

The Mission of the College

IT IS THE MISSION of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the eighteenth and nineteenth centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them . . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends. . . ; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic.

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study, to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals, and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential.

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose and personal qualities. By design, they differ widely in their backgrounds and talents, be they artistic, athletic, scientific, or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations, and opportunities to plan careers.

3. Athletic.

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental.

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses, and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students—notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical.

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially—perhaps fewer than do

many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety—of ideas, artistic expression, and exposure to other cultures and other races—so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than two hundred years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education—the mission of the College—is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self-discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

Environmental Mission Statement

THE BOWDOIN COLLEGE community — being mindful of our use of the earth’s natural resources, our impact on the environment of coastal Maine, and our responsibilities as members of a leading liberal arts college dedicated to serving the common good—recommit ourselves to environmental awareness and responsibility, and to actions that promote sustainability on campus and in the lives of our graduates.

This reaffirmation by the College of long-held principles comes at a time when the consequences of inaction are no longer abstract or shrouded in uncertainty. Although study and deliberation must continue, our accumulated knowledge about the effects of climate change demands the identification and implementation of effective solutions that will protect the environment while advancing economic development and security here and abroad. It is clear that we must conduct ourselves in a manner that meets our needs today without jeopardizing the ability of future generations to meet their own.

Bowdoin’s ongoing efforts on behalf of sustainability and environmental stewardship take place in our classrooms, on campus, in our coastal research facilities, and in the community.

- As an educational institution that has long derived great benefit and much of its identity from the natural beauty of Maine, Bowdoin has a special obligation to challenge its students and faculty to examine, discuss, and debate issues of ecological preservation, social justice, economic viability, and global responsibility. Accordingly, the College will continue to incorporate environmental awareness into the daily lives of students, and will ensure that Bowdoin graduates have the ability, knowledge, and intellectual flexibility to confront these complex issues through effective analysis and the application of creative thought, sound judgment, and ethical action.
- In its daily operations, the College will continue to reduce waste and pollution through conservation, recycling, and other sustainability practices. These efforts will continue to include the investigation and implementation of new technologies and methods aimed at reducing Bowdoin’s impact on the environment.
- Bowdoin will also maintain its leadership role in the community by applying research and volunteer effort toward identifying and helping to solve the environmental challenges of Brunswick and Maine.

It is clear that actions taken or dismissed today will define the future condition of our world and society. As educators, scholars, and citizens long dedicated to the common good and privileged to “count Nature a familiar acquaintance,” we, the members of the Bowdoin community, pledge ourselves and our efforts to this cause and to a just and sustainable future.

Historical Sketch

THE IDEA OF BOWDOIN COLLEGE originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution that would guarantee republican virtue and social stability. In the biblical language of the day, they wished “to make the desert bloom.”

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays’ Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor’s son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin’s bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the “Twelve-Rod Road” (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of “whispering” white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the “friends of piety and learning” in the District that “literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education.” The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for “pine”) and the Athenaeon, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or “mental philosopher,” in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state.

Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical “dissenters” on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen*, which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the “Declaration” of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn’s Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820—and was to supply Maine with country doctors until it closed in 1921—but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose “*Morituri Salutamus*,” written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose “Jack Downing” sketches more or less invented a genre, and Jacob Abbott (1820), author of the many “Rollo” books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson’s impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen’s Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin’s first African American graduate and the third African American to graduate from any U.S. college.

The old quip that “the Civil War began and ended in Brunswick, Maine,” has some truth to it. While living here in 1850–51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom’s Cabin*, some of it in her husband’s study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate—a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation—but the forces of inertia on the Boards were too great, and a student “rebellion” against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead and White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde—a prolific writer in national journals—proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell Jr. '58 was inaugurated at the age of thirty-three. The youngest college president in the country, and a highly respected scholar in the field of seventeenth-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate—for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993–94, he presided over the College's celebration of the two hundredth anniversary of its founding. A capital campaign, concluded in 1998, brought in \$135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of Cleveland Hall and Searles Hall, and construction of terrestrial and marine laboratories at

the College's new Coastal Studies Center on Orr's Island; expanded facilities for the arts in and adjacent to Memorial Hall; and restoration of and improvements to the Chapel. Two new residence halls, Stowe and Howard halls, were completed in 1996, and another, Chamberlain Hall, opened in the fall of 1999. In addition, expanded dining facilities in Wentworth Hall were completed in 2000 and the hall was renamed Thorne Hall.

In 1996–97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaced the system of residential fraternities, which were phased out in May 2000. During the Edwards presidency, the enrollment of the College was expanded from 1,385 to approximately 1,600 students, and the College's endowment grew from \$175 million to approximately \$500 million. In addition, the student-faculty ratio was reduced from 11:1 to 10:1.

Bowdoin's two hundredth academic year began with the inauguration of Barry Mills '72 as the fourteenth president of the College. During his tenure as president, Mills has underscored the primacy of Bowdoin's academic program and has worked with the faculty to redefine a liberal arts education for the twenty-first century. Together with former Dean for Academic Affairs Craig McEwen, Mills led the first major curriculum reform at Bowdoin since the early 1980s. The College has also successfully recommitted itself to the goal of expanding ethnic, religious, and socioeconomic diversity among students and employees. Mills has worked to increase national visibility for Bowdoin and also initiated a comprehensive campus master planning study to guide future development on the campus. Mills has also worked to strengthen and increase support for the arts at the College, completing a major expansion and renovation of the Bowdoin College Museum of Art and a conversion of the Curtis Pool building into the Studzinski Recital Hall and 280-seat Kanbar Auditorium. Student residential life has also been improved through the construction of new residence halls and the renovation of existing residential facilities; the new Watson Arena; and the new Peter Buck Center for Health and Fitness. Mills successfully led "The Bowdoin Campaign," a five-year fundraising effort that concluded in June 2009. The campaign, which exceeded its goal of \$250 million, has enhanced Bowdoin's academic program by adding faculty and by focusing resources on the faculty/student experience, faculty scholarship, and the intellectual life of the College. Mills has made improved access to Bowdoin a priority of his administration by devoting nearly one-third of the funds raised to student financial aid. In January 2008, he announced that Bowdoin would replace student loans with grants for all students beginning in September 2008. Mills has also emphasized sustainability efforts at the College through the construction of "green" facilities and other conservation and sustainability efforts.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802–1807	Kenneth C. M. Sills	1918–1952
Jesse Appleton	1807–1819	James S. Coles	1952–1967
William Allen	1820–1839	Roger Howell Jr.	1969–1978
Leonard Woods Jr.	1839–1866	Willard F. Enteman	1978–1980
Samuel Harris	1867–1871	A. LeRoy Greason	1981–1990
Joshua L. Chamberlain	1871–1883	Robert H. Edwards	1990–2001
William DeWitt Hyde	1885–1917	Barry Mills	2001–

Admission to the College

IN MAY 1989, THE GOVERNING BOARDS of Bowdoin College approved the following statement on admissions:

Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.

At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will have taken courses in the arts, music, and computer science. We strongly recommend that students have keyboard training.

Candidates applying to Bowdoin College are evaluated by members of the admissions staff in terms of the following factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations, application and essays, overall academic potential, school and community involvement, leadership, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation forms. The Bowdoin Supplement includes a supplementary essay, a Mid-Year School Report, optional Arts and Athletics supplements, and the Early Decision form, if applicable. Those who wish to be considered for financial aid must file the College Scholarship Service PROFILE online or the appropriate International Aid form. Applicants for admission must also submit the \$60 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee (\$60). The postmark deadline for regular applications is *January 1*. In addition to the personal essay required as part of the Common Application, Bowdoin requires that candidates submit a supplementary essay as part of the Bowdoin Supplement, which can be downloaded from the Bowdoin Web site at www.bowdoin.edu/admissions/.

2. *School Report*: The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school transcript should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations*: Each candidate is required to submit two teacher recommendations, which should be completed by two core academic subject teachers and returned as soon as possible and no later than January 1. Core academic subjects are English, foreign language, mathematics, science, and social studies.

4. *College Entrance Examination Board or American College Testing Scores*: Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. In recent years, approximately 20 percent of Bowdoin's accepted applicants decided not to submit standardized test results. The candidate is responsible for making arrangements to take the College Board examinations and for ensuring that Bowdoin receives the scores if he or she wants them to be considered as part of the application. Students should also arrange for an official report of the scores to be sent by the testing agency. Students choosing to submit their SAT I (Reasoning Test) and SAT II (Subject Test) or ACT scores should complete all examinations no later than January of the senior year.

Students who choose not to have their standardized test scores considered by Bowdoin must notify the Admissions Office in writing no later than the appropriate application deadline. It is the candidate's responsibility to advise his/her college counselor if scores are to be excluded from the official secondary school transcript.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling.

5. *Visit and Interview*: A personal interview is strongly encouraged. Interviews are available with a member of the admissions staff or a senior interviewer on campus. In addition, members of the Bowdoin Alumni Schools and Interviewing Committee (BASIC) are available in most parts of the country to provide interviews on a local basis. (For further information on BASIC, see page 305.) A number of carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments during the summer months and from September into December. On-campus interviews are available from the third week in May through early December.

6. *Notification*: All candidates will receive a final decision on their application for admission by the end of March. A commitment to enroll is not required of any first-year

candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. To accept an offer of admission from Bowdoin, a student must submit a \$300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may request the standard College Board form from their guidance counselor or have the counselor write to request a fee waiver, explaining the extent to which the fee would represent an excessive burden for the candidate's family.

Early Decision

Bowdoin offers admission through two Early Decision programs in addition to the Regular admission round. Candidates who are certain that Bowdoin is their first choice may wish to consider this option. The guidelines for Early Decision are as follows:

1. Candidates' application files must include the Early Decision agreement form, indicating that they wish to be considered for Early Decision and that they *will enroll if admitted*. Early Decision candidates may file regular or non-binding early applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted under an Early Decision plan.

2. The Common Application, Bowdoin Supplement, and essays, accompanied by the Early Decision agreement, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of \$60 (or fee-waiver form) must be submitted to Bowdoin by November 15 for Early Decision I (notification by mid-December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's PROFILE will be notified of the amount of their award along with their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin by the application deadlines.

4. Submit College Entrance Examination Board or American College Testing scores if the candidate so desires.

5. An Early Decision acceptance is contingent upon completion of the senior year in good academic and social standing.

6. There are three possible admission decisions for Early Decision I candidates: admission to Bowdoin, deferral for consideration in March, and denial of admission. In addition, Early Decision candidates may be placed on the waiting list for possible admission in May or June. Each year a number of applicants who are deferred under Early Decision are accepted in March, when decisions on all regular admissions are mailed. In addition, Early Decision candidates may be denied admission if the Admissions Committee concludes that their credentials will not be competitive for further consideration in the Regular admission round.

7. Responsibility for understanding and complying with the rules for Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College may rescind any offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year must request a deferred enrollment from the dean of admissions by June 1, explaining the reasons for delaying matriculation. Bowdoin will hold a place in the next entering class for any student who is granted a deferment. The student, in return, must agree to withdraw all applications at

other colleges or universities and may not apply for admission to other institutions during the deferral year. A \$300 nonrefundable admissions deposit must accompany the deferral request. Financial aid candidates must reapply for aid during the year following the deferral.

Admission with Advanced Standing

Bowdoin recognizes College Entrance Examination Board Advanced Placement and International Baccalaureate results and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to have AP and IB test results sent to the Admissions Office.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin. Credit and placement policies for AP and IB examinations may be found on the Bowdoin Web site at www.bowdoin.edu/admissions/.

Some students have the opportunity to enroll in college-level course work prior to graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

First-year students may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate program, or pre-college course work.

Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are **required** to submit SAT I (Reasoning Test) and two or more SAT II (Subject Test) test results or ACT test results. SAT Subject Tests should include Math IC or Math IIC and a science. In addition, home-schooled candidates must submit the Home-School Supplement, which can be found on Bowdoin's Web site at www.bowdoin.edu/admissions/. A personal interview is also strongly recommended.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 2008–2009, approximately 675 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. In addition to the admission forms required of all candidates, students whose secondary school education has followed neither the standard U.S. format nor the International Baccalaureate, must submit the International Supplement, which is available from the Common Application or from the Bowdoin College Web site.

2. Students whose primary language of instruction at the secondary school level is not English must submit official results of the Test of English as a Foreign Language (TOEFL) by the appropriate deadlines. If necessary, students may substitute results from the International English Language Testing System (IELTS) for the TOEFL.

3. The TOEFL may be waived for students whose primary language of instruction for the past three years has been English.

4. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form or the Bowdoin International Financial Aid Form or Canadian students who submit the Canadian Financial Aid Form (both available on the Bowdoin Web site) when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has limited scholarship funds for students who are not U.S. citizens or U.S. permanent residents and eligible candidates are evaluated under a need-aware admissions policy. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these financial aid packages is intense. **Candidates who do not apply for financial aid during the admissions process should not expect funding at any time in their course of study at Bowdoin College.**

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. **Citizens of the United States** should file the Transfer Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Bowdoin Supplement (available from the Common Application or Bowdoin's Web site at www.bowdoin.edu/admissions/) with the \$60 application fee by March 1 for fall admission. **International students** must file the application by March 1 for fall admission and include the Bowdoin Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in early May.

2. Transfer candidates usually present academic records of "B+" work or better in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C- or higher has been received. Transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the registrar's office and have been appraised by the appropriate dean and academic departments. To qualify for the bachelor of arts degree, students must complete Distribution Requirements and Division Requirements, and these requirements must be satisfied by courses taken at Bowdoin (see pages 26–27).

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. **U.S. applicants** for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's PROFILE by March 1. **International applicants** for aid must file either the College Scholarship Service Foreign Student Financial Aid Form or the

Bowdoin International Financial Aid Form (available on the Bowdoin Web site) by March 1. **Canadian applicants** must submit the Canadian Financial Aid Form (available on the Bowdoin Web site).

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. Special students are billed at a per course rate for up to two courses per term. No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the \$60 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

Summary of Application Deadlines

Application materials for admission include the completed Common Application, Bowdoin Supplement, and supplementary essay. New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application, Bowdoin Supplement, and supplementary essay

Early Decision II

January 1: Common Application, Bowdoin Supplement, and supplementary essay

Regular Admission

January 1: Common Application, Bowdoin Supplement, and supplementary essay

International Applicants

Must submit materials according to the deadlines above: Common Application, Bowdoin Supplement and supplementary essay, International Supplement, TOEFL Report

Transfer Applicants

Fall: March 1: Common Application, Bowdoin Supplement and supplementary essay

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5000 College Station, Brunswick, ME 04011; Tel. 207-725-3100, Fax: 207-725-3101.