

REPORT TO  
THE PRESIDENT AND TRUSTEES  
AND TO THE OVERSEERS  
OF  
BOWDOIN COLLEGE

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STUDY COMMITTEE ON  
UNDERCLASS CAMPUS ENVIRONMENT

MAY 1969

## PART I

### FOREWORD

The Study Committee on Underclass Campus Environment was appointed by President Coles in the summer of 1967. He had been authorized by the Governing Boards to do so in June of that year. The action of the Boards was prompted by the Report submitted by Messrs. Allen and Bicklen, of the Class of 1967, recommending that fraternities be abolished at Bowdoin, and asking that a committee consisting of members of the Governing Boards, Faculty, Alumni and Undergraduates be appointed to study the subject. The Report was followed by the Allen-Bicklen-Ranahan article in the Alumnus entitled "Fraternities Must Go".

The Committee's mandate was not restricted to questions involving fraternities, but extended to all questions relating to the campus environment for the three lower classes outside of the classroom.

As the Allen-Bicklen Report recommended, the Committee consists of two Trustees, two Overseers, two members of the Faculty, four representatives of the Alumni and two Undergraduates. Two undergraduate members, Messrs. Charles F. Adams III and Brett J. Markel, served during the 1967-68 academic year. Two other undergraduates, Messrs. John B. Cole and William K. Moberg, served during the 1968--69 academic year. All contributed substantially to the work of the Committee.

At the request of the Committee, the College has made Mr. A. Dean Abelon of the College Administration available to the Committee as its Secretary.

Schedule A attached to this Report lists the Committee Meetings held at Brunswick and at other colleges, statistics on its interviews, and a list of reference material studied. Briefly, the Committee met nine times in Brunswick (and four of these meetings were two day sessions) and once each at Williams, Colby, Hamilton-Kirkland and Amherst. The Committee is most grateful for the time and effort of the members of the faculty, administration and students at Williams, Colby, Hamilton, Kirkland and Amherst who made its visits to those institutions so interesting and helpful.

Following the Committee's organization meeting on September 6, 1967, letters were sent to all members of the Faculty and notices were published in the Orient and The Whispering Pines inviting members of the Faculty, Alumni and Students to meet with the Committee, either singly or in groups, to express their views, and undertaking to see all who expressed a desire to appear. Written expressions of views were also solicited. Later, a total of 216 members of the three upper classes, whose names were selected at random were asked to meet with pairs of members of the Committee on November 18, 1967, and a total of 75 Freshmen, similarly selected were invited to appear February 10, 1968. While we were disappointed that more of them did not respond, we feel

that we have heard a substantial cross-section of the views of faculty and undergraduates.

We endeavored to invite, at one time or another, all organized undergraduate groups to send representatives to meet with the Committee.

In June of 1968, the Committee submitted its Preliminary Report to the Governing Boards (hereinafter referred to as the "Preliminary Report"). An article containing the substance of the Preliminary Report appeared in the Summer, 1968 number of the Alumnus (beginning at page 23). The Preliminary Report was principally devoted to pointing out questions the Committee was studying, and some of the factors the Committee was taking into consideration in its study. Our purpose in submitting the Preliminary Report and in publishing the article in the Alumnus was to inform those who might be interested, and in particular the alumni, of the Committee's activities, with the hope that comments and suggestions might be stimulated.

At the time we wrote our Preliminary Report, we felt that there was a pervasive feeling of apathy on the Bowdoin Campus. This conclusion was based on the lack of student interest or participation in the traditional extracurricular activities, including the interfraternity track meet, and, to a large measure, fraternities. Since the date of our Preliminary Report, however, we have modified our views as to the extent and nature of this feeling of apathy. We believe it is more accurate

to state that Bowdoin students are less interested in the traditional types of extracurricular activities. This is not to say, however, that they are apathetic. On the contrary, they have demonstrated active interest and participation in a number of activities which were not in existence on the Campus when some members of this Committee were in College. These activities, both organized and unorganized, are outwardly directed and of a community nature.\*

Including voluntary tutoring at the Brunswick Junior High School, the Big Brother Movement, the Bowdoin Undergraduate Civil Rights Organization and the activities of the Afro-American Society.

## PART II

### SUMMARY AND CONCLUSIONS

#### Fraternities

We favor the continuance of strong fraternities at Bowdoin for reasons which we indicate. However, there is an increasing disaffection from fraternities among Bowdoin undergraduates. The reasons for this are complex but certain facts are clear. The number of independents has risen sharply in recent years. In the spring of 1969, the number stands at 117. To this number must be added most of the 225 seniors and married students whose contacts with their fraternities are for the most part casual and irregular.

When a fraternity's membership begins to decline, the finely drawn economics of the Bowdoin system tend to accelerate the decline. And some houses enter a limbo where they lack sufficient vitality to provide the benefits a good fraternity system can give.

The College has an unequivocal obligation to improve the quality of student life, whether in strong or weak fraternities or in independent groups. It has a particular obligation to prevent students from being caught in this limbo of a debilitated fraternity house. This obligation gives the College the duty and the opportunity to experiment with a different pattern of living.

When fewer than a minimum number take their meals regularly in a fraternity dining room, unhealthy conditions result and the dining room should be closed. When fewer than a minimum number live in a fraternity house, or when a fraternity has fewer than a minimum number of dues paying members, the resulting tension and strain on the remaining members tend to frustrate the educational purposes of the College and the fraternity should be suspended. When a periodic inspection shows that conditions in a fraternity house constitute a health or safety hazard, the fraternity should be required to remedy the situation; and, if it is not remedied, the use of the house should be suspended.

We recommend that a management survey be conducted by the administrative staff of the College to provide the fraternities with information, guidelines and economic data. The fraternities could then use the survey to evaluate their performance and also to compare their status with other fraternities on Campus.

We believe that there is a need for a new dormitory and recommend that plans (some of which we suggest) be adopted to use the fraternity houses which elect to suspend their operations.

We believe that the College, by providing a social alternative for those disaffected from fraternities, would strengthen the remaining fraternities.

We reiterate the recommendation so often made that "orientation", in the present Bowdoin sense of that word (hazing), be abolished.

#### Size of the College

Even at 950, Bowdoin will soon find itself a tiny college. We are impressed with the need to increase in size by 300 to 600 students in order to be able to offer the variety of courses to which we feel our students are entitled if we are to remain a first class institution, The question is whether to add male or female students,

#### Admission of Women Undergraduates

We have concluded that Bowdoin should abandon its long tradition as an all-male college. We believe that some form of coeducation is one of the most pressing needs of the College and the step best calculated to give new vitality to the entire Bowdoin community.

Bowdoin can no longer ignore the positive advantages to be derived from including women in the academic community. Nor can we afford to be complacent about our ability to continue to attract male students of high quality when in five years almost all of our principal competitors will have admitted women.

It is noteworthy that both faculty and students are heartily in favor of some form of coeducation.

We find no significant positive values in continuing as an all-male college.



We believe that qualified women applicants will seek admission to Bowdoin and that between 300 and 600 women students should be included in the College in addition to a male enrollment of just over 900.

The Committee envisions at least two possible organizations for a college of 1200-1500 young men and women. These will be discussed in greater detail elsewhere in this report. Some members of the Committee favor a coordinate college within walking distance of the present campus, with cross registration in classes, and with some common facilities. Other Committee members, not persuaded by the arguments for coordination, favor the prompt admission of women to a Bowdoin that would be fully coeducational.

All members of the Committee recognize the practical economics which will shape the decision. It would cost less to add women to the existing Bowdoin than it would to start a coordinate college. On the other hand, it may be that there are some sources of funds for a coordinate college which would not be available for a more conventional coeducational project.

#### Faculty Contacts

We need to work out ways to stimulate more informal faculty contacts, especially with the students in the three lower classes. The presence of large numbers of young women, with their generally superior ability to handle social situa-

tions, would help to make such informal contacts between both male and female undergraduates with the faculty much easier.

Contacts with Governing Boards

We recommend that:

There be created a permanent Governing Boards Committee on Student Environment;

All members of the Governing Boards should spend at least one day each year on campus when College is in session and with no committee business. Possibly this can best be done by the College arranging programs for small groups on various dates throughout the year;

Members of the faculty, chosen by the faculty, be permitted to attend all meetings of the Governing Boards with the right to take part in discussions, but without the right to vote.

PART I I I  
FRATERNITIES

We favor the continuance of strong fraternities at Bowdoin. We recognize, however, that since the fraternity system is showing signs of weakness and obsolescence, the College must immediately prepare alternatives for the increasing number of independents, and for the likelihood that one or more fraternity houses may decide to close (and, in fact, may have closed before this Report is submitted).\*

We also recognize the College's responsibility for the quality of student life. The College cannot permit the continuance of living arrangements that cause prolonged stress and distraction. Neither should the College permit any fraternity to continue if it does not meet minimum standards for the health of its members and the physical safety of those who live in its house.

I. Historical Position of Fraternities

Fraternities have existed at Bowdoin for over 125 years. Effective fraternities provide the advantages of small living groups with some degree of self governance

The April 11, 1969 Orient carries an article stating that Phi Delta Psi has decided to suspend at the end of the College year.

within the framework of the College, They provide experience in leadership and in managing their own finances and other affairs. Through fraternities, students have achieved mutual ties of association with a continuity beyond their years in college.

Professor Stanley Perkins Chase wrote in 1944:

"The survival of fraternities at Bowdoin is a matter of importance because, in the course of years, they have become so firmly built into the social structure of the College that it is difficult to think of Bowdoin without them. Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and competition in inter-fraternity 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 Dean and the faculty advisor 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."

This statement, with which few would have expressed disagreement at the time it was written, now seems like romantic nostalgia.

## II. Their Present Situation

Twenty-five years after Professor Chase wrote, we find a sharply increasing trend away from fraternities. The Centralized Dining Service submits the following statistics on

the number of students who take their meals at the Moulton Union:

September, 1966 - 29	June, 1967 - 33
September, 1967 - 43	June, 1968 - 50
September, 1968 - 86	May, 1969 - 117

This change has occurred without any alternatives having been provided for underclass social life. It should be pointed out, as well, that after they move to the Senior Center, few seniors take any active part in their fraternities. In our visits to Amherst, Colby and Hamilton, we found the same trend. At our meetings with fraternity presidents, we were told that the number of the disaffected may be as large as 30% of the three lower classes. From other sources we have had estimates as high as 50%. As we said above, one fraternity has already announced that it is ending its operations at the end of this academic year.

The current disaffection from fraternities points to the necessity and, in fact, creates the opportunity for Bowdoin to experiment with something different. That "something different" should provide a competitive alternative with fraternities which should not only cause the fraternities to raise their social and intellectual standards in order to make themselves more attractive to prospective pledges, but to identify the fraternities more closely with the offer of the College.

It is hoped that the response to the challenge imposed by the current disaffection and the proposed competitive alternative will result in an evolution of the fraternity system

based on the values to be found in belonging to a relatively-small group of contemporaries selected by something less impersonal than random choice by a computer.

Fraternity membership of a substantial number of persons who have no interest in the system but who remain within it because of social pressures, or lack of any alternative, seriously weakens the system. When the existence of an attractive social alternative makes it unnecessary for such a person to join a fraternity, the fraternities which remain should be stronger for it .

There are many in the College who want to continue with the fraternity system. We would also point to one of the colleges whose social system we studied where, five years after the fraternity houses were taken over by the college, six of the fifteen fraternities were still in existence, with a membership of something like 30% of the eligible student body, with activities limited to weekly meetings in rooms made available by the college.\*

While it is true that fraternity houses may offer fertile soil for the sowing of wild oats, it is also true that the age of the usual college undergraduate is the age when wild oats are sown. To place the blame on the fraternity system is hardly fair. Fraternities are also criticized as providing

Since our visit even these activities have been terminated by the college authorities. The other colleges we visited all retain their fraternities.

a "refuge" from the faculty. However, as we point out later, some fraternities are making commendable efforts to increase student-faculty relationships.

We have inquired into the effect that fraternities may have on applications for admission to the College but have found little evidence that they are a significant hindrance.

We are very much pleased to be able to point out that the leaders in some of the fraternities are making a continuing and honest effort to make their fraternities responsible and purposeful components of the College community.

We conclude that those who would destroy the system by fiat from above have not met the burden of proving that that is the wisest course. We submit that the students themselves will, and should, ultimately determine the evolution of the system within the framework of the College.

In either system, the fraternity system or an alternative system supplied by the College, which we suggest below or a combination of the two, the student should be free to make his own choice. Whichever alternative a student wants, he should be able to select.

Those who would like to be part of a very active group oriented and self-conscious society, such as a fraternity, should have this privilege. Those who are jealous of their independence should not be forced by social pressure to abandon it. Those who are attracted by alternatives should be able to take advantage of other ways of living.

### III. Morale, Health and Safety

There are some matters about the functioning of fraternities at Bowdoin today which give us grave concern.

It seems clear that where less than a minimum number of persons regularly have their meals in a fraternity dining room, the economics of dining room operations are such that wholesome food cannot regularly be provided. Similarly, when a fraternity has fewer than a minimum number of dues paying members, or when fewer than a minimum number of persons live in a house, the house fails to operate effectively (quite the contrary), and it is a difficult, wearing struggle for the fraternity to meet taxes, insurance, costs of repairs, cleaning, maintenance, etc. The minimum numbers which may vary from fraternity to fraternity should be determined for each fraternity objectively through the management survey recommended below.

These unhealthy conditions result in severe tension and strain within the house. The resulting environment is not conducive to a liberal arts education and inhibits the satisfactory development of the individual. It should be the primary concern of a student at Bowdoin to acquire an education, not to dissipate his time and energy struggling to preserve the life of a dying social organization of which he may not even have heard before coming to Bowdoin. The advantages of strong fraternities which we have previously



pointed out become disadvantages in a house that is struggling to survive.

We therefore recommend that if, at the beginning of any semester, fewer than a minimum number of persons are listed by the Centralized Dining Service as taking their meals in a particular fraternity dining room, that dining room be closed and arrangements be made for those who would otherwise take their meals there to have their meals elsewhere, perhaps in another fraternity house.

We also recommend that if a fraternity has fewer than the minimum number of persons living in the house which shall have been established for it, the fraternity be suspended unless the fraternity's alumni corporation and undergraduates can fully satisfy the College that activities can continue in the house on an economically sound basis and with a sufficient number of active members to give reasonable assurance of the fraternity's future.

Because fraternities are an integral part of student life at Bowdoin, the College cannot dissociate itself from the operation of the fraternities, or rely on the fact that their houses are owned by fraternity corporations. Accordingly, the College should exercise continuing supervision over the health and safety of the occupants and of those who take their meals there. . We therefore recommend that the College establish a periodic physical inspection

of all fraternity houses and periodically examine the economic affairs of each fraternity.

If, on the basis of such a periodic inspection, any house is found to be a health, fire or other safety hazard, we recommend that the College inform the officers of the fraternity, and of its alumni corporation, of the details of the hazard and advise them that, if the hazard is not corrected within a stated period, the house will be closed. The period should be fixed in each case having regard, among other things, to the hazard involved, and the difficulty and expense of remedying it .

#### IV. What the Alternatives Might Be

The increase in the number of independents and the other considerations discussed above indicate that the College needs and should provide a new dormitory, preferably with facilities for small social gatherings. We do not recommend the creation of a "junior" Senior Center. We believe that such a step would commit us to a fixed pattern of living style and that would be undesirable. We recognize the fact that the building of a new dormitory might cause a further drain on the fraternities in men and money. However, we feel that it is a step that should be taken.

Obviously, with its present and prospective budget situation, the College could not afford to build a social dormitory at the present time on its own account. It is

therefore recommended that an investigation be made of the possibility of having an institutional investor build such a dormitory on an arrangement with the College which would assure it of a minimum return on its investment, or of the possibility of building such a dormitory with Government assistance.

We must also be prepared with plans for the use of the houses of any fraternities which suspend operations or whose houses are taken over by the College (subject to their physical condition being such that it is economically feasible to use them). The houses might be used for:

(a) Students coming to Bowdoin on the eleven-college exchange program;

(b) Dormitories, with their capacities increased by converting some of the public rooms, including dining room and kitchen, to student rooms but retaining rooms for social gatherings;

(c) Operation by an outside contractor, guaranteed a minimum income, who would operate the house as a dormitory (preferably with a room for social gatherings) in competition with college accommodations at such rents as he might fix, the College reserving the right to enforce minimum housing standards;

(d) A small union or social center with students' rooms on the second and third floors;

(e) A central dining facility for one, two or three fraternities which might discontinue their own dining arrangements. Dining arrangements could be contracted out to someone either selected by the College or by the fraternities (or other groups) dining there. Upstairs rooms could, again, be used for students' rooms, and provision should be made for social gatherings.

Indeed, the latter suggestion might present a new departure for fraternities and lead to a significant change in the present static fraternity system.

It is suggested that the economics of the operation of fraternity houses along the foregoing lines be studied by the College's staff.

We would oppose a residential system which would house together, under College sponsorship, groups with specialized interests. We believe there are educational advantages to be gained in mixing students with varied backgrounds and different interests. We see no comparable advantage to housing together students linked by a strong common interest in any particular field.

#### V. Possible Assistance for Fraternities

We feel that the College should provide some help for fraternities through making a management survey of fraternity operations by members of the College administrative staff. Such a survey would be of substantial assistance to

house treasurers having trouble with their budgets. It would also be desirable in order to form a basis for fixing with some degree of accuracy the minimum numbers necessary for each fraternity dining room and each fraternity house to operate effectively, as discussed above. We recommend that these minimum numbers be fixed by a committee consisting of members of the faculty, administration and undergraduates.

It would be helpful if the fraternities themselves, or their alumni representatives, could investigate what funds might be available for maintenance and rehabilitation of the houses if tax deductible contributions could be made by their alumni for such purposes.

One college we visited, after taking title to the fraternity houses there a few years ago, now leases the houses back to the fraternity corporations. One of the purposes of this maneuver was to enable fraternity alumni to contribute to their houses on a tax deductible basis. We were informed that the results have been disappointing.

#### VI. Orientation

As our final recommendation regarding fraternities, we would repeat the recommendation made in our Preliminary Report, "Orientation" is the modern equivalent of "hazing". It has no place among undergraduates in college today. To the extent that it is desirable to teach the freshmen about the background

of the fraternity, its songs, etc., such information can be made available in the form of a brochure comparable to the "Freshman Bible".

As we said before, the present demands of a fraternity on a freshman's time, and the distractions created by the present fraternity orientation, tend to affect adversely his intellectual interests at the most impressionable time in his college career.

The pressures to conform too often are pressures to conform to the lowest common denominator. This is particularly true with respect to fraternity orientation generally. It has been pointed out to us that it is at this time that students who may have had strong intellectual interests at high school are inclined to lose their intellectual zeal. We fear that the "orientation" system must bear a large share of the blame. We therefore reiterate our recommendation that it be abolished; and we express the hope that, with substantial numbers of college students remaining outside of, or leaving, the fraternity system, freshmen will find themselves in an environment where the temptation to conform for the sake of conforming will be least compelling.

#### VII. Conclusion

It is, therefore, our conclusion that the College should encourage strong fraternities to continue at Bowdoin within the framework of the College. However, the increasing

number of those who choose to leave the fraternity system, or who choose not to enter it at all, together with the closing of one fraternity house and the possibility that others may close, presents the College with the duty and the opportunity to experiment with a different type of social environment.

PART IV

INCREASING THE SIZE OF THE COLLEGE

A faculty recommendation that the College be increased in size was presented to the meeting of the Governing Boards in June, 1968. That recommendation was referred to this Committee for further study.

We conclude that the College should be increased in size, in an orderly manner over a period of time, by somewhere between 300 and 600 students. Although our recommendation may seem surprising to those who still think of Bowdoin as a college of 600, we are by present standards a very small college and will soon be a tiny one. The current enrollment at Amherst is 1232; Wesleyan, 1654; and Williams, 1267.

A college with an enrollment and endowment such as ours encounters increasing difficulty in offering the variety of courses that should be available at a first class institution. We have in mind, for example, courses dealing with contemporary problems (such as urban studies), those covering the background and history of the emerging nations (including African and Oriental studies) and additional language offerings. But there is also a need for additional offerings in subjects which are already a part of our curriculum. Moreover, larger size and the concomitant increased diversity in academic offerings, in turn, make possible



a greater amount and variety in cultural activities outside the classroom.

Throughout the twentieth century, the growth in knowledge has exerted unremitting pressure on the undergraduate curriculum, and Bowdoin expansion since the days of President Hyde has been in part a response to it. At present colleges most nearly comparable to Bowdoin are broadening their offerings as they simultaneously increase their enrollments.

Although larger enrollments at Amherst, Wesleyan, and Williams are not the sole factors, it is significant that these colleges are currently offering a wider variety of courses than it is possible for Bowdoin to provide with the present size of our faculty and student body. Amherst, for example, offers interdisciplinary introductions to each of the major divisions of the liberal arts program: the Humanities, the Social Sciences, and the Natural Sciences. It is also enabled to offer a major field in American Studies by combining work in a number of traditional scholarly disciplines. In Geology, a field for which one member of the Bowdoin faculty is responsible, Amherst's larger enrollment supports a Geology Department of six full-time teachers. In the Dramatic Arts, Amherst offers a major program involving the activity of four members of the faculty; at Bowdoin, only one member of the Department of English is available for this specialty. In the same field at Middlebury - a college with a smaller endowment than that of Bowdoin, but with an enrollment of 1411 -

is enabled to sustain a major program in the Arts of the Theatre taught by three members of the faculty. The larger enrollment at Williams may account, at least in part, for a wider variety of courses as well as more offerings in subjects. Wesleyan's student body of 1654, although the beneficiary of a much larger endowment than that of Bowdoin, is one element in making possible courses in Comparative Literature, a Department of Anthropology, several courses in the History of East Asia, Modern China, and African History. While the superior endowment is perhaps the decisive factor, a student body of approximately 1600 enables Wesleyan to offer important courses in Religion in many topics not included in the Bowdoin curriculum and to support a Department of Religion of nine members of the faculty.

Even if an increase in size were not dictated by the above factors (and we believe it is), we have concluded that, as indicated below, Bowdoin should begin to admit a substantial number of women undergraduates. Since we should not for many reasons decrease the present number of males to whom we offer an education, the admission of women would of itself require an increase in the size of the undergraduate body.

## ADMISSION OF WOMEN UNDERGRADUATES

We recommend the creation of such facilities as are needed to make possible the advent of several hundred women undergraduates in the near future.

### I. Introductory

We propose that Bowdoin abandon its long-standing tradition as an all-male college because we do not believe that in the last third of the twentieth century there remain any significant positive values in continuing that tradition. (Schedule B is a minority statement from one member of the Committee.) Such values as there may be are in our judgment far outweighed by the advantages to future generations of Bowdoin men of daily natural associations, in an educational atmosphere, with academically qualified young women.

Our recommendation thus reflects what we believe to be the best educational, cultural and social environment for Bowdoin men.

We also feel that it is difficult today to justify restricting the offer of a high-quality Bowdoin education to only one-half of the available student population. A modern college of distinction such as Bowdoin has educational obligations to the other half, whose members are just as much entitled to, and as interested in, a superior education as are their brothers.

We are influenced as well by the likelihood that the quality of future Bowdoin admissions, and the College's ability to attract and retain highly qualified faculty, will be adversely affected should Bowdoin remain all male while its competitors increasingly emphasize one or another form of coeducation.

Both faculty and students are overwhelmingly in favor of a change to some form of coeducation. It is no exaggeration to say that we believe some form of coeducation to be one of the most pressing needs of the College, and the step best calculated to give new vitality to the entire Bowdoin community.

#### 11. The Positive Values of Coeducation

Today's college undergraduate lives in a time when the traditional differentiation between the sexes is rapidly being swept away. Women are now regarded as men's equals in their capacity for intellectual achievement in fields earlier thought of as men's exclusive preserve. Women and men mingle increasingly in the business and professional world of which the Bowdoin undergraduate seeks to become a part. Casual, natural, every day contacts with women are a fundamental element of any educational process designed fully to prepare a college man for that world. Fully recognizing this, an ever increasing number of leading institutions have become or are about to become either coordinate or coeducational (for example, Franklin and Marshall, Hamilton-Kirkland, Harvard-Radcliffe, Princeton, Trinity, Vassar, Wesleyan, Williams and Yale). New

proposals for coeducation at previously all-male institutions (for example, California Institute of Technology, Colgate, Dartmouth, Holy Cross, Kenyon, Lafayette and Union) are regularly in current headlines.

As did the overwhelming majority of today's young men in this country, the typical Bowdoin freshman got his primary and secondary education in a coeducational school. By the time he reaches college, he is conditioned to the presence of women, and in the large majority of cases he wants to continue and develop associations with them. He accordingly either invites a girl to Brunswick for the weekend or goes to a similar engagement elsewhere. The ease of fast transportation, particularly by automobile, makes such activity not only possible but expected. The result is a far greater association with women on and off the campus than was the case 25 years ago.

However, the typical Bowdoin undergraduate's contacts with women are confined largely to weekend forays and occasional house parties (with heavy emphasis at least in the latter case on partying and drinking). Such confinement seriously distorts, at a particularly impressionable stage of life, many a Bowdoin man's conception of what a young woman is and what the character of male-female contacts ought to be. As the recent Princeton Report\* observes, all too many young men

\* "The Education of Women at Princeton - A Special Report " Princeton Alumni Weekly, September 24, 1968.

in an all-male college environment are tempted to regard women of their own age chiefly as "sex objects", as "companions for entertainment only, not as fellow humans, as intelligent, as sensitive, as curious and as courageous as themselves." And such confinement surely inhibits a young man's development of a mature outlook toward women and his ability effectively to communicate with them after college 0

Bowdoin's problem is aggravated by its relative isolation. Many men's colleges located in or near metropolitan areas (such as Boston) with women's colleges close by offer the opportunity for regular contact with women in an educational context or at least in readily accessible and widely varied cultural activities. Such regular opportunities are not readily available in the Brunswick area, given the considerable distances between Bowdoin and other women's colleges.

While no one can predict with precision what would happen to the Bowdoin community with the advent of women,

We look forward with great interest to the insights which will be obtained from the College's participation in the recently-announced Eleven-College Student Exchange. That program is a good start, but it has obvious limitations. Only a limited number of women can be accommodated. Moreover, the particular women participating will be at Bowdoin for a year at most so that they may well be regarded as temporary curiosities rather than as continuing participants in college life. We doubt whether this program, interesting and rewarding as it may be for a limited number of persons, will itself create a satisfactory coeducational college community.

we believe that it would improve that community in many ways:

(1) It would improve the morale of the faculty, and make Bowdoin a more attractive place to teach. Indeed, those Bowdoin faculty members who have had experience teaching at coeducational institutions report they miss the stimulus of the differing expressions of both male and female viewpoints in the classroom. It might encourage man-wife teaching teams who can often make valuable contributions to a college and who have not--with one current exception--previously found a place at Bowdoin. It is significant that the faculty has already gone on record as favoring introduction of some form of coeducation at Bowdoin.\*

(2) It would increase enrollment in courses with which college women are more concerned, particularly those in the fine arts and humanities. Larger enrollment would

The 1968 Annual Report of the Student Life Committee of the faculty concludes that coeducation is in Bowdoin's best interests and recommends that the faculty indicate its approval of some form of undergraduate education for women. The Committee emphasized, among other things, that the presence of women at Bowdoin would boost faculty morale and that many faculty members desire some form of joint education. The Committee's recommendations were subsequently adopted by the faculty.

The recent Princeton Report states that many members of the Princeton faculty believe that some form of coeducation would be helpful in attracting to the faculty those whom Princeton would like to recruit.

justify a wider variety of course offerings, as well as additional faculty in departments where the present number of professors is relatively small.

(3) It would make classes more interesting and result in a more varied and broader exchange of points of view. Moreover, since women today are well equipped to hold their own intellectually with men, their presence in the classroom would undoubtedly increase classroom motivation.

(4) It would increase interest in extra-curricular activities and in college-sponsored concerts and lectures.

(5) It would undoubtedly improve Bowdoin social life in many ways. It would encourage more natural and regular social relationships with women. It would undoubtedly mitigate the present crudities in fraternity social mores.\* It would also undoubtedly improve informal relationships with the faculty. At present many members of the faculty consider some underclass social activities little less than barbaric. The addition of women would undoubtedly have a "civilizing"

Christopher Jencks and David Riesman, The Academic Revolution. Garden City, New York: Doubleday & Company, The, 1968 say in Chapter VII "Feminism, Masculinism and Coeducation" at p. 300: "Stag undergraduate institutions are prone to a kind of excess, \* \* \* These stag institutions preserve earlier collegiate styles, like the Jazz Age pride in holding hard liquor one can find at the University of Virginia, the teen-age muscularity of Princeton or Notre Dame, or the John Wayne militarism of Texas A.S.M." It would not be hard to find comparable unfortunately valid criticisms of the Bowdoin social atmosphere.



effect and would induce fraternities and the student body in general to devote less attention to the pursuit of the "horror show" atmosphere that pervades many underclass social undertakings. Moreover, much of the difficulty that so many male undergraduates (particularly freshmen and sophomores) have in social situations with faculty results from a relative awe of many faculty members. Women have an inherent ability to "break the ice" in many such situations. We believe that their presence would make faculty-student contacts for the younger male population much easier to develop.

There is undoubtedly very strong undergraduate support for the addition of women to the Bowdoin scene, particularly among upperclassmen who have experienced Bowdoin's isolation longest. Simply as an example, a questionnaire given in the spring of 1968 to approximately 100 students showed an overwhelming percentage (81%) in favor of some form of coeducation,,

### III. The Effect of Coeducation.on Admissions

The future of Bowdoin depends in large part on the quality of its future applicants for admission. Due to the vigorous work of the Director of Admissions and of his colleagues (with magnificent alumni cooperation), applications for admission to Bowdoin this coming fall increased significantly. It also appears that those who have so far

made the decision to come to Bowdoin are as a group at least as well qualified as any recent-class.

The Admissions Office informs us that no significant number of last year's applicants who eventually rejected Bowdoin gave as their reason that Bowdoin is not coeducational.\* Indeed, the Director of Admissions has indicated in an Orient interview that the recent increase in applications is attributable in part to the fact that Bowdoin is one of the few remaining all-male colleges. This may well be a tribute to the eloquence of Admissions Office personnel in discussing this subject with applicants. We find such reassurances unconvincing for the future. Bowdoin has not made any systematic investigation of the extent to which its all-male environment affects an applicant's ultimate decision to come here. Significantly, surveys conducted at a number of men's colleges, particularly at Princeton,

The most frequent reason given for such ultimate rejection was Bowdoin's - "isolation". Presumably this refers primarily to Bowdoin's geographic location. We suggest that the presence of women would tend to mitigate this supposed negative factor.

In March 1969, six Bowdoin students, including one member of this Committee, interviewed guidance counselors at eleven secondary schools in New England, the majority of which have supplied Bowdoin with successful students during the last several years. In nearly all of those interviews the counselors indicated their feeling that (1) Bowdoin's isolation deters many applicants and (2) the addition of women would make the College more attractive, particularly to those concerned about its isolation.

indicate that the absence of women is indeed a significant deterrent in the minds of many applicants.\*

Even more important, it is also quite likely that an increasing number of highly qualified young men never even apply to Bowdoin because of the lack of coeducation here,,\*\*

The Princeton Report of September 24, 1968, supra, contains a number of impressive statistics documenting the adverse effect which the absence of women undergraduates has on the number and quality of male applicants to Princeton. Of 425 men identified by the Director of Admissions as the best in the applicant group, only 181 chose to enroll. The three principal reasons given by them for rejecting Princeton, all interrelated, were (1) the lack of women students; (2) inadequate social facilities and the general social atmosphere of the undergraduate years; and (3) the problems raised by the "club" system. 75% of the faculty polled believed that coeducation would enhance the attractiveness of Princeton to the best quality high school and secondary school students. 84% of the undergraduates thought that coeducation has a positive effect in attracting well qualified male applicants.

The Princeton Report of September 24, 1968, supra, described a "blind" questionnaire sent to 4600 seniors at 19 superior public and private secondary schools throughout the country. 81% of the male students thought a coeducational college would increase its attraction to them.

The Princeton study indicates that only 3% of the high school seniors questioned preferred a small all-male liberal arts college, in contrast to 24% who preferred a small coeducational liberal arts college. Ignoring all other factors, the response seems to be that these seniors preferred coeducation 8 to 1. Such statistics suggest that the pool of applicants who are interested in single sex institutions such as Bowdoin is undoubtedly significantly smaller than the pool of those with a coeducational preference. And it would seem that the smaller the pool of potential applicants, the less numerous the talented applicants that Bowdoin is likely to see.

In any event, Bowdoin cannot afford to be complacent about its ability to continue to attract male students of high quality when in five years almost all of its principal competition will be offering the added attraction of women.\*

IV. The Questionable "Positive Values" of the All-Male College

We noted in our Preliminary Report that careful consideration should be given to the positive values of preserving Bowdoin's position as a college for men only. We have found little indication that such values as we have been able to identify are of great significance today.\*\*

One of the traditional justifications for the all-men's college was that women were either basically inferior

See, for example, the statement of the Dean of the Trinity faculty, in his September 30, 1968 report:

"If we were to strike out boldly we could skim the cream off the untapped reservoir. If we remain cautiously behind Wesleyan and the others, they will get the cream. By seizing this unique opportunity we might well surpass, in one bound, the Little Three schools in the quality of our student body. Few such opportunities are presented in an institution's history."

\*\* Jencks and Riesman, supra, at p. 297: "Some might argue that this pluralistic dream also requires the preservation of at least a few traditional masculine subcultures, where those who cling to an older ethos can find comfort and a sense of sexual superiority. \* \* \* The pluralistic argument for preserving all-male colleges is uncomfortably similar to the pluralistic argument for preserving all-white colleges, and we are far from enthusiastic about it."

to men or, at least, oriented primarily towards the home. This supposed disparity in intellectual potential and/or objectives is of course fallacious.

A second reason advanced in some quarters is the importance of insulating young men of college age against daily distractions by women, so that they may singlemindedly devote themselves to intellectual pursuits. We believe that this viewpoint fails to recognize (a) the far greater maturity of the modern youth of 18; (b) his resulting increased insistence on embarking on the business of living at a much earlier time; and (c) the inhibiting effect on his development when his contact with women at college is limited to relatively contrived social events. Indeed, we suspect that planning for and entertaining dates on weekends may be a greater distraction than the constant and natural presence of women.

A number of undergraduates told us that they originally chose Bowdoin because it was an all-male college, free from the distraction of females. This condition was still regarded as an advantage by a few of the freshmen and sophomores interviewed. However, practically all of the upperclassmen we interviewed said that they regarded the lack of women at Bowdoin as a substantial disadvantage. Interestingly, a number of them said that if they had to do it all over again, they would not have come to Bowdoin, because of the absence of women students.

A third argument for the all-male college is based on the fact that the number of such institutions is steadily decreasing (amounting to only 29 as long ago as 1964). It is suggested that perhaps Bowdoin can make a unique contribution to education by continuing in its traditional way. We find this argument unimpressive in view of the steadily decreasing demand for a relatively monastic educational experience.\* And we all agree that Bowdoin's ability to attract future generations of able students will depend upon the relevance of its educational environment, not on any anachronistic uniqueness. We suspect that, if the all-male college does continue to play an important role in future undergraduate education, it will be located in an area where (unlike Brunswick) extensive and varied cultural advantages and women college students are accessible near by.

In summary, we feel that there are no real advantages to be obtained by continuing to exclude women from the Bowdoin scene. On the other hand, we feel very strongly that the addition of a substantial contingent of women would contribute immeasurably to improving the Bowdoin environment--intellectual, cultural and social.

#### V. Attitude of the Alumni Towards Coeducation

Although the subject of coeducation was raised in our Preliminary Report, and in the article that appeared in the

Except for the Air Force Academy, there has been no four year all-male college of national standing established in this country in more than a generation.

Summer 1968 Alumnus, we have so far received practically no alumni reaction. Based upon studies conducted at other institutions, particularly at Princeton, we suspect that younger alumni (whose number is steadily increasing) can be expected to support coeducation more enthusiastically than older alumni as a group. We have found no solid statistics as to how coeducation might affect alumni giving. We suspect, however, that any program that will improve Bowdoin's relevance to contemporary society will induce greater alumni enthusiasm for the College.

#### VI. The Availability of Qualified Women

The question naturally arises whether Bowdoin can attract a substantial number of women of comparable quality to its male students. The results of the Eleven-College Exchange Program may supply useful information on this score. However, there is no doubt that the appeal of coeducation to contemporary women is very great, as is evidenced by the great influx of women to such institutions as Yale and others which have recently opened their doors to them.\* Indeed, we are given to understand that this influx has had a noticeable adverse effect on the recruitment of women for all-female colleges. Moreover, the supply of qualified women is, we believe, rapidly

2850 women applied for 240 places in Yale's next freshman class. In addition, approximately 1500 women applied for transfer to the sophomore and junior classes. Of their number, approximately 300 received acceptances. Yale News Bureau Press Release of April 16, 1969.

increasing with the growing societal emphasis on a college degree. We speculate that Bowdoin might well have more difficulty in attracting qualified women if it were to delay action too long. If Bowdoin fails to move ahead promptly, the attractions of coeducation offered by its competitors may well siphon off so many male candidates of the high quality which Bowdoin seeks that its attractiveness to women of comparable quality will diminish.

In the last analysis, Bowdoin's long-term ability to attract women of high promise will depend on whether it is really dedicated to furnishing women students with a stimulating educational, cultural and social environment. Bowdoin should not even attempt coeducation unless it is willing to dedicate itself wholeheartedly to that end.

#### VIII. The Number of Women to be Admitted

We recommend that provisions be made for somewhere between 300 and 600 women, i.e., a male-female ratio of between 75-25 and 60-40, assuming a male undergraduate group of approximately 900. This number would be built up over a period of four years, assuming that admissions would be primarily limited to freshmen.\*

A study of the Princeton Report indicates that most institutions have settled on a 60-40 ratio. If there are

It might be desirable to admit qualified junior college graduates and transfer students, thus increasing female population in the upper classes at an earlier date.



too few women in a class, they tend to take a less active part in the classroom and other college activities. Where women comprise as little as 20% of the population (as at Radcliffe), the underclass male students are at a disadvantage with respect to competition from senior men. With less than 251 there are not enough women around to diminish the "weekend exodus", a phenomenon that detracts from the time and energy spent by the males on their studies and from the quality of extracurricular life on campus. Furthermore, great attention has to be given to the distribution of women in multiple section classes to prevent too small numbers in any section.

VIII. Coeducation or Coordinate: Some Possibilities

A decision to add undergraduate women to the Bowdoin community immediately presents questions of institutional form. Answers are to be found in a range of possibilities which extend somewhat imprecisely from a "coordinate college" to a fully "coeducational" one. The essential variables between them are in the degrees of separateness (or integration) of the governing bodies, faculties, classes, libraries and laboratories, student life, and administrative services of the proposed college community.

One could conceive of a coordinate college for women located in the Brunswick area and with a minimum of formal connection to Bowdoin. (Informal connections would undoubtedly abound.) Similarly, it would be possible to

admit women without increasing the size of the College at all, simply by reducing the number of male students. Indeed, this would be the way best calculated to introduce women to the campus in the shortest possible time. However, we believe that such a course would not be desirable. The population which Bowdoin serves at present is an important one. The College's responsibilities to it would scarcely be met by taking fewer young men each year. And the present institutional pattern and commitments of Bowdoin would be badly distorted and strained by any such solution.

For the purposes of this discussion, we assume that the "coordinate college" would be a physically separate institution, possessing its own administration, faculty and buildings at least to a considerable extent. It might be modeled after the new Kirkland College which Hamilton has established. Kirkland and Hamilton are separately incorporated colleges with separate boards, separate faculties, separate classrooms and only a slight overlap in administration and in fund-raising, housekeeping such as buildings and grounds and purchasing, and in the use of certain buildings. Complete cross-registration in courses is permitted. The Hamilton board nominates four Kirkland trustees.

Some of us believe that a coordinate college (tailored to the requirements of the overall Bowdoin community and probably with somewhat more integration than at Hamilton)

should be very seriously considered. Such a college should be physically located within easy walking distance of the Bowdoin campus in order to make possible ready cross-attendance at classes and other functions. It would have its own President, Dean and faculty. It would have some classrooms, but would share the use of Bowdoin's classrooms and would utilize its major facilities, such as the Library. It would have its own Governing Boards (including both a Board of Overseers and a Board of Trustees). There would be substantial interlocks between the Boards of the two institutions.

Those of us who favor serious consideration of such a coordinate institution believe it would have distinctive advantages:

(1) The relative physical separateness of the coordinate college would permit Bowdoin to maintain its own distinctive traditions to a greater degree than if several hundred women and additional faculty were to be totally integrated into the existing College. Separateness would also permit the new College to adopt whatever traditions it pleased. This should stimulate a healthy reappraisal of Bowdoin traditions with consequent benefit to both institutions.

We believe that by rescheduling classes few, if any, additional classrooms would be needed initially.

(2) The corporate and physical separateness of the two colleges might promote more experimentation and reform in curriculum. (At Kirkland, for example, the marking system has been substantially abolished, whereas Hamilton has retained its traditional marking system.)

(3) In cases where Bowdoin might emphasize a particular phase of a given subject, the coordinate college would be free to emphasize an entirely different phase. Free cross-registration would largely eliminate duplication of course offerings and make available to students of both institutions the broader range of such offerings that is desired by many of Bowdoin's present students.

(4) The challenge of a new educational experiment with an opportunity for innovation might also attract an outstanding faculty.

(5) Bowdoin's present size could be maintained to the extent deemed desirable.

(6) Physical separateness would enable students to have a somewhat greater sanctuary, when desired, from the constant presence of the opposite sex.

(7) Such a project would be unique in Northern New England. It might attract financial support from a number of non-alumni sources which would not ordinarily contribute to Bowdoin,

(8) A coordinate college could gradually progress towards complete integration with Bowdoin, if experience

showed that to be desirable. A completely coeducational setup on the other hand, would probably be very difficult to change.

Others of us are largely unimpressed by these arguments and indeed perceive the following disadvantages in anything less than full integration:

(1) If the women's college should rely, to a disproportionate extent, on the Bowdoin faculty for the larger part of its instruction, there is the danger that the women might be considered less than equal citizens.

(2) Separate dining and residential facilities for women on a separate campus deny the college community the full, natural range of contacts that are part of a fully coeducational experience. Such a segregated arrangement fails to place young women on the completely equal, completely sharing participatory basis that coeducation should provide.

(3) Maintaining a separate administrative structure with the necessary buildings and staff involved is an expensive venture involving considerable duplication of already existing staff and facilities.

As a fully coeducational college, all dining, residential, and social facilities for both men and women would be located within the present or an expanded Bowdoin campus. One faculty would serve all students and all courses would be open to men and women. Extracurricular activities would

be fully integrated as would all social functions. There would be a single administrative structure under one president, and the present structure of the Governing Boards would remain unchanged. Those of us who favor such an arrangement believe it would have the following advantages:

(1) Educationally the fully coeducational college provides the broadest range of contacts between men and women students in the classroom and out. A fully integrated curriculum and shared extracurricular activities guarantee the best opportunity to share views and understanding.

(2) In a fully coeducational college the sharing of all campus facilities would furnish the widest range of social contacts. As many Bowdoin men would agree, a great part of their education came from discussion outside the classroom over dinner or in the fraternity living room.

(3) By affording women equal status there is little danger of their being relegated to an unconsciously second-class standing in the college community. There would be lessened danger of double standards throughout the college.

(4) From an administrative viewpoint, there would be little duplication of administrative structure in a fully coeducational college.

Despite our differing views on how to bring women to Bowdoin, eleven of us (see Schedule B) share the conviction that they should be brought here at the earliest practical time. Moreover, if it should appear on further investigation

that it would be substantially more burdensome financially to establish a coordinate college, all of us agree that Bowdoin should go the full coeducational route.

IX. Financial Feasibility

The cost of including women in the Bowdoin community will obviously vary in accordance with a number of factors, including the number of women to be admitted and the extent of additional faculty, administration and physical facilities to be added. Assuming that Bowdoin's male enrollment will not be decreased, and assuming maintenance of the present faculty-student ratio and class size, the cost of increasing the size of the College would be very substantial.

Very preliminary figures suggest that the total capital requirements needed to make the College coeducational by including 300 to 600 women would vary from approximately \$12,000,000 to \$23,000,000. (See Schedule C.) If we were to follow the route of the coordinate college, costs would be somewhat greater, increasing as the degree of coordination decreased. It must be remembered that the College is now in serious need of \$14,000,000 of additional endowment, merely to permit it to operate as it presently does with its existing enrollment.

Accordingly, we urge that full consideration be given to all possible methods of financing, including some never before attempted by the College.

We suggest specifically the following:

(1) Careful attention should be given to the possibility that sources which would not otherwise give to Bowdoin (such as foundations and non-alumni) would be willing to contribute substantially to a new experiment such as a four-year coordinate college established under the auspices of a college of Bowdoin's high standings (This has been the experience in respect to Kirkland, which obtained substantial gifts from non-Hamilton sources. Indeed, the Hamilton administration believes that Kirkland may provide new financial support for Hamilton.)

(2) A thorough study of the possible availability of federal grants in aid should be made. There are substantial federal funds available for the construction of dormitories (and perhaps other facilities).. There are problems, however, in the federal restrictions on total allowable cost per student.\*

(3) The availability of possible long-term financing for the construction of new facilities should be explored.

(4) It might also be possible to interest private builders to construct and operate dormitories, charging reasonable rentals that would yield a reasonable profit.

The Federal Government will now lend for dormitory construction up to \$6,000 per bed, at 3% interest, provided that the total cost of the building per bed does not exceed \$8,000. The cost of the Senior Center was \$10,000 per bed. We could probably build respectable dormitories for \$8,000 per bed.



X. Conclusion

Before deciding to make the foregoing recommendations, we repeatedly asked ourselves the nagging question whether the present-day emphasis on coeducation is anything more than a passing fad and whether to recommend some form of coeducation would be simply to urge that Bowdoin get on the "bandwagon".

Our answer is that in our judgment the steadily accelerating shift to coeducation is not a mere temporary phenomenon but rather reflects a significant and far reaching change in the basic philosophy of education at the collegiate level. After all, we are not writing on a blank slate but in the light of many well documented and careful studies conducted by institutions which have, as has Bowdoin, long deeply identified with the tradition of college education for men only.\* Every college is different, but what we sense

See: "THE EDUCATION OF UNDERGRADUATE WOMEN AT PRINCETON: An Examination of Coordinate Versus Coeducational Patterns", March, 1969 at p. 21:

"To put the question directly: Is the current interest in coeducational patterns a fad that is likely to be superseded by renewed interest in more separate arrangements for men and women students?

"There are two reinforcing kinds of evidence which suggest strongly that the current interest in coeducational patterns is no fad. First, there is the historical record itself. The history of education in the United States--and in all other parts of the world as well--reveals a steady, persistent trend toward greater equality of educational opportunity and more common educational experiences for men and women. The movement

and know about the Bowdoin scene leads us to believe that the conclusion of those studies is equally valid here. There is in our judgment clear and convincing evidence that it is the desire of the great majority of those who count most at Bowdoin--students and faculty--to learn, teach and live while at college in a natural community comprised of both men and women. In our judgment their many reasons for so desiring are unquestionably valid. It comes down to this: if Bowdoin does not soon find a way to adopt coeducation in some form while practically all its competitors do, Bowdoin will simply not attract the best students and the best faculty. Bowdoin must face these facts if it is to continue to say that the best years of the College lie ahead.

toward coeducation began in the early part of the 19th century and has progressed steadily since then. Even the establishment of 'separate but equal' colleges for women, often affiliated with men's institutions, was in its historical context part of the long-range movement toward more fully integrated educational patterns. So far as we are aware, there have been no significant interruptions in this trend, no general counter-movements for more educational separation. Unlike styles of dress or hair, where the historical record reveals many swings from one extreme to another, the movement toward coeducation has been one-directional and the burden of proof is surely on those who would claim that this movement is now likely to be reversed.

"The second kind of evidence consists of an examination of the underlying technological, economic, and social factors which have been largely responsible for the trend toward coeducational patterns.

"Changes in technology have already served to alter drastically the occupational mix and to emphasize mental skills as opposed to physical strength. This trend will certainly continue. One result has been

the opening up of many new employment opportunities for women who wish to work in areas which until recently were more or less reserved for men. This increase in opportunities has been accompanied by an increased ability of women to take advantage of them as the result of other important changes. First the development of labor-saving devices for the home, coupled with increases in real income (used to purchase ready-made clothes, pre-prepared foods, etc.), have freed the time of women from many traditional tasks. Second, advances in birth control have made it easier for couples to plan their families in such a way as to enable the woman to continue her outside interests. Third, associated with these developments have been important changes in social attitudes. We are witnessing ever increasing acceptance of equal status for women and increasing dissatisfaction with any arrangements which seem to confer on women a separate, and often inferior, status. \* \* \*

"We emphasize that we can see no reason to expect any of these underlying factors to cease to operate--let alone to reverse themselves. It would seem prudent therefore to plan on a continuation of the trend toward more joint participation by men and women in activities of all kinds. This in turn suggests that the case for coeducational patterns will become stronger with the passage of time, not weaker.

PART .VI

OTHER MATTERS

Faculty Contacts

The Committee has devoted a good deal of time and thought to the question of how increased informal contacts can be arranged between faculty and students in the three lower classes.\* We regret to have to report that we have found no easy answer. We are encouraged by the real efforts some of the fraternities are making in this direction, but we are discouraged by what we hear of the usual Thursday faculty guest night. It appears to us that there are problems on both sides. Some faculty members are so much opposed to present conditions in the fraternities that they are unwilling to enter fraternity houses. To some extent this may be due to unhappy experiences at faculty guest nights. On the other hand, it appears that most faculty members are more than willing to do their parts to promote informal relations. In fact it seems to us that few men would want to remain on the Bowdoin faculty long if they were not interested in meeting the students informally.

The foregoing may indicate that we place too much of the responsibility for faculty-student relations on the fraternities. While fraternities do play a part, there are

The Committee is very much impressed with the success of the Senior Center in bringing seniors together with members of the faculty.

many other aspects of life at Bowdoin where contacts could be fostered, and we believe that it is the College's responsibility to foster such contacts. Aside from encouraging such contacts over coffee in the Moulton Union, some extra-curricular activities could be useful for this purpose.

We also hope that some of the recommendations which we are making in this Report will help to ease tensions and make contacts between students and faculty more easy and natural. The advent of several hundred girls to the Campus would certainly help.

As we said in our Preliminary Report,\* we need to work out ways to encourage the faculty, particularly the younger faculty, to take the initiative in student-faculty relations, especially with freshmen, and to encourage the feeling among students that it is perfectly proper for them to do so too,

Perhaps more important factors inhibiting such contacts include the large size of the freshman courses and the tendency of freshmen to find required subjects uninspiring. The freshmen are also influenced by the attitudes of sophomores and juniors, and, in turn, pass these attitudes down to the next freshman class. We are pleased that studies are now going on with a view to eliminating the drawbacks of the freshman curriculum. The recent suspension of the laboratory

Preliminary Report (supra) at page 7.

science requirement is a promising experiment with some of these problems.

#### Contacts with the Governing Boards

It seems clear that the breakdown of communications between students and other elements at many colleges is one of the more important causes of the student demonstrations in this country in recent years. The provision and improvement of means of communication is therefore highly desirable. Indeed, even without the unfortunate occurrences of the recent past, it is clear that the maximum amount of such communication would be of great benefit to the College.

Of all of the groups which make up the College, the Governing Boards are the most remote from the daily life of the Campus. Yet it is the Governing Boards that have the ultimate responsibility for the College.

We therefore recommend that there be a permanent Governing Boards Committee on Student Environment to be composed of two or more Trustees and two or more Overseers who shall be charged with responsibility for meeting with students from time to time during the college year for the discussion of matters of mutual interest relating to the College, but outside of the classroom. The function of the proposed committee should be to complement, not to compete or interfere with, the work of the Committee on Academic Program and Appointments. Its activities should be coordinated with those of that committee as well as with the

faculty and student committees on student life.

We also recommend that each member of the Governing Boards spend at least one day each year on Campus when College is in session without committee business to divert him from the purpose of his visit, i.e., to renew his acquaintance with the College, as a College of undergraduates. This is especially desirable because the two formal meetings of the Governing Boards take place when College is not in session. It could probably best be accomplished by the College arranging programs for small groups of members of the Governing Boards on various dates during the College year.

We apologize for bringing up a matter so far outside the scope of the Committee's authority, but we feel that it may be useful for us to point out that at some other institutions members of the faculty, chosen by the faculty, sit at meetings of the governing boards and take part in the discussions at such meetings, but without the right to vote. We recommend the procedure. Perhaps substantial benefits may be gained in thus further opening the channels of communication between Faculty and Governing Boards and keeping the Governing Boards better informed about the views of the faculty and the state of the College.\*

At Colby and Haverford, two members, and at Wabash, one member of the faculty, in each case chosen by the faculty, have this privilege. At Cornell, the board of trustees includes faculty members.

We cannot close this Report without expressing our appreciation for the cooperation and interest manifested by many members of the Bowdoin community who appeared before the Committee. Many differing and sometimes conflicting points of view were expressed--but always in the spirit of improving the College and making the Bowdoin experience more meaningful,

The members of the Committee have shared many interesting and enjoyable experiences over the last eighteen months. Our work together has brought those of us who are somewhat removed from the educational process to a much more informed understanding of the concerns and aspirations of present-day college life. The wide age span of the members of the Committee has shown us that when working on a project of strong mutual interest, the "generation gap" is no drawback; in fact, the differences in our ages have helped us collectively to appreciate a great deal that we as individuals might not otherwise have understood.

Respectfully submitted,

STUDY COMMITTEE ON UNDERCLASS  
CAMPUS ENVIRONMENT

Willard B. Arnold, III, '51  
Louis Bernstein, '22  
Paul P. Brontas, '54  
Herbert R. Brown, H'63  
John B. Cole, '70  
F. Erwin Cousins, '24  
William H. Gulliver, Jr., '25  
Paul V. Hazelton, '42  
John R. Hupper, '50  
William K. Moberg, '69  
John C. Pickard, '22  
William C. Pierce, '28, Chairman



## SCHEDULE A

### I . MEETINGS

September 6, 1967	Bowdoin College
October 15-16, 1967	Bowdoin College
November 18-19, 1967	Bowdoin College
February 10-11, 1968	Bowdoin College
April 20-21, 1968	Williams College
June 14, 1968	Bowdoin College
October 4-6, 1968	Bowdoin College
October 23, 1968	Colby College
November 23, 1968	Hamilton-Kirkland Colleges
December 7, 1968	Amherst College
January 11, 1969	Bowdoin College
February 8, 1969	Bowdoin College
April 5, 1969	Bowdoin College

### I I . INTERVIEWS AT BOWDOIN COLLEGE

Total No. of Group/Individual Interviews	68
Total No. of Students Interviewed	119
Total No. of Faculty/Administrators Interviewed	39

### I I I . STUDENT ORGANIZATIONS REPRESENTED AT BOWDOIN COLLEGE INTERVIEWS

Afro-American Society	Interfaith Council
Alpha Delta Phi	International Club
Alpha Rho Upsilon	Masque and Gown
Band	Newman Apostolate
Beta Theta Pi	Phi Delta Psi
Bowdoin Undergraduate Civil Rights Organization	Sigma Nu
Chapel-Forum Committee	Student Council
Chi Psi	Students for a Democratic Society
Delta Kappa Epsilon	Student Judiciary Board
Delta Sigma	Student Union Committee
Fraternity Presidents' Council	<u>The Bowdoin Orient</u>
Glee Club	Zeta Psi
Intercollegiate Athletics (participants and managers)	

#### IV. INTERVIEWS AT OTHER COLLEGES

Total No. of Group/Individual Interviews	21
Total No. of Students Interviewed	15
Total No. of Faculty/Administrators Interviewed	26

#### V. REFERENCE MATERIAL

1. Student Life section of the Bowdoin College "Report of the Committee on Self Study" of 1956.
2. Working papers of the Hamilton College Long-Range Planning Committee concerning the evolution of Kirkland College, 1961 to 1966, inclusive.
3. "Report of Subcommittee's Review of Fraternities at Bowdoin College" by Messrs. Debevoise and Grinnell of Williams College, undated.
4. Williams College "Statement of the Board of Trustees and Report of the Committee on Review of Fraternity Questions" dated June 30, 1962.
5. "A Report to the Williams College Family Containing Additional Information and Some Alternate Views on the Williams Fraternity System" by the Graduate Committee of Williams College Social Units dated October 30, 1962.
6. Minutes of the Bowdoin College Alumni Council Committees on Student Life and Fraternities, 1964 to 1968, inclusive,
7. Amherst College "Report to the Committee on Educational Policy from the Subcommittee to Study Student Life" dated February 16, 1965.
8. Amherst College Trustees' Statement on Fraternities, undated.
9. "Report of the Bowdoin College AAUP Committee on Student Environment" dated May 2, 1966.
10. "Report of the Committee on Social Policy of Carleton College" dated June 29, 1966.
11. "A Study of Student Environments at Other Colleges" prepared by Middlebury College in 1966.
12. Allen-Biklen Report on fraternities at Bowdoin College dated June, 1967.

13. "Report of the University Commission on Residential Environment to the Board of Trustees of Cornell University" dated June 11, 1967.
14. "Study of Undergraduate Education for Women at Wesleyan University" dated September 30, 1967.
15. "Vassar-Yale Report" dated September, 1967.
16. "A Report from the Fraternity Presidents," Bowdoin Alumnus, Winter 1968, pp. 14-17.
17. "The Williams Residential Houses", a report by Donald W. Gardner, Dean of Student Affairs, Williams College dated February 22, 1968.
18. "Report and Recommendations" of the Middlebury College Residential Commission on Student Life dated March 1, 1968.
19. "The Annual Report of the Student Life Committee" of the Bowdoin College Faculty dated April 1, 1968.
20. "Report of the Committee on Preparatory Schools and Admissions" of the Bowdoin College Faculty dated April, 1968.
21. "FRATERNITIES: An Interim Report," Colgate, April 1968, pp. 1-4.
22. Christopher Jencks and David Riesman, The Academic Revolution. Garden City, New York: Doubleday & Company" Inc., 1968.
23. "Report to the Faculty of the Union College Committee on Co-Education" dated September, 1968.
24. "The Education of Women at Princeton - A Special Report," Princeton Alumni Weekly, September 24, 1968, pp. 3-56.
25. "Report on the Workings of the Fraternity System" to the Faculty of Hamilton College from the Faculty Committee on Student Activities dated December 3, 1968.
26. Reports of the Trinity College Committee on Coeducation dated January, 1969.
27. "COEDUCATION: Is It For Lafayette?," Lafayette Alumnus, Winter 1969, pp. 4-43.
28. "THE EDUCATION OF UNDERGRADUATE WOMEN AT PRINCETON: An Examination of Coordinate versus Coeducational Patterns" dated March, 1969.

## SCHEDULE B

In the matter of coeducation, I cannot bring myself to concede that Bowdoin's future is seriously imperiled by its not playing follow the leaders in this matter.

Quite probably my stubbornness in this respect arises from my conviction that too many hasty decisions have been made in too many areas the past several decades by the great American yen to be recognized as "forward-looking". Changes have been made in the name of progress for fear of appearing out of step with the times.

It seems incredible to me that remaining an all-male college of considerable tradition will mean that Bowdoin will not be able to find enough qualified young men of potential to train to take their places as the leaders of their communities, their states and our Country as they have done so creditably in the past (obviously including competent "forward-lookers"). Nor does it seem credible that the College would face a serious problem of keeping a qualified faculty.

It seems to me, too, that someone should provide the alternative for young men who prefer an all-male college. Bowdoin could provide that alternative by continuing, as the current phrase goes, to do its thing.

As for bringing more gracious living to the campus, may I suggest there must be other far less expensive ways to achieve that. In this respect, may I again humbly submit that urging the fraternities to adopt the house mother system would be a step in that direction.

If Bowdoin must frantically embrace young women undergraduates, let them be coordinates rather than coeds.

Respectfully submitted,

F. Erwin Cousins '24  
Member, Study Committee on  
Underclass Campus Environment

SCHEDULE C

TO: Study Committee on Underclass Campus Environment  
 FROM: E. Leroy Knight, Director of Development  
 DATE: May 21, 1969  
 SUBJECT: Potential Costs of Alternate Expansion Programs

The cost of increasing the size of Bowdoin College will vary in accordance with a number of factors. These include such considerations as the number and the sex of additional students, the percentage that are resident on campus, the faculty-student ratio, the number of course offerings, the size of class sections, the length of the academic week and a single campus versus a coordinate campus.

If, for example, Bowdoin were to continue its present type of academic program, faculty-student ratio, and degree of quality of building, then the projected cost estimates for three models of three different sizes would be as follows:

<u>Model</u>	<u>+300</u> students	<u>+450</u> students	<u>+600</u> students
I All male	9,000,000	14,000,000	19,000,000
II Coeducational	12,000,000	17,000,000	23,000,000
III Coordinate women's college	30,000,000	37,000,000	41,000,000

These costs compare very closely with the planning reports from Princeton, Lafayette and other colleges now considering expansion and coeducation.

If, however, we start manipulating certain of the above mentioned factors certain savings may result. A few examples may illustrate the potential.

If the faculty-student ratio were to increase so that the additional students required no increase in the number of faculty, then savings ranging from \$400,000 to \$800,000 might result in Models I and II above.

Less expensive dormitory construction could decrease the capital costs in Models I and II above by \$800,000 to \$1,400,000.

Changes in the length of the academic week and in the number of sections taught could reduce the number of classrooms required, and decrease the capital expenditure for academic buildings.

Under extreme conditions it might be possible to add 300 men without increasing the faculty and without building any additional buildings. This would require a large number of students to find housing in the community, but it would permit expansion without any significant increase over present operating costs (except possibly for scholarships).

The relative costs of expansion are essentially tied to the levels of affluence that the College wishes to maintain with respect to the faculty and staff, instruction and research, student services, maintenance and financial aid.