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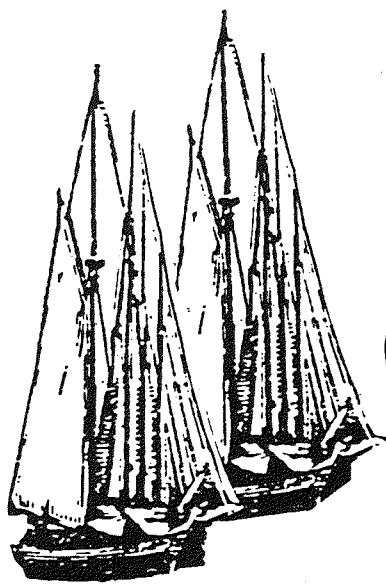
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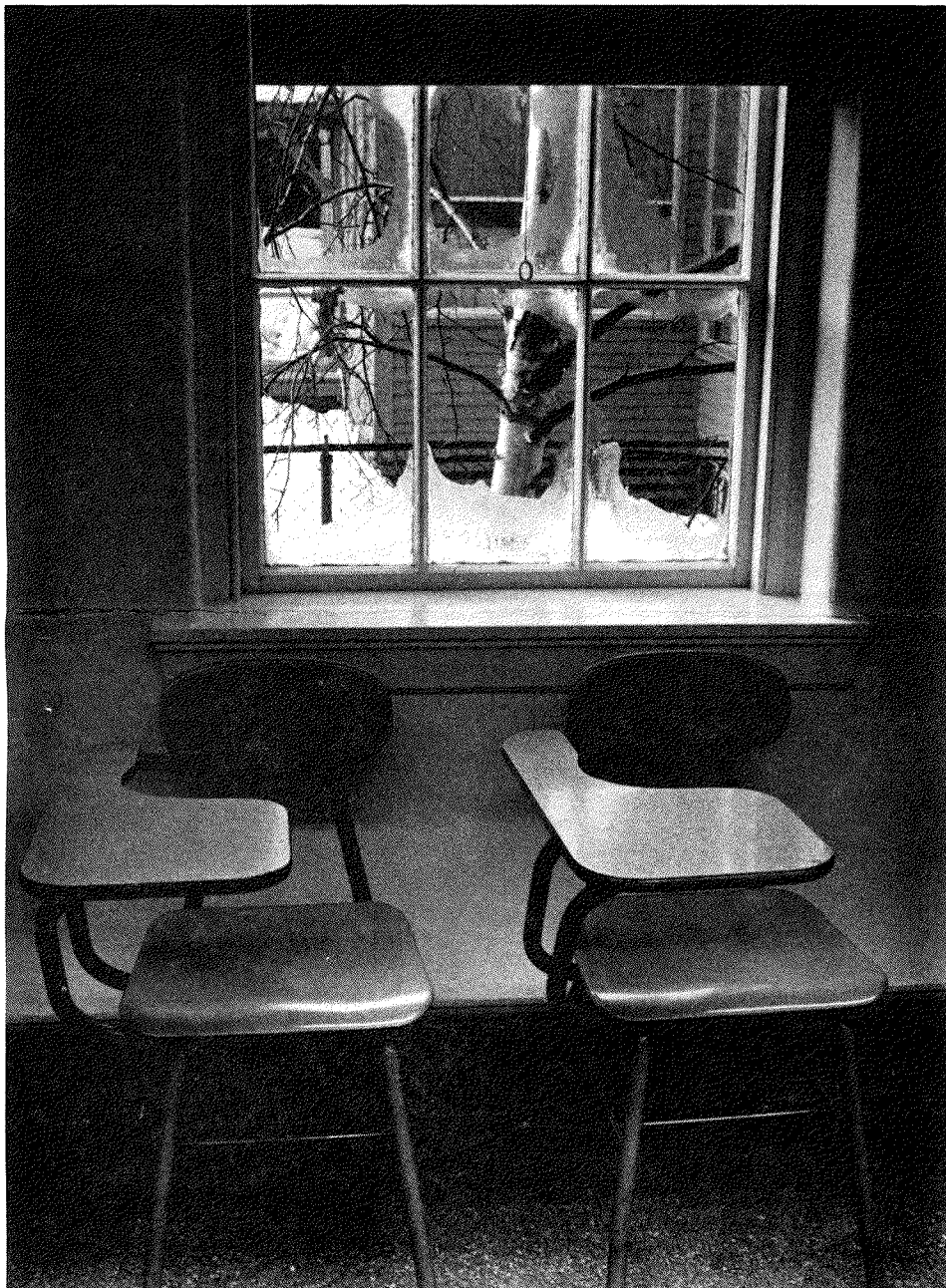
# University of Southern Maine CURRENTS

Volume 5, Number 7

December 8, 1986

## What's Inside

Presidential Address.....Insert  
Christmas Toys .....p.2  
Women In Cuba .....p.2



The high-school dropout rate exceeds 25 percent.

## Bell Commission Issues Report

As many of you may be aware, the Bell Commission on the Role and Future of State Colleges and Universities recently released its report to the American Association of State Colleges and Universities.

Headed by former Secretary of Education Terrel H. Bell, the Commission presented its findings and recommendations at the AASCU's annual meeting last month.

Here are some highlights from the Commission's findings:

- The nation's educational pipeline is contracting as the high school dropout rate mounts to over 25 percent, reaching levels as high as 45-50 percent for minorities in disadvantaged urban areas.

- The educational reform movements, while riveting public attention on the need to improve quality at both the elementary-secondary and the collegiate levels, have failed dismally to address the needs of minority youth.

- In today's America, there are at least 23 million adults who have been identified as functional illiterates. In addition, some 13 percent of U.S. teenagers, and up to 40 percent of minority adolescents, have been found to be functionally illiterate.

- There are 50 million households in the United States where no family member holds a bachelor's degree — and the figure increases annually.

- There is an appalling increase in the frequency of adolescent pregnancies, perpetuating a poverty status for females with the greatest need for education but the greatest difficulty in obtaining it.

- In an era of tight budgets, funds for postsecondary remedial education programs, including special counseling services needed for disadvantaged students, are being sharply curtailed.

- As college costs have skyrocketed over the past ten years, including the cost of attending public institutions, federal student aid programs have failed to keep up, and have lost considerable ground in real dollars.

- A nationwide shortage of elementary and secondary school teachers impends and will soon reach crisis proportions in some cities and states, with the profession needing over one million new teachers by the mid-1990s.

- Recent studies reveal that American college students, compared with their peers overseas, are poorly informed on global issues and lack an understanding of their country's role in international affairs.

- Some of the Commissions recommendations:

- At least 25 percent of American adults should have a college degree by the year 2001 (that percentage is now 19).

- State colleges and universities must assume the leadership role in producing the one million additional public school teachers required to meet the needs of elementary and secondary education during the next decade.

- State colleges and universities should direct their academic resources and institutional priorities toward working cooperatively with public schools and community colleges to reduce the high school dropout rate by 50 percent over a 10 year period.



## A Holiday Gathering

You, along with your spouses and guests, are invited to join President and Mrs. Harlan Philippi in celebrating this holiday season. A special holiday gathering has been planned for 4:30 to 6:30 p.m., Friday, December 12, in the Portland Campus Center.

To help us celebrate, ARA will prepare coconut shrimp, spiced pecans, crabmeat stuffed in peapods, cakes as well as traditional holiday treats.

In addition, the Student Brass Quintet and the Student Woodwind Quintet will perform.

# Women's Rights in Cuba Studied

by Hannah Holmes

Equality of women is one of the Cuban government's high priorities.

That's one of the surprising findings in a book on women in Cuba that is being written by Alfred L. Padula, associate professor of history, and USM political science graduate Lois Smith.

"The research is finished, the writing is two-thirds done," said Padula, an expert on Central America.

While Padula was on sabbatical last year he and Smith traveled throughout Cuba. They compiled information on women in family, in work, in fashion, in the military, prerevolutionary women, sexuality, and sex education.

"Cuba is a socialist state in which they are striving to achieve equality for women. It's been made a national objective," Padula said. And because of that, the change is occurring much faster than in the United States.

"There are a lot of shocks, tensions, strains. It is difficult for men to accept," he said.

"One very striking thing is the way the situation of women in Cuba is very akin to that in the United States." Access to power, day care, divorce, "decent" jobs are major women's issues in Cuba, he said. And as in the United States, he added, "There is the dilemma of passing that invisible barrier which separates administrative from executive positions."

Padula, who served as secretary for over two years for the USM Women's Studies Committee, also spoke about a future book, perhaps about Nicaraguan and Costa Rican women. He laughed, saying the target date for the current one was July. "Sex and Revolution: Women in Cuba 1959-1987" is now scheduled to be published in September, 1987 by the University of Texas Press.

"This is the first project of this size that we've done," he smiled.



## Toys for Christmas

Captain Magic (aka: Stephen Lehane, director of Child Care Services) recently presented an informative and enlightening seminar on "Buying Toys for Christmas" on behalf of the new USM Parenting Center.

Presented on both campuses, the seminar not only stressed child safety but also gave suggestions about what toys are best for children of various ages. Faith McMullen, coordinator of Child Care Services, assisted Lehane.

When asked the best toy to give a child for Christmas, Lehane did not hesitate, "yourself," he smiled. (Hughes photo)



Junior High School students in Ciudad Libertad (Liberty City) Havana, are interviewed by Fred Padula. Liberty City is a former military garrison which has become a vast educational center which includes a teacher's college, high school, junior high and elementary school with a student population of over 13,000. (Smith photo)

## Computers in the Curriculum

The Computers in the Curriculum Project announces that 22 microcomputers are now available for faculty use.

These computers provide special access for faculty for professional development purposes. Most of them are linked to the Portland mainframe computer. They are available to all faculty and all machines have printers.

MS-DOS machines are available in Rooms 150A, 223, 310 and 506 of the Science Building, Portland; 302 Payson Smith, Portland; Faculty Lounge, Luther Bonney, Portland; 7 and 38 Chamberlain, Portland;

102, 118 and 120 Bedford, Portland; 115, 200, 300, 407 and 500 Bailey, Gorham.

Macintosh machines are available at: 315 Science, Portland; Faculty Lounge, Luther Bonney, Portland; 100 Corthell and 200 Bailey, Gorham. An Apple IIe machine is available in 115 Bailey, Gorham.

## Symptoms of Change

Since the University's smoking policy took effect last spring, smokers on the faculty and staff, as well as students, have hopefully been puffing in designated areas only. Or, as an ultimate goal, they have cut back or quit smoking completely.

A new pamphlet produced by the Employee Health and Recreation Program and the Student Affairs Office has been distributed to help smokers and non-smokers alike.

"Changing Smoking Habits" lists some of the symptoms of change which may occur when smokers quit or cut back their cigarette consumption.

Hunger, occasional dizziness, change in sleeping patterns, irritability,

coughing, inattention and constipation are all symptoms explained in the pamphlet but the most important thing to remember is that while some of the adjustments may be uncomfortable, they are always temporary.

The pamphlet also gives some tips about how a non-smoker can help the smoker adjust to the new smoking policy and, most importantly, information is included about where to go for help and support.

Copies of the pamphlet were distributed across campus. More copies are available by contacting James Sullivan, director of the Employee Health and Recreation Program, at 780-4172.



# Where Do We Stand and for What Do We Stand

by Harlan A. Philippi

**EDITOR'S NOTE:** What is the role of a university president? What role can we expect Interim President Harlan A. Philippi to assume? What are the opportunities facing this institution? Harlan A. Philippi met with faculty earlier this semester to pose and answer these questions. He also asked people to reflect upon the true mission of a university in the late 20th century. To share these questions and answers with as many of you as possible, we're reprinting the full text of his speech.

By now one could suppose, I would no longer be anxious addressing university faculty and administrators. There is the common belief that if you have been "through it" enough times as I have, you become accustomed to sharing your thoughts in a public forum.

This time, my trepidation is more pronounced than it otherwise might be. I began my career in Maine on this campus. I have had, shall we say, a "checkered" career in the University System since that time characterized by the statement: the man simply can't hold down a steady job.

What you know of me or believe you know, and what I know or believe I know of you, may result in our dealing with each other as fictionalized and fantasized beings that have little relationship to what we are in fact. I hope we can counteract that possibility.

## A SPECIAL PLACE OF QUALITY

There are a number of things on my mind. First, I want you to know it is a real honor to serve as president, interim, acting, or otherwise, of the University of Southern Maine. This University is truly becoming a special place of quality in the University System. There has been a remarkable change in attitude of but a few short years ago as I have observed students, staff, administrators and faculty turn this University toward not only a distinctive mission but a distinguished one; a mission that is within and contributes rules to the purposes and goals of the University System but which is ours, alone, not beholden to the mission of any other campus. There could be no better opportunity anywhere than to serve this campus as president even for a short time.

The leadership of people here and of Bob Woodbury, has brought this University to the point where greatness is sought, not feared; where its intellectual wealth is to be shared; where excellence, sometimes heard only as a whisper but insistent as the quiet sound in the night that disturbs our sleep, can be heard in every corner of the University of Southern Maine.

A second thing on my mind is a subject that may be on your minds — the role of an interim president, a short-timer, in the affairs of this University.

## NOT A NEUTRAL

Obviously, I do not come as a neutral to my position. I prefer to do my work through focused conversation. I believe it is neither a travesty nor an imposition to tell each other the truth, the truth-telling bounded by collegial civility. I don't believe I can settle for being simply a passable citizen of this University, one who dreams a little, drifts along somewhat uncertainly, hoping for the best but believing in nothing very much. Nor do I see myself as the self-anointed critic of all unholy, cynical and sour, believing it is the way of thoughtful and accountable administration rather than the disfigurement it truly is.

I recognize there are those who fear I may see my role as a custodial one, keeping the store open, marking time, and consequently setting back and damaging the development of this campus for years to come. That fear may be heightened by the publicity on my retirement plans and the suspicion I have found a lucrative way to retire after all. Actually, I have sought a change in focus of my work. Unfortunately, University policies define what I want to do as "phased retirement" while I view it as a means of finding out whether I have been lying to myself over the years claiming I could develop a range of talents if only I had the time.

On the other side, are those who fear that the temporary nature of the position may prompt this "clown" to attempt to make a quick impact that will unsettle if not disassemble the work and the accomplishments of the past years. Both fears are unfounded.

## DEPENDENCE ON TALENTS

A president, acting or interim, temporary or permanent, needs to attend to the vitality and the strength of the institution. A university's vitality depends upon the talents of faculty, students, staff and administrators, but most on the talents of faculty. While talent can be exercised arrogantly without diminishing its essence, doing so can damage, sometimes destroy, relationships, thus destroying the strength of the institution. The strength of a university comes from the quality of its relationship among its own people and between itself and other institutions.

A president, today, is expected to manage — though I dislike the term applied to universities — better and better while knowing less and less about the institution. No president, for example, can know the metaphors, codified attitudes, stated principles and practices, formed alliances, tacit

criteria, ways of proceeding and perceiving, of each academic discipline in a university. But a president needs to know and to exhibit the thoughtfulness, the qualities of mind, the imaginative inventiveness, that represent scholarship in the disciplines at their best.

If the foregoing is true, a president must consult widely; must seek out information knowing the reluctance that exists to share "real" information, knowing, in the parlance of today, that disinformation will come his way, while insisting upon and retaining the authority and the obligation for the final decision. If we do well our work, most presidential decisions will be confirming ones.

## LEADERSHIP REQUIRED

It is likely I share with some of you the experience of serving on a governor's commission. The certificate that accompanies such appointments lists various obligations and duties and ends with the statement that you shall serve "so long as you behave." Perhaps that admonition is proper for interim presidents, or makes interim presidents of all who serve that role.

There are opportunities this current year that will require leadership and direction on my part and on the part of all of us.

The biennium budget appropriation request sets forth the funding needs of the University System, including the needs of this campus, that are essential, critical, to its continuing strength. I am necessarily your representative in this matter and cannot delegate that responsibility.

## NEW FACULTY

We have the opportunity to employ for next year and years to come, upwards of 40 new faculty. As unseemly as it may appear to say so, I do take pride in having a part in obtaining the supplemental appropriation that made such hirings possible.

But that accomplishment pales in significance compared to what we now need to do because of it. In one, almost unheard of opportunity today, we can set a quality direction for this campus for years to come. The greatest responsibility for successfully taking advantage of this magnificent opportunity rests with faculty and academic administrators. I urge you to be careful, and thoughtful, and farsighted in your searches. It is my hope, I admit, that in meeting our responsibility to reduce our reliance on part-time faculty and to bring to our ranks bright, young, talent, we also attempt to hire, in selected areas, recognized scholars of unquestioned merit. I also want to of-

fer the reminder that once new faculty are among us, we need to take seriously our mentoring obligation to ensure they become the best they can be.

A third opportunity is the "second phase" of the review and revision of governance procedures and policies. The first phase, I understand, was completed this past year — the task of updating terminology and the removal of obsolete statements and practices.

## CRITICAL GOVERNANCE

The second phase is critically important. As stated years ago by the Assembly of the American Academy of Arts and Sciences, university governance exists to make possible the best education. That education is not likely to be achieved through parliamentary or bureaucratic procedures because a university is not a parliamentary body and even less a place where total participation is possible. But it can be achieved where there is a division of responsibility, a sharing of information, a readiness to subject authority to the requirements of a well-defined system of accountability, and a strong executive authority that gives weight to the opinions and values of the whole university community. It is my hope that the ideal of reasoned scholarship will direct our thinking on governance.

A fourth opportunity is the refinement of the mission statement and the six, program clusters that are a part of the mission statement approved by the Board of Trustees: public education; business and economic development; technology and applied science; health and human services; public policy and public management; and urban liveability. I have asked Provost Greenwood to form small faculty work-groups to better define each program cluster.

The characteristic broad strokes of the mission statement and the general program clusters need those specific translations that can compel action and that can garner support among Trustees, the Legislature, and the supporting public. As is true of the president's role, for example, the language of a mission statement must carry sufficient credibility so that it need not be explained and justified over and over again each time some new venture is proposed. That is particularly true for our graduate education mission, questioned by the Visiting Committee, its importance downgraded by some. We are one of the two graduate centers in the University System — the one with the largest enrollment this year I believe — and are obligated, in my judgment, to develop graduate programs and to develop new knowledge appropriate not only to our being the urban comprehensive institution of the System but also appropriate to our being a university.

"I believe it is neither a travesty nor an imposition to tell each other the truth..."

Continued...

**"If a university is simply a place where we attain immediately practical and salable job skills, there is little reason for it to exist."**

#### NEW PRESIDENT

A fifth opportunity for you that does not include me, is to search for and to recommend final candidates for the position of president of the University of Southern Maine. I hope you will not consider my remarks in this area as an unwelcome intrusion.

Most of you are aware of the importance of a president "at home" since you have had the advantage of working with, and observing the good work, of Bob Woodbury. You are not likely to have the perspective I have in observing the work of presidents in relationship to the Chancellor's Office, with individual Trustees and the full Board, and among colleague presidents. In those relationships it matters not only what a president does but also what manner of person he or she is in doing what he or she does. The president speaks for the campus and cannot call upon others, or call "time out" when issues are to be faced. In selecting your representatives to the search committee, it is no time for awkward campus politics but the time to seek the best talent among the considerable talent on this campus. You will be choosing a president who will face with you a future of choices and a choice of futures for this University.

#### REFORM

A sixth opportunity results from the state's Educational Reform Act. I am not as current on that legislation as I should be but it requires liberal arts majors for all teachers and requires that teachers under endorsement upgrade their academic discipline. Neither can be done without faculty in Arts and Sciences as partners with faculty in the College of Education.

We could, of course, turn our backs on this legislation since no particular campus is required to be involved or, for that matter, can be involved in some aspects without concurrence of public school personnel. To do so would not only deny our mission, it would ignore our obligation. If teachers cannot write well, cannot think critically, are not well-versed in their own special subject or limited in their understandings of science and math and the humanities, it reflects on the University, not alone or even principally on the College of Education. We need to care who are the teachers of our young people and how they are educated, for they will ultimately be our students and some our future colleagues.

There are other matters — parking, critical space needs, capital funding, new program proposals, some reorganization of administrative responsibilities and the comparative study. I am certain there are others I'll be surprised with someday. Some of these — such as space needs — require new initiatives.

#### WHAT BUSINESS ARE WE IN?

There is another opportunity that is not immediate in the sense it does not appear in the biennium budget request, is not among the thousands of pages that represent campus five year plans, is not a part of the University's legislative agenda nor proposed as a future agenda item for the Trustees. And I doubt, though I don't know, that it appears on any school, college, or departmental agenda.

The issue has age-old roots in the question, "What knowledge is of most worth?" It had a variation on the theme in the critical comments by former University of Chicago Chancellor and President Robert Maynard Hutchins that universities are prone to provide any kind of ordinary entertainment for which someone will pay. It surfaced in Secretary Bennett's critique of "contemporary fascinations" and in the question, "Is there anything at all that would be improper for a university to do?" Recently, it comes in the form of the question, "What business are we in?"

You have read the reports over the past year or so on the status of education in general, baccalaureate and graduate education in particular, and on the professoriate. The reporter's eye, or the committee or commission's eye, has often been helpful. But just as often it should have alerted us to the warning of Rabelais never to trust those who peep out at the world through a little hole.

#### STANDING WHERE, FOR WHAT?

The issue is, where do we stand and for what do we stand as a university system? And where do we stand as a university within that system? Is there a danger, I raise it only as a question, of our losing not only the sense of what a university is to be but also losing the sense that anything at all important is being lost?

Even skimming through the literature will reveal the point of view that claims a contemporary university is not unlike any other business with product quality problems and labor problems as have all other businesses — a business principally responsible for meeting fluctuating consumer demands and providing individuals with those job entry skills important to business and industry. A university, in this view, is to be valued less as an intellectual community and more as a place for the exchange of goods and services — a place where ideas of grandeur, and honor, and civility, are merely quaint ideas rightfully rubbed away by what is truly real in the marketplace.

#### ANOTHER BUSINESS

At the same time as we are being categorized as just another business, we are faulted for not being what we once were, or were thought to be: baccalaureate degrees claimed to be cheapened by vocational training courses; master's degrees judged to be no more than a fifth year of undergraduate study; a professoriate that has traded away being a member of an intellectual community for being an employee of a corporation; administrators as managers who monitor a contract, negotiate interventions by a third party industry, compromise with government agencies, and equate leadership with a position description and office prerogatives; where the principal work of the institution — teaching — has become routine or become an institutional job requirement as any other job requirement.

There are voices raised in opposition to this portrayal of what we are. But, like my own voice, they are not often expressed in the public arena and tend to live as corridor talk.

If a university is simply a place where we attain immediately practical and salable job skills, there is little reason for it to exist. If it is just another business then it can manufacture products without the human "messiness" that attends questions of academic freedom. If the bottom dollar line, or the bottom faculty and student achievement line, are based upon those things that can be counted or listed in procedural handbooks, or on a series of micro-arrangements, then there is no distinctiveness to the university that is worth noting.

#### OUR TRUE MISSION

In my judgment, there is no institution that can separate a junkyard mind from a comprehensive intelligence better than can a university; no institution better able to address the curse of information without wisdom; no institution that can better enhance knowledge about and love for the treasured traits of our being human: the traits of conscience and memory; the ability to communicate; the sense of right and wrong; the search for a just society and decent human relationships; the sense of history, and beauty; and the critical examination of knowledge and belief.

At the core of this quiet idea is the belief that the more educated we are, the more we can recount our yesterdays and imagine our tomorrows, the more, then, we will be able to understand the human passion that lies too deep for tears and the more chance there will be to live out our talents and our craft with purpose and fidelity and compassion.

What I have just said can seem so naive, so unrealistic, so unfashionable, in our contemporary affairs. Even if we see it as reasonable, it is a reasonableness that is most often thought to be in vain, for the real world we face in our work slams and bangs away at us with little time left to think about, or to capture, the elegance of a university; little chance to appreciate its spiritual wealth; little chance to understand the richness of its diversity.

In your public moments or in your quiet hours, I do not know where you stand in relationship to the purposes and goals of a university. I do know that the view each of us has of a university is not so much an instrument to be used in judgments about it, or the way things are seen through it, as it is an idea into whose service we have been called. That calling into service can enoble our work; it can also lead to loving our rigidities more than our promise.

I am not inclined toward nostalgia nor to denying that a contemporary university must be involved in the economic, technological, social and political issues of its time and place. But we should not be prepared to consign ourselves to chance in such matters.

#### DISCUSSING PURPOSES AND GOALS

No campus has taken a leadership role in this matter. I hope there are people here, particularly faculty, who might want to join with colleagues in discussion of the purposes and goals of a university, including the ethics of faculty service; and/or in developing a paper on that topic or in hosting a conference that would bring such matters to public attention.

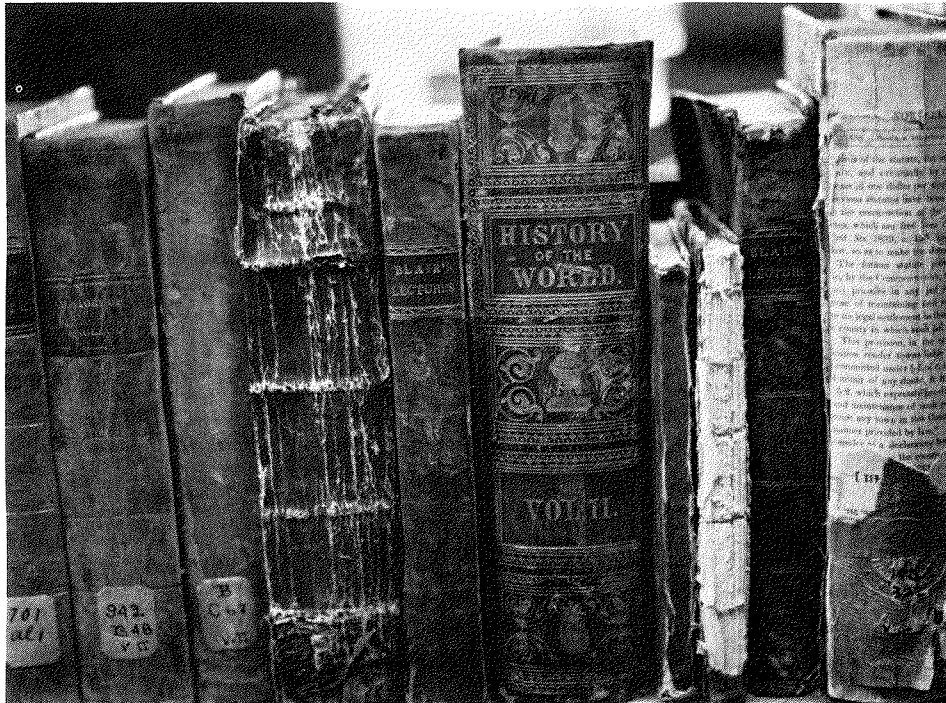
Let me conclude by stating, again, how privileged I feel I am to serve the University of Southern Maine as interim president. This is a campus, if I may use a metaphor, that is "riding point" for the University System in developing the kind of higher education necessary for today. But a hundred years from now (paraphrasing Oliver Wendell Holmes) after we are dead and forgotten, people who never heard of us will move to the measure of what we do in the name of the University of Southern Maine.

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**"There is no institution that can separate a junkyard mind from a comprehensive intelligence better than can a university."**

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# Contributions to Our Intellectual Life



Are sophisticated cultures inherently self-destructive? What is the role of women in the Greek imagination?

Those were just two of the diverse questions posed this semester by scholars who visited campus as guests of the Honors Program. Though only in its first year, the program has made successful attempts to enrich the intellectual life of the campus community as well as the students it serves.

"The caliber of the visiting speakers that this program has invited to campus and the fact that these people are available to the community through public lectures contributes immeasurably to intellectual life on campus," said Martin A. Rogoff, director of the Honors Program.

Poet, novelist and educator Wendell Berry was on campus this fall to discuss the value of community, and to offer a catalog of criticisms of modern life. "People aren't living their own lives anymore," he said. "They're living hollow inside." Berry is the author of "The Unsettling of America," a book that the Los Angeles Times called one of the most important of the decade.

Alasdair MacIntyre, the well-known philosopher from Vanderbilt University, lectured on "Truth-Telling and Lying" in late October. Like the other visiting scholars, MacIntyre also

taught a class at the Honors House, located on Bedford Street in Portland. Meeting with Honors students, the author of "After Virtue: A Study in Moral Theory" praised the selection of texts used in the USM "Ancient World" course. The works of Homer, Plato and others are included in so-called primary texts, and therefore are not the edited versions found in many American texts. "If all textbooks in America were burned, it would be a great advantage," MacIntyre laughed. "After you work with these primary texts, you'll never be satisfied with a (regular) textbook again."

More recently, Marilyn Arthur, professor of classics at Wesleyan, spoke on "The Character of Tragedy: Women in the Greek Imagination." Her visit was cosponsored by the Women's Studies and the Convocation Committee.

Speakers for the spring semester include Joan Ferrante, author on medieval literature, and a professor of Columbia; Marc Drogin, a leading expert on medieval calligraphy; and Mortimer Adler of the Institute for Philosophical Research, and former professor of Columbia and the University of Chicago.

For more information, you can call Martin A. Rogoff, honors director, at 780-4330.

## Project AIMS to Help Pre-Schoolers

The emotional health of Maine infants and children to age 5 is the focus of a major five-year grant totaling \$1 million which has been awarded to USM's Human Services Development Institute (HSDI) and the Maine Department of Mental Health and Mental Retardation, Division of Children with Special Needs.

Project AIMS, the first such program of its kind in the country, will develop a statewide system for screening, assessing and improving the emotional development of infants and children under 5.

"There is no place in the country adept at knowing when and how to treat emotional issues in infants," says Susan E. Partridge, clinical director of the project, and HSDI research associate.

Project AIMS is a unique opportunity for Maine to pioneer a course of social policy and clinical practice on behalf of infants and young children. The U.S. Department of Health and Human Services, Division of Maternal and Child Health, is funding the project.

Termed a model of organizational support, clinical training, and multidisciplinary collaboration among health, education and mental health practitioners, its goal is to eliminate many of the familial, environmental and systemic barriers to overall development of infants and young children.

In the first year of the Project, two Maine communities will be selected as initial Project sites. Screening and assessment methods and preventive intervention techniques developed by the Project will be put into clinical use at these two pre-school sites.

In the years to come, 20 to 40 families will be selected to be study families. The Project will follow these infants and parents through the assessment and service systems, learning as much as possible about the patterns of growth and socioemotional development of infants in different situations.

Finally, the project itself will be studied and monitored to learn about how other states can implement the procedures and policies Maine develops.

## Jazz for December

The final Faculty Concert Series event of the year will be held Friday, December 12, at 8 p.m. at the Corthell Concert Hall, Gorham.

The Bill Street Jazz Trio will present well-known jazz numbers plus original compositions.

Bill Street and his trio members will perform jazz, as Webster's defines it,

music characterized by syncopation, rubato, usually heavily accented rhythms, dissonances, individualized melodic variations and unusual tonal effects.

Admission is \$5 for general public, \$3 for students. For more information, call 780-5256.

## Addressing a Challenging Problem

University of Southern Maine President Harlan A. Philippi has challenged the southern Maine business community to help provide funding to continue the Leadership for Community Planning Project, a public-private partnership established last year to advance growth management and community planning in the region.

Maine Savings Bank President Robert R. Masterton, who spearheaded the project with a \$25,000 grant in January of 1986, has committed Maine Savings to contribute another \$25,000, contingent upon a matching amount from southern Maine developers.

Philippi said USM and the University of Maine System are prepared also to commit \$25,000, and called for the southern Maine business community to raise an additional \$50,000. The total of \$125,000 from the University, Maine Savings and the community will be used to fund growth planning programs.

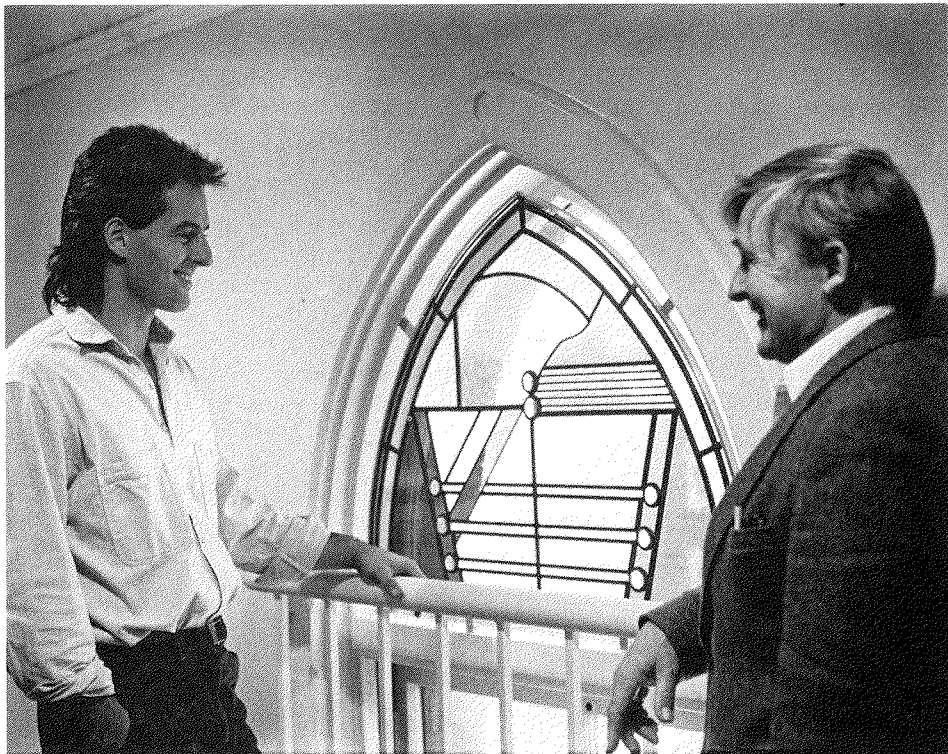
"There is no more significant issue facing the people of southern Maine today," said Philippi. "The University of Southern Maine has resources that can and should be applied to confronting the challenges of growth management. We have begun a dialogue and set in place a process that can assure us of achieving our vision for southern Maine's future. The University is prepared to intensify its commitment to that effort."

Philippi announced the USM and Maine Savings Bank grants at the close of the "Dynamics of Growth Management" conference. The conference — coordinated by the USM Public Policy and Management Program — was held Thursday, November 20 at the Sheraton Inn, South Portland. His remarks capped a schedule of events which included the unveiling by State Planning Office Director Richard E. Barringer of a new draft proposal for strengthening land use management and decision-making in Maine.

The conference was the second sponsored by the Leadership for Community Planning project, and is one of a series of initiatives undertaken to ensure that southern Maine retains its quality of life, while enjoying the economic benefits of growth. The project is overseen by an advisory panel comprised of representatives of public and private interests. Former Governor Kenneth M. Curtis chairs the panel.

The advisory panel has proposed future activities including: leadership training for municipal planning officials; a program to build greater awareness of the policy issues presented by rapid growth and support for increased planning efforts; continue to provide opportunities for productive dialogue between developers and planners; and implement creative solutions to the challenges of growth management.

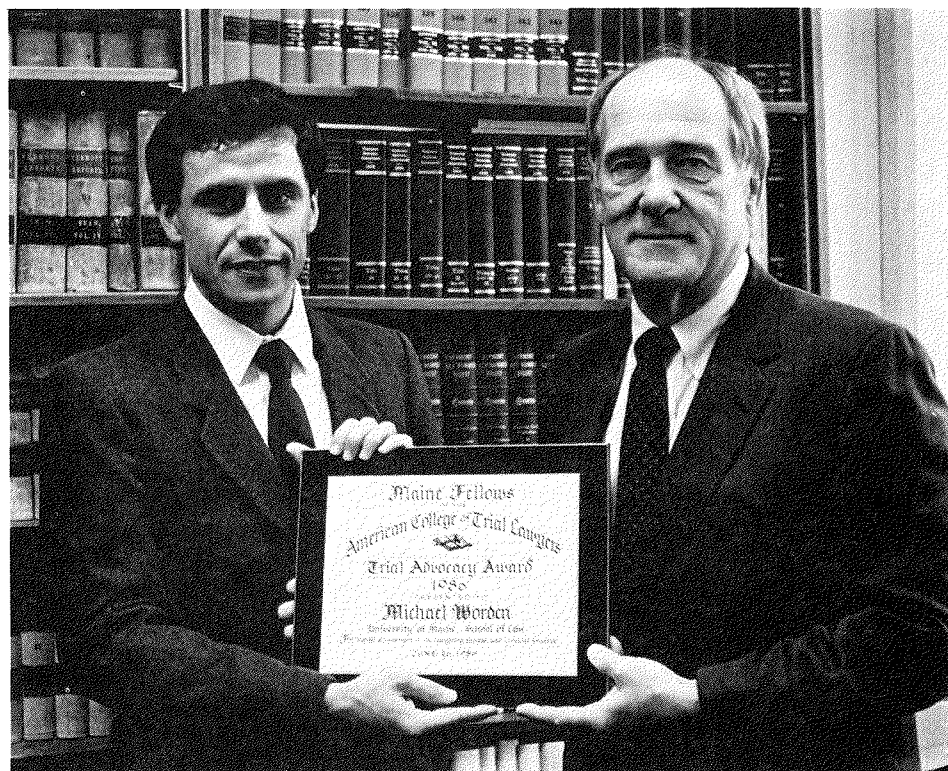
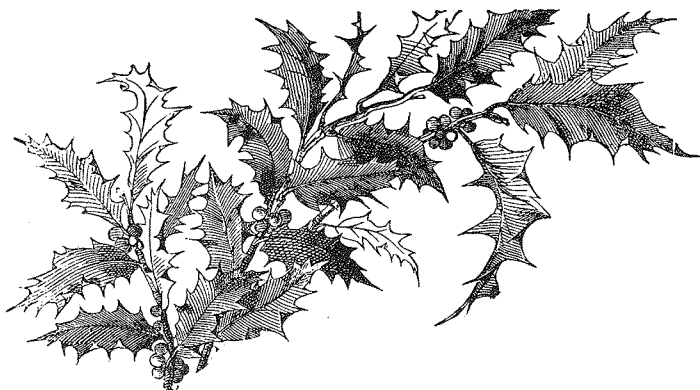




## Percent for Art Nets Stained Glass

Artist Jim Miller, left, and Jerry L. Bowder, chair of the Music Department, admire one of the two, 3-by-3 stained glass windows that Miller created for the Cortell Concert Hall. The arched windows were produced with funding from the Maine Arts Commission's Percent for Art Program. Miller, owner of Miller Studios in Newport, also gave a lecture on his work as part of the Art Department's Visiting Artist Series.

(Caswell photo)



## Outstanding Student Performance

Michael A. Worden (left), 1986 graduate of the Law School, receives the American College of Trial Lawyers Trial Advocacy Award from Portland Attorney, Harrison L. Richardson, a member of the Maine Fellows of the American College of Trial Lawyers. Worden is a graduate of the University of Maine and currently serves as an attorney for Central Maine Power. The Maine Fellows of the American College of Trial Lawyers have established the annual award in memory of deceased Fellows for outstanding student performance in trial advocacy.

## Campus Notes

- Campus Ministry is planning a special Christmas service at 7 p.m., Thursday, December 11 in Hastings Formal Lounge, Gorham. All students, staff, faculty and friends are invited to attend this ecumenical event and celebrate this season of peace and good will. Contact Louise Boisvert, 772-6182 if you have any questions.

- The Classified Staff Senate will have a meeting, 2-4 p.m., Tuesday, December 9, in Room 1, Payson Smith Hall, Portland.

- Judith S. Ryan, Acting Director of Campus/Student Centers and Student Activities announces the following vacation hours: Campus Center Building, closed Thursday and Friday, December 25 and 26, Thursday, January 1 through Friday, January 9; temporary vacation hours, Monday, December 22 through Friday, January 2, open Monday - Friday, 8 a.m.-5 p.m.; closed Saturdays and Sundays. Monday, January 12, regular hours

resume. Bookstore hours: Closed Wednesday, December 24 through Friday, December 26 and Thursday, January 1; temporary bookstore hours, Monday, December 22 through Friday, January 2, open Monday - Friday, 8 a.m.-4 p.m., closed Saturdays and Sundays. Regular hours resume Monday, January 12. Cafeteria and College Room, closed Friday, December 19 after 1:30 p.m., reopen Monday, January 12, regular hours.

- Samuel J. D'Amico, Associate Vice Chancellor for Human Resources, has the Video Display Terminal Guidelines for COLT unit members from the recently negotiated COLT unit collective bargaining agreement Article 33, Section E which describes general guidelines for COLT unit members assigned to perform work on video display terminals. Please contact him at the Office of Human Resources, 207-947-0336 if you have any questions or need a copy of the guidelines.

## What We're Doing

NANCY K. GISH, professor of English, had her book "Hugh MacDiarmid: The Man and his Work" reviewed in the October 23, 1986 issue of the "London Review of Books."

JOSEPH GRANGE, professor of philosophy, addressed the Commonplace Conference, an international meeting of architects, philosophers, and environmental psychologists, on the issue of "Place as a Propositional Lure," at Penn State University, Pa. in October.

MICHAEL S. HAMILTON, assistant professor of political science, is coauthor of the chapter entitled "Intergovernmental Relations and Marine Policy Change: Ocean Dumping and At-Sea Incineration of Hazardous Waste," in *Ocean Resources and U.S. Intergovernmental Relations* in the 1980s, published by Westview Press. He also coauthored a paper entitled "Intergovernmental Relations and Ocean Policy in the 1980s: The Politics of Policy Change," presented at the annual meeting of the Southern Political Science Association in Atlanta, Ga. in November.

GALE W. RHODES, associate professor of chemistry, has been invited by the American Chemical Society to serve as a tour speaker, visiting local ACS sections to lecture on his research and other interests.

RICHARD STEINMAN, professor of social work, has been trained by the Maine Bureau of Health to counsel persons about being tested for the presence of antibodies to the AIDS virus in their blood. As part of the Social Work faculty's community practice he has begun to provide such counseling through the Portland City Health Department.

WILLIAM STURNER, professor of management and organizational psychology, presented a keynote address and two seminars at the conference of the National Association for Gifted Children held in Las Vegas in November. The theme of the presentation was "Strategies for Dealing with Risk and Change."

## ROTC Christmas

ROTC cadets from the Department of Military Science will be hosting 15 to 20 youngsters from the Roads Group Home and the Emergency Shelter for Boys in Portland at their annual Christmas Party on Thursday, December 11.

"We hope this kind of activity can do some good for the boys and offer them some positive role models in the cadets," says Captain Sam Small, assistant professor of military science. "And for the cadets, we hope to broaden their understanding of the scope of activities and community service which an Army officer must be familiar with."

## ARA Appointments

John Baldwin has been appointed banquet manager. In that position, he will handle the service and marketing of banquets and receptions on both campuses as well as Campus Center management. Guy Larochelle has been promoted to chef in Gorham. The banquet office phone is 780-4533.



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*Happy Holidays*