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Report of the President

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1975-1976.

The Financial Situation

IT is gratifying to be able to report that the financial situation at the College remains in the same generally healthy position it was in a year ago. In each year since the College succeeded in reversing the pattern of deficit budgets, it has been possible to close the financial books for the year in the black and to submit to the Governing Boards for the following year a balanced budget. At a time which sees a number of other institutions in serious difficulty because of the erosion of their unrestricted endowment to pay off deficits, no one can doubt that the determination to operate on a balanced budget is both prudent and sound. The strongly worded endorsement of this management principle by the Committee on Policy in the course of the year reflects the seriousness with which this concern must be taken.

At least three observations need, however, to be made with respect to the maintenance of a balanced budget. First, the task of achieving this important aim, never easy even at the first, becomes yearly a more and more challenging one. Second, balance is bought at a price; "costless" budget solutions are as rare as free lunches. Third, future budgeting will involve very difficult choices and every possible method of preparing for them must be explored.

No one ever suggested that balancing a college budget was an easy task, but many forget the extent to which that difficulty increases year by year. The margin by which the budget was balanced in the fiscal year 1974-1975 indicates starkly how tightly things must be managed in order to achieve balance; within a budget of \$10.5 million, balance was secured by only \$1,000. A closer look at the figures is revealing. Those factors over which the College could exercise significant control were, on the whole, well in line with budget projections. On the other hand, areas over which external forces exercise considerable control, such as the volume of interest

and dividends and the prices of necessary commodities, at times fluctuated significantly from projections made some twelve to eighteen months in advance. And if one breaks the budget down by these two categories, it is readily apparent that the portion over which the College exercises significant control is nowhere near so large as some people assume. In terms of future budget management this situation means that the capacity for reaching balance by internal rearrangements is not as extensive as may appear to be the case on first glance. While the College can make major efforts at energy conservation, it cannot control the cost of energy any more than it can alter the Social Security base or dodge the financial implications of the new pension legislation. If the cost of books continues to rise and the College seeks to maintain a quality library, the library budget must go up.

It should be remembered, too, that some of the actions which led to balancing the budget are not repeatable. A major ingredient of budget balancing has been the growth of the student body at a time when faculty and staff were frozen. For the moment at least, that process has gone as far as it can without significantly altering the nature of the College. In the foreseeable future incremental tuition revenue must come from increased fees, not from increasing numbers of students. In like manner, deferred maintenance is a saving in any given budget year, but the maintenance itself remains from year to year and what bought balance in one year, in the long run only produces expenditure, usually at an increased level, in a subsequent one.

The task, then, becomes increasingly complicated; the range of options narrows, the impact of expenses dictated by exterior forces grows. In coming to live with that reality, it is important to remember that already a price has been paid for the balance so far achieved. It has been a price shared in by all members of the College community, as it should be. Students and their parents have seen tuition rise sharply, though historical perspective shows that increase to be consistent with general inflationary factors over the long term. Faculty and staff have received compensation increases at a rate below that to which they feel they are entitled. The library budget has not always been able to keep pace with the rapidly

escalating price of books. Student housing is more crowded, with tripling prevalent in rooms that formerly were doubles. At peak hours, study space is at a premium in the library. The examples could be multiplied. The point is that a necessary aim—balancing the budget—has already been paid for in a number of tangible ways, some more serious in their implications than others. Future budget control will have implications in many of the same areas, and they cannot be invaded indiscriminately without raising genuine concerns about the maintenance of quality.

Finally, as one looks to the future it is clear that difficult choices lie ahead. So long as expenses increase more than revenue, something will have to give. The College may well find itself choosing not between desirable and undesirable patterns of action but between the least unpalatable and the most unpalatable of possible courses. If the College is to make such decisions effectively, it must consider its future options with the utmost care. Work is underway for a full-scale program review at the College, the initial results of which are to be presented to the Committee on Policy next December. It may well be that some program curtailment will be in order; if it is, it will be necessary to have the fullest possible information about all programs before any irrevocable decisions are made. Computer modeling can be of assistance in formulating alternative futures, and work is underway to utilize this as a major planning instrument. Perhaps the most essential thing for those connected with the budgetary process is to shake themselves from the temptation to look at the budget on a year-to-year basis only. Such a stance only leads to the pattern of resolving one year's crisis in time to fall exhausted into the contemplation of the next year's crisis. A longer-range viewpoint is essential; the budget must be viewed in multiple-year terms and to that end the program review now in process should contribute significantly.

The 175th Anniversary Campaign

It would, of course, be wrong to imagine that the College has not thought in such ways already. At the time the 175th Anniversary Campaign was being planned, careful consideration was given to the needs of the College over the decade that campaign

would cover. In assessing how important that campaign is to the future of the College, it is vital to remember that its goal of \$40 million was a lean goal, covering only about 50 percent of the then perceived needs.

The initial phase of the campaign has been a triumphant success. It was possible to announce that the three-year target of \$14.5 million had been surpassed at commencement last year, a full half-year ahead of schedule. By the actual anniversary of the kick-off of the campaign, the goal had been exceeded by over \$1 million. The College owes an immense debt of gratitude to all those who made that achievement possible, from General Chairman Vincent B. Welch, of the Class of 1938, to each of the hundreds of campaign workers who so generously placed their time, effort, and money at the disposal of the College. Tangible results of those efforts are readily apparent, most noticeably the new Visual Arts Center, which is commented upon elsewhere in this report.

Success in the first phase of the campaign must, however, be a spur to continued activity of similar intensity during the remainder of the campaign. The second phase, under the chairmanship of William P. Drake, of the Class of 1936, has a formidable task. To achieve the goal, an average of \$4 million a year through gifts and bequests must be raised. That is a challenging goal, but a possible one, providing that the momentum is sustained. In meeting the goal, all aspects of the Development Program, from the Alumni Fund to the Deferred Giving Program, will play a significant role. It is impossible to overstress the importance of success in this instance. Everything that is known about the College's financial future underscores that point. Historically people have responded to Bowdoin's appeals because they believe strongly in what the College is doing and they believe that the College performs its mission well. Bowdoin's capacity to continue to fulfill that mission in a manner consistent with its distinguished past is precisely what the 175th Anniversary Campaign is about. Neither the drama nor the success of the first phase should overshadow the critical nature of the second phase. I have no reason to think that it will. Loyalty and devotion were the two characteristics made most manifest by the Bowdoin family in the initial three years of this program; I am confident that

the same loyalty and devotion will make the rest of the campaign, and hence Bowdoin's future, assured.

The Curriculum

The curriculum lies at the heart of the College's mission. As I have noted in earlier reports, there has been vigorous discussion of the curriculum and of the whole nature of the liberal arts in recent years. In such discussions a wide variety of opinions have been expressed, sometimes so divergent in their nature as to give, unwittingly, the impression that the College has lost a sense of its central purpose. Nothing could be further from the truth. In company with the rest of higher education, Bowdoin has been seeking ways to articulate its purpose in terms that make sense for the late 1970s and the 1980s. But behind all such expressions lies a firm faith in Bowdoin's mission as a liberal arts college. This is not the time to be embarrassed by or apologetic about such a faith; instead, it is a time to reaffirm it.

The need for such reaffirmation is one of the key points of the report of the Special Committee on the Curriculum, chaired by Professor Edward J. Geary. After protracted and intense discussions that committee, which I appointed nearly two years ago, has presented an extensive report to me. I forwarded my recommendations on its suggested courses of action to the April meeting of the faculty. I concur fully in its view that we need to state more vividly the intention of a liberal arts education. Making such a statement is, however, more than a matter of placing some words in the catalogue or the view book for prospective students. It requires a statement of policy by the College as well. The Geary Committee has pointed out that after the removal of mandatory distribution requirements most students have continued to elect a broadly distributed course program. That is as it should be, but I think it is incumbent upon the College not just to accept the fact that it happens in most cases but also to create structures that ensure it does happen. Exposure to more than one field and appreciation of more than one mode of perception are central to the idea of a liberal arts education. It is with this in mind that I have recommended to the faculty (contrary to the recommendation of the Geary Com-

mittee) the reintroduction of some form of distribution requirements. In like manner, it is important for students to know one area, one mode of perception in great enough depth to appreciate the limits to knowledge that can only be known by deep immersion in a subject. Towards that end, I have recommended to the faculty that comprehensive examinations be reintroduced for all seniors who are candidates for honors.

The Geary Committee has drawn attention to a number of other areas as well. It has rightly laid great stress on the first two years of the Bowdoin experience, and though it has suggested few concrete actions in this area, it has brought to our attention a matter of considerable moment. It has also made some pointed comments (and some useful suggestions) about the advising system. In doing so, it has again concentrated on the first two years. I think attention could well be given to the functioning of the advising system throughout the four years a student is here, and such recommendations as I have made to the faculty in this area reflect that belief. Finally, the committee has argued for a College commitment to broad-based interdisciplinary work, accessible at the freshman level. Both the specific course and the format it has suggested are interesting, but I do not think the discussion has exhausted the possibilities. The course suggested (a modified "Great Books" course) could well serve for the humanities, but I feel strongly that the College needs to develop similar structures for other areas as well. At the time of my inauguration I made a suggestion that future studies be incorporated into the undergraduate curriculum. That suggestion elicited little response at the time but I continue to think it is a valid one. Knowing the dimensions of our alternative futures in all their manifestations, be they political, economic, ecological, social, or moral, seems to me an important concern of the liberal arts. Such a study could well be encompassed within the sort of framework the Geary Committee has suggested.

While the Special Committee on the Curriculum was completing its work, the Faculty Committee on Curriculum and Educational Policy was pursuing a major review of the curricular offerings of each department in anticipation of a reaccreditation study of Bowdoin by the New England Association of Colleges and Secondary

Schools. This review has given the most important curricular committee of the faculty an opportunity to examine every facet of course offerings at Bowdoin. As a result of this review I anticipate that a number of recommendations will be made. Departments will be asked to reach out and cooperate with other departments to promote interdepartmental courses offering instruction in areas presently neglected in the Bowdoin curriculum. The review indicates the need for additional faculty in several areas. Budgetary constraints will make it very difficult to respond to these needs quickly, but it is important to see where they are and to make every possible effort to accommodate them. The Committee on Curriculum and Educational Policy of the faculty has, moreover, come to a new awareness of the role it should play in assuring the coherence of curricular offerings. The process of review is still in progress at the time of this writing, but I think we can already say that the College has taken a careful inventory and, while we find our house in good order, we know where improvements can and should be made.

As a result of the effort of both these committees, important improvements should occur in the educational program offered at Bowdoin. As students enter they will encounter a clearly focused description of a liberal arts program. With the guidance of a faculty adviser, students will be asked to chart a program of study which accommodates their plans and the expectations of the College. More faculty time and attention will be focused on instruction during the first two years. As each student progresses through Bowdoin, more interdepartmental instruction will be available. These are the general outlines of the curricular planning which is beginning to emerge.

Budgetary constraints place real limits on our planning for curricular development. However, the generosity of two foundations, the Ford Foundation and the Andrew W. Mellon Foundation, has made possible important improvements in Bowdoin programs. The Mellon Foundation awarded the College \$250,000 to be expended over the next five years, beginning in September 1975. The general purpose of the grant, awarded under the foundation's program for faculty development, is to give Bowdoin faculty members an op-

portunity to conduct research related to teaching and develop new courses or redesign existing courses. During the present year, the grant has supported research and provided travel funds in support of research related to teaching in art and archaeology, made available development funds for a new course in economics, and provided funds to explore the use of video taping of classroom activities to help identify good teaching practices. Funds awarded for next year include the support of four Mellon Fellows, one each in the Departments of Classics, English, Philosophy, and Religion; these fellows will work with a faculty mentor in a program in which both mentor and fellow will cooperate in shaping the content and structure of new or established Bowdoin courses. Support for an interdisciplinary course on mythology has also been provided, as has support for new courses in history, religion and Russian. The start made under the Mellon program promises to assist the continuous renewal of the curriculum by the faculty.

Using the support offered by the Ford Venture Fund we have been able to establish a program of Undergraduate Instructional Fellowships. This program permits some of the most gifted undergraduates to work with Bowdoin faculty in the preparation and presentation of courses. Undergraduate Instructional Fellows help tutor freshmen and sophomores in introductory science, they help religion students gain access to foreign language literature, they assist in introducing students to the complexities of computer programming, and they help introductory students plan programs of research in sociology. Specific educational problems have been solved with the assistance of the Ford grant. Instruction in science which is accessible to nonspecialists but which is, at the same time, rigorous and experimental, involving laboratory work, has long been a goal of the science program. This year the Chemistry Department offered a course analyzing problems in the measurement of air pollutants. Laboratory exercises were an integral part of the course but the course was open to students without previous specialized training in chemistry. The laboratory equipment for this course was provided by the Ford Venture Fund. In this case, imaginative use of the funds available from this grant had marked success in making laboratory science available to nonspecialists.

Similarly, the Sociology Department has been eager to develop an introductory course which reflects sociology as it is practiced today. Most introductory courses in sociology involve lectures and reading but fail to give the student immediate experience in sociological research which is the principal activity of practicing sociologists. Utilizing the support of both the Ford and Mellon funds, the Sociology Department is preparing instructional manuals, making computer terminals available, and planning research projects which will enable first semester students to participate in sociological research instead of merely reading about it.

Many other examples of useful projects supported by these funds can be cited. Equipment for an interdepartmental laboratory course for advanced science students is now available. Audio-visual materials have been purchased for courses as different as African history, Shakespeare, and Spanish literature. Video tape equipment has been purchased so that lectures can be recorded and replayed, and prepared cassettes of foreign language television programs can be purchased and made available to undergraduates. In a time when the College must husband its own resources carefully, these foundation funds have made it possible for the College to support imaginative and flexible ideas for program development.

The Senior Center

As it has in the past, the Senior Center program has contributed to the College this year in several different ways. As the sponsor and host of lectures, concerts, seminars and various other programs, the Center continues to play an important role in Bowdoin's cultural life. The program and the Center's staff are frequently helpful to members of the College who want to initiate programs to enrich campus life. This year, for instance, the Center has helped make possible several dance, musical and dramatic events sponsored by student groups, and a highly visible and successful series of faculty lectures. This series deserves special commendation. In both semesters members of the faculty presented lively and informative lectures on medieval and Renaissance culture to large audiences. It was striking proof of the talent resident, in effect, in our own backyard. There is discussion of similar series of lectures for ensu-

ing years and it is fervently to be hoped that a precedent so splendidly set will be vigorously taken up.

The academic component of the Senior Center, the Senior Center Seminar program, is diverse and flexible. During 1975-76, sixteen seminars were offered on a variety of topics in the arts, literature and religion (7), social sciences (3), politics, public affairs and social movements (5) and science (1). While some of these were courses which might have been offered in regular departments, most were not, either because the topic of the seminar did not fit into the regular departmental offerings or because department members did not have the time or the expertise to teach the seminar.

Student interest in the Senior Center Seminars seems to be at an all-time high. In part this reflects the increased number of students at the College and the corresponding relative decline in the number of other small courses. But the Senior Center Council attempts to be responsive to student interests as it plans the seminars and it has reported that the fact that it has been able to draw upon an increasingly large and expert pool of potential instructors has made it easier to offer seminars students want to take. In order to accommodate more students in the seminars, the limit on enrollment has been raised and one seminar this spring was sectioned. Even so, a large number of students are not able to get into a seminar of their choice and there have been lengthy waiting lists for several seminars. The problem was compounded this year by the fact that budgetary considerations prevented the Senior Center Council from offering all the seminars it wished.

The Senior Center Council has again expressed concern about the growing number of adjunct instructors in the seminar program relative to the number of regular Bowdoin faculty. During this academic year, four seminars were taught by regular Bowdoin faculty, three by otherwise nonteaching Bowdoin staff and nine by adjunct faculty. Adjunct faculty appointments are not limited to the Senior Center program, but, for several reasons, they tend to be more concentrated and visible there. The number of adjunct instructors in the seminar program has grown since 1971-72, when this type of seminar began, while participation by full-time Bowdoin faculty has declined. Most academic departments cannot spare

a department member to teach a Senior Center Seminar and very few faculty members are willing to teach a seminar as an additional course. The faculty positions which were added in 1964 to make the seminar program possible have now been absorbed almost entirely by the academic departments.

The Senior Center Council has reaffirmed its conviction that the College benefits educationally from its efforts to match the expertise, talent and experience of adjunct faculty with the interests and needs of Bowdoin students. This matching is done with great care in order to assure that the result will be likely to extend and enrich the curriculum without undermining its basic philosophy. This use of the seminar program contributes to the diversification of the Bowdoin curriculum with a limited and clearly short-term investment of resources. Varied and flexible relationships with the departments are possible with adjunct appointments. Opportunities can be quickly turned to the College's advantage. For example, this year the appointment of a speech pathologist extended the offerings of the Department of Psychology in a way that was welcomed by the department. A seminar in early music brought together fortuitous circumstances—the proximity of two outstanding musicians and teachers and a gift to the College of a collection of early musical instruments. In some cases, further independent study has grown out of a seminar. And there have been several instances in which seminars by adjunct faculty have led to summer or postgraduation jobs for students. On occasion seminars taught by outsiders have had an unexpected impact. For example, the Model Democratic Convention held in February was conceived at a meeting of a Senior Center Seminar with a speaker after he had given a public lecture.

The Senior Center Council concluded its annual report to the faculty as follows: "The Council does not wish to claim too much. Each seminar is a risk, and each has its story. But in the main, adjunct instructors bring courses to our campus which probably could be offered by the academic departments only with greater difficulty and cost."

At the end of this academic year, Professor James E. Ward III comes to the end of a five-year term of appointment as director of

the Senior Center, and he has indicated that he does not wish to be reappointed. The approach of this change in leadership has intensified the discussions regarding the future of the Senior Center, and a committee has been formed to consider the various options available. Considerable hope has been expressed that the Senior Center not only can continue to perform the valuable functions it already serves but also can become a focus for the development of interdepartmental programs in such areas as East Asian studies. What will be the outcome of the committee's discussion remains to be seen, but a major opportunity exists to redefine and further utilize a program and an exciting architectural complex that have already brought much of value to the College.

Admissions and Student Aid

Last summer Bowdoin reluctantly accepted the resignation of Richard Moll as director of admissions. Mr. Moll, who had served Bowdoin so well for nearly a decade, left to become director of admissions at Vassar College. During his service at Bowdoin, he made important contributions to our admissions program. In the past decade, Bowdoin has become far better known outside New England than was the case previously, and in the last years of his service at Bowdoin, Mr. Moll led us to expect that between 3,000 and 4,000 students would apply to the College annually. In addition, he took the lead in recruiting women students to attend Bowdoin after the historic decision was made that Bowdoin should be a coeducational college.

To replace Mr. Moll as director of admissions, I was pleased to appoint William R. Mason III, of the Class of 1963. Mr. Mason has had extensive experience on the admissions staff of Yale University and Williams College. He joins our staff at a time when considerable challenges face the Admissions Office. National projections indicate that the eighteen-year-old age group will shrink in coming years at the same time as a decreasing proportion of that group choose to enter college directly. In addition, the proportion of college-age youth who choose to enter the independent as opposed to the state sector is also in the process of decline. I am confident that, given his extensive experience and his deep understanding of

Bowdoin, Mr. Mason can lead our admissions program through a potentially difficult period with distinction.

This year Richard F. Boyden has directed the admissions program superbly as acting director of admissions. Under his leadership, we have reviewed fully as many applicants as last year, indeed even a few more. While other colleges have experienced difficulty in attracting large numbers of good students, Bowdoin still enjoys the luxury of a strong and well-qualified applicant pool. Such a luxury should not, however, lull us into a state of complacency. We must set as an important goal that the College continue to offer a sound education and that costs be kept within reason so that qualified students will continue to be attracted to Bowdoin.

The work of the Commission on Admissions chaired by Trustee William C. Pierce, of the Class of 1928, bore its fruits this year. The report of the commission, after being reviewed by the faculty and the Governing Boards Committee on Educational Programs, was brought to the mid-winter meeting of the Governing Boards. The recommendations of the commission were approved, the most important of which established the policy that we shall admit men and women students in the freshman class in the same proportion as they appear in the applicant pool. This policy will be in effect for two years. After that experience the Governing Boards will carefully review our admissions policy again. In the remainder of the report, the Pierce Commission established broad guidelines for the conduct of admissions which should prove of great value in the coming years by defining what policy should be with respect to the admission of legacies, minority students, and athletes. The commission strongly recommended that new housing be found for the Admissions Office. At the time of this writing a final decision has not been reached on this matter, though it is hoped one will be in the very near future. The case for relocating the Admissions Office has been persuasively made, and implementation of that recommendation should be considered a high priority item.

For many years the College's financial aid policy has been to meet the full need of all Bowdoin students who qualify for aid and who are making normal progress toward their degrees. Whether that policy is effective or not must depend upon the availability of

funds in any given year, but, for as long as the policy has been in existence, Bowdoin has given the highest possible priority to meeting its commitments in student aid. For several years now student aid resources have been sufficient to satisfy the demands of College policy. In 1975-76, we were able once again to meet the full, calculated need of all Bowdoin undergraduates except for funding five transfer students at the time of their admission to Bowdoin. Although we were able to assist those five students at mid-year, our failure to help them initially illustrates the continuous and rapidly increasing strain we are under to maintain our financial aid program at its present level of effectiveness. The cost of attending Bowdoin is rising each year and the pressure on aid resources is mounting along with it. The following tables tell an already too familiar story in graphic fashion:

	<i>Cost of Attendance</i>	<i>Number of Aid Recipients</i>	<i>Total Aid</i>	<i>Increase</i>
1973-74	\$4,750	423	\$ 953,675	
1974-75	\$5,250	425	\$1,132,950	\$179,275
1975-76	\$5,600	423	\$1,291,000	\$158,050
1976-77 (est.)	\$6,200	440	\$1,475,000	\$184,000

It is important to note that the number of aid recipients is not increasing in any substantial way; we must work very hard, indeed, just to maintain our present level of effectiveness. While we can take some pride in our success over the past few years, we may have achieved it by paying another kind of price. The family income distribution of the aid recipients confirms a pattern that has been evident for several years now:

<i>Family Income</i>	<i>1971-72</i>	<i>1972-73</i>	<i>1973-74</i>	<i>1974-75</i>
0-\$10,000	178 (41%)	147 (35%)	133 (32%)	112 (26%)
\$10,000-\$20,000	220 (50%)	230 (55%)	225 (53%)	222 (53%)
Above \$20,000	34 (8%)	41 (9%)	65 (15%)	89 (21%)
Totals	432	418	423	423

Final data are not available for 1975-76 yet, but every indication points to a continuation of the same trend. Even allowing for the effects of inflation, the figures remain troublesome in several respects. We can and we must provide increasing amounts of aid to

students from middle and upper-middle income families as the cost of attending Bowdoin rises. At the same time it becomes increasingly apparent that our cost threatens to discourage a significant part of the population from considering a Bowdoin education. Despite a vigorous recruiting effort by the admissions staff, we have watched our appeal to those from the low and lower-middle income segments of society dwindle in just a few short years. As we study this phenomenon in the years ahead to determine how much of an economic imbalance within the student body really exists, we must be aware that correcting it will add a new and very expensive dimension to our student aid commitment. Maintaining the current student aid standards is already expensive. We can scarcely do less, but doing more will have major budgetary implications. Consideration of long-term policy in the area of financial aid must be a key ingredient in any discussion of the future financing of the College.

Student Life

In my last report, I mentioned that students had devoted much energy to a total reorganization of the student government. A fifteen person Board of Selectmen now considers routine matters of student concern in its weekly meetings. At least once a semester, issues requiring broader airing are brought to the entire student body in a town meeting, and the reactions of the assembled students are conveyed to appropriate faculty committees or administrators for their consideration.

Even an administration which enjoys the openness and relative ease of communication a small residential community affords may find it difficult to determine which student problems are general, pressing and in need of attention in contrast to those which are shared by a small but vocal minority whose proposed solutions might not benefit the majority of their peers. Having a recognized forum for discussion of campus issues has made possible a more orderly exchange of ideas and a relatively accurate sampling of student opinion.

One issue of community concern where student opinion played an important role was the evaluation of the college calendar. As I noted last year, the present calendar drew mixed reviews during its

first year of operation. For some, the compression necessary to fit a semester's work, including exams, into the weeks between Labor Day and Christmas was thought to be beyond endurance. For others, the Christmas holiday free of impending exams more than outweighed the end-of-semester scramble. In a special town meeting called to discuss the calendar, students weighed the relative merits of several alternatives and came out strongly in favor of the present plan with minor alterations. The faculty had its own lengthy debate over the same options and, swayed by the strong student sentiment, eventually voted to continue for another year the present calendar with the modifications suggested by the students. Serious questions of educational quality are at issue in these discussions. The faculty debate, both on this issue and on the related issue of the uses to which the reading period should be put, indicated clearly that the last word has not been spoken on the matter of the calendar. Obviously, the College cannot contemplate the restructuring of its calendar every year and all are aware that major alterations from the present pattern would require about two years' lead time, but, those points considered, it seems to me inevitable that the coming months will lead to further discussions of the best calendar for Bowdoin.

At a time when the needs of a larger student body have placed strains on faculty and professional staff, we have tried to be more inventive in employing an under-used resource, students themselves, to provide extra assistance in dealing with personal and academic problems. Essential to a Bowdoin education is the concept that learning should not be transferred only from professor to student, but also from student to professor and from student to student. As mentioned above, the Bowdoin Undergraduate Teaching Fellowship Program is one example of students learning by teaching their peers. Many freshmen in science, mathematics and economics courses benefited tremendously from the extra hours spent with an upperclass tutor. Another example is the Peer Counseling Program under which a group of students carefully selected, trained and supervised by the College Counselor are learning to help their fellow students find answers to personal questions that do not necessarily require the intervention of a professional. In the

same vein, the expanding duties of dormitory proctors provide them the opportunity to assume more and more responsibility for the welfare of their fellow dormitory residents.

It is a genuine pleasure to report that student creativity and extra-curricular involvement in the arts has flourished in the current year, even under the pressure of demanding academic work. The Fortieth Annual Student-Written One-Act Play Contest, held this year in memory of William H. Moody, of the Class of 1956, brought twenty-six entries, the largest number ever submitted. The Masque and Gown's fall production of Percy MacKaye's *The Scarecrow*, based on a short story by Nathaniel Hawthorne, Class of 1825, merited an invitation to the American College Theatre Festival, and one senior was invited to the Irene Ryan Auditions as a result of his performance in that play. The Broadway musical *Two Gentlemen of Verona*, with a score that would be ambitious for a professional group, was staged in Pickard Theater for capacity crowds this spring. A Bowdoin senior undertook all the musical direction for this smash hit. It is always heartening to discover the range of talent in the Bowdoin student body. A member of the audience was overheard commenting that only at Bowdoin could a show-stopping song and dance performance be rendered by a senior premedical student who had never been on stage before.

Students have quickly become at home in the new Visual Arts Center. Rotating exhibitions of student sculpture, painting and photography are regularly on display in the hallway galleries. Participants in art classes and members of the student-founded Bowdoin Art League are looking forward with excitement to the Festival of the Arts which will celebrate the dedication of the Visual Arts Center later this month. Each week's calendar has brought announcements of student instrumental or vocal recitals, and all are awaiting the spring performance of Orff's *Carmina Burana*, which the Bowdoin College Chorale has been preparing for two semesters.

In short, though some may have misplaced it temporarily under the academic pressure of the first semester, Bowdoin students have clearly not lost their capacity to have a good time. At the instigation of the Bowdoin Art League, the traditional winter snow sculpture

contest was revived this year. The winner was a "triumvirate" featuring the President, the Dean of Students, and the Assistant Dean of Students. It might be added that opinions varied rather widely as to the work's degree of resemblance to the originals. Semi-formal dances are back, and students have decided to fill one gap in their social education by hiring a dancing teacher to give lessons in the fox trot and other dances where "doing one's own thing" is no longer acceptable. Last year's popular student band entitled "Platefull of Food" has been reconstituted this year as "Larsson's Lunchbox" and has drawn large crowds at informal entertainments. St. Patrick's Day offered a convenient excuse for an Irish festival under the auspices of the newly formed Celtic-American Society with songs, readings, and a parade featuring St. Patrick himself. Even the Bowdoin College Precision Marching Band got into the spirit of things with a tongue in cheek half-time performance on the ice during the ECAC Hockey Tournament semifinals.

One major campus event this year was the Bowdoin Model Democratic Convention. Conceived and overseen by a pair of energetic seniors, the convention grew into a campuswide project involving over four hundred student and faculty delegates. Months of planning, polling state Democratic leaders, and meeting with faculty advisers, visiting lecturers, and journalists to gain perspectives on issues of national scope culminated in mid-February in the three-day model convention. In the course of the exercise, students tailored the National Democratic Committee rules to fit their own convention, drew up a platform reflecting student opinion on key domestic and foreign issues, and studied carefully the preferences of Democrats across the country in order to play their roles as accurately as possible. Whether or not the ticket selected after nine long ballots—Humphrey-Carter—will be the one to emerge from the actual convention this summer is hardly important. Though it was highly controversial at times, participants and spectators alike generally agreed that the model convention turned out to be a valuable learning experience in the practical application of political science.

Fraternities at Bowdoin continue to occupy a prominent place

in the social lives of Bowdoin students. Although the percentage of students electing to join fraternities has dropped in the last decade, it has leveled off now at about 60 percent. This year all nine active fraternities welcomed women as full or social members. There is a movement afoot, led by a junior and a freshman, to re-open Alpha Delta Phi with the thought that it can be made more responsive than other houses have been in recent years to the needs of Bowdoin students. This fall concern was raised by freshmen and fraternity members alike about the confusion of rush and the short time available to consider a decision which for many would have serious and lasting effects on their Bowdoin experience. Through the Interfraternity Council, the fraternities and the Dean of Students are evaluating the present rush system and are looking toward reshaping rush activities within the structure of freshmen orientation.

Intercollegiate teams continued to do well during the past year. The women's varsity basketball team went undefeated except for one game. The men's track squad won the Maine State title. The swimming team defeated such perennial powers as Springfield College and Williams College. The hockey team continued to excite students as well as townspeople, winning the Eastern College Athletic Conference Division II championship for a second successive year.

During the year the Athletic Committee of the faculty reviewed the offerings available to women students in light of the interests expressed by women and the increasing number of women students at Bowdoin. There is ample evidence on the campus of the national trend of increased participation by women in organized sports. To meet the needs of women students we plan to employ an additional coach for women's sports. There is a need to provide more locker room facilities for women and to offer women a share of the space available in Pickard Field House. But with some additions to the excellent plant and capable athletic staff, the College can meet the needs of women students.

The athletic program was one area of Bowdoin and other colleges that attracted particular attention in the press at the time the guidelines for implementing Title IX came into effect. Despite the fact

that press coverage concentrated on this one aspect, it should be remembered that Title IX applies to every aspect of the College's operation except the admissions process. The College has by now nearly completed a thorough review of all of its programs to see that they offer equal treatment to both men and women. This examination, mandated by federal legislation, has proved to be both a useful inventory of the steps taken during the last five years to provide for the education of women and a guide to future policy. Certain changes, such as those mentioned in connection with the athletic program for women, will be necessary in order for the College to continue to be in compliance, but the process of effecting those changes is well advanced.

Contemplating the Future

The picture that emerges of Bowdoin in the spring of 1976 is one of a busy college, sharing to the full in the world around it. It goes without saying that that world is replete with problems, tensions and disappointments, as well as opportunities for joy and for achievement. These manifestations of the world beyond the campus impinge on the daily life of all on the campus, as do the effects of those things which the College has had to do to respond to outside pressures, many of them of the economic variety. It would be idle to pretend that the combined impacts have not, at times, had marked effects on morale on the campus.

The fall semester contained a number of unhappy moments for students and faculty alike. All of us realize the impact of the change in the faculty-student ratio which has taken place since 1970. The College, as noted above, has grown from 900 to 1,300 students while retaining the same number of faculty. Clearly this change has taken its toll. On the average, classes are larger, each faculty member must teach more students, and faculty find it more difficult to spend that personal time with students which is such an important part of a residential college.

The general picture of our national economy did not serve to brighten the mood of the campus. The faculty find it difficult to recommend to the best students that they pursue careers in higher education since so few openings are available for teaching positions

in colleges and universities. The competition for placement in professional schools continues to be exceedingly keen. Across the nation, voices have been raised to question the relevance of a liberal arts education in a society where vocational opportunities are so limited.

No miraculous potion is available to calm these anxieties. I have met frequently throughout the year with groups of students to discuss their concerns and consider their suggestions for the improvement of our College. From all the discussions that have taken place on the campus, there emerges an awareness that Bowdoin still occupies a favored place in higher education. Reduced budget and curtailed programs have been imposed much more severely at many institutions than they have been at Bowdoin. The generous action of the Governing Boards in arranging appropriate compensation for all college employees for the next academic year has served as a vote of confidence in the future of Bowdoin.

To be sure, Bowdoin is not exempt from financial pressure and scrutiny of its program. We must achieve substantial savings but I am convinced that this can be done while still preserving the quality of the educational program and the morale of students and faculty. In fact, I would observe that, the more carefully we examine the College, the more we appreciate the rich educational opportunity Bowdoin offers each year to its students.

Our affection for Bowdoin's past and present should not blind our eyes to the real problems higher education faces in the years ahead. The resources available in our society to support all social services, education included, are limited. We at Bowdoin are charged with the responsibility to make the best use of all resources we have at hand and to convince students and our supporting constituency alike that our educational program is sound. To this end, we shall continue to listen to all who have constructive criticism and suggestions which can help us improve education at Bowdoin. At the same time we analyze the past and debate the present in the classroom, we must chart the future for a college which will educate youth in a changing society.

Change and challenge are, needless to say, the most perceptible characteristics of the future we can discern. Some years ago, I sug-

gested that American higher education was about to enter the most testing period it has experienced since the foundation of the Republic. It is with no particular sense of satisfaction that I note that prediction coming true in all sorts of ways in this Bicentennial Year.

Many of the dimensions of the problem are indicated elsewhere in this report. Obviously the financial future comes quickly to mind. The assumptions on which colleges have been financed in the past and the life-style to which they have become accustomed are both under severe pressure, and it cannot be expected that everything will be left intact. The competition of the quality private institutions for the best students and the best faculty can be expected to increase sharply, and that will exert tremendous pressure on all, no matter how distinguished their historical record may be.

While there are many aspects of a puzzling future that we must consider, two, I think, deserve special comment at this time. The first is related to our status as an independent institution, the second to our sense of mission.

Over the years, a number of people have looked to federal and state governments as the saviors of private education. But the relation of government to a private institution is seldom so simple and uncomplicated as such a statement might suggest. Bowdoin is the recipient of significant aid from such sources, especially from the federal government. It comes mainly in the form of various types of financial aid to students, and there is little to criticize in that. Indeed, our national government lags behind a number of other nations in the aid it provides to the student population. Such aid involves, perhaps, the minimum number of strings that government attaches to the money it distributes to education, though the debates over BEOG's and SEOG's indicate that even within the area of student aid the government can exert considerable influence on the future of the educational structure by creating circumstances in which such aid flows, via the students who carry it, more easily to some types of colleges than it does to others.

Many have urged other forms of government aid to colleges and universities. There are models for structures by which such aid can be transferred with a minimal opportunity for government interference. The University Grants Commission in the United King-

dom is such an example, but even it has not been totally immune to the temptation to follow government money with government control. In any case, the complexity of creating such a body to cope with the vast number and variety of institutions in this country would be very great. Given that situation, it seems clear that private colleges should be very cautious about the extent to which they intend to rely on the federal government for support. The United States is highly unusual in having a well-defined independent sector in higher education. That independence is too valuable to toss away in the futile hope of obtaining governmental funds without strings attached.

Yet even if the government does not provide substantial funds to an institution, it makes considerable inroads into the way an institution functions. All those concerned with independent education need to be aware that federal relations is an increasingly significant aspect of college administration. It is ironic that some of the most frustrating impingement of the government comes as a result of legislation that is not only well intentioned but is also reflective of ideals, aspirations, and commitments that the College shares. Three examples will perhaps illustrate this. Title IX, which deals with sex discrimination, is not in any way incompatible with the philosophy of the College. Indeed, the hopes of the legislation and the intentions of the College coincide. Yet the guidelines that determine how those intentions should be realized have the potential to create considerable problems; in the matter of grievance hearings alone, they have a tendency to create structures so Byzantine in their complexity that those with grievances may, in fact, be deterred from using them. The new pension legislation is also obviously well intended, yet being in compliance with it requires a rewording of the description of the College's pension plan that changes it from a four-page document to a seventy-one-page document which few will have the perseverance to wade through. The same sort of thing can be said about the OSHA regulations, the financial implications of which are staggering.

It is doubtless fortunate that such legislation is well intentioned, yet it does not require much cynicism to suggest that not all the voices one hears in Washington are even well intentioned. The in-

dependent institution finds itself caught in an increasingly intricate and complex web of legislation and regulation. If it is to preserve its independence, it must exercise its vigilance. The diversity that has been the greatest strength of American higher education is ultimately at stake.

The second aspect to which I would draw attention concerns our sense of mission. There is, in this kind of college, a growing tension between liberal learning and vocationalism. It think it is important to consider that the two need not be incompatible. Liberal learning, after all, must be *for* something; it must prepare students to undertake an active and concerned role in the world beyond the campus. If it does not do that, it is a luxury society can ill afford. Yet how should it best be done? The traditional answer has been that liberal education produces a characteristic style of thinking that is at once informed, questioning, and flexible. I think that answer retains its validity, and I am convinced the College should not be hesitant to maintain it vigorously. It would be extremely shortsighted of the College, under the various pressures of the time, to allow too large an intrusion of narrowly defined vocational courses into its curriculum; instead, the College must hold firm to the principle that liberal learning is a valuable preparation for the citizens of the future because it provides them with a flexibility of thinking and approach that is essential to a rapidly changing world. Today's narrowly trained specialist, lacking in that flexibility, is one of tomorrow's potential social tragedies, expert in knowledge and techniques that have become outmoded and lacking in the capacity to change and adjust. The liberal arts, if properly pursued and effectively taught, should produce quite different kinds of results. There are great social and political pressures to measure education in terms of the immediate vocational impact; colleges of liberal learning must not be afraid to resist such pressures and must not hesitate to identify the shortsighted character of them.

These two areas, federal relations and the pressures of vocationalism, are only part of the circumstances that make this a very testing period for higher education. The day when the academy won automatic approval is over; higher education promised too much a decade ago, failed inevitably to produce what it promised, and now

must live with the resulting loss of credibility. Money is tight; the future is uncertain. But before we drown ourselves in a torrent of self-pity, let me suggest a historical parallel, somewhat overstated, but I think, nonetheless, to the point. In many ways, we are witnessing something approaching an academic Dunkirk. That is serious and it is worrying, but we know that such experiences can be turned into positive directions by the spirit of those experiencing them. I think that is what will happen to American higher education. Perhaps many are still dazed and confused by the changes that have seemingly come so quickly. But with clearer perception, we will be able to rededicate ourselves to our task, and we will do so with spirit, realism, and determination. I am confident that Bowdoin has the inner resources, the sense of mission, and the vision that will make that possible. Testing times are not synonymous with bad or evil times. They are, on the contrary, times that reveal the real strengths of character, purpose and will in people and their institutions.

DeMortuis

Frederick Powers Perkins, B.S., of the Class of 1925, retired senior vice president of Aetna Life and Casualty Company and a member of the Governing Boards since 1962, died on November 4, 1975, in Hartford, Connecticut. One of the pioneers in the development of Aetna's group annuity business, Mr. Perkins joined the company following his graduation *cum laude* from Bowdoin. In 1954 he was named a vice president, and a year later he assumed responsibility for Aetna's group insurance and pension operations. He was elected a senior vice president in 1958 and a director of the company in 1959. He retired in 1969. In Bowdoin affairs he was president of the Alumni Association and Alumni Council in 1961-62 and president of the Bowdoin Club of Connecticut from 1953 to 1955. He was elected to the Board of Overseers in 1962 and became a Trustee three years later. Active in both the Capital Campaign and 175th Anniversary Campaign, he was for many years chairman of the Committee on Deferred Giving. Survivors include his widow and a son, William '56.

William Henry Gulliver, Jr., A.B., LL.B., of the Class of 1925, senior partner in the Boston law firm of Powers and Hall and mem-

ber of the Board of Overseers since 1965, died on March 20, 1976, in Boston. Following graduation from Bowdoin, he entered Harvard Law School and received a bachelor of laws degree in 1928. In 1950 he became a partner in Powers and Hall. From 1953 to 1957 he was chairman of the Port of Boston Commission. The director of several corporations, he was for the past twelve years a counsel for the Arthur D. Little Company. In Bowdoin affairs he was active in admissions and placement work and was a volunteer worker in the Sesquicentennial Fund, the Capital Campaign, and 175th Anniversary Campaign. For more than fifty years he was secretary of the Class of 1925, which he also served as treasurer from 1925 to 1955. He was a member of the Alumni Council from 1949 to 1952 and was a former secretary, director, and president of the Bowdoin Club of Boston. Survivors include his wife, son William '62, and brother John '28.

Ralph Trafton Ogden, M.D., of the Class of 1921, a retired radiologist and member of the Board of Overseers since 1963, died on July 10, 1975, in Portland. Following his graduation from Bowdoin and the Harvard Medical School, he practiced medicine in Hartford, Connecticut, for forty years, retiring in 1965. He was a past president of the American Radium Society, the Connecticut State Medical Society, and the Hartford County Medical Association. He was also a fellow of the American College of Radiology and the American College of Physicians. In Bowdoin affairs he was president of his class, a former president of the Bowdoin Club of Connecticut, and president of the Alumni Council and Alumni Association in 1962-63. Survivors include his widow and a brother.

Sumner Tucker Pike, Sc.D., LL.D., of the Class of 1913, an active member of the Board of Overseers from 1939 to 1966, died on February 20, 1976, in Lubec. After having been vice president and a director of the investment firm of Case, Pomeroy, and Company for twelve years, Mr. Pike began a distinguished career in government service in 1940, when President Roosevelt appointed him to the Securities and Exchange Commission. Six years later he resigned to become a member of the Atomic Energy Commission, of which he was chairman in 1950-51. He returned to Lubec in 1951 and from 1953 to 1956 he was chairman of the Maine Public Utilities

Commission. In the following years he served state government in a variety of positions during both Republican and Democratic administrations. Mr. Pike received the Alumni Service Award in 1949 and honorary degrees from Bowdoin, Bates, Colby, the University of Maine, and Centre College in Kentucky at various other times. In 1960 he established the Lubec Scholarship Fund at Bowdoin, and from 1961 to 1965 he was president of the Board of Overseers. Surviving are a sister and three brothers, including Alger and Radcliffe both of the Class of 1925.

Dan Edwin Christie, Ph.D., of the Class of 1937 and Wing Professor of Mathematics, died on July 18, 1975, in Brunswick. Graduated *summa cum laude* and a member of Phi Beta Kappa, Professor Christie took his advanced degrees from Princeton and was a Henry Fellow at St. John's College, Cambridge University, in 1937-38. He returned to Bowdoin in 1942 as an instructor in physics and mathematics. He was promoted to full professor in 1955 and was named to the Wing Professorship ten years later. Under his leadership the Department of Mathematics greatly expanded its research capability in algebra. He was director of the Academic Year Institute program from 1965 to 1969 and of Bowdoin's Advanced Science Seminars, which were designed to stimulate postgraduate education and research in mathematics, from 1965 to 1971. A member of several professional and scholarly organizations, he had served as chairman of the Northeastern Section of the Mathematical Association of America and as a member of its Board of Governors. In 1966 he was chairman of the Study Committee on Graduate Programs, which assessed the desirability of establishing doctoral programs in the arts and sciences at Bowdoin. Survivors include his widow, a son Mark '66, and granddaughter.

Thomas Curtis Van Cleve, Ph.D., Litt.D., Thomas Brackett Reed Professor of History Emeritus, died on February 9, 1976, in Brunswick. Graduated a member of Phi Beta Kappa from the University of Missouri, he received a doctor of philosophy degree in history from the University of Wisconsin in 1921, six years after he had joined the Bowdoin faculty. At the time of his retirement in 1954, he was the last active member of the faculty to have been appointed by President Hyde. Professor Van Cleve was named the first Frank

Munsey Professor of History in 1925 and was appointed to the Reed Professorship the following year. A specialist on the German Empire in the twelfth and thirteenth centuries, he served in both world wars as an intelligence officer, attaining the rank of colonel and being responsible for the interrogation of many top Nazi leaders, including Goering, Ribbentrop, and von Papen. At the time of his retirement Bowdoin conferred on him an honorary doctor of letters degree, the citation for which said in part, "... a historian in the broad sense, albeit a medievalist of no little note; devoted to Bowdoin throughout his long and illustrious career; his army service in two wars completed with the rank of colonel proves him far more than an ivory-towered scholar." Survivors include a nephew and two nieces.

Retirements

During the past year, Trustee Leland M. Goodrich, Ph.D., Sc.D., LL.D., of the Class of 1920, and Overseers Gilbert M. Elliott, Jr., B.S., of the Class of 1925, W. Howard Niblock, L.H.D., of the Class of 1935, and Arthur K. Orne, B.S., of the Class of 1930, retired and were elected to emeritus standing. Their acumen and dedication to the cause of the College was readily apparent to all during their combined total of fifty-nine years of service on the Governing Boards.

Retiring from the faculty at the end of the current academic year is Albert Abrahamson, A.M., Sc.D., of the Class of 1926, a member of the Department of Economics since 1928 and George Lincoln Skolfield, Jr. Professor of Economics since 1959. As a teacher he has been extremely popular and his courses have been challenging and exciting to students. He has served the College with distinction in a variety of roles, most notably as dean of the faculty, and he has successfully integrated his scholarly concerns with extensive public service. He is, in the old phrase, "a man of parts" who has done much to ensure strength, integrity, and vitality in the College's program.

Also retiring this year are two officers of administration, William E. Morgan, of the Class of 1938, and William H. Coombs. Mr. Morgan, business manager of the Department of Physical Education, has been a member of the Bowdoin staff since 1931. To many

of us, he has been the athletic department. Without his tremendous work over the years, it is difficult to conceive of the department having its present strength. He has played a major role in the development of the athletic program at Bowdoin, and his outstanding work was aptly recognized when he was presented the Alumni Council Award for Faculty and Staff in 1973.

Mr. Coombs, superintendent of buildings and grounds, began working at Bowdoin on a part-time basis in 1936 and became a full-time member of the staff three years later. He was promoted to his present position in 1966. He has been an invaluable member of the staff. His knowledge of the plant is unrivaled and his ability to use that knowledge has made many difficult tasks undertaken by him appear simple to the unknowing. We shall miss his daily contributions to the College.

Respectfully submitted,
ROGER HOWELL, JR.

April 23, 1976

APPENDIX I

Personnel Report

I. APPOINTMENTS

Officers of Instruction

Spencer Apollonio, A.B. (Bowdoin), A.M. (Yale), Visiting Professor of Environmental Studies on the Tallman Foundation (Spring 1976)

William Henry Barker, A.B. (Harpur), Ph.D. (Massachusetts Institute of Technology), Assistant Professor of Mathematics

Frank Nolan Dempster, A.B. (Arizona), A.M. (San Diego State), Assistant Professor of Psychology (Spring 1976)

Gertrude Eleanor Gecewicz, A.B. (Trinity), A.M. (McGill), Ph.D. (Manitoba), Visiting Assistant Professor of Romance Languages (Spring 1976)

Beverly Naomi Greenspan, A.B. (Brown), Ph.D. (Rockefeller), Assistant Professor of Biology

William Vincent Hogan, A.B. (Southeastern Massachusetts), A.M., Ph.D. (Cornell), Assistant Professor of Economics

Linda Hill, A.B. (California-Davis), A.M., Ph.D. (Rochester), Assistant Professor of Mathematics

Samir Kumar Kar, B.S., M.S. (Calcutta), Ph.D. (Indiana), Assistant Professor of Mathematics

Kevin Peter Kelly, A.B., A.M. (Michigan State), Ph.D. (Washington), Assistant Professor of History

Craig Arnold McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Assistant Professor of Sociology

Karen Louise Maguire, A.B., A.M. (Connecticut), Instructor in Romance Languages

Marcus Homer Merriman, A.B. (Bowdoin), Ph.D. (London), Visiting Associate Professor of History

Jeffrey Martin Muller, A.B. (Queens), A.M., M.Phil. (Yale), Instructor in Art

Morton Schoolman, A.B. (Temple), A.M. (Lehigh), Ph.D. (Brown), Assistant Professor of Government

William Lee Steinhart, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Assistant Professor of Biology

Adjunct Faculty and Staff

George Nathan Appell, A.B., M.B.A., A.M. (Harvard), Ph.D. (Aus-

- tralian National University, Canberra), Visiting Lecturer in Anthropology (Spring 1976)
- Frederick Durrie Barton**, A.B. (Harvard), Visiting Lecturer in Political Science (Fall 1975)
- Marie-Josette Bourdin**, Teaching Fellow in French in the Department of Romance Languages
- Dana William Bourgeois**, A.B. (Bowdoin), Visiting Lecturer in the Senior Center Seminar Program (Spring 1976)
- Fontaine Crosby Bradley**, B.S. (Tufts), Teaching Fellow in Chemistry
- Victor C. Brum**, A.B. (Dartmouth), M.S. (George Washington), Ph.D. (Maine), Research Associate in Biochemistry (effective January 1, 1976)
- Douglas Iwen Buckley**, A.B. (Bowdoin), Teaching Fellow in Chemistry
- Hattie R. Carr**, B.S., M.S. (Florida State), Visiting Lecturer in Black Studies (Fall 1975)
- Michael C. Cary**, A.B. (Bowdoin), M.A.T. (Brown), M.A.R. (Yale Divinity School), Visiting Lecturer in Religion (Fall 1975)
- W. Bradford Caswell**, Teaching Fellow in Geology (Fall 1975)
- Dana John Donovan**, A.B. (Bowdoin), Teaching Fellow in Chemistry (Fall 1975)
- Josephine C. Donovan**, A.B. (Bryn Mawr), A.M., Ph.D. (Wisconsin), Visiting Lecturer in the Senior Center Seminar Program (Spring 1976)
- Clarence Lewis Grant**, B.S., M.S. (New Hampshire), Ph.D. (Rutgers), Adjunct Professor of Chemistry
- Mary Katherine Griffith**, B.S. (Bucknell), Research Fellow in Biology
- John Lloyd Hadden**, B.S. (U. S. Military Academy, West Point), Visiting Lecturer in the Senior Center Seminar Program (Spring 1976)
- Robert Bruce Hill**, B.S. (Bowdoin), A.M. (Fletcher School of Law and Diplomacy, Tufts), Visiting Diplomat-in-Residence
- Almon Abbott Ikeler**, A.B. (Harvard), A.M. (Pittsburgh), Ph.D. (London), Visiting Lecturer in the Department of English (Spring 1976)
- George Steven Isaacson**, A.B. (Bowdoin), J.D. (Pennsylvania), Lecturer in Government
- Dominique Juffin**, Teaching Fellow in French in the Department of Romance Languages
- Angus S. King, Jr.**, A.B. (Dartmouth), LL.B. (Virginia), Visiting Lecturer in the Senior Center Seminar Program (Spring 1976)
- Eric Leber**, Visiting Lecturer in Music (Fall 1975)

Edward T. Lee, C.P.A., Visiting Lecturer in Accounting in the Department of Economics (Fall 1975)

Robert E. Lyle, Jr., A.B., M.S. (Emory), Ph.D. (Wisconsin), Adjunct Professor of Chemistry

Morris Newman, Visiting Lecturer in Music (Fall 1975)

Helen Katherine McLin, A.B. (Bates), A.M. (El Colegio de Mexico), Visiting Lecturer in Latin American Studies (Fall 1975)

Lesley Lazin Novack, A.B. (Massachusetts), A.M. (New York University), Visiting Lecturer in Psychology (Fall 1975)

Susan M. Stevens, A.B. (Connecticut), M.S. (Massachusetts), Visiting Lecturer in Anthropology in the Department of Sociology and Anthropology (Spring 1976)

Woodrow B. Thompson, Teaching Fellow in Geology (Fall 1975)

June Adler Vail, A.B. (Connecticut College), Visiting Lecturer in Dance (Fall 1975)

Wigton Fletcher Zamore, A.B. (Bowdoin), Teaching Fellow in Geology (Fall 1975)

Officers of Administration

Frank LeVan Field, A.B. (Harvard College), Ed.M., Ed.D. (Harvard Graduate School of Education), Director of the Counseling Service

Sibyl Waterman Haley, A.B. (Skidmore), Assistant Director of Admissions

Changes of Title

Richard F. Boyden, Acting Director of Admissions

Richard A. Mersereau, Coordinator of Summer Programs

II. PROMOTIONS

Steven R. Cerf, Assistant Professor of German

Thomas B. Cornell, Professor of Art

Herbert R. Coursen, Jr., Professor of English

A. Myrick Freeman III, Professor of Economics

Alfred H. Fuchs, Dean of the Faculty

Charles A. Grobe, Jr., Professor of Mathematics

R. Wells Johnson, Professor of Mathematics

Barbara J. Kaster, Harrison King McCann Professor of Oral Communication

Richard E. Morgan, William Nelson Cromwell Professor of Government

David R. Novack, Assistant Professor of Sociology

Edward Pols, Professor of Philosophy and William R. Kenan, Jr. Professor of the Humanities

Carol J. Ramsey, Assistant Dean of Students

James D. Redwine, Jr., Edward Little Professor of the English Language and Literature

Matilda White Riley, Daniel B. Fayerweather Professor of Political Economy and Sociology

Elliott S. Schwartz, Professor of Music

Donna G. Sciascia, Head, Catalog Department, Library

III. LEAVES

Albert Abrahamson, George Lincoln Skolfield, Jr. Professor of Economics (leave of absence, 1975-1976)

Philip C. Beam, Henry Johnson Professor of Art and Archaeology and Curator of the Winslow Homer Collection (sabbatic leave, spring 1976)

Gabriel J. Brogyanyi, Associate Professor of Romance Languages (sabbatic leave, 1975-1976)

Richard L. Chittim, Professor of Mathematics (sabbatic leave, spring 1976)

A. LeRoy Greason, Jr., Professor of English (sabbatic leave, fall 1975)

Lawrence S. Hall, Henry Leland Chapman Professor of English Literature (sabbatic leave, spring 1976)

John L. Howland, Professor of Biology (sabbatic leave, spring 1976)

John M. Karl, Assistant Professor of History (leave of absence, fall 1975)

Elroy O. LaCase, Jr., Professor of Physics (sabbatic leave, 1975-1976)

Richard E. Morgan, William Nelson Cromwell Professor of Government (sabbatic leave, 1975-1976)

Robert R. Nunn, Associate Professor of Romance Languages (sabbatic leave, spring 1976)

John Rasmussen, Assistant Professor of Mathematics (leave of absence, 1975-1976)

Melinda Y. Small, Assistant Professor of Psychology (leave of absence, spring 1976)

IV. RESIGNATIONS AND TERMINATIONS

George R. Anderson, Assistant Professor of Chemistry

Spencer Apollonio, Visiting Professor of Environmental Studies on the Tallman Foundation

Thomas L. Bohan, Assistant Professor of Physics

Donald G. Caldwell, Assistant Professor of Music
 Frank N. Dempster, Assistant Professor of Psychology
 Zohrab Der-Torossian, Superintendent, Physical Plant Services
 Harry W. Dunscombe, Visiting Associate Professor of Music
 Gertrude E. Gecewicz, Visiting Assistant Professor of Romance Languages
 Sibyl W. Haley, Assistant Director of Admissions
 Linda Hill, Assistant Professor of Mathematics
 A. Abbott Ikeler, Visiting Lecturer in the Department of English
 George S. Isaacson, Lecturer in Government
 Samir K. Kar, Assistant Professor of Mathematics
 Barbara Lauren, Assistant Professor of English
 Susan D. Livesay, Assistant Director of Admissions
 Karen L. Maguire, Instructor in Romance Languages
 Marcus H. Merriman, Visiting Associate Professor of History
 David R. Novack, Assistant Professor of Sociology
 Richard B. Reed, Special Collections Librarian
 Richard Roehl, Visiting Associate Professor of Economics
 Robert J. Small, Assistant Professor of Government
 Timothy M. Smeeding, Assistant Professor of Economics
 Betty S. Smith, Curator of the Peary-MacMillan Arctic Museum
 Susan M. Stevens, Visiting Lecturer in Anthropology in the Department of Sociology and Anthropology
 Virginia S. Stuart, Assistant to the Vice President for Development
 James E. Ward III, Director of the Senior Center
 Harry K. Warren, Coordinator of Summer Programs

*Research, Publications, and Professional Activities
of Faculty and Staff Members*

William H. Barker, Assistant Professor of Mathematics
 "The Spherical Bochner Theorem on Semisimple Lie Groups," *The Journal of Functional Analysis* (1975).
 "Positive Definite Distributions on Unimodular Lie Groups," *The Duke Mathematical Journal* (1976).
 Philip C. Beam, Henry Johnson Professor of Art and Archaeology and Curator of the Winslow Homer Collection
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 Series of lectures on American art given under the sponsorship of the College Women's Association of Japan at the American Center, Tokyo, Japan, January 1976.

Thomas L. Bohan, Assistant Professor of Physics

"Esr of Dried Ferricytochrome c As a Function of pH: Detection of Two Distinct Conformations Near Neutral pH," with Bradley Bagshaw, *Bulletin of the American Physical Society* (1975).

Franklin G. Burroughs, Jr., Assistant Professor of English

"Marvell's Cromwell and May's Caesar: 'An Horatian Ode' and the *Continuation of the Pharsalia*," *English Language Notes* (1975).

"The Swords of Balin: Arthurian Romance and the Idea of History." Lecture delivered at Bowdoin College, 1975.

Steven R. Cerf, Assistant Professor of German

"Thomas Mann, England, and English Literature: The Role of England and Its Literature in the Writings of Thomas Mann." Ph.D. dissertation, Yale University, 1975. Referred to in *Thomas Mann: Dichter uber ihre eigenen Dichtungen*, edited by Hans Wysling.

"Reinmar von Hagenau: A Medieval Modernist." Lecture delivered at Bowdoin College, 1975.

Michael K. Chapko, Assistant Professor of Psychology

"Authoritarianism and 'All in the Family,'" with M. H. Lewis, *Journal of Psychology* (1975).

"Contagion in a Crowd: The Effects of Size and Initial Discrepancy from Unanimity," with R. Revers, *Journal of Personality and Social Psychology* (1976).

"Ebony Advertisements in the Early Seventies," *Journal of Communication* (1976).

"Contagion in a Crowd: A Test of Three Models," with R. Revers. Paper presented at the meeting of the Eastern Psychological Association, 1975.

Dan E. Christie, Wing Professor of Mathematics

Basic Topology: A Developmental Course for Beginners. Macmillan Publishing Co., New York, and Collier Macmillan Publishers, London, 1976.

Denis J. Corish, Assistant Professor of Philosophy

"Innovation and Evolution." Paper presented at the Philosophy Club, Wellesley College, 1975.

"Poetry, Prayer, and Music: The Gregorian Chant," with Donald G. Caldwell. Lecture delivered at Bowdoin College, 1975.

Herbert R. Coursen, Jr., Professor of English

Inside the Piano Bench. Berkeley Chapbook Series, 1975.

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Shaping the Self: Style and Technique in the Narrative. Harper and Row, 1976.

"Shakespeare at Monmouth," *Shakespeare Quarterly* (1975).

"But Consider What Might Have Been: Joe Jackson and the Black Sox," *Bowdoin Alumnus* (1975).

"Hamlet and the Pirates," *English Language Notes* (1976).

Poetry: "23 March 1975: Lookout Point," *Loon* (1975); "Aubade: Maine, 1974," "Carol's Poem," *Cape Rock Review* (1975); "New England August," *Brim* (1975); "Starry Night," "The Cold," "Turning the Corner," *Great Lakes Review* (1975); "anticipation," "8 September 1974," *Lazarus* (1975); "Pagan Prayer," *Field* (1975); "American Pastime," *Sports Illustrated* (1976).

"Shakespeare and the Sonnet Tradition," "Hamlet as Tragic Protagonist," and "The World of *Macbeth*." Papers presented at the University of London, 1975.

"Shakespearean Comedy and the Moral Limits of Art." Paper presented at the Conference of Christianity and Literature, 1976.

"Shakespeare's Tragic Spectrum." Paper presented at the University of California-Santa Cruz, 1976.

"The Role of Feste in *Twelfth Night*." Paper presented at the University of Maine, Lewiston, 1976.

"Shakespeare and the Book of Common Prayer." Paper presented at Bowdoin College, 1976.

Assistant Editor, *The British Studies Monitor*, 1975-1976.

East Coast Editor, *Berkeley Samisdat Review*, 1975-1976.

Louis O. Coxe, Pierce Professor of English

"Four Songs from Five Plays," *Poetry Now* (1976).

"Poetry and Religion?" Lecture delivered at the University of Maine, Portland-Gorham, 1976.

John C. Donovan, DeAlva Stanwood Alexander Professor of Government

"Cold War Decision Making." Seminar presented at U. S. Army War College, 1976.

Visiting lecturer, Livingston University, 1975.

A. Myrick Freeman III, Professor of Economics

"Spatial Equilibrium, the Theory of Rents, and the Measurement of

Benefits from Public Programs: A Comment," *Quarterly Journal of Economics* (1975).

"A Survey of the Techniques for Measuring the Benefits of Water Quality Improvement," in Henry Peskin and Eugene Seskin, eds., *Cost-Benefit Analysis and Water Pollution Policy*, Urban Institute, 1975.

"On Taxes and Subsidies to Affect Energy Consumption: Efficiency and Equity Considerations," in *The Northeastern States Confront the Energy Crisis*, 1975.

"On the Incidence of Automotive Air Pollution Control Costs," in *Benefit Cost and Policy Analysis, 1974*, edited by Richard Zeckhauser, et al., Aldine Press, 1975.

Beverly N. Greenspan, Assistant Professor of Biology

"Male Reproductive Strategy in the Communal Courtship System of the Fiddler Crab *Uca Rapax*." Ph.D. dissertation, Rockefeller University, 1975.

"Male Reproductive Strategy in the Communal Courtship System of the Fiddler Crab *Uca Rapax*." Paper delivered at the annual meeting of the Animal Behavior Society, 1975.

Ernst C. Helmreich, Thomas Brackett Reed Professor of History and Political Science Emeritus

"Austria," *The Americana Annual* (1976).

James L. Hodge, Professor of German

Editorial staff member, *German Quarterly*.

Roger Howell, Jr., President and Professor of History

"The Sidney Circle and the Protestant Cause in Elizabethan Foreign Policy" in *Renaissance and Modern Studies*, volume 19, 1975.

Editor, *The British Studies Monitor*.

Co-Editor, *Erasmus*.

Contributor to *Historical Abstracts* and *America: History and Life*.

John L. Howland, Professor of Biology

Environmental Cell Biology. Benjamin, Menlo Park, California, 1975.

"Erythrocyte Surface Membrane Alterations: Findings in Human and Animal Muscular Dystrophies," with H. B. Bossmann, D. M. Gersten, R. C. Griggs, M. S. Hudecki, S. Katyare, and J. McLaughlin, *Archives and Neurology* (1976).

"Elevated Potassium Efflux from Dystrophic Diaphragm: Influence of Diphenylhydantoin and Lithium," with G. R. Herzberg, M. D. Chall-

berg, and B. Hess, *Biochemical and Biophysical Research Communications* (1975).

R. Wells Johnson, Professor of Mathematics

"P-adic Proofs of Congruences for the Bernoulli Numbers," *Journal of Number Theory* (1975).

Barbara J. Kaster, Harrison King McCann Professor of Oral Communication in the Department of English

"Visions and Nightmares: The Prose of Flannery O'Connor." Paper presented at the Speech Communication Convention, 1975.

"The Search for New Sources of Fiction: The Small Presses." Paper presented at the Southern Communication Convention, 1976.

"Fiction and Film: *An Occurrence at Owl Creek Bridge*." Paper presented at the Southern Communication Convention, 1975.

David I. Kertzer, Assistant Professor of Anthropology in the Department of Sociology and Anthropology

"Comments on Voluntary Associations as Adaptive Mechanisms," *Current Anthropology* (1976).

John B. Ladley, Jr., Reference Librarian

Poetry: "On Climbing in Winter" and "A Balance Point," *The Bowdoin Quill* (1975); "Poem," *Maine Edition* (1975).

John D. Langlois, Jr., Assistant Professor of History

Biographies of Chao Fang, Tai Liang, and Wang K'o-k'uan, in *Ming Biographical Dictionary*, L. C. Goodrich, ed., Columbia University Press, 1976.

"Ritual and Law in the Legitimation of the Ming Dynasty." Paper presented to the American Council of Learned Societies Conference on the Legitimation of Chinese Imperial Regimes, 1975.

"Ch'ing Uses of the Yuan Analogy." Paper presented at the Western Conference of the Association for Asian Studies, 1975.

"An Historian's Perspective on Law in Contemporary China." Lecture delivered at the University of Arizona, Tucson, 1975.

"The Intellectual Context of Law in Sung China" and "Some Confucian and Legalist Theories of Dynastic Legitimation in Early China." Lectures delivered at Harvard Law School, 1976.

"The Founding of the Ming." Lecture delivered at Indiana University, Bloomington, 1976.

Sally S. LaPointe, Coach of the Women's Athletic Program

"Let's Equalize Field Hockey Rules," *Woman Coach* (1975).

Barbara Lauren, Assistant Professor of English

"Pope's *Epistle to Bolingbroke*: Satire from the Vantage of Retirement," *Studies in English Literature* (1975).

"Functional Illiteracy Need Not Be a Growth Industry," College English Association *Forum* (1976).

"Love's Sacrifice: A Feminist *Othello*." Paper presented at the meeting of the Northeastern Modern Language Association, 1976.

"The State of the Arts in Colonial America," with R. Peter Mooz. Lecture presented at Bowdoin College, 1976.

Burke O. Long, Associate Professor of Religion

"The Social Setting for Miracle Stories about the Prophets," *Semeia* (1975).

"Recent Studies in Oral Literature and the Question of Sitz im Leben," *Semeia* (1976).

"Recent Field Studies in Oral Literature and Their Bearing on Old Testament Criticism," *Vetus Testamentum* (1976).

"Reports of Visions among the Prophets." Paper presented at the Congress of the International Organization for the Study of the Old Testament, Edinburgh, 1974.

"Recent Field Studies of Oral Literature and Form Criticism." Paper presented to the Society of Biblical Literature with American Academy of Religion, Chicago, 1975.

"Ethnography and the Elijah/Elisha Cycle in the Old Testament." Lecture presented at King's College, University of London, 1975.

"Field Studies in Oral Traditions and Old Testament Studies." Lecture presented at Leo Baeck College, London, 1975.

James P. McDermott, Assistant Professor of Religion

"The Kathāvattu Kamma Debates," *Journal of the American Oriental Society* (1975).

"Is There Group Karma in Theravāda Buddhism?" *Numen: International Review for the History of Religions* (1976).

Philip H. Merrell, Assistant Professor of Chemistry

"Terdentate NNN Donor Ligands Derived from 2,6-Diacetylpyridine," with E. C. Alyea, *Synthesis and Reactions in Inorganic and Metal-organic Chemistry* (1974).

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"Iron Macrocyclic Complexes . . . toward Synthetic Hemoglobin." Paper presented at the University of Maine, Orono, 1975.

"Synthetic Hemoglobin Complexes." Paper presented at the Inorganic Chemistry Seminar at the University of North Carolina, 1975.

"The Magnetic Susceptibility of Some Bimetallic Copper Compounds." Paper presented to the Department of Chemistry, University of North Carolina, 1975.

"Synthesis and Potential Uses of Bimetallic Compounds." Paper presented at Bowdoin College, 1975.

"Infrared and Raman Studies of the Binding in Some Metal Nitrate Complexes." Paper presented to the Molecular Spectroscopy Study Group, Bowdoin College, 1976.

Dana W. Mayo, Charles Weston Pickard Professor of Chemistry

"The Ecological, Chemical, and Histopathological Evaluation of an Oil Spill Site, Part II. Chemical Studies," with C. G. Cogger, D. J. Donovan, R. A. Gambardella, L. C. Jiang, and J. Quan, *Marine Pollution Bulletin* (1975).

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"Reduction in Carbon Flux in *Mya Arenaria* Caused by a Spill of No. 6 Fuel Oil," with E. S. Gilfillan, S. Hanson, D. Donovan, and L. C. Jiang, *Proceedings of the Marine Section, First Maine Biomedical Science Symposium, The Research Institute of the Gulf of Maine Publication* (1975).

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"Can Oil Spills Cause Cancer?" Paper presented to the Chemical Society, The University, Reading, England, 1975.

"Chemical Studies of Oil Spill Sites in the Gulf of Maine." Presented to the Departments of Chemistry of Hoffmann-LaRoche and Company and the University of Basle, Basle, Switzerland, 1975.

"The Use of Chemical Isolation and Separation Techniques for the Investigation of the Environmental Impact of Oil Spills on the Soft Shell Clam." Paper presented at the First Kamerling Symposium on Marine Chemistry, Bowdoin College, 1976.

"Long-Term Problems in the Marine Environment as the Result of Oil Spills." Presented to the Department of Chemistry, University of New Hampshire, 1976.

Marcus H. Merriman, Visiting Associate Professor of History

Contributor, *An Historical Atlas of Scotland*. St. Andrews, 1975.

"Independence and Nationalism: The Scottish Experience of the Sixteenth Century." Paper read to the fifth annual Conference on Scottish Studies, Old Dominion University, 1975.

"Propaganda in the Sixteenth Century." Paper read to the Scottish Colloquium of the University of Guelph.

Elizabeth D. Mooz, Research Associate in Chemistry

"Data on the Naturally Occurring Amino Acids," in *Handbook of Biochemistry and Molecular Biology*, third edition, CRC Press, Inc., 1976.

"Evidence for the γ -Glutamyl Cycle in Yeast," with L. Wigglesworth, *Biochemical and Biophysical Research Communications* (1976).

"The γ -Glutamyl Cycle in Yeast." Seminar presented at Bates College, 1976.

R. Peter Mooz, Director of the Museum and Senior Lecturer in Art

"Boston Interiors, 1725-1775," *Journal of the Society of Architectural Historians* (1975).

"Boston Interiors, 1725-1775." Paper presented to the Society of Architectural Historians, 1975.

"The Conversation Piece in America." Paper presented to the College Art Association, 1976.

"American Colonial Painting." Lecture presented at the Los Angeles County Museum of Art, 1975.

"New Scholarship in Eighteenth-Century American Painting," Lecture presented at the Henry Francis du Pont Winterthur Museum, 1975.

"American Furniture: William and Mary Style, Queen Anne Style, Chippendale Style." Three lectures presented to the Shelburne Museum, Vermont, 1975.

"Boston Painting to the Revolution." Lecture presented to the Museum of Fine Arts, Boston, Massachusetts, 1975.

"American Furniture of the Eighteenth Century." Lecture presented at the Bowdoin Alumni Seminar, 1975.

"Nineteenth-Century Painting in the Bowdoin College Collections" and "Colonial Interiors of the Eighteenth Century." Lectures presented at the University of Wisconsin, 1975.

"Winslow Homer in Black and White." Lecture presented at the Delaware Art Museum, Wilmington, Delaware, 1975.

"The Iconography of American Colonial Painting." Lecture presented at the Amon Carter Museum of Western Art, Fort Worth, Texas, 1976.

Nizaralli A. Motani, Assistant Professor of African Studies in the Department of History

"The Ugandan Civil Service and the Asian Problem, 1894-1972," in *Expulsion of a Minority: Essays on Ugandan Asians*. The Athlone Press, 1975.

"Uganda's Asian Refugees: Their Historical Background and Resettlement in Canada and the U. S. A.," *Kenya Historical Review* (1975).

"The Expanding Frontier of African History: From Oliver and Atmore to Robin Hallett," *African Studies Review* (1975).

"The Tri-Racial Civil Service in Uganda and Kenya, 1900-1955: A Study in Colonial Rule and Racial Discrimination." Paper presented at the Canadian Association of African Studies Conference, 1976.

Jeffrey Muller, Instructor in Art

"Oil-Sketches in Rubens's Collection," *The Burlington Magazine* (1975).

Joseph Nicoletti, Instructor in Art

Exhibition: Area College Art Faculty Exhibition, University of Maine-Augusta, 1975.

Erik O. Nielsen, Assistant Professor of Archaeology in the Department of Classics

“Bryn Mawr College Excavations in Tuscany, 1974,” with K. M. Phillips, Jr., *American Journal of Archaeology* (1975).

“Bryn Mawr College Excavations in Tuscany, 1975,” with K. M. Phillips, Jr., *American Journal of Archaeology* (1976).

“Dig That Floor Plan,” *Bowdoin Alumnus* (1976).

“The Greek Collection of the Walker Art Gallery.” Lecture presented to the Museum Volunteers, Walker Art Gallery, 1976.

David R. Novack, Assistant Professor of Sociology

“Community Control: A Strategy for Change.” Paper presented at the annual meeting of the American Sociological Association, 1975.

Paul L. Nyhus, Dean of the College and Associate Professor of History

“The Franciscans in South Germany, 1400-1530: Reform and Revolution,” *Transactions of the American Philosophical Society* (1975).

David S. Page, Assistant Professor of Chemistry

Principles of Biological Chemistry. Willard Grant Press, Inc., 1976.

David Scott Palmer, Assistant Professor of Government

“Transforming the Rural Sector: Government Policy and Peasant Response,” in *The Peruvian Experiment: Continuity and Change under Military Rule*, edited by A. F. Lowenthal. Princeton University Press, 1975.

Military Government and Political Development. Comparative Politics Series, Sage Publications, 1975.

“The Politics of Authoritarianism in Latin America,” in *Authoritarianism and Corporatism in Latin America*, edited by James M. Malloy. University of Pittsburgh Press, 1976.

“National Security and Private Business in United States Foreign Policy: Guatemala 1954 Revisited.” Paper presented at the meeting of the International Studies Association, Toronto, 1976.

“Military Government and Reform in Peru: Does the Exception Prove the Rule?” Lecture presented at the Foreign Service Institute, Department of State, Washington, D. C., 1976.

“The Peruvian ‘Revolution.’” Lecture presented to the Department of Political Science, M.I.T., 1975.

“Back Bench Behavior and Constituency Change in Great Britain,” with A. Milnor. Paper presented at the meeting of the Midwest Political Science Association, 1975.

Edward Pols, William R. Kenan, Jr., Professor of the Humanities

Meditation on a Prisoner: Towards Understanding Action and Mind.
Southern Illinois University Press, 1975.

"Florentine Neoplatonism and the Art of Michelangelo." Inaugural lecture of the William R. Kenan, Jr. Professorship in the Humanities presented at Bowdoin College, 1976.

Christian P. Potholm II, Associate Professor of Government

Liberation and Exploitation. RF Publishing Co., 1976.

"Process and Feedback: The Effects on South Africa of Changes in Contiguous States and Territories," in *Change in Contemporary South Africa*, edited by Leonard Thompson and Jeffrey Butler. University of California Press, 1975.

"Comparative Vigilantism: The United States and South Africa," in *Vigilante Politics*, edited by H. J. Rosenbaum and P. Sederberg. University of Pennsylvania Press, 1976.

"Southern Africa's Scenarios Revisited: A Framework for Speculation," *Plural Societies* (1974).

"Botswana Welcomes Angolan Refugees," *Christian Science Monitor* (1975).

"Angola and the Refugees," published as "Angola's Long-range Problem," *Foreign Affairs Newsletter* (1975).

"Parties, Politicians, and Reporters," published as "Image and Reality," *Bangor Daily News* (1975).

"Angola in Turmoil," published as "How Will the U. S. Handle Its Three-Headed Snake," *Baltimore Sunday Sun* (1975).

"Angola Raises a Host of Questions," *Maine Sunday Telegram* (1976).

"Wanderers on the Face of Africa: Refugees in Kenya, Tanzania, Zambia, and Botswana," *The Round Table: The Commonwealth Journal of International Affairs* (1976).

"The Operational Significance of Political Development Theory." Paper presented to The International Bank for Reconstruction and Development, 1975.

"Political Development and Political Decay, or Where You Stand Depends on Where You Sit." Paper presented to the International Bank for Reconstruction and Development, 1975.

Associate Editor, *Pan African Journal*.

Editorial Adviser, *African Studies Association Review*.

John C. Rensenbrink, Professor of Government

"Social Change in the Microcosm: How Aims Worked Out in Practice

in Four Educational Change Programs in Mid-Coast Maine, 1969-1974." Report prepared for the National Institute of Education, 1975.

"Male Liberation and the Politics of the Family: Towards a Theory of Power." Paper presented at the annual American Political Science Conference, 1975.

"Political Philosophy and Human Liberation: Thoughts on McPherson and Marx." Paper presented to the New England Chapter for the Study of Political Thought, University of New Hampshire, 1976.

Matilda White Riley, Daniel B. Fayerweather Professor of Economics and Sociology

"Social Change and Social Roles." Paper presented to the International Gerontology Society, Jerusalem, 1975.

"Labor Force Participation of Women over the Life Course." Paper presented to the Social Science Research Council, 1975.

"Sociology of the Life Cycle: Old Age." Paper presented to the American Sociological Association, San Francisco, 1975.

"Age Stratification: Some Recent Developments." Paper presented to the Eastern Sociological Society, Boston, 1976.

Daniel W. Rossides, Professor of Sociology

The American Class System: An Introduction to Social Stratification. Houghton Mifflin Co., 1976.

A. Raymond Rutan, Director of Theater in the Department of English
Exhibition: *Mogo and the People*, in the exhibition "Fifty Years: A Retrospective View of the Yale Drama School (Donald Oenslager and His Students)," Lincoln Center for the Performing Arts Museum, 1976.

Morton Schoolman, Assistant Professor of Government

"Marcuse's Aesthetics and the Displacement of Critical Theory," *New German Critique* (1976).

"Marcuse's 'Second Dimension,'" *Telos* (1975).

"Dialectics, Ontology and Historicity," an introduction to the first English translation of Herbert Marcuse's "Zum Problem der Dialektik," with Duncan Smith, *Die Gesellschaft* (1930 and 1931). Introduction and translation in *Telos* (1976).

"Further Reflections on Work, Alienation, and Freedom in Marx and Marcuse," *Canadian Journal of Political Science* (1975).

"Dialectic and Its Vicissitudes." Paper presented to the CRSS Conference, 1976.

Elliott S. Schwartz, Professor of Music

Prisms (organ and electronic tape). E. C. Schirmer Music Co., 1975.

Mirrors (piano and tape); *Rip* (brass trio and tape); *The Harmony of Maine* (synthesizer and orchestra); *The Decline and Fall of the Sonata* (violin and piano). Carl Fischer, Inc., 1975.

Eclipse III (chamber orchestra). Alexander Broude, Inc., 1975.

"Role Playing: Who Performs What?" Lecture presented at the *Intermuseum* International Symposium, 1976.

"The Performer as Actor." Lecture presented at the University of California, San Diego, 1975, and the University of Minnesota, 1976.

"Live Performance and Electronic Extensions." Lecture presented at Chicago Musical College, 1976; the University of California, Santa Barbara, 1975; and the University of Illinois, 1976.

Premiere performances: *Five Mobiles*, National Cathedral, Washington, D. C., 1976. *Cycles and Gongs*, Hartt College International Contemporary Organ Festival, 1975. *Eclipse III*, New Hampshire Music Festival, 1975.

C. Thomas Settlemire, Associate Professor of Biology and Chemistry

"Metal Pollution" in *Environmental Cell Biology* by J. Howland. W. A. Benjamin, Inc., 1975.

William L. Steinhart, Assistant Professor of Biology

"Terminal Fragments of Herpes Simplex Virus DNA Produced by Restriction Endonuclease," with R. H. Grafstrom and C. W. Hill, *Biochemical and Biophysical Research Communications* (1975).

"The Terminal Repetition of Herpes Simplex Virus DNA," with R. H. Grafstrom, J. C. Alwine, C. W. Hill, and R. W. Hyman, *Virology* (1975).

"In Vitro Transcription of Herpes Simplex Virus DNA." Paper presented at the ICN-UCLA Symposium on Molecular Mechanisms in the Control of Gene Expression, 1976.

John H. Turner, Assistant Professor of Romance Languages

"Changing Attitudes in the Renaissance towards Classical Mythology." Lecture presented at Bowdoin College, 1976.

David J. Vail, Assistant Professor of Economics

"The Case for Rural Industry: Economic Factors Favoring Small Scale, Decentralized, Labor Intensive Manufacturing." Paper presented at the Institute on Science, Technology, and Development, Cornell University, 1975.

"Making the Most of Economic Crisis: A Plan for Community Con-

trolled Public Employment Projects." Paper presented to the Conference on Alternative State and Local Public Policies, University of Massachusetts, 1975.

"Technology, Efficiency, and Conceptions of Decentralized Socialism." Paper presented to the Conference on Socialist Perspectives on Social Change in the United States, Brown University, 1975.

Carl E. Veazie, Director of the Public Affairs Research Center

"Survey of Housing Needs of Senior Citizens in Brunswick." Report prepared for the Brunswick Planning Board, 1975.

"Analysis of Downtown Brunswick Survey." Report prepared for the Brunswick Planning Board, 1975.

"Socio-Economic Assessment of Planned Construction on the Presque Isle Stream Watershed." Report prepared for the Soil Conservation Service of the U. S. Department of Agriculture, 1975.

"The Maine Economy: 1940-1975," *Thomas Business Review* (1975).

"Distribution of Energy in Maine by Sources and Uses, 1974." Report prepared for the State Office of Energy Resources, 1975.

Editor, *Maine Business Indicators*.

James E. Ward, Associate Professor of Mathematics and Director of the Senior Center

"The Senior Center in 1975: How the Growing Edge Has Grown," *Bowdoin Alumnus* (1975).

"Some Topological and Pedagogical Aspects of Mazes." Paper presented at the annual meeting of the Association of Teachers of Mathematics in Maine, 1975.

APPENDIX II

Enrollment

		Under- graduates and Specials	Study Away
Students enrolled September 1975		1,346	104
Regular	1,298		
Special	22		
Exchange (here)	26		
Studying away (Exchange and others)	104		
Students who completed work			
January 1976		20	2
Students dropped for academic deficiencies January 1976		0	
Exchange students returning to home colleges 2nd semester		6	
Students leaving for study away (Exchange and others)		21	
Students leaving for all other reasons between September 1975 and January 1976		33	1
Students enrolled January 21, 1976		1,339	
Returned from study away		37	
Students readmitted January 1976		23	
New students admitted January 1976		13	
Entering Freshman	1		
Transfer	2		
Special	8		
Exchange	2		

Geographic Distribution

(Regular students who entered September 1975)

Massachusetts	91	California	9
Maine	64	Colorado	8
New York	54	Rhode Island	8
Connecticut	27	Illinois	7
Pennsylvania	13	New Jersey	7
Maryland	12	Virginia	7
New Hampshire	11	Minnesota	6
Ohio	11	Washington	6

Report of the President

51

District of Columbia	4	Iowa	1
Missouri	4	Kansas	1
Delaware	3	Kentucky	1
Oregon	3	Montana	1
Texas	3	Nebraska	1
Wisconsin	3	North Carolina	1
Florida	2	Wyoming	1
Georgia	2	England	2
Louisiana	2	Brazil	1
Michigan	2	Canada	1
Tennessee	2	Germany	1
Vermont	2	Holland	1
Arizona	1	Puerto Rico	1
Indiana	1		<hr/> 389*

* Of these, 369 were freshmen

Distribution of Majors

Class of 1976

Afro-Am. Studies	0	English-Geology	1
Art History	11 (3)*	German	5 (3)
Art History-Creative		Government	61 (33)
Visual Arts	1	Govt.-Envir. Studies . .	1
Art History-History . .	1	History	66 (30)
Biochemistry	7 (2)	History-Environ-	
Biochemistry-		mental Studies	1
Chemistry	1	History-Geology	1
Biology	34 (9)	History-Russian	1
Biology-Geology	2	Mathematics	23 (11)
Biology-Russian	1	Music	9 (5)
Chemistry	10 (2)	Philosophy	6 (4)
Classics	8 (4)	Physics	4 (2)
Creative Visual Arts . .	8 (5)	Psychology	27 (13)
Economics	50 (33)	Psychology-Environ-	
Economics-Environ-		mental Studies	1
mental Studies	2	Religion	13 (11)
Economics-Governt. . .	2	Romance Languages . .	11 (6)
English	23 (6)	Sociology	15 (10)
English-Environ-		Sociology-Anthro-	
mental Studies	1	pology	6 (4)

* Figures in parentheses denote the number of students with a double major, e.g. Art History 11 (3) means that 3 art history majors are carrying another major as well.

Enrollment in Courses

	Fall Semester	Spring Semester		Fall Semester	Spring Semester
Afro-Am. Studies . . .	5		Biology 44		52
Anthropology 1	50		Biology 45	12	
Anthropology 7	22		Biology 47	58	
Anthropology 19		39	Biology 201, 201	10	8
Anthropology 20		12	Biology 202		8
Anthropology 201, 202	2	2	Biology 203		4
Archaeology 1, 2	66	107	Biology 204	1	
Archaeology 3, 4	22	17	Chemistry 14	37	
Archaeology 201	1		Chemistry 18, 18	128	25
Art 1, 2	130	78	Chemistry 19, 21	98	86
Art 10	18		Chemistry 22		40
Art 12, 13	26	22	Chemistry 31, 32	23	9
Art 21, 22	44	68	Chemistry 41	8	
Art 42, 45	3	10	Chemistry 44, 45	10	5
Art 48	15		Chemistry 46		5
Art 50, 51	66	33	Chemistry 201, 201	11	1
Art 52	9		Chemistry 202, 202	2	9
Art 53	33		Chemistry 203		2
Art 54, 62	9	15	Chemistry 204	1	
Art 63, 64	9	14	Classics 12		163
Art 65, 66	18	30	Classics 201, 202	1	1
Art 75		17	Economics 1, 1	179	82
Art 90, 91	7	8	Economics 2, 2	30	81
Art 201, 201	4	12	Economics 3	56	
Art 202, 202	1	3	Economics 4	42	
Art 203		1	Economics 5, 6	45	55
Biochemistry 201, 201	4	1	Economics 8	33	
Biochemistry 202		2	Economics 9	27	
Biology 15, 16	100	85	Economics 10, 11	13	16
Biology 23, 24	19	39	Economics 12		62
Biology 26		48	Economics 15		20
Biology 29	29		Economics 16, 17	7	33
Biology 33	16		Economics 18		57
Biology 36, 38	23	19	Economics 19	24	
Biology 42		16	Economics 20, 25	30	17

Report of the President

53

Economics 30, 30	4	4	Envir. Studies 51		42
Economics 41		6	Envir. Studies 201, 201	1	3
Economics 201, 201	4	11	Envir. Studies 202		1
Economics 202		2	Envir. Studies 203		1
Education 1, 2	48	15	French 1, 2	22	20
Education 3		28	French 3, 4	28	19
Education 4, 10	15	6	French 5, 6	31	12
Education 201, 201	2	1	French 9, 10	28	22
English 1, 2			French 11, 12	10	10
Seminar 1, 1	23	14	French 15		10
Seminar 2, 2	9	30	French 16	9	
Seminar 3, 3	16	18	French 20	7	
Seminar 4, 4	16	22	French 201, 201	1	3
Seminar 5, 5	15	19	French 202	1	
Seminar 6, 6	18	27	Geology 11, 12	50	12
Seminar 7	16		Geology 21, 22	22	21
English 3	18		Geology 202		2
English 4, 5	12	85	German 1, 2	30	23
English 6		121	German 3, 4	29	23
English 7, 1	28		German 5, 6	15	8
English 7, 2	15		German 8		10
English 8		11	German 13, 14	8	8
English 10		15	German 18	9	
English 11	36		German 22		6
English 13, 14	72	75	German 31	21	
English 15, 16	16	25	German 201, 201	3	2
English 18		20	German 202		3
English 21, 22	41	25	Government 1, 1	36	42
English 33, 34	15	32	Government 2		116
English 35, 36	15	16	Government 3, 3	68	98
English 41; 41, 1	9	16	Government 4, 4	70	34
English 47	11		Government 5	40	
English 51, 51	15	15	Government 7, 8	45	16
English 52, 52	2	4	Government 10		28
English 53	10		Government 12		15
English 201, 201	12	15	Government 13	69	
English 202, 202	4	6	Government 14	24	
English 203, 203	1	4	Government 15, 16	2	85
English 204		1	Government 17		3
Envir. Studies 1		152	Government 18		8

Government 19, 20 ..	18	18	Ind. Language Study		
Government 23, 24 ..	18	95	Arabic 51		1
Government 25	18		Chinese 11, 12	3	3
Government 30, 31 ..	15	13	Chinese 13, 14	4	4
Government 40, 41 ..	10	15	Chinese 17, 18	1	1
Government 42, 43 ..	22	16	Hebrew 25, 26	5	5
Government 60, 61 ..	4	3	Japanese 36	5	
Government 201, 201 ..	6	15	Portuguese 45, 46 ..	7	7
Government 202, 202 ..	1	6	Ind. Lang. Study 201 ..		1
Government 203		2	Latin 1	36	
Greek 1, 2	17	13	Latin 4		15
Greek 3, 4	13	13	Latin 5	8	
Greek 5, 6	7	8	Latin 7, 8	13	23
History 3, 1	12		Latin 201, 201	2	1
History 3, 2; 3, 3	8	18	Mathematics 2		15
History 3, 4		22	Mathematics 5	32	
History 3, 5		15	Mathematics 10	28	
History 5		14	Mathematics 11, 11 ..	112	23
History 6	22		Mathematics 12, 12 ..	85	70
History 10, 13	53	57	Mathematics 13, 13 ..	37	23
History 16, 17	37	44	Mathematics 14		22
History 22, 23	45	55	Mathematics 21, 21 ..	43	49
History 24, 25	77	76	Mathematics 22		25
History 28, 29	7	17	Mathematics 26		22
History 30		14	Mathematics 27, 28 ..	43	8
History 36		24	Mathematics 30		20
History 37, 38	35	17	Mathematics 31		8
History 39, 40	42	43	Mathematics 32		29
History 41	16		Mathematics 33		6
History 47, 52	93	11	Mathematics 34	14	
History 53, 1; 53, 2 ..	11	32	Mathematics 35	11	
History 54, 1	8		Mathematics 36	12	
History 54, 2; 54, 3 ..	22	16	Mathematics 39, 42 ..	5	6
History 54, 4		23	Mathematics 45	10	
History 55, 1	8		Mathematics 201, 201 ..	4	3
History 201, 201	18	19	Mathematics 202		4
History 202, 202	1	12	Mil. Science 21	1	
History 203, 203	1	2	Mil. Science 31, 32 ...	3	2
Italian 1, 2	30	16	Mil. Science 41, 42 ...	5	4
Italian 201		1	Music 1, 2	43	13

Report of the President

55

Music 3, 4	27	13	Music 67, 3		1
Music 5, 10	8	49	Music 67, 5		1
Music 11, 12	10	9	Music 201, 201	3	5
Music 13, 14	3	3	Music 202, 202	1	3
Music 21, 22	7	7	Music 203		3
Music 25	5		Philosophy 1, 1	23	
Music 51, 51	18	11	Philosophy 1, 2; 1, 3 ..	26	10
Music 52, 52	4	16	Philosophy 6, 9	38	22
Music 53, 53	13	7	Philosophy 11, 12	49	26
Music 54, 54	3	14	Philosophy 23		28
Music 55, 55	7	6	Philosophy 24	14	
Music 56, 56	2	4	Philosophy 31, 35	8	7
Music 57, 57	3	1	Philosophy 201		6
Music 58		2	Physics 2	100	
Music 61, 1; 61, 1	6	1	Physics 3	33	
Music 61, 2	10		Physics 17, 17	25	103
Music 61, 3; 61, 3	8	3	Physics 21, 22	22	15
Music 61, 4	8		Physics 23, 24	33	11
Music 61, 5; 61, 5	19	11	Physics 26		11
Music 62, 1		4	Physics 31, 32	9	3
Music 62, 2; 62, 2	1	2	Physics 201, 201	2	5
Music 62, 3; 62, 3	1	6	Physics 202		2
Music 62, 4	1		Psychology 1, 1	71	43
Music 62, 5; 62, 5	8	21	Psychology 3, 4	30	18
Music 63, 1	2		Psychology 6		12
Music 63, 2; 63, 2	1	5	Psychology 7, 8	16	34
Music 63, 3		3	Psychology 11, 12	23	19
Music 63, 5; 63, 5	11	10	Psychology 13, 15	26	14
Music 64, 1; 64, 1	1	1	Psychology 17, 22	12	10
Music 64, 2; 64, 2	3	5	Psychology 24, 1	5	
Music 64, 3	1		Psychology 24, 2; 24, 3	11	11
Music 64, 5; 64, 5	2	11	Psychology 201, 202 ..	13	6
Music 65, 1		1	Psychology 202, 203 ..	3	2
Music 65, 2; 65, 2	1	2	Psychology 203, 204 ..	1	1
Music 65, 4	1		Religion 11, 12	19	24
Music 65, 5; 65, 5	3	4	Religion 16		11
Music 66, 1		1	Religion 17	7	
Music 66, 2		4	Religion 19, 2; 19, 4 ..	17	15
Music 66, 3; 66, 3	1	1	Religion 19, 5		8
Music 66, 5		2	Religion 21, 22	6	12

Religion 24	9		Senior Seminar 25 ...		17
Religion 31, 32	16	18	Senior Seminar 26 ...		17
Religion 201, 201	1	4	Senior Seminar 27 ...		27
Russian 1, 2	13	14	Sociology 1, 1	121	53
Russian 3, 4	3	3	Sociology 5		56
Russian 5, 6	4	4	Sociology 6, 7	28	37
Russian 9, 10	2	2	Sociology 9		18
Russian 201, 202	4	3	Sociology 11, 12	31	9
Senior Seminar 1	14		Sociology 13, 14	14	12
Senior Seminar 2	19		Sociology 16	16	
Senior Seminar 3	18		Sociology 18, 20	38	30
Senior Seminar 4	14		Sociology 201, 201	2	3
Senior Seminar 5	22		Sociology 202, 203	2	2
Senior Seminar 6	15		Spanish 1, 2	73	61
Senior Seminar 7	16		Spanish 3, 4	20	16
Senior Seminar 8	12		Spanish 5, 6	19	13
Senior Seminar 20 ...		20	Spanish 9	12	
Senior Seminar 21 ...		10	Spanish 11, 12	6	22
Senior Seminar 22 ...		18	Spanish 201, 201	3	1
Senior Seminar 23 ...		24	Spanish 202		3
Senior Seminar 24 ...		20	Spanish 203		1

Report of the Librarian

To the President of Bowdoin College:

I have the honor to submit a report for the Bowdoin College Library for the year 1975-1976.

THE library's collection reached a half million volumes during the summer of 1975. The fortuitous convergence of two other events at about the same time made it possible and singularly appropriate for Hawthorne's *Fanshawe* to become the 500,000th volume in the library. The year 1975 marked the 150th anniversary of the Class of 1825, and a copy of the very rare first edition of Hawthorne's first novel came up for auction. Through the generosity of a group of friends, the library has at last been able to add to the Hawthorne Collection a long-sought work that seems in every way most worthy to serve as this significant landmark.

The library's collection continues to be well used. A relatively steady increase over the years in the number of books lent for extended use contrasts sharply with the spectacular increase in the number of items lent from reserved reading shelves. The quantity of material on the reserved reading shelves has increased considerably, especially in recent years. Some part of the trend can doubtless be attributed to the sharp rise in the cost of textbooks and paperback books. Many instructors, reluctant to require students to purchase expensive books, have placed copies on reserved reading shelves instead.

	1970-71	1971-72	1972-73	1973-74	1974-75
Lent (for extended use)	37,947	41,300	47,459	42,762	43,464
Lent (from reserve)	<u>9,775</u>	<u>13,909</u>	<u>20,352</u>	<u>29,695</u>	<u>40,748</u>
Total	47,722	55,209	67,811	72,457	84,212

The library borrowed 287 items on behalf of its readers and loaned other libraries 1,504 items, up from 1,041 the year before. A noteworthy development in this area is Yale's announcement that a charge of five dollars will be imposed for every interlibrary loan transaction. This service has traditionally been provided free of

charge in the expectation that libraries borrow as much as they lend. It has been clear for a long time, however, that large libraries lend a great deal more than they borrow and the cost to them of serving as back-up collections for smaller libraries represents a very severe drain on their budgets. As the cost squeeze tightens, libraries are forced, however reluctantly, to recover some of the costs of inter-library loans through direct charges. Yale is the first library to impose the charge; others will almost certainly follow.

	Total Library Expenditure	Spent for Books, Periodicals, Binding	Salaries and Wages	Professional Staff	Clerical Staff	Total Staff	Hours of Student Help	Volumes Added	Collection at End of Fiscal Year	Library Expenditure as % of Total Educational Budget	Periodicals Received
1970-71	321,881	117,014	187,438	10	16	26	13,017	15,300	443,978	5.1	1,647
1971-72	353,395	136,775	196,851	9	15	24	11,705	15,022	458,758	5.8	1,630
1972-73	348,745	134,013	197,900	9	16	25	8,663	14,567	473,325	5.2	1,660
1973-74	401,702	166,145	212,183	9	15	24	12,514	16,708	486,387	5.3	1,754
1974-75	435,320	200,932	209,580	9	13	22	11,632	15,229	501,362	5.4	1,757

Special Collections continues to prove its value to the College's academic programs. Material drawn from the collections served as primary source material in two courses and two honors papers. Statistics of use show startling increases over the previous year. A total of 359 readers used material in the collections, up from 155 the year before, and 167 books and 217 boxes of manuscript material were used, compared to 76 and 112 the previous year. Approximately 500 items from the archives were used, double last year's number. Written inquiries answered numbered 105, and 1,285 pages of photocopies were supplied, thirteen books were lent to other libraries, and 2,999 pages of photocopying were furnished general users. Not counted in the statistics was the extensive use made of the archives by the General Catalogue staff.

Three major exhibitions were mounted: *One Hundred Fifty Years Ago: The Class of 1825*, *Early Illustrated Books*, and *The Anthoensen Press, 1925-1975*. All materials used for the exhibitions were drawn from the library's collection.

Despite growing usage of Special Collections material, budgetary stringencies require that one position on this staff be vacated at

the end of the current academic year. Mary Hughes will continue her duties, and every effort will be made to provide the library's readers with access to the collections. It seems certain, however, that some reduction in hours of opening will be necessary.

The opening of the Visual Arts Center last fall provided the departmental collection considerably improved facilities. The books are now logically arranged on flexible shelving, and spacious, comfortable study stations are available for readers. Under the able care of Susan Simpson, books were installed and the library was in operation as soon as the building opened. With the exception of a collection of valuable exhibition catalogues, the art books are now fully cataloged in the Library of Congress classification.

The music departmental library, which houses the record collection and all the musical scores and provides space for listening equipment, has outgrown its quarters. Every shelf is now full to capacity, and there is no floor space left to install more shelves. In addition to more shelving for records and scores, there is a pressing need to upgrade the listening facilities and improve the method of handling expensive and often irreplaceable records.

The catalog department continues to integrate new material at the same rate it arrives in the library and to make some progress on backlogs, despite the poor performance of the OCLC catalog support system during most of the year. The OCLC system, which now serves more than 500 libraries, expanded too rapidly and overloading caused frequent system failures and very poor response time. Last December a second computer was added to the system, and, after a long period of adjustment, by late February response time once more reached acceptable levels. The system works, however, and even at its worst, it is superior to any other method available to us. Most new books are ready for use very soon after they are received in the library, and no manual process can match its performance.

It is hoped the OCLC system applications will be extended to two other library processes next year. Efficiency of the book ordering processes would be enhanced if bibliographic accuracy of the orders were insured by preorder searching. The task, which would take many hours and delay orders for a week or ten days if done

manually, can be accomplished in a short time at the terminal. The OCLC catalog records show holding libraries, and for interlibrary loan uses the information is invaluable. Instead of mailing blind requests for books wanted, the request can be directed to a library which is known to have it. It will also be possible to direct requests to smaller libraries which are not usually so overburdened as the large research libraries.

In the summer of 1973, the library staff conducted an inventory of all books in the Library of Congress classification. A search the next summer for all books which were missing from the collection at the time of the inventory showed that approximately 25 percent of those marked as missing were present on the shelves. A similar test last summer, however, turned up very few of the still missing books. Another comprehensive inventory is planned for the coming summer, and those books still absent from the collection after three years will be presumed permanently lost. The titles will be evaluated and those deemed not worth replacing will be considered withdrawn from the collection, and a systematic effort will be undertaken to replace those which have permanent value to the collection. In many instances, these have already been replaced because they were urgently wanted. The inventory will begin a new cycle for those books which are missing for the first time.

Every library loses books and Bowdoin's library is no exception. There are no comprehensive statistics showing book losses in libraries because, although losses are a fact of life in every library, few are willing to discuss or publicize details, and developing an accurate count of permanent losses is not a simple matter. From scattered evidence that is available, it seems that the library's losses are relatively light. That fact cannot, however, be cause for complacency. The books that disappear are almost invariably those in heavy demand. Security systems, though attractive in theory, are in practice less effective than might be expected, and they are costly to install and operate. If, however, the next inventory cycle indicates that losses are higher than expected, it will be necessary to reconsider the matter.

Records of periodicals currently received are in machine readable form, and lists of periodicals charged to departmental allocations,

showing the library's holdings and the previous year's cost for each subscription, will be distributed to each department at the beginning of the fiscal year. The information should encourage careful review of the lists for titles whose value to the collection may no longer justify their costs. Periodicals continue to absorb an ever increasing share of the budget for new material. The demand that new titles be added continues as more new periodicals appear each year, and the cost of existing subscriptions rises even faster than the cost for new books. It thus becomes imperative that journals which are no longer useful to the collection be discontinued. Several departments dropped titles after such a review this year.

Both the Faculty Library Committee and the Governing Boards Committee on the Library have recommended the construction of a tunnel connecting Hawthorne-Longfellow Library with the Hubbard Hall stacks and installation of an elevator in Hubbard Hall to most efficiently use the space for future growth of the library. Physical Plant staff have prepared cost studies and drawings to lay out the project which now awaits a decision regarding apportionment of funds. Whether or not the tunnel is constructed this year, documents will be moved to Hubbard Hall to relieve overcrowding.

At the end of the current year, Richard Reed, after five years of service to the College, will leave the library staff. He will take with him our thanks and our very best wishes. As always, the library staff deserves great credit for the library operation. The college community may not be aware of the services rendered by members of the Governing Boards Committee on the Library; the committee should know that the Librarian considers himself and the College greatly in their debt. The debt to the Faculty Library Committee is no less, and I cannot close this report without a word of thanks to Dean of the Faculty Fuchs who, despite the pressures of his first year in a demanding position, always had time to listen and offer good counsel when it was needed.

Respectfully submitted,

ARTHUR MONKE

APPENDIX

Donors of Funds or Books, 1975-1976

Once again it is my pleasant duty to report the establishment of new library book funds and the increase of existing funds. Five new funds included the James E. Bland Memorial Book Fund which was established to honor the memory of Professor Bland. The gift of his scholar's library was reported last year. The Class of 1950, as part of its twenty-fifth reunion gift to the College, created the Class of 1950 Memorial Book Fund to honor the memory of classmates no longer living. The Edward Chase Kirkland Memorial Book Fund was established by gifts of friends and colleagues in memory of Edward Chase Kirkland, Frank Munsey Professor of History Emeritus. A bequest from the estate of Mabel Niver Matthews set up the John Henry and Della Fenton Matthews Book Fund, and a book fund in memory of Thomas Curtis Van Cleve, Thomas Brackett Reed Professor of History and Social Science Emeritus, was established by his friends and colleagues.

Though there is not space to list individual donors, it is gratifying to report the growth of an exceptional number of existing funds. Those which were increased by gifts include the James Alan Auld Memorial Book Fund, Gina Briasco Special Collections Fund, Herbert Ross Brown Book Fund, Burton Book Fund, Class of 1924 Library Fund, Athern P. Daggett Library Book Fund, Miguel E. de la Fe Memorial Book Fund, Stephen A. DeVasto Memorial Book Fund, Daniel Tucker Coffin Drummond Library Book Fund, Herman Fuchs Library Book Fund, William and Elizabeth Goodman Library Book Fund, Ernst C. and Louise R. Helmreich Book Fund, Roger Howell, Jr. English History Book Fund, Fritz C. A. Koelln Book Fund, Charles H. Livingston Library Fund, Douglass H. McNeally Fund, Mabel Niver Matthews Book Fund, Bernice H. Mersereau Book Fund, Ray W. and Rachel T. Pettengill Library Book Fund, Alfred Rehder Memorial Library Fund, Sills Book Fund, Walter Moritz Solmitz Book Fund, and the Harold and Abby Wright Vose Library Book Fund.

Two important manuscript collections were presented to the library this past year. On behalf of the Class of 1930 at its forty-fifth reunion, Manning Hawthorne '30 gave the College an extensive collection of Hawthorne family letters written by close relatives of Nathaniel Hawthorne between the years 1813 and 1844. Included among them is a letter written by his uncle, Robert Manning, describing the trip to Brunswick in 1821 and detailing Nathaniel's first day at Bowdoin College.

Last fall Mrs. Andrew S. Pennell, sister of the poet, presented to the College a truly outstanding archive of the papers of Robert Peter Tristram Coffin '15, Pulitzer Prize winning poet and long-time professor of English at the College. As well as a great number of letters, the collection contains many first drafts of his poems and other published work.

An important addition to the Fessenden family papers came from Mrs. A. M. Dickie. It includes a number of manuscripts in William Pitt Fessenden's hand of speeches and reports he made as senator and as secretary of the treasury.

An extensive collection of books came to the library as a gift of the Gramercy Park Foundation. While the collection contains a number of interesting rarities, such as a first edition of Pope's *Epistle to Dr. Arbuthnot*, its greatest value to the library is its collection of works by twentieth-century British and American writers. It is especially strong in Henry James, W. B. Yeats, T. S. Eliot and Ezra Pound. The collection is also strong in art books, history of medieval Europe, and the rise and fall of Nazi Germany.

Donors of books and funds were Albert Abrahamson '26, Charles F. Adams '12, Aetna Life & Casualty, Alcoa Foundation, Richard H. Allen '58, Anthoensen Press, Ingersoll Arnold '39, Mr. and Mrs. John P. Auld, John M. Bachulus '22, Charles M. Barbour, Jr. '33, Peter C. Barnard '50, Alan Barron '69, Mrs. Boyd W. Bartlett, Mrs. Roswell P. Bates, John L. Baxter '16, John M. Beale '35, David P. Becker '70, Robert Berkelman, Mary C. Bernier, Louis Bernstein '22, Mrs. Henry Beston, Jayne E. Bickford, Ray S. Bicknell, Paul L. Bishop '49, Mrs. W. Irving Bishop, Robert S. Blackwood, Jr. '69, Mary K. Blunt '74, Barbara Stratton Boling, Edward Born '57, Mrs. William J. Bosworth, Kenneth L. Boyer, James H. Bradner, Jr. '63, Robert W. Breck, Frederick O. Buckley, Jr. '70, Estate of Mary Ruth Breede, Louis B. Briasco '69, Keith K. Brooks '65, Herbert Ross Brown H'63 and Mrs. Brown, Mr. and Mrs. Philip M. Brown, Benjamin B. Burbank '26, David Burnett, Madeleine and Mildred G. Burrage, Robert S. Burton '43, William S. Burton '37, Samuel S. Butcher, Benjamin Butler '28, Horace C. Buxton, Jr. '37, Helen L. Cafferty, Martha O. Card, Ruth S. Cannell, James G. Carnathan '59, Harry B. Carney, Jr. '50, John S. H. Carter '58, Fern Chamberlain, Sheldon Christian '37, Alexander P. Clark '34, Robert H. Clark '60, Robert W. Clark, Jr. '47, Albert A. Clarke, Jr. '40, Richard N. Cobb '32, Florence Codman, William S. Cohen '62, Mrs. William H. Cole, James S. Coles H'68 and Mrs. Coles, Jeff Conrad, Cara Cook, F. Erwin Cousins '24, Matthew J. Coyle, Jr. '42, George V. Craighead '25, Velma Crocker, Philip

D. Crockett '20, Leroy D. Cross, Robert M. Cross '45 and Mrs. Cross, Mrs. Athern P. Daggett, Edward F. Dana '29, John E. Davis, Powel Mills Dawley, Mrs. A. M. Dickie, Gilbert B. Dodd '70, John C. Donovan, Abraham E. Dorfman '53, Theresa Doucette, Aimee Draper, Daniel T. C. Drummond, Jr. '42, Gerard L. Dube '55, Dun & Bradstreet Companies, Mrs. William Gates Dunlap, Richard B. Durand, Richard Dyer, Eugene Eberhard, Constance Eberhart, Robert S. Ecke '31, Mr. and Mrs. Bernard J. Elfring, Gilbert M. Elliott, Jr. '25, Rand Evans, William B. Ewert, Arthur H. Fawcett, Mrs. J. Warren Field, First & Merchants Corporation, Peter E. Flynn '73, Marjorie C. Fogg, A. Myrick Freeman III, Mrs. James C. Freeman, Alfred H. Fuchs, Mrs. Gregor Gamble, John Gates, Edward J. Geary, John A. Gibbons, Jr. '64, Leland M. Goodrich '20, Arnold L. Goodman '36, Bernard M. Goodman '47, Mrs. Frank R. Goodwin, John T. Gould '31, Peter O. Grant '48, Stanley M. Guralnick, Frances Gross, William Haddon, G. Peter Halekas '40, Robert E. Hart '49, Richard Harwell, Virginia Haviland, Mr. and Mrs. Ernst C. Helmreich, Merton G. Henry '50 and Mrs. Henry, Frances Hernández, Elizabeth Gilmore Holt, Roger Howell, Jr. '58, John L. Howland '57, Mrs. William D. Ireland, Mrs. Ephraim Jacobs, Irvine W. Jardine '24, Mr. and Mrs. William Javelin, William L. Jewell '51 and Mrs. Jewell, John Hancock Mutual Life Insurance Company, G. Keith Jonas '68, Leon E. Jones '13, Mrs. Maurice D. Jordan, Mr. and Mrs. Samuel E. Kamerling, Stafford Kay '64, David L. Kimport '68, Mrs. Edward C. Kirkland, Julius W. A. Kohler '27, Howard E. Kroll '25, Craig Kronman '75, Elroy O. LaCasce '14 and Mrs. LaCasce, William G. Land, Lance R. Lee '60, Eaton Leith, Mrs. Clyde A. Lesure, E. Christopher Livesay, Mrs. Charles H. Livingston, Hartley Lord '36, Peter H. Lotz '75, Bruce A. Lunder '51, Kenneth A. Lutte '69, Mrs. Barnaby McAuslan, Chalmers MacCormick '52, Muriel M. MacDonald, John McKee, Andrew W. MacLaughlin '42, Ray McMurtrie, Eugene W. McNeally '13 and Mrs. McNeally, Maine Audubon Society, Brett J. Markel '69, Mrs. Hugh Mason, Jonathan May '66, Ralph E. Mersereau, Richard A. Mersereau '69, Louisa S. Metcalf, William K. Moberg '69, William D. Mone '67, Arthur Monke, George J. Marcopoulos '53, Richard E. Morley '70, John Morris '34, Peter C. Morris '69, Robert W. Morse '21, Barbara L. Moss '75, Mr. and Mrs. James M. Moulton, Thomas S. Mulligan '73, Sterling D. Nelson '35, Lawrence J. Niles '69, Mr. and Mrs. Richard M. North, Arthur L. Nourse family, Mr. and Mrs. Timothy Nourse, Paul J. O'Neill, Jr. '57, Arthur K. Orne '30, Mrs. Rupert Packard, George Paradis '49, Mark Paterson, Helen Perrey, Daniel W. Pettengill '37,

George E. Pettengill '33, Donald W. Philbrick '17, John W. Philbrick '58, Karl R. Philbrick '23, George F. Phillips, Jr. '54, Kyle M. Phillips, Jr. '56, James A. Pierce, Jr. '69, William Curtis Pierce '28, Sumner T. Pike '13, Harold B. Pinkham '15, Mr. and Mrs. David Pitman, Helen Pitman, Norman A. Poulin, Albert L. Prosser '18, Christopher H. Pyle '61, Philip N. Racine '64, Karl L. Rankin H'60, Lawrence M. Read '26, Gerhard O. Rehder '31, Harald A. Rehder '29, Richard A. Rhodes II '44, Matilda White Riley H'72, Mrs. J. Albert Robinson, Mrs. Allen Rogers, Mr. and Mrs. Eric W. Russell, Thomas Ryan '70, Charles A. Ryskamp, Stuart Schimmel, Mr. and Mrs. Carlton F. Scott, Loyall Sewall, Henry D. M. Sherrerd, Jr. '52, George H. Shube '74, Laurence F. Shurtleff '26, Paul Sibley '25, Glenn B. Skillin, Elizabeth Smith, Preston Smith, Sally J. Smith, David O. Solmitz '65, Ruth Solomon, Sherman D. Spector '50, Mrs. Robin Sanders Stageman, Alan Stanhope, Geoffrey R. Stanwood '38, James F. Sterio '70, Mrs. Dorcy Cole Stevens, Wayne R. Strasbaugh '70, Ralph G. Steinhardt, Mrs. Patrick J. Sullivan, John L. Swift '62, Mr. and Mrs. Burton Taylor, Earl R. Taylor '71, Ruth Thomas, Earle S. Thompson '14, Lois M. Thurston, Mr. and Mrs. Otis Tibbitts, Beulah Todd, Mr. and Mrs. Grandon Todd, Bryant F. Tolles, Jr., Mr. and Mrs. William F. Towle, United States Trust Company, Sally M. Usher, Lewis V. Vafiades '42, Thomas C. Van Cleve H'54, Robert L. Volz, Barry C. Waldorf '58, Arthur W. Wang '40, Rosalyn Warner, Harry K. Warren, G. Curtis Webber II '55 and Mrs. Webber, Frederick Weidner III '50, Thomas Eliot Weil '28, Henry W. Wells, Mrs. Philip Wheeler, F. Burton Whitman, Jr. '35 and Mrs. Whitman, Byron V. Whitney '67, Edward A. Whitney, Jr., Philip S. Wilder '23, Robert J. Williams, Ross L. Wilson '40, Rudolf G. Winkelbauer, Sylvia R. Witherell, John A. Woodcock, Jr. '72, Edward F. Woods '43, J. Peavy Wright, Richard T. Wright '52, Leland C. Wyman '18, Marguerite Yourcenar H'68, Donald M. Zuckert '56.

Report of the Director, Museum of Art

To the President of Bowdoin College:

I have the honor of submitting the following report for the year ending April 30, 1976.

Exhibitions

THE exhibition of our collections has continued, despite the closing of the museum for renovation. The exhibitions took place in other areas on campus, in various communities in Maine and throughout the United States. The museum felt the closing of the galleries could be turned into a positive situation by sharing our collections. Normally, such extensive loan exhibitions would not be made but, while construction was in progress and galleries torn apart, our works were safer in other major museums.

For our students, we had two exhibitions on campus. Both were composed of contemporary art. *Selected Out-of-Doors Sculpture* by Gregory M. Kelleher was shown in the spring of 1975 on the museum terrace. *Video Art*, a very new art form, was in the fall and included work by Paul C. Smith '75.

During the summer, the museum mounted two exhibitions in the Moulton Union, one on Winslow Homer, another on contemporary graphics. The major exhibition of the summer season was *Maine Art 75*. Sponsored by the Museum Volunteers Association, the show was coordinated by Goldthwaite H. Dorr III, formerly director of the Santa Barbara, Phoenix, and Portland museums. Professional artists painting in Maine were selected by a committee of experts and invitations were sent to about 300 artists. Some 240 responded, including Andrew Wyeth, and more than 600 paintings were hung in Morrell Gymnasium. Mr. Dorr designed a very successful scheme which transformed the gymnasium into an excellent hanging space. In conjunction with the contemporary works, the museum provided a special attraction entitled *Maine Artists of the Past*, which contained works by Gilbert Stuart, Harrison Brown, Winslow Homer, Marsden Hartley, Frederick Waugh, William Matthew Prior, Eastman Johnson and others. More than 2,000 people attended the three-day exhibition and more than \$5,000

worth of art works was sold. A percentage of the proceeds went to the museum for the purchase of contemporary drawings. Under the leadership of Mrs. Peter Macomber and Mrs. Robert Galen, the Museum Volunteers worked for over four months on the show. We are deeply grateful to all who helped make the exhibition a success. It is hoped some type of exhibition recognizing the important work being done in Maine can be held on an alternate-year basis.

Other exhibitions of works from our collections took the form of various traveling shows and special loans. Our curator, Russell J. Moore, whose position was funded by the Maine State Commission on the Arts and the Humanities, created four Outreach Exhibitions which toured the state. The shows, *George Washington: Words of Wisdom*, *Woodblock Prints of Japan*, *Japanese Show*, and *Contemporary Graphics*, have been seen in twenty-seven communities, including Fort Kent, Machias, Bethel, Castine, Presque Isle, and Houlton, as well as Topsham, Bath, Freeport, Portland, and Bangor. Mr. Moore was ably assisted by Dana W. Bourgeois '75, who was responsible for the two Japanese shows. He arranged for the two Japanese shows to appear simultaneously in Augusta. Mr. Bourgeois also has been very helpful in expanding our holdings of Japanese art through recommendations for purchase.

In addition to the Outreach Exhibitions, Mr. Moore organized a major traveling show entitled *Winslow Homer's Work in Black and White*. It has proved to be very popular. Reservations from across the country have been received. By the end of 1977, it will have been shown in Oregon, Texas, Illinois, Alabama, Kansas, Connecticut, South Carolina, New Hampshire, and Delaware, to name only a few states.

Special loans of our major holdings of colonial art and American nineteenth-century art were made. The entire collection of our most valuable colonial and federal paintings were exhibited at the Museum of Our National Heritage in Lexington, Massachusetts. The collection played an important role in the Bicentennial events held there in April 1975, in which President Ford participated. We are most appreciative of the fine cooperation given to us by Clement Silvestro and his staff at the Museum of Our National

Heritage. Our nineteenth-century collection, ranging from Trumbull and Peale to Homer and Eakins, was lent to the University of Wisconsin at Milwaukee and the University of Connecticut at Storrs. In both cases the universities organized special symposia and other events in connection with our loan.

Other loans were made here and abroad. Several pieces are being shown by the Smithsonian for the Bicentennial. Various works have gone to the Portland Museum of Art, Portland, Maine; Seattle Museum of Art, Seattle, Washington; Amon Carter Museum of Western Art, Fort Worth, Texas; Old Sturbridge Village, Sturbridge, Massachusetts; The Walters Art Gallery, Baltimore, Maryland; Delaware Art Museum, Wilmington, Delaware; Museum of Fine Arts, Boston, Massachusetts; and to the museums at Brown, Vassar, and Yale. The loans were very diverse, including our Greek Protome, Dutch seventeenth-century drawings, a Pre-Raphaelite watercolor and our famous early American portraits. Of special note are three international loans. In January, a large collection of our Winslow Homer works was sent to Tokyo, Japan. This was the first known exhibition of Homer's work in Japan and received a great visitation, as the Wyeth show had earlier under the same auspices. The portrait *William Bowdoin* by Robert Feke will appear in London for the Bicentennial at the Victoria and Albert Museum, selected as one of the 200 finest works of American colonial art for that show.

Finally, our renowned Brueghel drawing appeared in the most important *Pieter Bruegel as a Draughtsman and His School*, organized by the leading authority, Matthias Winner. Drawings from the entire world, including the Louvre, the Metropolitan, the Pierpont Morgan Library, the Albertina and the Musée Nationale in Brussels, appeared in the exhibition.

Acquisitions

The development of all areas of our collections has been given careful attention. The staff analyzes our holdings for strength and weakness. Factors such as needs for teaching, likelihood of gifts in a certain area, level of the art market and staff time available for search are taken into account. Faddish buying and acquiring in

high markets are scrupulously avoided. Much of our purchasing is dictated by funds donated for specific purposes. Our greatest needs are, in general, in the area of French painting, medieval and contemporary art. Purchase of contemporary art requires particular skill because historical perspective is not available to discern works of lasting importance and the markets for established modern artists are high. One must not only collect in areas of weakness but also fill holes in major collections. Sometimes one is better off refraining from collecting a certain category or period of art not represented in a collection since the great pieces needed for a distinguished collection are beyond the reach of a small museum; it is then better to collect in depth in an area where one already has major works. One such area at Bowdoin is the American collection. While we now have a nationally known collection of American art, we do not have works by John Wollaston, Charles Willson Peale, Thomas Cole, Frederick Church, William Sidney Mount, George Caleb Bingham, John Singer Sargent and James MacNeill Whistler. There also are no works by the so-called precisionists, Charles Demuth, Charles Sheeler and Georgia O'Keefe, or the early moderns, Arthur Dove, Stuart Davies and Edward Hopper. It is particularly regrettable that no works by the Maine artists Walter Kuhn and John Marin are in the collection.

To fill some of our most glaring gaps, we have purchased works in the European, oriental, contemporary and American fields, and special areas such as photography and decorative arts. These have been supplemented by generous gifts in all of these categories, as well as primitive art. All major purchases and gifts have been scrutinized with the idea that Bowdoin should have a few works of superb quality in each of the fields covered in art history curricula. In all cases, the test of whether an object would be displayed at some time in the museum is applied.

Our most important purchase this year is *Eponone et Sabinus Condamnes Par Vespasien*, attributed to Jean-Simon Berthelemy. Prior to this acquisition, Bowdoin had no paintings in the neoclassical style of West, David and Ingres. This picture displays all the fine points of the neoclassical style and, for that reason, is a good teaching piece. While unsigned, the picture is entirely characteristic

of the work of Berthelemy which recently appeared in the acclaimed neoclassical exhibition held at the Louvre and the Metropolitan. Professor Rosenblum of New York University, who wrote the catalogue for the Metropolitan show, advised us on our purchase. Berthelemy was director of the French Academy and author of one of the earliest histories of sculpture. His interest in the sculptural medium is expressed very prominently in the new Bowdoin picture.

Another welcome addition to our collection of French art is a lithograph by Carle Vernet, a pioneer in that medium in France.

Two works of Dutch art were also added to our European holdings. One, an etching by Moeyaert, is especially important as it correlates so well with our painting *Joseph Revealing Himself to His Father . . .*, purchased in 1970, and a Moeyaert drawing from the original Bowdoin bequest.

In the oriental field, purchases were concentrated on Japanese prints. Our Chinese ceramic collection is good; we have a few Chinese scrolls and some works from Korea, Burma, and Tibet. It was felt the best purchases could be made in the Japanese field and, because these prints have played such a significant role in contemporary western art, they would be very useful in teaching. Thus, a very early eighteenth-century woodcut by Shunsho and a rare genre by Keisai Eisen were acquired. Also, an oriental screen was donated by Professor and Mrs. Burton W. Taylor.

Our growing collection of primitive art was enhanced by a fine soapstone carving from the Keewatin District of the Pacific Northwest. This was the gift of Robert W. Breed '35 and is being displayed at the Peary-MacMillan Arctic Museum.

Relatively few alumni collect contemporary painting. Students and faculty need to see good recent work included in the collection. As a result, paintings by Alan Gussow, best known as a critic for the *New York Times*, and Larry Stark were purchased. Stark's work is particularly important as it demonstrates new techniques of interest to our students. We are also energetically pursuing the purchase of contemporary drawings through a National Endowment for the Arts grant of \$10,000 received by the museum. It is hoped the purchase of these drawings will accomplish three objec-

tives: 1) bring our great drawings collection to the present day, 2) provide major examples of drawing styles for study, and 3) fill gaps in the areas of pop art, new-realism and so forth, we could not afford to fill with major paintings.

In the field of contemporary graphics, outstanding contributions were made by Dr. and Mrs. Christopher A. Graf and Dr. and Mrs. Frederick P. Nause. Over the last few years they have given several hundred prints by artists such as Richard Hunt, Gordon Russell, Claire Van Vliet, and many others. With this year's gift the collection reaches even greater significance due to its size and range of prominent graphic artists represented.

Other contemporary works by Gregory M. Kelleher (b. 1948) and Howard K. Clifford, Jr. (b. 1950) were placed in the collection along with a sketchbook of ninety-three watercolor "poems" done between 1972 and 1974 by C. Ronald Bechtle.

Still life was not well represented in our American collections. We were fortunate to locate an exquisite work by John Frederick Peto, one of the greatest still-life painters of the late nineteenth century. An equally remarkable work of the same period by William Merritt Chase was given to the museum. This print, a monotype self-portrait, is the kind of gift we always hope for—a work of the highest quality, beautiful and useful in the teaching of art.

Also of significance are four works belonging to the period just after the heyday of Peto and Chase. Three of the works are by Walter Griffin, an artist who painted in a style close to that of Childe Hassam but who often surpassed the more famous artist in the expression of the impressionist idiom in America. Mrs. George J. Johnston gave a large work of Griffin's French period; Mrs. William J. Dow, whose artist-husband was a friend of Griffin, gave a drawing, and we purchased a small but lovely oil dated 1911. Together with a drawing already in our collection, these works form an important group of the artist's oeuvre. Frederick Bosley worked in Boston at the same time as Griffin but his style is more academic and reflects the work of Tarbell and Benson. The fine painting of a woman reading, given by Mrs. Eastham Guild, Jr., reveals an interest in Vermeer, who strongly influenced American artists in the early twentieth century. The museum also received a large collec-

tion of war posters of this period from Gilbert Goold '26, and twelve etchings and a drypoint by Ernest Haskell from his daughter-in-law, Mrs. Ernest Haskell, Jr. The latter helped complete our collection of Haskell's works, perhaps the best in the country, which will be shown in a commemorative exhibition at Bowdoin in September.

For the photograph collection, the museum received a portfolio of twenty dye-transfer photographs by Daniel Farber and a work by Abelardo Morell, Jr. '71 was acquired. It is hoped that more examples of work by Bowdoin trained photographers can be purchased. The development of the photograph collection as a whole will be studied with the assistance of John McKee. Photography became a boom in the art world in 1975. Prices have skyrocketed following the now general acceptance of photographs as true museum art. (For many years photographs were not placed in this category.) Fortunately, Bowdoin has a number of important photographic works already; an acquisition plan to develop this area is in progress.

Important purchases of decorative arts were made. Over the years a nucleus of an astonishingly good collection of furniture came to Bowdoin. The Thomas Dennis chair is the greatest American armchair of the seventeenth century; our documented commode by Joseph Baumhauer is very significant as that maker's only other known works appear in the Metropolitan, the Louvre, and the J. Paul Getty Collection. Today we have a unique opportunity to collect great nineteenth-century pieces. Prices of these items will increase tenfold in the next few years and as yet only curators completely understand their importance. Thus, for relatively small sums, works of quality and importance can be obtained now. Last year we purchased the only known Philadelphia, federal style, "Anthemion" chair. Its appraised price a few months after purchase was twelve times what Bowdoin paid. Likewise, we were able to buy a labeled music cabinet by Alexander Roux similar to one of the Metropolitan's most prized pieces. This year, we purchased a Renaissance revival chair by John Jellif, regarded by many as the finest craftsman of the period. It is the mate to one in the Newark Museum. An inlaid rosewood chair by Christian Herter was also

purchased. This chair was one of a set made for William K. Vanderbilt, which Bowdoin divided with the Philadelphia Museum of Art and the Smithsonian Institution.

A beautifully inlaid dulcimer was added to our European decorative arts. Made in England, it is said to have been imported to Portland about 1820 and has been in Maine ever since. It takes its place in the Boyd Gallery, which is now devoted entirely to the exhibition of European art on a continuing basis.

Lastly, paintings and sculpture given to the College as memorials have been added to the collection. These items, accepted by the museum in its capacity as keeper of all works of art owned by the College, include a portrait of *Professor Philip Weston Meserve* by William W. Gilchrist, given by the artist's son; a relief portrait of *Dean Nathaniel Cooper Kendrick* given by the artist, Clarence W. Fiedler, Jr. '49, and a portrait of *Athern P. Daggett*, commissioned by the Class of 1925 from Jeana Dale Bearce. And, through the kindness of Thomas P. Riley '39, a cup, saucer, and plate in pearl stoneware, traditionally used at Bowdoin commencements, were acquired. These have both memorial and artistic significance as examples of transfer print ceramic decoration.

Operations

This year the museum was closed to the public for the first time in eighty-five years. This was necessary to provide security and storage for our collections during construction without additional insurance costs. In spite of this, our membership has remained faithful and strong. We have 539 regular members in various categories and 318 student members.

The construction required us to move our offices temporarily to Hubbard Hall and the staff has been working with the sound of hammers for over a year. No serious accidents befell any of our collection in the museum and the staff has done all the moving of objects. This represented a saving of over \$6,000 in moving costs.

We now have four galleries on our entrance level and five galleries on the exhibition level. The entrance level is arranged so that a complete survey of European and American art from ancient times to 1900 is available to students and visitors at all times. The

rotunda houses our Egyptian, Greek and Assyrian collections. The Boyd Gallery contains European art from 1350 to 1900, including painting, sculpture, and decorative arts. American works are shown in the Bowdoin Gallery, which displays colonial and federal art, and in the Walker Gallery where our nineteenth-century collection is shown. The galleries have been painted various colors. Plain white walls, which are inappropriate to the McKim, Mead and White architecture and show traditional paintings very poorly, have been avoided. The Walker Gallery is Roman red, which was the original color of the entire museum. The Boyd Gallery is green, a color used by most major museums, including the Metropolitan Museum of Art for their European galleries, and a blue and grey combination (which is an accurate period scheme) appears in the Bowdoin Gallery. On the exhibition level, an entirely different approach has been adopted due to the different types of objects on display there and the nature of the use of this floor. Our collections of prints and drawings and contemporary art will be hung on the exhibition level. Since displays in the latter two galleries will change rather rapidly, the walls are covered with white cloth. A gallery of non-Western art and the Homer Gallery are also on this level. These areas now contain temporary installations. The final installations are being planned by a professional museum designer for reinstallation in 1977 and 1978. The Homer Gallery will serve several purposes: seminars which require the use of museum materials will meet there occasionally; it will be a study area for students, faculty, and visiting researchers; and it will function as a meeting room for the staff and committees of the Governing Boards. Finally, there is a large gallery for changing exhibitions. All special shows will take place there. It is connected to the Contemporary Gallery so that unusually large shows can expand into both spaces.

The opening of a new museum is exciting. It is a time when everyone is congratulated on the fine job the museum is doing, but there are serious problems beneath this surface. First, we have doubled our space but a freeze on personnel prevents us from adequately staffing the museum. A museum of our size normally requires seven to nine professionals, and we have only three. Also, our custodian, who formerly was assigned to the museum full time

and hung all our shows and packed all incoming and outgoing art objects, has to be shared with the new art building. For this reason, in part, we must curtail our exhibition schedule and refuse loans just at a time when we are opening facilities designed to improve and expand our activities. No museum of our size should operate without a curator. In the past two years, I have managed to obtain grants totaling more than \$20,000 for a curator of special projects but this situation is makeshift at best and the curator is not free to serve the educational interests of the College properly due to the restrictions placed on his activities by the granting agencies.

Second, we have a serious conservation problem. Air conditioning was omitted in the remodeling, due to lack of funds. This presents a very difficult problem because most major museums are air-conditioned and will not lend art objects for special exhibitions to museums that are not air-conditioned. Even more disastrous is that heat and humidity cannot be controlled properly in our underground storage facilities. The day-to-day deterioration is almost imperceptible but in twenty years the losses will be staggering. This year we lent our famous Brueghel drawing to Berlin. It was rematted for the occasion. When the old mat was removed, the damage of only the last twenty years was so appalling that the director of the Berlin Museum and the curator of the Pierpont Morgan Library were visibly shocked. Interim measures costing \$30,000 could save 60 percent of the collection from further deterioration. Then, to correct the damages presently in the collection, other steps must be undertaken. The museum received a grant for \$3,500 for conservation purposes this year and similar sums may be forthcoming in the next two years. I have arranged for a team of conservators from the Winterthur Museum's conservation training program to work here this summer. But, our conservator estimates it would take about fifteen years of full-time work to bring our collection into proper condition. The portraits of James Bowdoin and his wife, conserved in 1964, have been so adversely affected by poor atmospheric control that they now require \$3,000 worth of additional work, and we do not have adequate funds to repair them.

Recently, the museum has been approached to expand its services and enter into the curriculum in new ways. None of this can or

should be undertaken until the staff can be increased and monies allocated for the conservation of the objects to be used in these programs. We cannot take on new responsibilities when we cannot meet our present obligations to our collection.

To do what we have accomplished, the staff has worked above and beyond their regular duties. Nothing could have been accomplished without the unselfish devotion of Brenda Pelletier, Lynn Yanok, Russell Moore, Judy Perkins, Mary Poppe, and Merle Pottle. Furthermore, we have had the very great talents of Dana Bourgeois '75. He has volunteered to work for the museum this entire year. He has organized the traveling shows; he has designed and executed the Molinari show installation almost singlehandedly. In short, the museum is so deeply in his debt that it is hard to imagine how we could have reopened the museum on time without his help.

In this regard, it is with great regret I report that Betty S. Smith will resign this summer. Her special training in museum education will be sorely missed. She has built up our volunteers program, arranged special children's programs, and scheduled school visitations. As the first professional curator of the Peary-MacMillan Collection, she has set high standards and gave the collection excellent direction. During the last three years, the collection has been carefully conserved, the exhibits have been refurbished, the archives have been organized and fragile films preserved. A museum store was opened and changing exhibitions were held. These activities have made the Arctic Museum a vital place. Attendance has gone from some 3,000 a year to more than 17,000. Thanks to her, the collection was rescued from serious deterioration and set up to perform a valuable service to scholars and the community.

The amalgamation of the Arctic Museum has been a fine success. The operations are now well integrated. The Curator has drawn help and advice from the main museum, and she has added special expertise and knowledge we did not have on the Art Museum staff. The Arctic Museum complements the educational mission of the Art Museum. In the future, we plan to coordinate the programs in the two museums even more closely. Mrs. Smith brought to us a fine background with an advanced degree from N.Y.U. and much

experience in practical museum work at Yale. We shall miss her very much.

One can take heart in the fact that many grants have come to us. The National Endowment for the Arts has helped the Bowdoin College Museum of Art most generously. We have received fourteen grants from this agency totaling more than \$125,000 or about \$70,000 in "new money." They have supported major exhibitions, helped reinstall galleries, paid for catalogues and research. They supported our Internship Program and purchased lighting with matching funds. The museum is particularly pleased to get these grants, as the grant requests are prepared almost entirely by the staff. The Maine State Commission on the Arts and the Humanities has funded our Curatorial Program and the Ford Foundation also has been very generous. For the first time, a major business concern—The First National Bank of Boston—has helped the museum program. Unfortunately, these granting agencies only support programs. Staff positions and new construction must be supported by the institution itself.

This year has been a very important one for museum publications. Fortunately, this program has helped maintain our visibility during the period when we were closed. The second issue of the Occasional Papers appeared, devoted to our fine sculpture of St. John Nepomuk by F. M. Brokov. Next, a catalogue of our Molinari Collection has taken form and will be published for our reopening. This project was ten years in the making. Marvin Sadik acquired the collection. Richard West procured funds for research and had most of the material catalogued. It remained for me to organize its publication. This was possible in large measure because David P. Becker '70, formerly our honorary registrar, spent many patient hours with Andrea Norris, the author of the bulk of the catalogue, and worked with Diana Bourne, Linda Horvitz, David Warner, Arthur Beale, of the Fogg Art Museum, Harry Milliken of The Anthoensen Press and William Glick of Meriden Gravure, to be sure all the details of the publication were properly handled. Underlying all of this effort is the work of Edward Born and Arnette Nelson of the Bowdoin Editor's Office. They have brought the material from typescript to finished book by designing, editing,

pasting up photographs, selecting type and paper and so much more. The book should be one of the proudest publications of the College and one of its greatest contributions to scholarship.

Finally, a grant to publish our Handbook of the Collections was received. Not published since 1951, the handbook will include the plans of the new galleries, descriptions of the additional works we are now able to show to the public and provide information on our collection to those in other parts of the country who are unaware of the treasures contained at Bowdoin.

I view the future with optimism. The College has made enormous strides for the museum this year but much still needs to be accomplished in staff development and maintenance of the collection.

Respectfully submitted,

R. PETER MOOZ

APPENDIX

Exhibitions

- May 3-25, 1975: *Gregory M. Kelleher: Selected Out-of-Doors Sculpture.*
 June 1-30, 1975 (Moulton Union): *Winslow Homer's Work in Black and White.*
 June 30-August 1, 1975 (Moulton Union): *Modern Prints.*
 August 8-10, 1975 (Morrell Gymnasium): *MAINE art 75.*
 December 1-5, 1975 (Moulton Union): *Video Art.*

Loans to Other Museums

On indefinite loan to the Blaine House, Augusta: John Howard Allen, *The Beach Crowd*, ca. 1929; *Red Chimney*, ca. 1939; *Spring Freshet*, ca. 1943; *Vermont Cabin*, ca. 1943. Mabel Conkling, *Portrait of Frederick MacMonnies*. Eastman Johnson, *Portrait of Stephen Ambrose Walker*. Unknown Artist, *Col. George William Boyd*.

Lent to 1876: *A Centennial Exhibition*, Smithsonian Institution, The National Museum of History and Technology, Washington, D. C., June 1975-July 1978: Ellen Robbins, *Chrysanthemums*, 1843.

Lent to *New England Perspective*, Portland Museum of Art, Portland, June 5-December 5, 1975: Charles Codman, *View of Augusta with the State House*, 1836.

Lent to the Portland Museum of Art, Portland, June 5, 1975-April 1976: Gilbert Stuart, *Henry Alexander Scammell Dearborn*, ca. 1812; *Mrs. Henry Alexander Scammell Dearborn*, née Hannah Sweet Lee, ca. 1812.

Lent to *Pieter Bruegel as a Draughtsman and His School*, Staatliche Museen Preussischer Kulturbesitz, Berlin, West Germany, September 19-November 16, 1975: Pieter Brueghel the Elder, *View of Waltersburg*, ca. 1553/54.

Lent to *Preparatory Studies for Masterpieces of American Painting, 1800-1900*, Smithsonian Institution Traveling Exhibition Service, Washington, D. C., November 1, 1975-December 26, 1976: Kenyon Cox, *Compositional Sketch for "Venice"*; *Drapery Study for "Venice"*; *Study for "Venice,"* 1893; *Study—Figure of "Painting."* Elihu Vedder, *Sketch for "Natura."*

Lent to *Nineteenth-Century American Paintings at Bowdoin College*, Department of Art History, University of Wisconsin-Milwaukee, November 4-December 6, 1975; and *Nineteenth-Century Art: A Loan Exhi-*

bition from Bowdoin College, William Benton Museum of Art, University of Connecticut, Storrs, January 19-March 7, 1976: 36 nineteenth-century American paintings.

Lent to *The Face of Liberty*, Amon Carter Museum of Western Art, Fort Worth, Texas, December 19, 1975-February 8, 1976: Robert Feke, *James Bowdoin II*, 1748; *Mrs. James Bowdoin II*, née Elizabeth Irving, 1748. Gilbert Stuart, *Mrs. James Bowdoin III*.

On indefinite loan to the Seattle, Washington, Art Museum: Roman, 2nd century A.D., *Fragmentary Marble Statue of a Youth*.

Lent to *Winslow Homer*, Wako Department Store, Tokyo, Japan, January 16-24, 1976: 51 Winslow Homer woodblock prints in the traveling exhibition.

Lent to *The Classical Spirit in American Portraiture*, Department of Art, Brown University, Providence, Rhode Island, February 6-29, 1976: Nathaniel Smibert, *The Reverend Samson Occom*, ca. 1751-56.

Lent to *The Landscape of Change: Views of Rural New England, 1790-1865*, Old Sturbridge Village, Sturbridge, Massachusetts, February 9-May 16, 1976: John G. Brown, *Bowdoin Campus*, ca. 1822.

Lent to *Greek and Roman Metalware*, Walters Art Gallery, Baltimore, Maryland, February 14-April 14, 1976: Greek, ca. 620-600 B.C., *Griffin Protome*.

Lent to *Seventeenth-Century Dutch Landscape Drawings and Selected Prints from American Collections*, Vassar College Art Gallery, Poughkeepsie, New York, March 28-May 7, 1976: Philips de Koninck, *River Scene*, ca. 1663; *Sheds on a Wharf*.

Lent to *American Art, 1750-1800: Towards Independence*, Yale University Art Gallery, New Haven, Connecticut, April 1-May 23, 1976; and *American Art, 1750-1800: Towards Independence*, Victoria and Albert Museum, London, England, July 4-September 26, 1976: Robert Feke, *William Bowdoin*, 1748.

Lent to *The Pre-Raphaelite Era: 1848-1905*, Delaware Art Museum, Wilmington, April 9-May 30, 1976: Walter Crane, *Labor, Peace, and Invention*. John Flaxman, *Hector Chiding Paris*; *Telemachus in Search of His Father*.

Films

(Shown to Museum Associates)

October 5-6: *L'Avventura* (Italy).

October 19-20: *The Sorrow and the Pity* (France).

November 2-3: *The Conformist* (France/Italy).

November 20: *Take the Money and Run* (USA).

- February 1-2: *The Damned* (Britain).
 February 15-20 (Mid-Winter Film Festival: Women in Film): *Sunday, Bloody Sunday; Adam's Rib; Mildred Pierce; Camille; Shanghai Express*.
 March 7-8: *Harold and Maude* (USA).
 March 21-22: *Kind Hearts and Coronets* (Britain).
 April 11-12: *Z* (France).
 April 18-19: *Mean Streets* (USA).

Gifts

- Anonymous:** William Merritt Chase, American (1849-1916), *Self-Portrait, monotype* (1975.16).
Anonymous: Carle Vernet, French (1758-1836), *Cavalry Battle*, lithograph (1975.1).
C. Ronald Bechtle: C. Ronald Bechtle, American (b. 1924), *Sketchbook "Poems" 1972-1974*, watercolors (1975.24.1-93).
Robert W. Breed '35: Keewatin District, Northwest Territory, Baker Lake, *Eskimo Sculpture*, ca. 1950, soapstone (1975.26).
Class of 1925: Jeana Dale Bearce, American, 20th century, *Portrait of Athern P. Daggett*, oil on canvas (1975.13).
Mrs. William J. Dow: William J. Dow, American (1891-1973), *Tumble Down Mountain*, oil on panel (1975.22) and *Down at the Wharf*, watercolor (1975.23). Walter Griffin, American (1861-1935), *Waterford*, pencil on paper (1975.37).
Daniel Farber: Daniel Farber, American, 20th century, *Portfolio of Dye Transfer Photographs* (1975.25.1-20).
Clarence W. Fiedler, Jr. '49: Clarence W. Fiedler, Jr., American (b. 1925), *Relief Portrait of Nathaniel Cooper Kendrick*, wood relief (1975.28).
William W. Gilchrist: William W. Gilchrist, Jr., American (1879-1926), *Portrait of Philip Weston Meserve*, oil on canvas (1975.30).
Dr. and Mrs. Christopher A. Graf: American, 20th century—Keith A. Achepohl, *States of Mind I-VI*, lithographs (1975.33.1-6). Richard Black, *Aquacade*, lithograph (1975.33.7) and *Magician*, intaglio (1975.33.8). George Burk, *Blocking* (1975.33.9) and *Trailing* (1975.33.10), lithographs. Richard A. Florsheim, *The Wanderer* (1975.33.11) and *Wet Lands* (1975.33.12), lithographs. Richard Hunt, *Untitled*, two lithographs (1975.33.13-14).
Gilbert Goold '26: *Collection of World War I Posters*, colored lithographs (1975.7).

- Mrs. Eastham Guild, Jr.:** Frederick Andrew Bosley, American (1881-1942), *Girl Reading*, oil on canvas (1975.27).
- Mrs. Ernest Haskell, Jr.:** Ernest Haskell, American (1876-1925), *Twelve Etchings ("The Paris Set")*, 1910 (1975.9.1-13) and *Thunder Clouds*, drypoint (1975.14).
- Mrs. George J. Johnston:** Walter Griffin, American (1861-1935), *Fishing Boats, Brittany, France*, 1914, oil on canvas (1975.29).
- Morris Levine:** Gregory M. Kelleher, American (b. 1948), *Eagle*, acrylic (1975.21).
- Ms. Karen F. Marchetti:** Howard K. Clifford, Jr., American (b. 1950), *Northeaster*, 1975, watercolor (1975.14).
- Dr. and Mrs. Frederick P. Nause:** American, 20th century—Richard Hunt, *Untitled*, five lithographs (1975.34.1-5). Herb Jackson, *Khartoum*, lithograph (1975.34.6). Chris Kakas, *Frolicking Friends* (1975.34.7) and *Figure and Clouds* (1975.34.8), intaglios; *Fish Game* (1975.34.9), *Little Fish Game* (1975.34.10) and *Big Fish Game* (1975.34.11), lithographs. Rudy O. Pozzatti, *Black Passion* (1975.34.12) and *A Line between Two Cities* (1975.34.13), lithographs. Jerry Rothman, *Untitled*, lithograph (1975.34.14). John Schlump, *Intimate Crevice*, silk-screen (1975.34.15). Paul Stewart, *Skulls II* (1975.34.16) and *Field Studies VIII* (1975.34.17), lithographs. Claire Van Vliet, *Grey Cloud*, lithograph (1975.34.18).
- Thomas P. Riley '39:** Podmore Walker and Company, English, ca. 1834-1859, *Cup, Saucer and Plate*, pearl stoneware (1975.35.1-3).
- Mrs. Lawrence M. C. Smith:** English, ca. 1810-1830, *Dulcimer*, zebra wood (1975.31).
- Professor and Mrs. Burton W. Taylor:** Chinese, L. 19th-E. 20th century, *Carved Wood and Silken Screen*, polychromed wood and multicolored silk (1975.6).

Purchases

- Jean-Simon Berthelemy (attributed to), French (1743-1811): *Eponone et Sabinus Condamnes Par Vespasien* (Eponone and Sabinus Condemned before Vespasian), oil on canvas (1975.32).
- Jan-Dirksz Both, Dutch (ca. 1618/22-1652): *The Wooden Bridge at Sulmona near Tivoli*, etching (1975.5).
- Keisai Eisen, Japanese (1790-1848): *Two Women and Woman Washing Turnips*, colored woodcut (1975.10).
- Walter Griffin, American (1861-1935): *Tarascon, Southern Trip—Fall 1911*, oil on board (1975.36).
- Alan Gussow, American (b. 1931): *Delphinium*, oil on canvas (1975.17).

- Christian Herter, American (1840-1883): *Side Chair*, inlaid rosewood and upholstery (1975.8).
- John Jelliff, American (1813-1893): *Victorian Arm Chair*, ca. 1860, rosewood (1975.19).
- Rockwell Kent, American (1882-1971): *Revisitation*, 1928, transfer lithograph (1975.12).
- Claes Cornelisz Moeyaert, Dutch (1592-1655): *Jacob's Dream* (from "The History of Jacob"), etching (1975.4).
- Abelardo Morell, Jr. '71, American (b. 1948): *Untitled* (View of Sidewalk and Man Leaning Out of Window), black and white photograph (1975.2).
- John Frederick Peto, American (1854-1907): *Mug, Pipe and Biscuits*, oil on board (1975.3).
- Katsukawa Shunsho, Japanese (1726-1792): *Woodcut from "100 Poet Series,"* ca. 1760, colored woodcut (1975.10).
- Larry Stark, American (b. 1941): *It Must Be Winter, The Doors Are Down*, photo silkscreen on canvas (1975.18).

Report of the Curator, Arctic Museum

To the Director of the Museum of Art:

I have the honor of submitting the following report for the year ending April 30, 1976.

Exhibitions

THERE were five exhibitions held at the Peary-MacMillan Arctic Museum during this past year. Special effort was made to offer as varied a schedule of loan shows as a small operating budget would allow.

An exhibition of polar wildflowers, enlarged, close-up photographs of the miniature plant life of the polar regions, was on display from May 23 to June 4. The work of the late nature photographer-writer-lecturer Rutherford Platt, these photographs were donated to the museum by Mr. Platt shortly before his death on March 28. It seemed appropriate to honor this gift from Mr. Platt, who had been a close friend of Admiral and Mrs. Donald B. MacMillan, with an exhibition, however brief.

From June 7 to July 6 there was a show entitled *Prints and Carvings from the Canadian Eastern Arctic*. The prints came from Cape Dorset and the carvings from as far north as Repulse Bay. Both prints and carvings were works of the late 1960s and early 1970s. The exhibition was organized by Eskimo Art, Inc., a nonprofit organization, and circulated by Dorothy T. Van Arsdale Associates.

From July 19 through September 28, there was a loan exhibition of contemporary Eastern Canadian Eskimo sculpture, through the courtesy of Pucker/Safrai Gallery in Boston in cooperation with Waddington Galleries in Montreal. The ideas and themes reflected in the show demonstrated a realism expertly shaped by the peculiarities of soapstone and whalebone. Because of the popularity of the exhibition, the show was extended twice so that it remained on view with the reopening of the fall term of the College.

The Whaler's Art: Scrimshaw, a loan exhibition of the folk art that flourished aboard American whaling ships during the nineteenth century, continued from October 4 through November 9. Scrimshaw objects came from the collections of the Peabody Mu-

seum in Salem, Massachusetts; Penobscot Marine Museum in Searsport; the Bath Marine Museum; and the Pejepscot Historical Society in Brunswick. There were, in addition, a number of unique scrimshaw examples on loan from private collectors.

Once again there was a performing arts series put on by Treasure Hunt Associates of Wiscasset. Community programs for children and parents were held on two Sunday afternoons. On four consecutive Fridays the museum was open only to visiting school groups and teachers. Treasure Hunt Associates, a talented group of professional artists, actors and musicians, produced a program which included sea chanteys, whalers' yarns, a scrimshaw demonstration, a fancy ropework demonstration, and a dramatic reading. The entire museum became a theater. History, art, music and drama enlivened the exhibition.

The exhibition and performing arts series were made possible by a grant from the Maine State Commission on the Arts and the Humanities.

From Earth to Art, an exhibition of Maine minerals and rocks and work by Maine artist-craftsmen was the mid-winter exhibition. In cooperation with Bowdoin's Department of Geology, distinctive examples of Maine minerals and rocks from its extensive collection were featured with the work of fifteen area artist-craftsmen who utilize these natural resources with skills that continue the centuries-old tradition of creating objects of high artistic quality from the marvelous materials at hand.

Acquisitions and Gifts

One museum purchase was made during the past year. A whale-bone sculpture by Oiktook, an Eskimo sculptor of the Canadian Eastern Arctic, is a contemporary example of magical abstraction deeply rooted in an ancient culture.

Mrs. Isabel F. Thacher of Brunswick, who has so generously added to the modern holdings of the museum, donated a unique early work by Pitseolak of Cape Dorset, one of Canada's foremost Eskimo woman artists. Known during the past twenty-six years as a remarkable printmaker, this soapstone sculpture of a seal is an

unusual example of Pitseolak's talent in another field, before she achieved fame as a graphic artist.

The museum's slide and photographic archive has been enriched by a gift of 178 color positives, 230 color slides and 1,157 black and white negatives, all the photographic work of the late Rutherford Platt. These visual materials were given by the Platt children in memory of their father.

Mrs. MacMillan's enthusiastic support of the museum has continued in her usual generous manner. Her numerous gifts, many of which are now on display, have greatly added to the exhibits and to the resources of the museum. Mrs. MacMillan's work, time and interest on behalf of the museum have been invaluable.

Operations

Museum attendance from March 1975 to March 1976 reached approximately 19,940, an increase of nearly 6,000 visitors over the previous year. There were 17,225 casual visitors; 1,316 children, teachers, and parents attended the Treasure Hunt performing arts series and, since September, 1,399 school children from area elementary schools have been taken on conducted tours through the museum by members of the Museum Volunteers Association.

The increased attendance is significant because during this past year the Museum of Art has been closed for renovations. There is no question but that in the preceding year, with the Museum of Art open, the Arctic Museum benefited from the flow of visitors and school groups to the Bowdoin campus.

Some credit for the increased activity must go to the schedule of visiting hours, revised last year, to the presence of the Museum shop, the five special exhibitions, and the continued improvement of the permanent displays, but a good deal of credit must go to members of the Museum Volunteers Association who have conducted tours for elementary school groups and who have done research and developed background information for the youngsters and the teachers visiting the museum as a part of their school studies. The Museum Volunteers Association members have made a significant and imaginative impact upon the educational com-

munity and, through their energetic efforts, the Arctic Museum has assumed a role as an educational resource.

President Marge Macomber and Vice President Marie Galen have ably led and directed the membership this past year. Their contributions in terms of time and creative energy are quite beyond price. Dian Petty, recording secretary; Ellie Swanson, tour guides; Marion Winkelbauer, membership; Roberta Hope and M. E. Crockett, education; Joan Shepherd, research; and Elsie Ryan, staff aides, have contributed to the association and, consequently, to the greater Brunswick community.

By the fall of 1976, the education program will again include the Museum of Art. Research has been ongoing and there will be resource materials available for the tour guides, the membership-at-large, and for school children and teachers. A See-and-Touch basket will be introduced as a part of regularly scheduled tours, since the one introduced in the Arctic Museum has proven to be such a success.

Books, taped lectures, and a revised volunteers' notebook will assure the membership of continued source materials with which to work.

The Arctic Museum has added a globe, several maps, four filmstrips, a filmstrip viewer, and slide viewer as educational equipment. As educational programs expand during the next year, it will be possible to utilize visual materials in school visit programs.

The *Maine History News*, January 1976, published an article about Bowdoin's museum volunteers, illustrated by two photographs which were taken by Dian Petty. The article provides information about the MVA that describes the work and the services of this exemplary group of women.

In the July 1975 issue of *Maine History News*, the Peary-MacMillan Arctic Museum was the feature story of the month. The article was written by Laura Lorenz '76 and illustrated by photographs of works from the collection. The cover picture of the magazine is of Peary and MacMillan as depicted by artist Thomas S. Buechner in the nearly life-sized, painted cut-out figures that greet visitors as they enter the museum.

General operations of the museum continue along the lines begun last year with no significant developments or changes.

Work on the photographic file was completed last summer and is currently being indexed.

Work on the slides, following a preliminary sorting and filing, is underway. Damages and duplicates are being removed, as are slides based upon illustrations from unidentified books. Certain subject categories have been revised according to subject matter but there will be, overall, a basic pattern for retrieval established. Indexing and typing this information will be the final step in the project.

Work on the negatives and albums, begun toward the end of last summer, will continue as a summer project beginning in June. The negatives have been boxed and labeled, temporarily, to satisfy preservation needs.

As this year ends, it is again time to express my appreciation to those people who have helped me in my job. Judith Perkins, who joined the Arctic Museum a year ago, has become my other "pair-of-hands." Working on only a part-time basis, Mrs. Perkins has brought ingenuity, a flair for organization, and thoroughness to a constantly varied and demanding job. She has handled the endless details of scheduling school tours and working with members of the Museum Volunteers Association with patience and friendliness. She has brought to the sales desk of the museum shop the same cheerful spirit.

The friendly support and assistance of Lynn Yanok and Brenda Pelletier have helped me get my job done more easily. And David Warner '76 has somehow always managed to find time from his work to assist me in putting together an exhibition and in doing the many small tasks that have a way of pyramiding when ignored. To them all, in this my final report, I extend my thanks and a deep personal sense of gratitude for their many kindnesses.

Respectfully submitted,

BETTY S. SMITH

APPENDIX

Gifts

- Edwin R. Andrews:** 20th century, one pair of female walrus tusks and one pair of male walrus tusks (AM 1975.8.58 a-d).
- Mrs. Donald O. Hooper:** Canadian Eskimo(?), 20th century, snow shovel carved from driftwood by an Eskimo for Robert E. Peary (AM 1975.3.53).
- Mr. and Mrs. Samuel A. Ladd, Jr. '29:** Eskimo, possibly Labrador, 20th century miniature kayak with hunting gear, including paddle (AM 1975.9.59).
- Mrs. Donald B. MacMillan:** Doris Peacock, Moravian Missionary, Nain, Labrador, 20th century, two watercolors of Labrador Eskimos (AM 1975.4.54 a & b); 20th century, seven records (AM 1975.4.55 a-h); Polar Eskimo, 20th century, two scrimshaw cribbage boards made from the tusks of walrus (AM 1975.11.61 a & b); German manufacture, 20th century, tin bathtub (AM 1975.12.62); Waltham Watch Company, 20th century, twenty-four hour watch (AM 1976.1.1). Polar Eskimo, North Greenland, 20th century, hand-carved ivory bracelet (AM 1976.1.2); awl, with handle, ivory shaft and point (AM 1976.1.3); eleven hand-carved ivory pins (AM 1976.1.4 a-k); four spoons all with carved designs on handle (AM 1976.1.5 a-d); ivory sledge with six dogs, leather thongs, seals tied to sledge (AM 1976.1.6); ivory carved walrus (AM 1976.1.7); hand-carved ivory beads (AM 1976.1.8); hand-carved ivory knife, case carved in shape of fish (AM 1976.1.9); hand-carved ivory knife with openwork carving of kayak in handle (AM 1976.1.10); ivory needle holder, hairpin, and two crochet hooks (AM 1976.1.11 a-d); carved ivory handle (?) scrimshaw-type of object (AM 1976.1.12); hand-carved ivory arctic hare, small polar bear, medium polar bear and large polar bear (AM 1976.1.13 a-d); three carved ivory sledge dogs (AM 1976.1.14 a-c); carved ivory tupilak-type figure and three figures in Eskimo outfits (AM 1976.1.15 a-d); two hand-carved ivory kayaks (AM 1976.1.16 a & b).
- The Platt Family in Memory of Their Father, Rutherford Platt:** 1947 Greenland Trip, 175 4" x 5" color positives, 230 color slides, and 1,157 black and white negatives (AM 1975.10.60); North Greenland, 36 4" x 5" Kodachrome (AM 1975.13.63).
- Isabel F. Thacher:** Pitseolak, Cape Dorset, 20th century, soapstone carved seal (AM 1975.7.57).

Purchase

Oiktook: Canadian Eastern Arctic Eskimo, 20th century, *Spirit*, whale-bone carving (AM 1975.6.56).

