische Probleme der polnischen Geschichtswissenschaft auf dem VII. polnischen Historikerkongress in Breslau 1948*, by K. Zernack, *Canadian Slavic Studies* (1967); *Corpus Evangelicorum und Corpus Catholicorum auf dem*

*Westfälischen Friedenskongress. Die Einfügung der konfessionellen Ständeverbindungen in die Reichsverfassung*, by F. Wolff, *Catholic Historical Review* (1968); *Europe, 1880-1945*, by J. M. Roberts, *American Historical Review* (1968); *Katholische Orden und deutscher Imperialismus*, by H. Mohr, *Canadian Slavic Studies* (1968); *The United States and Eastern Europe*, edited by R. F. Byrnes, *Annals of the American Academy of Political and Social Science* (1968).

ASSOCIATE PROFESSOR JAMES L. HODGE

Co-editor of *Helen Adolf Festschrift*. Frederick Ungar Publishing Co., 1968.

"Men, Moods and Modals in *Nathan der Weise*," *Helen Adolf Festschrift*, Ungar, 1968.

ASSISTANT PROFESSOR RICHARD HORNBY

"The Symbolic Action of *Heartbreak House*," *Drama Survey* (1968/69).

"Brecht versus Aristotle," *Drama at Calgary* (1969).

PRESIDENT ROGER HOWELL, JR.

*Sir Philip Sidney: The Shepherd Knight*. Little, Brown & Co., 1968. (American edition of work previously published in England.)

"The Elections to the Long Parliament in Newcastle: Some New Evidence," in *Archaeologia Aeliana*, 1968.

"The New College Student," *Maine Sunday Telegram* (1969) also printed in *Bowdoin Alumnus* (1968/69).

Reviews: *Le clergé paroissial catholique en haute Alsace sous l'ancien régime*, by A. Schaer, *Erasmus* (1968); *Politics and Profit: A Study of Sir Ralph Sadler, 1507-1547*, by A. J. Slavin, *Canadian Journal of History* (1968); *Vexed and Troubled Englishmen, 1590-1642*, by C. Bridenbaugh, *Annals of the American Academy of Political and Social Science* (1968).

ASSISTANT PROFESSOR WILLIAM T. HUGHES

"A Device for the Measurement of Equivalent Widths of Spectral Lines," *S.P.I.E. Technical Journal* (1969).

"Particle Motion in a Force Free Field," *American Journal of Physics* (1969).

ASSOCIATE PROFESSOR ARTHUR M. HUSSEY II

"Stratigraphy and Structure of Southwestern Maine," in *Studies of Appalachian Geology: Northern and Maritime* (Billings Volume), edited by E. Zen and others. Wiley Interscience, 1968.

PROFESSOR MYRON A. JEPPESEN

"The Undergraduate Optics Laboratory and Quasi-Research," *Journal of the Optical Society of America* (1967) and *Research Newsletter* (1968).

ASSOCIATE PROFESSOR GERALD KAMBER

"Cool Look at the Campus," *Twentieth Century* (1968).

PROFESSOR SAMUEL E. KAMERLING

"Our Constant Volume Situation," *Nucleus* (1968).

PROFESSOR EDWARD C. KIRKLAND

*History of American Economic Life*. 4th ed. Appleton-Century-Crofts, 1969.

ASSISTANT PROFESSOR ROBERT E. KNOWLTON

Review: *Endocrine Coordination in Invertebrates*, by G. F. Kelly, *BioScience* (1968).

ASSISTANT PROFESSOR BURKE O. LONG

*The Problem of Etiological Narrative in the Old Testament*. Töpelmann, Berlin, 1968.

"Etymological Etiology and the Deuteronomistic Historian," *Catholic Biblical Quarterly* (1969).

Reviews: *Das Königtum in Israel: Ursprünge, Spannungen, Entwicklung*, by J. A. Soggin, *Journal of Biblical Literature*

(1968); Ueberlieferung und Zeitgeschichte in den Elia-Erzählungen, by O. H. Steck, *ibid.*

PROFESSOR C. DOUGLAS MCGEE

"The Uses of Large Views," *Proceedings of the XIVth International Congress of Philosophy* (1968).

"A Dispositional Interpretation of Criteria in Mind," in *The Library of Living Philosophers: The Philosophy of C. I. Lewis*. Open Court, 1968.

PROFESSOR DANA W. MAYO

"Comments on the Symmetric Deformation Vibrations of Geminal Methyl Groups," with L. J. Bellamy, in *Proceedings of the 9th European Congress on Molecular Spectroscopy*, 1967.

Abstracts of papers: "Laser-Raman Spectra of Terpenoids I," with S. K. Freeman, in *Abstracts of Papers, 156th American Chemical Society National Meeting*, 1968; "Raman Spectroscopy in Flavor and Aroma Analysis," with S. K. Freeman, in *Abstracts of Papers of the 10th Eastern Analytical Symposium*, 1968; "Application of Laser-Excited Raman Spectroscopy to Organic Chemistry II: Identification of the Cedrane Skeleton," with S. K. Freeman, in *Abstracts of Papers, 4th Middle Atlantic Regional Meeting, American Chemical Society*, 1969; "Application of Laser-Excited Raman Spectroscopy to Organic Chemistry III: Identification of the Pinane Skeleton," with S. K. Freeman, in *Abstracts of Papers, Metrochem American Chemical Society Regional Meeting*, 1969.

ASSOCIATE PROFESSOR BARRY M. MITCHELL

*Calculus Without Analytic Geometry*. D. C. Heath & Co., 1969.

"On the Dimension of Objects and Categories I. Monoids," *Journal of Algebra* (1968).

"On the Dimension of Objects and Categories II. Finite Ordered Sets," *Journal of Algebra* (1968).

"A Problem in Mathematics and Music," with J. Rogers, *American Mathematical Monthly* (1968).

"Spectral Sequences for the Layman," *American Mathematical Monthly* (1969).

"On the Dimension of Objects and Categories III. Hochschild Dimension," in *Proceedings of the Battelle Institute Conference*, 1968.

#### PROFESSOR JAMES M. MOULTON

"Cruise of the *Chain* Discovers Evidence of Pollution in the Sargasso Sea," *Newsletter of the Portland Society of Natural History* (1968).

"A Cytological Study of Mauthner's Cells in *Xenopus laevis* and *Rana temporaria* during Metamorphosis," with A. Jurand and H. Fox, *Journal of Embryology and Experimental Morphology* (1968).

"Experiments with the Migrations of Amphibians," *The American Biology Teacher* (1968).

"Further Studies on the Auditory Pathway of Fishes and Amphibians: The Mauthner Cells," *American Zoologist* (1968).

"Mauthner Cells and the Thyroid Hormonal Level in Larvae of *Rana temporaria*," with H. Fox, *Archives d'Anatomie Microscopique et de Morphologie Expérimentale*, (1968).

"Rationale for Sequence of High School Science Courses: Argument for Change," *Iowa Science Teachers' Journal* (1968).

#### ASSISTANT PROFESSOR LAWRENCE C. PERLMUTER

"Effects of a Simultaneous Conditioning Procedure upon Subsequent Extinction and Acquisition," with G. A. Kimble and T. B. Leonard, *Journal of Experimental Psychology* (1968).

"Effects of Interstimulus Interval and Discrimination Learning in Eyelid Conditioning Using Between-and-Within Ss Designs," with G. A. Kimble and T. B. Leonard, *ibid.*

"Effect of Interstimulus Interval on the Conditioning of Voluntary Instructed Response," with G. A. Kimble, A. M. Fink, and G. A. Taylor, *ibid.* (1969).

#### PROFESSOR EDWARD POLS

"Polanyi and the Problem of Metaphysical Knowledge," in *In-*

*tellec and Hope: Essays in the Thought of Michael Polanyi.* Duke University Press, 1968.

"Whitehead's Metaphysics: A Reply to A. H. Johnson," *Dialogue* (1968).

ASSOCIATE PROFESSOR JOHN C. RENSENBRINK

"Notes on the Institute," *Bowdoin Alumnus* (1968).

PROFESSOR THOMAS A. RILEY

Review: *A Third Course in German*, by M. Newmark and R. Walz, *German Quarterly* (1969).

DR. ROBERT F. RITCHIE

"Alpha-2 Macroglobulin Levels in Rheumatic Disease," with A. M. Weekley, *Arthritis and Rheumatism* (1968).

"Immunoglobulins and Amyloidosis," with E. S. Cathcart and others, *Arthritis and Rheumatism* (1968).

"1gD Antinuclear Antibodies," *Arthritis and Rheumatism* (1968).

"1gD Levels in Rheumatic Disease," *Arthritis and Rheumatism* (1968).

"Two Antinuclear Antibodies: Their Relationship to the Homogeneous Immunofluorescent Pattern," *Arthritis and Rheumatism* (1968).

"Nucleolar Structure by Immunofluorescent Techniques," *Cancer Research* (1969).

"Serum Protein Electrophoresis as a Clinical Tool," *Journal of the Maine Medical Association* (1969).

ASSISTANT PROFESSOR ROBERT H. RITTLE

"Social Facilitation of Dominant Responses by the Presence of an Audience and the Mere Presence of Others," with N. B. Cottrell and others, *Journal of Personality and Social Psychology* (1968).

PROFESSOR WILLIAM C. ROOT

"A Chemist and Archaeology," *Nucleus* (1968).



## ASSOCIATE PROFESSOR DANIEL W. ROSSIDES

*Society as a Functional Process: An Introduction to Sociology.*  
McGraw-Hill of Canada, 1968.

## ASSISTANT PROFESSOR ELLIOTT S. SCHWARTZ

*Concert Piece for Ten Players.* Alexander Broude, Inc., 1968.  
*Three Short Scenes for Two Cellos.* Alexander Broude, Inc.,  
1969.

*Magic Music,* for orchestra & piano/organ soloist. Alexander  
Broude, Inc., 1969.

Record: Aria No. 1 for Clarinet and Piano. Aria No. 2 for Vio-  
lin and Drums. Aria No. 4 for Bassoon and Tape. Essays for  
Trumpet and Trombone. Advance Recordings FGR7 (1969).

Reviews of compositions by Robert Moevs, Jacob Druckman,  
Giselher Klebe, and Herbert Brun, in *Notes*, Music Library As-  
sociation (1969).

## MR. RICHARD V. WEST

"Recent Acquisitions, 1961-1968," *Bowdoin Alumnus* (1968).

# REPORT OF THE ACTING DEAN OF THE COLLEGE

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*To the President of Bowdoin College:*

I have the honor to submit the following report for the academic year 1968-1969.

In doing so, I find myself in the anomalous position of reporting, on the basis of my brief experience as acting dean, to a president who himself served longer than I in this position during his rise to eminence. (In passing, I sincerely hope, Sir, that you have not just established a new Bowdoin tradition.) In any case, I shall attempt to present a faithful composite report for the past year.

## I

First, I should like to comment on the various operations which fall within the purview of the dean of the College.

Under the direction of the Senior Center Council and Professor William B. Whiteside, the Senior Center has continued to have a profound effect on the College. Despite increasing demands from other quarters, the Faculty offered again this year an excellent program of seminars. In the fall, 206 men met the one-semester requirement by enrolling in fourteen seminars. It is a tribute to this type of learning experience that, in the spring, 152 men signed up for eleven seminars on an optional basis.

For the College as a whole, the most significant event in the Center this year was the adoption of the Senior Center Social Code, and particularly the process by which it was developed by the Council and the Senior Class Committee. From initial discussions to the final elaboration of the code by a joint committee on which students and faculty members had equal voting rights, the processes were orderly and democratic, however much this particular combination of terms might nowadays seem contradictory. Convictions were expressed with frankness, and often with passion. Never did the process break down, never did one party in the discussion lose faith in the other. There were no placards or four-

letter expletives on one side, no impatient repressive gestures on the other. It is too soon to say exactly what precise modes of behavior will emerge as a result of the code. Some members of the college community still hold a skeptical view of the possibilities; others are perhaps not fully aware of the great burden of responsibility which the students must now assume. Nonetheless, the dialogue which produced the code transmitted an important message to the entire campus by translating vital principles into visible acts. I should like to take this opportunity to recognize and to thank, for the entire college, the students who were the most influential in this exercise of judicious leadership: Class President Robert E. Ives, Vice President Richard A. Mersereau, Secretary-Treasurer James M. Barney, and Ralph L. Berry III, Robert S. Blackwood, Jr., Merrill C. Cousens, and Thomas A. Johnson. Together, they composed the Executive Group of the Senior Class Committee.

In the Admissions Office, Director Richard W. Moll and his staff have created this year the largest pool of applicants in the history of the College: 1800, as against 1300 in 1968. Having done so, they have also had to go through the arduous and frustrating process of rejecting many of their favorite dossiers in order to admit just enough applicants to produce a freshman class of 245. They were aided again this year by a faculty committee which devoted much of the spring vacation to the study of 350 applications being considered for acceptance, among them a large number from sons of Bowdoin alumni. The increase in applications was attended by a rise in overall quality and by an encouraging shift in the geographical distribution of the applicants, among whom there were many more than usual from such states as Connecticut, New York, New Jersey, and Pennsylvania. The sudden rise in applications might be attributed to any of a number of theoretical factors, from unrest in the cities to the attractiveness of an all-male college. More concretely, I believe, it may be ascribed to vigorous and far-reaching recruitment on the part of the director and his assistant directors, Richard F. Boyden and David R. Treadwell, Jr. '64. They have been most gratified by the results of a new program, BASIC (Bowdoin Alumni Schools and Interviewing Committees), organized by Assistant Director Boyden. Through this program, Bowdoin alumni have given generously of their time and

energies to conduct formal interviews of prospective applicants and to provide a preferential ranking for all applicants from a given area. The program is country-wide: Portland and Boston have their BASIC, and its impact has also been felt in other cities such as Cleveland, Minneapolis, San Francisco, and Honolulu.

Through the Bowdoin Plan, we shall again bring to the campus next year a group of foreign students sponsored by the fraternities. During the current year, five Bowdoin Plan students left the College before the end of the second semester, to travel or to return home. In the event that this may signal a trend, a special committee has begun to look into the possible alternatives for attracting students more committed to the College and for whom a Bowdoin education might be of greater eventual benefit to themselves and their countries.

Again this year, there was special emphasis on the Early Decision Program. By mid-December, slightly more than one-third of the Class of 1973 (85 men) had been admitted. Dana R. Wilson '68, our first Admissions Fellow, was in charge of the program for the recruitment of black students and men from other minority groups. Despite intense competition from prestigious schools, the College will probably admit more than twenty such students next fall. For 1969-1970, Robert E. Ives '69 has recently been named to replace his most capable predecessor, who has been called into the service.

The College's financial aid program continues its unnerving surge toward ever higher levels. Last year, Bowdoin students received \$617,400 in grants and loans; during 1968-1969, there has been a 23 percent increase to \$757,315, including \$497,865 in grants and \$259,450 in loans. Instances of high need have multiplied and, at the same time, the total number of men receiving aid is fast approaching 50 percent of the student body. Bowdoin has made new commitments, as in the case of the black students, while honoring old ones such as its traditional concern for the recruitment of students from Maine. In comparison with similar colleges, Bowdoin has kept its doors wide open to the nonaffluent. As the costs of education in the private college continue to climb, we shall have to make every effort to ensure an increase in the endowed funds available to support our program of financial aid.

In the Office of Career Counseling and Placement, Samuel A. Ladd, Jr. '29 has just completed his twenty-fifth year of service to the College. During the quarter of a century that he has devoted to Bowdoin men, more than one-third of the total student body has sought help from his office. This year, more than 50 percent of the graduating class registered with him for advice and interviews with some one hundred business firms, government agencies, schools, and other organizations. Once again, there has been considerable financial aid for related graduate study for men who go into on-the-job training. Less encouraging is the report that there has been no substantial increase in contacts made by Maine firms and that there are far more openings than applicants in the field of education.

The new grading system, now in its second year, appears to be functioning satisfactorily. Especially pleasing is the fact that there is little obvious desire, on the part of the Faculty or students, to return to the practice of computing averages and class standing. Some faculty members no doubt look back on the old D grade with nostalgia. For my part, I hope that the notion of a Pass-Fail option has not been entirely abandoned. Acceptance of the new grades is attributable in large measure to the efficiency and devotion of the academic counselors. The counseling system now involves about half the entire Faculty and ensures close contact between teachers and students, along with improved reporting of problems to the Dean's Office. During the current year, Administrative Assistant E. Christopher Livesay has capably aided Dean Jerry Wayne Brown in coordinating and assessing the system.

For Director of Athletics Daniel K. Stuckey, the highlight of the year was the successful winter program: 108 contests, of which 65 were won, 40 lost, and 3 tied. The basketball team, with a 16-5 record, was Bowdoin's "best-ever" for the second successive year. In hockey, the team's 15-6-1 record made it "Number 1" in the College Division of the Eastern College Athletic Conference; and Coach Sidney J. Watson was named New England Coach of the Year, the first time a Division II coach has been so honored. These successes were well-timed, and came when bleak February would otherwise have weighed most oppressively upon all of us. Student spirits were high, and even some of the Faculty displayed temper-

ate enthusiasm. In 1968–1969, wrestling enjoyed varsity status for the first time; and the ski team began receiving formal instruction from a coaching assistant.

Finally, in this section, I should like to report briefly on the Ten-College Exchange Program. At the start, the schools involved, besides Bowdoin, were: Amherst, Dartmouth, Wesleyan, Williams, Connecticut College, Mount Holyoke, Smith, Wheaton, and Vassar. To these Trinity has been added, bringing the number of schools actually participating in the program to eleven. The relationships among them are not as yet very clearly or rigorously defined. Various forms of cooperation and exchange may be developed, including an urban studies center, the use of common instructional facilities such as computer programs, and a foreign study program. It is possible, too, that various bilateral arrangements may be made between schools within the group. For 1969–1970, the program is limited so far to student exchange, with a strong tendency toward experiments in coeducation. Eighteen Bowdoin men will be spending a semester or the academic year at Wesleyan (1), Mount Holyoke (5), Smith (8), Wheaton (3), and Vassar (1). In return, Bowdoin will act as host to young women from the following institutions: Connecticut (2), Mount Holyoke (4), Smith (6), Vassar (1), and Wheaton (4). It is also expected that by next fall, with the aid of a grant from the Richard King Mellon Foundation to Wheaton College, there will be a coordinator who will handle the student exchange and, at the same time, explore the various other possible types of cooperation among the eleven schools.

## II

In the final section of this report, I should like to comment on certain basic changes which have taken place during the past year or which seem imminent. The first is the drastically revised concept of student behavior which now prevails on the campus. Enunciated first in the Senior Center, the notion of responsible freedom and of a social code corresponding to the academic honor code quickly won the adherence of the majority of the student body.

By vote of the Faculty in early April, a standing Committee on Campus Conduct was created, consisting of six students and six fac-

ulty members. It was charged with establishing and maintaining a general code of conduct for members of the college community. With considerable dispatch, a Bowdoin College Social Code was presented to the student body. The intent of the code was to ensure the protection of freedom and privacy of all the groups and individuals who composed the complex college community. Ratified by well over the requisite three-fourths of the students, it went into effect late in April. The most crucial statement in the code reads as follows:

The success of this social code requires the active commitment of all members of the community to the principles upon which the life of Bowdoin is based. Each student is expected to conduct himself responsibly, and to ensure that his guests do so, maintaining full respect for his fellow students and for all guests of the College and of individual residents as well as the entire college community.

It clearly was not the intention of the committee to sanction immorality or to allow decent group behavior to lapse into libidinous anarchy. Behind its formulation of the code does lie, however, the realization that impediments to vice do not produce virtue, that frustration is not an adequate basis for the individual conscience. Modern students are profoundly moral in many ways. They are indignant, sometimes vociferously so, at the sight of political and social vice, such as war and poverty. They are perhaps somewhat less inclined to heap scorn and damnation on an occasional Jezebel. For men, the Vietnam war looms large on the horizon, and some may be inclined to enjoy this day before a doubtful tomorrow.

It will perhaps be tempting, in the days ahead, to ascribe many adolescent experiences, be they with wine, women, or grass, to the new social code. Certain reprehensible types of behavior preceded the code, many will no doubt survive it. The essential question is whether or not, freed of arbitrary restraints, the entire student body, from the youngest freshman to the most mature senior, can learn to lead a more studious, productive life, which is at once moral and happy. By their vote, Bowdoin men have claimed the responsibility for attempting to do so. In the face of a sometimes benign, sometimes stern, paternalism they have challenged the notion that the College can truly act *in loco parentis*. They have

asked that instead a democratic process be allowed to take place in a climate of trust and understanding.

Another important development is the defection of students from the fraternities. At the end of the academic year 1967-1968, there were fifty students taking their meals in the Moulton Union. This spring, the number has jumped to 117. To some degree, this sudden popularity of the Union dining facilities may be ascribed to the undergraduate gourmet's quest for a better cuisine. However, there is no doubt that the majority of the men involved find life in the fraternities, for themselves, intolerable. Whether or not they condemn particular practices of the houses, they clearly prefer a different style of life, that of the "independent." Their living quarters are scattered throughout the dormitories or off-campus, and many of them are not affiliated socially with the fraternities.

Until quite recently, there were few independents, and they were relatively inconspicuous among the faculty, guests, and casual diners who used the Moulton Union facilities. Now, some of them tend to think of the Union as their own. This is, in part, a healthy sign that some *esprit de corps* is developing in this group. On the other hand, independents being just that, little formal structuring of their activities has as yet taken place. There is, indeed, a Student Union Committee, but it is a campus-wide organization, with far greater representation of the fraternities than of independents, and it deals largely with social events.

If the present trend continues, the independents may soon comprise a body of students rivaling the Senior Center in terms of numbers, but without leadership and without the effective means of dealing with other groups or adequately expressing their views on matters of policy. From a physical point of view, they will sooner or later put a great strain on the Moulton Union and compete more and more with freshmen for rooms in the dormitories.

Unless there is an overall increase in the size of the college, it is obvious that the growth in the number of independents will take place, as is already the case, to the detriment of the fraternities. The closing of the Phi Delta Psi house this spring, due in part to other causes, is a portent of things to come. The time is certainly not far away when a new residence-dining hall will have to be constructed for the independents, and it will inevitably offer a still



more attractive alternative to joining a house. If the new dining hall is coeducational in the bargain, the fraternities will be offering pallid food, indeed. This development strikes me as inevitable. Unless there is a radical change in the style of life in the houses, and I say this with respect for the history and traditions of the College, fraternities are destined to play a residual role, at best, in student life of the future.

Another area of general concern is the curriculum and its relationship to the entire College as an environment in which learning takes place. Traditionally, the curriculum of the small liberal arts college could be said to be adequate if it offered the student the possibility of a common educational experience, defined by requirements, specialized study in some field, and certain options, looked upon as enrichment. During the past few years, at Bowdoin as elsewhere, the assumptions underlying such a program have been challenged, and not simply in terms of the current stress on relevance. The Advanced Placement Program has long since served notice that colleges must take into account the greater intensity and quality of the secondary school experience and avoid duplications which dampen student enthusiasm. In addition, instruction on the secondary level has come to stress independent study, field trips, projects, and other modes of learning which have made the confines of the lecture hall and library, for some, uncomfortable. Vast and vital changes in the composition of college student bodies have revealed needs that must be satisfied by programs which are new in aim and substance. Modern communications media have revealed a world both one and divided, horrifyingly immediate. Reacting to it, some students take refuge in a new morality and in the cult of the self, others seek to become the instruments of social change, of justice. For some, the College must learn to provide experiments in living; for others, goal-directed activities. As it does so, it must still preserve and transmit the accumulated learning which is our common patrimony. It must also continue to promote scholarship and scientific experimentation.

Through the Senior Seminars, the College has for some years now provided students with a drastically different educational experience, in comparison with the program of the first three years. Many departments, too, have in various ways updated and restruc-

tured their major programs. There has, however, been relatively little innovation in the curriculum of the first two years, which have continued to be dominated by required and introductory courses. When an interdepartmental course, *The Urban Crisis*, was offered for the first time this spring, principally for freshmen and sophomores, more than 15 percent of the entire student body tried to enroll. The course will probably be repeated next year, and an interdepartmental major in urban affairs has been proposed. In the departments of history and government, problems courses have been devoted to the history of the black in America and to contemporary African affairs. A course on the history of Africa has been approved for next year, and a proposal for a program of Afro-American studies is, as I write, before the Faculty. The mathematics-laboratory science requirement has been suspended for the Classes of 1973 and 1974; and a new interdepartmental course, *Natural Sciences 1*, is to be given next year, with a limited enrollment. Similar courses are in the offing. Together, they represent a significant change in the freshman-sophomore program and in the concept of the major as well.

At the same time there has been, in a number of areas, an equally meaningful change in the mode of learning. Several courses, such as *The Urban Crisis*, emphasize field trips and study projects, on or away from the campus. Where class size permits, seminar and discussion courses are increasingly popular. Independent study has grown rapidly and demands more and more faculty time: last fall there were 119 enrollments in 200 or 300 courses; this spring, 177. Some view it as the latest metamorphosis of the "gut course," others as the manifestation of a genuine desire to investigate some urgent problem, pursue some elusive idea, or create some aesthetic form.

The area of learning has also been enlarged in other ways. There has been a certain amount of agitation on campus, but there has also been much purposive activity. Students now play a more active role in the governance of the College by serving on most of the standing committees. I believe that such service will also teach them a great deal about group psychology, the functioning of an educational institution, and practical politics. Lessons in education and civics are also increasingly derived through activities as various

as tutoring local high school students, the Campus Chest, and Bermuda North, a program in which ten Bowdoin men devoted the spring vacation to working with Indians at the Peter Dana Point Reservation. The Faculty, too, is learning through involvement during the summer in Upward Bound and in the Free Seminar Program during the academic year. Other straws are in the wind as we await the report of the Study Committee on Underclass Campus Environment. It will no doubt present a more comprehensive and judicious view of several of the issues that I have touched upon in this brief commentary.

Quite by accident, I trust, several of the persons I have impertuned so frequently in the approximate fulfillment of my duties as acting dean are going into retirement or are resigning at the end of this academic year. To Director of the Moulton Union Donovan D. Lancaster '27, I express my gratitude for sustenance, both physical and moral. Dean of Students Jerry Wayne Brown and his Administrative Assistant E. Christopher Livesay have alerted me to the moods, and subterfuges, of students in moments of duress. Especially, my warm thanks go to Dean of the Faculty James A. Storer for teaching me the ways of the College and the proper deportment of a dean. Students, staff, faculty, administrators, and others have given me help and encouragement, generously mixed with solicitude and occasional pity. I have deeply appreciated support from whatever quarter and now await, eagerly, the safe and prompt return from sabbatical of Dean A. LeRoy Greason, Jr.

In closing, Sir, I wish also to thank you for this opportunity to serve Bowdoin during your first months as the tenth president of the College.

*Respectfully submitted,*

EDWARD J. GEARY

APPENDIX

I. Enrollment

	<i>Under- graduates</i>	<i>Jr. Yr. Away</i>	<i>Graduates</i>
Students enrolled, September 1968 . . . . .	946	9	10
Students dropped for academic deficiencies			
February 1969 . . . . .	21		
Students leaving for other reasons between			
September 1968 and February 1969 . . . . .	16		
Students enrolled, February 5, 1969 . . . . .	922	7	10
Students readmitted, February 1969 . . . . .	13		

II. Geographic Distribution

Entered September 1968

Massachusetts . . . . .	64	Iowa . . . . .	1
Maine . . . . .	57	Missouri . . . . .	1
New York . . . . .	25	Montana . . . . .	1
Connecticut . . . . .	19	North Carolina . . . . .	1
New Jersey . . . . .	12	Oregon . . . . .	1
Pennsylvania . . . . .	10	Texas . . . . .	1
District of Columbia . . . . .	9	Vermont . . . . .	1
Rhode Island . . . . .	9	Virginia . . . . .	1
New Hampshire . . . . .	6	Sweden . . . . .	4
California . . . . .	4	Germany . . . . .	2
Minnesota . . . . .	4	Greece . . . . .	2
Ohio . . . . .	3	Canada . . . . .	1
Florida . . . . .	2	Costa Rica . . . . .	1
Illinois . . . . .	2	Denmark . . . . .	1
Maryland . . . . .	2	England . . . . .	1
Tennessee . . . . .	2	Japan . . . . .	1
Arizona . . . . .	1	Korea . . . . .	1
Delaware . . . . .	1	Somali Republic . . . . .	1
Georgia . . . . .	1	Total	<u>258*</u>
Hawaii . . . . .	1		
Indiana . . . . .	1		

\*Of these, 244 were freshmen

### III. Fraternity Membership, April 1969

Alpha Delta Phi . . . . .	66	Phi Delta Psi . . . . .	44
Alpha Kappa Sigma . . . . .	66	Psi Upsilon . . . . .	87
Alpha Rho Upsilon . . . . .	68	Sigma Nu . . . . .	46
Beta Theta Pi . . . . .	75	Theta Delta Chi . . . . .	72
Chi Psi . . . . .	89	Zeta Psi . . . . .	63
Delta Kappa Epsilon . . . . .	56	Total . . . . .	794
Delta Sigma . . . . .	62		

### IV. Scholastic Standings of the Fraternities and Independents

June 1968*		February 1969*	
Independents . . . . .	62.30	Delta Sigma . . . . .	56.97
Delta Sigma . . . . .	61.42	Independents . . . . .	54.84
Phi Delta Psi . . . . .	55.20	Alpha Rho Upsilon . . . . .	54.63
Alpha Rho Upsilon . . . . .	53.74	Sigma Nu . . . . .	51.55
Chi Psi . . . . .	51.72	Phi Delta Psi . . . . .	50.69
Beta Theta Pi . . . . .	50.62	Delta Kappa Epsilon . . . . .	50.11
Sigma Nu . . . . .	47.15	Psi Upsilon . . . . .	45.12
Psi Upsilon . . . . .	46.64	Chi Psi . . . . .	44.86
Theta Delta Chi . . . . .	46.36	Zeta Psi . . . . .	44.44
Alpha Kappa Sigma . . . . .	43.03	Beta Theta Pi . . . . .	43.94
Delta Kappa Epsilon . . . . .	42.51	Alpha Kappa Sigma . . . . .	39.22
Zeta Psi . . . . .	42.07	Theta Delta Chi . . . . .	37.33
Alpha Delta Phi . . . . .	42.05	Alpha Delta Phi . . . . .	36.56
All-Fraternity Average . . . . .	48.47	All-Fraternity Average . . . . .	45.81
All-College Average . . . . .	49.74	All-College Average . . . . .	46.98

\*Based on the percentage of Honor grades to the rest of the grades in a given fraternity.

### V. Freshman Scholastic Standings

June 1968*		February 1969*	
Delta Sigma . . . . .	71.42	Sigma Nu . . . . .	67.18
Psi Upsilon . . . . .	51.99	Independents . . . . .	58.32
Independents . . . . .	51.85	Phi Delta Psi . . . . .	53.12
Alpha Rho Upsilon . . . . .	44.64	Delta Sigma . . . . .	52.10
Alpha Kappa Sigma . . . . .	42.04	Alpha Rho Upsilon . . . . .	50.18
Zeta Psi . . . . .	40.38	Delta Kappa Epsilon . . . . .	45.82
Delta Kappa Epsilon . . . . .	40.27	Alpha Kappa Sigma . . . . .	42.49
Alpha Delta Phi . . . . .	40.21	Zeta Psi . . . . .	40.27
Beta Theta Pi . . . . .	39.81	Psi Upsilon . . . . .	38.45
Chi Psi . . . . .	31.24	Chi Psi . . . . .	36.45
Phi Delta Psi . . . . .	31.24	Alpha Delta Phi . . . . .	26.66
Sigma Nu . . . . .	30.00	Theta Delta Chi . . . . .	26.08

Theta Delta Chi . . . . .	28.12	Beta Theta Pi . . . . .	24.99
All-Fraternity Freshman		All-Fraternity Freshman	
Average . . . . .	41.36	Average . . . . .	41.44
All-College Freshman		All-College Freshman	
Average . . . . .	42.55	Average . . . . .	43.60

\*Based on the percentage of Honor grades to the rest of the grades in a given fraternity.

*VI. Abraxas Award, February 1969\**

1. Deering High School (Portland, Maine) . . . . .	70.59
2. Portland High School (Maine) . . . . .	62.50
3. Wilton High School (Connecticut) . . . . .	58.33
4. Brunswick High School (Maine) . . . . .	56.25
5. Boston Latin School (Massachusetts) . . . . .	50.00
Cranston High School East (Rhode Island) . . . . .	50.00

\*Based on the percentage of Honor grades to the rest of the grades of the students representing a given high school.

*VII. Distribution of Majors*

*Class of 1969*

Art . . . . .	9	History . . . . .	18
Biology . . . . .	33	Latin . . . . .	5
Chemistry . . . . .	11	Mathematics . . . . .	9
Classics . . . . .	1	Music . . . . .	2
Economics . . . . .	21	Philosophy . . . . .	10
English . . . . .	26	Physics . . . . .	6
French . . . . .	3	Psychology . . . . .	14
German . . . . .	1	Religion . . . . .	4
Government . . . . .	33	Sociology . . . . .	11

*VIII. Enrollment in Courses, 1968-1969*

	<i>First Semester</i>	<i>Second Semester</i>		<i>First Semester</i>	<i>Second Semester</i>
Art 1, 2 . . . . .	35	28	Astronomy 1, 2 . . . . .	58	123
Art 21 . . . . .	24		Biology 1, 2 . . . . .	111	96
Art 27, 28 . . . . .	23	62	Biology 3, 4 . . . . .	22	42
Art 43, 44 . . . . .	34	48	Biology 7, 5 . . . . .	48	27
Art 201, 201 . . . . .	7	8	Biology 9, 10 . . . . .	34	11
Art 202, 202 . . . . .	1	6	Biology 11, 12 . . . . .	15	9
Art 301 . . . . .		2	Biology 15, 16 . . . . .	3	44

Biology 201, 201 . . . . .	2	5	English 302 . . . . .		3
Biology 202 . . . . .		3	French 1, 2 . . . . .	13	11
Biology 301, 302 . . . . .	8	9	French 3, 4 . . . . .	46	44
Chemistry 11, 12 . . . . .	77	84	French 4, 5 . . . . .	26	6
Chemistry 15 . . . . .	21		French 5, 6 . . . . .	13	10
Chemistry 21, 22 . . . . .	74	49	French 9, 9 . . . . .	57	34
Chemistry 31, 32 . . . . .	20	26	French 10, 10 . . . . .	22	60
Chemistry 42, 41 . . . . .	11	9	French 13, 14 . . . . .	10	11
Chemistry 43, 45 . . . . .	10	7	French 15, 16 . . . . .	27	6
Chemistry 201, 201 . . . . .	1	2	French 201, 201 . . . . .	1	3
Chemistry 202 . . . . .		1	French 202 . . . . .		1
Chemistry 301, 302 . . . . .	7	5	French 301, 302 . . . . .	1	1
Classics 301, 201 . . . . .	1	1	Geology 1, 2 . . . . .	48	37
Economics 1, 1 . . . . .	129	28	Geology 5, 8 . . . . .	4	11
Economics 2 . . . . .		61	Geology 201, 201 . . . . .	1	1
Economics 3, 4 . . . . .	26	44	Geology 202 . . . . .		1
Economics 5, 6 . . . . .	23	22	Geology 301 . . . . .		1
Economics 8, 7 . . . . .	10	13	German 1, 2 . . . . .	50	43
Economics 10, 9 . . . . .	26	26	German 3, 4 . . . . .	68	57
Economics 12 . . . . .	28		German 5, 6 . . . . .	8	9
Economics 13, 15 . . . . .	8	16	German 9, 10 . . . . .	12	17
Economics 20 . . . . .		15	German 11, 12 . . . . .	15	18
Economics 201, 201 . . . . .	3	2	German 15, 16 . . . . .	9	10
Economics 301, 301 . . . . .	3	2	German 201 . . . . .	1	
Education 1, 2 . . . . .	31	17	Government 1, 2 . . . . .	101	101
Education 5 . . . . .	14		Government 3, 4 . . . . .	19	19
English 1, 2 . . . . .	222	108	Government 5, 7 . . . . .	24	31
English 4, 4 . . . . .	120	109	Government 10 . . . . .		39
English 5, 6 . . . . .	32	34	Government 12 . . . . .		32
English 7, 7 . . . . .	23	13	Government 13, 14 . . . . .	63	12
English 9, 8 . . . . .	9	13	Government 15, 16 . . . . .	23	32
English 12 . . . . .	13		Government 17, 18 . . . . .	19	5
English 13, 14 . . . . .	25	44	Government 19 . . . . .	22	
English 17 . . . . .	29		Government 21 . . . . .	19	
English 19, 20 . . . . .	60	77	Government 201, 201 . . . . .	7	7
English 30 . . . . .		13	Government 202 . . . . .		6
English 31, 32 . . . . .	26	89	Government 301, 301 . . . . .	5	3
English 35, 36 . . . . .	33	61	Government 302 . . . . .		2
English 47, 41 . . . . .	4	15	Greek 1, 2 . . . . .	9	8
English 50 . . . . .		9	Greek 3, 4 . . . . .	6	6
English 52 . . . . .		31	Greek 5, 6 . . . . .	6	5
English 201, 201 . . . . .	5	12	Greek 201, 202 . . . . .	1	1
English 202 . . . . .		3	History 1, 2 . . . . .	16	16
English 301, 301 . . . . .	3	2	History 3 . . . . .	41	

History 5, 6 . . . . .	8	28	Music 201 . . . . .	4
History 9, 10 . . . . .	16	11	Philosophy 11, 11 . . . . .	82 15
History 13 . . . . .		25	Philosophy 21, 22 . . . . .	30 14
History 17, 18 . . . . .	41	17	Philosophy 31, 32 . . . . .	14 9
History 20 . . . . .	39		Philosophy 38, 34 . . . . .	15 35
History 27 . . . . .	22		Philosophy 201, 201 . . . . .	2 1
History 31, 31 . . . . .	9	9	Philosophy 202 . . . . .	1
History 32, 32 . . . . .	1	14	Philosophy 203 . . . . .	1
History 33, 34 . . . . .	11	55	Philosophy 301 . . . . .	1
History 201, 201 . . . . .	15	19	Physics 11, 12 . . . . .	93 79
History 202, 202 . . . . .	1	6	Physics 21, 22 . . . . .	14 12
History 203 . . . . .		1	Physics 23, 24 . . . . .	13 9
History 301, 301 . . . . .	7	4	Physics 32 . . . . .	4
History 302, 302 . . . . .	1	4	Physics 33, 34 . . . . .	7 6
Italian 3 . . . . .		2	Physics 37 . . . . .	6
Latin 3, 4 . . . . .	7	6	Physics 41 . . . . .	5
Latin 5 . . . . .	31		Physics 201, 201 . . . . .	2 9
Latin 7, 8 . . . . .	21	60	Physics 202 . . . . .	4
Latin 301, 302 . . . . .	1	1	Physics 301, 302 . . . . .	1 1
Mathematics 1, 2 . . . . .	16	7	Psychology 1, 2 . . . . .	34 33
Mathematics 11, 12 . . . . .	145	93	Psychology 11, 4 . . . . .	14 67
Mathematics 14, 14 . . . . .	23	61	Psychology 13, 14 . . . . .	14 13
Mathematics 21, 22 . . . . .	40	31	Psychology 21 . . . . .	12
Mathematics 26 . . . . .		17	Psychology 23, 24 . . . . .	12 14
Mathematics 31, 32 . . . . .	14	8	Psychology 26 . . . . .	9
Mathematics 34 . . . . .		9	Psychology 201, 201 . . . . .	10 2
Mathematics 35, 36 . . . . .	10	5	Psychology 202, 202 . . . . .	2 1
Mathematics 37, 38 . . . . .	7	5	Psychology 301, 301 . . . . .	2 2
Mathematics 39, 42 . . . . .	5	1	Psychology 302 . . . . .	2
Mathematics 201, 201 . . . . .	3	1	Religion 11, 12 . . . . .	61 62
Mathematics 301, 302 . . . . .	3	3	Religion 13, 14 . . . . .	49 26
Mil. Sci. 11, 12 . . . . .	21	21	Religion 21, 22 . . . . .	11 13
Mil. Sci. 21, 22 . . . . .	20	19	Religion 23, 24 . . . . .	9 11
Mil. Sci. 31, 32 . . . . .	23	22	Religion 31, 32 . . . . .	18 24
Mil. Sci. 41, 42 . . . . .	20	18	Religion 201, 201 . . . . .	1 4
Music 1, 2 . . . . .	15	14	Religion 202 . . . . .	1
Music 5, 6 . . . . .	2	11	Russian 1, 2 . . . . .	16 14
Music 11, 12 . . . . .	10	8	Russian 3, 4 . . . . .	22 18
Music 13, 14 . . . . .	2	2	Russian 5, 6 . . . . .	5 4
Music 15, 16 . . . . .	3	3	Russian 9, 10 . . . . .	5 4
Music 21, 22 . . . . .	4	5	Russian 201, 201 . . . . .	1 1
Music 25, 26 . . . . .	2	3	Russian 202 . . . . .	1
Music 51, 51 . . . . .	5	1	Sociology 1, 2 . . . . .	65 58
Music 52, 52 . . . . .	1	5	Sociology 9, 5 . . . . .	16 16



Sociology 10, 7 . . . .	36	38	9 . . . .	13
Sociology 11, 13 . . . .	6	11	10 . . . .	17
Sociology 201, 201 . . . .	3	5	11 . . . .	14
Sociology 202 . . . . .		3	12 . . . .	16
Sociology 301, 302 . . . .	3	3	13 . . . .	13
Spanish 1, 2 . . . . .	30	22	14 . . . .	14
Spanish 3, 4 . . . . .	32	29	15 . . . .	15
Spanish 9, 10 . . . . .	24	24	16 . . . .	17
Spanish 11, 12 . . . . .	2	3	17 . . . .	6
Spanish 202 . . . . .		1	18 . . . .	30
Senior Seminar 1 . . . .	13		19 . . . .	7
2 . . . . .	14		20 . . . .	13
3 . . . . .	14		21 . . . .	14
4 . . . . .	15		23 . . . .	15
5 . . . . .	15		24 . . . .	6
6 . . . . .	16		25 . . . .	20
7 . . . . .	17		26 . . . .	8
8 . . . . .	14		Interdepartment 1 . . . .	83

### IX. *Religious Preference*

September 1968

Catholic . . . . .	226	Christian Science . . . . .	7
Congregational . . . . .	151	Dutch Reformed . . . . .	3
Episcopal . . . . .	137	Pentacostal . . . . .	3
Jewish . . . . .	81	Christian Orthodox . . . . .	2
United Methodist . . . . .	73	Church of God . . . . .	2
Presbyterian . . . . .	51	Society of Friends . . . . .	2
Unitarian-Universalist . . . . .	36	Other . . . . .	20
Baptist . . . . .	28	No Preference . . . . .	87
Lutheran . . . . .	28	Total . . . . .	<u>946</u>
Greek Orthodox . . . . .	9		

# REPORT OF THE DIRECTOR OF THE SENIOR CENTER

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*To the President of Bowdoin College:*

I have the honor to submit the following report for the academic year 1968-1969.

This year I have decided upon a broader emphasis than that of my earlier reports. As usual, I shall characterize the senior program during the academic year now drawing to its conclusion. But I shall also attempt to view the Center and its educational program from a longer perspective. This would be appropriate in any event as the Center nears the conclusion of its fifth year as an important element in the educational endeavor of the College. Two additional considerations come to mind. First, during the present year I have been gathering material for a study of the impact of the Senior Center upon the College as a whole, made possible by a grant from the Alfred P. Sloan Foundation. Second, you have recently assumed your duties as president, and I trust that you will find a summary statement of our accomplishments in the senior program, and of the problems which lie before us, helpful as you shape the policies that will govern your administration of the College.

The Senior Seminars continue to receive favorable comment, both from the participating instructors and from the students. During the past year, twenty-eight members of the Faculty have conducted twenty-five Senior Seminars. The faculty members continue to regard the seminars as a flexible part of the curriculum, and to experiment with the program as a vehicle of academic innovation. Thus thirteen of the twenty-five topics offered this year were new, and several of the remaining twelve seminars, although dealing with subjects offered in an earlier year, were conducted with major innovations. Of the twenty-eight instructors, five participated in the program for the first time this year. In each of the five years to date, one or two Senior Seminars have been jointly taught by two instructors. This year the number of instances of such collaboration

has risen to three, and I believe that the seminar program will be well served if we continue in the future to offer some seminars in which two faculty members, each with his own perceptions and enthusiasm, and representing the points of view of two different disciplines, share the teaching duties.

Not all of the assessments by this year's instructors have been expressed in words of unalloyed praise. The Senior Center Council held two discussions with the fall semester instructors and one with the spring semester instructors in an effort to identify those problems requiring attention. The Council continued the practice of earlier years in requesting a written report of each seminar instructor.

Critical comments were made by a higher proportion of the fall semester instructors than has been true in earlier years, or in the spring semester this year. Three of them, having returned to the program last fall after having taught seminars in earlier years, expressed disappointment over the work done by this year's students. One of them reported that his students had been sluggish about meeting deadlines. Another regretted that the students had tended to sit passively, notebooks in laps, pencils poised, ready to receive "gems from the instructor." Another stated that some good essays were submitted, but the discussions were not impressive.

I do not conclude from the identification of problems in the conduct of the program that the seminars have declined in their educational effectiveness. Dean Geary's report that about seven out of ten of the seniors have elected to take second seminars as optional electives indicates a wide area of student interest. The participating faculty members, too, have come to some heartening conclusions. A fall semester instructor, having completed his third Senior Seminar, reported that "this year has been by far the best in commitment of the students to the topic." A spring semester instructor, having completed his fifth Senior Seminar, told the Council that never had a finer expression of group attitude and interest in the subject been shown by his students. In fact, it was the conclusion of seven spring semester instructors who had taught seminars in earlier years and again in 1968-1969 that this year's seminars have gone better, that the interest of the students has been keen, and that some of the papers have been of exceptionally high qual-

ity. Moreover, I found it significant that one of the faculty members whose critical observations are noted above reported grades of "distinction" for ten students out of his total enrollment of fifteen.

I would add one note. The sense of the seminar instructors, including those who have offered sharp criticisms, has been that the problems which they have experienced in the Senior Seminars are not peculiar to the seminar program or to the senior year. Rather, they characterize the work of many Bowdoin students throughout the curriculum of the four years. The increasingly popular independent study, pursued either on an individual tutorial basis or in small seminars, requires a momentum which does not develop automatically. The College must be alert to its teaching difficulties and must attend to them from the first day of the freshman year onward. In developing a technique for considering these difficulties, as well as bringing faculty members together to talk about them, the Senior Center Council has set an example which might well be followed by the Faculty in reviewing the teaching program as a whole.

The likelihood of such an effect is greater because the seminars have involved the entire college. Since the opening of the Senior Center in 1964, virtually every student in five classes of seniors has taken at least one Senior Seminar. The program has been sustained and given its variety by a wide range of faculty participants. Over the five years, seventy-five faculty members have taught 135 seminars. Every teaching department has participated in the program, except two departments which have only one faculty member each. Of the ninety-nine regular teaching members of the Faculty in residence during 1968-1969, fifty-six have participated in the seminar program at least once.

Visiting Professor Theodore M. Greene H'68, who left Bowdoin at the end of the first semester, having taught six successful Senior Seminars over the past three years as a scholar in residence in the Center, prepared a searching critique which I should like to share with you and with the other readers of this report. He reminded the members of the Council that "these Senior Seminars cannot be successful if they are thought of as slightly less strenuous departmental seminars, or as somewhat modified small courses." Professor Greene insisted that the seminars must be regarded as a

"brand new pedagogical challenge." They must be nondepartmental, building upon little or no previous training in the subject of the seminar. They must also be "inspirational" in the best sense of the term. He referred to the difficulties which President Woodrow Wilson experienced, when instituting a preceptorial system at Princeton, in finding the right faculty members to conduct the program. He urged Bowdoin to show the same determination to present challenging seminars that Wilson showed in the preceptorial program more than half a century ago. He did not minimize the difficulties, but he reminded us of "the amazing assets: our times, bursting with urgent problems in every area of human adventure and experimentation," as well as the "mood of the contemporary student—on the whole far more serious, responsible, mature, involved, than in any decade in my teaching experience."

I am glad to reiterate my gratitude to Ted Greene for contributing so much to the Senior Center over three years, and for sharing with me his own wisdom as a distinguished philosopher and educator. His view that seminar teaching, although the most demanding of the instructor, is the most rewarding for the student if done well, is shared, I believe, by all the seniors who have worked under him, and it is my own view as well.

We continued to offer not only to the seniors but also to the entire college community a series of lectures on a variety of topics. A number of the guests have interpreted the present revolution in race relations in America. Julian Bond's lecture in October attracted an audience of more than one thousand to the New Gymnasium, and the seniors were delighted not only to hear the lecture but also to meet and talk informally with this articulate young Georgian who rose to national prominence in the course of the Democratic National Convention of 1968. The Senior Center collaborated with the Afro-American Society by supporting a lecture by the black dramatist, LeRoi Jones, which opened a Black Arts Festival in April. The Center also collaborated with the staff of the new Urban Crisis course in bringing Mrs. Shirley Chisholm, member of Congress from the Bedford-Stuyvessant District of New York, who presented an exciting lecture on the problems of black America as she had come to view them during her period as a member of the New York Assembly and in Congress. Captain Jo-

seph Anderson came to the Center to present and discuss the prize-winning documentary film *The Anderson Platoon* and to meet with the members of the seminar on Vietnam, ably taught by Major Edward E. Langbein, Jr. '57 and Major John M. Sutton, Jr. of the ROTC staff. While here he also accepted an invitation from the Bowdoin Undergraduate Civil Rights Organization to speak on "The Negro Soldier in Vietnam."

Among a number of successful visiting lecturers during the spring semester, I would single out four for special mention. Frank Jessup of Oxford University spent a week in the Center in February, during which he lectured on "The Social Function of the University," talked informally with students, and participated in my seminar on the liberal arts college. Visiting Professor Leland M. Goodrich '20 kindly arranged for a lecture by Major General Indar J. Rikhye on the Mid-East Crisis. This outstanding speaker drew upon his work as chief military adviser to Secretary General U Thant and as commander of the United Nations Emergency Force in the Mid-East until June 1967, when President Nasser of the United Arab Republic requested its withdrawal. In an unprecedented triumph of scheduling, General Rikhye conducted a breakfast conference with Professor Goodrich's seminar students at 7:30 on the morning following the lecture. Two other distinguished visitors dealt with the troubled Mid-East: Ambassador Shabtai Rosenne, deputy permanent representative of Israel to the United Nations, and Ambassador Muhammad H. El-Farra, permanent representative of Jordan to the United Nations. The latter event was jointly sponsored by the Senior Center and the Sigma Nu Fraternity, and I am happy to record my gratitude to Peter C. Wilson '70, then the president of Sigma Nu, and to Johnny P. Khoury, Bowdoin Plan student from Jordan and a member of Sigma Nu, for making it possible.

In order to have an educationally effective program of lectures there must be careful selection, with as little reliance as possible upon the bureaus that charge high fees to send celebrities on the academic circuit to repeat standard addresses over and over again. There must also be an effort to relate the lecturer's visit to the concerns of the students in their Senior Seminars as well as their other academic work, and thorough promotional activity. Although on

occasions the attendance proved disappointing, most of the 1968-1969 senior program lectures were well attended, with a high proportion of students included in each audience. Many of the visitors commented upon the intelligent questions which were asked and discussed informally by the students after the lectures.

Dean Geary's report calls attention to the role of this year's Senior Class Committee in working with the faculty members of the Senior Center Council toward the development of a new social code, the chief feature of which is the substitution of a general standard of conduct for the older parietal hours. I share Dean Geary's expression of gratitude to these seniors for their patient work and their constructive attitude. I believe that the most significant result of the many hours thus spent has been not the social code itself so much as a pattern of faculty-student cooperation upon which we are now prepared to draw in dealing with all aspects of the educational, as well as the social, program of the Center. It was one of the members of the Class Committee who observed to me last fall that he wished we could settle the social rules question so that we could "turn to the really important things."

In general I am happy to report that the past year, one of turbulence throughout the academic world, has been a year of constructive change in the Senior Center, a year during which a meeting of minds has been achieved between undergraduate students and members of the Faculty and administration of the College. If we can continue to build upon this achievement, Bowdoin will offer a heartening example of a genuine educational community in a time when communications appear to have broken down, leaving sullen suspicion or the open hostility of confrontation politics to dominate the educational institutions of the nation.

The "if" in the preceding paragraph is a big one. The Center must maintain what Dr. Seelye Bixler called its "wonderful sense of community" at the end of his residency during the first year. Yet how times have changed! The nation, the universities and colleges in general, and Bowdoin in particular, have undergone fundamental transformation. Bowdoin opened its Senior Center on the eve of the escalation of the war in Vietnam, and on the beginning of the crescendo of black militancy. The students have questioned the values of our national enterprise. Some of the younger students

now in college or soon to enter, as they approach their senior year, may erroneously regard the graciousness of life in the Center at its best as one of the vestigial remains of a genteel tradition no longer worthy of respect. Our challenge is to convince them that the civilized pattern of life which their predecessors have developed is designed not to postpone or discourage, but to advance their awareness of the world and its tormenting problems, and their commitment to an understanding of, and service to, their society. In order so to convince them, the Center must rely upon the good will and interest of the faculty members as expressed in the seminar program and in their frequent visitation to the student suites and the dining hall. No less important will be the leadership provided by the students themselves. I am confident that we will continue to operate as a community, but I bear no illusion that we will do so during the next few years without considerable difficulty and some moments of discouragement.

The coherence and the quality of the Center as an intellectual community have developed since 1964 with the indispensable help of a number of faculty and staff persons who have lived here for a semester or a year, during which time they have taken a genuine interest in the seniors. The year has been no exception to this rule. Professor and Mrs. John P. Armstrong again spent the fall semester in Chamberlain Hall. Like the seniors, my wife and I have enjoyed having them as neighbors and friends, and we have profited greatly from their suggestions about the program and about the students. Professor and Mrs. Theodore M. Greene returned to the tower for their third visiting appointment during the fall semester, and their companionship has meant much to all of us in the Center. Visiting Professor and Mrs. Leland M. Goodrich lived in the Center during the spring semester. Through this appointment Professor Goodrich adds teaching to his services to the College as a member of the Board of Trustees. The members of his seminar on the United Nations have enjoyed an unusual chance to study under one of the leading scholars in this field. Robert L. Volz, special collections librarian, has for the second year worked patiently, quietly, and most effectively with the seniors as a resident in the tower. Professor Howard Nemerov, Visiting Professor of English on the Tallman Foundation during the second semester,



has spent two days a week as a Senior Center resident, and many of the students have joined him in the dining hall, where they have admired his wide range of interests, his splendid poetic imagination, his warm, quiet personality, and his irrepressible wit. The Foreign Language Teaching Fellows have entered fully into the program of the Center, especially through the conduct of language tables and the presentation of foreign films and exhibitions. I hope that we will be able to have their successors with us in future years. The Fellows this year have been Malcolm J. Best, Jean Cuillerier, Karl-Wilhelm Dietz, Issoufou Kouada, and Herfried Meyer.

As I write this report, the Senior Center Council has completed a total of thirty-four meetings to review the senior program's past and to plan its future, and more remain to be held. We have met jointly with the Senior Class Committee more frequently than in earlier years. My gratitude to them for their contribution to the Center is greater than I can indicate by merely mentioning them in this report. This year's Council has been ably chaired by Professor Samuel S. Butcher, and has included in its membership Professor Kenneth P. Freeman, Professor R. Wells Johnson, and Dean James A. Storer. Professor Edward J. Geary served on the Council during the fall semester, but left the Council in order to assume his duties as acting dean of the College for the second semester. Even then, he continued to attend most of the joint meetings of the Council and the students. Dean Geary was appropriately replaced by Professor Athern P. Daggett '25, who resumed his membership on the Council after completing his period of service as acting president.

Both Dean Geary and I have recorded our gratitude to the members of the Senior Class Committee who have worked with interest and energy this year. The Council conducted its joint meetings with an executive group within the Class Committee, consisting of Robert E. Ives, president of the senior class; Richard A. Mersereau, vice president; James M. Barney, secretary-treasurer; and Ralph L. Berry, Robert S. Blackwood, Jr., Merrill C. Cousens, and Thomas A. Johnson. This year the seniors enlarged the Class Committee, adding to the students whose names have already been mentioned enough additional representatives for each floor of the tower to be represented on the Class Committee. This has made

possible a much closer liaison between the class as a whole and the administration of the Center. The names of the additional "floor representatives" on the committee are Walter C. Abernathy, Edmund B. Beyer, Owen W. Gilman, Jr., Edgar M. Reed, Jay W. Simmons II, John C. Skillings, and Stephen B. Workman. The Senior Class Committee members have gathered regularly for meetings, in addition to their joint sessions with the Council.

The Earle S. Thompson Internship program continues to draw selected seniors into the administration of the Center, who carry out many of the arrangements for the lectures and concerts. This year's interns, Richard A. Mersereau and Edgar M. Reed, have shown both industry and imagination in the performance of their duties.

One of my key staff colleagues since I have been director of the Center has been Laurent C. Pinette, chef in the Senior Center kitchen. Larry and his staff have provided fine menus and have done everything within their power to serve meals attractively and to add to the pleasant atmosphere in the dining hall. I cannot mention the names of all the kitchen staff, but I would like this year to express my gratitude particularly to Irenée J. Doyon, who unfortunately will be leaving the Center at the end of this year to become the chef at the Psi Upsilon Fraternity.

Richard S. Pulsifer '62 has continued to carry out his many responsibilities as administrative assistant. He has removed many burdens from my shoulders, and his efficient services are appreciated.

My final word of gratitude is to the seniors themselves. I have enjoyed working with them, and I hope that they will look back upon their life in the Senior Center with pleasure, and that they will feel that their days here contributed to their education.

*Respectfully submitted,*

WILLIAM B. WHITESIDE

# REPORT OF THE LIBRARIAN

*To the President of Bowdoin College:*

I have the honor to submit a report for the Bowdoin College Library for the year 1968–1969.

The end of this year will mark the fourth year of occupancy of the Hawthorne–Longfellow Library, and it is an impressive tribute to the quality and design of the building as well as the care and restraint of its users that so few visible signs of wear can be seen. Use of the building continues high, especially during the latter part of the terms. The in-and-out count records a slight average increase over that for the previous year.

The only statistical measure of the use of the collections is that recorded from books lent at the Circulation Desk for use outside the building. Except in Special Collections, there is no means for measuring in-building use of books. From the books left to be re-shelved, however, it is obvious that such use is heavy. Recorded use for the five years 1963–1968 has been as follows:

	1963–64	1964–65	1965–66	1966–67	1967–68
Lent (for extended use)	28,942	33,596	32,817	36,633	35,185
Lent from reserve	18,173	21,561	24,535	23,876	16,185
	<u>47,115</u>	<u>55,157</u>	<u>57,352</u>	<u>60,509</u>	<u>51,370</u>

A total of 314 items were borrowed through interlibrary loan and 365 lent.

As the College grows and the community it embraces is extended, it becomes increasingly difficult to continue informal procedures that once served well. It has become increasingly apparent in recent years that not everyone working at the Circulation Desk can recognize face-to-face the members of the college community, and it regrettably has become necessary to impose the requirement that lending transactions be recorded by identification cards in order to maintain control over borrowing. For this purpose guest reader cards are issued to members of the college community who do not have Bowdoin identification cards and, for a small fee, to

other qualified readers. The change has greatly reduced some persistent problems for the circulation staff.

The practice of lending books to students on a term basis rather than short periods continues to prove both its utility and workability. A hazard of the system is the sudden influx of returning books at term end, which places a severe strain on circulation procedures. This year, through foresight and careful planning on the part of Circulation Librarian Aaron Weissman and his staff, books were discharged and returned to the shelves with minimum disruption in normal service.

An experiment to measure the need for reference service during evening hours, the period of the day when the Library is most used, has met with indifferent success. Three members of the staff volunteered to man the Reference Desk on three evenings each week. It is their estimate that the demand for their services did not wholly justify the staff time required. Although many students made good use of the service, most of the demand came in the latter half of the terms. Next year the schedule will be maintained only during the last two months of each term.

Space problems for the Library's collection will need to be faced sooner rather than later. In his report for 1962-1963 Mr. Harwell, in describing plans for the new building, stated: "The space . . . should be adequate for the predictable expansion of Bowdoin's book collection for at least a decade." Space for readers is adequate—indeed, generous—and will remain so unless the student body is expanded greatly, but space for books will be in short supply before the end of the decade. Because of the accelerating rate of acquisitions and the fact that the books were undercounted when the new building was occupied, severe crowding will be experienced by 1973.

The stacks in Hawthorne-Longfellow Library were designed to hold 407,000 volumes when filled to an average three-quarters capacity, the maximum feasible capacity in an open stack library with an expanding collection. The count by the end of this year will exceed that figure. Some time will be gained because about 20,000 volumes are located in departmental collections, and at this point considerable space is gained because the stacks containing the Dewey collection, no longer growing, can be filled to capacity

and space thus gained distributed elsewhere. This advantage, however, will diminish as the recataloging project progresses.

The following table of selected statistics for the past five years reflects the growth of the Library and gives point to the foregoing:

	TOTAL LIBRARY EXPENDITURE <sup>1</sup>	SPENT FOR BOOKS, PERIODICALS, BINDING	SALARIES AND WAGES	PROFESSIONAL STAFF	CLERICAL STAFF	TOTAL STAFF	HOURS OF STUDENT HELP	VOLUMES ADDED	COLLECTION AT END OF FISCAL YEAR	LIBRARY EXPENDITURE AS % OF TOTAL EDUCATIONAL BUDGET	PERIODICALS RECEIVED
1963-64	176,215	59,033	106,351	8	10.2	18.2	8,194	13,426	295,859	6.0	1,072
1964-65	205,804	64,694	124,020	11	10.3	21.3	9,296	14,935	308,267	5.7	1,207
1965-66	248,425	76,823	128,956	11	10.5	21.5	12,133	12,571	315,792	6.1	N.A.
1966-67	249,833	84,330	134,698	13	10.3	23.3	14,933	13,995	329,133	5.6	1,249
1967-68	272,711	87,161	151,654	11	14	25	14,092	18,947	399,508 <sup>2</sup>	5.8	1,458

1. Includes a capital appropriation of \$180,000 for recataloging project expended over the five years.
2. For an explanation of the discrepancy between the count for 1966-1967 and 1967-1968, see the Librarian's Report for 1967-1968.

In addition to the increased rate of new books the Catalog Department must integrate into the collection, the department is having to cope with a serious deterioration in the services of the Card Service Division in the Library of Congress. The division, the source for most of the catalog cards used by libraries throughout the nation, can no longer keep up with the growing demand for its services and is falling further and further behind in fulfilling orders for catalog cards. This breakdown in the usual source for the Library's catalog cards resulted in a rapid build-up of an unacceptably large backlog of uncataloged new acquisitions during the past year. Local adjustments have had to be made to keep new books moving through the Catalog Department and to reduce the backlog of uncataloged material. The adjustments were possible only at the expense of the recataloging effort, a project whose completion date is already too far in the future.

As a long-term answer to the problem of getting books cataloged as rapidly and inexpensively as possible, the libraries of Bates, Bowdoin, and Colby have established a cooperative catalog

card reproduction unit. The unit maintains a file of catalog card proof slips from the Library of Congress as the source for catalog data. As new books arrive, the appropriate proof slip is reproduced on a copying machine. Catalog copy for books cataloged by the Library of Congress before the unit's subscription to the proof slips began will not be available to the Library through this source, and the unit will not be fully effective for at least another year.

Joseph J. Derbyshire continues to direct the cataloging effort in all its complexity with remarkable skill and effectiveness. Staff changes, major changes in routines to compensate for unanticipated difficulties and the myriad of small problems are handled with efficiency and equanimity. Barring further unforeseeable complications, the major part of the recataloging project will be completed in three to four years and the Dewey catalog will be eliminated. Cards for books not yet recataloged by that time will be integrated in the Library of Congress catalog. Additional staff including a cataloger and two typists could be efficiently absorbed into the department, reducing the considerable time expected for completion of the project.

The cataloging of documents was begun this year by Edward S. Cohen, documents librarian. Currently received materials will have priority, with retrospective cataloging proceeding as time permits.

Students made conscientious use of material in Special Collections for courses ranging from foreign languages to military science. As the richness of the collections becomes better known, use increases. During the past year 407 readers used a wide variety of materials including books, manuscripts and ephemera, 191 written inquiries were answered, 18 books were loaned to other libraries for use of their patrons, and many documents too fragile to entrust to the mails were supplied in photocopy form.

Organization of the collections continues under the skilled and knowledgeable direction of Robert L. Volz. The collections each year are augmented by gifts of books, manuscripts, letters, papers, pictures, and maps. Organizing them into usable order under conditions that will assure their preservation requires not only care but also a great deal of time. It is impossible to more than briefly indicate here the scope of gifts, and the names of individual donors are given in an appendix to this report. The range includes every-

thing from maritime papers to an addition of thirteen volumes of early editions of the classics that Professor Nathan Dane II '37 had earlier given to the Library. To the books, correspondence, and manuscripts of the late Henry Beston H'53, presented to the Library by his widow, were added two extensive collections of his correspondence, given by Francis Russell '33 and C. Truesdell Fife.

In addition to organizing material and serving readers, Mr. Volz mounted six major exhibits in the display cases on the second floor and twelve current interest displays in the cases at the entrance to the Library and at the entrance to the Special Collections suite. The major exhibits included a display of Longfellow in music drawn from the Library's collections, and a display of World War I and II posters and Russian Revolutionary posters. The Longfellow display was loaned to Hofstra University where it was exhibited for a month.

The greatest deterrent to fully effective use of the wealth of historical and literary material in the Special Collections is the lack of public records that will give prospective users access to the material. Mr. Volz had hoped to concentrate a good deal of time on cataloging and indexing the collections. His hope was not realized because of the demands on his time to serve readers, answer written inquiries, and the manifold other duties required of him. Quite clearly, additional professional cataloging assistance will be needed if acceptable progress in this area is to be achieved.

Changes in staff must not go unnoted. Miss Joyce A. Tracy and David C. Van Hoy left the Catalog Department to take up new and more challenging positions elsewhere. Their places were taken by Mrs. Donna G. Sciascia and Mrs. Marilyn M. Vinson. When Eugene W. Huguelet resigned to take a new position, Mrs. Lena E. Browne moved from her position as assistant to the librarian to become acquisitions librarian, a role she fulfilled with her customary energy, competency, and efficiency. Edwin G. Tyler joined the staff in September as serials librarian and most of his time for the past year has been spent preparing periodical records for the public catalog, a task now half completed.

I cannot close without a word of thanks to Richard Harwell for his remarkable leadership and accomplishments during his tenure as librarian of Bowdoin College. I can, I think, speak for the staff

and assuredly for myself in saying that we greatly miss his vision, his leadership, and his wise counsel. We wish him well.

My way in this my freshman year as librarian has been made easier by the unstinting efforts of a competent and cooperative staff. The continuing support, counsel, aid and, not least, forbearance of Dean of the Faculty James A. Storer, the Visiting Committee under the chairmanship of Marshall Swan '29, the Faculty Library Committee under the chairmanship of Professor Edward Pols, and many others too numerous to list can evoke only grateful thanks on my part.

*Respectfully submitted,*

ARTHUR MONKE



## APPENDIX

*Individual Donors of Funds or Books, 1968-1969*

The strength of Bowdoin's Library owes no small part to the beneficent concern of alumni and friends of the College expressed in gifts. All are gratefully received and it is my pleasant duty at this time to acknowledge those who have contributed in this way to the growth of the Library.

Of new funds established during the year, the largest comes from the bequest to the College of Warren B. Catlin, Daniel B. Fayerweather Professor of Economics and Sociology. In addition to leaving his extensive personal library to Bowdoin, he requested that part of his financial bequest be used to endow the Library. The Governing Boards therefore voted to assign each year to the Library \$10,000 in income from the endowment.

A singularly imaginative and unusual gift is a fund set up by a gift from Mrs. Chase Mellen, Jr., in memory of Mrs. Clara Hawkins Mellen to keep the Hawthorne-Longfellow Library supplied with flowers and green plants. Another, this a book fund, was established as a memorial to Mrs. Mellen, herself a generous benefactress of the Library during her lifetime, by gifts from Mrs. Seton Ijams, Mrs. Gerrish Milliken, John Richards, and Benjamin Silberstein. The income from the fund will be used to purchase books in Maine history.

The Edna G. Gross Library Fund was established from gifts by Mrs. Henry D. Minot, Mr. and Mrs. Otis N. Minot, Mrs. Winifred Wilson Anderson and friends. Income from the fund will be used to purchase ornithological books.

The James Alan Auld, Class of 1970, Book Fund was begun shortly after his tragic death by a gift from a student who prefers to remain anonymous. Additions to the fund have been received from his parents, Mr. and Mrs. John Auld, and other members of his family and friends.

Other donors of books, manuscripts, or funds are as follows: Albert Abrahamson '26, Charles F. Adams '12, Wolcott E. Andrews '26, Richard A. S. Arnell, Mrs. Helen Atchison, Anthony Athanas, A. Edgar Atkins, John M. Bachulus '22, Mrs. John M. Battles, John L. Baxter '16, Miss Carryl G. Beckwith, Hon. Fernando Belunde-Terry, Francis S. Benjamin, Jr. '36, Mrs. Henry Beston, Paul G. Blount, Edmund A. Bojarski, Herbert Ross Brown H'63, Benjamin B. Burbank '26, Hugh E. Burbank, David W. Burnett, Kenneth E. Carpenter '58, Mrs. Lincoln Clark, Cyril Clemens, Mrs. Helen Cochrane, James S. Coles H'68, Louis O. Coxe, George V. Craighead '25, Marion E. Cummings, Nathan Dane II '37, Carlos deMendonca, Charles A. Ditmas, Jr., Abraham E. Dorfman '53, Anthony D'Souza, Sophie Dubreuil, Norman E. Duggan '44, Charles G. Dyer '59, Richard Dyer, Robert S. Ecke '31, Herbert B. Ehrmann, Ludlow Elliman, Kirk R. Emmert, Warner Eustis, William A. Fickett '54, C. Truesdell Fife, Miss Frances Fletcher, A. Myrick Freeman III, D. G. Garan, Leon A. Gorman '56, Jean-

Claude Gracia-Zamor, Joseph K. Greene, Nathan I. Greene '28, Richard S. Greene, Robert Hale '10, Richard Harwell, Ernst C. Helmreich, Mrs. John W. Higgins, Milton W. Hobby, Sr., Mrs. Elizabeth J. Holden, Mrs. Raymond J. Holden, Harold W. Holt, Mrs. John Holt, Roger Howell, Jr. '58, Mrs. Marion Hurd, Mrs. Carl Janke, Edward Johnson II, Miss Helen B. Johnson, Mrs. Henry L. Johnson, John F. Johnston '66, Stafford Kay '64, Mrs. Esther M. Kennard, Mrs. John Kerr, Donald W. Kitchin, Benjamin G. Kohl '60, David Koretz, Corliss Lamont, Edward Connery Latham, Eaton Leith, Goddard Lieberson, Dana A. Little '46, Noel C. Little '17, Burke O. Long, James B. Longley '48, Mrs. John H. McDill, George H. Mackenzie '41, Donald B. MacMillan '98, Douglass H. McNeally '46, Mrs. John N. Marchant, Mrs. George P. Merrill, Stephen E. Merrill '35, Marshall H. Metcalfe, John F. Milo '63, Arthur Monke, Fred A. Morecombe '43, James M. Moulton, Donal B. Murphy '66, James L. Novick '69, Paul L. Nyhus, Charles L. Oxnard '11, Wyman Parker, Mrs. Marion Payson, Mrs. O. C. Perry, Karl R. Philbrick '23, John C. Pickard '22, Sumner T. Pike '13, Mrs. Thornton L. Pitcher, Albert L. Prosser '18, Mrs. Harold T. Pulsifer, Richard S. Pulsifer '62, Christopher H. Pyle '61, Roger B. Ray '29, Lea A. Reiber '21, Richard A. Rhodes II '44, J. Permar Richards, Jr., Carl E. Roberts '25, Charles W. Ross, George F. Rowe '50, Mrs. Cecil Rowland, A. L. Rowse, Francis Russell '33, Rudy Saindon, Benjamin S. Sandler '61, Miss Esther S. Sands, Mrs. Max Schmidt, Wilbur C. Searle, E. Murray Senter, David Serette, Eugene D. Sexton '40, Mrs. Vincent Shea, Miss Rebecca Chilcott Shepherd, William D. Shipman, Dr. John Shoukimas '38 and Mrs. Shoukimas, Glenn B. Skillin, Warren F. Skillings, Mrs. William Sloane, Sherman D. Spector '50, Lawrence P. Spingarn '40, Laurence H. Staples '45, Mrs. Dorcy C. Stevens, Henry C. Thomas '57, Mrs. E. T. VanDeusen, Robert L. Volz, Barry C. Waldorf '58, Mrs. Paul A. Walker, Mrs. Herbert Frye White, Mrs. Guy Wilson, Mrs. Warren F. Witherell, Mme Marguerite Yourcenar H'68.

# REPORT OF THE CURATOR OF THE MUSEUM OF ART

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*To the President of Bowdoin College:*

I have the honor of submitting the following report for the year ending April 30, 1969.

The past year has been an active one for the Museum. It has seen the presentation of three significant exhibitions organized by the Museum and the introduction of certain innovations into both the exhibition and the Associates film programs. At the beginning of the period covered by this report, the exhibition *Language of the Print: A Selection from the Donald H. Karshan Collection* culminated many months of extensive planning and organization. With the kind cooperation of Mr. Karshan, arrangements were made to share the exhibition after its opening at Bowdoin with several other institutions on the East Coast, listed at the end of this report. This marks a new departure for the Museum and it is hoped that future important exhibitions organized by Bowdoin can be similarly co-sponsored by other museums and galleries, as circumstances permit. The catalogue prepared for this exhibition by the Museum was picked by *Look* magazine for inclusion in its list of the ten art books of the year 1968, and cited by the *College Art Journal* as "a model for similar projects by other college museums." An equally notable exhibition, *Hands to Work and Hearts to God: The Shaker Tradition in Maine*, brought together Shaker objects and furniture from the Sabbathday Lake community with sensitive photographs by John McKee. The exhibition and the catalogue published by the Museum continue to attract considerable attention, and the photographs will be shown throughout the state during the coming year under the auspices of the Maine State Commission on the Arts and the Humanities. Also of interest was the exhibition *Recent Acquisitions*, which brought together for the first time a number of works acquired since 1961.

The Museum received a number of gifts this year, a complete list of which is appended to this report. Of particular interest was

the presentation by Miss Elizabeth P. Martin of a number of important Near Eastern and Oriental works of art which included Luristan bronzes, Persian and Chinese ceramic ware, and Persian and Indian painting. A preliminary sketch by Kenyon Cox for the Walker Art Building mural *Venice* was given by Mr. and Mrs. Allyn Cox. A delightful portrait, *Sarah Prince*, by Michael-Felice Corné was donated to the Museum by George O. Cutter '27 and Mrs. Cutter. Of particular interest to the College, a portrait of George Temple Bowdoin was presented by Mrs. Bowdoin. A portrait bust, probably unique, by the American sculptor Frederick McMonnies was given by Paul J. Newman '09.

Welcome additions to the Museum's collection of nineteenth-century landscapes were the bequest of William S. Linnell '07 of *Portland Harbor* by Harrison B. Brown and the gift of Miss M. Dorothy Siedler of two sketchbooks of Maine coastal scenes by William M. Kendall. A Greek, fifth century B.C. *White Ground Lekythos* was among a number of classical objects presented by Mrs. Kenneth C. M. Sills H'52 to the Museum.

Several notable purchases were made in the field of American art. By means of funds provided by Fred A. Neuren, the Museum was able to acquire a fine impression of the Winslow Homer etching *Perils of the Sea*. Also purchased were drawings by the nineteenth-century artists David Johnson and Thomas Hovenden. Important acquisitions in European art include the eighteenth-century wood sculpture representing St. John Nepomuk and a number of twentieth-century British and European prints. The possibilities of future significant acquisitions by the Museum has been greatly enhanced by the announcement this year of the generous bequest of Mrs. Florence C. Quinby providing for the purchase of works of art in memory of Henry Cole Quinby H'16. This new fund will give the Museum the means to begin a program of purchases to fill many long-standing gaps in the collections, particularly in European and non-Western art.

In his last report, the curator pointed out the need for a revised up-to-date handbook of the collections to serve both the scholar and the visitor. Through the financial assistance of a generous and perceptive alumnus, funds for such a publication have been made available. It is hoped the handbook will be published in 1970.

During the period covered by this report, the Museum continued to administer the program of travelling print shows in the State of Maine by means of a continuing matching grant received last year under the Provisions of Title I of the Higher Education Act of 1965. The grant expires in June of 1969, and it is hoped that arrangements can be made to continue this valuable program, which makes available at no cost to the borrower one of five print exhibitions or the photographic exhibition *As Maine Goes*.

The Museum Associates now total 665, including 119 student members. There were six private previews for Associates during the year plus one innovation: an open house held during the course of the exhibition *Twentieth-Century Drawings and Prints* to introduce nonmembers to the Museum's programs. Five publications (four produced by the Museum) were distributed. Museum attendance (not including students going to class) totaled 20,796. Because of the increasing interest among Museum Associates in the cinema and its history, the Museum inaugurated a week-long concentrated showing of films on a particular theme in addition to its regular monthly series. For this first year, the Contemporary Czech Film was the topic chosen. The response of members to this venture has encouraged us to continue such "mini-festivals" as part of the regular film series for Associates. During this period the Museum sponsored lectures open to the public by Donald Karshan on prints and print collecting, by David Batchelder on contemporary photography, and by Allyn Cox on murals, frescoes, and mosaics.

Last year the report on the future needs of the Museum and Art Department prepared by S. Lane Faison of Williams College recommended, among a number of other items, elevation of the present curator to director. The president has acted on this recommendation, and I look forward to the assumption of duties as director and curator of the Museum of Art on July 1, 1969.

*Respectfully submitted,*

RICHARD V. WEST

## APPENDIX

## I. Exhibitions

- May 17–June 9: *Language of the Print: A Selection from the Donald H. Karshan Collection*. Participating museums: Addison Gallery of American Art, Andover, Massachusetts; Colby College Art Museum, Waterville, Maine; the Lamont Gallery, Exeter, New Hampshire; Lyman Allyn Museum, New London, Connecticut; Munson-Williams-Proctor Institute, Utica, New York; Robert Hull Fleming Museum, Bloomington, Vermont.
- June 14–July 7: *Social Comment in America*. Lent by the Museum of Modern Art.
- July 14–August 4: *American Masters: Art Students League*. Lent by the American Federation of Arts.
- August 18–September 8: *From Synchronism Forward*. Lent by the American Federation of Arts.
- September 15–October 6: *Arthur Dove*. Lent by the Museum of Modern Art.
- October 11–November 3: *Twentieth-Century Drawings and Prints from the Museum Collections*.
- November 8–24: *William Zorach Sculpture*. Under the auspices of the Maine State Commission on the Arts and the Humanities.
- December 6–January 26, 1969: *Recent Acquisitions, 1961–1968*.
- February 7–March 2: *David Batchelder Photographs*.
- March 7–30: *Francis Bruguière and Aaron Siskind*. Lent by the George Eastman House, Rochester, New York.
- April 4–May 18: *Hands to Work and Hearts to God: The Shaker Tradition in Maine*.

## II. Loans To Other Museums

- Edwin Dickinson, *Carousel Bridge, Paris*. June 22, 1968–April 13, 1969: XXXIV Venice Biennale exhibition; Venice, Italy; Washington, D. C.; Lincoln, Nebraska.
- Arshile Gorky, *Untitled* (1944). October 11–November 3, 1968: *A Teaching Collection* exhibition; Middlebury College, Middlebury, Vermont. March 20–April 27, 1969: *Arshile Gorky Drawings* exhibition; University of Maryland Fine Arts Gallery, College Park, Maryland.
- South Indian, 17th century, *Krishna as Prince*. October 11–November 3, 1968: *A Teaching Collection* exhibition.
- Albrecht Dürer, *Flight into Egypt*. October 12–November 3, 1968: *A Teaching Collection* exhibition.
- Greek, 4th Century B.C., *Two Horses' Heads*. October 12–November 3, 1968: *A Teaching Collection* exhibition.
- Gilbert Stuart, *Mrs. Thomas Cogswell Upham*. October 22–December 8,

- 1968: *From El Greco to Pollock: Early and Late Works by European and American Artists* exhibition; the Baltimore Museum of Art, Maryland.
- January 15–March 1, 1969: *New England Art from New England Museums* exhibition; Brockton Art Center, Massachusetts.
- Winslow Homer, *Saved and Study for "Undertow" and a Woman's Head*. October 29, 1968–June 1970: *The Graphic Art of Winslow Homer* exhibition; Whitney Museum of American Art, New York; National Collection of Fine Arts, Smithsonian Institution, Washington, D. C.; the Detroit Institute of Arts, Michigan; the Everson Museum of Art, Syracuse, New York; Cincinnati Art Museum, Ohio; Minneapolis Institute of Arts, Minnesota; Achenbach Foundation for Graphic Arts, San Francisco, California; the Fine Arts Gallery of San Diego, California; the Museum of Fine Arts, Houston, Texas; Oklahoma Art Center, Oklahoma City; Santa Barbara Museum of Art, California; University of Kansas Museum of Art, Lawrence.
- Marsden Hartley, *Maine Coast at Vinalhaven*. November 15, 1968–April 27, 1969: *Marsden Hartley Retrospective* exhibition; the Fisher Galleries of Art, University of Southern California, Los Angeles; Tucson Art Center, Arizona; University Art Museum, the University of Texas at Austin.
- John Trumbull, *Professor Chauncey Allen Goodrich*. January 15–March 1, 1969: *New England Art from New England Museums* exhibition.
- Edward A. Rorke, *The Old Fiddler*. March 4–May 11, 1969: *The American Realist Tradition* exhibition; Philbrook Art Center, Tulsa, Oklahoma; Oklahoma Art Center, Oklahoma City.
- Anonymous, *Charles S. Nash*. March 4–May 11, 1969: *The American Realist Tradition* exhibition.

### III. Films

(Shown to Museum Associates)

- October 6–7, 1968: *The Good Soldier Schweik* (Austria)
- November 3–4, 1968: *All These Women* (Sweden)
- December 1–2, 1968: *Red Desert* (Italian-French)
- January 5–6, 1969: *Yojimbo* (Japan)
- February 2–3, 1969: *Viridiana* (Spain)
- March 2–7, 1969: Contemporary Films from Czechoslovakia  
*The Shop on Main Street*; shorter films: *Dr. Vogelbird*, *The Hand*,  
*Apprenticeship*, *Competition*; *The Death of Tarzan*; *Loves of a Blonde*.
- April 13–14, 1969: *One Potato, Two Potato* (U.S.A.)
- May 4–5, 1969: *Hallelujah the Hills* (U.S.A.)

## IV. Gifts

- CHARLES F. ADAMS '12: Chinese (Ch'ing ?), *Green Crackle Glaze Vase*, ceramic (1968.21); T. Watt, American, 19th century, *Portrait of an Unknown Gentleman*, watercolor (1968.96).
- MRS. GEORGE TEMPLE BOWDOIN: Jay Wesley Jacobs, American (b. 1898), *Portrait of George Temple Bowdoin*, 1960, oil on canvas (1968.-93).
- H. RUSSELL BUTLER, JR.: H. Russell Butler, American (1856-1937), *The Coast Patrol*, oil on canvas (1968.116).
- MR. AND MRS. ALLYN COX: Kenyon Cox, American (1856-1919), *Study for "Venice,"* 1893, oil on canvas (1968.130).
- GEORGE OSGOOD CUTTER '27 AND MRS. CUTTER: Michael-Felice Corné, French-American (1752-1832), *Sarah Prince*, 1803, watercolor (1968.-69).
- RAYMOND DANOFSKY: Norman Ackroyd, British (b. 1938), *Hypotenuse: Horizon*, 1966, etching and aquatint (1968.128).
- MR. AND MRS. EDMUND F. FREEMAN: David Claypoole Johnston, American (1799-1863), *Scraps No. 7*, 1837, four etched plates with text, second edition (1969.2); *Scraps No. 1*, 1849, four etched plates with cover (1969.3).
- HENRY GILMAN '97: American, 19th century, *Hunter in Winter Landscape*, oil on canvas (1968.104); American (?), 19th century, *Volcano Erupting*, tempera on paper (1968.105), *Spool mirror*, black and gold, wood frame (1968.112); Samuel Ellis, London, 18th century, *Large Salver*, ca. 1750, pewter (1968.108), *Small Plates*, scribed rim, molded, ca. 1750, pewter (1968.109.1-6); English, *Small Plate*, scribed inner and outer rim, pewter (1968.109.7); English, 18th century, *Queen Anne Side Chair*, shell top, wood (1968.115); English (?), 18th century, *Small Plate*, scribed rim, molded, pewter (1968.109.8); English (?), 19th century, *Teapot*, four feet, pewter (1968.110.4); Jeremiah Hardy (?), American (1800-1887), *Portrait of Mr. William Allen Gilman, Mayor of Bangor* (1968.97) and *Portrait of Mrs. William Allen Gilman* (1968.98), oil on canvas; W. H. (?) Miller, American, 19th century, *Seascape-Portland Harbor*, 1890 (1968.99), *Mountain Landscape with Stream* (1968.100), *Seascape-Portland Head*, 1890 (1968.101), *Portland Head Light* (1968.102), *Landscape with Tree* (1968.103), oil on canvas; T. Mayer of Stoke, English, 19th century, *Staffordshire Pitcher and Bowl*, "Maryland" design, ca. 1829, ceramic (1968.111.1-2); L. M. Parker, American, 19th century, *Landscape with Sheep*, watercolor on paper (1968.106); L. Robin, French, 19th century, *La rue Laffitte*, etching (1968.107); O. Trask, 19th century, *Tall Coffee Pot*, ca. 1845, pewter (1968.110.3); Thomas Wildes, American (act. 1832-1840), *Pair Candlesticks*, ca. 1840, pewter (1968.110.1-2).



WILLIAM S. LINNELL '07: Harrison B. Brown, American (1831–1915), *Portland Harbor*, oil on canvas (1968.20).

MISS ELIZABETH P. MARTIN: Chinese (Ch'ing), *Ointment Jar*, ivory (1968.37); Chinese (Ch'ing ?) *Ritual Vessel*, ceramic (1968.29); Chinese (Han ?) *Pair of Geese*, ceramic (1968.36.1–2), (Han) *Ritual Vase with Lid*, bronze (1968.89); Chinese (Sung ?), *Bowl*, ceramic (1968.34); Chinese (Sung), *Incised Bowl*, export celadon, ceramic (1968.90); Chinese (Tang ?), *Ewer*, ceramic (1968.32); Chinese (Wei ?), *Standing Warrior in Armor*, ceramic (1968.35); Egyptian (Ptolemaic), *Plat*, bronze (1968.39); Egyptian, 18th dynasty (?), *Plat*, bronze (1968.28); Indian (Gandhara), 3rd–4th century A.D., *Bodhisattva*, stone (1968.84); Indian (Mughal), 17th century, *Shah Jehan and His Wife*, tempera (1968.23), Akbar style, late 16th century, *Court Scene*, tempera (1968.25); Japanese, 19th century, *Netsuke Case* (Landscape Scene), gold lacquer (1968.30), *Netsuke Case* (Floral Design), gold and black lacquer (1968.31); Luristan, 1st millenium B. C., *Double Faced Talisman*, bronze (1968.26); Luristan, ca. 1st millenium B. C., *Bit-Plaque*, bronze (1968.86); Persian (?), *Vase with Handle*, ceramic (1968.38); Persian, 12–13th century (?), *Incised Vase*, bronze (1968.27); Persian, 13th century (?), *Two Pages from a Materia Medica*, tempera (1968.82); Persian, early 15th century, *Shahnama* (Bizhan Fighting Houman), tempera (1968.24); Persian (Bukhara), early 16th century, *Two Scenes from Life of Shah Ismail*, tempera (1968.22); Persian (Rakka), 12–13th century (?), *Bowl*, with patterned decoration and Kufic characters, ceramic (1968.88); Persian (Rayy ?), 13th century, *Bowl*, with floral design and camel, ceramic (1968.33); Persian (Rayy), 13th century, *Bowl*, with a mounted knight and three birds, ceramic, Minai Ware (1968.85); Persian (Rayy or Kashan), 13th century, *Bowl*, with sphynx and floral decoration, ceramic (1968.87); Persian (Shiraz), Inju style, *Page from a Shahnama*, 1341, (1968.73); Roman (?), 3–4th century A.D., *Bearded Head*, ceramic (1968.91); Roman, 2nd century A.D., *Beaker*, decorated with looped glass, glass (1968.92).

MRS. CHASE MELLEN: James Preston, American (1873–1962), *Longfellow's House*, ca. 1921, pencil and watercolor (1968.140).

MRS. JOSEPH MELLEN: American, 19th century, *Ship "Emma,"* ca. 1870, oil on canvas (1968.83).

PAUL J. NEWMAN '09: Augustus Abel Gibson, American (1819–1893), *Plowing, Maine* (1968.76), *Field and Shed, West Compton, Maine*, 1884 (1968.77), *House and Log Pond, W. Compton*, 1884 (1968.78), *Field and Trees* (1968.79), *Tree Study with Shed* (1968.80), *Pasture and Trees* (1968.81), watercolors; Frederick MacMonnies, American (1863–1934), *Bust of Max Gibson Newman*, 1887, plaster (1968.74); Benjamin Tupper Newman, American (1858–1940), *Street Scene in Pont Aven*, 1887, oil on canvas (1968.75).

KARL R. PHILBRICK '23: Auguste Lepere, French (1849–1918), *Port de la Meule*, etching and drypoint (1969.17); Ernest S. Lumsden, British (b. 1883), *Benares*, 1912, etching and drypoint (1969.16).

DR. HOWARD S. REID: Winslow Homer, American (1836–1910), *High Tide* (1968.138.1), *Low Tide* (1968.138.2), *The Robin's Note* (1968.-138.3), *Chestnutting* (1968.138.4), *Trapping in the Adirondacks* (1968.138.5), wood engravings.

RIO GRANDE DO NORTE, STATE OF, BRAZIL: Dorian Gray Caldas, Brazilian, 20th century, *Gravura*, 1968, text and nine woodcuts (1968.141).

MISS M. DOROTHY SIEDLER: William Mitchell Kendall, American, 19th century, *Sketchbook of Maine Scenes*, ca. 1885 (1968.94), *Sketchbook of Coastal Scenes* (1968.95), watercolor and pencil.

MRS. KENNETH C. M. SILLS H'52: Frankish, ca. 4th century A.D., *Bowl*, ceramic (1968.133); Greek (Attic), ca. 450 B.C., *White Ground Lekythos*, ceramic (1968.131); Roman (?), *Terracotta Statuette of a Satyr*, ceramic (1968.137); Roman 1st century A.D., *Terracotta Lamp* (Horseback Rider in Relief), ceramic (1968.136); Roman, 2nd century A.D., *Cylindrical Goblet* (1968.135), *Small Amphora*, ribbed decoration applied (1968.134), glass; (Provincial) ca. 2nd century A.D., *Ewer*, ceramic (1968.132).

MRS. HERBERT F. WHITE: American, late 19th–early 20th century, *Desk Set with Two Crystal Inkwells*, silver (1968.143).

PHILIP S. WILDER '23: Anonymous artists: American, 20th century, *Fight World Famine*, 1918–19 (1968.53), *V-Invest*, 1918 (1968.56); *Remember! The Flag of Liberty*, 1917 (1968.59), *Show your Button* (1968.62), *Teufelhunden* (1968.63), Canadian (?), 20th century, *Elles Servent la France* (1968.65), *Souscrire à l'Emprunt de Victoire* (1968.-66), lithographic posters; L. N. Britton, American, 20th century, *To Everyone in this Plant*, 1918, lithographic poster (1968.47); Charles Livingston Bull, American (1874–1932), *Save the Products of the Land*, 1918, lithographic poster (1968.60); Howard Chandler Christy, American (b. 1873), *Clear the Way!!*, 1918, lithographic poster (1968.-55); W. Haskell Coffin, American, 20th century, *Joan of Arc Saved France*, 1918, lithographic poster (1968.61); James H. Daugherty, American (b. 1889), *The Ships are Coming*, 1918, lithographic poster (1968.54); Jules Abel Faivre, French (1867–1945), *Pour la France—Versez Votre Or*, 1915, lithographic poster (1968.67); James Montgomery Flagg, American (1877–1960), *Tell that to the Marines*, 1917 (1968.43), *Be a U.S. Marine!*, 1917 (1968.44), lithographic posters; Gordon Grant, American (1875–1962), *Loyalty to One Means Loyalty to Both*, 1918 (1968.41), *The Comforter*, 1918 (1968.42), lithographic posters; Hibberd V. B. Kline, American, 20th century, *Teamwork Wins*, lithographic poster (1968.68); Herbert Meyer, American (1882–1960), *Our Country Needs Ships*, 1918, lithographic poster (1968.46); Joseph Pennell, American (1860–1926), *That Liberty Shall Not Perish from*

*the Earth*, 1918, lithographic poster (1968.45); Henry P. Raleigh, American (b. 1880), *Hun or Home?*, 1918, lithographic poster (1968.50); Jessie Wilcox Smith, American (d. 1935), *Have you a Red Cross Service Flag?*, 1918, lithographic poster (1968.64); Gil Spear, American, 20th century, *Workers Lend your Strength*, 1918, lithographic poster (1968.51); Adolph Tiedler, American, 20th century, *Shoot Ships to Germany*, 1918 (1968.48), *For Every Fighter a Woman Worker*, 1918 (1968.49), *Make Every Minute Count for Pershing*, 1918 (1968.52), lithographic posters; Walter Whitehead, American (b. 1874), *Come On!*, 1918, lithographic poster (1968.57); Ellsworth Young, American, 20th century, *Remember Belgium*, 1918, lithographic poster (1968.58).

### V. Purchases

- Patricia Aitken, British, 20th century, *Supernova*, 1968, color intaglio (1969.14).
- Trevor Allen, British (b. 1939), *Memories of the Circus*, 1965, etching and aquatint (1968.121).
- David Batchelder, American (b. 1935), *Dead Bird*, 1966 (1968.147), *Our House, Iowa*, 1968 (1968.148), black and white photographs.
- Isabel Bishop, American (b. 1902), *Two Girls*, etching (1968.40).
- Bohemian, 1st quarter, 18th century, *St. John Nepomuk*, oak (1968.72).
- John Brunsdon, British, 20th century, *Early Morning*, color etching and aquatint (1969.13).
- Marc Chagall, French (b. 1887), *A La Barriere de la Ville*, drypoint and etching (1968.144).
- School of Cologne, 15th century, *Crucifixion with Mary and John*, woodcut (1968.119).
- Otto Dix, German (b. 1891), *Amerikanischer Reitakt* (American Riding Act), 1922, drypoint (1968.117).
- Gollifer and Wetton, British, 20th century, *Composition 21*, 1968, serigraph (1968.122).
- Peter Green, British (b. 1934), *Marine Form I*, 1967, woodblock print (1968.127), *Blue Land Figure*, 1968, color woodblock (1969.5).
- Winslow Homer, American (1836–1910), *Perils of the Sea*, etching (1969.1).
- Thomas Hovenden, American (1840–1895), *Study of Girl with Long Hair, No. II*, pencil on paper (1968.142).
- David Johnson, American (1827–1908), *Maple*, 1878, pencil and white chalk on paper (1968.70).
- Francis Kelly, American (b. 1927), *Four Eggs*, aquatint (1969.8).
- Ronald King, British (b. 1932), *Songs*, serigraph (1969.10).
- Mark Forrester Libby, American (b. 1948), *Stump*, 1968, ink on paper (1968.71).
- Harry McCue, American, 20th century, *Green River Critter*, 1967, shaped

- etching and aquatint (1969.6); *Spiny Critter*, 1967, etching and aquatint (1968.123).
- Christine McGinnis, American, 20th century, *Tiger*, etching (1969.9).
- Leonard Marchant, British (b. 1929), *Nidus II* (1968.126); *Techtite*, 1968 (1968.125), *Vivary* (1969.15), mezzotints.
- Peter Matthews, British (b. 1942), *Welsh Landscape*, 1968, intaglio print (1968.124).
- Michael Mazur, American (b. 1935), *Closed Ward #9: The Occupant*, etching and aquatint (1968.129).
- Zvi Milshstein, Israeli (b. 1934), *Menorah*, color etching with intaglio (1969.4).
- Peter Paone, American (b. 1936), *Psalm Bird*, etching and aquatint (1968.146).
- Andrew Rush, American, 20th century, *Mirror Image*, 1967, etching and aquatint (1968.118).
- Bartolomeu dos Santos, Portuguese (b. 1931), *Little Garden*, 1968, etching and aquatint (1968.120).
- Birgit Skiold, Swedish (b. 1923), *Dazzling Spheres*, color aquatint and intaglio (1969.11).
- William Strang, British (1859-1921), *The Studio*, 1911, drypoint (1968.145).
- Tecla (Seligman), American, 20th century, *Malcolm X and a Brother*, charcoal (1969.18).
- Julian Trevelyan, British (b. 1910), *Benares*, color etching and aquatint (1969.7).
- Victor Vasarely, Hungarian (b. 1908), *Untitled Composition*, serigraph (1969.12).





