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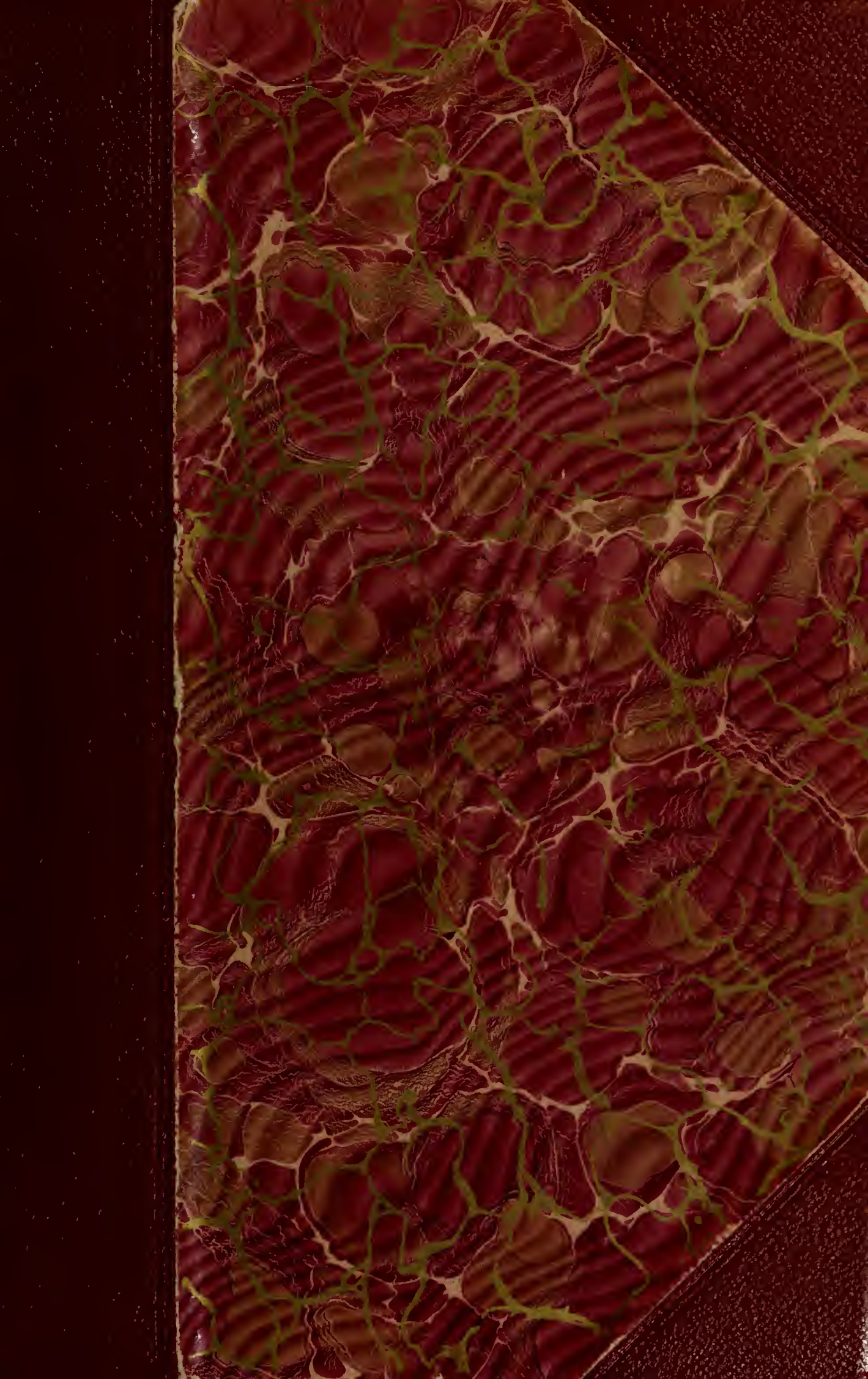
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BOWDOIN COLLEGE BULLETIN

Number 354


CATALOGUE FOR THE

Sessions of 1964-1965



September 1964

BRUNSWICK, MAINE



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Bowdoin College Bulletin

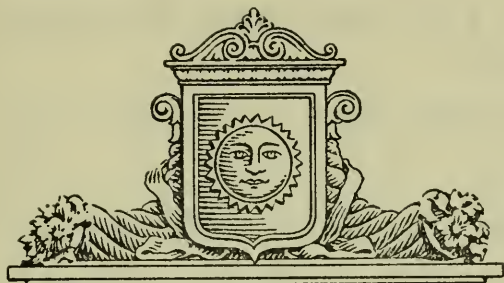
Sessions of 1964-1965

Number 354



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1964

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COLLEGE CALENDAR

1964-1965

1964

September 15, Tuesday. Rooms ready for occupancy by upperclassmen for the Fall Semester.

September 18, Friday. Rooms ready for occupancy by Freshmen for the Fall Semester.

September 21, Monday. Fall Semester of the 163rd academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 22, Tuesday. Registration. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.

September 23, Wednesday. First classes.

October 6, Tuesday. Evening major meetings.

October 9, Friday. James Bowdoin Day.

October 10, Saturday. Parents' Day.

October 17, Saturday. Alumni Day. A holiday.

October 19, Monday. Dedication of the Senior Center.

October 20, Tuesday. Evening major meetings.

October 21, Wednesday. Freshman review.

November 3, Tuesday. Evening major meetings.

November 17, Tuesday. Evening major meetings.

November 23, Monday. Midsemester review of classes.

November 25, Wednesday. Thanksgiving recess begins, 12:00 noon.

November 30, Monday. Thanksgiving recess ends, 8:00 A.M.

November 30, Monday. Last day for filing applications for scholarship aid during the Spring Semester.

December 1, Tuesday. Evening major meetings.

December 18, Friday. Christmas vacation begins, 12:00 noon.

1965

- January 4, Monday.* Christmas vacation ends, 8:00 A.M.
- January 5, Tuesday.* Evening major meetings.
- January 20-January 30, Wednesday-Saturday.* Review period and examinations of the Fall Semester.
- January 30, Saturday.* Stated Winter meetings of the Governing Boards.
- February 3, Wednesday.* Spring Semester begins, 8:00 A.M.
- February 9, Tuesday.* Evening major meetings.
- February 13, Saturday.* Winter Houseparty. A holiday.
- February 23, Tuesday.* Evening major meetings.
- March 1, Monday.* State of Maine Scholarship examinations.
- March 9, Tuesday.* Evening major meetings.
- March 23, Tuesday.* Evening major meetings.
- March 26, Friday.* Midsemester review of classes.
- March 26, Friday.* Spring vacation begins, 12:00 noon.
- April 6, Tuesday.* Spring vacation ends, 8:00 A.M.
- April 6, Tuesday.* Last day for filing applications for scholarship aid for the academic year 1965-1966.
- April 13, Tuesday.* Evening major meetings.
- April 27, Tuesday.* Evening major meetings.
- May 15, Saturday.* Ivy day. A holiday.
- May 17, Monday.* Last day for filing applications for all graduate scholarships.
- May 22, Saturday.* Last day of classes of the Spring Semester.
- May 24-June 8, Monday-Tuesday.* Review period and examinations of the Spring Semester.
- May 26-27, Wednesday-Thursday.* Written major examinations for Seniors.
- May 28-29, Friday-Saturday.* Oral major examinations for Seniors.

- June 6, Sunday.* Baccalaureate Address in the First Parish Church.
- June 10, Thursday.* Stated meetings of the Governing Boards.
- June 11, Friday.* Commissioning Exercises of the United States Army Reserve, Walker Art Building terrace, 11:00 A.M.
- June 12, Saturday.* The 160th Commencement Exercises in the First Parish Church, 10:00 A.M.
- September 14, Tuesday.* Rooms ready for occupancy by upperclassmen for the Fall Semester.
- September 17, Friday.* Rooms ready for occupancy by Freshmen for the Fall Semester.
- September 20, Monday.* Fall Semester of the 164th academic year begins at 8:00 A.M. All students required to be in residence. Registration.
- September 21, Tuesday.* Registration. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.
- September 22, Wednesday.* First classes.
- October 23, Saturday.* Alumni Day. A holiday.
- November 24, Wednesday.* Thanksgiving recess begins, 12:00 noon.
- November 29, Monday.* Thanksgiving recess ends, 8:00 A.M.
- December 17, Friday.* Christmas vacation begins, 12:00 noon.
- 1966
- January 4, Tuesday.* Christmas vacation ends, 8:00 A.M.
- January 19-January 29, Wednesday-Saturday.* Review period and examinations of the Fall Semester.
- February 2, Wednesday.* Spring Semester begins.
- March 25, Friday.* Spring vacation begins, 12:00 noon.
- April 5, Tuesday.* Spring vacation ends, 8:00 A.M.
- May 14, Saturday.* Ivy Day. A holiday.
- May 23-June 7, Monday-Tuesday.* Review period and examinations of the Spring Semester.
- June 11, Saturday.* The 161st Commencement Exercises.

The Honorable James Bowdoin (1726-1790), colonial governor of Massachusetts, for whom the College was named. The portrait by Robert Feke is part of a distinguished collection of colonial portraits in the Walker Art Building.





Bowdoin College: an Historical Sketch

BOWDOIN College was established by charter from the General Court of Massachusetts, June 24, 1794, after repeated petitions to the State by citizens who wanted to provide educational opportunity in the District of Maine, then a rapidly growing frontier. Practical establishment of the College was more difficult, however, than the securing of a charter. The lands granted the College by the General Court were not readily convertible into cash. Gifts for its operation were slow in coming—except for one handsome donation by James Bowdoin III, son of the late Governor of Massachusetts, whom the College honors in its name. Brunswick was selected as a proper site in 1796, but the erection of a building to house the College was not accomplished until 1802. On September 2 of that year, the Reverend Joseph McKeen was installed as the first president of the College. On the next day the College began its active educational life with eight students and one faculty member, in addition to its president.

The story of Bowdoin in its early years is an index to its entire history. Its first president was a man of religion and of science. Its first benefactor was distinguished as a diplomat, as a statesman, and as a gentleman of broad culture; and the inheritance of his extensive library and his fine collection of art established at the College a lasting conviction of the wisdom of strength in these areas of institutional resources. Its original Board was composed of strongly religious men, individually devoted to the Congregational Church as thoroughly as they were to the democratic ideals of a new nation.

The curriculum during the early years was rigidly prescribed and strong in the classics. In the field of science, mathematics was soon joined by the study of chemistry and mineralogy. Though small in size, the College had some of the greatest teachers it has known, and among the early graduates were several marked for future fame: for instance, Nathan Lord (1809), for thirty-five years president of Dartmouth; Seba Smith (1818), early humorist; Jacob Abbott (1820), prolific author of the "Rollo" books; William Pitt Fessenden (1823), for a short time President Lincoln's Secretary of the Treasury; Franklin Pierce (1824), fourteenth President of the United States; and Nathaniel Hawthorne and Henry Wadsworth Longfellow, both of the Class of 1825.

← *Massachusetts Hall, the original building of the College, was planned in 1798 and completed in 1802. When the College opened, it housed the President, the single professor, and the eight students of the Class of 1806.*

The traditions of the College and its pattern of conservatively progressive education were established in its first quarter century. Hardly had Longfellow been graduated from Bowdoin before he went abroad to qualify himself as a pioneer teacher—first at Bowdoin, later at Harvard—of modern languages.

In 1820 the College established a Medical School, which in the 101 years of its existence produced many well-trained doctors who practiced in Maine and, to a lesser extent, elsewhere. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the School.

Bowdoin was established more on faith than endowment, and its finances suffered severely in the aftermath of the panic of 1837. However, its growth was slow and steady. Social fraternities appeared on the campus in the 1840's, followed by organized athletics in the late 1850's. *The Bowdoin Orient*, which claims to be the oldest continuously published college weekly in the country, appeared first in 1871. As the controversy over slavery worked towards a climax, the home of Professor Smyth was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin*. During the Civil War the College sent into the service a greater number of men in proportion to its size than any other college in the North.

The twenty years following the Civil War were the most critical in the history of the College. After President Harris' short term of four years (1867-1871), Joshua Lawrence Chamberlain, Maine's most distinguished war hero and Governor of the State for four terms following his return to civilian life, was elected president. During these two administrations the curriculum was modernized somewhat, but the establishment of an Engineering School in 1871 was unsuccessful, since it survived for only ten years. Its most famous graduate was Admiral Robert E. Peary (1877), the first to reach the North Pole.

President Chamberlain, for all his great services to College, State, and Nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the Faculty and Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

The inauguration in 1885, after a two years' interregnum, of the

Reverend William DeWitt Hyde marks the real beginning of another era. He brought to his task of rejuvenating the institution a boundless physical capacity that was matched by his awareness of a modern and changing world and by scholarly ability that made his national reputation an ornament to Bowdoin. He built the College figuratively and literally, introducing new subjects into the curriculum and enlarging the physical facilities on the campus by over a hundred percent. Under him, enrollment increased from 119 in 1885 to 400 in 1915; the endowment in the same period from \$378,273 to \$2,312,868. He emphasized teaching as the responsibility of the College and learning as the responsibility of the students. His vigor impregnated the whole life and spirit of the College. It was under President Hyde that Bowdoin's philosophy of its students and of its faculty as responsible, independent individuals became fixed.

Kenneth C. M. Sills succeeded President Hyde after the latter's death in 1917. He was a natural successor (though not a slavish disciple) of President Hyde. He carried forward his predecessor's program, seeing the College successfully through the upheavals concomitant to two wars. Under him, Bowdoin gradually emerged from being a "country college" to a new and increasingly respected status as a country-wide college. Physical facilities were improved and increased. The Faculty grew from thirty-one to eighty-one; enrollment, from 400 to double that figure; and endowment, from \$2,473,451 to \$12,312,274. Student activities were expanded, and the fraternity system was developed into a cooperative and democratic component of student life.

President Sills was succeeded by James Stacy Coles in the fall of 1952. Committed by training and conviction to the ideals initiated and carried forward by Presidents Hyde and Sills, Dr. Coles has encouraged the continual reassessment of these objectives and the estimation of the measure of their attainment through the institution of a comprehensive review of the educational program by the Faculty and Governing Boards. A Faculty Committee on Self Study, after three years of intensive work, made many recommendations for improvements, most of which have since been adopted by the Faculty and Governing Boards.

Among the advances now being implemented are an added emphasis upon written and oral expression in *all* courses, increased aural and oral drill in foreign languages, extension of honors work to all gifted students, the introduction of new courses into the curriculum and the revision of the content of other courses, and the initiation of an Undergraduate Research Fellowship Program.

Beginning with the summer of 1959, the College has conducted institutes for secondary school teachers in the field of science. Each institute offers credit at a graduate level. In the field of mathematics the degree of Master of Arts is offered those successfully completing four of these summer institutes. Beginning with the fall of 1961 the College has each year admitted ten secondary school teachers of mathematics to an Academic Year Institute. Successful completion of this program leads to the award of the degree of Master of Arts.

The physical side of the College has not been neglected. In 1954 the Gibson Hall of Music was opened; in 1955 the Pickard Theater in Memorial Hall was completed; in 1956 the Arena for hockey and skating; in 1957 an addition to the Dudley Coe Infirmary; and in 1958 a sixth dormitory, Coleman Hall, was completed.

But by far the most exciting and stimulating program is the one currently in progress. The Governing Boards, in accepting Bowdoin's responsibilities in an expanding and rapidly changing universe, have boldly undertaken a program of further development by seeking to add \$31,800,000 to the college resources by 1972. The need of attracting and holding a faculty of the highest caliber, the demand for increased scholarships in order that the student body may continue to reflect a cross section of our society, and the expansion of the physical plant to keep pace with the educational program are held to be essential in maintaining the proud traditions of Bowdoin in furthering its historic mission to serve the common good.

This fall the College is inaugurating a pioneering development in liberal arts education: The Bowdoin College Senior Center Program. Its object is to offer the college Senior a more meaningful and rewarding educational experience as the climax to his undergraduate years. Just completed is a group of three buildings to house the Program. Expanded opportunities for independent study and the introduction of Senior Seminars are the most significant features of the new curriculum for Seniors.

Under construction are a new library, a new gymnasium, and an addition to the Moulton Union, the campus student center. During the next two years, the three oldest dormitories will be completely renovated. A major addition to the Walker Art Building and the renovation of Hubbard Hall (the present library building) to provide additional instructional facilities that will include a language laboratory, an oral communications laboratory, and a computing center will round out the most ambitious building program in the College's history.

Bowdoin: A Liberal College

FROM an outdoor platform built in a cleared space among the college pines, President Joseph McKeen, one hundred and sixty-two years ago, delivered the chief address at the opening of Bowdoin College. Seeking an object for the new institution of which he was the first head, he found an answer in the desire of "the inhabitants of the District" to have their sons educated for "the liberal professions" and instructed "in the principles and practices of our holy religion. . . . It ought always to be remembered," he went on, "that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society." The insight and the breadth of this program were creditable for that day. But no one attending the ceremonies of 1802 could have foreseen that over a century later the College, once founded in a frontier community, would draw the greater share of its students from states other than the "District" and, while still preparing many for law, medicine, teaching, and theology, would be educating an equal or greater number who looked forward to government service or a business career.

Since economic and political changes have brought new occupations and callings to pivotal importance in the modern world, the task of the College has necessarily grown more complicated and diverse. As in President McKeen's time many of its courses, for instance, languages and sciences, give knowledge or skill useful in the practice of various professions and employments. But such training is merely incidental to a larger objective. Whether through its catholic subject matter: sciences, social studies, literature, philosophy, and the arts; whether through its required or elective courses; whether through its major work, with its insistence upon a more intensive study of some selected subject; the College aims always to give its students a knowledge of the culture of the Western world. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, "the common good" and "the benefit of society," which President McKeen asserted as the objectives of the College, are unattainable unless leaders and followers are alike acquainted with what civilization, in its broadest sense, implies.

The College still insists that the cultivation and improvement of its students' "mental powers" is its primary function. Perhaps in President McKeen's time, when community life was more homogeneous and simple, no other emphasis was required. But today the College cannot avoid a concern with the character as well as the mind of its undergraduates. On this point the whole of the college environment is an educator. The fraternity houses and dormitories, athletic and nonathletic activities, the constant association of students in a close-knit rather than a dispersed college community—all play their part. Such influences, however, can be duplicated outside college walls. The distinctive discipline of the College is that of the laboratory, the library, and the classroom. These are its unique possessions. Through the opportunities they offer comes the achievement of intellectual poise, disinterested opinion, and patient courage to pursue remote ends by choice rather than compulsion. These college-bred habits of mind are moral as well as intellectual qualities.

While the College seeks to develop the individual talent of its students, it rightly insists they must not limit their interests; they must at least sample the variety of opportunities the modern curriculum affords. The dreamer must encounter the stubbornness of facts and the practical man must realize that men are moved by visions; the aesthete must appreciate the hard precision of scientific measurement and the materialist glimpse the insight and delight offered by the fine arts. Each present-minded generation has to learn anew that the experience of the past is in part a substitute for unnecessary and painful experiment and that a narrow focus upon vocational training breeds a dangerous irresponsibility. The liberal college must train whole men. To do otherwise would be to deprive its graduates of satisfactions and the community of profit.

No college can withdraw entirely from the world. Certainly Bowdoin has taken color from its traditional contacts with a vigorous environment and a self-reliant people. These associations, instead of impeding, have helped the College toward its goal. Fortunately, however, it is an independent college, supported in large measure by endowments and the generous annual gifts of its alumni; it is not bound, therefore, to any denominational creed, party platform, or government program. With more strength and freedom than in President McKeen's administration, it still seeks to bring its students to a maturity of mind and character that through them it may serve "the common good."



From the College Charter (1794)

... And be it further enacted . . . that the clear Rents, Issues, and Profits of all the Estate real and personal of which the said Corporation shall be Seized or Possessed, shall be Appropriated to the Endowment of said College in such a Manner as shall most Effectually Promote Virtue and Piety and the Knowledge of such of the Languages and of the Useful and Liberal Arts and Sciences as shall hereafter be Directed from Time to Time by the said Corporation. . . .

The Offer of the College

To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians,—this is the offer of the College for the best four years of your life.

WILLIAM DEWITT HYDE

President of Bowdoin College (1885-1917)

Knowledge, Virtue, and Piety

... there will always be need for Bowdoin as a Christian college. She will remain so, and will, with the help and guidance of God, continue to educate youth in knowledge and in virtue and in piety.

—Inaugural Address (1952)

JAMES STACY COLES

President of Bowdoin College

Officers of Government

PRESIDENT OF THE COLLEGE

JAMES STACY COLES, Ph.D., D.Sc., LL.D., Sc.D.

TREASURER OF THE COLLEGE

CHARLES WILLIAM ALLEN, A.B., J.D.

PRESIDENT AND TRUSTEES

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- BRIGADIER GENERAL BOYD WHEELER BARTLETT, Ph.D., Sc.D., U.S.A.
(Retired). *Castine*
- ALFRED SHIRLEY GRAY, A.B., B.B.A. *Chicago, Ill.*
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- JOHN FESSENDEN DANA, LL.D., *Trustee Emeritus.* *Portland*
- MELVIN THOMAS COPELAND, Ph.D., Sc.D., *Trustee Emeritus.*
Annisquam, Mass.
- GEORGE WILLIAM BURPEE, Sc.D., *Trustee Emeritus.* *New York, N. Y.*
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- KARL RUSSELL PHILBRICK, A.B., M.B.A., *Secretary.* *Bangor*

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ROY ANDERSON FOULKE, A.M., <i>Vice-President.</i>	<i>Bronxville, N. Y.</i>
PHILIP GREELY CLIFFORD, D.C.L.	<i>Portland</i>
CLEMENT FRANKLIN ROBINSON, A.M., LL.B.	<i>Brunswick</i>
HONORABLE ROBERT HALE, LL.D.	<i>Washington, D. C.</i>
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* Died August 25, 1963.

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* Died November 25, 1963.

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Curriculum and Educational Policy: The President, *Chairman*; the Dean of the College, and Messrs. Coxe, Daggett, Hiebert, Pols, and Shipman.

Faculty Research: The President, *Chairman* (*ex officio*); and Messrs. Beam, Fuchs, Helmreich, and Howland.

Graduate Scholarships: The President, *Chairman*; the Dean of Students and the Director of Student Aid; and Messrs. Beam, Chittim (as Rhodes Foundation representative), Daggett, Hall, and Mayo.

Lectures and Concerts: Mr. Pols, *Chairman*; and Messrs. Beckwith, Hannaford, Jeppesen, Levine, Riley, Whiteside, and two students selected by the Student Council.

Library: Mr. Coxe, *Chairman*; the Librarian (*ex officio*); and Messrs. Kamber, *Little, and Storer.

Military Affairs: Mr. J. M. Moulton, *Chairman*; the Dean of the Col-

* Fall Semester only.

lege and the Professor of Military Science; and Messrs. Ladd and Mayo.

Preparatory Schools and Admissions: Mr. Gustafson, *Chairman*; the President, the Dean of the College, the Dean of Students, and the Director of Admissions, *Secretary*; and Messrs. Hall, LaCasce, and Taylor.

Recording: The Dean of the College, *Chairman*; the President and the Dean of Students; and Messrs. Christie, Fernald, Leith, McGee, Shaw, and Whiteside.

Student Aid: The President, *Chairman*; the Dean of Students and the Director of Student Aid; and Messrs. Dane and †Kamerling; with Mr. W. H. Moulton as *Secretary*.

Student Awards: Mr. Thayer, *Chairman*; and Messrs. Bearce, Beckwith, Hazelton, Huntington, and Hussey.

Student Life: The Dean of Students, *Chairman*; the Dean of the College (ex officio); and thirteen advisers to fraternity and independent groups.

Teaching as a Career: Mr. Hazelton, *Chairman*; and Messrs. Barnard, Fuchs, Koelln, and Redwine.

Senior Center Council: The Director of the Senior Center, *Chairman*; the Dean of the College and the Dean of Students; and Messrs. Hiebert, Pols, and Shipman; with Mr. Daggett as Consultant.

Computing Center: Mr. Walkling, *Chairman*; the Bursar; and Messrs. Chittim, Fuchs, Howland, Long, and Mayo.

† Spring Semester only.

Officers of Administration

GENERAL ADMINISTRATION

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NATHANIEL COOPER KENDRICK, A.B. (*Rochester*), A.M., Ph.D. (*Harvard*), *Dean of the College*. Massachusetts Hall

ARTHUR LEROY GREASON, JR., A.B. (*Wesleyan*), A.M., Ph.D. (*Harvard*), *Dean of Students*. Massachusetts Hall

PHILIP SAWYER WILDER, B.S. (*Bowdoin*), Ed.M. (*Harvard*), *Assistant to the President, and Director of Student Aid*. Massachusetts Hall

MISS HELEN BUFFUM JOHNSON, *Registrar*. Massachusetts Hall

MISS KATHRYN DRUSILLA FIELDING, A.B. (*Connecticut College*), *Secretary to the President*. Massachusetts Hall

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ROBERT CHARLES MELLOW, A.B. (*Harvard*), A.M. (*Middlebury*), *Associate Director*. Massachusetts Hall

WALTER HENRY MOULTON, A.B. (*Bowdoin*), *Assistant Director*. Massachusetts Hall

MISS MARGARET EDISON DUNLOP, A.B. (*Wellesley*), *Assistant*. Massachusetts Hall

ALUMNI OFFICE

PETER CHARLES BARNARD, A.B. (*Bowdoin*), A.M. (*Middlebury*), *Alumni Secretary*. Getchell House

ROBERT MELVIN CROSS, A.B. (*Bowdoin*), A.M. (*Harvard*), *Secretary of the Alumni Fund, and Editor of the Bowdoin Alumnus*. Getchell House

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DANIEL KNOWLES MACFAYDEN, *Director of the Arena*. Hockey Arena
 WILLIAM EDWARD MORGAN, *Assistant*. Sargent Gymnasium

BUSINESS OFFICE

CHARLES WILLIAM ALLEN, A.B. (*Bowdoin*), J.D. (*Michigan*), *Treasurer*.
 Portland
 GLENN RONELLO MCINTIRE, A.B., A.M. (*Bowdoin*), *Assistant Treasurer*.
 Little House
 THOMAS MARTIN LIBBY, A.B. (*Maine*), *Bursar*. Little House
 JAMES PACKARD GRANGER, B.S. (*Boston University*), *Controller*.
 Little House
 HOWARD EUGENE SKILLINGS, B.S. (*New Hampshire*), *Administrative Assistant*.
 Little House

COLLEGE EDITOR

KENNETH JAMES BOYER, A.B. (*Rochester*), B.L.S. (*New York State Library School*).
 Ham House
 MISS EDITH ELLEN LYON, *Assistant*. Ham House

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 Getchell House
 JOSEPH DAVID KAMIN, B.S. (*Boston University*), *Director of News Services*.
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 CHARLES WARREN RING, A.B. (*Hamilton*), *Development Officer*.
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JOHN FRANCIS BRUSH, B.S. (*Gorham*), *Superintendent*. Rhodes Hall
 ANDRÉ ROLLAND WARREN, B.B.A. (*Levis*), *Assistant Superintendent*.
 Rhodes Hall
 CARLETON CLARK YOUNG, A.B. (*Hamilton*), *College Forester*.
 24 College Street

INFIRMARY

DANIEL FRANCIS HANLEY, A.B. (*Bowdoin*), M.D. (*Columbia*), *College Physician*.
 Dudley Coe Infirmary

LIBRARY

- RICHARD BARKSDALE HARWELL, A.B., A.B.L.S. (*Emory*), *Librarian*.
Hubbard Hall
- ARTHUR MONKE, A.B. (*Gustavus Adolphus*), M.S. in L.S. (*Columbia*),
Assistant Librarian. Hubbard Hall
- MRS. JEAN KENNEDY GUEST, B.S. (*Simmons*), *Circulation Librarian*.
Hubbard Hall
- ROBERT BAILEY STONE, B.Mus. (*Eastman*), M.S.L.S. (*State University
of New York, College of Education at Albany*), *Catalog Librarian*.
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- MISS LILLIAN PAULINE COOPER, A.B. (*University of Colorado*), B.S. in
L.S. (*Denver*), *Director, Recataloging Project*. Hubbard Hall
- RICHARD EDWIN KIRKWOOD, A.B. (*Dartmouth*), M.S. in L.S. (*Colum-
bia*), *Documents Librarian*. Hubbard Hall
- JOSEPH JENSEN DERBYSHIRE, A.B., A.M. (*Utah*), M.L. (*Washington*),
Acquisitions Librarian. Hubbard Hall

MOULTON UNION

- DONOVAN DEAN LANCASTER, A.B. (*Bowdoin*), *Director of the Moulton
Union and the Centralized Dining Service*. Moulton Union
- MISS ALMOZA CEDIA LECLERC, *Bookstore Manager*. Moulton Union
- ORMAN EWING HINES, *Manager, Food Service*. Moulton Union

MUSEUM OF ART

- MARVIN SHERWOOD SADIK, A.B., A.M. (*Harvard*), *Director and Cu-
rator*. Walker Art Building

PLACEMENT BUREAU

- SAMUEL APPLETON LADD, JR., B.S. (*Bowdoin*), *Director of the Place-
ment Bureau and of Student Housing*. Banister Hall

SENIOR CENTER

- WILLIAM BOLLING WHITESIDE, A.B. (*Amherst*), A.M., Ph.D. (*Har-
vard*), *Director*. Senior Center

College Campus and Buildings

BOWDOIN College is located in the town of Brunswick, Maine, which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The traveling time by car from Boston is about three hours, and from New York about eight hours. The present campus, which was originally a sandy plain covered with blueberries and pines, is now a spacious tract of one hundred and ten acres containing more than thirty buildings and several playing fields.

Of first interest to the incoming Freshman is Massachusetts Hall. Here are housed the offices of the President, the Dean of the College, the Dean of Students, the Director of Admissions, the Assistant to the President, and the Student Aid Office. Here the new student will sign his name in the century-old register book and receive the welcome of the President. It is in this building that he will always find the administrative officers ready to answer his questions and to give him friendly counsel about the many problems of college life.

The Chapel, whose spires have come to be a symbol of Alma Mater to thousands of Bowdoin men, is the scene of Vesper Services on Sundays at 5 o'clock, and during the week one Chapel and two Forums are held from 10:00 to 10:30 A.M.

The work of the College has its heart and center in Hubbard Hall, the library building, which contains the accumulations of over a century and a half. The nucleus of its nearly 300,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the College. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist, Robert Feke. These and other treasures are exhibited in the Walker Art Building. The resources of the Library and Museum are described in more detail elsewhere in the catalogue.

College classes are held in Memorial Hall, Banister Hall, Adams Hall, Hubbard Hall, the Searles Science Building, Sills Hall, Smith Auditorium, Cleaveland and Gibson Halls, the Walker Art Building, and the Senior Center. When students are not engaged in the library, laboratories, and recitation rooms, they have at their disposal many admirably equipped facilities for recreation. These re-



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|-------------------------------------|--------------------------|------------------------------|----------------------|-------------------------|--------------------------|------------------------|---------------------------------|
| 1. Massachusetts Hall | 5. Gibson Hall | 10. Coleman Hall | 14. Maine Hall | 19. Cleveland Hall | 24. Arena | 29. Pickard Field | 34. Grounds and Buildings Dept. |
| 2. Pickard Theater in Memorial Hall | 6. Future Library | 11. Hyde Hall | 15. Winthrop Hall | 20. Heating Plant | 25. Curtis Swimming Pool | 30. Pickard Fieldhouse | 35. Getchell House |
| 3. Searles Science Bldg. | 7. Hubbard Hall | 12. Appleton Hall | 16. Adams Hall | 21. Sargent Gymnasium | 26. Dudley Coe Infirmary | 31. President's House | 36. Ham House |
| 4. Walker Art Bldg. | 8. Little-Mitchell House | 13. Chapel and Banister Hall | 17. Sills Hall | 22. Future Gymnasium | 27. Moore Hall | 32. Alumni House | 37. First Parish Church |
| | 9. Senior Center | | 18. Smith Auditorium | 23. Hyde Athletic Bldg. | 28. Moulton Union | 33. Rhodes Hall | |



sources include the Moulton Union, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, the Arena, and the playing fields of the College. Another valuable adjunct for the health of the student body is the Dudley Coe Memorial Infirmary; its facilities and the services of the College Physician are available to all students.

THE COLLEGE BUILDINGS

MASSACHUSETTS HALL, planned in 1798 and completed in 1802, was the first college building erected. In 1936 the entire building was remodeled to provide quarters for the administrative officers; in 1941, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished as a Faculty Room.

MAINE HALL (1808), known originally as "the College," and named later to commemorate the admission of Maine to the Union; WINTHROP HALL (1822), named in honor of Governor John Winthrop of the Massachusetts Bay Colony; APPLETON HALL (1843), named in honor of the second president of the College; HYDE HALL (1917), named in honor of the seventh president of the College, and built from contributions from many of the alumni; MOORE HALL (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and COLEMAN HALL (1958), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard), are the six campus dormitories.

THE CHAPEL, a Romanesque church of undressed granite, designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of one hundred and twenty feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth president of the College, under whose personal direction it was erected. The flags, added in recent years, are of the original thirteen colonies plus Maine, which was a part of Massachusetts at the time of the founding of the College in 1794. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1924. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the chapel building which formerly housed the reading rooms and stack space of the college library was named

BANISTER HALL in 1850 in recognition of the gifts of the Honorable William Banister. It now contains the offices of the Director of the Placement Bureau and the lecture room and laboratory of the Department of Psychology.

SETH ADAMS HALL was erected in 1860-1861. It was named in honor of Seth Adams, Esq., of Boston, who contributed liberally towards its construction. The building stands west of the Presidents' Gateway. From 1862 until 1921, it housed the classrooms of the Medical School of Maine. It is now used for lectures, recitations, conferences, and faculty offices.

MEMORIAL HALL, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the graduates and students of the College who served in the Civil War whose names and ranks are inscribed on bronze plaques in the lobby. The lower story contains class and conference rooms. The entire interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the many gifts of Frederick William Pickard, LL.D., of the Class of 1894.

THE PRESIDENT'S HOUSE, built in 1860 by Captain Francis C. Jordan, originally stood on the lot at 77 Federal Street. It was purchased by the College in 1867 and was occupied by President Harris until 1871. The house was purchased by Mr. Peleg W. Chandler, and in 1874 he had it moved to its present location at the corner of Federal and Bath Streets. At a later date the College reacquired the house, and shortly after President Hyde assumed office in 1885, it became his official residence. In 1926 the ballroom was added, and in 1952 the house was modernized and partially furnished by the College.

THE OBSERVATORY was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field and is reached from the Harpswell Road.

THE WALKER ART BUILDING, designed by McKim, Mead & White, was erected in 1892-1894. It was given to the College by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of Henry Edwin Andrews, A.M., of the Class of 1894, Director of the Museum, 1920-1939, stands to the left of the entrance to the Sophia Walker Gallery. The building is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall.

THE MARY FRANCES SEARLES SCIENCE BUILDING, designed by Henry Vaughan, was built in 1894 and completely renovated and modernized in 1952. It was the gift of Edward F. Searles, Esq., in memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, museums, and libraries of the Departments of Biology and Physics. Located in the basement is a Computer Laboratory which contains an IBM 1620 Central Processing Unit and related equipment. The laboratory is available to the entire college community and is directed by a member of the Faculty.

HUBBARD HALL, the library building, was also designed by Henry Vaughan, and erected in 1902-1903. It was presented to the College by General Thomas H. Hubbard, LL.D., of the Class of 1857, and his wife, Sibyl Fahnestock Hubbard. The building, of brick and Indiana limestone, is one hundred and seventy feet in length and fifty feet in depth; the stack room occupies a wing eighty feet by forty-six feet. The Library forms the southern end of the quadrangle.

THE HUBBARD GRANDSTAND was given to the College in 1904 by General Thomas H. Hubbard, LL.D., of the Class of 1857. It is situated on WHITTIER FIELD, a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years the Director of the Gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated scoreboard, the gift of the widows of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1960.

SARGENT GYMNASIUM AND GENERAL THOMAS WORCESTER HYDE ATHLETIC BUILDING were erected in 1912. The Gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the Athletic Building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861.

THE DUDLEY COE MEMORIAL INFIRMARY is a three-story brick building erected in 1916-1917. It was given by Thomas Upham Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged through a gift by Agnes M. Shumway (Mrs. Sherman N. Shumway). In 1962 it was licensed by the State as a private general hospital.

THE CURTIS SWIMMING POOL was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The Pool is housed in a separate wing attached to the Gymnasium; the Pool itself is of standard size, thirty by seventy-five feet, and is provided with every modern device for ensuring sanitation.

THE MOULTON UNION, designed by McKim, Mead & White, was built in 1927-1928. It was given by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social center for the student life of the College. The Union contains a spacious lounge, game room, cafeteria, soda fountain, dining rooms, and bookstore. Its facilities also include quarters for many of the undergraduate extracurricular activities. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore Halls.

THE PICKARD FIELD HOUSE stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers. PICKARD FIELD, a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the Field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The Field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

RHODES HALL, formerly the Bath Street Primary School, was purchased from the Town of Brunswick by the College in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the School later achieved distinction as Rhodes Scholars at Oxford University. Here are the offices of the Superintendent of Grounds and Buildings and the headquarters of the ROTC.

SILLS HALL AND THE SMITH AUDITORIUM, designed by McKim, Mead & White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesquicentennial Fund, and was named after the eighth president of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating two hundred and ten people, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley E. Wolfe, of Rockland.

PARKER CLEVELAND HALL, designed by McKim, Mead & White,

was dedicated on June 6, 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Departments of Chemistry and Geology and bears the name of Parker Cleaveland, who taught chemistry and mineralogy at Bowdoin from 1805 to 1858, and was a pioneer in geological studies. Special gifts provided these facilities: The Kresge Laboratory of Physical Chemistry, The Wentworth Laboratory of Analytical Chemistry, The 1927 Room (a private laboratory), The Adams Lecture Room, The Burnett Room (a seminar room), and The Dana Laboratory of Organic Chemistry.

SILLS HALL, THE SMITH AUDITORIUM, AND PARKER CLEAVELAND HALL are mainly of brick and designed in a simple modern classical architectural style. Together they bound respectively the north and east sides of a quadrangle on the eastern boundary of the campus.

THE HARVEY DOW GIBSON HALL OF MUSIC, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in June, 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson; by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate; by the Manufacturers Trust Company of New York; and by several friends of Mr. Gibson. Designed by McKim, Mead & White, the building contains soundproof class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and the music library. The common room is richly paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755), for the Hôtel de Sens in Paris.

THE PICKARD THEATER IN MEMORIAL HALL, a gift of Frederick William Pickard, LL.D., of the Class of 1894, was dedicated in June, 1955. The Theater, with comfortable seats for over six hundred, contains a stage fifty-five feet wide and thirty feet deep; the space from the stage floor to the gridiron is forty-eight feet. The floor of the auditorium slopes to an orchestra pit, and under it are lounge and coat rooms. Over the auditorium is shop space for the construction and storage of scenery and stage properties.

THE GETCHELL HOUSE, located at 5 Bath Street, is diagonally opposite Adams Hall. A three-story frame building, it was given to the College in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956. It houses the offices of the Executive Secretary and the Alumni Secretary.

NEW MEADOWS RIVER SAILING BASIN. In 1955 the College pur-

chased a cabin and section of shore front with a dock on the east side of the New Meadows River Basin, to provide facilities for the sailing team. The equipment includes five fiberglass dinghies and a power-driven crash boat.

THE HOCKEY ARENA was built in 1956 with contributions from alumni, students, and friends of the College. It contains seats for twenty-seven hundred spectators and a regulation ice-hockey rink with a refrigerated surface two hundred feet long and eighty-five feet wide, as well as shower-bath and locker rooms, and a snack bar. It is located to the east of the Hyde Athletic Building; the entrance faces College Street. The Arena serves primarily the College's physical education activities, especially intramural and intercollegiate contests, and recreational skating for undergraduates.

THE JOHNSON HOUSE, named in memory of Professor Henry Johnson, Ph.D., of the Class of 1874, a distinguished member of the Bowdoin Faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody Streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, this commodious residence is now used as the home of the Dean of the College.

THE CHASE BARN CHAMBER, named in memory of Professor Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the JOHNSON HOUSE. Designed by Felix Burton '07, in the Elizabethan Style, the Barn Chamber is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books from the Chase library. The Chamber is used for small classes, seminars, and conferences.

THE OAKES CENTER, at Bar Harbor, Maine, a twenty-one-room residence, was given to the College in 1957 by Eunice, Lady Oakes, whose husband, the late Sir Harry Oakes, Bart., was graduated from Bowdoin in 1896. Situated on a seven-acre estate, with an extensive water front with a private pier, the Center is used for summer educational programs and conferences.

THE MITCHELL HOUSE, named in honor of Professor Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory from 1893 to 1939, is located at 6 College Street. Given to the College by Professor Mitchell in 1961, this residence is currently used to provide offices for the Department of Economics.

THE ALUMNI HOUSE, at 83 Federal Street, next to the President's House, was bequeathed to the College in 1933 on the death of Professor Marshall Perley Cram, Ph.D., of the Class of 1904. Renovated in 1962 and maintained by the College, it is the center of alumni activities at Bowdoin and contains lounges, rest rooms, and other facilities for the use of visiting alumni and their families and guests.

THE LITTLE HOUSE, at 8 College Street, was acquired by the College in 1962. It is being used temporarily to house the Business Office.

THE SENIOR CENTER, designed by Hugh Stubbins and Associates, Inc., was completed in the autumn of 1964. Built from funds contributed during the Capital Campaign, it consists of three buildings, each specifically designed to support and reinforce the educational objectives of the program for the Senior year. The main building, a sixteen-story tower, includes living and study quarters, seminar and conference rooms, lounges, accommodations for visitors, and the Director's office. The dining room, main lounge, and other rooms for instructional, social, and cultural activities are located in a two-story building adjacent and connected to the tower. The third building contains apartments for the Director and other participants in the program and a small dining room for use on special occasions.

OTHER MEMORIALS

THE THORNDIKE OAK, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

THE CLASS OF 1875 GATEWAY was erected in 1901 as a memorial to members of the Class. It forms the Maine Street entrance of the Class of 1895 Path.

THE CLASS OF 1878 GATEWAY, erected in 1903, is a memorial to members of the Class. It is on Bath Street between Memorial Hall and the First Parish Church.

THE WARREN EASTMAN ROBINSON GATEWAY, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

THE FRANKLIN CLEMENT ROBINSON GATEWAY, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class

of 1873, for thirty-six years a teacher in Bowdoin College, and to his wife Ella Maria Tucker Robinson. The Gateway forms the northwestern entrance to the campus.

THE CLASS OF 1898 BULLETIN BOARD, erected in 1924 near the Chapel, is a memorial to members of the Class. It is made of bronze, is double-faced and illuminated.

THE CLASS OF 1903 GATEWAY, erected in 1928, is a memorial to members of the Class. It forms the main entrance to the Whittier Athletic Field.

THE MEMORIAL FLAGPOLE, designed by McKim, Mead & White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flagpole stands in the southwestern corner of the campus between the Library, the Art Building, and Gibson Hall.

THE PRESIDENTS' GATEWAY, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., President of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The Gateway forms one of the northern entrances to the campus from Bath Street.

THE BOWDOIN POLAR BEAR, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

THE HARRY HOWARD CLOUDMAN DRINKING FOUNTAIN, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. Of marble, it stands near the Sargent Gymnasium.

THE ALPHEUS SPRING PACKARD GATEWAY, erected in 1940 on College Street, is a memorial to Professor Alpheus Spring Packard, A.M., D.D., of the Class of 1816, a member of the Bowdoin Faculty from 1819 to 1884.

THE CLASS OF 1910 PATH was laid in 1940 as a memorial to members of the Class. It extends from Bath Street to Coleman Hall, running parallel to the four dormitories and in front of the entrance to the Chapel.

THE CLASS OF 1895 PATH was laid in 1945 as a memorial to members of the Class. It extends from the Chapel to the Class of 1875 Gateway.

THE CLASS OF 1886 PATHWAYS are a network of walks laid in 1945 as a memorial to members of his Class through the generosity of Walter Vinton Wentworth, Sc.D. The pathways traverse an area lying north of Massachusetts Hall.

THE CLASS OF 1919 PATH, laid in 1945, is a memorial to members of the Class. It extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

THE CLASS OF 1916 PATH was laid in 1946 as a memorial to members of the Class. It extends from Massachusetts Hall to the Alpheus Spring Packard Gateway.

THE FRANK EDWARD WOODRUFF ROOM, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., a member of the Bowdoin Faculty from 1887 to 1922. The room was provided in 1951 through the generous bequest of Edith Salome Woodruff.

THE PEUCINIAN ROOM, built in 1951, is in a corner of the basement of Sills Hall. It is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus*, is carved on a heavy timber above the fireplace. The fireplace and paneling are the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

THE CLASS OF 1924 RADIO STATION (WBOR, "Bowdoin-on-Radio") was given by the Class of 1924 on the occasion of its twenty-fifth reunion. The station, installed in 1951 on the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room which are air-conditioned and protected against sound disturbance by walls of acoustical tiling.

THE ELIJAH KELLOGG TREE, a large pine dedicated to the memory of Reverend Elijah Kellogg, A.M., of the Class of 1840, stands near the corner of Bath Street and Sills Drive.

THE CLASS OF 1942 CROSS was placed behind the reading stand in the Chapel in 1952 in memory of those class members who gave their lives in the Second World War.

THE GARDNER BENCH, near Gibson Hall, is dedicated to the

memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in June, 1954.

THE CHASE MEMORIAL LAMPS, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. Of colonial design, the lamps were presented to the College by Mrs. Chase in June, 1954.

THE DANE FLAGPOLE, in honor of Francis Smith Dane, of the Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flagpole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

THE SIMPSON MEMORIAL SOUND SYSTEM, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other teaching aids in music, was installed in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

THE JAMES FREDERICK DUDLEY CLASSROOM in Banister Hall was renovated and furnished in 1954 as a memorial to James F. Dudley, of the Class of 1865, by the bequest of Nettie S. Dudley.

THE CATLIN PATH, extending from the Warren Eastman Robinson Gateway to the Library, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., Fayerweather Professor of Economics and Sociology, Emeritus.

THE SHUMWAY TREE, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an Overseer of the College (1927-1954), was replanted on the campus south of Gibson Hall and dedicated in June, 1955.

THE TURNER TREE, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, Professor of Education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends and dedicated in June, 1957.

THE PICKARD TREES, twelve hawthorns in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted

around Coleman Hall by the Society of Bowdoin Women and dedicated in June, 1959.

THE CLASS OF 1909 ORGAN, an electronic instrument for use in the Pickard Theater, was presented by the Class of 1909 on the occasion of its fiftieth anniversary and dedicated in June, 1960. A fund of \$1,827, given at the same time, is for the maintenance of the organ and for the support of musical education in the College.

LITTLE PONDS WILDLIFE SANCTUARY is the gift of Mrs. Harold Trowbridge Pulsifer in memory of her husband, Harold Trowbridge Pulsifer, and Sheldon Ware, a neighbor. Located at Bethel Point, East Harpswell, and given in 1961, this tract of several acres includes a meadow, pond, woodland, and shore frontage. It is used for the study and conservation of fish and wildlife.

General Information

TERMS AND VACATIONS: The College holds two sessions each year, beginning in September and February. The dates of the Semesters and the vacation periods are indicated on the College Calendar on pages vi-viii.

REGISTRATION AND ENROLLMENT: All students are required to register at the opening of each Semester in accordance with schedules posted at the College and mailed to students registering for the first time.

OFFICES AND OFFICE HOURS: The administrative offices of the College are in Massachusetts Hall, except that the Executive Secretary and the Alumni Secretary are in the Getchell House; the Business Office is in the Little House; the Superintendent of Grounds and Buildings is in Rhodes Hall; and the Director of the Placement Bureau is in Banister Hall (North).

In general, the administrative offices of the College are open from 8:30 to 5:00 every weekday except Saturday; 8:30 to 12:00 on Saturday, when the College is in session.

TELEPHONE SWITCHBOARD: The College has a central telephone switchboard located in the Moulton Union. All college phones, except those in the several fraternity houses, are connected to this switchboard. The number is 207-725-8731.

COLLEGE BILLS AND FEES: Prior to the opening of the Fall Semester, a statement covering tuition, room rent, board, and fees for the year will be sent to each student. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Business Office.

Charges for the year may be paid in two payments during the college year not later than registration day of each Semester, each payment to equal approximately one-half of the total college charges for the year.

The Faculty may exclude any student from examinations and credit for college work or from the privileges of the College if any college charges against him remain unpaid when due.

No student shall be advanced in class standing until all bills of the previous Semester have been paid, and no degree shall be conferred upon a student who has not paid all his dues to the College, including charges for room and board at a college dining hall. No student shall be dismissed from college on request unless he shall

have paid all his college bills, including those of the current session. During the time that bills which are overdue remain unpaid, a student receives no credit for college work.

TUITION: The tuition fee for the 1964-1965 academic year is \$875 each Semester or \$1,750 for the year. Any student completing the number of courses required for the degree in less than eight Semesters must pay tuition for eight Semesters. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin shall not relieve the student of the obligation to pay tuition covering eight full Semesters at Bowdoin College. An additional tuition charge of \$200 per Semester shall be assessed for each course taken by a student to make up an academic deficiency.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. The College awards over \$400,000 each year to students who require financial assistance. More detailed information about these awards may be found on pages 49-68.

COLLEGE ROOMS AND BOARD: Freshmen are assigned rooms by the Director of Admissions but may indicate by letter to him their preference in the matter of roommates. Sophomores and Juniors apply for rooms to the Director of the Placement Bureau. Seniors are assigned rooms in the Senior Center by the Director of the Senior Center. An applicant may indicate with whom he wishes to share a room, and the College will honor this preference whenever possible. The suites consist of a study and bedroom which are provided with essential furniture. Students should furnish bed linen, blankets, pillows, pillow slips, and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms. Room rent is \$320 a year, and board is \$525 a year. These charges are the same regardless of whether a student lives in a college or fraternity residence or whether he eats at the Union, the Senior Center, or a fraternity. Every student pays these charges unless he has established residence with a wife or family or has been excused by the Deans' Office.

OTHER COLLEGE CHARGES: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all the undergraduates. The College collects, in each Semester, Student Activities fees amounting to \$25. The cost of tuition, board, room, and fees amounts to about \$1,335 for the Semester. To these items must be added the cost of textbooks, per-

sonal expenses (including travel), and fraternity expenses for members of these organizations.

REFUNDS: Refunds to students leaving college during the course of a Semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the Bursar of the College.

MEDICAL ATTENDANCE: The facilities of the Dudley Coe Memorial Infirmary (licensed as a private general hospital) and the services of the College Physician are available to all students. If ill, students should immediately report to the College Infirmary.

The College also has group accident and medical reimbursement insurance which provides benefits in cases where the facilities of the Infirmary are not sufficient. Every student is required to avail himself of this protection. The fee is \$12.50 for each Semester.

MOTOR VEHICLES: No Freshman shall maintain a motor vehicle at the College. Sophomores and upperclassmen in good standing and not receiving financial aid may maintain motor vehicles, provided they are properly registered at the Deans' Office. Adequate liability insurance is required.

STATISTICS: As of June, 1964, 18,763 students have been matriculated as undergraduates at Bowdoin College, and 13,333 degrees in course have been awarded. In addition, earned master's degrees have been awarded to 48 postgraduate students. Living alumni include 6,627 graduates, 2,233 nongraduates, 59 medical graduates, 109 honorary graduates, and 48 graduates in the special postgraduate program.

RESOURCES

The market value of the investment securities and mortgages held by Bowdoin College, at the close of each financial year, for the last ten years was as follows:

June 30, 1954	\$15,040,809	June 30, 1959	\$22,438,546
June 30, 1955	17,103,895	June 30, 1960	23,283,467
June 30, 1956	17,756,550	June 30, 1961	25,927,484
June 30, 1957	18,192,949	June 30, 1962	24,301,050
June 30, 1958	19,647,267	June 30, 1963	30,542,397

The estimated market value of the securities and mortgages as of June 30, 1964 was \$32,500,000, and the estimated value of college buildings and equipment was \$13,500,000.

Admission to the College

IN the fall of 1965 the College plans to enroll a class of 240 Freshmen as another step in increasing the total enrollment to 925 students. The College seeks candidates for admission whom it believes to be best fitted for its work and who are likely to profit most from it. Previous academic performance, scholastic ability, character, personality, health, purpose, and breadth of interest are the bases on which the general promise of each candidate is judged and on which the College has established its admissions criteria.

REQUIREMENTS FOR ADMISSION

The stated requirements for admission are not absolute; in general, however, they should be considered minimum requirements. The preparatory work suggested in the comments below will enhance an applicant's candidacy.

SECONDARY SCHOOL STUDIES:

a. *Four years of English*

Emphasis should be upon critical and analytical writing and upon discussion and analysis of significant works of literature.

b. *Three years of one foreign language or two years of each of two foreign languages*

Although three years of a foreign language or two years of each of two foreign languages is satisfactory, a four-year sequence in one language is preferable. Four years of study of one language leads to a greater command of the specific language and enables a student to continue it in college at an advanced level of conversation and literature.

c. *Three years of Mathematics*

Four years of mathematics is desirable for students contemplating a major in the sciences or social sciences.

d. *One year of History*

Although one year is required, two years or more are recommended. A course in American history is best complemented, for purposes of comparison, with a course in the history of another country and period.

e. *Sciences*

No specific number of courses is presently required, but a basic course with laboratory experiments in one or more sci-

ences is expected. In general, an introduction to each of the major sciences of biology, chemistry, and physics is preferable to a second course in one of these subjects at the secondary school level. Advanced study in any one of these sciences presupposes a knowledge of the fundamentals of the others.

The College considers the best preparation for its work a program of studies in subjects fundamental to the liberal arts. In order to provide a smooth transition from school to college and placement in courses at the most advanced level possible, the subjects taken in the final year of secondary school should usually be directly related to those to be taken in the first year of college. Courses in English, foreign language, and mathematics ideally should be studied each year in school in order to ensure the ready continuance of each in college. The sciences and history do not require a specific sequence in school, but rather are intended to offer a topical background and experience according to the needs and interests of the student. A balanced selection may well include biology, chemistry, physics, and a variety of history courses for a complete college preparatory program. A second foreign language may also be included effectively without intruding on the three- or four-year sequence in the first language.

A description of the Freshman-year subjects at Bowdoin will be found on page 74. In planning a school program for admission to Bowdoin, one should review the requirements for the degree on pages 70-73. These requirements shape not only the course of study in college but also the requirements for admission and, consequently, the best pattern of study in secondary school.

Any prospective freshman whose program of secondary school studies does not follow the customary pattern for admission to Bowdoin should not hesitate to write to the Director of Admissions. Although patterns of study are important, the College is concerned above all with the quality of the preparation of its candidates.

COLLEGE BOARD TESTS: The Scholastic Aptitude Test is required of all candidates. Results of testing in the junior year (March or May) are acceptable; and a student whose score on each part, verbal and mathematical, exceeds 600 may well be exempt from further aptitude testing. Otherwise, candidates should take the test and the Writing Sample on the December test date in the senior year. The January date is acceptable if a candidate misses the December testing.

Achievement Tests are not required of all candidates but may

be suggested for certain candidates as a means of interpreting their secondary school records.

WRITING SAMPLE: All candidates for admission are required to present the Writing Sample, an exercise in English essay writing. These papers are used both as a factor in admission to the College and for placement of Freshmen in an English course.

The College Board tests are given at various centers in each state and many foreign countries several times during the year. Applications for the tests should be made by mail to the College Entrance Examination Board, P.O. Box 592, Princeton, N. J., or P.O. Box 27896, Los Angeles 27, California.

SCHOOL STATEMENT: As part of each application the College requires an appraisal of the candidate's character, personality, and general academic promise by his school principal or headmaster. This statement is an indispensable part of each candidate's qualifications for admission.

PERSONAL CHARACTERISTICS: The College insists that candidates possess personal characteristics of high caliber. Strong moral and ethical qualities, decent conduct, integrity, compatibility, good health, and emotional stability are essential characteristics. These factors are usually revealed in descriptive statements from school authorities, teachers, friends, alumni, and by personal interviews. Significant accomplishments by a candidate in affairs in the school and in the community also disclose information about his personal qualities.

INTERVIEWS: Bowdoin does not require personal interviews of all of its candidates. It does, however, feel that such interviews are of mutual benefit to the candidates and the College, and it encourages interested students, whenever possible, to arrange meetings either with members of its staff or Bowdoin alumni.

Prospective freshmen are urged to visit the campus, and usually plans for a visit can include an interview with a member of the Admissions Staff. Appointments for interviews should be made two weeks in advance. Visits should be made by candidates for admission *before March 1* so that information gained from the interviews can be used by the Director of Admissions in reaching final decisions. The Admissions Office in Massachusetts Hall is open throughout the year from 9 until 5 on weekdays. On Saturdays it is open until noon, except during June, July, and August.

CHARACTERISTICS OF THE ENTERING CLASS

SECONDARY SCHOOL RECORDS: About 75 percent of the Freshman Class ordinarily are graduates of public school, and most of this group rank academically in the top 20 percent of their respective classes. Generally, grades at or above the college recommending level (usually "B" or higher) are necessary to attain this rank. Class ranks for students from independent schools extend over the upper half of their respective classes. In assessing school records, the Admissions Staff gives proper consideration to programs which contain either four or five courses per year and which may or may not include so-called "advanced," "honor," "accelerated," or "regular" college preparatory subjects.

COLLEGE BOARD TEST RESULTS: The College sets no fixed minimum score for these tests in selecting the class. In general, the Aptitude Test results coincide with the level of achievement demonstrated by the school grades of applicants who gain admission. In a few cases a superior record of grades will offset lower test results, but usually evidence of disparity between scholastic achievement and ability raises doubts about the candidate's readiness to produce consistent and satisfactory work in college. *The Manual of Freshman Class Profiles*, published by the College Entrance Examination Board, will provide further details about the test results and class ranks for the most recent class at Bowdoin.

OTHER CHARACTERISTICS: The distribution of Bowdoin's student body always shows an interesting blend of backgrounds. While 70 percent of the student body comes from New England, all parts of the United States, plus Canada and several foreign countries, are represented each year. Twelve Bowdoin Plan Students and several students sponsored by the African Scholarship Program in American Universities bring a varied international group to the campus.

In addition to the public and independent school backgrounds, various social and economic backgrounds are sought in composing the entering class. Between 25 and 30 percent of the Freshmen are the recipients of more than one hundred thousand dollars of financial aid which is awarded at the time of admission.

APPLICATION AND ADMISSIONS PROCEDURE

A candidate should file a formal application as early as possible in his last year of school. An application fee of ten dollars will be charged each candidate, and this fee will be credited to the term

bill if the candidate enters the College; otherwise it is not refundable. The filing date of the application is not a factor in determining qualifications, but applications must be filed *no later than March 1*. Preliminary applications may be made before September of a candidate's senior year, and inquiries by juniors are welcomed, for they make possible more extended planning of school preparation.

About April 15 each candidate is notified of the College's decision on his application. Eventual matriculation by a student who receives his Certificate of Admission is dependent upon the satisfactory completion of the school year. Except for early decision candidates, Bowdoin subscribes to the Candidates' Reply Date Agreement, which sets May 1 as the deadline for a candidate to notify the College of his decision. Candidates who plan to enter Bowdoin are asked to pay an admission fee of \$25 which is credited to their fall term bills.

EARLY DECISION: Each year there are candidates who demonstrate qualifications for admission on the basis of records completed in their junior year and who wish to simplify their plans for college. These students frequently select the college which they wish to attend and request a decision on admission prior to April 15. Granting such decisions reduces the cost and necessity of multiple applications, the volume of work for school authorities, and gives the Director of Admissions control of the size of the Freshman Class. Bowdoin expects to admit 30 to 40 percent of its class in this manner and is glad to act on requests for Early Decision under the following conditions:

- a. The student should initiate his request for Early Decision in writing to the Director of Admissions as early as possible in the fall term of his senior year and in no case later than February 1. His request must state clearly that he will attend Bowdoin if admitted.
- b. A candidate who requests early admission should be prepared to accept it and the responsibilities that go with it; failure to accept the offer of admission constitutes withdrawal of application unless there are special reasons for keeping it active.
- c. The candidate who receives early admission must refrain from filing further applications to colleges and shall withdraw any other applications already on file. A letter confirming such action and accepting Bowdoin's offer of admission will be

required within two weeks of notification; the letter should be signed by the applicant and cosigned by his parents or legal guardians and by his headmaster or principal.

The Admissions Staff will act upon a request for Early Decision during the fall semester following the completion of the candidate's formal application. The completed application shall include the candidate's personal data, transcript of grades through the junior year, junior year Scholastic Aptitude Test results, and all required letters of reference by school authorities and other individuals. Bowdoin strongly recommends that early decision candidates visit the campus for a personal interview with an Admissions Officer whenever possible.

Offers of admission will be made in writing; however, no formal Certificates of Admission will be mailed until April, and no admission fees will be due until May 1. Applicants who do not receive early admission will be given full consideration in the selection of the remainder of the class.

FINANCIAL AID AND EARLY DECISION: Candidates who will require financial aid in the Freshman year should indicate this with the request for Early Decision and should file a scholarship application as directed on pages 47-48. The College will compute the candidate's need from the College Scholarship Service Form. It may assign about one-third of its awards on an early basis. When financial aid is a factor in the applicant's final selection of a college, a student will not be required to withdraw his other applications if aid cannot be granted at the time admission is granted. The Committee on Student Aid will review such applications when it makes its final awards.

ADMISSION WITH ADVANCED STANDING: Bowdoin participates in the College Entrance Examination Board Advanced Placement Program and grants both advanced standing in courses and credit toward graduation to properly qualified students. Examinations in Advanced Placement subjects are given by the College Entrance Examination Board in May of each year, and a student is granted placement and/or credit on the basis of his examination performance. A score of 5 or 4 normally results in a student's being given credit for one or two semesters of college-level work in the subject; if he elects to continue that subject in college, he is given appropriate placement in an advanced course. A score of 3 occasionally gains credit and/or placement under special conditions. An applicant should request consideration for advanced placement and credit by arranging for his scores to be sent to the Director of Ad-

missions. These requests are reviewed by the various departments during the summer, and decisions on placement and credit are completed during registration for courses in the fall.

Candidates not offering Advanced Placement examinations may secure Advanced Placement on the basis of advanced work in secondary school courses taken in sequence. This applies especially to foreign language study. Advanced Placement is granted on the basis of an excellent record in a subject for four or five years (and occasionally three), or a score of 600 on the College Board Achievement Test, or by passing a qualifying examination at the College.

Bowdoin recognizes the place of more advanced courses in secondary school, and by means of the Advanced Placement Program and the College's own program of placement, intends to provide an opportunity for the unusually qualified student to extend the range of work that he may do in both school and college. Occasionally a student may gain sufficient credit to enable him to complete his college course in fewer than the usual eight Semesters.

TRANSFER STUDENTS: A limited number of students from other colleges and universities may be admitted each year to upper-class standing at Bowdoin. Candidates for transfer admission should submit early in the spring transcripts of their college and school records, results of College Board Tests, and statements of character and academic standing from their colleges. The records of transfer candidates should be of good quality in a course of study which approximates the work that would have been done at Bowdoin had they entered as Freshmen. At least one full year of residence at Bowdoin is required for the degree, but admission to the Senior Class is not usually granted.

SPECIAL STUDENTS: Special-student status is granted to persons who do not wish to become candidates for the degree but wish to pursue studies in regular classes. Admission is based upon maturity, seriousness of purpose, and adequacy of preparation for the work to be undertaken. No student is permitted to continue in special standing more than two years. Men who enter as special students and who later wish to become candidates for the degree must satisfy all of the regular requirements for admission to the College.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than five hundred colleges which ask candidates for financial aid to file information through the College Scholarship Service, P.O. Box 176, Princeton, N. J., or P.O. Box

27896, Los Angeles 27, California. This organization has been formed to simplify scholarship procedures and to make decisions on awards as fair as possible. Each applicant for financial aid should obtain the Parents' Confidential Statement Form from his school and request the College Scholarship Service to forward a copy of this statement to Bowdoin. *No other form is required by Bowdoin, and application for assistance is complete upon receipt of the Parents' Statement and the completed application for admission.* March 1 is the deadline for filing these applications. Additional material about the program of financial aid at Bowdoin may be found on pages 49-68.

Awards of financial aid are made by the Committee on Student Aid in April and are announced with the letters of admission.

All correspondence concerning admission to the College and prematriculation scholarships should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine.





Scholarships, Loans, and Financial Aid

SCHOLARSHIP grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that a student who receives financial aid as an outright grant should also expect to earn a portion of his expenses and that he and his family should assume responsibility for repayment of some part of what has been advanced to help him complete his college course. Grants will total about \$300,000 in 1964-1965 and will be made to about one-third of the entire student body. All awards are made on the basis of good rank and financial need. Since scholarship grants are not student honors, need is requisite in every case. The financial aid program is coordinated by the Director of Student Aid, to whom all applications, except those from students not yet enrolled in college, should be directed. Prospective freshmen should submit their applications to the Director of Admissions.

In recent years, more than \$100,000 in loans have been made annually to students. Increasingly, long-term loans are becoming an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the Director of Student Aid. These loans, including those made from National Defense Student Loan funds, bear no interest during undergraduate residence. Interest at 3 percent is charged; and payment over a ten-year period is called for beginning one year after graduation or separation; or after completion of graduate study, Peace Corps service, or not more than three years of military service, or a combination of these. National Defense Student Loans also provide for the waiver of some payments for men who become teachers in public elementary or secondary schools. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. Many jobs are assigned as a part of the financial aid program, some of them as direct supplement to grants and loans, but there are other opportunities for students who are interested, able,

← Above: *The Museum of Art is open to the community as well as the College, and for seventy years has occupied a central place on the campus. Its permanent collections and temporary exhibitions are enjoyed annually by hundreds of public school students and their teachers.*

Below: *Bowdoin's twelve fraternities compete annually for the coveted Wilmot Brookings Mitchell Debating Trophy. The debates are held in the various chapter houses and are usually lively as well as informal affairs. This final debate was held in the Moulton Union.*

and willing to work. Except for the assignment of a few jobs known as Bursaries, special commitments for employment are not made to Freshmen until after the opening of college in September.

PREMATRICULATION SCHOLARSHIPS: About sixty Freshmen each year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from \$750 to \$2,600. As noted above, some awards are direct grants, with others including the tender of loans and Bursaries. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the Director of Admissions before March 1 of each year. A candidate will be notified of a prematriculation award at the time he is informed of the decision on his application for admission, usually about April 15.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of his academic and personal promise, as well as on the degree of his financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on the College Scholarship Service form.

A Freshman who holds a prematriculation award may be assured of continuing financial aid in like amount in his upper-class years if his need continues and his year-end grades are such as to assure normal progress toward graduation. This will ordinarily require a C- average with not more than one grade below C- and no grade below D- in regular courses. In each upper-class year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the Freshman year, will remain in effect for the full year unless the work of the holder is markedly unsatisfactory. Awards for such men may be reduced or withdrawn for periods of not less than one-half of one Semester or more than one Semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

GENERAL SCHOLARSHIPS: Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in col-

lege on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may also be made in November for aid to be assigned during the Spring Semester. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single Semester are not considered as setting award levels for the following year.

BURSARIES AND MAJOR EMPLOYMENT ASSIGNMENTS: So far as practicable all college student jobs paying as much as \$200 per year will be assigned to students of recognized need by agreement between the Director of Student Aid, the Department Head concerned, and the students to be employed. Bursaries, assigned to incoming freshmen as part of their financial aid, are subject to similar regulations, whether they involve college jobs or work in fraternities.

GRADUATE SCHOLARSHIPS: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. Application should be made in writing to the President. They are described on pages 65-67.

Prematriculation Scholarships

STATE OF MAINE SCHOLARSHIPS: These are the oldest of the pre-matriculation scholarships and are administered by a special committee of the Faculty. Each year in the spring the College holds a competition for students who are residents of Maine and who are completing or have completed their secondary school training in the State. Students who have matriculated at other colleges are not eligible. Examinations are set by the College in English, in either Latin or mathematics, and in general information. Each year there are at least four awards in amounts which vary according to individual need, and for their assignment the State is divided into four districts. Usually an award is made to a candidate from each district. All candidates who take State of Maine Scholarship examinations are also considered for all other prematriculation awards for which they may qualify.

Other awards specifically for candidates from Maine will be found among the scholarships listed on pages 54-65.

BOWDOIN SCHOLARSHIPS: The College offers four scholarships, varying in amount according to demonstrated need, to candidates who reside outside of the State of Maine.

BOWDOIN COLLEGE MERIT SCHOLARSHIPS: The College offers

eight scholarships to be awarded by the National Merit Scholarship Corporation to eight Merit Semifinalists selected by Bowdoin College. A Semifinalist, to be considered for one of these Merit Scholarships, must indicate to the College or to the National Merit Scholarship Corporation his interest in attending Bowdoin. Merit Scholarships ranging from \$100 to \$1,500, depending on need, are renewed annually as long as performance is satisfactory.

ALUMNI FUND SCHOLARSHIPS: Thirty thousand dollars from the receipts of the Alumni Fund usually are set aside annually to provide scholarships for entering freshmen. These awards may be in amounts up to \$2,000 depending on the financial status of each candidate, and selections are made by the Faculty Committee on Student Aid.

JOHN JOHNSTON SCHOLARSHIPS: The John Johnston Fund was established to provide scholarship aid to an able and worthy candidate, preferably from rural Maine, for whom a college education would be impossible without very considerable financial assistance. Awards from this fund are made by a committee composed of members of the Governing Boards of the College and the Director of Admissions.

BOWDOIN FATHERS ASSOCIATION SCHOLARSHIP: An award, usually equal to tuition, is made available by the Bowdoin Fathers Association to a deserving candidate from outside New England. Selection is made by a committee composed of the Dean of the College, the Director of Admissions, and a member of the Faculty Committee on Preparatory Schools and Admissions.

GEORGE F. BAKER SCHOLARSHIPS: Beginning with the Class of 1969, several scholarships totaling \$4,100 will be awarded each year to entering freshmen. The amounts awarded are flexible, depending on need, and are renewable annually as long as performance is satisfactory. The gift of the George F. Baker Trust, these scholarships are designed to make possible a college education for young men of the highest over-all promise.

ADRIEL ULMER BIRD SCHOLARSHIP: One award is made each year to a resident of New England who is attending a New England school. The recipient is selected by the Dean of the College and the Director of Admissions.

WAYNE SIBLEY SCHOLARSHIP: One award of about \$1,000 is available each year to a deserving candidate from Worcester County, Massachusetts.

ALFRED P. SLOAN NATIONAL SCHOLARSHIPS: The Alfred P. Sloan Foundation, Inc., offers the College two scholarships for entering freshmen, the recipients to be selected by Bowdoin. In most cases, these awards are renewable in the Sophomore and upper-class years. These stipends may range to a maximum of \$2,000. Although the Foundation prefers to have economic need disregarded altogether as a criterion in the selection of candidates for the Sloan awards, it recognizes this would probably be impracticable. The College receives an additional grant for each scholarship recipient who is enrolled.

GENERAL MOTORS SCHOLARSHIPS: One award is made by Bowdoin each year to a member of the entering class under the terms of the College Plan of the General Motors Scholarship Program. The amount of the award is not fixed but is designed to enable the student to meet his total expenses for the year. The grant may be renewed each year in accordance with the scholarship requirements of the College.

Under this program the College receives from General Motors Corporation an additional grant for each scholarship recipient who is enrolled.

PROCTER & GAMBLE SCHOLARSHIPS: Starting in the fall of 1962 and adding one each year until a total of four is reached, these four-year scholarships are awarded by the College to entering freshmen. The grant from the Procter & Gamble Fund covers full tuition with an annual allowance for fees, books, and supplies, plus an annual grant of \$600 to the institution. Awards will be made on the basis of financial need.

WOOLF PEIREZ SCHOLARSHIP: The Woolf Peirez Scholarship Fund was established in 1957 by L. A. Peirez to provide a scholarship for an entering freshman from New York City or Nassau County, preferably for one who is foreign-born or of foreign-born parents without means or influence.

General Scholarships

The awards made as General Scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the summer by the Faculty Committee on Student Aid, but others, especially for Freshmen, are made at the end of the Fall Semester. The scholarships are listed in

alphabetical order; the dates of foundation are enclosed within parentheses. If restrictions regarding recipients exist, this information has been added.

ALPHABETICAL LIST OF SCHOLARSHIPS

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Clara Rundlett Achorn (1932)	Edgar O. Achorn 1881	\$10,000
Preferably to students from Lincoln Academy, Newcastle.		
Fred H. Albee 1899 (1957)	Mrs. Fred H. Albee	24,445
Louella B. Albee (1964)	Mrs. Louella B. Albee	
One-half the income of a trust fund.		
Stanwood Alexander (1903)	DeAlva S. Alexander 1870	9,668
Preferably to students from Richmond, or for excellence in American History.		
Antanina Kunigonis- Marcinkevicius Bachulus (1964)	John Matthew Bachulus 1922	3,806
Preference to a student of American citizenship and Lithuanian descent, or a foreign student of Lithuanian origin.		
Eva D. H. Baker (1932)	Guy P. Estes 1909	4,546
Preferably to a Christian Scientist.		
Dennis M. Bangs 1891 (1918)	Mrs. Hadassah J. Bangs	4,829
Henry F. Barrows (1950)	Fanny Barrows Reed	
One or more scholarships from a trust fund, for Protestant students.		
Freeman E. Bennett, Medical 1899 and Ella M. Bennett (1950)	Ella M. Bennett	33,180
Harold Lee Berry (1959)	Harold Lee Berry 1901	11,328
Beverly (1923)	Beverly (Mass.) Men's Singing Club	2,554
Preference to students from Beverly, Massachusetts.		
William Bingham, 2nd (1956)		
\$1,000 annually from a trust fund. Students from Bethel, other towns in Oxford County, or from Maine.		
Adriel U. Bird 1916 (1953)	A friend	45,000
Students from New England graduated from New England schools.		

Scholarships, Loans, and Financial Aid

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<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
William A. Blake 1873 (1882)	Mrs. Noah Woods	3,885
George F. Bourne (1887)	Mrs. Narcissa S. Bourne	970
John H. Brett 1905 and George M. Brett 1897 (1957)	Mrs. John H. Brett	47,599
Geraldine Brewster (1957)	Geraldine Brewster	4,288
William Buck, Medical 1859 (1947)	Anna S. Buck	1,500
A premedical student, preferably from Piscataquis County.		
Moses M. Butler 1845 (1903)	Mrs. Moses M. Butler	9,545
Buxton (1875)	Cyrus Woodman 1836, Frank H. L. Hargraves 1916, and Gordon S. Hargraves 1919	9,691
Preference to natives and residents of Buxton.		
Florence M. Call (1927)	Norman Call 1869	1,500
Capital Campaign (1962)	Several persons	1,475
Sylvester B. Carter (1918)	Sylvester B. Carter 1866	2,726
Residents of Massachusetts.		
Justus Charles (1875)	Justus Charles	9,595
Henry T. Cheever (1897)	Henry T. Cheever 1834	486
Chi Psi (1946)	Chi Psi Fraternity	
\$200 annually.		
Hugh J. Chisholm (1915)	Mrs. Hugh J. Chisholm	49,884
Claff (1963)	Claff Charitable Foundation	5,000
No award until principal reaches \$25,000.		
Samuel Clark, Jr. (1941)	Samuel Clark, Jr.	12,500
Students serving as assistants, preferably from Portland.		
Class of 1872 (1903)	Class of 1872	2,444
Class of 1881 (1907)	Class of 1881	3,947
Class of 1892 (1918)	Class of 1892	1,447
Class of 1896 (1917)	Class of 1896	5,800

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Class of 1903 Preference to descendants of members of the Class.	(1914) Class of 1903	19,783
Class of 1916	(1941) Class of 1916	5,507
Class of 1920	(1938) Class of 1920	610
Class of 1926	(1951) Class of 1926	28,496
Class of 1929 Preference to descendants of members of the Class.	(1954) Class of 1929	32,322
Class of 1930	(1955) Class of 1930	14,741
Class of 1931	(1956) Class of 1931	14,735
Class of 1932	(1957) Class of 1932	16,373
Class of 1933 Preference to descendants of members of the Class.	(1958) Class of 1933	11,668
Class of 1936	(1961) Class of 1936	27,604
Class of 1944	(1944) Class of 1944	7,998
Mary Cleaves	(1872) Mary Cleaves	3,012
Sanford B. Comery 1913	(1936) Belmont High School and friends	1,000
Preferably to a student from the Belmont, Massachusetts, High School, or the Thomaston, Maine, High School.		
Connecticut Alumni	(1955) Alumni Association of Connecticut	7,870
No award until principal reaches \$10,000.		
Carleton S. Connor 1936	(1963) His friends and relatives	10,658
Preference to students from Connecticut.		
Edmund C. Converse	(1922) Edmund C. Converse	51,376
Harry S. Coombs 1901 and Jane B. Coombs	(1963) Mrs. Jane B. Coombs	2,000
Else H. Copeland	(1955) Melvin T. Copeland 1906	30,000
Manton Copeland	(1962) Friends of Professor Cope- land	10,882
Nelson Perley Cram 1861	(1872) Marshall Cram	973

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Ephraim C. Cummings 1853 (1914)	Mrs. Ephraim C. Cummings	2,914
Charles M. Cumston (1903)	Charles M. Cumston 1843	24,176
Preferably to graduates of the English High School of Boston.		
Murray S. Danforth 1901 (1956)	Miss Agnes H. Danforth	10,000
Legal residents of Maine preparing for the medical or related professions.		
Deane (1924)	Mrs. Sarah M. B. Deane	993
A deserving student showing particular ability in English Literature.		
Benjamin Delano (1877)	Benjamin Delano	973
Delaware (1953)	Anonymous	
An annual gift of \$1,500 restricted to students from Delaware.		
Dodge (1959)	Leon A. Dodge 1913	20,000
Most deserving student who graduated from Lincoln Academy, Newcastle, or, if none, to students from Lincoln County.		
John C. Dodge (1872)	John C. Dodge 1834 and sons	5,413
James L. Doherty 1889 and Harriet I. Doherty (1932)	Mrs. Harriet I. Doherty	5,000
Frank N. Drew (1926)	Franklin M. Drew 1858	2,000
Edward A. Drummond (1914)	Edward A. Drummond	5,050
Preferably to students from Bristol.		
Charles Dummer 1814 (1874)	Mrs. Charles Dummer	6,166
Alfred I. duPont Awards Foundation Communi- cations Scholarships (1959)	Alfred I. duPont Awards Foundation	
Minimum awards of \$500 from a fund of \$5,000 for next year to Seniors preparing to follow careers in the field of communications.		
Emma Jane Eaton (1947)	Mrs. Emma Jane Eaton	10,000
Students who are graduates of the Calais High School or natives of Washington County.		
Arnold Robert Eck 1942 and Charles Everett Eck 1941 Memorial Scholarships (1947)	Mrs. Edith Eck Boyer	
Two scholarships of \$250 each annually, one to a member of the Chi Psi Fraternity.		

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Ayres M. Edwards 1880 (1937)	Mrs. Ayres M. Edwards	5,375
John F. Eliot (1932)	John F. Eliot 1873	35,676
And Emerson (1875)	And Emerson	7,245
Lucilius A. Emery 1861 and Anne Crosby Emery (1933)	Mrs. Anne Crosby Emery Allinson	12,073
For an individual boy to be selected by the Dean of the College.		
William Engel (1964)	Mrs. William Engel	21,692
Dana Estes (1912)	Dana Estes	2,460
Guy P. Estes (1959)	Guy P. Estes 1909	100,000
For scholarships and support of the Bureau for Research in Municipal Government.		
Lewis Darenydd Evans II 1946 (1950)	Frank C. Evans 1910 and Mrs. Evans	140,796
As scholarships or loans to students from the State of Maine.		
Hugh F. Farrington 1944 (1947)	Mrs. Hugh F. Farrington	200
A member of the Phi Delta Psi Fraternity to be awarded at the end of his Junior year.		
George W. Field (1881)	George W. Field 1837	4,066
Preference, first, to students or graduates of the Bangor Theological Seminary, and, second, to graduates of the Bangor High School.		
Edward Files (1960)	C. Edward Files 1908	3,600
Joseph N. Fiske (1896)	Mrs. Joseph N. Fiske	973
Benjamin A. G. Fuller 1839 (1916)	Anonymous	1,242
Preference to a student from Augusta.		
George Gannett 1842 (1913)	Mrs. George Gannett	6,289
General Electric College Bowl (1964)	General Electric Company and others	10,631
William L. Gerrish 1864 (1890)	Frederic H. Gerrish 1866	973
Charles H. Gilman 1882 (1924)	Mrs. Charles H. Gilman	1,000
Given Foundation (1960)	Given Foundation	100,000
Edwin W. Gould (1936)	Edwin W. Gould, Medical 1887	1,000

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Joseph Gumbel 1906 and Lester Gumbel 1906	(1960) Lester Gumbel	20,000
Henry W. and Anna E. Hale	(1945) Anonymous	15,154
John P. Hale 1827	(1916) Mrs. John P. Hale and Mrs. Elizabeth H. Jacques	3,780
Hall-Mercer	(1940) Rev. Alexander G. Mercer	74,726
John F. Hartley 1829	(1915) Frank Hartley	13,988
Students or graduates intending to enter the profession of the law.		
Moses Mason Hastings	(1933) Mrs. Agnes L. H. Dodge	8,753
Preferably to students from Bethel and Bangor.		
Hasty	(1912) Almira K. Hasty	1,000
Preferably to students from Portland or Cape Elizabeth.		
Ernest Lawrence Hill	(1960) Mrs. Annette S. Hill	117,500
Lucien Howe	(1931) Lucien Howe 1870	44,167
Preferably to students intending to study ophthalmology or allied subjects.		
Caroline Huntress	(1943) Roderick L. Huntress 1927	979
Guy H. Hutchins	(1943) Guy H. Hutchins, Medical 1899	1,000
A student majoring in Biology or Chemistry.		
Winfield S. Hutchinson 1867	(1959) Mrs. Winfield S. Hutchin- son	33,416
Ireson-Pickard	(1960) Jennie E. Ireson	5,000
Howard R. Ives 1898	(1917) Friends of Mr. Ives	38,038
Henry W. Jarvis 1891	(1954) Mrs. Eleanor Jarvis New- man	1,000
Alfred Johnson	(1870) Alfred Waldo Johnson 1845	2,913
John Johnston 1832	(1938) Albert Johnston	25,000
Sarah Maude Kaemmer- ling	(1959) Sarah Maude Kaemmer- ling	67,083

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Kappa To a member of the Psi Upsilon Fraternity.	(1947) Charles S. F. Lincoln 1891	3,388
Frank H. Kidder Preference to graduates of Thayer Academy or students from Massachusetts.	(1930) Frank H. Kidder	21,333
Kling Provides tuition and books for students of Colonial or Revolutionary ancestry.	(1934) Charles P. Kling	50,000
George B. Knox Preference to students from California or the Pacific Coast as scholarships or financial aid.	(1962) George B. Knox 1929 and Mrs. Knox	70,835
Lally	(1902) Frederic E. Lally 1882	486
Joseph Lambert	(1896) Mrs. Ann E. Lambert	970
Donovan D. Lancaster 1927	(1964) Alpha Rho Chapter, Kappa Sigma Fraternity	983
John V. Lane 1887	(1942) Susan H. Lane	5,000
Lawrence	(1926) Mrs. Samuel C. Lawrence	25,000
Lawrence Foundation Students residing in the State of Maine.	(1847) Mrs. Amos Lawrence	6,220
Richard Almy Lee 1908 Preference to a member of the Beta Theta Pi Fraternity.	(1910) Elizabeth Lee Eliot and Sylvia Lee	2,000
Edward K. Leighton A part of the income of the Edward K. Leighton Fund. Students residing in Knox County.	(1953) Edward K. Leighton 1901	
Leon Leighton and Margaret B. Leighton Preference to descendants of alumni of Bowdoin College.	(1944) Leon Leighton, Jr. 1919	10,000
Weston Lewis 1872	(1919) Mrs. Weston Lewis	15,000
Charles F. Libby A student and resident of Portland, preferably pursuing a classical course.	(1945) Charles F. Libby 1864	3,270
Agnes M. Lindsay An annual gift of \$8,000. Preference for students from rural New England.	(1953) Agnes M. Lindsay Trust	

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Amos D. Lockwood (1888)	Mrs. Sarah F. Lockwood	1,103
George C. Lovell (1917)	Mrs. George C. Lovell	1,974
Preference to a student from Richmond.		
Lubec (1961)	Sumner T. Pike 1913	56,225
Preference to current or former residents, or descendants of residents, of Lubec, with second preference to students similarly associated with other communities in Washington County.		
Moses R. Ludwig and Albert F. Thomas (1884)	Mrs. Hannah A. Ludwig	1,017
Earle H. Lyford 1896 (1956)	Mrs. Earle H. Lyford	2,000
Scott S. McCune (1963)	Mr. and Mrs. G. W. McCune, Jr., and George B. Knox 1929	25,000
Preference to students from Idaho and Utah.		
S. Forbush McGarry, Jr. (1941)	S. Forbush McGarry, Jr. 1936	2,000
George C. Mahoney (1939)	George C. Mahoney 1891	8,310
Richard S. Mason (1958)	Jane Graham Mason	
One-third of the income of a fund of \$40,000.		
Charles P. Mattocks 1862 (1955)	Mary M. Bodge	2,000
Francis L. Mayhew (1922)	Mrs. Calista S. Mayhew	6,333
James Means 1833 (1885)	William G. Means	2,040
Joseph E. Merrill (1909)	Joseph E. Merrill 1854	
The sum of \$4,000 annually from the income of this fund. To American-born students, preferably those born in Maine.		
Edward F. Moody 1903 (1912)	Inez A. Blanchard	2,861
To a meritorious student for proficiency in Chemistry.		
Jennie L. Moody (1947)	William A. Moody 1882	20,000
Hoyt A. Moore (1954)	Hoyt A. Moore 1895	100,000
For Maine boys, preferably from Ellsworth and other places in Hancock County.		
Freedom Moulton (1933)	Augustus F. Moulton 1873	10,395

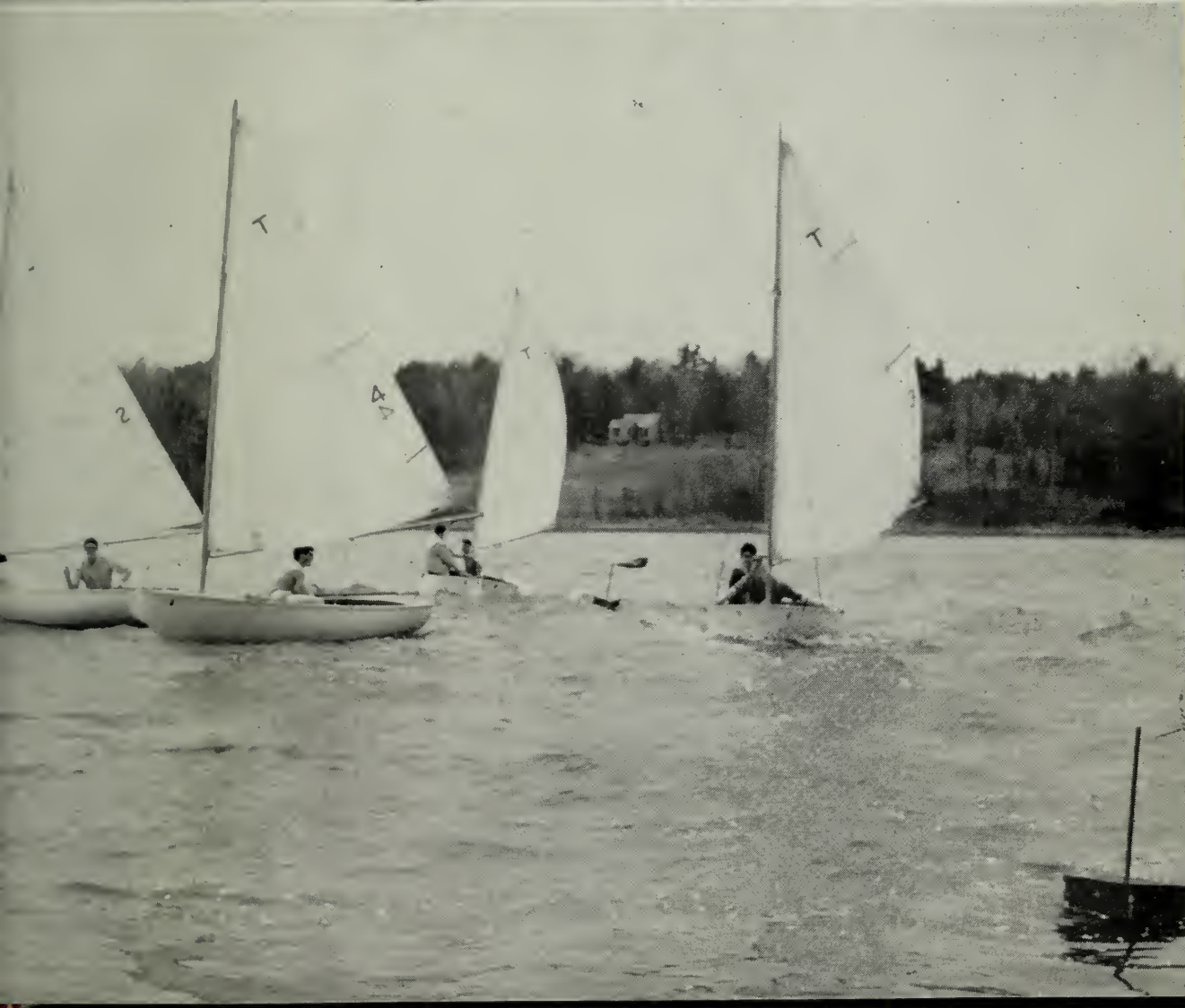
<i>Name with date of foundation</i>		<i>Donor or source</i>	<i>Amount</i>
Edward H. Newbegin 1891	(1909)	Henry Newbegin 1857	1,456
Guilford S. Newcomb 1848	(1939)	Edward R. Stearns 1889	1,000
A worthy student from Warren.			
Crosby Stuart Noyes	(1897)	Crosby Stuart Noyes	3,885
Preference to natives or residents of Minot.			
O'Brien	(1935)	Mrs. Harriet O'Brien Walker	5,000
Preferably to students from Machias.			
Alpheus S. Packard 1816	(1905)	Alpheus S. Packard 1861	2,000
A student in Botany, Geology, or Zoology.			
Abby Page	(1919)	Harvey D. Gibson 1902	
Two scholarships of \$250 each to two boys of each graduating class in Fryeburg Academy, to be selected by the Trustees of the Academy.			
George W. Parsons 1887	(1957)	Harry S. Parsons	2,500
To a student from Brunswick.			
John H. Payne	(1947)	John H. Payne 1876	9,500
Preferably students born and brought up in the State of Maine.			
Payson	(1935)	Mrs. Charles H. Payson	51,125
Roland M. Peck 1870	(1917)	Anna Aurilla Peck	973
Woolf Peirez	(1958)	L. A. Peirez	14,499
Students from New York City or Nassau County, preferably those who are foreign-born or are of foreign-born parents.			
Samuel H. and Sarah Allen Perkins	(1963)	Samuel H. Perkins	1,007
Arthur L. Perry 1874	(1936)	Mary A. Perry	5,000
Trueman S. Perry	(1939)	Trueman S. Perry 1850	882
A student looking to the Evangelical ministry as a profession.			
Margaret M. Pickard	(1954)	John C. Pickard 1922	25,000
Elias D. Pierce	(1878)	Mrs. Lydia Pierce	1,020
Stanley Plummer	(1920)	Stanley Plummer 1867	2,016
Preference to students born in Dexter.			
Potter	(1950)	Caroline N. Potter	52,500

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Walter Averill Powers 1906 A student residing in the State of Maine.	(1963) Ralph A. Powers 1913	10,000
John Finzer Presnell, Jr. 1936 A student of high Christian principles.	(1947) Mr. and Mrs. John F. Presnell	1,000
C. Hamilton Preston 1955	(1955) C. Hamilton Preston 1902	2,000
Annie E. Purinton Preference to a Topsham or Brunswick boy.	(1908) Mrs. D. Webster King	5,005
Henry B. Quinby 1869 Preference to students from Maine, of American ancestry on both sides.	(1930) Mrs. Gurdon Maynard	43,000
Returned	(1933) Various persons	7,498
C. Earle Richardson and Ethel M. Richardson Preference to students from Maine.	(1963) C. Earle Richardson 1909	84,836
Rotary Available every third year. The last award was \$1,100.	(1956) 779th District of Rotary International	
Walter L. Sanborn Oxford County Scholarship Residents of Oxford County, preferably from Norway and Paris.	(1948) Walter L. Sanborn 1901	19,336
Mary L. Savage 1872	(1872) William T. Savage 1833	1,068
Stephen Sewall 1873	(1873) Stephen Sewall	1,068
William B. Sewall 1870	(1870) Mrs. William B. Sewall	1,129
Charles B. Shackford 1863 A student or students studying in the humanities.	(1963) Martha Hale Shackford	10,000
Charles Wells Shaw Preference to residents of Bath or Brunswick.	(1942) Mrs. William C. Merry- man	1,000
Shepley 1871	(1871) Ether Shepley	973
Sherman N. Shumway 1917 Students giving evidence of interest and ability in accomplishing leadership in campus activities and citizenship.	(1959) His family	78,244

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Wayne Sibley (1956)	George I. Alden Trust	25,000
Preference to a student from Worcester County, Massachusetts.		
Freeman H. and Anne E. Smith (1934)	Mrs. Cora A. Spaulding	2,000
To two students preferably from North Haven, Vinalhaven, or Rockland.		
Joseph W. Spaulding (1926)	Mary C. Spaulding	2,500
To a member of the Freshman Class.		
Spaulding-Potter (1964)	New Hampshire Charitable Fund and New Hamp- shire Alumni	30,000
A student residing in the State of New Hampshire.		
Ellis Spear (1919)	Ellis Spear 1858	11,006
William E. Spear 1870 (1924)	Mrs. William E. Spear	1,195
John G. Stetson 1854 (1954)	Marian Stetson	58,975
Preference to boys from Lincoln County.		
William Law Symonds 1854 (1902)	His family	3,367
Preference to a student showing tendency to excellence in Literature.		
Jane Tappan (1956)	Mrs. Margaret Tappan Shorey	7,000
W. W. Thomas (1875)	William Widgery Thomas	5,828
Earle S. Thompson (1961)	Earle S. Thompson 1914	30,052
Preference, first, to graduates of high schools in Sagadahoc County or whose homes are in that County, and, second, to those resident in the State of Maine.		
Frederic Erle Thornlay Tillotson (1962)	His friends	9,377
A Freshman interested and talented in Music.		
Charles I. Travelli (1948)	Charles I. Travelli Fund	
Annual stipends awarded from year to year by the Trustees of the Fund to students of high character and scholastic standing whose participation in extracurricular activities and whose "campus citizenship" have contributed significantly to the interests of the College as a whole.		
Hiram Tuell 1869 (1946)	Harriet E. and Anne K. Tuell	500
21 Appleton Hall (1940)	Former occupants	3,000

Above: *Working on scenery in the shop above the auditorium of Pickard Theater.*

Below: *Racing on the New Meadows River Sailing Basin.*





<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Walker (1935)	Annetta O'Brien Walker	25,000
John Prescott Webber, Jr. 1903	(1902) John P. Webber	2,654
George Webster 1859	(1948) Mary L. Webster	3,000
Wentworth	(1937) Walter V. Wentworth 1886	1,000
Ellen J. Whitmore	(1903) Ellen J. Whitmore	1,943
Huldah Whitmore	(1887) William G. Barrows 1839	4,856
Nathaniel M. Whitmore 1854 and George S. Whitmore 1856	(1887) Mrs. Mary J. Whitmore	2,096
Frederick W. Willey and Elizabeth M. Willey No award for ten years.	(1963) Frederick W. Willey 1917 and Mrs. Willey	5,022
Richard Woodhull 1827	(1912) Mrs. Mary E. W. Perry Preference to the descendants of the Reverend Richard Woodhull.	9,964
Cyrus Woodman 1836	(1903) Mary Woodman	8,302
Young	(1964) Paul C. Young 1918	6,957
Louis J. Zamanis	(1961) Mrs. Louis J. Zamanis	5,000

In recent years numerous corporations, foundations, and individuals have made gifts for scholarship purposes. Such gifts are listed each year in the *Financial Reports*.

Graduate Scholarships: Arts and Sciences

CHARLES CARROLL EVERETT SCHOLARSHIP. A fund of \$13,993 bequeathed by Miss Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the President and Faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1904)

GUY CHARLES HOWARD SCHOLARSHIP. A fund of \$21,155 bequeathed to the College by Miss Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a

← *Students in advanced courses in Chemistry are encouraged to take full advantage of the admirable laboratory equipment in Parker Cleveland Hall, which houses the Departments of Chemistry and Geology.*

postgraduate course in this or some other country, such student to be designated by the Faculty.” (1958)

HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP. A fund of \$10,058 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Annie L. Thorpe—for a graduate scholarship “that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way.” (1907)

GALEN C. MOSES GRADUATE SCHOLARSHIP. A fund of \$5,010 bequeathed by Emma H. Moses in memory of her husband, a member of the Class of 1856, the income “to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course.” (1934)

O'BRIEN GRADUATE SCHOLARSHIP. A fund of \$20,000 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a “scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad.” (1937)

LEE G. PAUL SCHOLARSHIP. A fund of \$7,500 given by Lee G. Paul, of the Class of 1929, the income to be used to provide financial assistance to graduates attending the Harvard University School of Law and requiring financial aid. (1964)

NATHAN WEBB RESEARCH SCHOLARSHIP IN ENGLISH OR IN ENGLISH LITERATURE. A fund of about \$32,000 bequeathed to the College by Dr. Latham True in memory of his wife's father, the Honorable Nathan Webb, LL.D., the income to be used to support a scholarship of \$1,200 annually. The recipient must have received his A.B. from Bowdoin, preferably be unmarried, and use the scholarship in his study toward a Ph.D. “If deemed advisable, the said scholar-

ship may be awarded to the same student for two or three years in succession, but no longer." (1963)

In addition to the scholarships indicated here, Bowdoin students will be nominated and placed in competition for the Rhodes Scholarships, Woodrow Wilson Fellowships, and the Marshall Scholarships, and may apply for Fulbright Scholarships for study abroad, National Science Foundation Graduate Fellowships, and other fellowships supported by the Government, foundations, or universities.

Graduate Scholarships: Medicine

GARCELON AND MERRITT FUND. About \$9,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, in the discretion of the Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men . . . in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school.

Applications for medical scholarships must be made upon forms furnished by the President of the College, and must be received by the President before December 1.

Loan Funds

The following Loan Funds were established to assist students in unexpected circumstances to continue their college courses. Applications for loans should be addressed to the Director of Student Aid.

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
Bowdoin (1959)	Appropriation	\$63,771
George O. Cummings (1943)	George O. Cummings	
Administered by the Deans.	1913	2,092

<i>Name with date of foundation</i>	<i>Donor or source</i>	<i>Amount</i>
George P. Davenport Loan and Trust Fund (1908)	George P. Davenport 1867	13,806
George P. Davenport Stu- dent Loan Fund (1959)	Trustees of the Davenport Fund	2,235
Preference to graduates of Morse High School, Bath, Maine.		
Guy P. Gannett (1941)	Anonymous	16,090
Augustus T. Hatch 1897 (1958)	Davenport-Hatch Founda- tion, Inc.	5,226
Albion Howe 1861 (1903)	Lucien Howe 1870	4,543
Edward P. Hutchinson (1940)	Edward P. Hutchinson 1927	561
Administered by the Deans.		
William DeWitt Hyde and Kenneth C. M. Sills (1964)	Fred R. Lord 1911	25,200
Administered by the President and Dean of the College. For undergraduates, instructors, and assistant professors.		
Arthur S. Libby 1899 (1949)	Mrs. Arthur S. Libby	1,397
Charles W. Marston 1896 (1960)	Mrs. Charles W. Marston	5,237
Meddiebempsters' (1950)	"The Meddiebempsters"	577
Carleton P. Merrill 1896 (1963)	Ella P. Merrill	5,000
New England Society Loan Fund (1947)	New England Society in the City of New York	2,200
New England Society Stu- dent Aid Fund (1960)	New England Society in the City of New York	25,000
Preference to students from New York City metropolitan area.		
President's (1919)	Various donors	22,426
Alfred P. Sloan Founda- tion (1960)	Alfred P. Sloan Founda- tion	11,447

In addition, under the terms of The National Defense Education Act Loan Fund, about \$362,876 has been provided by grants from the United States Government and supplemented by the College. Loans are made as provided under Title II, Public Law 85-864 of September 2, 1958—The National Defense Education Act of 1958. (1959)

The Curriculum

THE objectives of the College are clearly stated in BOWDOIN: A LIBERAL COLLEGE on pages 5-6. Through the years the College has clung to those objectives. It has sought to teach its students:

- (1) To be more widely informed and more deeply understanding by helping them to gain a more accurate knowledge of the world in which they are living by means of an awareness of the contributions of the arts and sciences of the ancient and modern civilizations;
- (2) To become wiser by training them to think analytically, and encouraging them to develop a set of values by which to order their lives, and to make relevant use of their knowledge for the common good; and
- (3) To be more effective by developing their power to give clear, cogent, and interesting oral and written expression to what they think and believe.

The program attempts throughout the college career to develop a broad understanding of the branches of learning which are essential to a liberal education and also a deeper mastery of one field which the student chooses as his own. The requirements for distribution and concentration are designed to promote both types of experience.

Bowdoin favors the principle of voluntary selection of subjects, believing that the student brings the keenest interest to, and reaps the greatest rewards from, those fields to which he is naturally attracted. The distribution requirements, however, lead the student into each of the three broad areas of learning: the humanities, mathematics and the sciences, and the social studies. Through required English courses the student develops his ability to write and speak clearly and forcefully. Further training in expression, as well as the mastery of material and the ability to make sound critical judgments, is provided in the courses taken to meet the distribution requirements. The student is introduced to the methodology of science through at least one laboratory course. These experiences enable the student to learn enough about a wide range of subjects and about his own talents to make a wise choice of a field of concentration for advanced work.

In the Junior and Senior years all students pursue a major program under the guidance of one Department of the College. A co-

ordinated schedule of courses is supplemented in most cases by a series of major meetings and by a comprehensive examination on the entire major field at the end of the Senior year. Students with good records are encouraged to become candidates for the degree with departmental honors by undertaking a research project defined through consultation with faculty members of the major Department.

While completing his specialized requirements, the Senior also works in areas other than that of his specialty. He participates in two Seminars, one in each Semester. Although the Seminars must be outside the major field, they proceed on a more advanced level than the introductory courses of the first three years, and they investigate topics that are educationally significant but limited in scope, rather than attempting broad surveys of entire fields of knowledge.

Bowdoin believes that as a result of this pattern general and specialized education constantly reinforce each other and that the errors of excessive specialization at one extreme, and of superficiality at the other, can be avoided.

REQUIREMENTS FOR THE DEGREE

For the degree of Bachelor of Arts the student must fulfill the requirements listed below:

I. DISTRIBUTION REQUIREMENTS

In order to provide his entire program with suitable breadth, each student is required to meet certain distribution requirements. For this purpose the curriculum is divided into the following three Divisions:

<i>Division I</i> <i>The Humanities</i>	<i>Division II</i> <i>Mathematics & Sciences</i>	<i>Division III</i> <i>The Social Studies</i>
Art	*Astronomy	Economics
Classics	*Biology	Government
English	*Chemistry	History
French	*Geology	Philosophy
German	Mathematics	Sociology
Greek	*Physics	
Italian	Psychology	
Latin		
Music		
Philosophy		
Religion		
Russian		
Spanish		

Each student is required to complete four semester courses in each Division. Two of the courses in each Division must be completed by the end of the Sophomore year. No more than two Semesters in any one subject may be counted toward meeting the distribution requirements. In Division I the distribution requirements are satisfied only by courses at the literature level in foreign language Departments and only by courses counting toward the major in the Department of English.

(In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.)

The starred subjects satisfy the laboratory science requirement.

NOTE: Astronomy and Geology satisfy the laboratory science requirement only for students with a year's work in college mathematics.

II. SPECIFIC REQUIREMENTS

A. ORAL AND WRITTEN ENGLISH:

1. *English* 1-2 and *English* 4 (Public Speaking).
2. Acceptable English in both oral and written work in all courses.

B. PHYSICAL EDUCATION:

Two years of *Physical Education*.

C. FOREIGN LANGUAGES:

A student must complete at least one year of the language requirement by the end of his Sophomore year in order to remain in college. The requirement may be completed in three ways:

1. By taking two years of French, German, Spanish, Russian, Greek, or Latin.
2. By taking a year course in the literature of one of the above languages.
3. By taking a year course in advanced oral composition in French, German, or Spanish.

NOTE: Students electing Spanish to satisfy the language requirement must begin at the second- or third-year level after passing a qualifying examination.

D. LABORATORY SCIENCE:

Completion of two Semesters in laboratory science. This requirement must be undertaken not later than the beginning of the Junior year. The courses taken count toward the distribution requirements.

E. LITERATURE:

Completion of two Semesters of literature in the original language. The courses taken may count toward the distribution requirements and the language requirement.

F. MAJOR AND MINOR:

Completion of a major field of concentration and of a minor.

G. SENIOR SEMINARS:

Completion of two Senior Seminar courses, one in the Fall Semester and one in the Spring Semester of the Senior year. These Seminars are *not* to be subjects in the student's major Department, and at least one of the two Seminars must be outside not only the Department but outside the Division—science, the humanities, or the social studies—in which the major Department falls.

H. COURSES AND GRADES:

1. To be eligible for a degree, a candidate must have completed thirty-four semester courses or their equivalent and either the major course of his Department or the two semester courses offered in lieu of the comprehensive examination.

2. Each student is required to achieve a grade of C- or higher in at least 20 semester courses offered to fulfill the course requirement for graduation.

3. A year course is equivalent to two semester courses. *English 4*; *Military Science 11-12, 21-22*; and *Physical Education* are not counted in the requirements set forth in H.

4. COURSES: Juniors must take four courses, or five if they used the option of postponing their fifth course in Sophomore year because of the requirement in *Military Science*. Seniors and Special Students are required to take four regular courses each Semester.

5. COURSE EXAMINATIONS: The regular examinations of the College are held at the close of each Semester. An absence from an examination entails the mark of zero. In the event of illness or other unavoidable cause of absence from examination, the Dean's Office may authorize makeup of the examination.

6. RANK: The rank of a student in each course is computed on a scale of 100, but is preserved on the college records in the letters *A, B, C, D*, and *E*. They signify the following ranks: *A+* 97-100, *A* 94-96, *A-* 90-93, *B+* 87-89, *B* 84-86, *B-* 80-83, *C+* 77-79, *C* 74-76, *C-* 70-73, *D+* 67-69, *D* 64-66, *D-* 60-63 (Grades of *D+*, *D*, and *D-* denote passing, but unsatisfactory work), *E* a rank lower than 60 and a failure. Final average and class standing are computed on the basis of the best thirty-four or thirty-six courses, depending upon the requirements of the student's major program. Included are all required regular courses, *English 4*, and the major course.

I. RESIDENCE:

To be eligible for a degree, a candidate must have been in residence at Bowdoin College for at least one year.

No student shall be permitted to remain at Bowdoin for more than nine Semesters of full-time work.

N.B. In fulfilling the requirements for the degree any student especially qualified to do so may take a course not otherwise open to him in lieu of the one required with the consent of the Department concerned and of the Recording Committee.

GENERAL REGULATIONS

1. THE CHAPEL-FORUM PROGRAM: Members of the three lower classes are expected to attend each Semester any combination of weekday Chapel and Forum Programs totaling ten. Unless excused in advance by the Dean of Students, they are also expected to attend Sunday Vespers at least four times each Semester. Seniors who have met these obligations satisfactorily attend weekly and Sunday exercises on a voluntary basis.

2. DEFICIENCY IN SCHOLARSHIP: Students receive a major warning and are placed on probation if they are reported to be below passing in two or more of their regular courses (for the purpose of a major warning, *English 4* counts as a regular course) at any warning period (middle and end of each Semester). Major warnings at two successive warning periods or at the end of two successive Semesters render a student liable to dismissal from college for deficiency in scholarship. Freshmen, however, are usually given a full college year in which to become adjusted to college work.

During his first two Semesters at Bowdoin, each student must secure a minimum of two semester grades of C- or higher to be permitted to remain in college. Terms of readmission, if any, for students dropped under this rule shall be set by the Recording Committee.

During the first four Semesters, each student must secure at least eight semester grades of C- or higher to be permitted to remain in college. Students failing to meet this standard are dropped and their probation is closed. Grades in *English 4* and *Military Science 11-12, 21-22* are not counted in this tabulation, nor are grades in courses taken at other colleges.

A student must complete at least one year of the language requirement by the end of his Sophomore year in order to remain in college.

3. REPORTS OF STANDING: A report of the ranks of each student is sent to his parents or guardian at the close of each Semester.

4. THE DEAN'S LIST: Students who have attained a B- average with not more than one grade below B- and no grade lower than C in their regular courses for one Semester are placed on the Dean's List and given certain privileges regarding attendance at classes.

THE FRESHMAN YEAR

The program for a Freshman is:

- (1) *English* 1-2 or an advanced course in English for which he may qualify, and *English* 4.
- (2) *Physical Education*.
- (3) A course toward the satisfaction of the language requirement. That course may be any one of the following or a more advanced course in the same Department: *French* 1-2; *German* 1-2; *Greek* 1, 2; *Latin* 3, 4; *Russian* 1-2; *Spanish* 3-4. (Students electing *Spanish* 3-4 must first pass a qualifying examination given by the Department.)
- (4) A year's work in laboratory science or a year's work in mathematics.
- (5) A second language, ancient or modern, or any course which is open to him offered by a major Department in Division II or III.

The courses at present open to Freshmen in Divisions II and III are:

<i>Biology</i> 1-2	<i>History</i> 1-2	<i>Philosophy</i> 11-12
<i>Chemistry</i> 11, 12	<i>Mathematics</i> 11, 12	<i>Physics</i> 11-12
<i>Government</i> 1-2	<i>Mathematics</i> 14	<i>Sociology</i> 1-2

Freshmen should note especially item 2 in GENERAL REGULATIONS on page 73.

THE SOPHOMORE YEAR

Two courses in each Division into which the curriculum is divided must be completed by the end of the Sophomore year. (In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.) Courses leading to the completion of the requirements in foreign languages and in oral and written English must ordinarily be continued until the requirements are satisfied. Five regular courses and *Physical Education* must be taken each Semester, except that students enrolled in the Military Science program have the option of postponing their fifth course to the Junior year.

By the end of his Sophomore year each student must choose both his major subject after consultation with the Department concerned, and a minor planned with and approved by that Department. A student who has not been accepted in a major Department prior to his Junior year cannot continue his registration.

Sophomores should note especially item 2 in GENERAL REGULATIONS on page 73.

THE MAJOR PROGRAM

A major program is offered by every Department which has been authorized by the Faculty to do so. The departmental requirements for each major are listed in COURSES OF INSTRUCTION on pages 84-141.

Special major programs, involving work in more than one Department and designed to meet an individual, cultural, or professional objective, may be offered if approved by the Faculty on recommendation of the Curriculum and Educational Policy Committee and of the Departments concerned.

The Choice of a Major

Each student must choose his major by the end of his Sophomore year after consultation with the Department concerned. During the week preceding the spring vacation, the Registrar shall post hours for faculty conferences with Sophomores regarding choice of a major. No student may major in a Department unless he has satisfied the Department that he is able to do work of at least C- quality in its courses. Changes in major programs may take place only with the permission of the Recording Committee following the submission of a written request stating the reason for the change. Such request must also be approved by the Departments concerned. A student who has not been accepted in a major Department cannot continue his registration.

The Requirements for the Completion of a Major Program

Each student shall pass at least six semester course units approved by the major Department and, where appropriate, the major course with a grade of C- or better in more than half of those offered for the major or of those used to satisfy the course requirements of the Chemistry, Mathematics, or Physics Departments.

Each student shall complete a minor planned with and approved by his major Department, consisting of four semester units in one

Department, or two semester units in each of two related Departments.

Each student shall pass a comprehensive written examination and, if required by the Department, an oral examination. The Departments of Chemistry, Mathematics, and Physics may permit a student to substitute for the comprehensive examination two extra courses in addition to those otherwise required for graduation.

Each student shall take a course in his major Department in each Semester of his Senior year.

The Major Course

Each student who is to take a comprehensive examination shall complete satisfactorily the major course of his Department which shall be in addition to those otherwise required for graduation. The major course shall consist of at least four seminars or conferences in each of the last four Semesters, and shall include a substantial amount of written work. The Departments of Chemistry, Mathematics, and Physics, in special cases, may waive the two extra courses referred to above, and require equivalent major work in the Senior year as preparation for a comprehensive examination.

A Department may give warnings in its major course; such warnings shall be equivalent to those given in other courses. The grade for the major course may or may not be the same as that given for the major examination. It shall not be given until the major examination has been taken.

Administrative Provisions

Major examination grades shall be recorded on the student's transcript of grades. Announcement of the results shall be made through the Dean's Office only.

Students who have passed their major examinations with a grade of B- or better shall be exempted, if they so desire, from the final examinations in the courses being offered for their major after consultation with the faculty members concerned.

Students who fail in the major examinations are entitled to re-examination only with the consent of the Department concerned and of the Recording Committee. Save in exceptional circumstances such reexamination shall not be given until the lapse of at least a three-month interval.

A student shall normally take his major examination during his final Semester. Any student who is authorized by the Recording Committee to complete his work for the degree by taking summer courses shall with the consent of the Dean take a major examination in the regular period of the Spring Semester.

The major examination shall be given during a period immediately preceding final examinations, as designated by the Dean of the College. The date shall be listed in the College Catalogue.

INDEPENDENT STUDY UNDER THE MAJOR PROGRAM

The Honors Project

A student with honor grades in courses offered to fulfill the requirements for the major may with the endorsement of the Department be admitted to a course of independent study during which he will prepare an Honors Project under tutorial supervision. The project may take various forms in accordance with the views of the several departments; thus although in most departments the project may consist of a written dissertation or an appropriate account of an original investigation, projects in music, the fine arts, and letters are also acceptable. Ordinarily the Department will approve one or two Semesters of independent study for honors, for which regular course credit will be given. A definite plan for the project must be presented by the student, approved by the Department, and filed in the Dean's Office. The plan for a Fall Semester must be on file by October 1; the plan for a Spring Semester by December 1. Where more than one Semester's credit is sought, the project will be subject to review at the end of the first Semester. In special cases the Recording Committee, upon recommendation of the Department, may extend credit for one or two additional Semester courses. The final corrected copy of the project must be submitted to the Department before the last day of classes of the final Semester of the work. *For administrative purposes this independent study will bear one or more of the course numbers 301, 302, 303, 304, depending upon the number of course credits allowed.*

In exceptional cases a Department may permit a student to undertake an Honors Project who has lower grades than those specified above, provided that it seems likely to the Department that by the end of his Senior year he will have attained honor grades in the minimum number of courses required for a major in that Department.

Other Independent Study

A student who is not a candidate for honors and who does not have the required grades for honors may also undertake an independent study project that carries academic credit, provided his major Department recommends him. The intent of this provision is to extend so far as possible the opportunity for independent work analogous to honors work to students who will probably not

qualify for honors, but who in the opinion of the Department can profit from independent study. *All the provisions listed under The Honors Project above will apply, except that no more than two course credits will be allowed. For administrative purposes this independent study will bear one or both of the course numbers 201, 202, depending upon the number of course credits allowed.*

THE AWARD OF HONORS

Departmental Honors

Award of departmental honors shall be on the basis of: (a) honor grades in the major course units required and, when offered, in the major course; (b) honor grades in a written and oral comprehensive examination, or in the two extra courses required as an equivalent by the Departments of Chemistry, Mathematics, and Physics; and (c) initiative, originality, and high attainment in the honors work under tutorial supervision as evidenced by an honor grade.

All written work accepted as fulfilling honors requirements shall be deposited in the Library in a form specified by the Library Committee.

The degree with honors in his major subject shall be awarded to a student who has exceptionally distinguished himself in that subject. It shall be awarded in three grades: with *honors*, with *high honors*, and with *highest honors*. The award shall be made by the Faculty on recommendation of the Department.

General Honors

A degree *summa cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least three years, and who has been awarded at least *high honors* in his major subject.

A degree *magna cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree and who has been in residence at Bowdoin for at least three years; or who has obtained an average grade of 91.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least two years, and who has been awarded at least *honors* in his major subject.

A degree *cum laude* shall be awarded to a student who has obtained an average grade of 85.0 in the necessary Bowdoin courses presented for the degree.

THE SENIOR CENTER PROGRAM

At the beginning of the 1964-65 college year Bowdoin opened the Senior Center and inaugurated a new program for Seniors. This venture represents the culmination of long and careful study of undergraduate interests and needs since the decision of the Governing Boards in 1957 to increase the authorized enrollment from 775 to 925 students.

Bowdoin believes the Senior year to be a moment in undergraduate liberal education when fundamental change is particularly needed and can lead to desirable results. The perspective of Seniors has changed markedly over the past two decades, with the result that Seniors now take less interest in college life of the traditional sort. This has been observed not only at Bowdoin but at other colleges where investigations have been made. The Senior's chief concerns are two: the successful completion of his undergraduate work, which often includes an honors project in his major field; and the plans for graduate study, military service, or entry into a vocation immediately following Commencement.

In order to engage these students and in order to assist them in their planning, Bowdoin now introduces curricular innovations, a variety of educational offerings outside the classroom, and an intellectually stimulating environment.

The formal academic portion of the Senior Program includes Seminars and an increased emphasis upon independent study. Departmental major work, including honors work for qualified students, and elective courses in various fields of study continue to be fundamental parts of the educational experience during the Senior year.

Each Senior participates in two Seminars, one per Semester. Carrying academic credit, the Seminars count toward the degree requirements as do traditional courses. Each Seminar consists of one or more instructors and approximately fifteen students, who explore in some depth a problem within an area of learning. Penetrating analysis is expected rather than the accumulation of a wide range of information such as might be sought in an introductory course.

The variety of subjects offered enables each student to choose two that especially interest him. He must take the two Seminars outside his major field. This gives him some of the satisfaction of specialized work in areas other than that of his primary specialty. At least one of the Seminars must be (and both may be) outside the division—the social studies, the humanities, or mathematics

and the sciences—in which the major lies. In an effort to reduce the inevitable concern over fine shadings of grades, the Faculty has provided that the instructor rate each student's performance simply as "pass," "fail," or "distinction." The twelve Seminars to be held during the Fall Semester of 1964-65 are described in detail in a catalogue entitled *Seminars*, published by the Senior Center in April, 1964. A similar catalogue describing the Seminars for the Spring Semester will appear in November, 1964.

Educational endeavors outside the classroom are also designed to encourage creative ferment within a community of scholars. A Director and two faculty members have living quarters in the Center, so that they can maintain close contact with Seniors. Lecturers and other program participants from outside Bowdoin are also provided living space, so that they can be invited to stay for extended visits, during which individual conferences and small group discussions can be held. Musical, dramatic, and artistic events occur regularly, with students sometimes as spectators, sometimes as participants.

To assist the Senior with his career planning, the Senior Center, in cooperation with the Placement Bureau, conducts a broad advisory program of career guidance. Bowdoin alumni and others from many types of careers are invited to the Center to explain the features of their work and to offer guidance to students who show interest in pursuing a similar calling. Although the facilities of the Senior Center are designed for such visits, together with group discussions and individual conferences, this program will not be restricted to Seniors, but is open to all interested students.

The Center also provides information and guidance concerning graduate study for Seniors as well as younger students. A series of panel discussions by recent alumni who are studying at a variety of universities in a given field, such as law, medicine, business, the arts and sciences, gives the students a better basis for making a choice among the many institutions offering graduate degrees. Catalogues and other materials are available for student use in a graduate school study room in the Senior Center.

The Center consists of three buildings which have been specially designed by Hugh Stubbins and Associates. The tower, sixteen floors in height, includes living and study quarters for all Seniors, as well as seminar and conference rooms, lounges, a reading room, accommodations for visiting program participants, and offices. The dormitory floors accommodate sixteen students, grouped in four-man suites. Each student has a private bedroom-study, and the

Above: *The climax of the dramatic season each year is the Shakespearean production by the Masque and Gown. Here is a scene from Romeo and Juliet on the wide stage of Pickard Theater.*

Below: *A scene from a student-written play. The College encourages creative writing.*





four share a corner living room. The students form their own groups of four in the spring of Junior year and draw numbers to determine priority of choice of suites.

A two-story building adjacent to the tower includes a dining room, kitchen, main lounge, and four small meeting rooms. The third building, the Faculty Residence, has apartments for the Director and program participants, as well as a dining room for use on special occasions by small groups of students, faculty members, and guests of the College.

The resident Director of the Senior Center is a member of the Faculty, who combines teaching duties with his supervision of the program. He works with a Senior Center Council consisting of the Dean of the College, the Dean of Students, and one faculty member appointed by the President from each of the three divisions of the curriculum. This Council was appointed during 1963-64 to select the initial Seminars and to plan for the entire program for the first year.

The Council is assisted by a Student Committee for the Senior Center. Such a committee, consisting of the three elected class officers and three additional members chosen by the Class of 1964, also began its work during 1963-64 on plans for Senior Center activities during the initial year.

The innovation is experimental. The committee structure represents a conviction that administration, faculty, and students must all contribute ideas and provide guidance if the program is to be successful. The requirement that at regular intervals the Director evaluate the program and submit to the Faculty recommendations for its improvement is designed to guard against the stagnation that so often awaits any hopeful academic experiment, once the initial momentum is lost.

SPECIAL PROGRAMS

I. PREENGINEERING PROGRAMS

Students desiring to enter the profession of engineering may qualify for the degree of Bachelor of Arts from Bowdoin College and also for a degree in engineering in a total of five years (instead of the six years normally necessary for both degrees) by completing one of the joint programs described below. After three years of study at Bowdoin, during which the usual language, literature, and distribution requirements must be satisfied, students become eligible for recommendation to the cooperating engineering institutions provided that sufficiently good grades have been achieved in

← Above: *Foreign students being entertained in a college home. Each year the College brings representatives from many parts of the world to its campus (see p. 170).*

Below: *All sections of English 2 attending a joint meeting in Pickard Theater.*

the prescribed courses; in most instances honor grades will be required for recommendation by the College. Students wishing to avail themselves of one of these plans should notify the Dean's Office of Bowdoin College at the beginning of their Freshman year because the programs require a very definite pattern of courses.

Bowdoin-California Institute of Technology Three-Two Plan

For recommendation to the California Institute of Technology under the Three-Two Plan a student must have completed the following courses in mathematics and science:

Mathematics 11, 12, 21, 22, 31, plus one other semester course;
Physics 11-12, 23, 24, 29, 30, plus two other semester courses; and
Chemistry 11, 12 (plus additional courses for students anticipating chemical engineering).

The social studies requirement will normally be fulfilled by taking Economics and American History.

Recommended students are assured of admission to C.I.T. as Juniors. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from C.I.T.

Bowdoin-Columbia School of Engineering Combined Plan

Students enrolled in the Columbia Combined Plan are encouraged to take their Bowdoin electives in the general, broad liberal arts field. They must, however, complete two years of Mathematics and three or more years of Physics and Chemistry, the distribution between the two sciences depending upon the type of engineering contemplated. Recommended students are assured of admission to the School of Engineering as Juniors after a five to eleven weeks' summer school at Camp Columbia. The Bowdoin degree will be awarded to such students upon notification from the School of Engineering that they have received their degrees from Columbia.

Bowdoin-Massachusetts Institute of Technology Two-Degree Plan

Since 1937 Bowdoin College has been sending students to the Massachusetts Institute of Technology under conditions similar to those of the Plans listed above. At present, because of the large number of colleges participating, M.I.T. reserves the right to scrutinize the records of all students applying for transfer before granting admission.

Students enrolled in the M.I.T. Two-Degree Plan take Mathematics and Physics in all three years and Chemistry in Sophomore

and possibly Junior years, depending upon the courses contemplated at M.I.T. Recommended students enter M.I.T. as Juniors after, in some cases, an intervening summer term. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from M.I.T.

Programs under this plan can be arranged in Architecture (requiring three years at Bowdoin, followed by three years at the Institute), City Planning, Food Technology, Geophysics, Industrial Management, Quantitative Biology, and Science Teaching, as well as in the various branches of engineering.

II. PREMEDICAL STUDIES

Students contemplating the study of medicine are advised to arrange their undergraduate course as early as possible, with this end in view. Premedical students should take college courses in Biology, Chemistry, and Physics, to satisfy the requirements for admission to medical schools.

III. RESERVE OFFICERS' TRAINING CORPS

A voluntary curriculum of Military Science in the Reserve Officers' Training Corps was established at Bowdoin in the spring of 1950. Successful completion of the four-year program will enable eligible students to receive commissions as Second Lieutenants in the United States Army Reserve, at graduation. The courses in Military Science are described on pages 120-123, and an account of the regulations and financial allowances is contained on pages 142-144.

Courses of Instruction

ARRANGEMENT: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

TIME AND PLACE OF CLASSES: A schedule containing the time and place of the meeting of all courses will be issued before each period of registration.

YEAR COURSES: Courses marked with an asterisk are year courses, and, if elected, must be continued for two consecutive Semesters.

BRACKETED COURSES: All courses that cannot be scheduled for a definite Semester are enclosed in brackets.

INDEPENDENT STUDY and INDEPENDENT STUDY—THE HONORS PROJECT: See pages 77-78 for a description of these courses offered by all departments having a major program.

Art

PROFESSOR BEAM, *Chairman*; ASSISTANT PROFESSOR CORNELL; AND MR. STODDARD

REQUIREMENTS FOR THE MAJOR IN ART: A major consists of the major course and six semester units chosen from the courses offered by the Department. Students who major in Art must take *Art 1, 2*, and, if possible, *Art 11, 12, or Art 13, 14*, as introductions to the field, during their Sophomore year or as soon thereafter as possible. A more complete statement of the major program will be found on pages 75-78.

The courses in Art are normally open to Sophomores, Juniors, and Seniors under the conditions listed below. Freshmen are not ordinarily admitted.

1. *General Introduction to the History and Appreciation of Art*. Offered every Fall. Fall 1964. MR. STODDARD.

An introduction to a systematic interpretation of the nature, methods, and history of the visual arts: architecture, sculpture, painting, drawing, and design. The course is designed to provide both an elementary understanding of art and a basis for more advanced study. It is intended especially for students who have had no previous training in the visual arts.

Open to Sophomores, Juniors, and Seniors. Recommended

especially for Sophomores and students who are considering majoring in Art.

2. *Continuation of Course 1*. Offered every Spring. Spring 1965. MR. STODDARD.
Prerequisite: *Art 1*.
3. *The Art of Antiquity*. Fall 1965. MR. STODDARD.
A general study of architecture, sculpture, and painting in Egypt, Mesopotamia, and southern Europe during ancient times, with emphasis upon the art of ancient Greece.
Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.
4. *The Art of the Middle Ages*. Spring 1966. MR. STODDARD.
Designed to follow *Art 3*, this course deals with the art of Europe between the decline of Rome and the rise of the Renaissance, with some emphasis upon the flowering of Gothic art.
Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.
5. *European Art of the Renaissance*. Fall 1965. MR. BEAM.
A survey of European architecture, sculpture, and painting of the Renaissance from the fourteenth through the sixteenth centuries, especially in Italy. A careful study will be made of such great masters of the period as Giotto, Van Eyck, Da Vinci, Michelangelo, Raphael, Titian, Dürer, and Brueghel.
Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.
6. *European and American Art of the Seventeenth and Eighteenth Centuries*. Spring 1966. MR. BEAM.
A comprehensive view of the Post-Renaissance period of European and American art in the Mannerist, Baroque, and Rococo styles. Special attention is given to the national schools that arose in Spain, Flanders, Holland, France, England, and Colonial America, and to such great masters of the time as Caravaggio, Bernini, El Greco, Velasquez, Rubens, Hals, Rembrandt, Hogarth, and Copley.
Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.
7. *Modern Art*. Fall 1964. MR. BEAM.
The main movements in architecture, painting, and sculpture in Europe and America from the beginning of the In-

dustrial Revolution to the present day are considered, with emphasis on painting and sculpture and such modern pioneers as Goya, Turner, Constable, Daumier, Millet, Manet, Degas, Toulouse-Lautrec, Renoir, Cézanne, Van Gogh, Rodin, Maillol, Winslow Homer, Matisse, and Picasso.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

8. *Continuation of Course 7*. Spring 1965. MR. BEAM.

Emphasis will be on architecture and the work of such leaders in that field as Jefferson, Richardson, Sullivan, Frank Lloyd Wright, LeCorbusier, and Gropius.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

9. *The Art of the Orient*. Spring 1965. MR. BEAM.

A study of the architecture, sculpture, and painting of the Near and Far East, especially Persian painting, Indian sculpture, Chinese painting and sculpture, and Japanese painting, prints, and architecture. Attention will also be given to ceramics, bronze casting, jade carving, and other minor arts in which the Orient has excelled.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

11. *Fundamentals of Composition*. Fall 1965. MR. CORNELL.

A study of the basic principles of composition in drawing and painting in three two-hour meetings weekly in classroom and studio. Problems in composition will be related to a study of major types of composition found in the history of art. No previous training is necessary.

Prerequisite: The permission of the instructor.

12. *Continuation of Course 11*. Spring 1966. MR. CORNELL.

Prerequisite: *Art 11* or the permission of the instructor.

13. *An Introduction to Drawing*. Fall 1964. MR. CORNELL.

An elementary study of the principles of drawing, augmented by practice in the studio with various media of drawing and the graphic arts. No previous experience is necessary. Six hours weekly in classroom and studio. The instruction is intended to provide both an introduction to the appreciation of artistic expression and training for more advanced study.

Prerequisite: The permission of the instructor.

14. *Continuation of Course 13*. Spring 1965. MR. CORNELL.

Prerequisite: *Art 13* or the permission of the instructor.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to help students meet two requirements. The first of these is an examination, given normally at the end of the Junior year, to test the student's comprehensive knowledge of the history of art. The second examination falls at the end of the Senior year and is meant to test the major student's knowledge of great monuments, masters and masterpieces of art upon which he has concentrated during his final year in college.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Astronomy

PROFESSOR LITTLE

1. *The Solar System*. Fall 1965.

A survey of our present knowledge of the earth, moon, planets, asteroids, meteors, comets, and satellites both natural and man-made. A study of the positions, motions, shapes, sizes, masses, physical conditions, and evolutions of these celestial bodies. Lectures, conference, and weekly laboratory work consisting of appropriate optical measurements, and observations when weather permits.

Prerequisite: A course in college Mathematics.

2. *Stellar Astronomy*. Spring 1966.

A survey of our sun as a star, our Milky Way as a galaxy, and the metagalaxy beyond. Emphasis is placed on the interpretation of stellar spectra and of data obtained by both optical and radio telescopes. Lectures, conference, and weekly laboratory work including the use of the sextant in aerial and marine navigation.

Prerequisite: A course in college Mathematics.

Biology

PROFESSOR GUSTAFSON, *Chairman*; ASSOCIATE PROFESSORS MOULTON AND HUNTINGTON; AND ASSISTANT PROFESSORS HOWLAND AND NUSSBAUM

REQUIREMENTS FOR THE MAJOR IN BIOLOGY: The major consists

of the major course, *Biology 100*, and six semester courses in the Department exclusive of *Biology 201, 202, 301-304*. Major students are required to elect *Chemistry 11, 12* and a year of college Mathematics. A second year of college Chemistry and a year of college Physics are strongly recommended. Normally a minor is completed in Chemistry but, under unusual circumstances, other arrangements may be made.

*1-2. *General Biology*. Offered every year. THE DEPARTMENT.

An examination of fundamental biological phenomena, theories, and principles based upon material selected from both the plant and animal kingdoms. Special attention is given to the methods of scientific investigation, the relationship of biology to other fields of endeavor, and to man and his environment. Representative organisms and their functions are studied in the laboratory. Lectures and three hours of laboratory work each week.

The Department strongly recommends a year of Chemistry as a preparation for *Biology 1-2*. Advanced courses in the Department are open to students who have had a year of Biology in school or college. Students entering college with advanced standing, with two years of secondary school Biology, or who are otherwise qualified should consider registering for advanced courses.

3. *Comparative Anatomy of the Vertebrates*. Offered every Fall. MR. NUSSBAUM.

A survey of vertebrate morphology. Emphasis will be placed upon the evolution of mammalian organ systems. Laboratory work will consist of dissection and study of comparable systems in representative vertebrates. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology 1-2*.

4. *Microbiology*. Offered every Spring. MR. HOWLAND.

A consideration of the biology of microorganisms with major emphasis on the structure, function, classification, ecology, and significance of the bacteria. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology 1-2* and *Chemistry 21*, or the permission of the Department.

5. *Vertebrate Histology*. Fall 1964 and Fall 1966. MR. MOULTON.

A survey of the microscopic anatomy of animal cells and tissues. Course material includes the characteristic microscopic structure of the various body tissues. An examination is

made of the possible relations of structure and function within the tissues. Opportunity for practice in technique of tissue preparation is provided as part of the laboratory work. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology 1-2*.

6. *Animal Morphogenesis*. Spring 1965 and Spring 1967. MR. MOULTON.

A study of the experimental and descriptive biology of animal gametes and embryos, from gametogenesis to advanced stages. The principles of embryological development as shown by both invertebrate and vertebrate organisms with special attention to problems of differentiation. Laboratory work includes observations and experiments with living eggs and embryos as well as with prepared mounts and sections, graphic reconstruction of chick embryos, and studies of mammalian development. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology 1-2*.

9. *Genetics*. Offered every Fall. MR. GUSTAFSON.

A survey of the development of ideas on variation and heredity, the physical basis of inheritance, applications to plant and animal breeding, relationships of genetics to the theories of evolution, inheritance in man, and eugenics. Laboratory work in experimental breeding. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology 1-2*.

10. *Ornithology*. Spring 1965. MR. HUNTINGTON.

A study of the biology of birds, especially their behavior and ecology. Facilities used in the course include the Alfred O. Gross Library of Ornithology and the College's collection of North American birds. Field trips, including a visit to the Bowdoin Scientific Station at Kent Island in the Bay of Fundy (see page 159), are an important feature of the course.

Prerequisite: *Biology 1-2* or equivalent.

11. *Invertebrate Zoology*. Fall 1965 and Fall 1967. MR. MOULTON.

A survey of invertebrate animals—their varieties, morphology, development, evolution, and behavior. Laboratories will include the study, through dissection and experiments, of representative invertebrates of each group considered so far as possible. A series of field trips will emphasize the study of invertebrate associations, habitats, and seasonal fluctuations.

Course work will include the preparation and class presentation of illustrated laboratory reports. Lectures, field trips, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

12. *Biology of Plants*. Offered every Spring. MR. GUSTAFSON.

A brief survey of the plant kingdom with emphasis on the fundamental principles and problems of botany. Laboratory work includes an examination of varied material from all groups of plants, supplemented by field trips investigating the local flora. Lectures and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

15. *General Physiology*. Offered every Fall. MR. HUNTINGTON.

A study of the principles of general physiology as shown by the individual cell, the organ system, and the organism as a whole. Laboratory work illustrates the application of physical and chemical principles to the quantitative study of biological phenomena. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2 and *Chemistry* 21, or the permission of the Department.

16. *Continuation of Course 15*. Offered every Spring. MR. NUSSBAUM.

Prerequisite: *Biology* 15.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course is designed to introduce subject matter not offered in the regular departmental courses or not elected by some major students; to intensify the study of certain selected areas; to amplify, integrate, and gain perspective on the whole field of Biology; and to provide preparation for the Senior comprehensive examinations. Conducted by means of individual and group conferences as well as seminars, it provides opportunity for writing, presenting, and discussing papers in fields of special interest. A Senior thesis is normally written as an integral part of the work.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Chemistry

PRESIDENT COLES; PROFESSORS ROOT AND KAMERLING; ASSOCIATE PROFESSOR HIEBERT, *Chairman*; AND ASSISTANT PROFESSORS MAYO AND BUTCHER

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY: The required courses consist of *Chemistry* 11, 12, 21, 22, 31, 32, 42, another advanced course, and *Chemistry* 100. Two additional courses approved by the Department may be offered in place of the major course and the comprehensive examination; these are in addition to those normally required for graduation.

11. *Principles of Chemistry*. Offered every Fall. MR. HIEBERT.

A survey of the fundamental concepts of chemistry. The properties of chemical substances and the dynamics of chemical change will be treated in class. Laboratory work will emphasize quantitative procedures. Lectures, conference, and four hours of laboratory work a week.

Prerequisite: A high school course in Chemistry or its equivalent. A student without a previous Chemistry course is expected to do some prior independent reading in the field.

12. *Elementary Organic Chemistry*. Offered every Spring. MR. KAMERLING.

An introduction to the chemistry of the compounds of carbon. This course forms a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11.

21. *Organic Chemistry*. Offered every Fall. MR. MAYO.

A continuation of the study of the compounds of carbon. *Chemistry* 11, 12, and 21 cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11, 12.

22. *Quantitative Analysis*. Offered every Spring. MR. KAMERLING.

A continuation of the study of chemical equilibrium in solutions. The laboratory work consists of gravimetric, volumetric, and qualitative analytical methods. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11, 12.

31. *Physical Chemistry*. Offered every Fall. MR. BUTCHER.
A study of the structure of atoms and molecules; the solid, gaseous, and liquid state; chemical thermodynamics; electrochemistry; the phase rule; and kinetics. Lectures and four hours of laboratory work a week.
Prerequisites: *Chemistry 22*, *Physics 11-12*, *Mathematics 11, 12*, or the consent of the instructor.
32. *Continuation of Course 31*. Offered every Spring. MR. BUTCHER.
Prerequisite: *Chemistry 31*.
41. *Advanced Analytical Chemistry*. Fall 1965.
The principles of analytical chemistry and the application of potentiometry, conductometry, polarography, coulometry, spectrophotometry, chromatography, and radiochemistry to analytical chemistry.
Prerequisite: *Chemistry 31, 32*.
42. *Inorganic Chemistry*. Spring 1965 and Spring 1966. MR. HIEBERT.
A study of the structures, properties, reaction mechanisms, and syntheses of inorganic compounds.
Prerequisite: *Chemistry 31, 32*.
43. *Qualitative Organic Analysis*. Fall 1964 and Fall 1965. MR. MAYO.
A study of the properties of organic compounds as a means to their identification, singly and in mixtures.
Prerequisite: *Chemistry 21*.
44. *Advanced Organic Chemistry*. Spring 1965 and Spring 1966. MR. MAYO.
A study of the chemistry of certain complex compounds manufactured by plants and animals. Some of the following classes of compounds will be discussed: carbohydrates, fats, proteins, alkaloids, sterols, vitamins, enzymes, and hormones.
Prerequisite: *Chemistry 21*.
45. *Advanced Physical Chemistry*. Fall 1965.
The material to be covered will depend upon the interests of the students.
Prerequisite: The consent of the instructor.
46. *Special Topics in Chemistry*. Spring 1966.
The material to be covered will depend upon the interests of the students.
Prerequisite: The consent of the instructor.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of biweekly seminars in each Semester of the Junior and Senior years. The major work of the Junior year will consist of readings in the history of chemistry and in the use of chemical literature. The major work of the Senior year will consist of readings and reports on current advances in chemistry. A term paper will be required in each of the four Semesters. Comprehensive written and oral examinations will be given at the end of the Senior year.

A man who substitutes two extra advanced courses for the major course is expected to participate in the seminars, but will not be required to write the term papers or take the oral examination.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Classics

PROFESSOR DANE, *Chairman*; AND MR. RYAN

REQUIREMENTS FOR THE MAJOR IN CLASSICS, GREEK, OR LATIN: A major in Classics consists of eight units to be chosen equally from the departmental offerings in Greek and Latin, except *Greek 1* and *Latin 1*. A major in Greek consists of any six units in Greek, except *Greek 1*. A major in Latin consists of any six units in Latin except *Latin 1*. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

14. *Latin Literature in Translation*. Spring 1966. MR. DANE.

The course examines the development of Latin literature through the medium of reputable English translations. No knowledge of Latin is required.

18. *Greek Literature in Translation*. Spring 1965. MR. DANE.

The course examines the development of classical Greek literature through the medium of reputable English translations. No knowledge of Greek is required.

Greek

1. *Elementary Greek*. Offered every Fall. MR. RYAN.

A thorough presentation of the elements of accidence and

syntax based, insofar as possible, on unaltered passages of Classical Greek.

2. *Continuation of Course 1.* Offered every Spring. MR. RYAN.
In the latter half of the term a work of historical or philosophical prose will be read.
3. *The Late Fifth Century.* Offered every Fall. MR. RYAN.
The intellectual temper of Athens during the Peloponnesian War will be studied through reading selections from Thucydides and one complete tragedy of Euripides.
4. *Homer.* Offered every Spring. MR. RYAN.
5. *Selected Greek Authors.* Offered every Fall. MR. DANE OR MR. RYAN.
The course is designed to meet the needs of advanced students in Greek Literature. The contents and the choice of readings are changed each year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as drama; history; philosophy; lyric, elegiac, and epic poetry; and oratory. *The course may be repeated for credit with contents changed.* (Greek 5 and 6 count toward fulfillment of the Literature Requirement.)
6. *Continuation of Course 5.* Offered every Spring. MR. DANE OR MR. RYAN.

Latin

- [1. *Elementary Latin.*]
3. *Cicero.* Offered every Fall. MR. DANE.
A rapid review of grammar followed by reading in the *Orationes* and a philosophical essay.
Prerequisite: *Latin 1* or two years of secondary school Latin.
 4. *Vergil.* Offered every Spring. MR. DANE OR MR. RYAN.
Prerequisite: *Latin 3* or three years of secondary school Latin.
 5. *Latin Lyric Poetry.* Offered every Fall. MR. DANE.
A concentrated study of the poems of Catullus and the *Odes* of Horace. (*Latin 5, 7, and 8* count toward fulfillment of the Literature Requirement.)
Prerequisite: *Latin 4* or its equivalent in secondary school Latin.

7. *Selected Latin Authors*. Offered every Fall. MR. DANE OR MR. RYAN.

The course is designed to meet the needs of advanced students in Latin Literature. The contents and the choice of readings are changed every year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as satire and epigram, drama, philosophy, history, and elegy. *The course may be repeated for credit with contents changed.*

Prerequisite: *Latin* 5.

8. *Continuation of Course 7*. Offered every Spring. MR. DANE OR MR. RYAN.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars in each of the last four Semesters to help the student gain a coordinated knowledge not only of the literatures of Greece and Rome but also a concept of the achievements of Classical Civilization as a whole. In addition, a student will be required to master one major author or major work for an examination at the end of the fourth Semester of the major program.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Economics

PROFESSORS ABRAHAMSON AND BROWN; PROFESSOR STORER,
Chairman; PROFESSOR DARLING; ASSOCIATE PROFESSOR
 SHIPMAN; ASSISTANT PROFESSOR LONG; AND
 MR. MCENTAFFER

REQUIREMENTS FOR THE MAJOR IN ECONOMICS: Students majoring in Economics will be required to have a grade of C or better in *Economics* 1-2. A major consists of *Economics* 1-2, 13, 17, and two other units approved by the Department. Beginning with the Class of 1966, *Economics* 18 will also be required of Economics Majors. For other rules governing the major program, including the requirements for honors in Economics, students should consult the Chairman of the Department and pages 75-78 of this catalogue.

- *1-2. *Principles of Economics*. Offered every year. THE DEPARTMENT.
A study of fundamental economic concepts and institutions, with applications to important public policies and problems.
Economics 1-2 is a prerequisite for all advanced courses in the Department.
3. *Economics of Money, Banking, and Finance*. Fall 1964. MR. DARLING.
The general principles and institutions of money, banking, and financial markets as they relate to the performance of the economic system. Current problems concerning financial institutions, the flow of funds into investment, the Federal Reserve System, and the use of monetary and financial controls will be considered.
Prerequisite: *Economics 1-2*.
4. *Economic Fluctuations*. Spring 1966. MR. DARLING.
An analysis of the nature, causes, and effects of long- and short-run changes in the level of economic activity, including a study of stabilization policies and analytical forecasting.
Prerequisite: *Economics 1-2*.
6. *Public Finance*. Spring 1965. MR. BROWN.
The problems of local, state, and federal revenue and expenditure from a social as well as from a fiscal viewpoint.
Prerequisite: *Economics 1-2*.
7. *Statistics*. Offered every Fall. MR. LONG.
An introduction to statistical methods, with major reference to those techniques which are used in the analysis of economic data. Laboratory work two hours a week.
Prerequisites: *Economics 1-2*, *Mathematics 14* or the consent of the instructor.
8. *Economic History*. Spring 1965. MR. SHIPMAN.
A survey of the development of economic institutions in the Western world. Emphasis will be placed on selective problems of growth, technological change, and historical comparisons between national economies.
Prerequisites: *Economics 1-2*, *History 1-2* or the consent of the instructor.
9. *Comparative Economic Systems*. Spring 1966. MR. SHIPMAN.
A study of comparative methods of economic organization in the modern world. Special consideration is given to the

A General Military Science unit of the Reserve Officers' Training Corps offers → to the undergraduate who joins it an opportunity to combine part of his military training with a liberal education.





economic structure and policies of the Soviet Union and to the role of economic planning.

Prerequisite: *Economics* 1-2.

10. *Labor Economics*. Spring 1966. MR. ABRAHAMSON.

The problems of unemployment, hours of labor, wages, unionism, and collective bargaining are considered from the viewpoints of labor, management, and the public.

Prerequisite: *Economics* 1-2.

11. *Principles of Accounting*. Offered every Fall. MR. BROWN.

This course aims to acquaint the student with accounting analysis as an important working tool for the business executive and the public administrator. After a brief survey of double-entry bookkeeping, consideration is given to such subjects as the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, and reserves.

Prerequisite: *Economics* 1-2.

12. *Continuation of Course* 11. Offered every Spring. MR. BROWN.

Prerequisite: *Economics* 11.

13. *Development of Economic Theory*. Offered every Spring. MR. STORER.

A comparative study of the ideas of different writers with consideration given to the historical development of economic thought. This course is required of Seniors majoring in Economics and is recommended to students intending to pursue graduate study in the social sciences.

Prerequisite: *Economics* 1-2.

14. *International Economic Problems*. Fall 1964. MR. STORER.

A study of the theory and practice of foreign trade, foreign exchange, international movements of capital, and governmental policies with regard to international economic affairs generally.

Prerequisite: *Economics* 1-2.

15. *Economics of Public Regulation*. Fall 1964. MR. SHIPMAN. Fall 1965. MR. ABRAHAMSON.

The economic origins and consequences of the public control of economic activity. Primary attention is given to the problems of public policy in the fields of antitrust regulation, agriculture, public utilities, transportation, conservation of

← Above: *An Outing Club expedition to the Presidential Range.*

Below: *Informal conferences for students are a vital part of the program of the Biennial Institutes (see p. 163).*

natural resources, atomic energy, and to the economics of war and defense.

Prerequisite: *Economics* 1-2.

16. *Industrial Organization*. Fall 1965.

A study of American business enterprise and its structure. The interrelationships of firms and industries will be analyzed; and their price, production, and market policies under varying degrees of competition will be considered.

Prerequisite: *Economics* 1-2.

17. *Economic Analysis I*. Offered every Fall. MR. McENTAFFER.

Economic Analysis I will consist of studies of the basic economic units: the household and the firm. Their decisions about buying and selling will be analyzed and the various market structures in which they meet will be examined to arrive at conclusions about how prices and quantities of output are determined. The methods of partial and general equilibrium analysis will be used. The course will also include some introduction to welfare economics and to newer developments in the field, such as linear programming and input-output analysis.

Prerequisite: *Economics* 1-2.

18. *Economic Analysis II*. Offered every Spring. MR. LONG.

Economic Analysis II will consist of studies of the functional relationships between major aggregates in the economy, such as consumption and investment. National income accounting will be used to measure these aggregates, and the latter will be incorporated into an interdependent model of the national economy. The theory of income determination and monetary theory will be presented in the context of this model. Policy implications of the model with respect to recession, inflation, and growth will be investigated.

Prerequisite: *Economics* 1-2.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These monthly meetings are planned to supplement the work done in courses. Oral and written reports on assigned topics will be required.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Education

ASSOCIATE PROFESSOR HAZELTON, *Chairman*

1. *History of Education*. Offered every Fall.

A study of the development of education, chiefly in the United States, in its social and cultural setting.

Prerequisite: *Psychology* 1, which may be taken concurrently, or the consent of the instructor.

2. *Education in the 20th Century*. Offered every Spring.

A study of the purposes, the operation, and the government of modern educational systems. The main emphasis is given to these aspects of American education, but comparative studies are made of other national systems.

Prerequisite: *Education* 1 or the consent of the instructor.

5. *Secondary Education*. Offered every Fall.

An analysis of problems of policy and practice in secondary education. Special attention is given to the development of public policy in American education.

Prerequisite: *Education* 1 or the consent of the instructor.

6. *Teaching*. Offered every Spring.

A study of the principles of teaching, the organization of subjects, and the teacher's profession. Part of the work of the course consists of observation in secondary schools.

Prerequisite: Normally, *Psychology* 8 and the consent of the instructor; the latter alone may be given in special cases.

Psychology 8. *Educational Psychology*. Spring 1966 and Spring 1968.

MR. FERNALD of the Department of Psychology.

The study of the learning process with special attention to problems of motivation and individual differences.

Prerequisite: *Psychology* 1.

NOTE: Undergraduates who expect to become teachers should make their interest known to Mr. Hazelton as early in their college course as possible so that they may be advised in meeting the requirements of the profession.

English

PROFESSORS BROWN, QUINBY, AND THAYER; PROFESSOR HALL, *Chairman*; PROFESSORS COXE AND FOSTER; ASSOCIATE PROFESSOR GREASON; ASSISTANT PROFESSORS REDWINE AND HANNAFORD; AND MESSRS. ADAM, BLOOM, LITTO, AND COURSEN

REQUIREMENTS FOR THE MAJOR IN ENGLISH: A major consists of

English 100 (the major course), *English 13*, *14*, and six units to be chosen from the following courses: *English 9*, *10*, *11*, *12*, *15*, *16*, *17*, *18*, *19*, *20*, *21*, *22*, *23*, *24*, *25*, *26*, *27*, *28*, *29*, and *30*. Two units may be chosen from the following courses in composition: *English 8*, *31*, *32*, and *47*. *English 29* or *30* is required of all students contemplating graduate study. For a statement of the rules governing the major course (*English 100*), the choice of a minor, and the requirements for honors, see pages 75-78.

Composition and Oral Communication

- *1-2. *English Composition and Literature*. Offered every year. MESSRS. HALL, COXE, REDWINE, HANNAFORD, ADAM, LITTO, AND COURSEN.

A study of the major British writers in the several literary genres. Class discussions, outside reading, written papers, and individual conferences.

4. *Oral Communication*. Offered every Semester. MR. THAYER, Director; MESSRS. QUINBY, BLOOM, AND LITTO.

Two hours a week. Training in clear, accurate, and effective oral communication in various individual and group speaking situations. Laboratory work required of all students.

6. *Advanced Oral Communication*. Offered every Fall. MESSRS. THAYER AND BLOOM.

The student will be trained in impromptu, extemporaneous, and manuscript speaking with the purpose of developing his effectiveness in any oral communication situation.

5. *Discussion and Debate*. Offered every Spring. MESSRS. THAYER AND BLOOM.

Practice in the analysis of problems in committee and panel discussions will be followed by various types of debates, including that of the parliamentary assembly.

7. *English Composition*. Offered every Fall. Fall 1964. MR. ADAM.

Written work on assigned topics; attention focused upon the disciplines of composition, with emphasis upon methods of exposition.

8. *Continuation of Course 7*. Offered every Spring. Spring 1965. MR. ADAM.

[31. *Literary Composition*.]

32. *Literary Composition*. Spring 1965. MR. COXE.
The writing of poetry and fiction. Primarily for Juniors and Seniors.
Prerequisite: The consent of the instructor.
47. *Playwriting*. Fall 1965 and Fall 1967. MR. QUINBY.
Study and practice in the writing of plays, with emphasis upon the one-act play.
Prerequisite: *English* 23, 24 or the consent of the instructor.

English and American Literature

- [9. *Introduction to English Literature*.]
- [10. *Continuation of Course 9*.]
11. *The English Novel*. Fall 1965 and Fall 1967. MR. COXE.
A critical study of the development of English fiction, with attention to the changing patterns of the novel.
12. *Continuation of Course 11*. Spring 1966 and Spring 1968. MR. COXE.
A critical study of English fiction of the nineteenth and early twentieth centuries.
13. *Shakespeare*. Offered every Fall. Fall 1964. MR. COXE.
An intensive study of Shakespeare's principal comedies and history plays. Lectures, class discussions, and critical essays.
14. *Continuation of Course 13*. Offered every Spring. MR. BROWN.
Shakespeare's tragedies and dramatic romances.
15. *English Literature of the Renaissance*. Offered every other year. Fall 1965. MR. REDWINE.
A critical study of the literature of the English Renaissance, with emphasis upon Elizabethan writers: Sidney, Spenser, Raleigh, and the sonneteers.
16. *Continuation of Course 15*. Offered every other year. Spring 1966. MR. REDWINE.
A critical study of the literature of the seventeenth century: the metaphysical and Cavalier poets; Milton, Dryden, and representative prose writers.
17. *Eighteenth-Century Poetry and Prose: 1700-1750*. Offered every other year. Fall 1965. MR. GREASON.
A study of neoclassical values and eighteenth-century life

as reflected in the writers of the period. Emphasis upon Addison, Swift, and Pope.

18. *Continuation of Course 17*. Offered every other year. Spring 1966. MR. GREASON.

A study of eighteenth-century life and the decline of neo-classical values from 1750-1800. Emphasis upon Johnson and his circle.

19. *Nineteenth-Century Poetry and Prose*. Offered every other year. Fall 1964 and Fall 1966. MR. HALL.

A study of the origins, growth, and characteristics of Romanticism (1760-1832), with special attention to Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

20. *Continuation of Course 19*. Offered every other year. Spring 1965. MR. COXE.

A critical study of the Victorian poets as spokesmen of the transition to modernity.

21. *Chaucer*. Offered every other year. Fall 1964. MR. HANNAFORD.

A study of the *Canterbury Tales*, the *Prologue* and all the connecting links, *Troilus and Criseyde*.

22. *Chaucer and the Development of the Language*. Offered every other year. Spring 1965. MR. HANNAFORD.

23. *The Drama*. Fall 1964. MR. QUINBY.

A study of representative plays of the English drama from its origins through Sheridan, excluding Shakespeare.

[24. *Continuation of Course 23*.]

25. *American Literature*. Offered every Fall. Fall 1964. MR. FOSTER.

A critical study of American literature from the Puritan Age to the Civil War.

26. *Continuation of Course 25*. Offered every Spring. MR. BROWN.

Major writers from 1865 to 1950.

27. *Twentieth-Century English and American Literature*. Fall 1965. MR. HALL.

Lectures and readings on the philosophic and technical bases of the modern schools, and on the most important works of fiction, drama, and poetry of the first quarter-century.

28. *Continuation of Course 27*. Spring 1966. MR. HALL.

Further lectures and readings in twentieth-century literature, with emphasis upon the works of contemporary writers.

[29. *Literary Criticism: Definitions and Analysis.*]

30. *Literary Criticism: Definitions and Analysis.* Spring 1965 and Spring 1967. MR. HALL.

An approach to the history and theory of criticism through the definitions of its governing concepts and terms. Practice in the application of the principles and instruments of criticism.

Prerequisite: The consent of the instructor.

33. *The Puritan Tradition in American Literature.* Fall 1964. MR. FOSTER.

A study of thought and expression in the seventeenth and eighteenth centuries, with particular emphasis on those writers who help us to understand Hawthorne's relation to the New England past and his imaginative use of it.

34. *Hawthorne.* Spring 1965. MR. FOSTER.

A critical study of Hawthorne's tales and romances in the context of the responses of his contemporaries to New England Puritanism. (Professor Charles Foster, of the University of Minnesota, offers these two courses as part of the program commemorating the one-hundredth anniversary of Hawthorne's death.)

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course is planned to supplement the work done in courses by helping students to achieve a reasonably coordinated knowledge of English and American literature. A critical essay upon a subject chosen by the student and written under tutorial supervision will be required in each of the upper-class years.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Geology

ASSISTANT PROFESSOR HUSSEY, *Chairman*

Students contemplating graduate work in Geology should plan a major program in Chemistry or Physics and take *Geology* 1-2, 3, 4, 5, and 8. By the end of the Sophomore year the following courses

should be completed: *Mathematics* 11, 12, *Geology* 1-2, and *Chemistry* 11, 12 or *Physics* 11-12.

*1-2. *Introduction to Physical and Historical Geology*. Offered every year.

The Fall Semester will be devoted to the composition and structure of the earth and the processes which affect the earth's crust. Three hours of laboratory work each week will include the recognition and study of common rocks and minerals, the interpretation of topographic and geologic maps, and two half-day trips to examine the geological features of the Brunswick area.

The Spring Semester will be given to a study of the principles involved in the interpretation of geologic history and a review of present knowledge of the evolution of the earth and its inhabitants. In addition to the weekly laboratory study of fossils and geologic maps, a two-day field trip will be taken in the late spring to study the geology of selected areas along the coast of Maine.

Geology 1-2 fulfills the laboratory science requirement for the degree for students with a year's work in college Mathematics.

3. *Crystallography and Mineralogy*. Fall 1965 and Fall 1967.

Lectures will be devoted to morphological crystallography, crystal chemistry, and a survey of the common rock-forming and economic minerals. Six hours of laboratory each week will include morphological and x-ray crystallography, and identification of minerals by inspection, chemical, optical, and x-ray diffraction techniques.

Prerequisite: *Chemistry* 11, 12 or *Geology* 1-2.

4. *Optical Mineralogy and Petrography*. Spring 1966 and Spring 1968.

An introduction to the classification, genesis, and description of the common rock-types. Six hours of laboratory each week will be devoted to the theory and use of the petrographic microscope as applied to mineral identification and rock description.

Prerequisite: *Geology* 3.

5. *Structural Geology*. Fall 1964 and Fall 1966.

An introduction to the primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work will include the interpreta-

tion of the structural features of the United States as synthesized from local and regional data.

Prerequisite: *Geology* 1-2.

8. *Invertebrate Paleontology*. Spring 1965 and Spring 1967.

The concepts and paleontological evidence of evolution, the principles of paleontology, and application of fossil data to geology and biology will be discussed in addition to examining the classification and morphology of the invertebrate groups occurring as fossils. Three lecture hours and three laboratory hours each week.

During the spring vacation an eight-day field trip is taken to examine some of the major geological features of the Middle Atlantic and New England states emphasizing stratigraphic paleontology and structural geology. In addition, several important mineral deposits will be examined. Although not a requirement of the course, it is hoped all students concentrating in Geology can participate.

Prerequisite: *Geology* 1-2 or *Biology* 1-2.

German

PROFESSOR KOELLN; PROFESSOR RILEY, *Chairman*; ASSISTANT PROFESSOR HODGE; AND TEACHING FELLOWS KRANZ AND SASSEN

NOTE: Students who think that they might like to teach German in high school or college should inform the Department early of their interest. They should take *History* 1-2 and college work in another foreign language besides German.

REQUIREMENTS FOR THE MAJOR IN GERMAN: A major consists of *German* 9, 10, 13, 14, the major course, and two units from the following: *German* 7, 8, 11, 12. Major students are urged to take *German* 5, 6. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in German, see pages 75-78. Recommended for the minor are courses in European History, English Literature or another European Literature, Religion, European Art, or Philosophy.

*1-2. *Elementary German*. Offered every year. MESSRS. RILEY AND HODGE.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. KRANZ AND SASSEN.

A supervised language laboratory is available to all students in the Department.

- *3-4. *Intermediate German.* Offered every year. MESSRS. RILEY AND HODGE.

Four hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. KRANZ AND SASSEN.

Director of the oral-aural program in *German 1-2* and *3-4*: MR. HODGE.

- 5, 6. *German Conversation and Composition.* Offered every year. MR. KOELLN.

A course designed to teach a student to express himself in oral and written German and to understand the spoken language.

Prerequisite: *German 3-4.*

7. *German Literature of the Nineteenth Century.* Fall 1964 and Fall 1966. MR. KOELLN.

A study of the best elements of German Realism and Naturalism. Reading of lyric poetry, plays, and short stories. The lectures will be in German.

Prerequisite: *German 3-4.*

8. *Continuation of Course 7.* Spring 1965 and Spring 1967. MR. KOELLN.

Prerequisite: *German 3-4.*

- 9, 10. *A Survey of German Literature.* Offered every year. MR. RILEY.

A rapid survey of German literature and civilization from the earliest times to the middle of the eighteenth century; more detailed study of the period from 1748 to modern times. Reading of lyric poetry, plays, and short stories.

Prerequisite: *German 3-4.*

11. *Schiller.* Fall 1965. MR. KOELLN.

The life, poetry, drama, historical, and philosophical works of Friedrich Schiller. Lectures in German, readings, and reports.

Prerequisite: *German 3-4* or the consent of the instructor.

12. *The Romantic Movement in Germany.* Spring 1966. MR. KOELLN.

Prerequisite: *German 3-4* or the consent of the instructor.

- 13, 14. *Goethe*. Offered every year. MR. KOELLN.
Life and works of Goethe, especially *Faust*.
Prerequisite: Any other course in German literature.
- [15, 16. *Advanced German Composition and Conversation*.]
For especially prepared upperclassmen only.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.
The major course will consist of at least four seminars or conferences in each of the last four Semesters. These meetings are planned to supplement the work done in courses by helping students to achieve a reasonably coordinated knowledge of the history of German literature and civilization, and to gain an acquaintance with the most important works of representative authors.
- 201, 202. *Independent Study*. THE DEPARTMENT.
- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Government and Legal Studies

PROFESSOR DAGGETT, *Chairman*; VISITING PROFESSOR ARMSTRONG;
ASSISTANT PROFESSOR HOWELL; AND MESSRS. PARKUS, DAVIES,
AND HODGKIN

REQUIREMENTS FOR THE MAJOR IN GOVERNMENT AND LEGAL STUDIES: A major consists of six course units, two of which shall be in the *general field* offered for the major examination and shall be either *Government 1-2*, or 11, 12. The other four shall be in the *special fields* and may be selected from all those offered by the Department other than *Government 1-2*. The minor shall be planned to complement the major. Ordinarily it is selected in a related field such as Economics, History, or Sociology, or in a combination such as American History and American Literature. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

Government

- * 1-2. *American Government*. Offered every year. MESSRS. DAGGETT,
AND HODGKIN.
A survey of government in the United States; a study of political institutions and governmental problems.

5. *Municipal Government*. Offered every Fall. MR. DAVIES.
 A study of the political forces at work in both small towns and large cities. The party structure, the forms of government, and the role played by interest groups will be considered. Some of the major problems facing local governments will also be examined.
 Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.
6. *Intergovernmental Relations*. Offered every Spring. MR. DAVIES.
 An analysis of the relationships between the federal, state, and local governments in the United States. Emphasis will be placed on Federal-State relations and on the problems of metropolitan areas.
 Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.
9. *Public Administration*. Offered every Fall. MR. DAVIES.
 A study of the executive branch of the American government in the light of the leading administrative theories and the major problems of administration. The independent regulatory commissions will also be studied.
 Prerequisite: *Government* 1-2, or 11, 12, or *Economics* 15, or the consent of the instructor.
11. *Comparative Government: Democracies*. Offered every Fall. Fall 1964. MR. ARMSTRONG.
 Analysis of the structure and workings of democratic governments other than the United States. The main emphasis is given to Great Britain and France, but the new Asian democracies, India and Japan, will be considered.
12. *Comparative Government: Dictatorships*. Offered every Spring. Spring 1965. MR. ARMSTRONG.
 Major emphasis is placed on the theory and practice of government in Soviet Russia, its satellites, and Communist China. Nazi Germany is examined as an example of a twentieth-century dictatorship.
13. *Political Parties*. Offered every Fall. MR. HODGKIN.
 A study of political parties, their role in democracy, and their relationships with other American political institutions. An examination of the principles governing party organization and leadership; and further consideration of such problems in practical politics as the behavior of voters and the techniques of campaigning.

14. *The Legislative Process*. Spring 1965.

A study of the policy-making process in American government with special emphasis on executive-legislative relations, the roles of Congress and the Presidency, and the basic problem of responsible formulation of public policy in modern American democracy.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

H13. (*History* 13) *The History of Political Thought in the West from Greek Antiquity to the Reformation*. Offered every Fall. MR. HOWELL.

A survey of political thought as illustrated in the writings of Plato, Aristotle, Polybius, Cicero, St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsiglio of Padua, and Machiavelli.

Prerequisite: *History* 1-2, or *History* 7, 8, or *Philosophy* 11-12, or *Philosophy* 21, 22, or *Government* 1-2.

This course may be offered as a course in either History or Government.

H14. (*History* 14) *The History of Political Thought in the West from the Reformation to the Present Day*. Offered every Spring. MR. HOWELL.

A survey of political thought from the sixteenth century to the present, emphasizing the writings of major political thinkers like Hobbes, Locke, Rousseau, J. S. Mill, and Marx, and giving attention to such topics as the divine right of kings, liberty, democracy, sovereignty, natural law, conservatism, socialism, and fascism.

Prerequisite: As under *History* 13.

This course may be offered as a course in either History or Government.

15. *Problems of World Politics*. Fall 1964. MR. ARMSTRONG.

An analysis of the position of the leading powers; selected problems illustrating the basic elements of stability and instability in the modern world.

16. *Development of American Political Thought*. Spring 1966.

A survey of American political thought from the seedtime of the Republic through the present. Particular emphasis will be directed toward an analysis of major American thinkers from Madison to John Dewey. The course will conclude with an examination of the contemporary dialogue of American liberalism, conservatism, and radicalism.

Prerequisite: *Government* 1-2, or 11, or *History* 11-12, or 13, 14.

18. *Formulation of United States Foreign Policy*. Spring 1965. MR. DAVIES.

A study of the forces and institutions which shape American foreign policy. The role of the President, the executive departments, the Congress, and interest groups will be examined.

Prerequisite: *Government* 1-2 or the consent of the instructor.

Legal Studies

- *3-4. *American Constitutional Law*. Offered every year. MR. DAGGETT.

A study of constitutional principles in the United States. The case method is used in the presentation of material.

Prerequisite: *Government* 1-2. Open to Juniors and Seniors.

7. *International Law*. Spring 1965. Fall 1965. MR. DAGGETT.

A study of the modern state system, of the role of law in its operation, of the principles and practices which have developed, and of the problems involved in their application.

Prerequisite: *Government* 1-2, or 11, 12, or *History* 1-2, or 9, 10.

8. *International Organization*. Spring 1966. MR. DAGGETT.

The development of arbitration and judicial settlement; the League of Nations; the United Nations; and selected agencies such as the International Labor Organization.

Prerequisite: *Government* 7.

10. *Administrative Law*. Spring 1966. MR. DAVIES.

A study of the powers of American courts to review administrative decisions, procedures, and practices. The case method will be used in discovering the standards that have resulted.

Prerequisite: *Government* 1-2, or *Economics* 15, or the consent of the instructor.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

During the Fall Semester each year the work, which is organized on a two-year cycle, deals with the masterpieces of political writing. In the Spring Semester the Senior work is preparatory for the examination, while the Junior reading deals with such concepts of political science as the state, law,

sovereignty, and the nature of politics and the political process.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

History

PROFESSOR KENDRICK; PROFESSOR HELMREICH, *Chairman*; ASSOCIATE PROFESSORS WHITESIDE AND BEARCE; ASSISTANT PROFESSORS LEVINE AND HOWELL; AND MR. LYMAN

REQUIREMENTS FOR THE MAJOR IN HISTORY: A major consists of *History* 1-2 and a minimum of six other courses, not more than four of which can be in American history, to be chosen after consultation with members of the Department. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

* 1-2. *History of Western Civilization from Classical Times to the Present*. Offered every year. MESSRS. HELMREICH, HOWELL, AND LYMAN.

A survey of the chief political, economic, religious, intellectual, and cultural developments of European society. The Fall Semester is devoted to the heritage of classical antiquity, the development of the Christian church, the Saracenic Empire, the feudal system, the beginning of national states, the Renaissance and Reformation. In the Spring Semester emphasis is laid on the growth of nationalism together with the evolution of present-day political and social systems, the French Revolution, the Industrial Revolution, imperialism, World War I, and the interwar period.

History 1-2 is a prerequisite for most advanced European history courses and is required of all students who major in history.

3. *Political, Cultural, and Intellectual History of Europe in the Classical Period*. Fall 1965 and Fall 1967. MR. BEARCE.

A study of the civilizations of Greece and Rome from the Homeric Age to the late Roman Empire, emphasizing the political development, the economic and social conditions, and the culture of the classical world.

Prerequisite: *History* 1-2, or 7, 8, or 13, 14.

4. *Cultural and Intellectual History of Europe in the Middle Ages*. Spring 1966 and Spring 1968. MR. BEARCE.

A study of the intellectual and cultural history of the Middle Ages from the late Roman Empire to the fifteenth century, emphasizing the transmission of classical culture, the development of the medieval church, the growth of education and the universities, the achievements in medieval art, literature, and learning.

Prerequisite: *History* 1-2.

5. *History of the Reformation and Enlightenment*. Offered every Fall. MR. KENDRICK.

A brief study of the Italian Renaissance serves as an introduction for the political, religious, and intellectual history of Europe from the opening of the sixteenth century to the French Revolution.

Prerequisite: *History* 1-2 or *History* 7, 8.

6. *History of the French Revolution and Napoleon*. Offered every Spring. MR. KENDRICK.

A study of the background, course, and influence on Europe of the French Revolution and the Napoleonic Era.

Prerequisite: *History* 1-2 or *History* 7, 8.

7. *History of England from its Origins to the Seventeenth Century*. Fall 1964 and Fall 1966. MR. BEARCE.

A survey of the cultural and intellectual, the political and constitutional, and the social and economic development of England.

8. *History of England from the Seventeenth Century to the Present Day*. Spring 1965 and Spring 1967. MR. BEARCE.

Continuation of *Course* 7, but emphasizing, in addition, the growth of the British Empire.

9. *History of Europe from the Revolutions of 1848 to World War I*. Fall 1964 and Fall 1966. MR. HELMREICH.

Political and social history of the states of Europe and of their imperialistic expansion, ending in a detailed study of the origins of World War I.

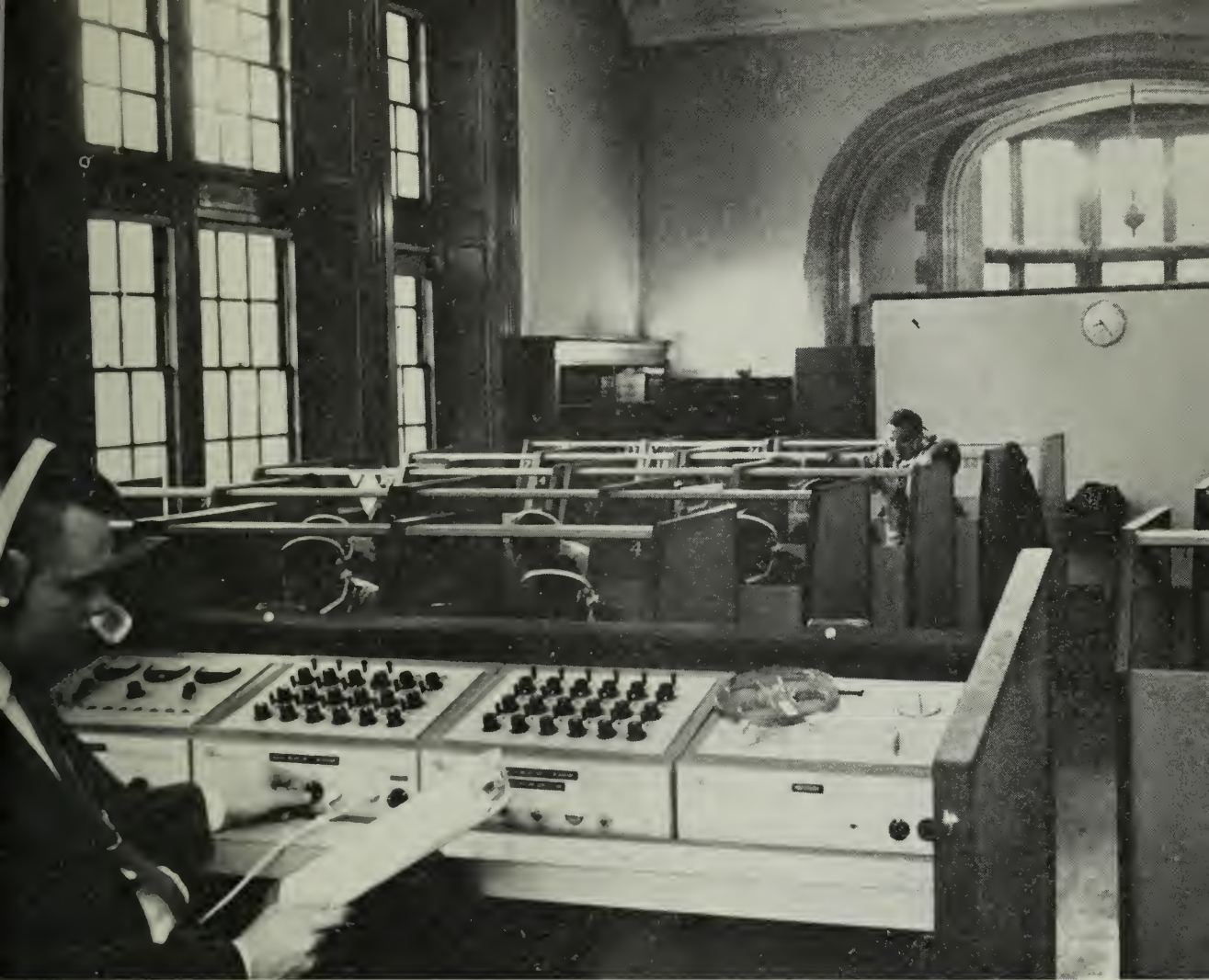
Prerequisite *History* 1-2, or *History* 7, 8, or *Government* 11, 12.

10. *Recent European History*. Spring 1965 and Spring 1967. MR. HELMREICH.

A rapid survey of World War I and the peace settlements as a background for the study of political and social develop-

Above: *A finely equipped language laboratory, adequately supervised, plays a vital role in the programs of the German and Romance Languages Departments.*

Below: *A corner of a Biology Laboratory in the Searles Science Building.*





ments in Europe in the interwar period, World War II, and current international problems.

Prerequisite: As under *History* 9.

- * 11-12. *History of the United States from the Beginnings of Colonial Settlement until the Present*. Offered every year. MESSRS. WHITESIDE AND LEVINE.

Although this course gives some attention to economic and social development, chief emphasis is upon political history and upon the factors—class interests, sectional alignments, party development, and diplomacy—associated with it. The Spring Semester is devoted to the period since the Civil War.

13. *The History of Political Thought in the West from Greek Antiquity to the Reformation*. Offered every Fall. MR. HOWELL.

A survey of political thought as illustrated in the writings of Plato, Aristotle, Polybius, Cicero, St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsiglio of Padua, and Machiavelli.

Prerequisite: *History* 1-2, or *History* 7, 8, or *Philosophy* 11-12, or *Philosophy* 21, 22, or *Government* 1-2.

This course may be offered as a course in either History or Government.

14. *The History of Political Thought in the West from the Reformation to the Present Day*. Offered every Spring. MR. HOWELL.

A survey of political thought from the sixteenth century to the present, emphasizing the writings of major political thinkers like Hobbes, Locke, Rousseau, J. S. Mill, and Marx, and giving attention to such topics as the divine right of kings, liberty, democracy, sovereignty, natural law, conservatism, socialism, and fascism.

Prerequisite: As under *History* 13.

This course may be offered as a course in either History or Government.

- * 15-16. *History of Russia and East Central Europe*. Fall and Spring 1965-1966 and 1967-1968. MR. HELMREICH.

A study of the historic origins and development of the peoples of Russia, the Baltic States, Poland, Czechoslovakia, Austria, Hungary, the Balkans, and Turkey, ending with an analysis of Russia's present-day relations with her satellites.

Prerequisite: *History* 1-2 or *History* 7, 8.

17. *History of South Asia in the Modern Period*. Spring 1966. MR. BEARCE.

← Varsity teams, popularly known as the Polar Bears, represent Bowdoin in fourteen different sports played with other colleges of Bowdoin's size and interests.

South Asia now consists of a group of new states—India, Pakistan, Ceylon, Afghanistan, Nepal, and Burma—which grew out of the complex and impressive ancient and medieval Indian tradition. This study of modern South Asia begins with the declining Mughal Empire of the eighteenth century, continues with the period of British predominance, and concludes with the emergence of the present modern states. Considerable attention is given to the development of South Asian culture and to the political, social, and economic problems involved in the modernization of this region.

21. *The Progressive Era*. Spring 1965. MR. LEVINE.

A study in depth of the economic, political, social, and intellectual history of the period from about 1893 to 1917. In addition to intensive reading and classroom discussion, there will be considerable emphasis on historiography, historical method, and practice in historical research.

Prerequisites: *History 11-12*, *History 27-28*, or the permission of the instructor.

22. *History of American Foreign Policy*. Fall 1964 and Fall 1966. MR. LEVINE.

American foreign policy and the attitudes of the American people toward world affairs from the Revolution until 1945. Relations with Europe, the Americas, and the Far East are traced, and attention is given to the changing objectives of American foreign policy.

Prerequisite: *History 1-2*, or *History 11-12*, or *Government 1-2*.

- *27-28. *Social and Intellectual History of the United States from the Colonial Period to the Present*. Fall and Spring 1965-1966 and 1967-1968. MR. WHITESIDE.

An analysis of historically important social factors and formative ideas: conditions of living, economic problems and adjustments, immigration and internal migration, religion, education, cultural aspirations, and changing attitudes toward the world community are studied with respect to their significance for American development and the American character. The Spring Semester is devoted primarily to the period since 1850.

Elective for Juniors and Seniors; a general knowledge of American history is desirable.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

During their Junior year all history majors will read a common core of material under the supervision of the members of the Department. During their Senior year they will meet for study with individual members of the Department according to their field of interest and concentration. In addition, Junior and Senior majors are expected to attend meetings of the History Club which assembles several times during the year as programs are arranged.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Mathematics

PROFESSOR KORGEN; PROFESSOR CHRISTIE, *Chairman*; PROFESSOR CHITTIM; ASSISTANT PROFESSORS LUBIN, STERLING, AND GILMAN; AND MR. O'DONNELL, DR. JOHNSON, AND MR. GROBE

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS: Each major student is required to complete *Course* 100. He may meet the remaining requirements for the major (1) by completing with acceptable grades *Courses* 21, 22, 31 or 32, 35, and four others chosen with the approval of the Department from courses numbered 30 or above, provided that the total number of his college courses is two more than the number required for graduation, or (2) by completing *Courses* 21, 22, 31 or 32, 35, and two others numbered 30 or above, plus the comprehensive examination.

11. *Analytic Geometry and Calculus*. Offered every Fall. THE DEPARTMENT.

Brief introduction to sets and symbolic logic; elements of analytic geometry; and of differential and integral calculus, with algebraic functions.

Open to students whose secondary school courses, offered for admission to college, have included the customary training in first and second degree equations and inequalities, exponents and radicals, geometric progressions, the binomial theorem, the function concept, coordinate systems and graphs, and the properties of and relations among the trigonometric functions.

12. *Continuation of Course* 11. Offered every Spring. THE DEPARTMENT.

Calculus with transcendental functions; an introduction to infinite series and ordinary differential equations.

Prerequisite: *Mathematics 11* or an equivalent preparation which includes elementary analytic geometry and a thorough course in calculus with algebraic functions.

14. *Elementary Mathematics of Statistics*. Offered every Semester.
Probability; topics from the mathematical theory of statistics, such as measures of dispersion, curve fitting, statistical correlation, theoretic frequency distributions, and elementary sampling theory.
Prerequisite: As for *Mathematics 12*.
21. *Vector Geometry and Linear Algebra*. Offered every Fall.
Vectors and matrices applied to topics in linear mathematics.
Prerequisite: *Mathematics 12*.
22. *Intermediate Calculus*. Offered every Spring.
The differential and integral calculus of more than one variable; applications to geometry.
Prerequisite: *Mathematics 21*.
23. *Algebra*. Offered every Fall.
Sets, fields, groups, real and complex numbers, theory of equations, determinants and matrices.
Prerequisite: *Mathematics 21* or the consent of the instructor.
29. *Vector Mechanics of Particles*. Offered every Fall.
Introduction to the algebra, geometry, and scalar calculus of vectors. Statics, kinematics, and dynamics of particles. Impulse, momentum, work, and energy. Damped oscillations. Applications to various topics in mechanical physics.
Prerequisite: *Mathematics 12*. *Mathematics 21* should usually be taken concurrently.
30. *Vector Mechanics of Bodies and Media*. Offered every Spring.
Statics, kinematics, and dynamics of rigid bodies. Vector analysis of fields; gradient, curl, and divergence. Topics from hydromechanics, mechanics of elastic media, and kinetic theory. Introduction to the methods of Lagrange and Hamilton.
Prerequisites: *Mathematics 21*, 29. *Mathematics 22* should usually be taken concurrently.
31. *Applied Analysis*. Offered every Fall.
Uniform convergence, series expansions of functions, the Laplace transformation, general methods in differential equations, some special functions.
Prerequisite: *Mathematics 22*.

32. *Advanced Calculus*. Offered every Spring.

Introduction to the theory of real variables. Topological properties of the real numbers. Continuity, uniform continuity, differentiability. Riemann-Stieltjes integration. Existence theorems for ordinary differential equations.

Prerequisite: *Mathematics* 39 or the consent of the instructor.

[33. *Foundations of Geometry*.]

Axioms and models for various geometries; coordinatization; theorems of Pappus and Desargues; mensuration; the groups of motions in a geometry.

Prerequisite: *Mathematics* 21.

34. *Complex Variable*. Offered every Spring.

Analytic functions of a complex variable, differentiation and integration in the complex plane, theory of residues, conformal mapping.

Prerequisite: *Mathematics* 31 or 32 (may be taken concurrently), or *Mathematics* 22 and the consent of the instructor.

35. *Introduction to Algebraic Structures*. Offered every Fall.

Algebraic properties of number systems. Groups, rings, fields, vector spaces, and their homomorphisms.

Prerequisite: *Mathematics* 21.

36. *Set Theory*. Fall 1964.

The set-theoretical foundations of mathematics, including equivalence and order relations, ordinal and cardinal numbers, and the axiom of choice. Although there are no formal prerequisites, the student is expected to have completed at least two years of Mathematics.

37. *Probability Theory and the Mathematics of Statistics*. Fall 1964.

Sample spaces, probability measure, distribution theory, stochastic independence. Analysis of pairs of measurements, curve fitting, regression and correlation. Statistical inference, tests of hypotheses and confidence intervals. Sampling theory and quality control techniques.

Prerequisites: *Mathematics* 14, 22.

38. *Special Topics in Mathematical Statistics*. Spring 1965.

Design and analysis of experiments, interpretation of data, analysis of variance, analysis of means, other topics of interest from *Course* 37.

Prerequisite: *Mathematics* 37.

39. *Introduction to Topology*. Fall 1964.

Topological spaces and such concepts as compactness, connectedness, and metrizability. Topological properties of networks and polyhedra, curves, and surfaces. Mappings, vector fields, and fixed points. The emphasis of this course is geometric and the development is in part heuristic.

Prerequisite: *Mathematics 22*.

- [40. *Topics in Topology*.]

One or two directions in topology are pursued with a fair degree of thoroughness. Possible topics are the following: homology and cohomology theories of complexes and spaces, homotopy theory, topological groups, the algebraic theory of knots, differential topology, additional general topology, or applications of topology.

Prerequisites: *Mathematics 35, 39*; or the consent of the instructor.

42. *Advanced Topics in Algebra*. Spring 1965.

A selection will be made from the following topics: Rings, ring homomorphisms, ideals, polynomial rings, fields of quotients, fields, field extensions, Galois theory. Rings with minimum condition, Noetherian and local rings, homology theory. Noncommutative rings. Finite and infinite abelian groups, torsion, the ring of endomorphisms of a module.

Prerequisite: *Mathematics 35*.

44. *Advanced Topics in Geometry*. Spring 1965.

The content of the course will vary, so as to provide the student with advanced geometrical experience from the areas of algebraic geometry, classical differential geometry, or projective and metric geometry.

Prerequisites: *Mathematics 32, 35*; or the consent of the instructor.

- [45. *Advanced Topics in Analysis*.]

The real number system, foundations of the calculus, function spaces, Lebesgue measure and integration.

Prerequisite: *Mathematics 32*.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The object of the course is to expand the mathematical

horizon of the major through lectures, assigned reading, and special projects leading to written or oral reports.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

THE INSTITUTE PROGRAMS

The two programs below are sponsored by the National Science Foundation. Work in both is conducted at the graduate level.

1964 Summer Institute for Secondary School Teachers of Mathematics

PROFESSOR CHITTIM, *Director*; PROFESSOR THOMAS L. DOWNS (Washington University); ASSISTANT PROFESSOR RICHARD W. SAMPSON (Bates) AND ASSISTANT PROFESSOR GILMAN

Course I. *Modern Geometry*.

Brief historical development from Euclid to the present; real projective geometry, polarities, conics, and quadrics; homogeneous coordinates; elliptic and hyperbolic geometries in one, two, and three dimensions; circles and tangents.

Course II. *Topics from Algebra*.

Designed to explore algebraic ideas which are logical extensions of the algebra normally encountered in high school: sets, groups, fields, modular arithmetic, mathematical induction, binary arithmetic, averages; finite differences, complex numbers; polynomials, theory of equations; the general solution of cubic and quartic equations; approximate solutions; theory of determinants.

1965 Summer Institute for Secondary School Teachers of Mathematics

Course I. *Theory of Numbers*.

Course II. *Theory and Techniques of Modern Computing*.

The Summer Institutes for Secondary School Teachers of Mathematics are part of a program of *sequential* institutes. Participants are secondary school teachers who have done work of superior quality as undergraduate majors in Mathematics at accredited institutions and who in other ways are ready to undertake graduate

studies. Successful completion of work in four Bowdoin Summer Institutes leads to the award of the degree of Master of Arts.

*1964-1965 Academic Year Institute
for Secondary School Teachers of Mathematics*

PROFESSOR CHRISTIE, *Director*

Participants in this Institute are selected secondary school teachers with a background in the *subject-matter* of mathematics enabling them to pursue the subject at the level of graduate study. The 1964-1965 Academic Year Institute is related to the 1964 Summer Institute in such a way as to provide a program of graduate study running through a twelve-month year. Each graduate student submits for the approval of the Department a program of ten courses. Of these, two are the offerings of the 1964 Summer Institute; six are chosen from advanced upper-class courses; two are graduate seminars especially arranged for the members of the Academic Year Institute. Successful completion of the program with a level of performance appropriate to work at the graduate level leads to the award of the degree of Master of Arts.

Military Science

LIEUTENANT COLONEL VASSAR, MAJOR FLEMING, CAPTAIN
DICKERSON, CAPTAIN WILLIAMSON

* 11-12. *First Year Basic Course* (90 hours). Offered every year.

Organization of the Army and ROTC (5 hours). *Individual Weapons and Marksmanship* (10 hours). *United States Army and National Security: The missions and responsibilities of the Army* (15 hours). *Academic Subject: The additional required 30 classroom hours will be met by the substitution of a non-military-taught course selected by the student from the following general academic areas—Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions* (30 hours). *Leadership Laboratory: Leadership training, drill experience, and the development of certain characteristics of leadership through progressive training in the exercise of command. This phase of military science continues in steps of increasing responsibility through the entire four-year program* (30 hours).

* 21-22. *Second Year Basic Course* (90 hours). Offered every year.

Map and Aerial Photograph Reading (15 hours). *American*

Military History: To provide a sound foundation in the principles of war as exemplified in American military history and the development of the military art in the United States Army (30 hours). *Introduction to Operations and Basic Tactics*: The principles and fundamentals of small unit tactics (15 hours). *Leadership Laboratory*: As listed for *Courses 11-12* with special attention to the continued development of leadership potential through assignments to positions of increased responsibility in the Cadet Corps (30 hours).

Prerequisite: *Military Science 11-12* or credit for prior military training or service.

*31. *First Year Advanced Course* (75 hours). Offered every Fall.

Leadership: The factors which affect human behavior, methods of accomplishing motivation, and practices in the application of the principles of leadership (15 hours). *Academic Subject*: Elective subject will be chosen from the following general academic areas—Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions. In the event that a particular subject was required in the student's academic curriculum during his Freshman and Sophomore years, the elective must be selected either from another general area or an advanced subject in the same area. However, if the subject selected was not required in the student's academic curriculum during his Freshman and Sophomore years, complete freedom of selection from within the four academic areas is permissible. The PMS will evaluate and approve the elective subject selected. Consideration will be given to the value of the subject in furthering the professional qualification of the student as a prospective commissioned officer in the United States Army (45 hours). *Leadership Laboratory*: As listed for *Courses 11-12*, emphasizing the functions, duties, and responsibilities of leaders in the first three noncommissioned and/or junior officer grades (15 hours).

Prerequisite: *Military Science 21-22* or credit for prior military training or service.

*32. *Continuation of Course 31* (80 hours). Offered every Spring.

Branches of the Army: Information on the role of the various branches of the Army to assist the student in selecting the branch of service in which he desires to be commissioned (6 hours). *Military Teaching Principles*: The principles, methods, and techniques which are fundamental to military instruc-

tion, and the preparation, presentation, and evaluation of instruction (20 hours). *Small Unit Tactics and Communications*: The principles and fundamentals of small unit tactics and their application to infantry units; the principles of communications and communication systems (29 hours). *Counterinsurgency*: The history and development of clandestine paramilitary organizations, and the methods and techniques employed by conventional forces in counterinsurgency operations (5 hours). *Precamp Orientation*: The general conduct of training at ROTC Summer Camp (5 hours). *Leadership Laboratory*: As listed for *Course 31* (15 hours).

Prerequisite: *Military Science 31*.

ROTC Summer Camp: Summer 1965. Students enrolled in the Advanced Course are required to attend a summer camp of six weeks' duration, normally upon completion of MS 32. Camp training is essentially of the individual and unit type, with the student receiving experience in the performance of tactical, technical, and administrative duties in the field. Intensive training will be conducted with emphasis on the development of leadership. Camp is conducted at and supported by a major military installation. Exact location will be announced.

- *41. *Second Year Advanced Course* (75 hours). Offered every Fall.

Operations: Command and staff organization, military intelligence, combat orders, and training management (15 hours). *Logistics*: Fundamentals of army supply and movement of units (15 hours). *Military Law*: The fundamental concepts of military justice in the Armed Forces of the United States, as provided for in the *Uniform Code of Military Justice* (15 hours). *The Role of the United States in World Affairs*: The role of the United States in world affairs, and an orientation in the relative geographical, economical, political, sociological, and military elements of power in the world, and the responsibilities of the United States (10 hours). *Army Administration*: Basic concepts of Army administration (5 hours). *Leadership Laboratory*: As listed for *Courses 11-12* with further development of leadership potential by requiring the cadet officers to plan and conduct drills and ceremonies (15 hours).

Prerequisite: *Military Science 32*.

- *42. *Continuation of Course 41* (75 hours). Offered every Spring.

Army Administration: As listed for *Course 41* (10 hours). *Service Orientation*: Service life for future officers (5 hours). *Academic Subject*: Elective subject will be chosen for the second

Semester of the Senior year as provided for in *Course 31* (45 hours). *Leadership Laboratory*: As listed for *Course 41* (15 hours).

Prerequisite: *Military Science 41*.

Music

ASSOCIATE PROFESSOR BECKWITH, *Chairman*; ASSISTANT PROFESSOR SCHWARTZ; AND MR. ROGERS

REQUIREMENTS FOR THE MAJOR IN MUSIC: The required courses consist of *Music 11-12, 13-14, 21-22, 23-24*, and any two Semesters of the history sequence, *Music 3, 4, 5, 6*. Students who major in Music must take *Music 1-2* and complete the major course. A prerequisite for all majors in Music is an elementary ability in piano playing. In addition, all majors are urged to take *History 1-2* and *Philosophy 38*. Graduate examinations in Music, given each year in April, are required of all majors. The Department underwrites the cost.

Because of the sequential nature of some courses, majors in Music should take *Music 1-2* and *11-12* in the Sophomore year.

For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

* 1-2. *Materials and Forms*. Offered every year. MR. SCHWARTZ.

Although this course is devised for students without musical backgrounds, it is also valuable to others as a means of widening their horizons. The ability to read music or to play an instrument is not necessary. Scores are used, but the ability to read them is acquired by class practice. The course treats music as a means of communication, and hence as a "language" through which the student may arrive at the meaning of music. Tone-color, rhythm, melody, and harmony are studied by listening to music, not through technical exercises, after which the principal forms are studied. After a survey of music before 1600, the course begins with Bach and is confined to masterpieces and composers from 1685 through the contemporary period.

3. *Music of the Middle Ages through the Golden Age of Polyphony*: A.D. 400-1600. Fall 1964. MR. ROGERS.

No prerequisite or musical training necessary. *Music 3, 4* will be offered in alternation with *Music 5, 6*.

4. *Music of the Basso Continuo Period through the Classical Period*. Spring 1965. MR. ROGERS.

This course covers the beginnings of opera, the period of Bach and Handel, and that of Mozart, Haydn, and Beethoven. No prerequisite or musical training necessary.

5. *Music of the Romantic Period*. Fall 1965.

The period from Schubert through Wagner and the post-romantics.

No prerequisite or musical training necessary.

6. *Impressionism and the Modern Period*. Spring 1966.

No prerequisite or musical training necessary.

*11-12. *Elementary Harmony*. Offered every year. MR. ROGERS.

A technical course in the conventional chord structure and harmonic progression of the period of common practice of the eighteenth century. Exercises in four-part writing, harmonic analysis, keyboard harmony, and ear-training. A fourth hour will be offered weekly during the Fall Semester for special training in tonalities, wherever this is found necessary.

Prerequisite: The ability to read music, and an elementary knowledge of piano playing. Students should consult the instructor before registration.

*13-14. *Advanced Harmony and Counterpoint*. Offered every year. MR. SCHWARTZ.

A continuation of *Music 11-12*, extending the study of chord structure into nineteenth-century chromaticism, together with introductory tonal counterpoint. Original composition will be encouraged whenever possible. The course will include further study of tonal counterpoint, including canon, invention, and fugue. Introduction to modal counterpoint.

Prerequisite: *Music 11-12*.

*21-22. *The Development of Musical Style: 1000-1750*. Offered every year. MR. BECKWITH.

A course planned primarily for majors in Music in their Senior year. A limited number of works, each characteristic of its period and type, will be analyzed in detail, with special attention to the significance of each work in the development of the technique of composition. Insofar as possible works studied will be performed. Students should consult the instructor before registration.

*23-24. *Special Topics*. Offered every year. THE DEPARTMENT.

A course designed to provide a more thorough acquaintance with topics not treated comprehensively in other courses of-

ferred by the Department. The problems studied will be selected to meet the needs of individual students.

Offered only to majors in Music.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

In Junior year the major course will consist of weekly meetings based on *Music* 1-2. In the event a student does not decide to major in Music until his Junior year and thereby fails to elect *Music* 1-2 and 11-12 in his Sophomore year, he must be prepared to double his course load in Music during the last two years.

In Senior year the major course will consist of weekly seminars devoted to the history of Music. The work will be based upon *Music* 3, 4, 5, and 6, supplemented by collateral reading in the periods not covered by courses.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Philosophy

PROFESSOR POLS, *Chairman*; ASSOCIATE PROFESSOR MCGEE; AND
MR. FREEMAN

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY: A major consists of six units approved by the Department. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

*11-12. *Introduction to Philosophy*. Offered ever year. MR. POLS AND MR. FREEMAN.

An introduction to philosophy by means of an elementary consideration of its principal problems, as: the nature and methods of philosophy; sources and criteria for valid knowledge; rival conceptions of causation, of physical and organic nature, and of ultimate reality; the nature of mind, soul, and self; the status of ethical and religious values; and the question of the validity of metaphysical reasoning—or reasoning about ultimate reality. Readings in various philosophers, classical, modern, and contemporary.

21. *History of Ancient and Medieval Philosophy*. Fall 1964 and Fall 1965. MR. MCGEE.

A study of the prototypes of European thought in ancient philosophy and a survey of medieval philosophy. Readings in the pre-Socratics, Plato, Aristotle, the Stoics, the Epicureans, St. Augustine, and St. Thomas Aquinas. Supplementary reading in a history of philosophy.

Open without prerequisite to Juniors and Seniors. Prerequisite for Sophomores: *Philosophy* 11-12 or the consent of the instructor. Not open to Freshmen.

22. *History of Modern Philosophy*. Spring 1965 and Spring 1966. MR. FREEMAN.

Western philosophy from the Renaissance to the present. Some attention will be given to the development of the modern scientific attitude and to its interplay with philosophy. Readings in Descartes, Spinoza, Hobbes, Leibniz, Berkeley, Hume, Kant, Schopenhauer, and Hegel. Supplementary reading in a history of philosophy.

Prerequisite: *Philosophy* 21 or the consent of the instructor.

31. *The Background of Contemporary Philosophy*. Fall 1964 and Fall 1966. MR. FREEMAN.

A study of certain philosophical tendencies in the nineteenth century that have an important influence on contemporary philosophical investigation: the situation of philosophy after Kant; philosophy of history and the dialectic method (Hegel); social responsibility (Marx, Comte, Mill); the individual on his own—the origins of existentialism (Dostoevski, Schopenhauer, Nietzsche, Kierkegaard); and philosophical foundations of scientific and historical method in the nineteenth century.

Prerequisite: *Philosophy* 11-12 or 21, 22.

32. *Contemporary Philosophy*. Spring 1965 and Spring 1967. MR. POLS.

A study of contemporary philosophy, with particular reference to the dispute about the nature and role of philosophy itself. The analytic movement, which in its various phases (logical atomism, logical positivism, linguistic analysis) advocates the confinement of philosophy to a second-order activity concerned with the analysis of science and everyday knowledge, will be contrasted with movements such as phenomenology, existentialism, and the revival of speculative metaphysics, which claim for philosophy a first-order concern with reality and man's relation to it. Readings in Russell,

Ayer, Wittgenstein, Ryle, Husserl, Sartre, Jaspers, Heidegger, Whitehead.

Prerequisite: *Philosophy* 11-12 or 21, 22.

33. *Metaphysics*. Fall 1964 and Fall 1965. MR. FREEMAN.

The problem of the limits of knowledge is examined with a view to determining the proper scope of metaphysical theories. Certain persistent metaphysical issues are then considered in a contemporary setting.

Prerequisite: *Philosophy* 11-12 or 21, 22.

34. *Ethics*. Spring 1965 and Spring 1967. MR. MCGEE.

A study of the main types of ethical theory, based on the reading of historical and contemporary sources; and a critical inquiry into the problems of personal and social ethics.

Prerequisite: *Philosophy* 11-12 or 21, 22.

35. *Logic*. Fall 1965 and Fall 1967. MR. FREEMAN.

A systematic treatment of the principles of valid inference. After a consideration of the traditional approach, including the syllogism, modern techniques for representing arguments and logical truths are presented. The problem of logical truth is then related to the general problems of theory of knowledge. The course ends with a survey of the structure of deductive systems and their use in science.

38. *Philosophy of Art*. Spring 1966 and Spring 1968. MR. POLS.

An introduction to esthetics or the philosophy of art. Representative theories of art are discussed and used as the basis for the development of a general theory that takes account of the expressive, cognitive, and productive or creative elements in art. This theory is then applied in detail to painting, poetry, and music; in this part of the course there will be considerable study of actual works of art. Readings in classical and contemporary theories of art.

Prerequisite: *Philosophy* 11-12, or 21, 22, or the consent of the instructor.

- [39. *Major Philosophers*.]

An intensive study of the writings of some one major philosopher, usually drawn from the following group: Plato, Aristotle, Kant.

Prerequisite: *Philosophy* 11-12 or 21, 22.

40. *Theory of Knowledge*. Spring 1966 and Spring 1968. MR. MCGEE.

An examination of some of the principal problems in and about epistemology, such as the nature of meaning and truth, a priori knowledge, the limits of science, and the role of linguistic analysis in philosophy.

Prerequisite: *Philosophy* 11-12 or 21, 22.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars in each of the last four Semesters. The readings upon which the discussions are based are chosen to permit the use of two approaches used alternately: (1) Detailed concentration on some outstanding work exemplifying a particular philosophic outlook; (2) Synoptic review of some central and recurrent philosophic problems. A paper will be required in each of the four Semesters of the major course.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Physical Education

MR. MORRELL, *Chairman*; AND MESSRS. MACFAYDEN, SABASTEANSKI, COOMBS, COREY, WATSON, KOSTACOPOULOS, BUTT, BICKNELL, AND LINKOVICH

Physical Education.

Each student is required to attend classes in physical education three days each week during his first four Semesters in college or to participate in a supervised sports program. Some credit will be given for participation in ROTC drill.

The following requirements in Physical Education must be met by every student: (1) Participation for at least one season in a supervised varsity or Freshman sport, (2) Demonstration of "a playing knowledge" of some sport such as tennis, golf, or swimming, and (3) Sufficient competence in swimming to satisfy the minimum tests formulated by the Department.

See pages 176-177 for a description of the athletic facilities and sports program of the College.

Above: Each Freshman is welcomed by the President and signs his name in → the century-old register book.

Below: A collection of rare books, fine editions, and valuable manuscripts is exhibited in the Rare Book Room in the Library. An excellent example of Italian Renaissance art, the Room was the gift of an anonymous donor, and is seen by hundreds of visitors each year.





Physics

PROFESSOR LITTLE; PROFESSOR JEPPESEN, *Chairman*; PROFESSORS CHRISTIE AND TAYLOR; ASSOCIATE PROFESSOR LACASCE; AND ASSISTANT PROFESSORS WALKLING AND TURNER

REQUIREMENTS FOR THE MAJOR IN PHYSICS: No rigid requirements are set beyond the minimum of six semester courses above the introductory level. Students should examine carefully the prerequisites for advanced courses and fulfill them as far as possible during Sophomore year. Major students are urged to offer two additional semester Physics courses, in addition to those normally required for graduation, in lieu of a major examination and to continue their mathematical studies beyond the required prerequisites.

*11-12. *General Physics*. Offered every year. THE DEPARTMENT.

An introduction to the whole field of physics with demonstration lectures and laboratory work.

Prerequisite: A college course in Mathematics, concurrent registration or previous credit.

23. *Electronics*. Offered every Fall. MR. TURNER.

Elements of circuit analysis, physical principles of semiconductor and vacuum tube devices, fundamentals of electronic instrumentation and measurement. A basic laboratory course for physicists and experimental scientists.

Prerequisite: A college course in Physics.

24. *Continuation of Course 23*. Offered every Spring. MR. TURNER.

Prerequisite: *Physics 23*.

29. *Vector Mechanics of Particles*. Offered every Fall. MR. CHRISTIE.

Introduction to the algebra, geometry, and scalar calculus of vectors. Statics, kinematics, and dynamics of particles. Impulse, momentum, work, and energy. Damped oscillations. Applications to various topics in mechanical physics.

Prerequisite: *Mathematics 12*. *Mathematics 21* should usually be taken concurrently.

30. *Vector Mechanics of Bodies and Media*. Offered every Spring. MR. CHRISTIE.

Statics, kinematics, and dynamics of rigid bodies. Vector analysis of fields; gradient, curl, and divergence. Topics from hydromechanics, mechanics of elastic media, and kinetic the-

- ory. Introduction to the methods of Lagrange and Hamilton.
Prerequisites: *Mathematics 21* and *Physics 29*. *Mathematics 22* should usually be taken concurrently.
32. *Electromagnetic Theory*. Offered every Spring. MR. LACASCE.
The classical field theory of both electricity and magnetism is developed.
Prerequisites: Four semester college courses in Mathematics and four semester college courses in Physics.
33. *Optics*. Fall 1964. MR. JEPPESEN.
Geometrical optics, and instruments. Electromagnetic theory of physical optics, interference, diffraction, and polarization. Quantum theory of radiation applied to atoms, molecules, and nuclei.
Prerequisite: *Physics 30*.
34. *Continuation of Course 33*. Spring 1965. MR. JEPPESEN.
Prerequisite: *Physics 33*.
35. *Theoretical Physics. Heat and Thermodynamics*. Fall 1965. MR. WALKLING.
A nonlaboratory course in the principles of thermodynamics and application to problems of interest to the physicist.
Prerequisite: *Physics 30*.
36. *Quantum Mechanics*. Spring 1966. MR. WALKLING.
An introduction to quantum theory. The Schrodinger equation, potential well, barrier, and central field problems. The physical interpretation of wave mechanics.
Prerequisite: *Physics 30*.
37. *Fundamental Constants*. Fall 1964. MR. TAYLOR.
An introduction to ideas of black body radiation, quantum theory, and wave nature of matter.
38. *Modern Optics*. Spring 1965. MR. TAYLOR.
Nonlinear optics. Lasers.

Independent Study

- 201, 202. *Independent Study*. THE DEPARTMENT.
If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teachers' Certificate.
- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Psychology

ASSISTANT PROFESSOR FERNALD, *Chairman*; AND ASSISTANT PROFESSORS FUCHS AND MIKAELIAN

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY: A major comprises *Psychology* 1, 2, 3, 5, 7, and one additional unit to be chosen from the following: *Psychology* 4, 6, 9, and 10. Major students also are required to include in their college program at least two of the following courses from other fields: *Biology* 9, 15, *English* 7, *Mathematics* 14, *Philosophy* 35, *Physics* 23, *Sociology* 5, 10, and 11. An appropriate Senior Seminar may be substituted for one of these courses, if desired. These courses may be taken any Semester in which they are offered. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

1. *General Psychology*. Offered every Fall. MR. FERNALD.
An introduction to the basic processes in psychology. This course covers the following topics: learning, motivation, attending and perceiving, and personality.
Required for all further courses in the Department.
2. *Advanced General Psychology*. Offered every Spring. MR. FUCHS.
A continuation of *Psychology* 1. The following topics are dealt with: organic bases of behavior, psychological development, individual differences, the sensory processes, and problems relating to human efficiency.
Prerequisite: *Psychology* 1. Required of majors and minors in Psychology and for entrance to *Psychology* 5, 6, 9, and 10.
3. *Abnormal Psychology*. Offered every Fall. MR. MIKAELIAN.
The psychology of abnormal people, with special emphasis upon personality development, behavior disorders, problems of adjustment, and mental health.
Prerequisite: *Psychology* 1.
4. *Social Psychology*. Offered every Spring. MR. MIKAELIAN.
The study of social influences in the development of personality; the psychological analysis of group processes and such special topics as propaganda, prejudice, language, and industrial morale.
Prerequisite: *Psychology* 1.
5. *Experimental Psychology*. Offered every Fall. MESSRS. FERNALD, FUCHS, AND MIKAELIAN.

Laboratory investigation and analysis of human and animal learning and/or sensory and perceptual processes in human behavior. Required of majors, and strongly recommended for the Junior year. Open to a limited number of other students who have done superior work in *Psychology* 1, 2.

6. *Advanced Experimental Psychology*. Offered every Spring. MR. FUCHS.

Laboratory investigation of basic psychological processes with emphasis upon experimental design. The latter part of this course involves an individual research project. This course is strongly recommended for students interested in pursuing graduate study in experimental psychology.

Prerequisites: *Psychology* 1, 2, 5, 7, and the consent of the instructor.

7. *Measurement and Statistical Method in Psychology*. Offered every Spring. MR. FERNALD.

An introduction to psychological measurement and applications of statistics to research in psychology.

Prerequisite: *Psychology* 1, 2.

8. *Educational Psychology*. Spring 1966 and Spring 1968. MR. FERNALD.

The study of the learning process with special attention to problems of motivation and individual differences. (This course does not satisfy the requirements for a major in Psychology nor the science requirement.)

Prerequisite: *Psychology* 1.

9. *Systematic Psychology*. Offered every Fall. MR. FUCHS.

The historical and theoretical backgrounds of modern psychology, with special attention to the chief systems of psychology, including Behaviorism, Gestalt theory, and Psychoanalysis.

Prerequisite: *Psychology* 1, 2.

10. *Contemporary Theory in Psychology*. Spring 1965. MR. MIKAE-LIAN.

An analysis of problems faced by theorists in psychology with a thorough review of current theorizing in one of the following areas: learning, motivation, cognitive processes, perception, personality. The course will be conducted in seminar fashion.

Prerequisite: *Psychology* 1, 2, 5 or 6, and the consent of the instructor.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.
This program will include at least four seminars in each of the last four Semesters. These seminars are designed to coordinate and supplement the other course work in Psychology. Each student is required to present oral and/or written reports on a special topic in Psychology.
- 201, 202. *Independent Study*. THE DEPARTMENT.
- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Religion

ASSOCIATE PROFESSOR GEOGHEGAN, *Chairman*; AND ASSISTANT
PROFESSOR J. W. BROWN

- *1-2. *Biblical Literature*. Offered every year. Fall 1964 and Spring 1965. MR. BROWN.
An examination and interpretation of the basic ideas, events, and personalities of the Old and New Testaments. Lectures, conferences, and readings.
3. *History of Religions*. Fall 1964. MR. BROWN.
An introduction to the comparative study of religion through a brief consideration of some typical primitive and ancient religions, followed by an extensive examination of major living religious traditions of Far Eastern origin, such as Hinduism, Buddhism, and Confucianism. In most cases, readings will be in modern translations of the basic literature of each religion. Lectures, conferences, and readings.
Elective for Juniors and Seniors.
4. *History of Religions*. Spring 1965. MR. BROWN.
A comparative study and historical survey of the major religious traditions of Near Eastern origin, particularly Christianity, Islam, and Judaism. In most cases, readings will be in modern translations of the basic literature of each religion. Lectures, conferences, and readings.
Elective for Juniors and Seniors.
5. *Major Christian Authors*. Fall 1965. MR. GEOGHEGAN.
An examination and interpretation of the development of Christian thought, eastern and western, from its beginnings through the Middle Ages; with special emphasis upon August-

tine and Aquinas. Lectures, conferences, and readings.

Prerequisite: A course in History, Philosophy, or Religion; or the consent of the instructor.

6. *Major Christian Authors*. Spring 1966. MR. GEOGHEGAN.

An examination and interpretation of the development of Christian thought in the West from the beginning of the modern period to the present; with special emphasis upon Pascal, Kierkegaard, and Tillich. Lectures, conferences, and readings.

Prerequisite: A course in History, Philosophy, or Religion; or the consent of the instructor.

Romance Languages

PROFESSOR LEITH, *Chairman*; ASSOCIATE PROFESSOR KAMBER; ASSISTANT PROFESSOR NUNN; MESSRS. THOMPSON, MCKEE, AND BASCELLI; AND TEACHING FELLOWS MCCARTHY AND FLEURENT-DIDIER

REQUIREMENTS FOR THE MAJOR IN FRENCH: A major consists of *French* 7, 8, 15, 16, and two units, the second being a continuation of the first, to be chosen from *French* 11, 12, and 17, 18. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

French

* 1-2. *Elementary French*. Offered every year. MR. BASCELLI.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows.

A supervised language laboratory is available to all students in the Department.

* 3-4. *Intermediate French*. Offered every year. MESSRS. LEITH, NUNN, MCKEE, AND BASCELLI.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows.

Director of the oral-aural program in *French* 1-2 and 3-4: MR. NUNN.

- 5, 6. *Advanced French*. Offered every year. MESSRS. LEITH, NUNN, MCKEE, AND BASCELLI.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read French accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. Oral and aural training with the French teaching fellows is optional.

- 7, 8. *French Literature from its Origins to the End of the Eighteenth Century*. Offered every year. MR. LEITH.

A general survey of French literature down to the Revolution, with a more detailed study of the leading authors and their principal works. Special consideration is given to the development of French classicism and to the literature of the age of Louis XIV. Lectures, reading, written reports, and explanation of texts.

- [9. *Modern France*.]

A study of the most significant aspects of modern French civilization, with special emphasis on the territorial and linguistic unity of the country, its economic resources, institutions, and social structure. The lectures will be given in French. Discussions will be conducted in English with collateral reading mainly in French.

- [10. *Continuation of Course 9*.]

11. *French Literature of the Nineteenth Century*. Fall 1964. MR. KAMBER.

A study of the development of romanticism and realism in the poetry, the novel, and the drama of the nineteenth century, with careful consideration of the leading authors of each movement. Lectures, reading, written reports, discussion and explanation of texts.

12. *Continuation of Course 11*. Spring 1965. MR. KAMBER.

- [13. *The French Novel*.]

A study of the French novel from the seventeenth to the twentieth century with special reference to the characteristic novels of the various periods, which will be discussed in class or assigned for outside reading and reports. The lectures will be in French.

- [14. *Continuation of Course 13*.]

- 15, 16. *Spoken and Written French*. Offered every year. MESSRS. NUNN AND MCKEE.

This course is designed to develop in the student the ability to understand and use oral and written French. It will be conducted in French.

17. *Contemporary French Literature from the Latter Part of the Nineteenth Century to the Present Day*. Fall 1965. MR. KAMBER.

A study of representative modern writers in the fields of fiction, the drama, poetry, and literary criticism. To be conducted in French. Collateral reading and reports.

18. *Continuation of Course 17*. Spring 1966. MR. KAMBER.

Italian

- * 1-2. *Elementary Italian*. Fall and Spring 1965-1966. MR. KAMBER.

Training in grammar and composition. Oral practice. Reading of texts of modern Italian authors.

3. *Early Italian Prose and Poetry*. Fall 1964. MR. KAMBER.

Reading in the chroniclers, Compagni and Villani; the *Decameron* of Boccaccio; the *Vita Nuova* of Dante.

Prerequisite: *Italian 1-2*.

4. *Dante's Divine Comedy*. Spring 1965. MR. KAMBER.

Prerequisite: *Italian 3*.

Spanish

- * 1-2. *Elementary Spanish*. Offered every year. MR. THOMPSON.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, devoted to oral and aural training, will be conducted exclusively in Spanish by the native teaching fellow, MR. MCCARTHY.

Spanish 1-2 is not open to Freshmen.

- * 3-4. *Intermediate Spanish*. Offered every year. MR. THOMPSON.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral and aural training, will be conducted exclusively in Spanish by the native teaching fellow, MR. MCCARTHY.

Open to Freshmen and upperclassmen who have passed a placement test set by the Department at the beginning of the Fall Semester.

Director of the oral-aural program in Spanish: MR. THOMPSON.

- 5, 6. *Readings in Spanish and Hispanic-American Literature.* Offered every year. MR. THOMPSON.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read Spanish accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. One hour each week is devoted to composition and oral work.

- 7, 8. *Spoken and Written Spanish.* Offered every year. MR. THOMPSON.

This course is designed to develop in the student the ability to understand and use oral and written Spanish. The course will be conducted in Spanish.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to supplement the work done in courses by concentration upon specific areas in language and literature and the utilization of particular techniques. Written work will be required in the major course.

- 201, 202. *Independent Study.* THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Russian

ASSISTANT PROFESSOR LEVIN, *Chairman*

- *1-2. *Elementary Russian.* Offered every year.

Five class hours a week. Three hours are devoted to grammar, composition, and reading. The two remaining periods, conducted exclusively in Russian, are designed to develop the student's facility in speaking and understanding simple Russian.

- *3-4. *Intermediate Russian.* Offered every year.

Four class hours a week. Three hours are devoted to grammar review, composition, and reading of major Russian authors. The fourth period is devoted to maintaining and improving the student's facility in speaking and understanding

normal spoken Russian. Most of this course is conducted in Russian.

Prerequisite: *Russian* 1-2.

*5-6. *Advanced Russian*. Offered every year.

Three class hours a week. This course aims to develop the ability to read Russian fluently by combining selected readings in Russian literature with a systematic analysis of Russian word-formation. Discussion, written reports, and explanation of texts exclusively in Russian.

Prerequisite: *Russian* 3-4.

7, 8. *Special Topics in Russian*. Offered every year.

The aim of this course is to enable the student to utilize his knowledge of Russian as a research tool in the investigation of a particular topic. The choice of topics will depend on the interests of the students. Reports and discussions exclusively in Russian.

Prerequisite: *Russian* 5-6.

Sociology

PROFESSOR TAYLOR, *Chairman*; AND MR. BOLAND

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY: A major consists of *Sociology* 1-2, 9, 11, and two more units selected from among *Sociology* 4, 5, 7, 8, and 10. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 75-78.

*1-2. *Introduction to Sociology*. Offered every year. MESSRS. TAYLOR AND BOLAND.

A study of human groups and social relationships, ranging from families, cliques, and fraternities to factories, social classes, and entire societies. General principles governing human groups will be emphasized, together with their application to such topics as changes in the family, the growth of urbanism, and the impact of bureaucratization and mass communication upon the individual.

3. *Population*. Fall 1964 and Fall 1966. MR. BOLAND.

A study of world population. The first half of the course is devoted to the development of population theory, analysis and prediction from Malthus to the present. Relevant topics such as the Industrial Revolution, class differences in fertility, and the "baby boom" are considered. The balance of the

course consists of the application of population theory to problems of policy in the major areas of the world, including the United States, India, Russia, China, and Japan.

Not open to Freshmen.

4. *The Family*. Spring 1965 and Spring 1967.

A study of the American family and related areas such as courtship and divorce as they exist in our society. Consideration will be given to the changes in the family during the last century and the resultant effects upon individuals engaged in courtship and family behavior today.

Prerequisite: *Sociology 1-2*, or *Sociology 3*, or *Sociology 10*.

5. *Social Control*. Spring 1965 and Fall 1966. MR. TAYLOR.

A study of the control of attitudes and behavior through such means as propaganda and censorship, reward and punishment, education and indoctrination. Special emphasis will be placed on mass communications.

Prerequisite: *Sociology 1-2*.

7. *Criminology*. Fall 1965 and Spring 1967. MR. TAYLOR.

A survey of contemporary thought regarding the causes of crime, the treatment of offenders, and the techniques of crime prevention. Field trips to state institutions will be made.

Prerequisite: *Sociology 1-2*.

8. *Minority Groups*. Fall 1964 and Spring 1966. MR. TAYLOR.

A descriptive and analytical study of intergroup relations, concentrating on problems of race, discrimination, and prejudice. Although major emphasis is placed on the Negro minority in the United States, other interracial and intercultural contacts will be considered for comparative purposes.

Prerequisite: *Sociology 1-2*, or *Government 1-2*, or *Sociology 10*.

9. *Social Theory*. Fall 1965 and Fall 1967.

A critical consideration of some important theories of social structure and social organization, with special attention to such topics as social class, social mobility, social stratification, bureaucracy, and social values.

Prerequisite: *Sociology 1-2* and the consent of the instructor.

10. *Introduction to Anthropology*. Spring 1966 and Spring 1968.

A study of man both as a biological and a cultural phenomenon. The evolution of man and the development of human culture will be explored along with an examination of the development of anthropology as a field of study.

[11. *Research Methods in Social Behavior.*]

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consider special topics selected in accordance with the interests of the major students and is designed to prepare students for the major examination. The work in the major course is divided into two parts as follows:

The Junior year is so arranged as to give the student, through reading and discussion under the guidance of members of the Department, a comprehensive view of the principles of methodological procedures, the basic processes of scientific inquiry, and selected techniques in the investigation of social relations. As far as practical, actual research programs will be undertaken to illustrate the mechanics and problems of sociological research. In addition, Junior majors will have the opportunity to submit research designs on special topics preparatory to their work in the Senior year.

The Senior year will include, in addition to some further reading preparatory for the major examination, the development of an individual research project and the preparation of a report on the results.

201, 202. *Independent Study.* THE DEPARTMENT.

301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Senior Seminars

Fall Semester, 1964

1. The Artist as a Social Commentator and Critic. MR. BEAM.
2. Richard Wagner. MESSRS. BECKWITH AND KOELLN.
3. Poetry and Poetics. MR. COXE.
4. The Supreme Court and the "First Freedom." MR. DAGGETT.
5. Greek Mythology and Living Literature. MR. DANE.
6. The Revolution in Biology: The Impact of Information Theory. MR. HOWLAND.
7. The Special Theory of Relativity. MR. LITTLE.
8. Historical Geography. MR. LYMAN.

9. The Person and the Mind-Body Problem. MR. POLS.
10. The Civilization of the Mayas. MR. ROOT.
11. The Growth and Decline of American Railroads. MR. SHIPMAN.
12. Social Darwinism. MR. WHITESIDE.

Reserve Officers' Training Corps

WILLIAM FREDERICK VASSAR, Ph.B., A.M., *Lieutenant Colonel, U.S.A., Professor of Military Science.*

RICHARD SHERMAN FLEMING, A.B., *Major, Artillery, U.S.A., Assistant Professor of Military Science.*

JOE ROBERT DICKERSON, B.B.A., *Captain, Armor, U.S.A., Assistant Professor of Military Science.*

JERRY GEORGE WILLIAMSON, B.S., *Captain, Infantry, U.S.A., Assistant Professor of Military Science.*

DONALD LINWOOD LIVINGSTONE, *Sergeant First Class, U.S.A.*

JOHN DANIEL MUISE, *Sergeant First Class, U.S.A.*

JOHN GRIMALDI, *Sergeant First Class, U.S.A.*

CURTIS JAMES BUTLER, *Specialist Fourth Class, U.S.A.*

The Reserve Officers' Training Corps at Bowdoin offers a voluntary curriculum of Military Science to eligible students. The curriculum consists of theoretical and practical instruction with particular emphasis on leadership development. Classes are presented by the Department of Military Science and by other college departments for credit in Military Science as provided for by the modified program. (Description of courses is contained on pages 120-123.)

The objective of the curriculum offered is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers of the Army of the United States.

The Reserve Officers' Training Corps Unit at Bowdoin is an Army General Military Science Unit. The curriculum includes instruction in subjects common to all branches of the Army, and further provides for a college-taught academic subject to be chosen by the student during the Freshman year and during one Semester in each year of the Advanced Course. Upon successful completion of the program and graduation from college, a student is eligible for appointment as a Second Lieutenant in one of the branches of the United States Army Reserve. The branch assignment of the student is based on his individual choice, background, aptitude, and the needs of the Army at the time he is commissioned. Selected Advanced-Course students who apply may be offered commissions in the Regular Army. Applications for regular commissions in the

United States Marine Corps by interested Advanced-Course students are accepted and referred to the Commandant of Marines for action.

The four-year curriculum is divided into two major phases:

(1) The Basic Course—covering the first two academic years. Academic credit is not authorized by the College for this portion of the program. Enrollment for Freshmen involves one hour of classroom instruction weekly; and for Sophomores, two hours. An additional 30 hours of practical laboratory periods of leadership training each academic year comprises the instruction given to Freshmen and Sophomores. Satisfactory completion of the Freshman course is a prerequisite for advancement to the second year of the Basic Course. Previous military training or satisfactory completion of accredited secondary school ROTC is accepted in lieu of first year work in Military Science. The student must be physically qualified. Basic-Course students are eligible for deferment from military service under the Universal Military Training and Service Act upon their application.

(2) The Advanced Course—covering the third and fourth academic years. The College awards full academic credit for this course. Successful completion of the Basic Course (or equivalent credit), application by the student, and selection by the Department of Military Science are prerequisites for enrollment. This course involves four hours of classroom instruction weekly and a total of thirty hours of practical laboratory periods in leadership training each academic year. Three of the four hours of classroom instruction during one of the two Semesters each year will be devoted to the college-taught subject selected by the student. Students are paid at the rate of approximately \$27 per month while they are enrolled in the Advanced Course, except for the period they are at ROTC summer camp, when a different pay scale applies.

Between the third and fourth years, students attend a six weeks' summer camp at an Army installation. During the period at summer camp the students are paid at the rate of \$78 per month. Including travel pay at five cents a mile to and from summer camp, each student receives a total of approximately \$700 during the two-year course. Advanced-Course students are deferred from military service under the Universal Military Training and Service Act.

Uniforms and textbooks are provided at no expense to students enrolled in the Basic and Advanced Courses.

A student who has enlisted in the Army Reserve and has completed his six months' active duty for training period may enroll in the ROTC program. Each year of the ROTC program successfully completed will satisfy the requirement for participation in the ready reserve for that year. Students with other reserve obligations are encouraged to communicate with the Department of Military Science for further information.

Preparatory training in college followed by active service as a commissioned officer gives the individual as a student, and later as a graduate, maximum leadership and management experience of a type which will prove highly beneficial to him in his future executive, professional, or business occupation.

The athletic program at Bowdoin is designed for all students. Each undergraduate is required to take part in a sport in college which he may continue to enjoy in later years. Tennis, golf, skating, and swimming are favorites.



RECORD BOARD

400	7	0
800	1	8
1600	4	5
3200	4	4
6400	1	8
TOTALS	17	25

RECORD BOARD

400	40
800	39
1600	29
3200	27
6400	25
12800	19
25600	15
51200	12
102400	8
204800	5
409600	3
819200	2
1638400	1
TOTALS	333



The Library

THE Library of Bowdoin College is housed in Hubbard Hall, an imposing, fireproof structure, forming the southern end of the campus quadrangle. It possesses close to 300,000 bound volumes and many thousands of pamphlets.

The main entrance hall contains the delivery desk and the card catalogues. Instruction in the use of the Library is given all entering students. Directly off the main entrance hall on the left is a spacious reading room containing standard reference works. On the right of the entrance hall a corridor leads to the newspaper room and the periodical room. The Library possesses many complete sets of American and foreign periodicals, and about 900 titles are currently received and may be freely consulted in the periodical room. The collection of microfilms includes all of the periodicals printed in this country before 1800 and very full historical source material of the Southwest.

On the second floor, radiating from a central hall having on its walls the portraits of the presidents of the College, are several offices, a language laboratory, and the Bureau for Research in Municipal Government. The Alumni Reading Room at the east end constitutes a large and comfortable reading room and contains a wide selection of paperback books for the recreational reading of undergraduates.

The Rare Book Room, also located on the second floor, was the gift of an anonymous donor. It was formerly the library in a private residence in New York City and was designed by the late C. Grant La Farge. The most interesting features of the room are the antique ceiling and mantelpiece, which are both fine examples of sixteenth-century Italian Renaissance art. The ceiling, which originally was in an old palace in Naples, is of an intricate and rich design, executed in carved and gilded wood, with five contemporary paintings of religious and allegorical subjects in the panels. The design of the antique central portion has been skillfully reproduced at the two ends. The mantelpiece is of Istrian stone and the woodwork of the walls is French walnut. Set in the paneling over the mantelpiece is a portrait of Henry Wadsworth Longfellow, of the Class of 1825, by Healy.

Among the books shelved in the Rare Book Room, two groups are worthy of special mention. The first group, totaling about twelve hundred volumes in the fields of art, architecture, biog-

← Above: *The hockey arena is used not only for intramural and intercollegiate hockey contests but also for recreational skating. It has a comfortable seating capacity for at least 2,700 spectators.*

Below: *An indoor track meet in the General Thomas Worcester Hyde Athletic Building.*

raphy, and history, is remarkable not only for their contents but also as examples of the bookmaker's art, for their illustrations, for the paper on which they are printed, and especially for their rich bindings, many in full leather beautifully tooled and inlaid, emanating from the shops of the foremost English and French binders of the last seventy-five years. From the point of view of binding alone this is probably one of the outstanding collections in the country. The second group consists of a nearly complete collection of the books printed by The Southworth Press and by its successor, The Anthoensen Press, since 1923. It was given in 1946 by Mr. Frederick W. Anthoensen, A.M., and is a constantly growing collection.

Special libraries in art, biology, chemistry, mathematics, music, and physics are maintained in college buildings occupied by those departments, and are under the supervision of the College Librarian.

The private library of the Honorable James Bowdoin, numbering about two thousand items, many of them rare and important works of the eighteenth century, was received after his death in 1811 and has been preserved as a unit. In 1880 the extensive collections of the Peucinian and Athenæan Literary Societies were added. The Library has received many notable and considerable gifts in more recent times. The Carlyle Collection, the gift of Isaac Watson Dyer, of the Class of 1878, is rich in English and American editions of that author. The Longfellow Collection is distinguished by the number of editions of the poems in many languages and by interesting Longfellow manuscripts and historical material. Housed in the upper tower room is the Abbott Collection, which has as its nucleus the personal library and manuscripts of Jacob Abbott and the works of other members of the Abbott family. The extensive Huguenot Collection is especially noteworthy for the number and quality of works contemporary with the early periods of Huguenot history. Worthy of special mention also are the growing Arctic Collection and the Maine Collection, with its many rare items dealing with Maine history and antiquities.

The Library's map collection, totaling nearly 15,000 items, was the gift of the Army Map Service. Additions are made regularly to the collection, which is housed in special steel vertical files. The collection is fully catalogued and arrangement is by area covered. Index maps of significant areas also facilitate the locating of specific maps.

During term time the Library is open on Monday-Friday from 8:30 to 5:30 and 7:00 to 12:00; Saturdays from 8:30 to 12:30, 1:30 to 5:00, and 7:00 to 12:00; Sundays from 12:30 to 5:00 and 7:00 to

12:00. In vacation it is open seven hours daily from Monday through Friday, Saturdays from 9:00 to 12:30, and closed Sundays and holidays.

Annual accessions, which average over seven thousand volumes, are made to the Library by means of an appropriation by the Boards for that purpose, by gifts, and from a part of the proceeds of the following funds:

ALPHABETICAL LIST OF FUNDS

<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
Achorn	Edgar O. Achorn 1881	
	The annual balance from the Achorn Flag Fund.	
Adams	William C. Adams 1897	\$ 2,000
John Appleton 1822	Frederick H. Appleton 1864	10,053
Samuel H. Ayer 1839	Athenæan Society	1,020
Benoit	A. H. Benoit Co. and the Benoit family	650
Alexander F. Boardman	Edith Jenney Boardman	500
Elias Bond	Elias Bond 1837	7,220
George S. Bowdoin	George S. Bowdoin	1,041
Philip H. Brown 1851	John C. Brown	2,040
Harold H. Burton 1909	Former law clerks and secretary	1,190
Henry L. Chapman 1866	Frederic H. Gerrish	10,006
Class of 1825	Several persons	1,025
Class of 1875	Class of 1875	1,671
Class of 1877	Class of 1877	3,033
Class of 1882	Class of 1882	2,346
Class of 1888	Class of 1888	1,210
Class of 1890	Class of 1890	2,020
Class of 1901	Class of 1901	727
Class of 1904	Class of 1904	5,076

<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
Class of 1912	Class of 1912	18,032
Class of 1924	Class of 1924	2,000
Lewis S. Conant	Emma L. Conant	63,412
Else H. Copeland	National Blank Book Co.	500
John L. Cutler	John L. Cutler 1837	1,020
Darlington	Mrs. Sibyl H. Darlington	1,000
Betty Edwards Dober	Her family	600
James Drummond 1836	Mrs. Drummond and daughter	3,045
Edward A. Dunlap 1940	Mr. and Mrs. Edward A. Dunlap	350
Henry Crosby Emery 1892	Class of 1899	2,000
Daniel C. Fessenden	Daniel C. Fessenden	7,473
Francis Fessenden 1858	John Hubbard	10,000
John O. Fiske	John O. Fiske 1837	1,020
Melville W. Fuller 1853	Mrs. Hugh Wallace	25,000
General Fund	Several persons	2,473
Arthur Chew Gilligan	Mrs. Mary C. Gilligan	1,219
Ginn	Thomas D. Ginn 1909	1,000
Albert T. Gould	Albert T. Gould 1908	1,000
Hakluyt	Robert Waterston	1,100
Roscoe J. Ham	Edward B. Ham 1922	1,282
Robert L. Happ 1953	His friends	100
Louis C. Hatch	Louis C. Hatch 1895	
\$100 annually from his estate.		
Samuel W. Hatch 1847	Miss Laura A. Hatch	1,000
Charles T. Hawes 1876	Mrs. Hawes	2,500
George A. Holbrook	George A. Holbrook 1877	2,000
Thomas Hubbard	His sisters and brother	3,307

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<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
Thomas H. Hubbard	Thomas H. Hubbard 1857	106,268
Winfield S. Hutchinson 1867	Mrs. Hutchinson	33,416
Elijah Kellogg 1840	Harvey D. Eaton	1,230
President John F. Kennedy	Several persons	1,475
William W. Lawrence	William W. Lawrence 1898	7,500
Brooks Leavitt	Brooks Leavitt 1899	111,642
Solon B. Lufkin	Solon B. Lufkin	500
Robert H. Lunt 1942	William E. Lunt 1904 and Mrs. Lunt	1,500
William E. Lunt 1904	Mrs. Lunt	510
Frank J. Lynde 1877	George Lynde	1,487
Mabel N. Matthews	Mrs. Della Fenton Matthews	1,218
Samuel A. Melcher 1877	Miss Lucy H. Melcher	15,988
William C. Merryman 1882	Mrs. Merryman	1,000
Earl Scott Miller	Karmil Merchandising Corp.	125
Gilbert H. Montague	Gilbert H. Montague	5,000
Edward S. Morse	Edward S. Morse	1,000
Alpheus S. Packard 1816	Sale of publications	500
William A. Packard	William A. Packard 1851	5,000
John Patten	John Patten	500
Donald W. Philbrick	Donald W. Philbrick 1917	5,000
Frederick W. Pickard	Frederick W. Pickard 1894	152,500
Lewis Pierce 1852	Henry Hill Pierce 1896	32,009
Alfred Rehder	His family	1,525
Robert R. Rudy 1946	His friends and relatives	591
Joseph Sherman 1826 and Thomas Sherman 1828	Mrs. John C. Dodge	84,709
Jonathan L. Sibley	Jonathan L. Sibley	7,094

<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
Sills	Faculty, alumni, and friends	15,495
Edgar M. Simpson 1894	Mrs. Margaret S. Millar	1,000
Smyth	Henry J. Furber 1861	
The annual balance of the Smyth Mathematical Prize Fund.		
Walter M. Solmitz	His friends	250
Daniel C. Stanwood	Miss Muriel S. Haynes	5,375
Edward Stanwood	Edward Stanwood	1,270
Charles C. Torrey	Charles C. Torrey 1884	1,000
United States Steel Founda- tion	United States Steel Founda- tion	20,000
Joseph Walker	Joseph Walker	5,351
White Pine	Anonymous	10,231
Thomas W. Williams 1910	His friends and relatives	500
Robert W. Wood	Robert W. Wood 1832	1,000

Since 1933 the income of the John Hubbard Fund, which now amounts to \$441,434, has been appropriated by the Governing Boards for the uses of the Library.

* * * * *

Recently the College broke ground for an entirely new library building. It will be constructed southwest of Hubbard Hall near the Harvey Dow Gibson Hall of Music. It will consist of three floors above ground level and one below. Completion is scheduled in time for full use by the fall of 1965.

The exterior of the new library will be red brick, with white limestone trim, compatible with the older buildings on the campus. The building will contain some 80,000 square feet, including 20,000 for future expansion. Usable space will be double the amount now available in Hubbard Hall.

Study space will be provided in a variety of areas so that 500 persons—more than 60 per cent of the present enrollment—may be accommodated at one time. Open shelves will, as far as possible, eliminate all barriers between readers and books. There will be informal reading areas in various parts of the building, faculty studies, special carrels for assignment to honor students, and both

standard library tables and individual desks for regular study purposes (with the individual desks providing relatively private study places for 380 students).

An appropriately decorated special collections suite will house approximately 22,500 volumes: the James Bowdoin Collection, the volumes represented in the first (1821) catalogue of the Library, the collections of books by Nathaniel Hawthorne and Henry Wadsworth Longfellow, the Abbott Collection, and other special groups of books. It will include the Library's extensive collection of literary and historical manuscripts and the archives of the College. There will be rooms designed to facilitate the use of books in microform, of maps, phonograph records, and tapes. And there will be adequate display space for special exhibits.

Initial book capacity is planned for 400,000 volumes. An additional 140,000 volumes can be added in the space allowed for expansion within the new building. The present stack area of Hubbard Hall will be retained for library use and will provide space for 125,000 additional books. Total capacity, therefore, will increase from the present 300,000 (including volumes outside the library building) to 665,000—adequate, but not excessive, growing room in view of the necessity for keeping pace with the rapid growth of recorded knowledge.

On the completion of the new library building, Hubbard Hall will be remodeled for other uses by the College. The present Rare Book Room will be retained in Hubbard Hall. This and retention of the monumental hallways for most of their present purposes will ensure the maintenance of the building in a way that will continue the reverence and affection it has engendered in Bowdoin men during its three-score years as the College Library. Work areas of Hubbard Hall and the present reading rooms will be renovated to serve as additional faculty offices and instructional facilities.

The Fine Arts

MUSEUM OF ART AND COLLECTIONS

BOWDOIN students have enjoyed a distinguished art collection since 1813 when, by the bequest of James Bowdoin III, the Bowdoin family collection was received by the College. Although on constant display, the growing collections had no permanent home until, in 1892, the Walker Art Building was presented to the College by the Misses Harriet Sarah and Mary Sophia Walker, of Waltham, Massachusetts. Given as a memorial to their uncle, Theophilus Wheeler Walker, the Museum was designed in Renaissance style by McKim, Mead & White. Four well-known American artists—Kenyon Cox, John La Farge, Abbott Thayer, and Elihu Vedder—were commissioned to paint the tympana murals which decorate its central hall.

Remarkable for a group of Colonial portraits by Robert Feke and two famous likenesses of Presidents Madison and Jefferson by Gilbert Stuart, the original Bowdoin collection also included nearly one hundred and fifty drawings by European masters. Among these drawings, the first public collection of its kind in America, is a superb landscape by Pieter Brueghel the Elder. Further groups of European drawings were acquired in 1932 from Mrs. Henry Johnson and were bequeathed in 1934 by Charles Potter Kling. The Bowdoin collections have been augmented by other significant gifts. Edward Perry Warren gave a selection of Greek and Roman antiquities unique for quality and completeness, but especially notable for many fine Hellenistic pieces, and for a splendid portrait head of the Roman Emperor Antoninus Pius. Dr. Henri B. Haskell, Med. 1855, provided the set of magnificent Assyrian reliefs which decorate Sculpture Hall. Also impressive are the Samuel H. Kress Study Collection of twelve Renaissance paintings, the George Otis Hamlin Collection of paintings and prints by John Sloan, and a fine group of European and American pictures contributed by John H. Halford, of the Class of 1907, and Mrs. Halford. In addition, the College possesses works by such American masters as Joseph Blackburn, John Singleton Copley, Thomas Eakins, William Glackens, Marsden Hartley, Winslow Homer, John Smibert, Andrew Wyeth, and William Zorach. A representative collection of Chinese and Korean ceramics presented by former Governor William Tudor Gardiner and Mrs. Gardiner provide examples of Oriental art, as do a number of Chinese paintings and jades, Mogul miniatures, and a bronze statue from India. A wide

range of decorative arts includes the Baxter Collection of watches, and European and American silver. Oceanic masks stand out among the fine examples of primitive arts; and original prints by European and American masters represent aspects of twentieth-century art.

The diversity and comprehensiveness of the collections provide excellent opportunities both for pleasure and for study. They invite every Bowdoin undergraduate to familiarize himself with the visual arts. For teaching purposes no substitute for physical art objects is adequate. Students in the Art Department are able to make careful historical investigations, critical appraisals, and stylistic comparisons from tangible works of art. Studio courses in drawing and painting are conducted with actual pictures by major artists as models.

Museum activities provide a broad service to the College and community through temporary exhibitions, loans, and a special program for members. Over a period of years the late Sir Harry Oakes, of the Class of 1896, and Eunice, Lady Oakes, have generously allowed us to display outstanding paintings from the Oakes Collection by Rembrandt, Hals, Hogarth, Albert Cuyp, Gainsborough, and Gilbert Stuart. The kindness of other private collectors has enabled the Museum in recent years to present exhibitions of nineteenth-century American and European painting, and twentieth-century American art. Familiarity with modern art is encouraged through varied temporary exhibitions. Masterworks from the college collections are regularly lent to major exhibitions throughout the nation. Locally, the Museum lends its possessions for display in college buildings; its Student Loan Collection supplies reproductions for the enhancement of student rooms; and libraries and schools all over northern New England are enriched by borrowing the Bowdoin College Travelling Print Collection. In 1961 the Associates of the Bowdoin College Museum of Art was formed to share with adults in this area a greater understanding and enjoyment of art. Through lectures, study programs, and special Museum privileges, the members' group offers a welcome opportunity for artistic enrichment. Students are encouraged to become members, at a reduced rate, and to profit by the Associates' publications and events.

DRAMA AND STAGECRAFT

Since 1903, when a group of students organized the Bowdoin Dramatic Club, the regular production of plays has been recognized and valued as part of the extracurricular program of the

College. The name of the club was changed to the Masque and Gown in 1909, and two years later annual Shakespearean productions were inaugurated as a regular feature of the Commencement activities. Nineteen of Shakespeare's plays have been shown, one as many as five times.

Many modern plays have also been produced, often in connection with house parties; and since 1941 some of these have been played in arena style, with the audience on four sides of the acting area. Perhaps the most significant activity of the club has been its encouragement of playwriting. For over thirty years, in annual one-act play contests, student-written plays have been produced for cash prizes. Winners of these contests have later written full-length plays, fifteen of which have been produced on campus and four professionally in New York. As a direct result of this work, a course in playwriting is now offered by the Department of English.

No courses are offered in acting or stagecraft, but the new Pickard Theater in Memorial Hall permits informal instruction. This generous gift by the late Frederick William Pickard, LL.D., a member of the Class of 1894, of a theater on campus makes finished productions possible. Valuable experience in acting and directing under a professional director and in lighting and stagecraft under a professional technician is now available to any student wishing to engage in these activities. The theater is booked and supervised by the Director of Dramatics. For several summers the theater has been occupied by a professional company, in which students have been invited to serve as apprentices.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members consults with the Director of Dramatics to determine the program for each year, handle the finances and publicity of the club, and organize the production work. To operate efficiently, the Masque and Gown needs box-office and publicity men, directors, designers, builders, painters, electricians, property men, and costumers as well as actors and playwrights.

MUSIC

Bowdoin offers its students an unusual variety of musical opportunities. Over one-fifth of the undergraduates are engaged in one or more of the several organizations such as the Glee Club, the *a capella* choir which sings at vesper services on Sunday, the band, the Meddiebempsters, the Bachelors, the brass ensemble featuring

"Tower Music," occasional Sunday afternoon recitals in the Moulton Union, and concerts of rarely performed music sponsored by the Bowdoin Music Club. There is also an annual concert series devoted mostly to chamber music. These are free to the public and students. The Interfraternity Singing Competition for the Wass cup is one of the most popular events in the college calendar. A record loan system gives students the privilege of enjoying recordings from the extensive collection of the Department of Music in their own rooms.

Students at Bowdoin have always been especially interested in the Glee Club. The season of 1951-1952 included appearances with ten women's colleges and over twenty-one concerts, including seven performances of Mozart's *Requiem*. In May, 1957, the Club made a recording of its 1957 program. On April 22, 1961, at its fourth Town Hall concert, it celebrated its twenty-fifth season under the leadership of the late Professor F. E. T. Tillotson. Two double-faced LP records of the entire program have been produced as a souvenir of the anniversary. Since then the Glee Club has been under the direction of Professor Beckwith. On May 14, 1964, the Club appeared with the Boston Symphony "Pops" for the seventeenth time. Each year in the Christmas season, there is a joint concert with a prominent New England women's college and a choir concert in the Walker Art Building.

During the summers of 1948 through 1950, Bowdoin's double quartet, "The Meddiebempsters," on tours sponsored by the United States Army, entertained soldiers and patients at American camps and hospitals in Europe. They repeated this experience in the summers of 1953, 1954, 1955, and 1958. On March 28, 1957, the Meddiebempsters sang on a nationally televised program; and on May 10, 1957, they performed at Carnegie Hall, New York, having been selected by the Yale Broadcasting Corporation as one of the ten best octet groups in the country.

The "Bowdoin Bachelors" is a double quartet founded in 1961. They have presented their unique program of "variety in voice" in numerous places, including network television and radio shows.

Professional teachers are available to give instruction in voice, piano, and other instruments to those students who wish to continue their interest in the study of applied music. Although lessons are contracted for individually, the College provides practice rooms without charge in the Harvey Dow Gibson Hall of Music.

PRINTING AND TYPOGRAPHY

To supplement the opportunities offered to students in the Fine Arts, the College now has a well-equipped printing shop in the Walker Art Building. The equipment consists of a generous assortment of Caslon types especially imported from England, a smaller quantity of Oxford types, stands, stone, cutters, etc., and an old-style hand press. The purpose is to introduce interested students to the meaning of printing and typography, and to its allied fields in which some knowledge of printing and typography may be of value: editorial work, publishing, advertising, institutional promotion, and the production of fine printing itself.

Professor Cornell, of the Department of Art, will be available for informal instruction to students who want an introduction to typography and basic printing procedures. Prior to using this equipment, students must discuss their intention with Professor Cornell before they begin working or experimenting.

The College Library already owns many examples of fine printing which include the publications designed and printed by Frederick W. Anthoensen, A.M. (Bowdoin, 1947), of The Anthoensen Press, of Portland; books printed by Thomas Bird Mosher, A.M. (Bowdoin, 1906), also of Portland; and publications of the Grolier Club, of New York. In the field of early printing the Library possesses several examples of incunabula as well as a collection of 270 leaves of incunabula, mounted and described by Konrad Haebler. For several years the Library has been purchasing books in the field of printing and typography, their purchase being made possible by gifts to the Anthoensen-Christian Fund, established in 1946 to provide a typographical collection. In 1950 the Library received from a friend who wishes to remain anonymous a unique collection of volumes bound in full leather, beautifully tooled and inlaid by some of the world's finest binders. Among the binders represented are Meunier, Zaehnsdorf, Lortic, Michel, Chambolle-Duru, Riviere and Son, Taffin, Bradstreet, Ruban, Cuzin, and Gruel.

The Bureau for Research in Municipal Government

THE principal purpose of the Bureau for Research in Municipal Government is to provide adequate facilities for training students in the use of primary materials relating to local and state government. A secondary aim is to supply information to citizens, civic organizations, and government officials. The Bureau is located on the second floor of Hubbard Hall.

The Bureau for Research in Municipal Government was established in 1914 and directed from that date until 1952 by Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, Emeritus. Its establishment was made possible by a generous contribution from William John Curtis, LL.D., a member of the Class of 1875, and has been continued by gifts from interested alumni and appropriations from the Governing Boards. Today a portion of the income from a fund established by Guy Parkhurst Estes, a member of the Class of 1909, is used for the support of the work of the Bureau.

The library of the Bureau consists of publications catalogued under such subjects as: municipal finance, charters and charter making, zoning, planning, municipal ordinances, personnel management, public utilities, and taxation. Most of the pertinent periodicals dealing with state and local government and public administration are also among the materials available in the Bureau library. During the fifty years of its existence, the Bureau has furnished students a carefully chosen yet comprehensive selection of source material on various phases of American government—information which has been of particular value in courses offered by the Department of Government and Legal Studies.

The Bureau has also made significant contributions to public service by furnishing information and technical aid to many cities and towns in New England, and especially in Maine. A lasting contribution to civic knowledge has been made by the publication of monographs in the *Government Research Series* of the *Bowdoin College Bulletin*. This series now numbers twenty-five studies on various aspects of state and local government in Maine.

Bowdoin Center for Education in Politics

THE Center for Education in Politics promotes student interest and participation in political party activity. Originated by Arthur Vanderbilt, late Chief Justice of the New Jersey Supreme Court, the organization is nonpartisan. Affiliated with the Law Center of New York University, and administered regionally at the University of Rhode Island, the National Center for Education in Politics provides funds for a program to bring Bowdoin students into contact with practical politics.

Students have opportunities to become involved in political party work in addition to meeting and questioning candidates for important public positions and experts on the political process. Bowdoin undergraduates also participate through arrangements made for them to work as assistants to the county delegations at the state party conventions. During the 1960 Presidential campaign and the 1962 elections, students of politics were afforded the opportunity to participate in all forms of electioneering activity by working with the local party organization of their choice. A two-day spring conference on political issues with nationally known figures as guest speakers is now a traditional feature of the Bowdoin program. In an attempt to further advance the goals of the national sponsor, the Bowdoin Center for Education in Politics Congressional Internship Program was launched in the summer of 1962 with the placement of outstanding students in the offices of members of the New England delegation.

Finally, a Political Information Center has been formed. The chief goal of the Center is the encouragement of scholarly research in the political process among undergraduates through the publication of noteworthy papers. The most recent monographs published under the auspices of the Center are: *Campaign Finances: Maine—1958*, by Alfred Schretter, Class of 1959; *Party Activists and Political Motivation: The Case of the Republican Party Workers—Brunswick, Maine—1960*, by Granville Magee, Class of 1962; and *Campaign Finances: Maine—1960*, by Mark R. Youmans, Class of 1962. These studies have won commendation from both academicians and practicing politicians. In these various ways, the Bowdoin Center for Education in Politics works to help students provide better minds for better politics.

The Bowdoin Scientific Station

THE College maintains a Scientific Station at Kent Island in the Bay of Fundy, New Brunswick, Canada, where qualified students in biology have an opportunity to conduct field work on biological problems. Kent Island, containing approximately one hundred and fifty acres and several buildings, was presented to the College in 1935 by Mr. John Sterling Rockefeller, of New York City. Charles Ellsworth Huntington, Ph.D., Associate Professor of Biology, is the Director of the Station.

This valuable adjunct to the scientific resources of the College is an outpost island at the entrance to the Bay of Fundy, the home of thousands of sea birds, and is especially attractive to students of ornithology. The extensive tides in the Bay provide excellent conditions for the study of marine biology. A wide diversity of environmental conditions, ranging from marsh land to virgin spruce timber, makes the island equally attractive to students of ecology and other fields of biological investigation.

No formal courses are offered at the Station, but students are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved field work at the Station is acceptable for credit in *Biology* 201, 202, 301-304 (The Independent Study courses). Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund (see pages 193-194) and from a grant from the National Science Foundation for undergraduate science education.

Scientific investigators from other institutions have frequently availed themselves of the opportunities afforded by the Station. Their presence has been a valuable stimulus to the undergraduate members of the Station in the conduct of their work.

Center for Economic Research

THE Center for Economic Research is an organization devoted to research and publication, especially in the area of the Maine economy. The Center publishes the *Maine Business Indicators*, which regularly includes comment on current conditions together with articles devoted to particular phases of the economic structure of Maine. As a part of these activities, the Center collects and makes available to interested individuals and organizations a wide range of economic data concerning Maine and northern New England.

The establishment of the Center in 1958 was the outgrowth of an effort that began in 1954 among a group of businessmen and economists who realized the need for a better understanding of the Maine economy and for the availability of information about it. This first phase of the program was sponsored by the Committee for Economic Development and the Ford Foundation. As a result of this joint activity, several studies were completed and an index of Maine business was developed. Publication of the Index and the *Maine Business Indicators* began in September, 1956, and has been continued ever since at Bowdoin College.

In addition to the preparation and publication of the *Indicators*, the Center has also carried out a variety of research projects involving aspects of the Maine and New England economies. These studies have been made possible by grants received from Federal and State agencies of the government as well as from private organizations. Financial support for the *Maine Business Indicators* is obtained by gifts made to Bowdoin College especially for this purpose.

The staff of the Center consists of faculty members in the Economics Department of Bowdoin College, together with other research and secretarial assistants. The office of the Center is located in the Economics Department office at 6 College Street.

Above: Throughout the Senior year, members of the graduating class participate in business and professional interviews arranged by the Director of Placement.

Below: The musical activities of the College are housed in the Gibson Hall of Music which was dedicated in 1954. Here is the Glee Club rehearsing in its special room.





Lectureships and Institutes

THE regular instruction of the College is supplemented each year by a series of ten or twelve major lectures, in addition to occasional lectures and panel discussions sponsored by the various departments of study and undergraduate campus organizations. A notable adjunct to the intellectual life of the entire college community is the series of Institutes which brings to Bowdoin every two years various distinguished authorities in Art, Literature, Music, Public Affairs, and Science.

LECTURESHIPS

ANNIE TALBOT COLE LECTURESHIP. This lectureship was founded in 1906 by Mrs. Calista S. Mayhew, of South Orange, New Jersey, in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive, the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

MAYHEW LECTURE FUND. This lectureship was founded in 1923 by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry.

JOHN WARREN ACHORN LECTURESHIP. This lectureship was established in 1928 by Mrs. John Warren Achorn, as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life.

TALLMAN LECTURE FUND. This fund of \$105,085 was given by Frank G. Tallman, A.M. (Bowdoin, 1935), of Wilmington, Delaware, in 1928, as a memorial to the Bowdoin members of his family. The income is "to be expended annually upon a series of lectures to be delivered by men selected by the Faculty either in this country or abroad." In addition to offering a course for undergraduates, the Visiting Professors on the Tallman Foundation give a series of public lectures on the subject of their special interest.

← Above: *A student majoring in Biology assists the Director of the Bowdoin Scientific Station on Kent Island in bird banding. The College has maintained laboratories on Kent Island in the Bay of Fundy since 1935 when the island of 150 acres was given to Bowdoin for study of ornithology and marine biology.*

Below: *Before the bust of Rear Admiral Robert E. Peary, Class of 1877, first man to reach the North Pole, two students examine mementos of Peary's many years of Arctic exploration. Rear Admiral Donald B. MacMillan '98, in his schooner Bowdoin, pictured on the wall, carried on scientific studies and exploration in the Far North until 1959.*

VISITING PROFESSORS ON THE TALLMAN FOUNDATION: 1954-1964

Balkrishna Govind Gokhale, PH.D., *Professor of History and Indian Culture, Siddharth College, and Postgraduate Professor and Research Guide at the Bombay University, India. Visiting Professor on Indian History, 1954-1955.*

Pedro Armillas, B.S., *Professor de Ensenanza Tecnica Superior, Escuela Nacional de Antropologia, Mexico City. Visiting Lecturer on Archaeology, 1955-1956.*

Charles Mitchell, B.A., M.A., B.LITT., *Warburg Institute of the University of London. Visiting Professor of the History of Art, Fall 1956.*

George Haddad, PH.D., *Syrian University, Damascus. Visiting Professor of Near East History and Culture, Fall 1957.*

William Matthew O'Neil, A.B., A.M., *McCaughy Professor of Psychology, University of Sydney. Visiting Professor of the History of Science, Spring 1960.*

Takamichi Ninomiya, B.A., *Professor of English, Kobe University. Whitney-Fulbright Visiting Professor of the Japanese Language and Literature, Fall 1960.*

Ole Myrvoll, DR. OECON., *Professor of Economic Theory, Norwegian School of Economics and Business Administration, Bergen. Visiting Professor of Economics, Spring 1962.*

Rex Warner, *Visiting Professor in Classical History and Literature, 1962-1963.*

Alfred Maurice Taylor, Ph.D., M.A., *Professor of Physics, University of Southampton. Visiting Professor of Physics, 1964-1965.*

CHEMISTRY LECTURE FUND. By vote of the Boards in 1939 the balance of \$1,180 from a fund given for Chemistry Department Lectures is used for special lectures in chemistry.

THE STUDENT COUNCIL LECTURESHIP. This lectureship, an annual gift to the College from the Student Council, was established in 1958 to provide a lecture on a topic of current interest to the student body.

EDITH LANSING KOON SILLS LECTURE FUND. This fund, at present amounting to \$1,780, was established in 1961 by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College. The fund is to be used to support a biennial lecture by an outstanding woman.

CHARLES WESTON PICKARD LECTURE FUND. Founded in 1961 by John Coleman Pickard, of the Class of 1922, in memory of his grandfather, a member of the Class of 1857. Starting with a gift of \$15,000, the interest is to be added to the principal until it reaches \$25,000, except that beginning with the academic year 1963-1964, and every four years thereafter, the income for that particular year shall be used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

CHARLES R. BENNETT MEMORIAL FUND. A fund of \$940 given in 1962 by Mrs. Mary D. Bennett in memory of her husband, Charles R. Bennett, of the Class of 1907. The income is made available to the Mathematics Department preferably for the purpose of meeting the expenses of a visiting mathematics lecturer.

THE BIENNIAL INSTITUTES

Sponsored by the College, Institutes on subjects of broad, general interest were held biennially from 1923 to 1941 and resumed in 1944. The method of conducting these Institutes is to bring to Brunswick various lecturers, each a distinguished authority in his field, for public lectures and round-table conferences. Although the lectures attract state-wide audiences, the conferences are given solely for undergraduates. In 1955, 1956, and 1960 the traditional pattern was varied by having the Institute conducted by one lecturer who developed a single theme in a series of addresses and round-table discussions. In the last twenty-five years Institutes have been held in the following fields:

Music (1939)	Some Aspects of American
Human Geography (1941)	Foreign Policy (1955)
Liberal Education (1944)	Crime and Delinquency (1956)
World Politics and	The Mind of the South (1958)
Organization (1947)	The Contemporary American
Modern Literature (1950)	Novel (1960)
Highlights of New England	Soviet Russia (1962)
Culture During Bowdoin's	Hawthorne and the American
History (1952)	Novel (1964)

NATIONAL SCIENCE FOUNDATION INSTITUTES

SUMMER INSTITUTES

Three grants totaling \$132,700 were received from the National

Science Foundation for conducting Institutes on the Bowdoin campus in the summer of 1964. Institutes for secondary school teachers were held in Chemistry, Mathematics, and Marine Biology. These three Institutes ran concurrently from June 29 to August 7. Each Institute offered credit at a graduate level of two semester courses or eight semester hours. Under the terms of the grant each participant received a stipend of \$75 a week with additional allowance for dependents and travel.

The Chemistry Institute, directed by Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry, was designed for thirty-six high school teachers who taught or were preparing to teach advanced placement chemistry courses.

The Marine Biology Institute, under the direction of Dr. Alton H. Gustafson, Professor of Biology, was presented to thirty-six science teachers selected because of their interest in Marine Biology and their ability to foster this interest in their students. Emphasis in this Institute was placed on the ecological aspects of the marine environment and the use of living organisms.

The Mathematics Institute was under the direction of Professor Richard L. Chittim, of the Department of Mathematics. It provided sixty-five teachers a program of two courses: one in Modern Geometry and one in Topics from Algebra. This Institute was the sixth of a series of Mathematics Institutes planned to give credit toward a master's degree. Again this year participants selected were teachers who would exert leadership in the teaching of mathematics by creating modern courses or writing textbooks.

American teachers who attended these Institutes came from every section of the United States. Bowdoin College provided both dining and housing accommodations. Approximately one-half of the teachers were accompanied by their families. Throughout the period of the Institutes the facilities of the College including the Library, the Museum, and the Moulton Union were made available to these participants. The coordinator of the 1964 Institutes was Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry.

ACADEMIC YEAR INSTITUTE

Participants in this Institute are selected secondary school teachers of mathematics capable of pursuing a study of mathematics at the graduate level. This Institute is related to the 1964 Summer Institutes in such a way as to provide a program of graduate study running through a twelve-month year. Successful completion of the program leads to the award of the degree of Master of Arts.

SUMMER LECTURES AND CONFERENCES

THE OAKES CENTER, BAR HARBOR

The Oakes Center, a twenty-one-room residence situated on a seven-acre estate with an extensive shore front, is ideally adapted for summer educational programs and conferences. In July and August in 1958 and 1959 the Center housed a Speech Workshop for teachers under the direction of Albert Rudolph Thayer, A.M., McCann Professor of Oral Communication at Bowdoin. In August of 1960 and 1961 the staffs of the Johns Hopkins University School of Medicine and the Roscoe B. Jackson Memorial Laboratory, of Bar Harbor, conducted courses in Medical Genetics at the Oakes Center. For a part of the summer of 1962 it was used by the Institute for Defense Analyses. There were also two public lectures given during the last half of August. The summers of 1963 and 1964 were devoted to an extensive series of illustrated lectures and chamber music concerts, all open to the public, and one lecture restricted to the Alumni of the College.

SUNDAY CHAPEL SPEAKERS: SEPTEMBER, 1963—MAY, 1964

September 29—WILLIAM BROTHERTON DAVIS, B.D., First Parish Church, Brunswick.

October 6—FREDERICK HAROLD THOMPSON, D.D., L.H.D., Woodfords Congregational Church, Portland.

October 13—JOHN ROBERT SCHROEDER, S.T.M., United Baptist Church, Lewiston.

October 20—VERY REVEREND MONSIGNOR JOHN GREGORY CLANCY, S.T.L., J.C.D., Chaplain and Professor of Theology, St. Joseph's College.

October 27—JAMES STANLEY STEVENS, S.T.B., All Souls Congregational Church, Bangor.

November 3—GEORGE MILNER HOOTEN, JR., D.D., First Church of Christ, Marblehead, Massachusetts.

November 10—DONALD WEDGWOOD WEBBER, LL.B., L.H.D., of the Board of Overseers.

November 17—FREDERICK WILLIAM WHITTAKER, Ph.D., D.D., President, Bangor Theological Seminary.

November 24—EDWARD YORK BLEWETT, LL.D., President of Westbrook Junior College.

December 8—ROBERT CUMMINS, D.D., S.T.D., Bowdoinham.

December 15—CLYDE HOYTE COX, JR., S.T.B., Trinity (Episcopal) Church, Portland.

January 5—DAVID BERENT, L.H.D., Congregation Beth Jacob, Lewiston.

January 12—RALPH NORMAN HELVERSON, M.A., First Parish Church (Unitarian), Cambridge, Massachusetts.

January 19—EARLE THOMAS MCKINNEY, S.T.B., First Universalist Church, Portland.

February 9—WILSON PARKHILL, L.H.D., National President, *Cum Laude* Society.

February 16—WILLIAM BROTHERTON DAVIS, B.D., First Parish Church, Brunswick.

February 23—CHARLES E. KARSTEN, JR., M.A., Christ Church (Episcopal), Gardiner.

March 1—DONALD HENRY LYONS, S.T.B., Archdeacon of the Protestant Episcopal Diocese of New Hampshire.

March 8—NATHANAEL MANN GUPTILL, D.D., Minister of the Connecticut Conference of Congregational Christian Churches.

March 15—WILLIAM MILLER THOMPSON, B.D., Minister of the Congregational Christian Conference of Maine.

March 22—The President of the College.

April 12—CHARLES MICHAEL MURPHY, Ed.M., S.T.L., Sacred Heart Church (Roman Catholic), Yarmouth.

April 19—FREDERICK KARL WILLENBROCK, Ph.D., Associate Dean of Engineering and Applied Physics, Harvard University, representing First Church of Christ, Scientist.

April 26—The President of the College.

May 3—WILLIAM HARPER WELCH, A.M., State Street Congregational Church, Portland.

May 10—MYRON FRED KLINKMAN, Th.D., Professor of Psychology and Pastoral Counseling, Bangor Theological Seminary.

May 17—GEORGE THOMAS DAVIDSON, JR., Ed.M., Guidance Director of Kennett High School, Conway, New Hampshire.

Student Life and Activities

BOWDOIN provides for her students a campus life which combines traditional features of the liberal arts college with modern facilities and programs which enrich the experience of undergraduate life. The Curriculum in Arts and Sciences (pages 84-141) provides formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership to the utmost. The physical plant and equipment of the College has been considerably improved in recent years, and visitors are frequently impressed by the quality of these physical facilities, given the modest size of the student body. Along with the library, laboratories, art museum, concert and lecture halls, social center, infirmary, and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures, and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

THE HONOR SYSTEM: A student initiated proposal, the Bowdoin Honor System was devised with the uniqueness of Bowdoin foremost in mind. As voted by the Faculty and Student Body, it places complete responsibility upon the individual student for integrity in all of his academic work, including the use of the College Library. During registration, each student signs a pledge signifying that he understands and agrees to abide by the Bowdoin College Honor System. In so doing, he is pledging himself neither to give nor to receive unacknowledged aid in any academic undertaking. Further, he is pledging himself, in the event that he witnesses a violation of the Honor System, to "take such action as he believes is consistent with his own sense of honor." Responsibility for instructing students about their obligations under the Honor System resides with the Student Judiciary Board, which also recommends any action in the event of a reported violation. The constitution of the Honor System and other explanatory information are published in a special booklet distributed to all entering students.

THE CHAPEL-FORUM PROGRAM: On Monday through Friday from 10:00 to 10:30 A.M., time is reserved for one Chapel and two Forums weekly, the days varying to accommodate special speakers. The

Chapel Service provides an opportunity for worship, meditation, and, in a general sense, religious education. The Forums offer opportunities for faculty, students, and guests to speak on a variety of topics ranging from campus problems to international issues. For the undergraduate, a choice remains as to whether he attends the religious or secular meetings, but in order that the values of the program as a whole may be realized, each student is expected to attend each Semester any combination of Chapels or Forums totaling ten.

On Sundays at 5:00 P.M., a nondenominational Vesper Service is conducted in the College Chapel. At these services the President of the College usually presides, and in the course of the year distinguished spokesmen from Protestant, Roman Catholic, Jewish, and other denominations preach. It is not the intention of the College to indoctrinate its students with any specific dogma but to provide them with an opportunity to worship and with an occasion for listening reflectively to the views of religiously committed men. Although a student may be excused from participation under special circumstances, he is normally expected to attend at least four Vesper Services each Semester.

LIVING AND DINING ACCOMMODATIONS: The College provides living and dining accommodations for its student body. Entering Freshmen live in the several dormitories. Those electing to join fraternities will, after the first few days, normally take their meals at the fraternity house; others dine at the Moulton Union. All Seniors, with but a few exceptions, live and dine at the Senior Center. The fraternity chapter houses furnish dining accommodations to their members with the exception of the Seniors and living accommodations for a large proportion of the Sophomore and Junior Classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors). Both fraternity and dormitory quarters help to promote the valuable friendships and give-and-take of opinion perennially associated with campus life.

THE MOULTON UNION: The Union continues to be the social center of the entire college: it provides a spacious home on the campus for undergraduates, members of the Faculty, alumni, and guests.

The hospitable Union lounge is available from early morning until midnight every day for leisure-time enjoyment. This room is the scene of a great variety of college gatherings: smokers, lectures, recitals, and dances. No charge is made for the use of the pocket billiard, billiard, and table tennis equipment in the game rooms.

The second floor contains several pleasant conference rooms for undergraduate activities including WBOR, the College Radio Station. The main dining room is comfortably and informally furnished for regular meals and for between-meal snacks, cafeteria-style. Here faculty and students meet over cups of coffee and enjoy stimulating and agreeable companionship. Banquets for college groups and friends of the College are also held from time to time in this dining room.

A small, adjoining dining room, used by both students and faculty, is distinguished by pen and ink murals depicting scenes of Maine seacoast life. The murals and poetry are the creations of the late Professor Robert Peter Tristram Coffin '15 (1892-1955). The Union bookstore provides sundries to members of the College at a nominal charge. Here also students may purchase textbooks required in course work and other books of general interest. Profits are used for general student social purposes under the direction of the Student Union Committee.

The facilities of the Union resemble those of a club in which there are daily opportunities for new students to meet and form friendships with other students and faculty members. The donor's wish to provide a place where the fires of friendship may be kindled and kept burning has been amply realized.

The formulation of policies and the planning of the many-sided program of Union activities are the responsibilities of the Director of the Moulton Union assisted by the Student Union Committee, consisting of a representative from each Fraternity and the Independents. By sponsoring dances, lectures, exhibitions of motion pictures, tournaments, and other entertainments, the Committee contributes to the social life of the entire college community.

THE STUDENT UNION COMMITTEE

FALL 1964

James Albert Willey, Jr., <i>President</i>	Kappa Sigma
Donald William Kufe, <i>Vice-President</i>	Chi Psi
Benjamin Angier Soule, <i>Secretary</i>	Psi Upsilon
Douglas Chapin Bates, <i>Treasurer</i>	Zeta Psi
John Maurice Emery	Phi Delta Psi
Roy Peter Hibyan	Theta Delta Chi
Paul Steven Hurwit	Alpha Rho Upsilon
John Mitchell Loring	Delta Kappa Epsilon
Steven Phillips Mickley	Beta Theta Pi
James Charles Roy, Jr.	Delta Sigma
Richard Fenn Van Antwerp	Alpha Delta Phi

FRATERNITIES: The Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the Sophomore and Junior Class members live "at the house," while all of the members, with the exception of the Seniors, dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and competition in interfraternity track meets. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, cooperation with the Administration and the faculty adviser in promoting scholarship and manly conduct among the younger brothers, and comradely association with alumni in the management of chapter affairs. At Bowdoin, loyalty to a fraternity has been found in practice to be an excellent means of developing loyalty to the College itself and to the larger interests which the College serves.

INDEPENDENTS: The Independent group at Bowdoin is small (partly because the fraternities do not follow as exclusive or selective policies as at some other colleges) but nevertheless important. Members of this group usually live in the dormitories and dine at the Moulton Union. The group has its own faculty adviser and holds out to its members the possibility of friendly association with fellow students without the more formal ties that go with fraternity organization.

THE BOWDOIN PLAN: A notable contribution to international understanding, the "Bowdoin Plan" is an arrangement whereby the fraternities provide board and room for some foreign students, while the College remits tuition. The plan originated with the undergraduates themselves in the spring of 1947, and in its first year of operation brought six foreign students to the Bowdoin campus. Since then the number has been increased. Their presence is a very desirable addition to the life and fellowship of a small college. A roster of foreign students attending Bowdoin under the terms of the plan in 1964-1965 is printed on page 210.

THE STUDENT COUNCIL: The control of student life at Bowoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Council, which makes recommendations about student affairs to the student body, and occasionally to the Faculty. The Council is composed of representatives from each fraternity and organized social group.

STUDENT COUNCIL

Fall 1964

John Stephen Putnam, <i>President</i>	Psi Upsilon
Stephen Daniel Bloomberg, <i>Vice-President</i>	Theta Delta Chi
Richard Thompson Andrias, <i>Secretary-Treasurer</i>	Beta Theta Pi
George William Allen	Psi Upsilon
Frederick Thomas Bail	Sigma Nu
Elmer Lawrence Beal, Jr.	Zeta Psi
George Stephen Bennett, Jr.	Kappa Sigma
Raymond Adriel Bird	Beta Theta Pi
Robert White Boyd	Zeta Psi
Jerald Charles Cantor	Alpha Rho Upsilon
Karl William Clauson	Delta Sigma
Richard Damon Cobb	Phi Delta Psi
Gilbert Walter Ekdahl	Chi Psi
Allen Whitehead Hale	Delta Kappa Epsilon
James Emory Hastings	Independent
William Elliott Hinkley	Delta Sigma
Randolph Franklin Libby	Theta Delta Chi
Peter George Maurer	Phi Delta Psi
John Patrick Raleigh, Jr.	Sigma Nu
Gerald Fred Rath	Alpha Rho Upsilon
Frederick Alexis Schulten	Kappa Sigma
Asa Plimpton Smith	Alpha Delta Phi
David Noble Stockford	Delta Kappa Epsilon
Stephen Hurlburt Trecartin	Independent
Richard Fenn Van Antwerp	Alpha Delta Phi
Robert Redmond Widdowson, Jr.	Chi Psi

THE STUDENT JUDICIARY BOARD: The Student Judiciary Board is responsible for introducing new students to the Honor System. It also sits in judgment on violations of the Honor System and on other breaches of good conduct by students. Its decisions take the form of recommendations to the Deans' Office. The Board is comprised of three Seniors and two Juniors, all elected by the Student Council.

STUDENT JUDICIARY BOARD

Fall 1964

Richard Thompson Andrias
 Stephen Daniel Bloomberg, *Chairman*
 John Richard French
 Michael Edward McCutcheon
 David Warner Stocking

THE STUDENT CURRICULUM COMMITTEE: Recently organized, the Student Curriculum Committee is interested in faculty-student relationships. Among its contributions to the College is the arrangement of lectures of interest to the college community, delivered principally by members of the Faculty. The five-member Committee is elected in the fall; two are members of the Student Council and three, members-at-large, are from the student body.

THE STUDENT COMMITTEE FOR THE SENIOR CENTER: A committee of six members of the Senior Class meets regularly with the Director of the Senior Center and the Faculty Senior Center Council to plan Senior Center activities. The members of this Committee are elected by their classmates in the spring of the Junior year. The Committee consists of the three class officers and three additional members of the class chosen to represent the Seniors in matters pertaining to the Senior Program.

STUDENT COMMITTEE FOR THE SENIOR CENTER

Fall 1964

Gerald Thomas Giesler (*Class President*)
 Berle Mark Schiller (*Class Vice-President*)
 James Crossland Rosenfeld (*Class Secretary*)
 Robert Eustis Peterson
 John Stephen Putnam
 Walter Edward Trzecienski, Jr.

THE BOARD OF PROCTORS: The maintenance of order in the dormitories and the responsibility for their proper care are delegated to a Board of Proctors nominated by the Student Council and appointed by the Dean of Students with the approval of the Faculty.

BOARD OF PROCTORS

Fall 1964

Karl Lance Aschenbach
 Robert Dexter Bagley
 Richard Carl Condos

James Frederick Day
Edward Michael Fitzgerald
John Richard French
Ralph Gordon Johnson III
Howard Francis Pease
John Patrick Raleigh, Jr.
Leo Winslow Tracy

THE ORIENT: *The Bowdoin Orient*, the college newspaper, is now in its ninety-fourth year of continuous publication. Opportunities for Freshmen as "cub" reporters, and for newcomers at the news desk and in the pressroom, continue as in the past, and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

THE QUILL: The *Quill* is the college literary publication and is normally published once each Semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

THE BUGLE: The *Bugle* is the college yearbook published by the Junior Class. The board is composed of students with faculty advisers.

MUSIC: The most important musical extracurricular activity is the Glee Club. Bowdoin continues to be a "singing college," with the Interfraternity Singing Competition, the *a capella* choir (which in addition to Sunday vesper services makes joint appearances with nearby girls' schools and colleges), house singing, student recitals, and the "Meddiebempsters" and the "Bowdoin Bachelors," both double quartets. In addition, the Brunswick Choral Society, in which undergraduates participate, presents at least two major choral works a year. An artist concert series is open free to all undergraduates.

RADIO: In WBOR, "Bowdoin-on-Radio," the College has a fully equipped FM radio station as the result of a substantial gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The station is equipped to produce high-fidelity broadcasts.

Students and faculty work freely together to cover the average daily run of ten hours on the air. The station has an advisory board,

but programming and management are handled entirely by the students. During the last year of operation about twenty-five students participated as scriptwriters, directors, announcers, performers, and engineers. The station records on tape many of the college lectures and concerts for rebroadcast and has made several recordings for public distribution.

DEBATING: In addition to the Achorn and Bradbury Prize Debates, an extensive program of intercollegiate debating is sponsored by the Debating Council. The annual interfraternity debate competition for the Wilmot Brookings Mitchell Debate Trophy is under the general supervision of the Council.

THE MASQUE AND GOWN: This college dramatic organization has for over sixty years provided undergraduates with opportunities to give practical expression to their interest in the theater. Townspeople collaborate with the student members of Masque and Gown in many productions. The Executive Committee hopes to continue its policy of producing full-length and one-act plays written by students; the Committee also plans to use various experimental production techniques. Under the direction of an expert, and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in playwriting, scene design and construction, acting, and business management and publicity.

THE INTERFAITH COUNCIL: The Interfaith Council is an organizational structure comprised of two representatives of each of the student religious organizations on the campus. The purposes of the Interfaith Council are to distribute funds from the activities fee among member organizations, to approve new member organizations, to sponsor an annual Religious Forum, and to advise the administration on chapel speakers. The present member organizations of the Council are: The Bowdoin Christian Association, The Bowdoin Episcopal Student Association, and the Bowdoin Newman Club.

THE POLITICAL FORUM: This student organization actively fosters the discussion and debate of current political practices and problems of local, state, national and international interest. The Forum has instituted the policy of inviting guest speakers to lecture to the college community.

THE OUTING CLUB: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and skiing.

THE WHITE KEY: This organization has two functions: to program and supervise all interfraternity athletics, and to serve as the official committee to welcome and make arrangements for the entertainment of teams visiting Bowdoin from other institutions.

Physical Education and Athletics

ATHLETICS play a prominent part in the life of the College. The Department of Physical Education offers a broad program of athletics for all undergraduates. In addition to well-coached varsity and freshman teams, there is an active year-round schedule of intramural athletics for the whole student body. There are also classes in physical education. Each student is required to demonstrate "a playing knowledge" of some sport such as tennis, golf, or swimming, in which he can participate after leaving college.

INTERCOLLEGIATE ATHLETICS: Bowdoin offers intercollegiate competition in the following sports: football, cross country, basketball, track, swimming, hockey, lacrosse, skiing, golf, tennis, baseball, rifle, soccer, and sailing. Varsity and freshman teams are maintained in these sports, giving every undergraduate an opportunity to try out for the sport of his choice.

INTRAMURAL ATHLETICS: Competition between fraternities is scheduled in softball, touch football, basketball, hockey, track, swimming, sailing, bowling, and volleyball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

OUTDOOR FACILITIES: The outdoor athletic facilities of the College are excellent. Whittier Field is a tract of five acres that is used for football games and outdoor track. It has a grandstand with team rooms beneath it. Pickard Field is a tract of over seventy acres that includes two baseball diamonds, several spacious playing fields for lacrosse, soccer, and football, ten tennis courts, and a field house.

INDOOR FACILITIES: With construction already underway, by the fall of 1965 the College will have indoor facilities that are the equal of its outdoor facilities. A new 50,000-square-foot building connected to the Sargent Gymnasium will contain a modern basketball court with seats for 1,800 persons, four visiting team rooms, ten squash courts, adequate offices for the Director of Athletics and his staff, and other rooms for physical education purposes. Upon completion of the new building, Sargent Gymnasium will be altered and renovated to make it an efficient part of the comprehensive plan. The Hyde Athletic Building, which is attached to the Sargent

Gymnasium, includes a cinder track, facilities for field events, a banked board track, and a baseball infield. Completing the athletic facilities are the Curtis Swimming Pool, containing a pool thirty feet by seventy-five feet, and the Arena, which has a refrigerated ice surface eighty-five feet by two hundred feet and seating accommodations for 2,700 spectators.

Placement Bureau

THE College offers assistance to students and graduates in solving the problem of employment, both during their undergraduate courses and afterward. Opportunities for undergraduates to do part-time work at the College or in the community may usually be obtained through the Student Aid Office in Massachusetts Hall.

Students are encouraged to register early in their college career and to consult the Director in Banister Hall for vocational counsel and guidance if the work of the Bureau is to be most effective in placing men upon graduation in the positions for which they are best qualified. The Bureau assists undergraduates in establishing contacts for summer employment.

The campus career interviews are planned to broaden the student's vocational interest and to aid him in selecting his life's work. Each student should survey his abilities objectively and study the demands of business, the occupations, and the professions in order to assist him in his planning. Students with a definite goal in mind usually approach their work with an earnestness of purpose. While the selection of a career must necessarily be left to the student, it should not be deferred too long or left to chance. The Bureau has information available to help guide the applicant to an intelligent choice. Extensive literature, including occupational monographs, and recent books on business careers are at the disposal of the students. The candidate's complete undergraduate record—including classroom work, vocational aptitude tests and extracurricular activities—is used to determine his availability for positions after graduation.

The Bureau continually expands its contacts with employers, acting as an intermediary for the exchange of vocational information between employers and registrants. Representatives of industry are invited to the campus to confer with students and to discuss not only the qualifications necessary for success in their special fields but to explain the opportunities offered to college men. During the fall a series of business conferences is usually held for the benefit of registrants. The efforts of the Bureau are coordinated with the activities of the Alumni Placement Committees organized on a national basis in thirty-five strategic areas. These Committees greatly extend the range of opportunities for all registrants. The Bureau makes available to these Committees basic individual data for proper classification and placement of candidates referred to them.

Students planning to enter graduate school should consult with

either of the Deans and the chairmen of their major departments. No charge is made for services rendered to candidates or employers.

The Director devotes the major portion of his time to the activities of the Bureau. He is a member of the Faculty as well as an administrative officer. All correspondence should be addressed to the Director of the Placement Bureau, Banister Hall, Bowdoin College, Brunswick, Maine.

BOWDOIN PLACEMENT COMMITTEE CHAIRMEN

Albany, New York	James B. Colton II '31
Atlanta, Georgia	Brewster Rundlett '38
Augusta, Maine	Willard B. Arnold III '51
Bangor, Maine	Edward M. Stone '48
Boston, Massachusetts	W. Lawrence Usher '32
Brunswick, Maine	Paul K. Niven '16
Buffalo, New York	George V. Craighead '25
Charleston, West Virginia	Clarence H. Johnson '28
Chicago, Illinois	Maurice E. Graves '28
Cincinnati, Ohio	John D. Dupuis '29
Cleveland, Ohio	John E. Orr '40
Dallas, Texas	John G. Young '21
Denver, Colorado	Oscar Swanson '30
Detroit, Michigan	George O. Cutter '27
Hartford, Connecticut	Robert H. Brownell '49
Jacksonville, Florida	William B. Mills '29
Lewiston-Auburn, Maine	Stephen D. Trafton '28
Los Angeles, California	William R. Spinney '13
Manchester, New Hampshire	Francis B. Hill '23
Mexico City, D. F.	Robert C. Hill '32
Millburn, New Jersey	Frank A. St. Clair '21
Minneapolis, Minnesota	Nathan A. Cobb '26
Montreal, Province of Quebec	Charles S. Bradeen '26
New York, New York	Donald K. Clifford '21
Pasco, Washington	Norman E. Robbins '19
Philadelphia, Pennsylvania	Leland W. Hovey '26
Providence, Rhode Island	Ralph R. Melloon '15
Rochester, New York	Norton V. Maloney '35
St. Johnsbury, Vermont	Alden E. Hull '29
St. Louis, Missouri	Wallace C. Philoon, Jr. '45
San Mateo, California	Donald A. Carman '52
Seattle, Washington	Roswell M. Bond '56
Springfield, Massachusetts	Lawrence E. Dwight '54
Washington, D. C.	William F. Johnson '30
Worcester, Massachusetts	Paul Sibley '25

Prizes and Distinctions

THE BOWDOIN PRIZE

THE BOWDOIN PRIZE. A fund, now amounting to \$27,353, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by Mrs. Curtis and children. The prize, four-fifths of the total income, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award of this prize was made in 1933 to Fred Houdlett Albee, M.D., Sc.D., LL.D., of the Class of 1899. The second award was made in 1938 to Harvey Dow Gibson, LL.D., of the Class of 1902, and Paul Howard Douglas, Ph.D., LL.D., of the Class of 1913. The third award was made in 1948 to Kenneth Charles Morton Sills, L.H.D., LL.D., of the Class of 1901. In 1954 the fourth award was made to Rear Admiral Donald Baxter MacMillan, Sc.D., of the Class of 1898. In 1958 the fifth award was made to Harold Hitz Burton, Jur.D., LL.D., of the Class of 1909. The sixth award was made in 1963 to William Hodding Carter, Litt.D., L.H.D., LL.D., of the Class of 1927.

UNDERGRADUATE PRIZES*

PRIZES IN GENERAL SCHOLARSHIP

BROWN MEMORIAL SCHOLARSHIPS. A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foundation, there will be paid annually the income of one thousand dollars to the best scholar in each undergraduate class who shall have graduated at the High School in Portland after having been a member thereof not less than one year. (1865)

ALMON GOODWIN PRIZE FUND. This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Good-

* The amount of the prizes depends upon the income of the funds; hence the figures given for awards are only approximate.

win, of the Class of 1862. The annual income, \$70, is awarded to a Phi Beta Kappa man chosen by vote of the Trustees of the College at the end of the recipient's Junior year. (1906)

GEORGE WOOD McARTHUR PRIZE. A fund bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income, \$120, is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

THE LEONARD A. PIERCE MEMORIAL FUND will support a prize to be awarded each year to that member of the graduating class of the College continuing his education in an accredited law school, who has attained the highest scholastic average during his years in College, such prize to be paid to the recipient on his enrollment in his law school. (1961)

DEPARTMENTAL PRIZES

SUE WINCHELL BURNETT MUSIC PRIZE. A prize consisting of the annual income of a fund of \$1,000, the gift of Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett. It is awarded upon recommendation of the Department of Music to that member of the Senior Class who has majored in Music and has made the most significant contribution to Music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

CLASS OF 1875 PRIZE IN AMERICAN HISTORY. A prize of \$275 was established by William John Curtis, LL.D., of the Class of 1875, and is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American History. (1901)

COPELAND-GROSS BIOLOGY PRIZE. A prize, named in honor of Professors Emeriti Manton Copeland and Alfred Otto Gross, is given by the Department of Biology to that graduating Senior who has best exemplified the idea of a liberal education during the major program in Biology. (1959)

HANNIBAL HAMLIN EMERY LATIN PRIZE. A prize of \$70 is awarded to a member of the Junior or Senior Class for proficiency in Latin. (1922)

FESSENDEN PRIZE IN GOVERNMENT. A prize of \$25, the gift of Richard Dale, of the Class of 1954, is given by the Department

of Government to that graduating Senior who as a government major has made the greatest improvement in his studies in Government, who has been accepted for admission into either law or graduate school or has been accepted for employment in one of certain Federal services, and who is a United States citizen. (1964)

GOODWIN FRENCH PRIZE. A prize of \$40, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the best scholar in French. (1890)

NATHAN GOULD PRIZE. A prize of \$155, the annual income of a fund established by Abba Gould Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

EDWIN HERBERT HALL PHYSICS PRIZE. A prize, named in honor of Edwin Herbert Hall, of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best Freshman scholar in the field of Physics. (1953)

EDWARD SANFORD HAMMOND MATHEMATICS PRIZE FUND. Established by former students of Professor Edward S. Hammond, Ph.D., Wing Professor of Mathematics, Emeritus, upon the occasion of his retirement, the income is used for a prize book to be awarded upon recommendation of the faculty of the Mathematics Department to a graduating Senior who is completing with distinction a major in Mathematics. Any balance of the income from the fund may be used to purchase books for the use of the Department of Mathematics. (1963)

SUMNER INCREASE KIMBALL PRIZE. A prize of \$170 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855. It is awarded to that member of the Senior Class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

EATON LEITH FRENCH PRIZE. A prize of \$25, provided by an anonymous donor, is awarded to that member of the Junior Class who, by his proficiency and scholarship, achieves outstanding results in the study of French Literature. (1962)

CHARLES HAROLD LIVINGSTON HONORS PRIZE IN FRENCH. The annual income of a fund of \$1,000 is awarded to encourage independent scholarship in the form of honor theses in French. The fund was established by former students of Professor Charles Harold

LIVINGSTON, Ph.D., Longfellow Professor of Romance Languages, Emeritus, upon the occasion of his retirement. (1956)

PHILIP WESTON MESERVE FUND. A prize of \$35 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

NOYES POLITICAL ECONOMY PRIZE. A prize of \$70 established by Crosby Stuart Noyes, A.M. (Bowdoin, 1887), is awarded to the best scholar in Political Economy. (1897)

THE OLD BROAD BAY PRIZES IN READING GERMAN. The income from a fund given by Dr. Jasper J. Stahl, of the Class of 1909, of Waldoboro, and by others to be awarded to students who in the judgment of the Department have profited especially from their instruction in German. The fund is established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, which is now Waldoboro. (1964)

PRAY ENGLISH PRIZE. A prize of \$75, the annual income of a fund given by Dr. Thomas Jefferson Worcester Pray, of the Class of 1844, is awarded to the best scholar in English Literature and original English Composition. (1889)

SEWALL GREEK PRIZE. A prize of \$45, the annual income of a fund given by Professor Jotham Bradbury Sewall, D.D., of the Class of 1848, formerly Professor of Greek in the College, is awarded to the member of the Sophomore Class who sustains the best examination in Greek. (1879)

SEWALL LATIN PRIZE. A prize of \$45, the annual income of a fund also given by Professor Sewall, is awarded to the member of the Sophomore Class who sustains the best examination in Latin. (1879)

DAVID SEWALL PREMIUM. A prize of \$70 is awarded to a member of the Freshman Class for excellence in English Composition. Entries are due at the last meeting of *English 2*. (1795)

BERTRAM LOUIS SMITH, JR., PRIZE. A bequest of \$4,059 from Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English Literature. From this fund a premium of \$240 is awarded by the Faculty to a member of the Junior Class who has completed two years' work in English Literature. Ordinarily it is awarded to a student majoring in Eng-

lish and performance of major work as well as record in courses is taken into consideration. (1925)

SMYTH MATHEMATICAL PRIZE. A fund of \$6,952, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor of Professor William Smyth. Three hundred dollars, the income of the fund, is given to that student in each Sophomore Class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the Faculty may in its discretion order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during Junior and Senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time. (1876)

LEA RUTH THUMIM BIBLICAL LITERATURE PRIZE. A prize consisting of the annual income of a fund given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in Biblical Literature. (1959)

PRIZES IN DEBATING AND DECLAMATION

EDGAR OAKES ACHORN PRIZE FUND. The income of this fund is distributed as prizes to the winning team in an annual debate between members of the Freshman and Sophomore Classes. First prize, \$35; Second prize, \$25; Third prize, \$15. (If this debate should fail in interest or scholastic benefit, the prizes may, at the discretion of the Faculty, be withdrawn, and the income awarded annually as a prize for the best essay by a Freshman or Sophomore on "Chapel Exercises, Their Place at Bowdoin," or on any other subject on the place of religion in a liberal arts college.) (1932)

ALEXANDER PRIZE FUND. This fund was established by the Honorable DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income for excellence in select declamation. Competition is open to Freshmen, Sophomores, and Juniors. First prize, \$55; Second prize, \$35. (1905)

BRADBURY DEBATING PRIZE. The annual income of a fund given by the Honorable James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. First team, \$80; Second team, \$40. (1901)

CLASS OF 1868 PRIZE. A prize of \$65, the annual income of a fund contributed by the Class of 1868, is given to that member of the Senior Class who shall write and deliver the best oration. (1868)

HILAND LOCKWOOD FAIRBANKS PRIZE FUND. This fund was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks, of the Class of 1895. Of the annual income, \$140, one-half is awarded for excellence in debating and advanced public speaking (*English 6, 5*), and the remaining one-half is to be divided equally between the outstanding student of the Fall Semester and that of the Spring Semester in *English 4*. (1909)

GOODWIN COMMENCEMENT PRIZE. A prize of \$70, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the author of the best Commencement Part. (1882)

WILMOT BROOKINGS MITCHELL DEBATING TROPHY. This trophy, presented by an anonymous donor, is to be inscribed annually with the winner of the interfraternity debate competition and awarded to that fraternity which has won three annual competitions. (1953)

STANLEY PLUMMER PRIZE. A prize of \$60, the annual income of a fund established by Stanley Plummer, of the Class of 1867, is awarded "for excellence in original and spoken composition in the English language on the part of the members of the Junior Class." (1919)

ESSAY PRIZES

PHILO SHERMAN BENNETT PRIZE FUND. This fund was established by the Honorable William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The proceeds are used for a prize of \$35 for the best essay discussing the principles of free government. Competition is open to Juniors and Seniors. (1905)

BROWN COMPOSITION PRIZES. Two prizes of \$50 and \$35, the annual income of a fund established by Philip Greely Brown, of the Class of 1877, in memory of Philip Henry Brown, Esq., of the Class of 1851, are offered to members of the Senior Class for excellence in Extemporaneous English Composition. (1874)

HORACE LORD PIPER PRIZE. A prize of \$85 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is

awarded to that member of the Sophomore Class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

PRIZES IN CREATIVE ARTS

BOWDOIN ORIENT PRIZES. Six cash prizes are offered by the Bowdoin Publishing Company to be awarded each spring to those Junior members of *The Bowdoin Orient* Staff who have made the most significant contribution to the various departments of the *Orient* in the preceding volume. (1948)

ABRAHAM GOLDBERG PRIZE. A prize of \$10, from a bequest of Abraham Goldberg, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

HAWTHORNE PRIZE. A prize of \$40 given in memory of Professor Robert Peter Tristram Coffin, B.Litt. (Oxon.), Litt.D., of the Class of 1915, and in memory of the original founders of the Hawthorne Prize: Nora Archibald Smith and Mrs. George C. Riggs (Kate Douglas Wiggin), Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the Sophomore, Junior, and Senior Classes. (1903)

MASQUE AND GOWN FIGURINE. A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by him until the following contest. (1937)

MASQUE AND GOWN ONE-ACT PLAY PRIZES. Cash prizes of \$25 and \$15 are awarded annually for the best and second-best plays written and produced by undergraduates. Prizes of \$10 each for acting, directing, and design in the competing plays have been added. (1934)

ALICE MERRILL MITCHELL PRIZE. A prize of \$90, given by Professor Wilmot Brookings Mitchell, L.H.D., Litt.D., of the Class of 1890, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

POETRY PRIZE. A prize of \$15 is given each Semester for the best poem on Bowdoin written by an undergraduate. (1926)

QUILL PRIZE. A prize of \$25 is awarded each spring for the best manuscript submitted to the *Quill* by a contributor whose work has not appeared in the *Quill* previously. (1958)

FORBES RICKARD, JR., POETRY PRIZE. A prize of \$30, the annual income of a fund given by a group of alumni of the Alpha Delta Phi Fraternity at the College in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

MARY B. SINKINSON SHORT STORY PRIZE. A prize of \$75, the annual income of a fund established by John Hudson Sinkinson, of the Class of 1902, in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the Junior or Senior Class. (1961)

AWARDS FOR CHARACTER AND LEADERSHIP

LESLIE A. CLAFF TRACK TROPHY. A trophy presented by Leslie A. Claff, of the Class of 1926, to be awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the Dean, the Director of Athletics, and the Track Coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

ANDREW ALLISON HALDANE CUP. A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of 1941, awarded to a member of the Senior Class who has outstanding qualities of leadership and character. (1945)

LUCIEN HOWE PRIZE. A fund of \$5,074 given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class who, during his college course, by example and influence has shown the highest qualities of gentlemanly conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the President to improve the social life of the undergraduates. (1920)

WINSLOW R. HOWLAND FOOTBALL TROPHY. A trophy presented to the College by friends of the late Winslow R. Howland, of the

Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland.

(1959)

ELMER LONGLEY HUTCHINSON CUP. A cup given by the Chi Psi Fraternity at the College in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport.

(1939)

GEORGE LEVINE MEMORIAL SOCCER TROPHY. A trophy presented by Lt. Benjamin Levine, Coach of Soccer, 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire.

(1958)

ROBERT B. MILLER TROPHY. A trophy, given by former Bowdoin swimmers, honoring Robert B. Miller, Coach of Swimming, Emeritus, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines of swimmers.

(1962)

HUGH MUNRO, JR., MEMORIAL TROPHY. A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterize the life of Hugh Munro, Jr.

(1946)

PAUL NIXON BASKETBALL TROPHY. Given to the College by an anonymous donor, and named in memory of Dean Paul Nixon, LL.D., L.H.D., in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship.

(1959)

COL. WILLIAM HENRY OWEN PREMIUM. An award of \$40, the income of a fund established by Frederick Wooster Owen, M.D., in memory of his brother, Col. William Henry Owen, A.M., of the Class of 1851, is awarded at Commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian."

(1916)

WALLACE C. PHILOON TROPHY. Given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, this trophy is awarded each year to a nonletter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

WILLIAM J. REARDON MEMORIAL FOOTBALL TROPHY. A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a Senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

FRANKLIN DELANO ROOSEVELT CUP. A cup, furnished by the Alpha Delta Phi Fraternity at the College, to be inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

PRIZES IN EXTRACURRICULAR ACTIVITIES AND SCHOLARSHIP

JAMES BOWDOIN CUP. This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or nonfraternity) of which the recipient is a member. (1947)

ORREN CHALMER HORMELL CUP. A cup, given by the Sigma Nu Fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, Emeritus, is awarded each year to a Sophomore who, as a Freshman, competed in Freshman athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all of the cup winners is kept on display. (1949)

ROLISTON G. WOODBURY AWARD. A prize given annually by the

Textile Veterans Association to honor the contributions of Roliston G. Woodbury, of the Class of 1922 and a member of the Board of Overseers, to the textile industry. It consists of a \$50 U. S. Savings Bond and a bronze medallion and is awarded to a student on the basis of scholarship, leadership, and extracurricular activities.

(1963)

MILITARY PRIZES

THE GENERAL PHILOON TROPHY. A cup given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, is awarded each autumn to that member of the Senior Class who has made the best record at the summer camp of the ROTC.

(1951)

THE PERSHING-PRESNELL SWORD. A sword presented in honor of General John J. Pershing to Major John Finzer Presnell, Jr., '36, as the First Captain of the Class of 1940 at the United States Military Academy. Following the death of Major Presnell in the Second World War, his parents gave the sword to Bowdoin College. The Pershing-Presnell Sword is assigned to the Cadet Colonel commanding the Bowdoin College Battle Group, Reserve Officers' Training Corps, and the shield bearing the sword is inscribed with his name.

(1951)

MISCELLANEOUS PRIZES

ABRAXAS AWARD. A plaque is awarded to the school sending three or more graduates to the College, whose representatives maintain the highest standing in the Fall Semester of Freshman year. This award, established in 1915 by the Abraxas Society, is now given by the Student Council.

(1915)

STUDENT COUNCIL CUP. A cup, formerly called the "Friars' Cup" and now given by the Student Council, is awarded at the conclusion of each Semester to that fraternity which has attained the highest academic standing during the Semester.

(1911)

HARVEY DOW GIBSON MEMORIAL TROPHY. A cup in memory of Harvey Dow Gibson, LL.D., of the Class of 1902, is given by the Bowdoin chapter of the Theta Delta Chi Fraternity. It is awarded each fall to that fraternity which has shown the greatest improvement in its scholastic standing during the previous academic year.

(1951)

THE PEUCINIAN CUP. A cup, in honor of the Peucinian Society, Bowdoin's first literary-social club (1805), is given by the alumni of Bowdoin fraternity chapters and awarded each February and

June to the fraternity whose Freshman delegation achieves the highest academic average for the previous Semester. (1938)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825.

Election to the Society is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Elections may be held twice a year—in February and June. Candidates must have completed twenty-six semester units for college credit.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. At a convocation of the entire college, the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two semesters' work, in recognition of a high average in their courses to date.

A book, bearing a replica of the early college bookplate serving to distinguish the James Bowdoin Collection in the Library, is presented to every undergraduate who has carried a full course program and has received a grade of A- or better in all of his courses during the last academic year.

THE FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately \$202,700, was established by Charles Austin Cary, LL.D., of the Class of 1910. The income from the fund is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the Faculty." These purposes may include, but not be limited to, support of individual research grants, or productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, and other incen-

tives to encourage individual development of teaching capacity, and improvement of faculty salaries.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the Fund is used to help finance research projects carried on by members of the Faculty.

UNDERGRADUATE RESEARCH ASSISTANCE

THE UNDERGRADUATE RESEARCH FELLOWSHIP PROGRAM

The Undergraduate Research Fellowship Program was established by the Governing Boards upon the recommendation of the Faculty in June, 1959. Under this program, ten fellowships may be awarded annually to highly qualified Seniors in all three major divisions of the curriculum: the Natural Sciences and Mathematics, the Social Sciences, and the Humanities. Each Fellow will participate, under the direction of a faculty member, in a research project in which that faculty member is independently interested.

The purpose of the program is to engage the Fellow directly and responsibly in a serious attempt to extend man's knowledge in his field of interest and competence. Each project to which a Fellow is assigned must therefore justify itself independently of the program as a potential contribution to knowledge, and the Fellow is expected to be an actual participant in the research and not, for example, a mere observer or helper. The nature of the project will differ from discipline to discipline, but all should give the Fellow first-hand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the work will acknowledge the contribution of the Fellow and of the program; and in some instances it may be appropriate that the Fellow be named as coauthor of the publication.

The Fellows will be chosen each spring for the following academic year. Awards will be made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Fellowship does not preclude working for Honors. Since the aim of the program is to give special training to especially gifted students, the financial need of a candidate will not enter into the awarding of the Fellowships; but Fellows are obligated to refrain from all other part-time employment during the academic year.

LIST OF FELLOWS AND PROJECTS: 1964-1965

Biology

Donald J. Krogstad '65, "The Role of Naphthoquinones, Related to Vitamin K, in the Respiratory System of *Corynebacterium diphtheriae*" (with Professor John L. Howland).

Jonathan C. Raymond '65, "Primary Production in Marine Waters of the Gulf of Maine" (with Professor John L. Howland).

Economics

Michael Waldman '65, "The Impact of Reduced Military Expenditures in Maine" (with Professor James A. Storer).

Geology

Walter E. Trzcienski, Jr. '65, "Progressive Metamorphism of Basic Metavolcanics of the Portland-Brunswick Area" (with Professor Arthur M. Hussey II).

History

John M. Barnes '65, "The Relationship of the Social Sciences to Social Reform, 1890-1930" (with Professor Daniel Levine).

Mathematics

Steven K. Ingram '65, "Studies in Differential Geometry" (with Professor Daniel J. Sterling).

Clayton R. Lewis, Jr. '65, "Galois Theory and Class Field Theory" (with Professor Jonathan D. Lubin).

Physics

L. Sanders Smith '65, "Thermomagnetic Properties of Metals" (with Professor Noel C. Little and Professor Myron A. Jeppesen).

Psychology

James E. Hastings '65, "Learning, Retention and Metamorphosis in Frogs" (with Professor Alfred H. Fuchs).

Romance Languages

Gary C. Brasor '65, "The Theater of the Absurd in France: Its Scope and Meaning" (with Professor Gerald Kamber).

THE ALFRED O. GROSS FUND

This fund, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, Emeritus, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be

used for such projects as research on Kent Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

BOWDOIN FATHERS ASSOCIATION FUND

A fund of \$300, an annual gift of the Bowdoin Fathers Association, is awarded under direction of the President of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work.

Degrees Conferred in August, 1963

MASTER OF ARTS

Byron Yale Arnold
Clarence William Bennett
Kenneth Roger Crowe
Daniel Lawrence Driscoll
Roger Bray Hooper
Thomas Greenleaf Lathrop
Barbara Mary Leonard
Martin Meyer Moskowitz
Howard Oscar Purdy
Frederick Renvyle
Anthony George Soychak
Elinor Jane Witt

Degrees Conferred in June, 1964

BACHELOR OF ARTS

- | | |
|---------------------------------------|---------------------------------|
| Donald Gilbert Alexander | William Anthony Edwards |
| Roger Eric Anderson | George Christopher Eliades, Jr. |
| David Paul Andrew | Bruce Gordon Elliott |
| Richard Nelson Bail, Jr. | Charles Walton Elvin |
| Stephen Clough Barndollar '63 | Charles Plummer Emerson, Jr. |
| Charles Mead Bates | '63 |
| *William Francis Bates | Steven Roger Erlich '63 |
| David Lewis Bayer | William Francis Farley |
| Lawrence Wait Beach | Robert Mason Farquharson |
| Richard Frank Beal '63 | Peter Low Fenton |
| Stephen Paul Beale | Fred Marden Filoon |
| Bernard Joseph Beaudoin '62 | *David Waldron Fitts |
| Alan David Bennett | Robert Stephen Frank, Jr. |
| Richard Edward Black | †John William Frazier |
| George Colby Blasenak '63 | *Taylor Nelson Gaither |
| John Clifford Blegen | Kenneth Edward Gale |
| Leigh Richards Boyer '63 | *Christos John Gianopoulos |
| Charles David Burt '62 | John Anthony Gibbons |
| George Foster Cary III '63 | Victor Cedric Gideon |
| *Geoffrey Williams Chapman | Samuel Braley Gray III '63 |
| Walter Robert Christie | James Bradley Haddock |
| Charles Somers Cilley '63 | Robert Clark Hale |
| Ralph Thomas Clarke | John Henry Halford III |
| Jon Stephen Codner | Devens Hollingsworth Hamlen |
| David Michael Cohen | Kenneth David Hancock |
| *Sargent Collier | Donald Joseph Handal |
| Leonidas Dimitri Condylis | Philip Herman Hansen III |
| *William Wright Conklin | Steven Carle Haskell |
| Frederick Cleveland Copeland, Jr. '63 | *James Roger Henderson |
| Foster Stone Davis '62 | David Alvin Henshaw |
| Richard Francis DeMarco | *John Robert Hill |
| Stuart Roger Denenberg | Maynard Alton Hincks, Jr. |
| Paul Michael Dennis | David Hammond Hirth |
| *Edward Colwell Donahue | Spencer Enis Hodges |
| Frank Martin Drigotas, Jr. | Robert Lowe Hooke, Jr. |
| Jon Irving Dunn | *William Harrison Horton |
| Robert Kay Edwards '59 | James Alexander Houlding |
| | Kermit Bennett Howe, Jr. |

- §William Lester Hughes, Jr.
 *Wayne Wyeth Hulbert
 §Jeffrey Forrest Huntsman
 Michael Russell Ince
 Charles Ipcar
 Richard Burt Jackson
 *Robert Braxton Jarratt
 *Philip Alan Jones
 Joel Ronald Kaplan '58
 William John Kaschub
 Stafford Kay
 Jeffrey Estabrook Kean
 *Christopher Keefe
 Eugene Lester Keller
 David Lindsay Kilgour
 Grant Thomas Kloppman
 *Jeffrey Martin Lang
 *Stephen Allen Lawrence
 Henry deVos Lawrie, Jr.
 Erick Leadbeater
 William Lenssen '61
 Stephen David London
 *Eric Bernard Loth
 Charles Austin Lowe
 Frederick Meers Loxsom
 *Bruce Martin Lutsk
 John William McCarthy, Jr.
 Arthur Knight McDonald
 David Turner McDowell
 Christopher Donald Mace
 Richard Dinsdale Mack
 Hugh Ballard McMahan
 Craig Francis Magher
 Sanford Philip Markey
 Joseph Peter Martini, Jr.
 Ronald Steven Mazer
 David Collier Mechem
 Charles Edgar Metz
 Russell Edmund Miller
 Peter Bruce Morgan
 *Gordon Glen Morie
 Wayne Laurence Morrow
 Robin Davie Muench
 Michael Anthony Napolitano,
 Jr.
 David MacKenzie Nelson
 Bruce Eugene Nilsson
 Andrew John Notis
 John Mead Noyes
 Peter Michael Odell
 *Jason Foulk Oliver
 William Thomas Oliver
 Robert Warren Olson '63
 Arthur Edison Omand, Jr.
 Fredrick Kent Orkin
 Robert Cullen Osterhout
 *Arthur Eugene Ostrander
 *Solon Victor Papacosma
 Rodney Stephen Peddrick '63
 Lawrence Lee Pelletier, Jr.
 Richard Little Pettengill
 Charles Wright Phillips
 Arthur Phippen Poor, Jr.
 John Alan Pope
 Rodney Francis Porter
 Philip Noel Racine
 *Davis Stanley Rawson, Jr.
 §John Francis Reed, Jr.
 †Stephen Alexander Reed III
 John Christopher Reichert
 James Francis Reis
 Shepard Mark Remis
 §James Stephen Rice '62
 James Brown Riley
 *Edward Wiggins Robinson, Jr.
 Morise Gregg Robinson
 William Chesley Rounds
 Sherman Hall Rounsville, Jr.
 Bernard Gardiner Ryan '63
 Howard Allen Ryan
 John Townsend Sammis
 Brian Philip Vincent Sarata
 *John Owen Scherer
 Franz Michael Schneider

Harley Lawrence Schwadron	Thomas Norman Tom
*Peter Reed Seaver	John Christopher Trapp
§Peter Leonard Seery	David Rogers Treadwell, Jr.
Laurence Alan Segal	Roger Oliyan Tuveson
David Malcolm Shenker	*John Elmer Van Nest, Jr.
*Harry Leo Silverman	Thomas Varnum, Jr.
Peter Metcalf Small	David Clifton Walker
Kenneth Chatfield Smith	Philip Douglas Walls
Arnfinn Meyer Sørensen	James Burton Weidner
Derick Otis Steinmann	*Douglas Benson Weinik
Jonathan Curtis Stock	Steven Jeffrey Weiss
Frederick Jackson Stoddard, Jr.	John Harrison Welwood
Ralph Philbrook Stone	*William Edward Westerbeke
*Peter William Stonebraker	*Charles Augustus Wheeler, Jr.
Philip Lee Swan	Michael Barrett Wood
*Eaton Weatherbee Tarbell, Jr.	Jon Douglas Woods
Joseph Eaton Tarbell	Robert Telford Workman '63
*Robert Charles Taylor	*Frederick Francis Yanni, Jr.
William Cullen Thwing	Joseph William Zilinsky

* Commissioned Second Lieutenant, United States Army Reserve, June 1964.

† Commissioned Ensign, United States Navy Reserve, June 1964.

‡ Commissioned Second Lieutenant, United States Marine Corps Reserve, June 1964.

§ To be commissioned Second Lieutenant, United States Army Reserve, upon completion of 1964 Army ROTC Summer Camp.

MASTER OF ARTS

Bruce Larry Anderson	Wayne Wesley Kronquist
Samuel Max Blackham	Waldeck Ernest Mainville, Jr.
Orrin Giddings Cocks III	Wayne Richard Scott
Robert Hill Cornell	Alexander Robertson Shaw

RECIPIENTS OF HONORARY DEGREES

Doctor of Divinity

Frederick William Whittaker

Doctor of Laws

Clifford Guy McIntire

John Rogers Newell

Abram Leon Sachar

George David Woods

Doctor of Letters

Clarence Dana Rouillard

Master of Arts

Dorothy Dennis Marsh

Appointments, Prizes, and Awards

PHI BETA KAPPA ELECTIONS

Class of 1964

Geoffrey Williams Chapman	Fredrick Kent Orkin
Robert Stephen Frank, Jr.	Lawrence Lee Pelletier, Jr.
Kermit Bennett Howe, Jr.	William Chesley Rounds
William Lester Hughes, Jr.	David Malcolm Shenker
Sanford Philip Markey	David Clifton Walker
Charles Edgar Metz	Steven Jeffrey Weiss
John Harrison Welwood	

Class of 1965

Charles Bruce Brown, Jr.	Peter Winslow Elliott
Thomas Charles Chase	Donald John Krogstad

HONORARY APPOINTMENTS, June 13, 1964

Magna cum laude

Geoffrey Williams Chapman	William Chesley Rounds
William Lester Hughes, Jr.	Steven Jeffrey Weiss
John Harrison Welwood	

Cum laude

Richard Nelson Bail, Jr.	Richard Burt Jackson
Stephen Paul Beale	Stephen David London
John Clifford Blegen	Christopher Donald Mace
Walter Robert Christie	Sanford Philip Markey
David Michael Cohen	Charles Edgar Metz
Frank Martin Drigotas, Jr.	Gordon Glen Morie
Robert Mason Farquharson	Fredrick Kent Orkin
Robert Stephen Frank, Jr.	Lawrence Lee Pelletier, Jr.
Kenneth Edward Gale	David Malcolm Shenker
Philip Herman Hansen III	Philip Lee Swan
James Alexander Houlding	David Clifton Walker
Kermit Bennett Howe, Jr.	Philip Douglas Walls

HONORS IN SUBJECTS AND TITLES OF THESES

ART: *Honors*, Sargent Collier, *History, Humanism, and Architecture.*

BIOLOGY: *Honors*, Eugene Lester Keller, *The Pituitary Gland of Normal and Regenerating Diemictylus viridescens*.

David Malcolm Shenker, *Metamorphic Changes in the Development of the Ear-Air Bladder Relationship in the Menhaden*.

Philip Douglas Walls, *The Anatomy of the Sound-producing Apparatus of Some Australian Teleosts*.

CHEMISTRY: *High Honors*, Sanford Philip Markey, *The Synthesis of Patchouli Pyridine Ketone: A Minor Alkaloid of Pogostemon Patchouli*.

Honors, Peter Michael Odell, *An Investigation of the Absolute Configuration and a Route to the Partial Synthesis of Guaipyridine*.

Fredrick Kent Orkin, *The Isolation of the Nephrotoxic Principle in Phytolacca americana, Linné*.

Lawrence Lee Pelletier, Jr., *The Synthesis of Iodosilane*.

ECONOMICS: *Highest Honors*, Steven Jeffrey Weiss, *The Impact of Federal Defense Spending on the Maine Economy*.

Honors, Spencer Enis Hodges, *The Effect of Interest Rates on Investment Spending*.

Craig Francis Magher, *A Statistical Analysis of Interurban Air Travel*.

Philip Lee Swan, *The Rate of Change of Capacity Utilization as a Factor Influencing Manufacturers' Inventory Investment*.

ENGLISH: *High Honors*, David Clifton Walker, *Out in the Dark: The Poetry of Edward Thomas*.

Honors, Kenneth Chatfield Smith, *The Robin Hood Motif: A Study in the Degeneration of a Hero*.

FRENCH: *High Honors*, John Clifford Blegen, *The Evolution of the Thought of Albert Camus*.

Honors, Stuart Roger Denenberg, *Paul Valéry—"La Jeune Parque": The Poetry of Consciousness*.

GOVERNMENT: *High Honors*, Robert Stephen Frank, Jr., *Economic Assistance: The Aid-to-Greece Example*.

Honors, Donald Gilbert Alexander, *The Bases of Corruption in a State Administrative Agency: A Case Study of the Massachusetts Department of Public Works Government*.

Stephen Paul Beale, *Minority Group Politics in Maine*.

David Michael Cohen, *The Passamaquoddy Tidal Project*.

Frank Martin Drigotas, Jr., *The Androscoggin River Pollution Problem: Interest Group Activities.*

Robert Mason Farquharson, *The Position of Civil Liberties in the Soviet Union.*

Gordon Glen Morie, *The Concept of Mass Society: A Silent Controversy.*

HISTORY: *High Honors*, Geoffrey Williams Chapman, *Public and Official Opinion in the United States and Great Britain Concerning the Suez Crisis of 1956.*

Philip Herman Hansen III, *Robin George Collingwood's Critical Philosophy of History.*

Philip Noel Racine, *Charles Brown Thurston's Correspondence, 1861-1864.*

Honors, Stafford Kay, *The Gilded Age: A Case Study of Fall River, Massachusetts.*

Bruce Eugene Nilsson, *Archaeology: A Study in Theory, Method, and Application, Based upon Sites in England and Sweden.*

Solon Victor Papacosma, *Greek Neutrality: 1914-1915.*

MATHEMATICS: *Highest Honors*, William Chesley Rounds, *Recursive Function Theory.*

Honors, Edward Colwell Donahue, *Development of the Torsion Functor and Computation of Selected Torsion Functors.*

PHILOSOPHY: *High Honors*, John Harrison Welwood, *Kierkegaard and Nietzsche.*

Honors, Kenneth Edward Gale, *The Philosophy of Schopenhauer.*

PSYCHOLOGY: *High Honors*, William Lester Hughes, Jr., *A Validation Study of Anxiety Indices in the Machover Draw-A-Person Test.*

Honors, Paul Michael Dennis, *An Investigation of Masculinity-Femininity Discrimination in the Szondi Pictures.*

Brian Philip Vincent Sarata, *Scaling Volume: Using Magnitude Estimation.*

Derick Otis Steinmann, *Stereotypy as a Variable in Paired-Associate Learning.*

David Rogers Treadwell, Jr., *The Interrelation of Opinion and Results in a Psychological Experiment.*

SOCIOLOGY: *High Honors*, David Lewis Bayer, *The Differences Between Open and Closed Questionnaires and Their Validity.*

Stephen David London, *A Comparative Study of the Effects of Homogeneous and Heterogeneous Ability Groupings upon the Self-Evaluation of the Sixth Grade Pupil.*

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- WOODROW WILSON NATIONAL FELLOWSHIPS: Geoffrey Williams Chapman, William Chesley Rounds.
- PERCIVAL WOOD CLEMENT CONSTITUTIONAL ESSAY CONTEST: John Anthony Gibbons.
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NOYES POLITICAL ECONOMY PRIZE: Steven Jeffrey Weiss.

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PRAY ENGLISH LITERATURE PRIZE: David Clifton Walker.

DAVID SEWALL PREMIUM IN ENGLISH COMPOSITION: Paul Steven Hurwit '67.

FORBES RICKARD, JR., POETRY PRIZE: David Clifton Walker.

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SMYTH MATHEMATICAL PRIZE: William Chesley Rounds, Steven Kenyon Ingram '65, Carl Douglas Hopkins '66.

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First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the man who, in the opinion of his fellow alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipients for the last ten years have been:

- 1955 Cloyd E. Small '20
- 1956 Leland W. Hovey '26
- 1957 John W. Leydon '07
- 1958 Seward J. Marsh '12 and Malcolm E. Morrell '24
- 1959 S. Sewall Webster '10
- 1960 Charles A. Cary '10
- 1961 Frederick W. Willey '17

- 1962 William D. Ireland '16
1963 John C. Pickard '22
1964 Emerson W. Zeitler '20

ALUMNI RECORD

The College wishes to have the most complete record possible of the addresses, occupations, and public services of its alumni. It solicits information in regard to these points as well as to matters appropriate to the *Bowdoin Alumnus*, the bimonthly alumni magazine published at the College.

Communications should be addressed to the Alumni Secretary, Getchell House, Brunswick, Maine. Alumni are particularly urged to keep the Alumni Secretary informed of any changes of address.

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Class of 1965

Class of 1967

Class of 1966

Class of 1968

Special Students

Candidates for the Master of Arts Degree

Student Enrolled in the Bowdoin-M.I.T. Two-Degree Plan

Students Enrolled in the Bowdoin-Columbia School of
Engineering Combined Plan

ENROLLMENT BY CLASSES AND STATES

Directory of Students

Fall 1964 Semester

SENIORS: Class of 1965

Abbiati, David Lawrence	<i>Falmouth</i>	8B Sr. Center
Andrias, Richard Thompson	<i>Needham, Mass.</i>	15C Sr. Center
Anello, Michael Monroe	<i>Arlington, Va.</i>	5C Sr. Center
Aranson, Peter Howard	<i>Portland</i>	9D Sr. Center
Babcock, Bernard Murray	<i>Falmouth</i>	8C Sr. Center
Bail, Frederick Thomas	<i>Whitman, Mass.</i>	15A Sr. Center
Bailey, Edgar Clifton, Jr.	<i>Lexington, Mass.</i>	11A Sr. Center
Barnes, John Michael	<i>New York, N. Y.</i>	9D Sr. Center
Baxter, John Randolph	<i>Pittsfield</i>	9A Sr. Center
Beal, Elmer Lawrence, Jr.	<i>Southwest Harbor</i>	6B Sr. Center
Bennett, George Stephen, Jr.	<i>Brunswick</i> S-2	Brunswick Apts.
Bereika, Brian Alan	<i>Whitman, Mass.</i>	7B Sr. Center
Black, Frank William, Jr.	<i>Barre, Vt.</i>	7D Sr. Center
Bloomberg, Stephen Daniel	<i>Gloucester, Mass.</i>	5A Sr. Center
Boesch, Eric	<i>Pawtucket, R. I.</i>	10A Sr. Center
Bradford, William, III	<i>Wilmington, Del.</i>	13B Sr. Center
Brasor, Gary Crosby	<i>Fairhaven, Mass.</i>	11B Sr. Center
Brooks, Keith Kenneth	<i>Livingston, N. J.</i>	11A Sr. Center
Brown, Charles Bruce, Jr.	<i>Rockport, Mass.</i>	11D Sr. Center
Buehler, David Lee	<i>Brattleboro, Vt.</i>	9D Sr. Center
Burnham, Paul Dayton, Jr.	<i>Waterville</i>	2B Potter St.
Carson, Walter Webb	<i>Lexington, Va.</i>	5A Sr. Center
Cary, Charles Malcolm	<i>Bath</i>	11D Sr. Center
Chamberlin, Thomas Hannah	<i>Scarsdale, N. Y.</i>	13C Sr. Center
Chang, Ji Hong	<i>Seoul, Korea</i>	7C Sr. Center
Chase, Curtis Edward	<i>Hingham, Mass.</i>	14C Sr. Center
Chase, Thomas Charles	<i>Kittery</i>	11C Sr. Center
Chummers, Paul Raymond	<i>Wheaton, Ill.</i>	13D Sr. Center
Ciesielski, Thomas Edward	<i>Farmington, Conn.</i>	7A Sr. Center
Cleaves, David Allen	<i>Sanford</i>	5B Sr. Center
Cobb, Richard Damon	<i>Worcester, Mass.</i>	7A Sr. Center
Coffey, Thomas Peter	<i>Wapping, Conn.</i>	13A Sr. Center
Connell, Myles Jeffrey	<i>West Hartford, Conn.</i>	12B Sr. Center
Corey, James Edward	<i>South Portland</i>	8D Sr. Center
Coupe, David Richard	<i>Harrisville, R. I.</i>	10C Sr. Center
Crane, Sanford Ladd '64	<i>Bryn Mawr, Pa.</i>	13D Sr. Center

Directory of Students

Czyzewski, Alphonse Joseph, Jr.	<i>Old Saybrook, Conn.</i>	7C Sr. Center
'64		
Dane, Nathan, III	<i>Brunswick</i>	13D Sr. Center
d'Entremont, Edward Scott	<i>South Hanover, Mass.</i>	
		5D Sr. Center
Dieffenbach, Richard August	<i>Tenafly, N. J.</i>	5C Sr. Center
DiPaolo, John Michael	<i>Danvers, Mass.</i>	7A Sr. Center
Dixon, Richard Hoyt	<i>Belmont, Mass.</i>	13C Sr. Center
Doig, John Alexander	<i>Ridgewood, N. J.</i>	14A Sr. Center
Dorman, Daniel Michael	<i>Hartford, Conn.</i>	6A Sr. Center
Downey, Peter Wheeler	<i>Bangor</i>	15D Sr. Center
Drees, Michael Paul	<i>Melrose, Mass.</i>	8A Sr. Center
Dyer, Charles Gibson '59	<i>Brunswick Pinkham Point, R.D. 2</i>	
Eames, Bradford Newell	<i>Marion, Mass.</i>	8C Sr. Center
Ebeling, Raymond Paul	<i>Framingham, Mass.</i>	5C Sr. Center
Ekdahl, Gilbert Walter	<i>Providence, R. I.</i>	10D Sr. Center
Elliot, William Diek	<i>Milwaukee, Wis.</i>	8B Sr. Center
Elliott, Peter Winslow	<i>North Reading, Mass.</i>	
		12A Sr. Center
Emmet, Christopher Temple	<i>Portland</i>	X-1 Brunswick Apts.
Engster, Peter Wright	<i>Troy, N. Y.</i>	15A Sr. Center
Fahrenbach, William Joseph	<i>Glenview, Ill.</i>	13D Sr. Center
Farrar, Stephen Prescott	<i>Berkeley Heights, N. J.</i>	
		14D Sr. Center
Field, David Anthony	<i>Topsham</i>	6B Sr. Center
Fisher, Howard Benjamin	<i>Arlington, Va.</i>	14A Sr. Center
Fontaine, Richard Bicknell	<i>Schenectady, N. Y.</i>	9B Sr. Center
Fontecchio, Kenneth Louis '64	<i>Framingham, Mass.</i>	15B Sr. Center
Fourcher, Louis Arthur	<i>Fairhaven, Mass.</i>	11B Sr. Center
Gardner, Stephen Jeremy '63	<i>Chappaqua, N. Y.</i>	14 Noble St.
Gazlay, John Chester, III	<i>Hingham, Mass.</i>	14C Sr. Center
Gelerman, Richard Allen	<i>Chelsea, Mass.</i>	10C Sr. Center
Giesler, Gerald Thomas	<i>West Babylon, N. Y.</i>	226 Maine St.
Godard, Roger Rawson '64	<i>Deer Isle</i>	6D-4 Sr. Center
Godt, Paul Jay	<i>Freeport, N. Y.</i>	9C Sr. Center
Goldsmith, Donald Alan	<i>Freeport, N. Y.</i>	12B Sr. Center
Gorman, Joseph James	<i>Providence, R. I.</i>	10D Sr. Center
Gould, James Allan	<i>Barre, Vt.</i>	7D Sr. Center
Greene, Edward Rideout	<i>Bath</i>	8D Sr. Center
Hallisey, John Damon	<i>Brockton, Mass.</i>	6C Sr. Center
Hardcastle, Yellott Fitzhugh, III	<i>Groton, Mass.</i>	12A Sr. Center
Harlow, Frederic Benjamin '64	<i>Portland</i>	226 Maine St.
Harrington, Robert Edward	<i>Danvers, Mass.</i>	15B Sr. Center

Directory of Students

Hastings, James Emory	<i>Athol, Mass.</i>	12B Sr. Center
Hawkins, Barry Curtis	<i>Portland</i>	14A Sr. Center
Hecht, Stephen Anthony	<i>Waban, Mass.</i>	15C Sr. Center
Hennigar, Howard Vinson, Jr.	<i>Natick, Mass.</i>	15D Sr. Center
'64		
Hindson, James Fessler	<i>Albany, N. Y.</i>	14D Sr. Center
Hinkley, William Elliott	<i>Groveton, N. H.</i>	14B Sr. Center
Hyde, William DeWitt, Jr.	<i>Portland</i>	11D Sr. Center
Ingram, Steven Kenyon	<i>Rehoboth, Mass.</i>	10C Sr. Center
Kahill, Charles James	<i>Portland</i>	11C Sr. Center
Kamanu, Onyeonoro Secundus	<i>Aba, Nigeria</i>	5B Sr. Center
Kelly, John Thomas, Jr.	<i>Ramsey, N. J.</i>	13C Sr. Center
Knudsen, Sigurd Aleksander, Jr.	<i>Freeport</i>	13A Sr. Center
Krisko, Stephen James	<i>Peabody, Mass.</i>	222 Maine St.
Krogstad, Donald John	<i>New Hyde Park, N. Y.</i>	9B Sr. Center
Lapointe, Paul Harold	<i>Greenfield, Mass.</i>	10B Sr. Center
Lariviere, Robert Joseph '64	<i>Warwick, R. I.</i>	6B Sr. Center
Larkin, Peter Sutton	<i>Pleasantville, N. Y.</i>	9B Sr. Center
Lazarus, Paul David	<i>Waterbury, Conn.</i>	6A Sr. Center
Leach, Shawn William	<i>Brockton, Mass.</i>	6B Sr. Center
Leaver, Richard Francis	<i>Providence, R. I.</i>	10D Sr. Center
Leonard, Steven Clarence	<i>Montpelier, Vt.</i>	5B Sr. Center
Leshner, Robert Schuyler, Jr.	<i>East Aurora, N. Y.</i>	5D Sr. Center
Lewis, Clayton Roy, Jr.	<i>Birmingham, Mich.</i>	8B Sr. Center
Lewis, George Hallam	<i>Bar Harbor</i>	7D Sr. Center
Lingley, Robert Scott	<i>Cumberland, R. I.</i>	11B Sr. Center
Lister, James Madison	<i>Washington, D. C.</i>	12A Sr. Center
Littlefield, Hobart Samuel '64	<i>Lovell</i>	8A Sr. Center
Lynch, William Howard	<i>Forestdale, R. I.</i>	13A Sr. Center
McClintock, Robert Edward	<i>Havertown, Pa.</i>	15C Sr. Center
McCollister, Kerry Michael	<i>Lawrence, Mass.</i>	11C Sr. Center
McCutcheon, Michael Edward	<i>Upper Montclair, N. J.</i>	10C Sr. Center
McDowell, Philip Estabrooks	<i>Glens Falls, N. Y.</i>	9A Sr. Center
McGovern, Edward William, Jr.	<i>Wilmington, Del.</i>	13B Sr. Center
McIntire, Philip Cobb	<i>Glens Falls, N. Y.</i>	10B Sr. Center
Martin, Neil Bradford	<i>Bangor</i>	6C Sr. Center
Matthews, William Rankin, Jr.	<i>Berwick</i>	15D Sr. Center
Milo, John Francis, Jr. '63	<i>Swampscott, Mass.</i>	P-2 Brunswick Apts.
Mougalian, Richard Aram	<i>Portland</i>	11C Sr. Center
Munger, Steven Charles	<i>North Scituate, R. I.</i>	7A Sr. Center

Directory of Students

Murphy, Brian Richard	<i>Melrose, Mass.</i>	6 Potter St.
Nepil, Thomas Edwin	<i>Western Springs, Ill.</i>	13A Sr. Center
Ness, Robert Lawson, Jr.	<i>Newport</i>	5B Sr. Center
Noel, Harold Bennett, Jr.	<i>Dover, N. H.</i>	8A Sr. Center
Olson, Russell Walter	<i>Walpole, Mass.</i>	13C Sr. Center
Pazzano, Frederick James	<i>Waltham, Mass.</i>	10A Sr. Center
Pennell, William Maxwell, II	<i>Portland</i>	61½ McKean St.
Peterson, Robert Eustis	<i>Worcester, Mass.</i>	5D Sr. Center
Pierce, Jotham Donnell, Jr.	<i>Portland</i>	9A Sr. Center
Prince, Jeffrey Robert	<i>Newton, Mass.</i>	6A Sr. Center
Purola, Albert Linden	<i>Willoughby, Ohio</i>	14B Sr. Center
Putnam, John Stephen	<i>Old Orchard Beach</i>	5C Sr. Center
Rath, Gerald Fred	<i>Lewiston</i>	9C Sr. Center
Rauh, Robert David, Jr.	<i>North Andover, Mass.</i>	12C Sr. Center
Raymond, Jonathan Carl	<i>Needham, Mass.</i>	9D Sr. Center
Reed, Thomas Jesseman	<i>Center Harbor, N. H.</i>	12C Sr. Center
Richman, Michael Tingley	<i>Washington, D. C.</i>	5D Sr. Center
Robinson, Timothy James	<i>Glens Falls, N. Y.</i>	10B Sr. Center
Roche, Thomas Herbert	<i>Richmond Hill, N. Y.</i>	14B Sr. Center
Rolfe, James Elms	<i>South Portland</i>	12B Sr. Center
Rosenfeld, James Crossland	<i>Needham, Mass.</i>	9A Sr. Center
Ross, Adam Jaazaniah	<i>New Canaan, Conn.</i>	14B Sr. Center
Rost, Samuel Tilden	<i>Bridgeport, Conn.</i>	5A Sr. Center
Rouillard, James Arthur	<i>Stoneham, Mass.</i>	11B Sr. Center
Rucker, Donald Brian	<i>Cohasset, Mass.</i>	14A Sr. Center
Saillant, Roger Barry	<i>Doylestown, Pa.</i>	7B Sr. Center
Sapienza, Peter John	<i>Malden, Mass.</i>	7B Sr. Center
Schiller, Berle Mark	<i>Belle Harbor, N. Y.</i>	15B Sr. Center
Schumacher, John Floyd	<i>Newcastle Mills Rd., Newcastle</i>	
Shatney, Clayton Henry	<i>Orono</i>	9B Sr. Center
Shaw, Hubert Seely, Jr.	<i>Brunswick</i>	12A Sr. Center
Sherman, Michael Burgess '64	<i>Ipswich, Mass.</i>	13B Sr. Center
Siegel, Steven Richard	<i>Lawrence, Mass.</i>	9C Sr. Center
Sims, Richard Francis, Jr.	<i>Rockport</i>	8D Sr. Center
Slowik, Theodore Mitchell	<i>New York, N. Y.</i>	6C Sr. Center
Smith, Asa Plimpton	<i>Royal Oak, Mich.</i>	7C Sr. Center
Smith, Lloyd Sanders	<i>Short Hills, N. J.</i>	14D Sr. Center
Smith, Thomas Francis '64	<i>Hartsdale, N. Y.</i>	14C Sr. Center
Solmitz, David Otto	<i>Brunswick</i>	10 Bowdoin St.

Directory of Students

Springer, William Fredrick	<i>Chicago, Ill.</i>	6C Sr. Center
Stephenson, Lowry Chew, Jr.	<i>Villanova, Pa.</i>	11D Sr. Center
Stevenson, David Keene	<i>Needham, Mass.</i>	14C Sr. Center
Stockford, David Noble	<i>Lubec</i>	15A Sr. Center
Strauss, William Theodore, III	<i>Rensselaerville, N. Y.</i>	8B Sr. Center
Toomajian, Charles Richard, Jr.	<i>Troy, N. Y.</i>	10D Sr. Center
Trask, George Robert	<i>Bernard</i>	14D Sr. Center
Tressel, Harry King	<i>Winnetka, Ill.</i>	11A Sr. Center
Truesdell, Charles Clark	<i>Cohasset, Mass.</i>	5A Sr. Center
Trzcienski, Walter Edward, Jr.	<i>South Deerfield, Mass.</i>	10B Sr. Center
Turner, Daniel Earl	<i>Skowhegan</i>	15A Sr. Center
Van Vliet, Edward Richie	<i>Newport, R. I.</i>	4B Sr. Center
Vaughan, Charles Robison	<i>Kennebunkport</i>	6A Sr. Center
Waldman, Michael	<i>Chelsea, Mass.</i>	9C Sr. Center
Wallace, Charles Isaac, Jr.	<i>Annapolis, Md.</i>	10A Sr. Center
Weigel, Russell Henry, Jr.	<i>West Hartford, Conn.</i>	8C Sr. Center
Wentworth, Fred Kelly, II	<i>West Ossipee, N. H.</i>	13B Sr. Center
Whitman, Craig Lyndon, Jr.	<i>Cambridge, Ohio</i>	12C Sr. Center
Whitmore, Richard Latham, Jr.	<i>Braintree, Mass.</i>	15B Sr. Center
Willett, Albert Ives	<i>Kennett Square, Pa.</i>	7D Sr. Center
Williams, William David '63	<i>Linneus</i>	7B Sr. Center
Witherell, Charles Bowker	<i>West Hartford, Conn.</i>	11A Sr. Center
Woodbury, Alan Tenney	<i>Abington, Pa.</i>	15C Sr. Center
Zilinsky, Thomas John	<i>Dover-Foxcroft</i>	8A Sr. Center
Zimmerman, Jeffrey Frank	<i>Cranford, N. J.</i>	7C Sr. Center

Fall 1964 Semester

JUNIORS: Class of 1966

Adams, Roger Craig	<i>Medfield, Mass.</i>	B Coleman
Akinduro, Ibukun	<i>Ondo, Nigeria</i>	ΦΔΨ House
Alemian, Bruce	<i>Weymouth, Mass.</i>	KΣ House
Alexander, Robert Joseph	<i>Belmont, Mass.</i>	ΦΔΨ House
Allen, Charles Liscomb	<i>Wayne, Pa.</i>	ZΨ House
Allen, George William	<i>Belfast</i>	6 Bowker St.
Applin, Hilton Holmes, Jr.	<i>Brunswick</i>	ΑΔΦ House
Arbour, Hector Romeo	<i>Augusta</i>	BΘΠ House

Directory of Students

Aschenbach, Karl Lance	<i>Bloomfield, Conn.</i>	22 Hyde
Aubee, Eugene Charles	<i>Hope, R. I.</i>	⊙ΔX House
Ayer, Alan Dwight	<i>South Portland</i>	ΨY House
Babson, David Elmer	<i>Gloucester, Mass.</i>	ΔKE House
Bagley, Robert Dexter	<i>Wethersfield, Conn.</i>	7 Appleton
Barbour, Charles Manson, III	<i>West Hartford, Conn.</i>	ΔKE House
Bates, Douglas Chapin	<i>Cape Elizabeth</i>	ZΨ House
Baxter, William Stanton, Jr.	<i>Harwichport, Mass.</i>	XΨ Lodge
Beach, William Bion	<i>Pleasant Ridge, Mich.</i>	B⊙Π House
Beaupre, Richard Edward	<i>Nashua, N. H.</i>	20 Moore
Beaven, Peter Ray	<i>Andover, Mass.</i>	ΔΣ House
Beedle, William Bradford	<i>Belmont, Mass.</i>	KΣ House
Bell, Edwin Dewey	<i>Roxbury, Mass.</i>	APY House
Benjamin, Robert Allan	<i>Towaco, N. J.</i>	20 Moore
Berle, Roger Kort '64	<i>Dedham, Mass.</i>	76 Federal St.
Bird, Raymond Adriel	<i>Reading, Mass.</i>	B⊙Π House
Bishop, James Alden, Jr.	<i>Presque Isle</i>	ΔKE House
Blanford, James Edward	<i>Casper, Wyo.</i>	APY House
Blankman, Peter Edgar	<i>Canton, N. Y.</i>	ΔΣ House
Bleyle, John Allen	<i>Ho-Ho-Kus, N. J.</i>	31 Coleman
Boal, Ellis Ballard	<i>Winnetka, Ill.</i>	23 Coleman
Boon, Roy Clinton	<i>Medfield, Mass.</i>	KΣ House
Bothner, Michael Henry	<i>Fitchburg, Mass.</i>	ZΨ House
Boyd, Robert White	<i>Yarmouth</i>	ZΨ House
Bradley, Philip Claverie	<i>Westwood, Mass.</i>	16 Page St.
Branting, Richard Wilder	<i>Milton, Mass.</i>	⊙ΔX House
Bray, James Richard	<i>Chappaqua, N. Y.</i>	XΨ Lodge
Brewster, David Emmert	<i>Falls Church, Va.</i>	28 Moore
Brooks, Jon Michael	<i>Alexandria, Egypt</i>	ΦΔΨ House
Burton, Wayne Myles	<i>Belmont, Mass.</i>	21 Moore
Butkus, Robert Alan	<i>Dorchester, Mass.</i>	Infirmary
Cantor, Jerald Charles	<i>Larchmont, N. Y.</i>	APY House
Cartland, John Everett, III	<i>West Hartford, Conn.</i>	ΔKE House
Cass, Malcolm Walter, Jr.	<i>South Portland</i>	B Coleman
Christie, Mark Edwin	<i>Brunswick</i>	ΔΣ House
Clark, Alan Curtis	<i>Feeding Hills, Mass.</i>	ΣN House
Clauson, Karl William '65	<i>Greenwich, Conn.</i>	ΔΣ House
Cocks, Robert Godfrey, Jr.	<i>Weston, Mass.</i>	ΨY House
Coffin, James Benjamin '63	<i>Northeast Harbor</i>	82 Federal St.
Coggins, John Hill	<i>Bristol</i>	27 Coleman
Cogswell, Vaughan Herbert, Jr.	<i>Dover, N. H.</i>	ΔΣ House
Condos, Richard Carl	<i>Lynn, Mass.</i>	7 Coleman
Costello, John Clifford	<i>Lee, Mass.</i>	16 Page St.

Directory of Students

Coughlan, Charles Robert	<i>Belmont, Mass.</i>	KΣ House
Couillard, Charles Alan	<i>Hampden Highlands</i>	82 Federal St.
Craig, William Starling	<i>Camp McCoy, Wis.</i>	ΦΔΨ House
Davis, Harold Robert	<i>Quincy, Mass.</i>	16 Page St.
Day, James Frederick	<i>Bath</i>	21 Coleman
DeMuro, Leonard John, Jr.	<i>Bar Harbor</i>	⊕ΔX House
Downing, Davis Allan	<i>Monmouth</i>	ΣN House
Dreyer, William James	<i>New York, N. Y.</i>	7 Potter St.
Dugan, William Roland	<i>Brunswick</i>	ZΨ House
Ellis, David Williams	<i>Pelham, N. Y.</i>	XΨ Lodge
Esposito, John Louis	<i>Portland</i>	ΣN House
Espovich, Jay Harlan	<i>Newburyport, Mass.</i>	KΣ House
Fagone, Francis Anthony	<i>Portland</i>	ΣN House
Fay, Richard Rozzell	<i>Sterling, Mass.</i>	ΦΔΨ House
Feyling, Paul Alfred '65	<i>Trevett</i>	AΔΦ House
Fine, Jonathan Stuart	<i>Brookline, Mass.</i>	5 Coleman
Fish, William Watson	<i>Huntington, L. I., N. Y.</i>	⊕ΔX House
Fitzgerald, Edward Michael	<i>Milton, Mass.</i>	21 Appleton
Fleisher, Cary Louis	<i>Fairfield, Conn.</i>	XΨ Lodge
Fletcher, William Cameron	<i>New Haven, Conn.</i>	XΨ Lodge
Forté, Richard Smith	<i>Weston, Mass.</i>	R-4 Brunswick Apts.
Fowler, Northrup	<i>Rockport</i>	27 Coleman
Foye, David Byron	<i>Brockton, Mass.</i>	ZΨ House
French, John Richard	<i>Springfield, Vt.</i>	8 Hyde
Friedman, Fredric Carl	<i>Fall River, Mass.</i>	ΨY House
Gee, Richard Chu '64	<i>Pawtucket, R. I.</i>	XΨ Lodge
Gendron, David Brooks	<i>Sanford</i>	B⊕Π House
Good, Peter Munson	<i>South Portland</i>	21 Coleman
Gray, Charles Henry, Jr.	<i>Springfield, Mass.</i>	Curtis Pool
Gray, Malcolm Clifford '65	<i>Fryeburg</i>	KΣ House
Gurney, Charles Richard	<i>Auburn</i>	APY House
Gutkowski, Stanley Michael, Jr.	<i>Greenfield, Mass.</i>	ΣN House
Hagger, Jeremy James Dunbar	<i>Waltham, Mass.</i>	⊕ΔX House
Hale, Allen Whitehead	<i>Brookline, Mass.</i>	8 Hyde
Hamel, William Frank	<i>Winthrop</i>	2 Bowdoin St., Winthrop
Harrison, William Warner	<i>Saco</i>	AΔΦ House
Hartman, Samuel Henry	<i>Lima, Pa.</i>	ΔKE House
Hathaway, Dana Tillson	<i>Holyoke, Mass.</i>	ΨY House
Haunton, Charles Jeffrey	<i>East Longmeadow, Mass.</i>	E Coleman

Directory of Students

Hays, Palma Wiley, Jr.	<i>Springfield, Pa.</i>	13 Coleman
Heath, William George, Jr.	<i>South Westport, Mass.</i>	ΑΔΦ House
Hickey, Conn Brendan	<i>Rockford, Ill.</i>	ΔΣ House
Hinchliffe, Roger Redman	<i>Lexington, Mass.</i>	ΒΘΠ House
Hires, Richard Byard	<i>Short Hills, N. J.</i>	21 Appleton
Hirschman, James Peter	<i>Fall River, Mass.</i>	13 Coleman
Hirth, Samuel Edward	<i>Deerfield, Mass.</i>	ΨΥ House
Hoover, Cyrus William	<i>Wellesley Hills, Mass.</i>	ΒΘΠ House
Hopkins, Carl Douglas	<i>Rochester, N. Y.</i>	ΦΔΨ House
Hotchkiss, Douglas Morton	<i>Alexandria, Va.</i>	ΑΔΦ House
Hua, Kuo-chu	<i>Taipei, Taiwan, Free China</i>	ΔΣ House
Johnson, Peter Blackwell	<i>Madison, Conn.</i>	ΧΨ Lodge
Johnson, Ralph Gordon, III	<i>Brockton, Mass.</i>	21 Maine
Johnston, John Flagg	<i>Southwest Harbor</i>	10 Boody St.
Karofsky, Paul Irwin	<i>Brookline, Mass.</i>	26 Coleman
Kay, Steven Allen '65	<i>Lawrence, Mass.</i>	ZΨ House
Kent, Christopher Dore	<i>Freeport, N. Y.</i>	ΑΡΥ House
Kohl, David Henry	<i>Rio Piedras, Puerto Rico</i>	ΔΚΕ House
Kopka, Richard Gary	<i>Salem, Mass.</i>	ΦΔΨ House
Kress, Arthur Stephen	<i>Middletown, Conn.</i>	11 Coleman
Kufe, Donald William	<i>Hempstead, N. Y.</i>	ΧΨ Lodge
Lander, David Allan	<i>University City, Mo.</i>	ΔΚΕ House
Lanes, Douglas Michael	<i>Levittown, Pa.</i>	ΧΨ Lodge
Lapine, Raymond Edward	<i>Monson, Mass.</i>	ΑΡΥ House
Leaver, David Eugene	<i>Providence, R. I.</i>	ΧΨ Lodge
Lee, Richard Bateman	<i>Gagetown, N. B., Canada</i>	7 Potter St.
Leger, Richard Edward	<i>Lynn, Mass.</i>	82 Federal St.
Leishman, Noël John, Jr.	<i>Houlton</i>	ΔΣ House
Lemkin, Jeffrey William	<i>Lowell, Mass.</i>	270 Maine St.
Leydon, Edward Rivinus	<i>Lahaska, Pa.</i>	7 Potter St.
Libby, Randolph Franklin	<i>Westbrook</i>	16 Page St.
Loeb, Andrew Gothard	<i>Forest Hills, N. Y.</i>	11 Coleman
Lord, John Richard	<i>Los Angeles, Calif.</i>	ΨΥ House
Loring, John Mitchell	<i>Melrose, Mass.</i>	ΔΚΕ House
Love, Timothy Ricker	<i>Lewiston</i>	12 Page St.
McAbee, Edward Armstrong, Jr.	<i>Wilmington, Del.</i>	ZΨ House
MacAllen, James Walter	<i>Hingham, Mass.</i>	ZΨ House
McIntire, Philip Heino	<i>Presque Isle</i>	ΔΚΕ House
McOsker, Robert Bruce	<i>Auburn</i>	ΘΔΧ House
Margosian, Hardy John, Jr.	<i>Belmont, Mass.</i>	ΧΨ Lodge

Directory of Students

Mason, Keith Richard	<i>Saco</i>	E Coleman
Maurer, Peter George	<i>Somerset, N. J.</i>	ΦΔΨ House
May, Jonathan Mackenzie	<i>South Glastonbury, Conn.</i>	22 Hyde
Mick, Wendell Thompson	<i>Newton Highlands, Mass.</i>	BΘΠ House
Mitchell, Robert Scott	<i>Wilmington, Del.</i>	ZΨ House
Morrison, John Borland	<i>Waltham, Mass.</i>	ΘΔΧ House
Morrissey, Paul Edward	<i>Pawtucket, R. I.</i>	XΨ Lodge
Mulloy, Paul Thomas, III	<i>Winchester, Mass.</i>	KΣ House
Murphy, Donal Brian	<i>Bar Harbor</i>	ΘΔΧ House
Nelson, Kenneth Miles '65	<i>Portland</i>	14 Hyde
Newcomb, Dwight Lindsay	<i>Arlington, Va.</i>	7 Moore
Page, Nathaniel Blodgett	<i>Braintree, Mass.</i>	ΔΣ House
Parent, William Allan	<i>Stoughton, Mass.</i>	ΔΣ House
Parker, John Otis, Jr.	<i>Arlington, Mass.</i>	ΑΔΦ House
Paterson, John Michael	<i>Dallas, Tex.</i>	ΔKE House
Pease, Howard Francis	<i>New Milford, Conn.</i>	7 Moore
Peters, Donald Wayne	<i>Dover, N. H.</i>	ΦΔΨ House
Peterson, Carleton Sherman	<i>Holyoke, Mass.</i>	226 Maine St.
Phinney, Robert Edgar, Jr. '64	<i>Brunswick</i>	17 Cleaveland St.
Pierpan, Thomas Edward	<i>North Adams, Mass.</i>	23 Coleman
Pincus, Matthew Ralbe	<i>Brooklyn, N. Y.</i>	ΔΣ House
Pirie, Robert Bruce	<i>South Weymouth, Mass.</i>	ΣN House
Platt, Alexander Dana	<i>New York, N. Y.</i>	ZΨ House
Porrino, Joseph Francis	<i>New York, N. Y.</i>	270 Maine St.
Porter, Robert Chamberlain, Jr.	<i>Summit, N. J.</i>	ΘΔΧ House
Raleigh, John Patrick, Jr.	<i>Newburyport, Mass.</i>	7 Maine
Ralston, Daniel Edward	<i>North Adams, Mass.</i>	ΨΥ House
Reed, Raymond Lee	<i>Rockland</i>	ΦΔΨ House
Reynolds, Philip Nylund	<i>Scotia, N. Y.</i>	ΘΔΧ House
Roby, Norman Stanley	<i>Moosup, Conn.</i>	BΘΠ House
Rocque, Frank Albert	<i>Staten Island, N. Y.</i>	ΨΥ House
Rollins, Ronald Lee	<i>Mechanic Falls</i>	ΨΥ House
Roscoe, Charles Harry	<i>East Hartford, Conn.</i>	ΔKE House
Rosenberg, Charles	<i>River Edge, N. J.</i>	270 Maine St.
Rutherford, Jeffrey Kellogg	<i>Lexington, Mass.</i>	ΘΔΧ House
Samuelsen, Peter, Jr.	<i>Morristown, N. J.</i>	XΨ Lodge
Schmidt, Edward Chapin	<i>Pound Ridge, N. Y.</i>	3 Maine
Schulten, Frederick Alexis	<i>Woolwich</i>	KΣ House
Seager, Andrew John	<i>Malin, Bechuanaland</i>	ΦΔΨ House
Segal, Richard Barry	<i>Haverhill, Mass.</i>	ΑPY House
Sharp, Richard Winslow, Jr.	<i>Bound Brook, N. J.</i>	10 Boody St.
Shubert, Jordan Julius	<i>Bangor</i>	KΣ House

Directory of Students

Smail, David Frederick	<i>Canton, Mass.</i>	ΔΣ House
Small, Peter Van	<i>Portland</i>	ΒΘΠ House
Smith, Barry Wayne	<i>Dixfield</i>	L-2 Brunswick Apts.
Smith, Christopher Lane	<i>Fairfield, Conn.</i>	ΘΔΧ House
Soule, Benjamin Angier	<i>Portland</i>	ΨΥ House
Soule, Paul William	<i>Portland</i>	ZΨ House
Stetson, William Wharton, Jr.	<i>Virginia Beach, Va.</i>	ZΨ House
Stocking, David Warner	<i>Williamstown, Mass.</i>	ΒΘΠ House
Swenson, Francis Bradford, Jr.	<i>Walpole, Mass.</i>	ΒΘΠ House
Tarbell, John Weatherbee, Jr.	<i>Bridgewater, Mass.</i>	ΒΘΠ House
Taylor, Jonathan Wardwell	<i>Storrs, Conn.</i>	ΒΘΠ House
Timson, Barry Sturtevant	<i>Needham, Mass.</i>	ΦΔΨ House
Toll, Frederick Thomas	<i>Laconia, N. H.</i>	ΔΣ House
Tolpin, Daniel Warren	<i>Swampscott, Mass.</i>	7 Coleman
Torpey, William Joseph, Jr.	<i>Malden, Mass.</i>	ΣΝ House
Tracy, Leo Winslow	<i>Marblehead, Mass.</i>	21 Moore
Trecartin, Stephen Hurlburt	<i>Lubec</i>	5 Maine
Twombly, David Frank	<i>Cranston, R. I.</i>	XΨ Lodge
Van Antwerp, Richard Fenn	<i>Upper Montclair, N. J.</i>	ΑΔΦ House
Vorbeck, John Carsten	<i>Freeport, N. Y.</i>	ΑΡΥ House
Walker, Michael George	<i>Fryeburg</i>	3 Coleman
Warren, Brian Collins	<i>Topsham</i>	ZΨ House
Weinstein, Laurence Martin	<i>Merrick, L. I., N. Y.</i>	ΑΡΥ House
White, Andrew Peter	<i>Auburn</i>	ΘΔΧ House
White, Jeffrey George	<i>South Portland</i>	ΨΥ House
Widdowson, Robert Redmond, Jr.	<i>South Hamilton, Mass.</i>	XΨ Lodge
Wiley, James Albert, Jr.	<i>Bangor</i>	ΚΣ House
Wilson, John William	<i>Townsend, Mass.</i>	ΔΚΕ House
Wilson, Thomas Hunter	<i>Lexington, Mass.</i>	7 Appleton
Wolhaupter, John Augustus	<i>Houlton</i>	ΔΚΕ House
Yule, Frank Douglas	<i>Hingham, Mass.</i>	270 Maine St.

Fall 1964 Semester

SOPHOMORES: Class of 1967

Abbott, Alden Wayne	<i>Waltham, Mass.</i>	ΘΔΧ House
Abrams, Lawrence Brundige, III	<i>Pittsburgh, Pa.</i>	ΒΘΠ House
Allen, Richard Phelps	<i>Freeport</i>	9 Moore
Allen, Thomas Hodge	<i>Portland</i>	11 Moore
Assini, Charles Joseph, Jr.	<i>East Greenbush, N. Y.</i>	ΑΔΦ House
Bamberger, Richard Halle	<i>Shaker Heights, Ohio</i>	ZΨ House

Directory of Students

Barron, Stephen Edward	<i>Binghamton, N. Y.</i>	APY House
Bell, Robert Stephen	<i>Milwaukee, Wis.</i>	AΔΦ House
Bennett, Michael Walter	<i>Wilmington, Calif.</i>	28 Moore
Biklen, Douglas Paul	<i>Westport, Conn.</i>	⊙ΔX House
Blanchard, Dana Lincoln, Jr.	<i>Branford, Conn.</i>	AΔΦ House
Blethen, Harold Tyler, III	<i>Marion, Mass.</i>	13 Hyde
Blumenthal, Charles John	<i>Portland</i>	2 Moore
Bond, Randall Ives	<i>Newington, Conn.</i>	25 Moore
Bonneau, John Victor	<i>Lewiston</i>	KΣ House
Bottomy, David Paul	<i>Chagrin Falls, Ohio</i>	AΔΦ House
Boxer, Daniel Ellis	<i>Newburyport, Mass.</i>	KΣ House
Brady, Thomas Bernard '66	<i>Saco</i>	ΣN House
Brawn, Edwin Leonard	<i>Topsham 20 Elm St., Topsham</i>	
Brooks, Timothy French	<i>Milton, Mass.</i>	AΔΦ House
Brouner, Peter Richard	<i>Meriden, Conn.</i>	10 Boody St.
Brown, Thomas Morgan	<i>Greenwich, Conn.</i>	AΔΦ House
Burton, Bruce Arthur	<i>New Haven, Vt.</i>	ΨΥ House
Bush, Edward Vannevar	<i>Belmont, Mass.</i>	D Coleman
Bushey, Bruce Lawrence	<i>Bingham</i>	20 Coleman
Caliri, Richard Paul	<i>Wollaston, Mass.</i>	15 Moore
Carlin, Donald Phillip	<i>Cos Cob, Conn.</i>	ΔΣ House
Chapman, Peter Bailey	<i>Waldoboro</i>	ΨΥ House
Chen, Harry Lewis	<i>New Canaan, Conn.</i>	AΔΦ House
Chotkowski, David Daniel	<i>Fairfield, Conn.</i>	ΦΔΨ House
Comeau, David	<i>Orono</i>	ZΨ House
Comstock, Gary David	<i>Ivoryton, Conn.</i>	ΔKE House
Conroy, Patrick Stephen	<i>Saco</i>	ΣN House
Cornella, Andrew Joseph	<i>Medford, Mass.</i>	1 Moore
Coupe, Philip John	<i>Oakland, R. I.</i>	ΣN House
Crabtree, Robert Kimball	<i>Needham, Mass.</i>	B⊙Π House
Cranshaw, Thomas Henry	<i>Augusta</i>	B⊙Π House
Crosby, Stephen Richard	<i>Sterling, Mass.</i>	ΦΔΨ House
Cumming, Virgil Howard	<i>Dover, N. H.</i>	ΔΣ House
Cutter, George Stanley	<i>Birmingham, Mich.</i>	3 Maine
Dakin, Robert Waters	<i>Keene, N. H.</i>	ΔKE House
Dalton, Peter Cornelius	<i>Wellesley, Mass.</i>	KΣ House
Davis, Ronald Leroy	<i>Winslow</i>	31 Maine
Davis, Theodore Edgar	<i>Berkeley Heights, N. J.</i>	13 Appleton
Dickson, Leon Ashby, Jr.	<i>Detroit, Mich.</i>	APY House
Dickson, Peter James	<i>Rumford</i>	ΦΔΨ House
Dionne, Douglas Paul	<i>Skowhegan</i>	ΔΣ House
Doran, Robert Harold, Jr.	<i>Holyoke, Mass.</i>	ΨΥ House

Directory of Students

Dowgialo, James Joseph	South Weymouth, Mass.	
Duncklee, Joel Gardner	Newton Centre, Mass.	24 Coleman
Emery, John Maurice	Ellsworth	ΣN House
Ethridge, Michael Swan	Cazenovia, N. Y.	ΦΔΨ House
Farrell, David Thorpe	Long Beach, Calif.	ΒΘΠ House
Feldman, Stewart Lewis	Milton, Mass.	ΣN House
Fergus, Paul Michael	Bangor	5 Coleman
Ferlazzo, Leslie Allen	Needham, Mass.	ΚΣ House
Foster, Robert Nicolas	Cedar Grove	ΒΘΠ House
Found, Bruce William	R.F.D. 1, Cedar Grove	
Frank, Sidney Alan	Kearsarge, N. H.	13 Moore
Fuller, Arlan Frank, Jr.	Dorchester, Mass.	ΑΡΥ House
Gamper, David Edwards	Melrose, Mass.	ΒΘΠ House
Geddes, Robert Ray	Irvington, N. Y.	ΑΔΦ House
Gould, Charles Edwin, Jr.	Waban, Mass.	ΑΡΥ House
Graham, Gary Douglas	Kennebunkport R.D. 2, Adams Rd.	
Graves, Eben Whittier	Kennett Square, Pa.	11 Moore
Greig, Henry Fox	Winchester, Mass.	15 Hyde
Gross, Peter David	Brunswick	38 Elm St.
Grover, Morgan Kennedy	Chelsea, Mass.	ΣN House
Hageseth, Jon Aubrey	Augusta	85 Federal St.
Hall, Wayne Leslie	Elk River, Minn.	ΑΔΦ House
Halsey, Ruwe	Belfast	ΣN House
Hanson, Peter Lee	Greenwich, Conn.	ΒΘΠ House
Harmon, Mark Peter	Rumford	ΨΥ House
Harmon, Michael Duane	Newton, Mass.	26 Coleman
Harris, James Brian	Bradford, Pa.	ΑΡΥ House
Hartswick, Joseph Alleman	Syracuse, N. Y.	ΑΔΦ House
Hawkins, Brian Carey	Bloomington, Ind.	ΑΡΥ House
Hayes, Lincoln Loring	Portland	ΧΨ Lodge
Haynes, Fred Elmore, III	Auburn	ΔΣ House
Heinrich, Steven Philip	Arlington, Va.	181 Maine St.
Hess, Walter Richards	Lexington, Mass.	ΒΘΠ House
Hibbard, Lawrence Randolph	Bangor	ΚΣ House
Hibyan, Roy Peter	Schenectady, N. Y.	ΑΔΦ House
Hoar, William Patrick	Fairfield, Conn.	ΘΔΧ House
Hoен, Richard William	Arlington, Mass.	ΧΨ Lodge
Hopkins, Stephen Craig	Prospect Park, Pa.	ΑΡΥ House
Hughes, James Michael	Plainfield, N. J.	5 Moore
Huntington, David Frederic	Englewood, N. J.	ΖΨ House
	South Tamworth, N. H.	ΦΔΨ House

Directory of Students

Hurwit, Paul Steven	<i>West Hartford, Conn.</i>	ΔPY House
Jones, Robert Lincoln	<i>Avon, Conn.</i>	ΔKE House
Keefe, Thaddeus John, III	<i>Egypt, Mass.</i>	XΨ Lodge
Kelaher, Kevin Michael	<i>Lynn, Mass.</i>	XΨ Lodge
Kendall, Bertrand Nelson	<i>Plainfield, N. J.</i>	XΨ Lodge
Kollmann, Geoffrey Charles	<i>Hampton, Va.</i>	ΔPY House
Krems, Sheldon Mayer	<i>Portland</i>	ΔΣ House
Kukiel, Frederick James	<i>Seymour, Conn.</i>	ΔΣ House
Levasseur, Robert Ernest	<i>Sanford</i>	ΒΘΠ House
Lilly, Richard Bowdoin, Jr.	<i>Weston, Mass.</i>	ΣN House
Livingston, Bruce Ronald	<i>South Portland</i>	7 Maine
Lorch, Thomas Humphries	<i>West Hartford, Conn.</i>	ΔKE House
Lunny, Robert James, Jr.	<i>Wethersfield, Conn.</i>	ΔKE House
McAllister, William Arthur	<i>Huntington, N. Y.</i>	ΘΔX House
Mack, Cary Nelson	<i>Portland</i>	2 Moore
McKeagney, Robert Bernard, Jr.	<i>Cheshire, Conn.</i>	ΣN House
Mackenzie, George Calvin	<i>Rowley, Mass.</i>	ΒΘΠ House
MacLean, Bruce John	<i>Newton Highlands, Mass.</i>	ΚΣ House
McNabb, David Paul	<i>Saco</i>	Infirmary
McNabb, Dennis Paul	<i>Saco</i>	256 Maine St.
Macomber, David Haynes, Jr.	<i>Springfield, Mass.</i>	5 Moore
Manolakos, Peter George	<i>Providence, R. I.</i>	XΨ Lodge
Manring, Roger William	<i>Scheveningen, The Netherlands</i>	ZΨ House
Margolin, William	<i>West Roxbury, Mass.</i>	23 Maine
Mathers, James Alexander Lamond, Jr.	<i>Englewood, N. J.</i>	ZΨ House
Matthews, Raymond Colby, Jr.	<i>Woburn, Mass.</i>	9 Maine
Merry, Peter Rowe	<i>Beverly, Mass.</i>	XΨ Lodge
Michelmores, John Howard	<i>Foxboro, Mass.</i>	9 Moore
Mickley, Steven Phillips	<i>Belmont, Mass.</i>	ΒΘΠ House
Millay, David George	<i>Richmond</i>	ΣN House
Miller, Edwin Layng	<i>Miami, Fla.</i>	ΑΔΦ House
Milliken, Dean MacMannus	<i>West Hartford, Conn.</i>	ΔKE House
Mills, Charles Austin '66	<i>Cold Spring, N. Y.</i>	ΔPY House
Mills, William Alan	<i>Pawtucket, R. I.</i>	XΨ Lodge
Mone, William David	<i>Brockton, Mass.</i>	D Coleman
Moore, Edward Parsons, Jr.	<i>Darien, Conn.</i>	31 Coleman
Morgan, William Francis, Jr.	<i>Summit, N. J.</i>	ΑΔΦ House
Moskell, Stephen Michael	<i>Meriden, Conn.</i>	15 Hyde
Moulton, Anthony LeRoy	<i>Limerick</i>	ΒΘΠ House
Mowbray, William Fell	<i>Philadelphia, Pa.</i>	ΣN House
Muzzy, Gregory Elliott	<i>Holden, Mass.</i>	ΣN House

Directory of Students

Neary, Christopher Bowen '66	<i>Hamilton, Mass.</i>	ΨΥ House
Newman, Paul Wildes	<i>Bangor</i>	ΚΣ House
Norton, William Keeler	<i>Manhasset, N. Y.</i>	⊕ΔΧ House
Oxnard, Thomas Fletcher	<i>Cheshire, Conn.</i>	ΧΨ Lodge
Pappas, Peter George	<i>West Peabody, Mass.</i>	1 Moore
Partridge, Edward Scott	<i>West Haven, Conn.</i>	ΦΔΨ House
Pearlman, Joel	<i>Sharon, Mass.</i>	23 Maine
Perks, Richard Edward	<i>Worcester, Mass.</i>	13 Moore
Pfeiffer, Robert Howard	<i>Waterville</i>	9 Maine
Pike, Richard Steven	<i>Bolsters Mills</i>	ΦΔΨ House
Poirier, Ralph James	<i>Holyoke, Mass.</i>	ΦΔΨ House
Poirot, William Kenneth	<i>Wethersfield, Conn.</i>	13 Hyde
Pope, Laurence Everett, II	<i>Braintree, Mass.</i>	Β⊕Π House
Powell, Charles Herbert	<i>Wilton, Conn.</i>	ΖΨ House
Puglia, Carl John	<i>North Reading, Mass.</i>	ΖΨ House
Quigley, Peter	<i>Marblehead, Mass.</i>	ΚΣ House
Ranahan, John Paul	<i>Lakewood, Ohio</i>	15 Hyde
Rand, Stephen Peter	<i>New York, N. Y.</i>	25 Moore
Rea, Campbell Cary	<i>Cartersville, Va.</i>	262 Maine St.
Reid, Lawrence Keller	<i>Watchung, N. J.</i>	27 Maine
Reilly, Wayne Everett	<i>Troy, N. Y.</i>	ΧΨ Lodge
Richter, Alexander Gordon	<i>Concord, N. H.</i>	ΔΣ House
Ridgeway, Michel Henry	<i>South Windham, Conn.</i>	Curtis Pool
Robbins, Judd	<i>Bay Shore, N. Y.</i>	20 Coleman
Rowson, Walter, III	<i>North Grosvenordale, Conn.</i>	ΖΨ House
Roy, James Charles, Jr.	<i>Boston, Mass.</i>	ΔΣ House
Russell, Edwin Larson	<i>Bronxville, N. Y.</i>	25 Maine
Sack, Peter Barry	<i>Swampscott, Mass.</i>	ΚΣ House
St. Mary, Jonathan Lawrence	<i>Rochester, N. Y.</i>	ΦΔΨ House
Salem, James Arthur '66	<i>North Brookfield, Mass.</i>	ΔΣ House
Salmela, Alexander Kenneth	<i>Braintree, Mass.</i>	27 Maine
Samet, Michael Jeffrey	<i>Newton, Mass.</i>	ΑΡΥ House
Saunders, Robert Mansfield	<i>Elizabeth, Pa.</i>	ΦΔΨ House
Scholefield, John Hood	<i>Edina, Minn.</i>	ΔΚΕ House
Scott, David Folsom	<i>Presque Isle</i>	ΑΔΦ House
Seagrave, Richard Gordon	<i>Bristol, R. I.</i>	⊕ΔΧ House
Shone, Ronald Hamilton	<i>Scituate, Mass.</i>	ΚΣ House
Shoukimas, Jonathan Jordan	<i>Hartford, Conn.</i>	18 Coleman
Slosberg, Kenneth Barry	<i>Gardiner</i>	ΔΣ House
Smith, Lendall Libby	<i>Kennebunk</i>	ΨΥ House
Smith, Mark Eliot	<i>Holden, Mass.</i>	24 Coleman
Smith, Spencer Ringgold, Jr.	<i>Manchester, Mass.</i>	Β⊕Π House

Directory of Students

Smith, Wilson Emerson	<i>Waterford, Conn.</i>	ΔΣ House
Spalding, Drew	<i>Lancaster, Pa.</i>	15 Moore
Speh, Christopher Tinsman	<i>Setauket, N. Y.</i>	18 Coleman
Stackpole, Peter Ward	<i>Melrose, Mass.</i>	ΔKE House
Starrett, Robert Ernest	<i>Atlanta, Ga.</i>	31 Maine
Stockwell, Peter Curran	<i>Mystic, Conn.</i>	13 Hyde
Stone, Charles Westlund	<i>Belmont, Mass.</i>	BΘΠ House
Suvalle, Michael Ralph	<i>Newton Centre, Mass.</i>	APY House
Swain, Robert Earl	<i>Hingham, Mass.</i>	25 Maine
Taylor, Frank Jones	<i>Reno, Nev.</i>	ΘΔX House
Teeter, Robert Morris	<i>Berkeley Heights, N. J.</i>	13 Appleton
Titlow, Joseph David	<i>Tacoma, Wash.</i>	256 Maine St.
Tong, Sang Il	<i>Seoul, Korea</i>	29 Maine
Tonge, Frank James	<i>Onset, Mass.</i>	APY House
Vachon, Wilferd Boyce, Jr.	<i>Brunswick</i>	6 Richards Dr.
Van Arsdale, John Cornelius, Jr.	<i>Provincetown, Mass.</i>	ΔΣ House
Viens, Maurice Roger, Jr.	<i>South Portland</i>	KΣ House
Vumbacco, Joseph Vincent	<i>Meriden, Conn.</i>	XΨ Lodge
Wales, Stephen Wallace	<i>Marblehead, Mass.</i>	ΨY House
Walker, Daniel Stewart	<i>East Weymouth, Mass.</i>	ΣN House
Walz, Tommy Joseph	<i>Bangor</i>	ΔKE House
Wartman, Michael Arthur	<i>Winnethka, Ill.</i>	AΔΦ House
Welch, George Dudley	<i>Lynnfield, Mass.</i>	BΘΠ House
Wheeler, Harvey Bernard	<i>Falmouth</i>	KΣ House
Whitney, Byron Van	<i>Bangor</i>	ΦΔΨ House
Wieners, William August	<i>Rockport</i>	ΨY House
Willscher, Max Kurt	<i>Waltham, Mass.</i>	ΘΔX House
Withe, Jeffrey Carl	<i>Berkeley, Calif.</i>	5 Maine

Fall 1964 Semester

FRESHMEN: Class of 1968

Adams, Charles Franklin, III	<i>Damariscotta</i>	26 Moore
Anderson, Kenneth Duane	<i>Concord, Mass.</i>	9 Hyde
Arnold, DeWitt Russell	<i>Freeport</i>	10 Hyde
Bailey, Noel Earland	<i>Augusta</i>	32 Moore
Baker, Weston Allan	<i>Augusta</i>	32 Moore
Baldwin, Harry Heath, IV	<i>Arlington, Mass.</i>	6 Appleton
Barnhart, Howard Richman	<i>East Weymouth, Mass.</i>	A Coleman
Batorsky, Barry Joseph	<i>Hempstead, N. Y.</i>	27 Hyde
Beaman, Thomas Brent	<i>Poughkeepsie, N. Y.</i>	17 Maine

Directory of Students

Bechtold, William Carl	<i>Northbrook, Ill.</i>	23 Moore
Beckwith, Warren Irving, Jr.	<i>Glen Ridge, N. J.</i>	10 Maine
Belanger, Charles Edward, Jr.	<i>Saco</i>	30 Hyde
Bell, Robert Lawrence, Jr.	<i>Melrose, Mass.</i>	2 Maine
Benedetto, Richard Francis	<i>Lynn, Mass.</i>	8 Coleman
Berry, Richard Palmer, Jr.	<i>Weston, Mass.</i>	14 Coleman
Bickford, Stephen Andrew	<i>Rockford, Ill.</i>	22 Appleton
Birch, Silas Merlin	<i>Louisville, Ky.</i>	9 Appleton
Bishop, James Henry	<i>Needham, Mass.</i>	12 Maine
Bittenbender, David Chase	<i>Cleveland, Ohio</i>	17 Maine
Bornstein, Neal Gerald	<i>Swampscott, Mass.</i>	16 Coleman
Botwick, William Stuart	<i>Paterson, N. J.</i>	30 Maine
Bowden, George Newton	<i>Mountain Lakes, N. J.</i>	5 Hyde
Brown, Douglas Williams	<i>Waterville</i>	22 Moore
Brown, Russell Pickard	<i>South Hamilton, Mass.</i>	17 Coleman
Buchanan, Robert Arthur	<i>Meriden, Conn.</i>	6 Hyde
Burke, James Hudner, Jr.	<i>Portland</i>	2 Coleman
Butt, Ian Donald Maxwell	<i>Westbury, N. Y.</i>	2 Maine
Butterfield, Spencer Lamont	<i>Wethersfield, Conn.</i>	25 Hyde
Buxton, Anthony Wayne	<i>Readfield</i>	4 Maine
Cameron, David Robert	<i>Waterville</i>	1 Coleman
Cantor, Jeffrey Steven	<i>Mount Vernon, N. Y.</i>	8 Appleton
Caruso, Cornelius William, Jr.	<i>West Orange, N. J.</i>	1 Maine
Cary, John Doble	<i>Bath</i>	27 Moore
Chandler, Robert	<i>Newton, Mass.</i>	22 Coleman
Charles, Michael Rand	<i>Norway</i>	17 Hyde
Charron, Theodore Joseph, Jr.	<i>East Dixfield</i>	14 Coleman
Cogswell, James Alan	<i>Concord, N. H.</i>	17 Coleman
Collier, George Churchill, III	<i>Gladwyne, Pa.</i>	14 Maine
Corey, Robert Crimmins	<i>Melrose, Mass.</i>	1 Coleman
Corson, Brent Alan	<i>Skowhegan</i>	14 Maine
Costello, David James	<i>Wellesley Hills, Mass.</i>	31 Hyde
Cramer, Carl Barnard	<i>Carpinteria, Calif.</i>	25 Coleman
Cronin, Theodore Michael	<i>Lynnfield, Mass.</i>	15 Coleman
Crouch, Rupert Baxter	<i>Glen Ellyn, Ill.</i>	13 Maine
Currier, Thomas Francis	<i>Clayton, Mo.</i>	11 Appleton
Davis, Harvey MacLean	<i>Concord, N. H.</i>	18 Maine
Day, Donald William, Jr.	<i>South Portland</i>	12 Hyde
Delano, John Robert	<i>Rockland</i>	32 Hyde
de Saint Phalle, Fal Franklin	<i>New York, N. Y.</i>	12 Coleman
Despres, John Laing	<i>West Boxford, Mass.</i>	30 Moore
Deupree, John Rule, Jr.	<i>Cincinnati, Ohio</i>	30 Coleman
Donahue, Christopher Cun- ningham	<i>Washington, D. C.</i>	25 Hyde

Directory of Students

Donald, Thomas Andrew	<i>Cos Cob, Conn.</i>	25 Hyde
Doughty, David Gower	<i>Boxford, Mass.</i>	30 Moore
Douglas, Bruce Robert	<i>South Portland</i>	11 Maine
Drake, Robert Frederick	<i>Framingham, Mass.</i>	9 Hyde
Dunlaevy, James Williar	<i>Cos Cob, Conn.</i>	8 Moore
Dyer, John Forrest	<i>Auburn</i>	4 Coleman
Eberhardt, Timothy Charles	<i>Glencoe, Md.</i>	24 Moore
Edgecomb, David Peter	<i>Lincoln</i>	16 Maine
Erikson, Robert Clifford	<i>Burton, Ohio</i>	10 Hyde
Farnum, Scott Allen	<i>Presque Isle</i>	18 Maine
Ferguson, Carroy Ugene	<i>Columbia, S. C.</i>	A Coleman
Ferraro, Eugene	<i>Framingham, Mass.</i>	28 Hyde
Ferro, Donald Carmine	<i>Holden, Mass.</i>	22 Maine
Fink, Alan Marvin	<i>Milton, Mass.</i>	4 Hyde
Finsilver, Edward James	<i>Wilbraham, Mass.</i>	8 Maine
Fishman, Edward Marc	<i>Brookline, Mass.</i>	16 Hyde
Flint, Gordon Alfred	<i>Cohasset, Mass.</i>	15 Maine
Fortune, Roland Robert	<i>Fair Lawn, N. J.</i>	20 Maine
Fredericks, Garret Baxter	<i>Hollis, N. Y.</i>	32 Maine
Freeman, Chester Robert	<i>Bath</i>	19 Maine
Fuller, Jon Richards	<i>Orleans, Mass.</i>	29 Coleman
Gallup, Dana Taylor	<i>Cambridge, Mass.</i>	26 Maine
Garnick, Marc Bennett	<i>North Andover, Mass.</i>	28 Coleman
Geary, John Edward	<i>Portland</i>	2 Coleman
Georgitis, James Wyman	<i>Orono</i>	6 Coleman
Gessner, James Stanton	<i>Lancaster, N. H.</i>	12 Appleton
Gianaris, Charles George	<i>Dracut, Mass.</i>	3 Hyde
Giard, Robert James	<i>Marlboro, Mass.</i>	7 Hyde
Glazer, Martin Alan	<i>Brookline, Mass.</i>	27 Hyde
Golder, Paul Lewis	<i>Waban, Mass.</i>	11 Appleton
Goldfarb, James Richard	<i>St. Louis, Mo.</i>	24 Hyde
Gordon, Ira Joel	<i>Westbury, N. Y.</i>	20 Maine
Green, Douglas Gustave	<i>Chevy Chase, Md.</i>	13 Maine
Green, Kenneth Richard	<i>Chestnut Hill, Mass.</i>	19 Hyde
Gross, Steven Alan	<i>Sharon, Mass.</i>	11 Hyde
Hacker, Elliot	<i>Lawrence, Mass.</i>	11 Hyde
Hanks, Christopher Howard	<i>Woodstock, N. Y.</i>	18 Hyde
Harrison, Nathaniel Beach	<i>Lexington, Mass.</i>	10 Appleton
Hatch, Willard Russell	<i>Winchester, Mass.</i>	14 Appleton
Hawk, Robert Leeson	<i>Lockport, N. Y.</i>	14 Appleton
Hayes, Peter Francis	<i>Framingham, Mass.</i>	28 Hyde
Hayes, Robert Edward, Jr.	<i>Detroit, Mich.</i>	5 Appleton
Head, Charles Nield	<i>Stamford, Conn.</i>	12 Coleman
Herndon, Charles Laylin	<i>Cleveland Heights, Ohio</i>	31 Hyde

Directory of Students

Hews, Charles Edward	<i>South Portland</i>	26	Maine
Himmelstein, David Joseph	<i>Swampscott, Mass.</i>	28	Coleman
Hindson, David Alan	<i>Albany, N. Y.</i>	18	Moore
Hoke, John Larry	<i>Casper, Wyo.</i>	12	Hyde
Holmes, Peter Hoyt	<i>Milton, Mass.</i>	29	Coleman
Horacek, Louis Charles	<i>Morgantown, W. Va.</i>	6	Moore
Hunter, Andrew DeLeon	<i>Pamplico, S. C.</i>	19	Coleman
Isaacs, John Loeb	<i>Scarsdale, N. Y.</i>	15	Appleton
Janjigian, Albert Sarkis	<i>Watertown, Mass.</i>	16	Appleton
Jellison, Gerald Earle, Jr.	<i>Bucksport</i>	18	Hyde
Jenkins, Frank Robert	<i>New York, N. Y.</i>	30	Hyde
Jensen, Egon Peter, Jr.	<i>Belmont, Mass.</i>	1	Hyde
Johnson, Paul Roy	<i>East Braintree, Mass.</i>	2	Hyde
Johnson, Scott Morris	<i>Rock Creek, Ohio</i>	22	Appleton
Jonas, Gordon Keith	<i>Richmond, Va.</i>	17	Appleton
Jones, Robert David, Jr.	<i>Scranton, Pa.</i>	18	Appleton
Kaplan, Steven Zane	<i>Springfield, Mass.</i>	15	Appleton
Karlsson, Paul Herbert	<i>New York, N. Y.</i>	30	Appleton
Keating, John Geoffrey	<i>Greenville, Miss.</i>	10	Appleton
Kelley, Erle Ransom	<i>West Southport</i>	17	Hyde
Kennedy, Howard Leroy	<i>Stetson</i>	12	Maine
Kimport, David Lloyd	<i>Newcastle, Wyo.</i>	4	Moore
Kosmo, Thomas Michael	<i>Braintree, Mass.</i>	19	Appleton
LaChance, John Howard	<i>Framingham, Mass.</i>	20	Appleton
Lakin, Robert Fillmore	<i>Wellesley Hills, Mass.</i>	21	Hyde
Lassila, Alan Rudolf	<i>Fitchburg, Mass.</i>	C	Coleman
Lawrence, Stuart Alan	<i>Paterson, N. J.</i>	16	Hyde
LeBlanc, James Richard	<i>Fitchburg, Mass.</i>	8	Maine
Leonard, Michael Ross	<i>Boothbay Harbor</i>	28	Maine
Levi, Donald Stanley	<i>Portland</i>	30	Maine
Lister, Douglas William	<i>Stoneham, Mass.</i>	3	Moore
Lo Cicero, Richard Mark	<i>Norwalk, Calif.</i>	30	Appleton
Locke, Leonard Bruce	<i>Melrose, Mass.</i>	25	Coleman
Loughran, Richard Finucane	<i>Littleton, Colo.</i>	22	Moore
*Lowy, Steven Rudolf	<i>Clayton, Mo.</i>	24	Maine
Lyon, James William Holtman	<i>Washington, D. C.</i>	10	Moore
Macallister, Robert David	<i>Osterville, Mass.</i>	23	Hyde
McConnell, Nicholas Stillwell	<i>Gray</i>	24	Moore
McCowan, Dennis Evan	<i>West Chester, Pa.</i>	19	Appleton
Macdonald, Douglas Edward	<i>Cohasset, Mass.</i>	15	Maine
Macdonald, John Alexander, Jr.	<i>Wellesley, Mass.</i>	23	Appleton
McMullen, William Russell	<i>Upper Montclair, N. J.</i>	23	Hyde
McNulty, Raymond Francis	<i>Lynn, Mass.</i>	17	Moore
McQuade, Thomas Jackson, III	<i>Pine Grove Mills, Pa.</i>	10	Maine

Directory of Students

Marler, John Robert	<i>Englewood, Colo.</i>	27	Moore
Mason, Jean Francis	<i>St. Louis, Mo.</i>	24	Hyde
Mather, David John	<i>Sarasota, Fla.</i>	25	Appleton
Matthews, David Philip	<i>Wilmington, Del.</i>	12	Appleton
Melzig, Eric Perry	<i>Huntington, N. Y.</i>	10	Coleman
Michener, Roger Edward	<i>Stirling, N. J.</i>	26	Appleton
Miles, William Carpenter	<i>Dover, Mass.</i>	21	Hyde
Milici, Kenneth Francis	<i>Glencoe, Ill.</i>	1	Maine
Miller, Geoffrey Arnold	<i>Newton Centre, Mass.</i>	9	Appleton
Milligan, Thomas James	<i>Geneva, Switzerland</i>	14	Moore
Mogabgab, John Stevenson	<i>New Canaan, Conn.</i>	18	Appleton
Mohnkern, Kent Wesley	<i>Braintree, Mass.</i>	29	Hyde
Monroe, Michael Francis	<i>Lynn, Mass.</i>	8	Coleman
Morris, Michael Carleton	<i>Wilmington, Del.</i>	27	Appleton
Munday, Howard Emil	<i>Topsfield, Mass.</i>	32	Hyde
Murinson, Donald Scott	<i>Portland</i>	31	Moore
Najemy, George Robert	<i>Holden, Mass.</i>	9	Hyde
Neuren, Alan Peter	<i>Augusta, Ga.</i>	28	Appleton
Newell, Stewart Palmer	<i>Pittsburgh, Pa.</i>	26	Hyde
Newman, Henry Ware, II	<i>Lexington, Mass.</i>	32	Coleman
Nicholis, George Ronald	<i>Lynn, Mass.</i>	17	Moore
Nolan, Todd Philip	<i>New Bedford, Mass.</i>	1	Hyde
Norris, Stephen Clifford	<i>Warwick, R. I.</i>	29	Hyde
Ogunsola, Abimbola Olusoji	<i>Ibadan, Nigeria</i>	19	Maine
Osborn, Michael Everett	<i>Presque Isle</i>	5	Appleton
Page, Fred Tefft	<i>Meriden, Conn.</i>	6	Hyde
Parker, Robert Stephen	<i>North Andover, Mass.</i>	19	Hyde
Partnow, Peter Charles	<i>Framingham, Mass.</i>	27	Hyde
Patterson, Robert Bruce, Jr.	<i>Medford, Mass.</i>	20	Hyde
Payson, Kenneth Haskel	<i>Worcester, Mass.</i>	18	Moore
Petit, Michael Roland	<i>Saco</i>	20	Hyde
Petit, Mark Robert Tilghman, Jr.	<i>Waterbury, Conn.</i>	26	Appleton
Polisner, Jonathan Duane	<i>Portland</i>	16	Appleton
Pollock, Alan Albert	<i>South Orange, N. J.</i>	6	Moore
Psoinos, Paul Nicholas	<i>Lowell, Mass.</i>	F	Coleman
Pulsifer, Stephen Mackintosh	<i>Brunswick</i>	14	Moore
Quincy, Daniel Alexander	<i>Turin, Italy</i>	24	Maine
Quinn, Ralph Horton	<i>Narragansett, R. I.</i>	25	Appleton
Raffetto, Roger Walter	<i>Scituate, Mass.</i>	7	Hyde
Ramistella, John Morgan	<i>Waterford, Conn.</i>	32	Coleman
Randall, Robert Ephraim Belcher	<i>Halifax, Mass.</i>	29	Appleton

Directory of Students

Read, Charles Richard	<i>Boyertown, Pa.</i>	20 Appleton
Rector, John Mayo, Jr.	<i>Washington, D. C.</i>	10 Moore
Reed, Walter Manley, III	<i>Fort Fairfield</i>	31 Appleton
Rettman, Herman Simon	<i>Canton, Ohio</i>	7 Hyde
Rice, Michael Frank	<i>Scarsdale, N. Y.</i>	16 Moore
Richards, Jeffrey Codet	<i>Westport, Conn.</i>	31 Hyde
Roberson, Charles William	<i>New Milford, Conn.</i>	19 Hyde
Roberts, Gary Benjamin	<i>Levittown, Pa.</i>	9 Coleman
Rose, Marc Richard	<i>South Euclid, Ohio</i>	24 Appleton
Rose, Michael Ronald	<i>South Euclid, Ohio</i>	24 Appleton
Ross, Edward Lorraine	<i>Gloucester, Mass.</i>	16 Maine
Ross, Jonathan Woodman	<i>New Canaan, Conn.</i>	32 Appleton
Ross, Paul Brian	<i>Northampton, Mass.</i>	28 Appleton
Roulston, Thomas William	<i>Milton, Mass.</i>	4 Hyde
Rounds, Thomas Carlton	<i>Portland</i>	23 Moore
Roy, Scott Arthur	<i>Winslow</i>	1 Hyde
Rudmin, Floyd Webster	<i>Plattsburgh, N. Y.</i>	16 Coleman
Rundlett, Ellsworth Turner	<i>Orono</i>	6 Coleman
Russell, Roland James, III	<i>Canton, Mass.</i>	6 Maine
Ryder, John David	<i>Dayton, Ohio</i>	12 Moore
Sandstrom, Edward Oliver, Jr.	<i>Groton, Mass.</i>	5 Hyde
Sargent, Gary Allison	<i>Milbridge</i>	19 Moore
Scharer, Dennis Robert	<i>Palos Verdes Estates, Calif.</i>	29 Moore
Schiller, Myles Stuart	<i>Belle Harbor, N. Y.</i>	8 Appleton
Seibel, Robert Franklin	<i>Fair Lawn, N. J.</i>	F Coleman
Sessions, Horace Rochester, Jr.	<i>Baltimore, Md.</i>	11 Maine
Shepard, William Howard, Jr.	<i>Bangor</i>	5 Hyde
Sides, Thomas Beecher	<i>Southport, Conn.</i>	15 Coleman
Sidman, Ronald Jeffrey	<i>Milton, Mass.</i>	C Coleman
Sinsheimer, Warren Ainsley, III	<i>San Luis Obispo, Calif.</i>	8 Moore
Smith, David Roy	<i>Ogunquit</i>	2 Hyde
Smith, James Whitman	<i>Cumberland Center</i>	17 Hyde
Soule, David Bradford, Jr.	<i>Woolwich</i>	4 Coleman
Soule, Morton Gilmore	<i>Portland</i>	12 Moore
Spear, Richard Burnham	<i>Bath</i>	6 Appleton
Sprague, Peter Frost	<i>Wynnewood, Pa.</i>	21 Hyde
Stone, Bailey Stillman	<i>Brunswick</i>	29 Columbia Ave.
Strauss, William Edward	<i>Swampscott, Mass.</i>	29 Appleton
Taylor, Gary Alan	<i>Portland</i>	22 Coleman
Taylor, Richard Joseph	<i>Bangor</i>	22 Maine
Thompson, Lloyd Bryan, III	<i>Edina, Minn.</i>	23 Appleton
Timberlake, Robert Eugene, Jr.	<i>Cumberland Center</i>	9 Coleman

Directory of Students

Tomellini, John Edward	<i>Pawtucket, R. I.</i>	3 Hyde
Towle, Gary Leroy	<i>Portland</i>	17 Appleton
True, Robert Goward	<i>Framingham, Mass.</i>	19 Coleman
Vanderwaart, Peter Hammond	<i>Bedminster, N. J.</i>	27 Appleton
Van Varick, David	<i>Oradell, N. J.</i>	28 Maine
Vose, Donald Francis	<i>Bridgton</i>	3 Moore
Walters, Kenneth Russell	<i>Arlington, Mass.</i>	19 Moore
Watson, Thomas Meister	<i>Pittsburgh, Pa.</i>	26 Hyde
Webb, Richard Drew Silver	<i>New York, N. Y.</i>	4 Moore
Wehmann, Robert Emmett	<i>Chappaqua, N. Y.</i>	4 Maine
Whipple, John Aldrich	<i>Marblehead, Mass.</i>	32 Maine
Whitehurst, Calvin Stanley	<i>Ettrick, Va.</i>	30 Coleman
Williams, John David	<i>Wauwatosa, Wis.</i>	6 Maine
Wilson, Dana Richard	<i>Wilton, Conn.</i>	31 Appleton
Windeler, Douglas Henry	<i>New York, N. Y.</i>	10 Coleman
Winkeller, Mark Joel	<i>Newton, Mass.</i>	16 Moore
Winnick, Jeffrey Mark	<i>West Hartford, Conn.</i>	11 Hyde
Winston, Reed Alan	<i>South Bend, Ind.</i>	31 Moore
Yancey, George Fleming	<i>North Rose, N. Y.</i>	23 Hyde
Tagger, Jr.		
Yaw, Robert Eugene, II	<i>Cedar Rapids, Iowa</i>	26 Moore
Young, Marcus Le Grand, Jr.	<i>El Monte, Calif.</i>	29 Moore
Zetlan, Howard Alan	<i>Salem, Mass.</i>	3 Hyde

Fall 1964 Semester

SPECIAL STUDENTS

*Haruki, Hiromi	<i>Hiroshima-shi, Japan</i>	$\Delta\Sigma$ House
*Hedlund, Bo Erik Lennart	<i>Hohög (Malmö), Sweden</i>	$\text{B}\Theta\Pi$ House
*Holmlid, Nils-Arne	<i>Lysekil, Sweden</i>	ΔKE House
*Jitta, Marius Willem Josephus	<i>Wassenaar, The Netherlands</i>	$\text{K}\Sigma$ House
Johnston, Roderick Julian Denis	<i>Northampton, Mass.</i>	32 Appleton
*Kandeh, Abdul Suliman	<i>Kabala, Sierra Leone</i>	$\text{X}\Psi$ Lodge
Kano, Gunkatsu	<i>Furukawa, Miyagi, Japan</i>	ΣN House
*Luthman, Sten Gustaf	<i>Stockholm, Sweden</i>	APY House
McCarthy, Gladstone Inda, Jr.	<i>Flushing, N. Y.</i>	$\text{B}\Theta\Pi$ House
McWilliams, William Alexan- der, Jr. '57	<i>Brunswick</i>	J-1 Brunswick Apts.

Directory of Students

*Moritsuka, Tatsumi	Takamatsu-shi, Kagawa-ken, Japan	ΣN House
*Ndang, Joseph Bukwara Mofor Elly	Santa, Bamenda, West Cameroon	ΦΔΨ House
*Ngoh, John Akwo	Kumba, West Cameroon	AΔΦ House
*Portmann, Daniel	Lucerne, Switzerland	ΘΔΧ House
*Spencer, Allan Alexander	Parque Lefevre, Panama	ZΨ House
*Sudmann, Johan Fredrik	Steinestø, Aasane via Bergen, Norway	ΨΥ House
Whiteside, David Sandin	Brunswick	Senior Center

Students whose names are marked by an asterisk are "Special Students" attending Bowdoin under the terms of the "Bowdoin Plan." The "Bowdoin Plan" is described on page 170.

Candidates for the Master of Arts Degree

Arlander, Richard Paul	Falmouth Foreside 20 Madokawando Landing Rd., Falmouth Foreside
*Chabot, Maurice Joseph	Dexter 70 Linnhaven Trailer Ct., Maquoit Rd.
*Duncan, Donald Cameron	Milton, Mass. 74 Merrymeeting Rd.
*Freeburg, Donald Carl	Brunswick 73 Merrymeeting Rd.
*French, Francis Gilbert	Baltimore, Md. 5 Potter St.
*Haegele, Edwin Eugene	Fair Oaks, Calif. "Lundefjord," Prince's Point Rd.
*Mages, Gilbert George	Brunswick Cove Cottage, Prince's Point Rd.
*Meek, Austen Bennett	Los Gatos, Calif. 57 Hennessey Ext.
*Shaw, Richard Irwin	Brunswick "Lundefjord," Prince's Point Rd.
*Smith, Arthur Frederick	Newport, R. I. Merrucoonegan Farm, Apt. MA, R.F.D. 1, South Harpswell
*Stumph, Roy Joseph	Neenah, Wis. 4 Williams Drive, Topsham

* Participant in the 1964-1965 Academic Year Institute in Mathematics supported by the National Science Foundation. The Academic Year Institute in Mathematics is described on page 120.

Directory of Students

Student Enrolled at Massachusetts Institute of
Technology under The Bowdoin-M.I.T.
Two-Degree Plan

Ayora, Alfredo Alberto

Students Enrolled at Columbia University under
The Bowdoin-Columbia School of Engineering
Combined Plan

Bricker, Burton Dennis
Warren, Robert Emmett

Enrollment by Classes and by States

FALL 1964 SEMESTER

Numerical Summary of Students

Class of 1968	245	Class of 1959	1
Class of 1967	195	Specials	17
Class of 1966	198		
Class of 1965	169	Candidates for A.M.	
Class of 1964	13	Degree	11*
Class of 1963	4		<hr/> 853

* Ten of these are in the NSF Academic Year Institute.

Geographical Distribution

Massachusetts	269	Michigan	6
Maine	199	Vermont	6
New York	76	District of Columbia	5
Connecticut	70	Maryland	5
New Jersey	37	Missouri	5
Pennsylvania	26	Wisconsin	5
Rhode Island	23	Minnesota	3
New Hampshire	16	Wyoming	3
Ohio	14	Colorado	2
Illinois	12	Florida	2
Virginia	12	Georgia	2
California	11	Indiana	2
Delaware	6	South Carolina	2

Directory of Students

West Virginia	2	Free China	1
Iowa	1	Italy	1
Kentucky	1	Japan	3
Mississippi	1	Korea	2
Nevada	1	Netherlands	2
Texas	1	Nigeria	3
Washington	1	Norway	1
Puerto Rico	1	Panama	1
		Sierra Leone	1
<i>Foreign Countries:</i>		Sweden	3
Bechuanaland	1	Switzerland	2
Canada	1	West Cameroon	2
Egypt	1		853

The following students, whose names do not appear in the Directory of Students in the Catalogue for 1963-1964, attended Bowdoin during the Spring 1964 Semester:

Baldwin, Robert Lee (Graduate)	<i>Brunswick</i>
Berle, Roger Kort '64	<i>Dedham, Mass.</i>
Coffin, James Benjamin '63	<i>Northeast Harbor</i>
Gray, Malcolm Clifford '65	<i>Fryeburg</i>
Gray, Samuel Braley, III '63	<i>Old Town</i>
Hennigar, Howard Vinson, Jr. '64	<i>Natick, Mass.</i>
Kandeh, Abdul Suliman (Bowdoin Plan)	<i>Kabala, Sierra Leone</i>
Lariviere, Robert Joseph '64	<i>Warwick, R. I.</i>
Littlefield, Hobart Samuel '64	<i>Lovell</i>
Sherman, Michael Burgess '64	<i>Ipswich, Mass.</i>

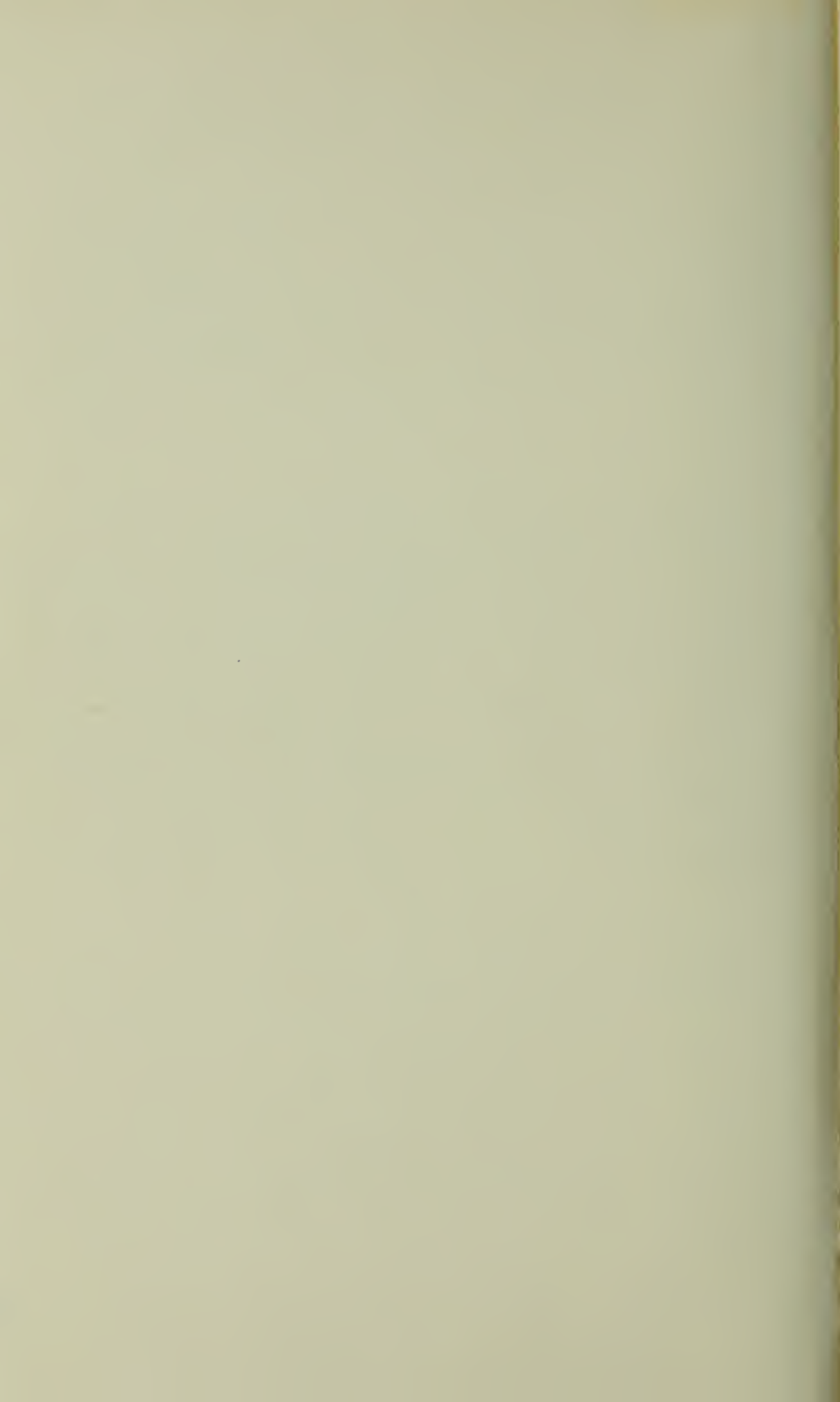
The following students, whose names already appear in the Directory of Students in the Catalogue for 1963-1964, attended Morehouse College, Atlanta, Georgia, under the Bowdoin-Morehouse Exchange Program during the Spring 1964 Semester:

Boal, Ellis Ballard '66
Brasor, Gary Crosby '65
Fourcher, Louis Arthur '65
Kay, Steven Allen '65
Rouillard, James Arthur '65
Toomajian, Charles Richard, Jr. '65

Directory of Students

The following Morehouse College students, whose names do not appear in the Directory of Students in the Catalogue for 1963-1964, attended Bowdoin under the Bowdoin-Morehouse Exchange Program during the Spring 1964 Semester:

Brigety, Reuben Earl '65	<i>Daytona Beach, Fla.</i>
Combs, Frederick Charles '65	<i>Fort Lauderdale, Fla.</i>
Guile, Earl Ernest, Jr. '65	<i>Florence, S. C.</i>
Hardeman, Arthur Lee '65	<i>San Antonio, Tex.</i>
Ranger, DeVere Marcus '65	<i>Fort Worth, Tex.</i>
Sanders, George L. '65	<i>Pompano Beach, Fla.</i>



For Reference

Not to be taken from this room

