

1975

University of Maine at Portland-Gorham Catalog 1975-1976

University of Maine at Portland - Gorham

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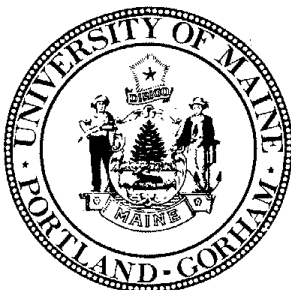
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UNIVERSITY OF MAINE AT PORTLAND-GORHAM CATALOG 1975-76

S. HENRY MONSEN
SOCIOLOGY
PORTLAND
CAMPUS

The University of Maine at Portland-Gorham



Catalog

**Programs Available On or After September 3, 1975
And Until Further Notice**

Prepared for the UMPG Office of Admissions
by the Office of Publications and Public Information
according to information available on May 1, 1975

Please address mail requests for catalogs
and other printed admissions material to:

ADMISSIONS OFFICE, U.M.P.G.
96 Falmouth Street
Portland, Maine 04103

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University of Maine at Portland-Gorham

Academic Calendar

FALL SEMESTER 1975

September 2 Registration
September 3 First Day of Classes
November 26—30 Thanksgiving Recess
December 12 Last Day of Classes
December 15—20 Final Examinations

SPRING SEMESTER 1976

January 12 Registration
January 13 First Day of Classes
February 14—22 Recess
March 27—April 4 Recess
May 7 Last Day of Classes
May 10—15 Final Examinations

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ADMINISTRATIVE ORGANIZATION UNIVERSITY OF MAINE AT PORTLAND-GORHAM

BOARD OF TRUSTEES and CHANCELLOR: Because of pending appointments at the time of printing, a listing is omitted from this issue of the UMPG Catalog. An updated listing may be obtained, when needed, from: Ms. Margaret R. Dexter, Clerk of the Board, University of Maine, 107 Maine Avenue, Bangor, Maine 04401.

Officers of Administration of the University of Maine at Portland-Gorham

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*For mail address, add: U.M.P.G., College Avenue, Gorham, Maine 04038.
The telephone switchboard number for such addresses is (207) 839-3351.

†For mail address, add: U.M.P.G., 96 Falmouth Street, Portland, Maine 04103.
The telephone switchboard number for such addresses is (207) 773-2981.

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ASSISTANT DIRECTOR: Richard H. Sturgeon, 615 Research Center, Portland Campus†

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The University of Maine at Portland-Gorham

The University of Maine at Portland-Gorham is a regional center of the University of Maine, offering a diversity of undergraduate and graduate courses in a variety of subject areas. The second largest institution of higher learning in the State of Maine, it comprises two campuses, both on State Route 25 which crosses the Maine Turnpike one block south of Turnpike Exit 8. The Portland Campus is three miles east of Exit 8, and the Gorham Campus is seven miles to the west of that exit.

Bus transportation between the two campuses is provided for students, Monday through Friday throughout the academic year whenever the regularly scheduled day classes are in session. Parking lots on both campuses are available for students commuting in their own automobiles. Dormitory facilities are provided only at the Gorham Campus, but dormitory students who pay for board and room at the Gorham Campus may obtain lunch without extra charge at the Portland Campus on days when their class schedules require them to be at the Portland Campus at lunch time.

Approximately 8,100 students are normally enrolled in various degree programs at UMPG. The courses offered in all these degree programs, with the exception of those offered by the graduate professional School of Law, are described on the following pages.

In addition to the range of day courses available at UMPG, the Continuing Education Division offers about 500 CED courses during late afternoon and evening hours throughout the academic year, making it possible for part-time students to earn undergraduate degrees in business administration, education, and various arts and sciences, as well as graduate degrees in business administration and education.

The Continuing Education Division is also responsible for the Summer Session, meeting the needs of an additional 3,000 students taking 280 or more day and evening summer courses. Many summer session courses are offered in three-week units of intensive study, some starting in June, some in July, and some in August. Other daytime summer courses are offered in six-week sessions, and a few are scheduled in five-week or two-week sessions. Summer evening courses are normally offered in an eight-week session, with classes meeting two evenings a week.

Although most of the courses offered by CED carry credits toward associate, bachelors', or masters' degrees, the Continuing Education Division also meets specialized interests of various groups of business and professional people through short courses, seminars, and workshops, which are offered at frequent intervals throughout the academic year. Such programs are not described in this catalog, but brochures and tabloid catalogs describing CED offerings may be obtained from the CED Office at UMPG, 96 Falmouth Street, Portland, Maine 04103.

Approximately 900 other part-time students were enrolled last year in late afternoon and evening courses held in public schools, churches, libraries, and private college facilities in York County, under associate degree programs of the York County Community College Services, offered by UMPG in cooperation with Southern Maine Vocational Technical Institute. Counseling centers of YCCCS are located in Biddeford, Eliot, and Sanford. Details may be obtained from the Associate Degree Studies Office, 615 Research Center, UMPG, 96 Falmouth Street, Portland, Maine 04103.



Admission — Undergraduate Studies

The approval of candidates seeking admission to the University is on a selective basis. Candidates must be graduates of approved secondary schools or hold the high school equivalency diploma. The University seeks candidates whose preparatory program, scholastic achievement, interest, motivation, and personal recommendations are indicative of success with University studies. Applications are accepted for entering freshman and transfer students in most programs for either the Fall or Spring semesters. The following is a list of Schools and Colleges, with academic majors to which students may apply.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences currently offers four-year programs leading to the degree of Bachelor of Arts, with the following majors:

Art (B.A. degree)	English	Philosophy
Art (B.F.A. degree)	French	Political Science
Biology, including	Geography-Anthropology	Psychology
Pre-Med., Pre-Dental	History	Self-Designed major**
and Pre-Vet.	Liberal Studies*	Social Welfare
Criminal Justice	Mathematics and	Sociology
(B.S. degree)	Computer Science	Theatre/Communication
Earth Science	Music	
Economics		

*Liberal Studies: Declaration of this major is normally done at the end of the Sophomore year, with the approval of the Liberal Studies Major Board.

**Self-Designed major: Approval of this program must be made by the Committee on Self-Designed majors after students have enrolled at the University.

ENGINEERING

This University offers the first year of the program common to all Engineering majors, and the first and second years in Engineering Physics. These offerings are identical in all respects to corresponding programs at the University of Maine at Orono. Students who complete either one or two years here continue their studies at UMO.

COLLEGE OF EDUCATION

The College of Education currently offers four-year programs leading to the degree of Bachelor of Science.

Secondary Education majors include:

Biology	French	Sciences Area
Earth Science	History	Social Sciences
Economics	Mathematics and	Theatre/Communication
English	Computer Science	

Other Programs of the College of Education include:

Elementary Education	Industrial Arts Education
Kindergarten-Primary Ed.	Vocational-Technical Ed.
Art Education	Industrial Arts Technology
Music Education	(non-teaching program)
Language Communications*	Vocational Technology
Learning Disabilities*	(non-teaching program)
Physical Education Leadership*	

*See College of Education for details.

SCHOOL OF BUSINESS AND ECONOMICS

Business Administration

The School of Business and Economics offers a four-year program leading to the degree of Bachelor of Science in Business Administration with majors available in Business Administration and Accounting. The Bachelor of Science degree with a major in Economics is also available.

In addition to its four-year programs, the School of Business and Economics offers a two-year program leading to the degree of **Associate of Science in Business Administration**. Students in the Associate Degree Program may pursue a Management-Accounting Option, a Hotel, Motel, and Restaurant Option, or (through Continuing Education Division evening courses) a Real Estate Option.

SCHOOL OF NURSING

The School of Nursing offers a four-year program leading to the degree of Bachelor of Science, with a major in nursing.

In addition to the usual University fees and expenses, nursing students must purchase uniforms (approximately \$55.00) during the sophomore year. They must also provide themselves with a car for one semester during the senior year for use in the course in Community Health Nursing.

NEW ENGLAND REGIONAL PROGRAM

In cooperation with the New England Board of Higher Education the University offers undergraduate programs of study to qualified candidates from the New England states at in-state tuition rates. The following fields of study are currently available in the New England Regional Student Program.

PROGRAM

OPEN TO STUDENTS FROM:

Two-Year Program

Two-Year Business Administration

(Associate Degree Program) Conn., R.I., Vt.

Four-Year Program

Art Education Conn., R.I.

Criminal Justice Conn., Mass., N.H., R.I., Vt.

Industrial Technology Conn., N.H., R.I.

Industrial Arts Education Vt.

Social Welfare Conn., Mass., R.I.

SECONDARY SCHOOL PREPARATION

Requirements for admission to the University are established by each school and college within the University. The requirements indicated below are in keeping with the degree programs currently established.

COLLEGE OF ARTS AND SCIENCES

English

4 Units

*Mathematics

3 Units

**Sciences

2 Lab Units

History/Social Science

2 Units

***Foreign Language

2 Units

*Mathematics Majors 4 Units

**Biology and Premedical Majors 3 Lab Units

***Foreign Language Majors 3 Units

An Early Admission Program, described on the next page, is available for selected students who have completed their junior year of high school and who display both the intellectual capacity and social maturity to succeed in a university program of the College of Arts and Sciences.

SCHOOL OF BUSINESS AND ECONOMICS

Four-Year Baccalaureate Program

English	4 Units
Algebra	2 Units
Geometry	1 Unit
Elective	9 Units

Two-Year Associate in Business Administration

Candidates applying to this program of study may have either a college preparatory or a commercial business background. It should be noted that candidates with commercial business backgrounds must have records of strong academic achievement to be considered. English and mathematics are the basic prerequisites for this program. All other work in high school would be elective course study.

COLLEGE OF EDUCATION

English	4 Units
*Mathematics	3 Units (2 Algebra, 1 Geometry)
**Sciences	2 Lab Units
History/Social Science	2 Units
***Foreign Language	Optional
*Mathematics majors in Secondary Education	4 Units
**Biology and Science Area majors in Secondary Education	3 Lab Units
***Foreign Language majors in Secondary Education	3 Units

SCHOOL OF NURSING

English	4 Units
Mathematics	3 Units (Algebra I, II, Geometry I)
Sciences	2 Lab Units (Biology, Chemistry)
History/Social Science	2 Units
Foreign Language	Optional

COLLEGE OF ARTS AND SCIENCES EARLY ADMISSION PROGRAM

The Early Admission Program in the College of Arts and Sciences provides the opportunity for selected students who have completed their junior year of high school to enter the University as full-fledged University freshmen. The Early Admission Program has been designed for students who display both the intellectual capacity and social maturity to succeed in a university program.

Students who are desirous of receiving their high school diploma after the completion of one year in the Early Admission Program must obtain the prior approval of their high school guidance director or principal. Students expecting to receive the high school diploma must arrange with the University Registrar to have an official transcript of grades forwarded to the secondary school at the completion of the academic year.

To be eligible for admission, the applicant should have at least a B average and/or rank in the top twenty percent of his/her high school class at the end of the junior year. Course work normally expected to be completed by the end of the junior year includes: three years of English, two years of Mathematics beginning at the introductory algebra level; one year of social science/history, one year of biology, chemistry, or physics, and one year of a foreign language. In addition, the applicant should register for and take the Scholastic Aptitude Test (SAT) at the earliest possible date and arrange to have the scores forwarded to the Director of Admissions at the University. The American College Test (ACT) may be submitted in lieu of the SAT for admission purposes.

The student should confer with his high school guidance counselor or principal regarding eligibility to participate in the Early Admission Program. The student

and the principal/counselor will complete the Early Admission Application, and along with an official transcript, submit it to the Admissions Office at UMP 1.

The CAS Admissions Advisory Board will review each Early Admission Application. Those students approved for this program are assured admission to the University upon completion of the standard University admission form and receipt of the application fee. Students thus admitted under this program are accorded all the rights and privileges of entering freshmen. Special advising will be available through the CAS Dean's Office prior to and during the first year of the Program.

It is expected that most Early Admission Program applicants will apply for the Fall Semester. Under certain circumstances a student will be considered for other academic semesters. Application forms must be submitted as early as possible. For Fall Semester, all Early Admissions applications should be received by April 15.

Submit completed application forms and address questions to the Director of Admissions, University of Maine at Portland-Gorham, 96 Falmouth St., Portland, Maine 04103.

COLLEGE ENTRANCE EXAMINATION BOARD AND AMERICAN COLLEGE TESTING

1. **STUDENT DESCRIPTIVE QUESTIONNAIRE/ADMISSION TESTING PROGRAM.** As a member institution of the College Entrance Examination Board the University of Maine at Portland-Gorham endorses and strongly urges all freshman applicants to provide complete information on the *Student Descriptive Questionnaire* of the *Admission Testing Program*. Applicants for admission to UMPG must have all test results reported directly from either the Educational Testing Service or the American College Testing program.

2. The University of Maine at Portland-Gorham Admissions Office will accept either Scholastic Aptitude Test & Achievement Test scores, or American College Test scores for candidates seeking admission. *All candidates* applying for admission must submit test scores from either the Scholastic Aptitude Test & Achievement Test battery or the American College Testing program unless arrangements for testing to be waived have been approved by the Director of Admissions.

3. Applicants should work with the high school guidance office in registering for and counseling in the preparation for the required testing.

4. Candidates submitting Scholastic Aptitude Test & Achievement Test results are required to submit two Achievement Scores in support of their application. One test should be either the English Composition Achievement or the Literature Achievement. When possible, the second test should relate to the student's field of study, such as history, mathematics, foreign language, a science, etc.

5. Veterans or applicants who have been out of school at least three years and students applying to the Associate Degree Program in Business Administration are not required to take the Achievement Tests.

6. High School juniors are encouraged to take achievement tests in non-continuing subjects on the June test date. Guidance Counselors should be consulted for details.

REPORTING TEST RESULTS

For equal consideration candidates are required to submit all test results no later than the January test date of the SAT/ACH test battery. Scores must be submitted directly to the University Admissions Office from the Educational Testing Service, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 97401, or The American College Testing Program, P.O. Box 451, Iowa City, Iowa 52240.

Dates for the Scholastic Aptitude Test and Achievement Tests 1975-76*

November 1, 1975
December 6, 1975

January 24, 1976
April 3, 1976

June 5, 1976

Dates for the American College Testing Program 1975-76

October 18, 1975
December 13, 1975

February 14, 1976
April 10, 1976

June 12, 1976

*Both the SAT and the Achievement Tests will be available on each of these test dates in 1975-76. Candidates may select one of these dates for taking the SAT. They must select another of these dates for taking Achievement Tests.

APPLICATION PROCEDURE

1. Obtain a copy of the University brochure and the necessary application form from the Director of Admissions or from the high school principal or guidance counselor.

2. Select the program which promises fulfillment of personal ideals, interests and abilities. Be ready to take specific entrance examinations upon request of the Art and Music Departments, or the Department of Industrial Education and Technology if you are applying to one of these programs.

3. Mail the completed application and application fee of \$10.00 (non-refundable) to the Director of Admissions, University of Maine at Portland-Gorham, 96 Falmouth Street, Portland, Maine 04103.

4. The high school should forward to the Admissions Office a transcript of academic work completed along with recommendations. Student copies cannot be accepted for evaluation.

5. Transfer applicants must have official transcripts sent to the Admissions Office for all post high school work attempted. Student copies cannot be accepted for evaluation.

6. All required test results (SAT's and Achievements or ACT scores) **must be sent directly from the testing service to the University Admissions Office.**

7. Candidates are urged to contact the Admissions Office to determine if all required materials have been received. This should be done by mid-December for January admission and by mid-May for September admission. The Admissions Office will endeavor to contact students when documents are missing from files. However, the heavy work load often times delays correspondence to individual candidates.

8. To receive equal consideration with other candidates, applications to most undergraduate schools and departments along with supporting credentials should be on file with the Admissions Office by December 1st for January admission and by April 15th for September admission. Candidates to the School of Nursing and the departments of Art, Music, and Industrial Arts must apply much earlier in the admission year.

ADMISSION PROCEDURES

1. After the student's application has been reviewed and evaluated, the Director of Admissions will notify the applicant of the appropriate decision.

2. Upon acceptance, the student will be required to make appropriate deposits. A deposit of \$55.00 will be required of each residence hall applicant. A deposit of \$25.00 is required of all commuting students. Refund requests will be honored by the University to June 1 for September enrollment and to January 1 for the spring semester if the request is received in writing to the Director of Admissions.

3. Admission to the University is not final until the student has satisfactorily completed all Admissions Office requirements.

4. Physical and mental health are basic considerations in admitting any applicant to the University, but a physical handicap, such as confinement to a wheelchair or blindness is not in itself a necessary barrier to admission. All classroom buildings and two dormitories are equipped with ramps for wheelchair access. Most elevator buttons are coded in braille. An applicant reporting a physical handicap will be scheduled for an interview with the University Co-ordinator of Handicapped Services, who will in turn submit recommendations to the Director of Admissions. In consultation with other University offices the Admissions Office reserves the right to refuse admission to any candidate it feels that the University cannot adequately assist in the completion of degree work.

5. The University reserves the right to cancel the acceptance of any application it deems necessary for academic or personal reasons.

6. Interview: With the exception of candidates applying to the Art, Music, and Industrial Arts and Vocational-Technical programs, interviews are optional. If students desire an interview, they should arrange for one with the Admissions Office. Students are encouraged to visit the University and acquaint themselves with its facilities.

DEPARTMENTAL REQUIREMENTS FOR ADMISSION

ART Applicants for admission to the Art Program at the University are required to submit to the Art Department at the Gorham campus a portfolio of original art work. This portfolio should consist of 20 works in varying media, including one life-size self-portrait drawn from life in any media of the student's choice, together with a selection which indicates the applicant's current interests and abilities. Prints, drawings, paintings, posters, photographs, films, and slides may be included. Any sculpture or three-dimensional works may be represented by photographs.

The following dates have been established by the Art Department for the submission of the portfolio and the Student Art questionnaire for 1975-76.

Friday, November 5, 1975*

Friday, March 19, 1976

*The November 5th date is primarily for transfer students applying for the January admission. It is possible, however, that early candidates to the Art program for September admission may prefer to use the November date rather than waiting for the March 19 date.

MUSIC All candidates for the Music Major will be asked to appear before the faculty of the Music Department for an instrumental or vocal audition. Written music aptitude and achievement tests will also be administered. Students will be notified by the Music Department of the appropriate procedures to follow and the dates available for on-campus visitations.

INDUSTRIAL ARTS Applicants for the Industrial Arts program are required to take special aptitude tests at the University; they should have had a minimum of one unit in either industrial arts or drafting (graphics) in high school. Students will be notified by the Department of Industrial Arts of the appropriate procedures to follow and the dates available for on-campus visitations.

VOCATIONAL-TECHNICAL Applicants for the Vocational-Technical Education or Vocational Technology programs are required to submit affidavits of a minimum of three years of occupational experience and appear for a personal interview.

PHYSICALLY HANDICAPPED STUDENTS

Traditionally, the handicapped student has been denied many educational opportunities due to physical barriers and discriminatory attitudes. The University is committed to maximizing the educational potential of handicapped

students by providing the opportunity and support to fulfill their aspirations of higher learning.

For detailed information, handicapped students should contact the Office of Handicapped Student Services, 108 Corthell Hall, Gorham campus.

FOREIGN STUDENTS (Undergraduates)

Candidates applying for degree status at the University are required to submit official school and college transcripts to the Director of Admissions. Candidates from foreign countries whose native language is **not English** are required to submit test results of the TOEFL examination (Test of English as a Foreign Language). In addition, candidates must submit test results of the Scholastic Aptitude Test (SAT).

Candidates applying who have completed at least one year of University studies at an English-speaking University with acceptable grades are not required to take the SAT examination. They must, however, take the TOEFL examination if English is **not** the native language.

Financial assistance for foreign students applying to the University is extremely limited. It is, therefore, regrettable that the University cannot encourage greater numbers of foreign applications. Foreign students who have met academic requirements and require no financial assistance from the University may expect more favorable consideration. Further details are given in the "Foreign Student Handbook" available from the International Student Adviser or the Admissions office.

ADMISSION TO ADVANCED STANDING — TRANSFER STUDENTS

Admission to the University of Maine at Portland-Gorham as a transfer student is on a selective basis and is controlled by classroom, dormitory, and quota space. A student who has attended any institution of learning beyond high school is classified as a transfer student even though the student may in the final analysis not transfer in credits. A student accepted for admission from an accredited institution will receive advanced standing credit when the work is "C" grade or better in courses corresponding to those offered by the University of Maine at Portland-Gorham and if applicable to the student's program of study.

Students applying for admission from any institution which is not accredited by the New England Association of Schools and Colleges or any other regional accrediting agency must have a 2.75 average (on a 4.0 scale) to be considered for admission. The Admissions Office, in conjunction with the Dean of a particular School or College within the University may defer for one semester acceptance of credit from a non-accredited institution.

Credits accepted from non-accredited institutions must be "B" grades or better and applicable to the student's program of study.

All applicants for admission to advanced standing must complete the same forms as an incoming freshman and request that official transcripts be mailed to the Director of Admissions from any previous colleges attended. Student copies are not acceptable. Copies of catalogs including course descriptions must accompany all transcripts for evaluation.

Students seeking advanced standing must submit, in addition to the application, a high school transcript, Scholastic Aptitude Test results, and a character recommendation from the Dean of Students Office of the college or colleges previously attended.

CREDIT BY EXAMINATION

Advanced Placement

It shall be the policy of the University of Maine at Portland-Gorham to grant credit for the introductory course in a subject field to an enrolled student who

presents evidence of competency in that field by completing the appropriate Advanced Placement Examination of the College Entrance Examination Board with a score of either four (well-qualified) or five (very well-qualified). A score of three will be examined for credit on an individual basis by the department concerned.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

1. General Examination

The schools and colleges at the University of Maine at Portland-Gorham will grant credit for the general College Level Examination Program (CLEP) examinations as follows:

<i>Title of Examination</i>	<i>Credit For</i>	<i>Credit Hours</i>
English	ENG 100	3
Humanities	General Education	6
Social Science	General Education	6
Mathematics	General Education	6
Science	General Education	6
		0-27

A score of 540 or better will be necessary to receive credit.

The five general examinations are designed and intended primarily for incoming freshmen rather than for typical transfer students.

2. Subject Examination (CLEP)

COLLEGE OF ARTS AND SCIENCES—Certain academic departments within the College of Arts and Sciences have established policies relative to the acceptance of CLEP subject credit. Interested candidates should contact the Dean of the College of Arts and Sciences for detailed information.

SCHOOL OF BUSINESS AND ECONOMICS—The School of Business and Economics will accept satisfactory completion of CLEP subject examinations and allow credit toward the completion of degree requirements. Interested candidates should discuss their eligibility for taking these examinations with the Dean of the School of Business and Economics.

SCHOOL OF NURSING—Available for advanced placement is credit in subject examinations offered through CLEP. Interested candidates should discuss their eligibility for taking these examinations with the Dean of the School of Nursing. The School of Nursing also offers credit-by-examination in certain courses of the nursing major for advanced placement. For more details, interested students should contact the Department Chairman of the specific courses to be challenged.

FINANCIAL AID

Students seeking admission to the University of Maine at Portland-Gorham who anticipate requesting financial aid must apply through the College Scholarship Service Program, Box 176, Princeton, New Jersey 08540. The Parents' Confidential Statement may be secured through the local high school guidance office or by writing to the Financial Aid Office at the University of Maine at Portland-Gorham, College Avenue, Gorham, Maine 04038.

Married students applying for financial assistance must fill out the Student's Financial Statement and return it to the College Scholarship Service, Box 1501, Berkeley, California 94701. This form is available in the Financial Aid office of the University of Maine at Portland-Gorham, College Avenue, Gorham, Maine 04038.

For additional information concerning financial aid please refer to the catalog section under "Financial Assistance".

READMISSION

Degree students attending days who withdraw from all course work at the University of Maine at Portland-Gorham during any semester must apply for readmission through the undergraduate Admissions Office, either personally at 228 Deering Ave., or by mail to:

ADMISSIONS OFFICE UMPG

96 Falmouth Street,
Portland, Maine 04103

SPECIAL STUDENTS (Non-Degree)

Special Students are enrolled on a space-available basis each semester. Candidates interested in special student status must file a Special Student application with the University.

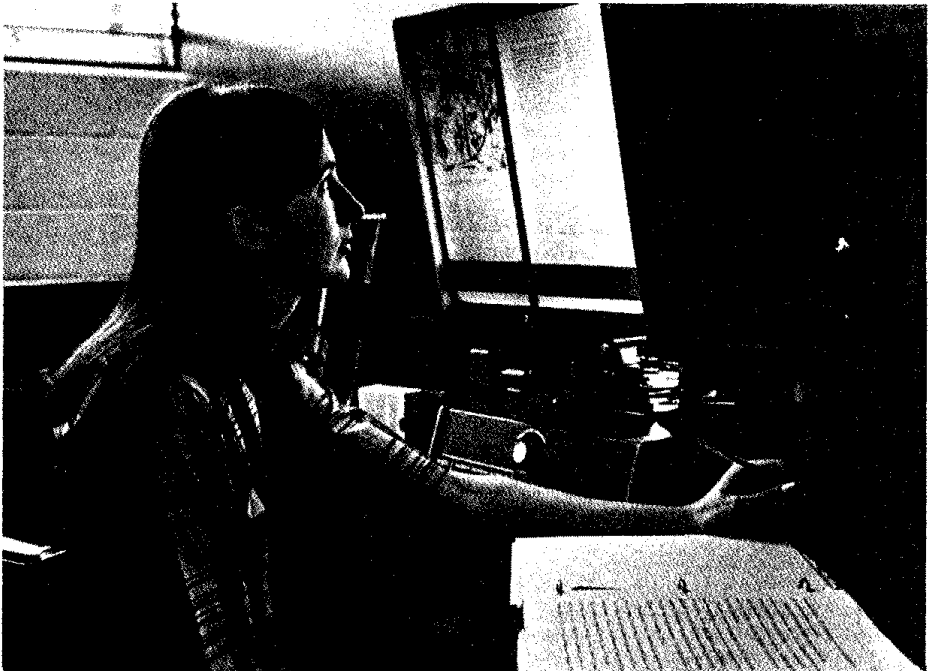
Please contact the following offices to secure further information:

College of Arts & Sciences — Undergraduate Admissions Office,
228 Deering Bldg., UMPG, 96 Falmouth St., Portland, Maine 04103

School of Business & Economics — Dean John Bay, 120 Luther Bonney Hall,
UMPG, 96 Falmouth Street, Portland, Maine 04103

College of Education — Dean Harlan Philippi, 103 Bailey Hall, UMPG,
College Avenue, Gorham, Maine 04038

School of Nursing — Dean Mary Ann Eells, 39 Exeter Bldg., UMPG,
96 Falmouth St., Portland, Maine 04103



Financial Information

STUDENT EXPENSES: Academic Year of 1975-76

The financial requirements of the University, changing costs, state and legislative action, and other matters may require an adjustment of these charges and expenses. The University reserves the right to make adjustments to the estimated charges and expenses as may from time to time be necessary in the opinion of the Board of Trustees up to the date of Final Registration for a given academic term. The applicant acknowledges this reservation by the submission of an application for admission or by registration.

APPLICATION FEE — An Application Fee must accompany each application at each campus unless the student has previously matriculated at this campus \$ 10.00

MATRICULATION FEE — A one-time fee for each student that elects to pursue a degree program within the University 15.00

COMMENCEMENT FEE — A one-time fee for each degree candidate, to be paid prior to the commencement 10.00

ANNUAL EXPENSES: FULL-TIME UNDERGRADUATE STUDENTS

Undergraduate Tuition for a Resident of Maine 500.00
(Tuition for Non-Residents, as defined below, is \$1500.)

Student Activity Fee (required of all full-time undergraduates taking twelve hours or more) 24.00

Books and Supplies — Textbooks, personal laboratory equipment, etc., are not furnished by the University. Annual costs vary from \$100 to 200.00

Personal Expenses — Over and above food and lodging, recent estimates indicate an annual average of at least 350.00

Voluntary Health Insurance — Optional but strongly recommended .. 30.00

ADDED EXPENSES FOR RESIDENCE HALL STUDENTS

Room and Board charges had not been established when this catalog went to press, but they will probably approximate \$1,400 for the academic year of 1975-76.

OPTIONAL MEALS FOR OFF-CAMPUS RESIDENTS

Available for the academic year; price not established when this catalog went to press.

LATE REGISTRATION

A *Late-Registration Fee* of \$10.00 is charged a student who registers after the prescribed day of registration. *Students must register each semester, one semester at a time.* Registration is not complete until satisfactory financial arrangements have been made with the Business Office.

TUITION FOR OTHER CLASSIFICATIONS OF STUDENTS

Registration Fee — A registration fee of \$5 per semester is charged each part-time daytime student, each Continuing Education student, and each Summer Session student.

Continuing Education Division and Summer Session — Summer Session students are charged \$25 per semester hour (no maximum) for courses carrying degree credit. Continuing Education students are charged \$25 per semester hour for courses carrying degree credit, up to a maximum of \$250 per semester. The tuition, fees, and related maximums set forth herein do not apply to non-degree credit work. CED bulletins announce the fees for their non-degree courses.

Other Part-time Students — Registration fee of \$5 per semester, plus tuition for residents of Maine of \$25 per semester-hour up to a maximum of \$250 per semester, or tuition for non-residents of Maine of \$75 per semester-hour up to a maximum of \$750 per semester.

School of Law — Tuition for residents of Maine and non-residents covered by the New England Pact is \$600 per year; tuition for other non-residents is \$1750 per year. The \$15 Application Fee and \$15 Matriculation Fee are also charged. For other expenses, see the School of Law catalog.

Auditing of Courses — Tuition and Registration Fees are charged for audited courses at the usual hourly rate, except for a student who is already paying the maximum tuition.

Tuition and Fee Grants — Tuition and fee grants will be restricted to those specifically authorized by the Board of Trustees and will include tuition grants for persons over age sixty-five who wish to register for undergraduate courses on a non-credit basis at any campus of the University of Maine.

DEPOSITS

A deposit of \$25 is due when the applicant is notified of acceptance by the Director of Admissions. If a residence hall room is requested, an additional \$30 is due. These deposits will be applied toward the student's account when the student registers. (They should not be confused with the matriculation fee of \$15, which is a non-refundable charge, or prepayments made on accounts which are not refundable.)

The deposits are forfeited in case an applicant withdraws after June 1 for the fall semester or after January 1 for the spring semester. If a freshman, transfer, or readmission applicant notifies the Director of Admissions of withdrawal prior to June 1 for September enrollment or January 1 for spring semester, the deposits will be refunded. Notification must be in writing.

Upperclassmen desiring to live in a residence hall must pay a room deposit of \$60 during the spring in order to assure that rooms will be reserved for them in the fall. The deposit will be applied to the fall semester bill. If it is found that residence hall accommodations are not desired, the deposit will be refunded if the Office of Residence Life is notified by June 1. After June 1, but prior to August, \$30 will be non-refundable. After August 1 the full \$60 is non-refundable.

PAYMENTS OF BILLS:

All University bills, including those for room and board in University buildings, are due and payable on or before August 15 for the Fall Semester and on or before January 5, 1976 for the Spring Semester. Bills may be paid at the business office at either campus by mail or in person. Checks should be made payable to the **University of Maine**.

INSTALLMENT PROGRAM

Students whose circumstances are such that payments of their semester bill in full at the time prescribed would work a real hardship will be permitted to use the following schedule:

Fall Semester	Spring Semester
1/2 the total semester bill at registration	1/2 the total semester bill at registration
1/6 the total semester bill on October 3	1/6 the total semester bill February 12
1/6 the total semester bill on November 3	1/6 the total semester bill March 12
1/6 the total semester bill on December 3	1/6 the total semester bill April 12

This installment program is not available for students taking less than 6 credit hours. The privilege of using this program will be withdrawn if payments are not made promptly as scheduled.

UNIFORM REFUND POLICY

I. Degree-Credit Programs (Other than Summer Session)

- 1. Tuition.** Tuition may be refunded in accordance with the scale and provisions set forth below for students withdrawing during the first six weeks of a term.

- a. Scale.** Attendance period is counted from first day of class and includes weekends and holidays. The refund will be reckoned from the date on which the student notifies the Registrar.

	<i>Refund Percentage</i>
1st week	80%
2nd week	60%
3rd week	40%
4th week	30%
5th week	20%
Over five weeks	No Refund

b. Provisions.

- (1) A student enrolled in a full-time program who drops or adds a course and continues to be in a full-time program will have no financial adjustments of tuition.
- (2) In no case will tuition be reduced or refunded because of voluntary absence from classes.
- (3) Tuition adjustments attributable to involuntary absence, for example, extended illness or military service, will be processed by the respective campus of the University of Maine on a case-by-case basis.

2. Fees. University fees are not refunded.

II. Degree-Credit Programs (Summer Session)

- 1. Tuition.** Tuition may be refunded in accordance with the scale and provisions set forth below for students withdrawing.

- a. Scale.** Attendance period is counted from first day of class and includes weekends and holidays. The refund will be reckoned from the date on which the student notifies the Registrar.

	<i>Refund Percentage</i>
(1) Six week Courses	
1st week	75%
2nd week	50%
3rd week	25%
After 3rd week	-0-
(2) Three week Courses	
1st week	50%
After 1st week	-0

b. Provisions

- (1) In no case will tuition be reduced or refunded because of voluntary absence from classes.
- (2) Tuition adjustments attributable to involuntary absence, for example, extended illness or military service, will be processed by the respective campus of the University of Maine on a case-by-case basis.

2. Fees. University fees are not refunded.

III. Dining and Residence Activities. The board and room charges will be refunded in accordance with the following wherein the student is withdrawing from the institution:

1. Scale

- a. Board.** Board charges for a student leaving the residence halls or withdrawing from the University will be at the full daily rate through the date of clearance and for one-half the daily rate for the remaining full days.

b. Room

(1) Normal Academic Year (Fall & Spring Semesters)

	Refund Percentage
1st and 2nd weeks	80 %
3rd and 4th weeks	60 %
5th and 6th weeks	40 %
7th, 8th, and 9th weeks	20 %
Over 9 weeks	No Refund

(2) Summer Session

(a) Six-week Courses

1st week	75%
2nd week	50 %
3rd week	25%
After 3rd week	-0-

(b) Three-week Courses

1st week	50 %
After 1st week	-0-

2. **Exceptions.** Exceptions will be made only in cases of illness, extreme hardship, or when an occupant leaves for the convenience of the University. The charges in these cases will be determined by the University according to the circumstances of each case.

RULES GOVERNING RESIDENCE

A student is classified as a resident or a non-resident for tuition purposes at a time of admission to the University. The decision, made by the appropriate campus Business Manager, is based upon information furnished by the student's application and any other relevant information. No student once having registered as an out-of-state student is eligible for resident classification in the University, or in any college thereof, unless the student has been a bona fide domiciliary of the state for at least a year immediately prior to registration for the term for which resident status is claimed. This requirement does not prejudice the right of a student admitted on a non-resident basis to be placed thereafter on a resident basis provided the student has acquired a bona fide domicile of a year's duration within the state. Attendance at the University neither constitutes nor necessarily precludes the acquisition of such a domicile. For University purposes, a student does not acquire a domicile in Maine until the student has been here for at least a year primarily as a permanent resident and not merely as a student; this involves the probability of a student's remaining in Maine beyond the student's completion of school. In general, members of the Armed Forces and their dependents are normally granted in-state tuition rates during the period when they are on active duty within the State of Maine.

Subject to the provisions of the preceding paragraph, the **domicile** of an unmarried minor follows that of the parents or legally appointed guardian. The bona fide year-round **domicile** of the father, if living, otherwise that of the mother, is the **domicile** of such a minor; but if the father and the mother have separate places of residence, the minor takes the domicile of the parent with whom the minor lives or to whom the minor has been assigned by court order. If neither of the parents is living, the unmarried minor takes the **domicile** of the legally appointed guardian.

Subject to the provisions of the first paragraph above, an adult student, defined for the purposes of these rules as one who is either married or **eighteen** years of age or older, will be classified as a resident of Maine if the student has **completed twelve continuous months of domicile in Maine immediately preceding registration for the term for which resident status is claimed.**

Subject to the provisions of the first paragraph above, if a non-resident student has a spouse who has a residence in Maine, the student shall be deemed to have a residence in Maine.

To change resident status, the following procedures are to be followed:

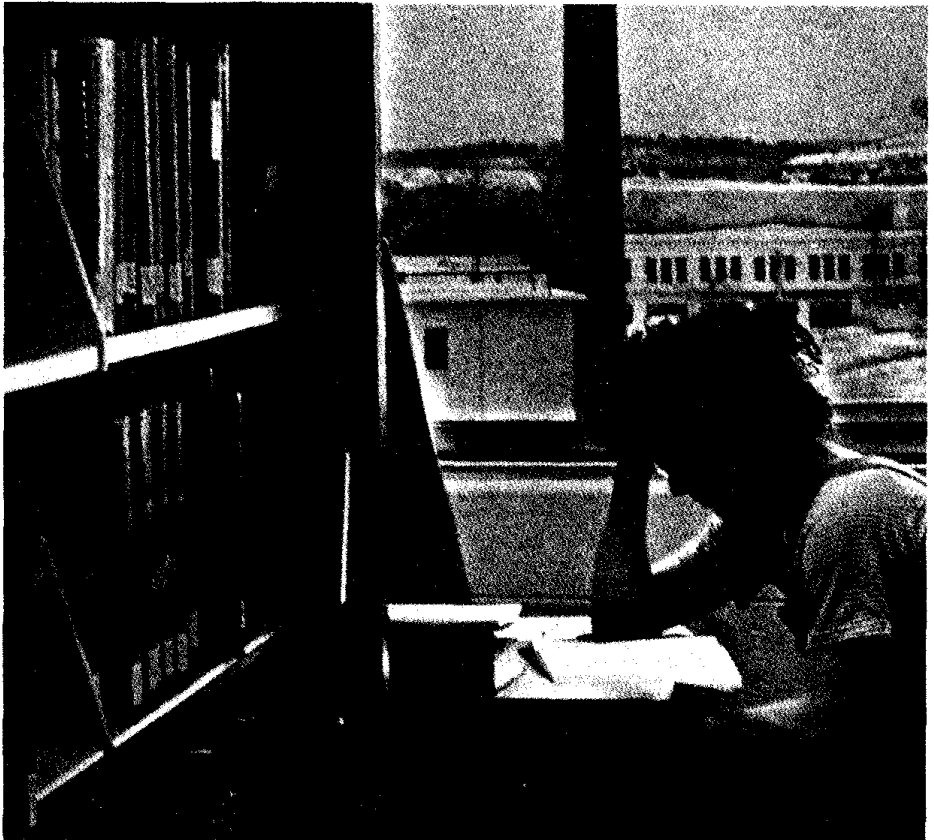
- A. Submit "Request for Change of Residence Status" form to the Business Manager. If the Business Manager's decision is considered incorrect:**
- B. The student may appeal the Business Manager's decision in the following order:**
 - 1. Vice President for Finance and Administration (where applicable)**
 - 2. President**
 - 3. Vice Chancellor for Business and Financial Affairs, University of Maine, Chancellor's Office (This decision must be considered final.)**

In the event that the campus Business Manager possesses facts or information indicating a change of status from resident to non-resident, the student shall be informed in writing of the change of status and will be given an opportunity to present facts in opposition to the change. The student may appeal the Business Manager's decision as set forth in the preceding paragraph.

No applications will be considered for changes after September 1 for the fall semester and January 15 for the spring semester.

All changes approved during a semester will be effective at the beginning of the next semester; none are retroactive.

In all cases, the University reserves the right to make the final decision as to resident status for tuition purposes.



Financial Assistance

The Office of Student Financial Aid, located on the Gorham campus on the second floor of Corthell Hall, employs various federal, state, and private aid programs to assist students in financing their education. These programs assume that the primary responsibility of meeting the financial obligations of a college education rests with the parents and the student. It is important, therefore, that parents and students work out a financial plan for the period of time during which their sons or daughters will be attending the University. When such a plan indicates that there is need for financial aid, the University may assist with counseling directed toward better management of family resources and, if needed, supplement those resources with some combination of loans, scholarships, and part-time employment.

WHO MAY APPLY

Any undergraduate, graduate, or professional student enrolled in a program leading to a degree or any candidate applying for admission to the University may apply for financial aid.

HOW TO APPLY

Prospective First-Year Students should obtain a College Scholarship Service Parents' Confidential Statement from their high school guidance counselor or from any student aid office of the University of Maine. This application should be completed and forwarded to the College Scholarship Service as directed on the application. Transfer students may complete a Student Financial Statement in lieu of the Parents' Confidential Statement. No institutional application is required.

Applications for the Federal Basic Educational Opportunity Grant Program are available at the Financial Aid Office, high schools, post offices and other government agencies. All students who began their post-high school education after April 1, 1973, must apply for aid from this program.

Students who have already enrolled and have completed a semester or more of academic work at the University should obtain application through the Student Financial Aid Office.

WHEN TO APPLY

Just before the Christmas vacation the University Financial Aid Office usually conducts a series of student aid information meetings at which students may obtain applications. Students applying for admission to the University should submit their Financial Aid applications at the same time they submit their Admission application. Recipients will be notified prior to the time of billing, July 15. All students should remember that in order to be considered for aid applications must be completed each year.

CONDITIONS FOR AWARDS

Students may be granted financial assistance if a definite need is indicated by the Financial Statement and an evaluation made by the Financial Aid Officer.

SOURCES OF FINANCIAL ASSISTANCE

Grants and Scholarships

The University participates in the Supplementary Educational Opportunity Grants Program. Funds are provided by the federal government for grants to students who have exceptional financial need.

Basic Educational Opportunity Grants (BEOG)

The BEOG program is a federal program administered by the U.S. Office of Education. The intent of the program is to provide needy students with scholarships to assist them in attending an institution of higher education. Since the BEOG program was designed to form the foundation of all other student assistance programs, all potentially eligible students **must** apply prior to receiving aid from this University.

University Scholarships are granted annually to approximately 300 students who are in good academic standing, show strong academic promise, and have a definite financial need.

Nursing Scholarships are available for prior recipients with the prerequisite financial need.

Loans

The University participates in the National Direct Student Loan Program. Funds are provided by the federal government. Students may borrow funds from the government under this program with interest and payments deferred until after completion of their degree work. Loans average approximately \$500 for an academic year. Limited funds require that loans be made on the basis of need.

Students at the University may secure loans through the federally insured student loan program. Under this program, students may borrow up to \$2,500 annually for a total not to exceed \$7,500 for undergraduates, and \$10,000 for graduate students. Applications for these loans are to be secured directly from the participating banks, savings and loan offices, or credit unions and then submitted to the University Aid Office.

There is a revolving short-term emergency loan fund on both the Portland and Gorham campuses. These funds should be applied for through the Educational Services Office on either campus. Normally, short term loans are not made in excess of \$30.

Nursing Loans are available to Nursing Students with demonstrated financial need. All interest and principal payments are deferred until the student completes the degree work.

Work Programs

The University participates in the College Work-Study Program. Funds are provided by the federal government and the University to employ students both on and off campus. Student earnings through this program are to be used to help defray educational costs. Special consideration in hiring is given to students with great financial need.

The University operates another work program referred to as Student Employment. This program is funded by the University and operates in the same way as the College Work-Study Program described above.

Law Enforcement Grants and Loans

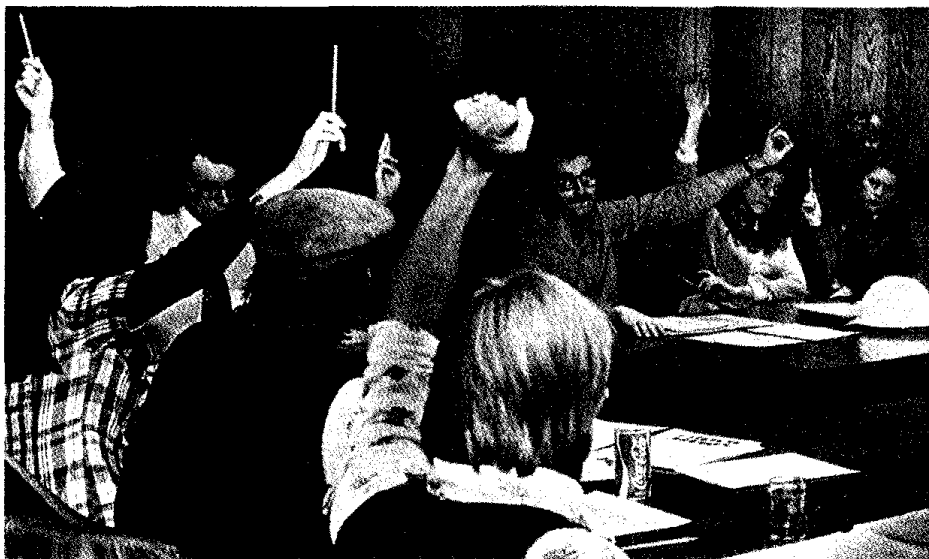
Under the provisions of the Law Enforcement Education Program (LEEP), the University provides funds sufficient to cover the cost of tuition and fees for eligible full-time employees of the criminal justice system.

Student Life And Activities

STUDENT LIFE

The University supplements its academic curriculum by offering students a wide variety of services and activities ancillary to normal classroom educational experiences. Philosophically, the Student Life Division seeks to assist students toward educational fulfillment through (1) services to aid with personal, social, and vocational needs and (2) co-curricular experiences in the form of programs and assistance to student organizations to help maximize individual student development.

The unique physical arrangement of the University allows students to sample suburban and urban environments on both a predominantly residential and a primarily commuter campus. Students are encouraged to take an active role in the social and professional programs offered, as well as other extra-curricular activities including campus governance.



STUDENT ACTIVITIES

Extra-curricular activities form an important part of the educational experience of students on every university campus. The University encourages students to take advantage of the many opportunities to broaden intellectual horizons and to work together with other students either on university committees or through participation in campus clubs or other organizations. Not only is there value in social learning derived from participation, but many of the recognized functions of student organizations relate to the curriculum and classroom experiences of the students. Typical of the many extra-curricular activities and organizations available to students are the following:

Student Organizations

There are numerous student organizations which reflect a wide spectrum of honoraries, professional associations, university governance committees, and social or religious organizations. Such organizations include:

Academic & Professional Organizations — Social Welfare Majors Association, Business Club, Council of Nursing Students, Industrial Arts Development Council, Le Cercle Francais, Psychology Club, Student Art Gallery Association, Student Education Association, Spanish Club, Criminal Justice Majors, Performing Arts Ensemble, Music Educators National Conference, Art Theatre, Treehouse Players, Political Science Majors.

Musical Organizations — A Cappella Choir, Concert Band, Gorham Chorale, Chamber Singers, Chamber Orchestra, Portland Chorus.

Religious Organizations — Inter-varsity Christian Fellowship, Campus Ministry Club, Bahai Club, Student International Meditation Society.

Social and Service Organizations — Modern Dance Club, Portland Union Board.

Special Interest Organizations — Swim Club, Orientation Committee, Outing Club, Athletic Advisory Council, Insightation Committee, Greek Council.

Student Publications

The **Presumpscot** is a journal of creative art and literature which offers the entire campus community a forum for creative expression and presents the reader with a panorama of campus artistic and writing endeavors. The **University Free Press**, the weekly student newspaper, is staffed and published by students interested in various aspects of journalism. The **Reflection**, the UMPG yearbook, is published annually by students and represents a pictorial record of academic and social life.

Radio Station WMPG-FM

The radio voice of UMPG broadcasts at 91.1 on the FM dial and is located in the Student Center on the Gorham campus. WMPG serves the metropolitan area of Portland and Gorham with noncommercial programs of high quality. Students are encouraged to become part of this communications medium on campus.

Honor Societies

Epsilon Pi Tau is an international honor fraternity for industrial arts and industrial-technical education. **Kappa Delta Epsilon** is a professional sorority for education majors. **Phi Kappa Phi** is a national honorary organization which recognizes individuals at both the undergraduate and graduate levels for outstanding scholarly achievement. The chapter was installed on the UMPG campus in April 1975.

Fraternities and Sororities — The Greek system offers an additional aspect of development in social living and communication through objectives of group unity and close friendship. The Greek letter organizations on the Portland-Gorham campuses are **Delta Chi**, **Phi Mu Delta**, **Tau Kappa Epsilon**, **Kappa Delta Phi** and **Sigma Nu** fraternities, and **Alpha Xi Delta**, **Delta Zeta**, and **Phi Mu** sororities.

The **Inter-Fraternity** and **Panhellenic Councils**, governing units of fraternities and sororities respectively, are intended to insure the continuity of high ideals expressed by all fraternities and sororities through self-government.

Student Government

Students have the opportunity to help govern the campus community in close cooperation with the faculty and administration through the Student Senate. There are always openings on one of the major committees.

Students Activities Board — Coordinates concerts, films, special events, travel, major weekends, lectures.

Student Communications Board — Coordinates campus communications.

Appropriations Committee — Receives requests for organizational funding.

Ad-Hoc Committees — Many Ad-Hoc committees are organized to meet specific needs.

Volunteer Services

Interesting volunteer service projects to assist various aspects of the University, as well as local communities, are coordinated by the Student Life Department. These projects offer students an opportunity to become involved in areas of need in the Portland-Gorham communities. Typical projects include the recording of "talking books" for blind students, work with children at the Cerebral Palsy Center, and activities with children at the Pineland State Hospital. The Big Brother-Big Sister Program matches individual students with boys and girls who attend area schools and who may be having personal adjustment problems. The student serves as counselor, confidant, and friend to the child and, through the supportive relationship, helps the child work through his or her problems.



STUDENT SERVICES

Student Handbook

The Educational Services Office of the University compiles the official **Student Handbook**, which explains such matters as campus policies, the governance structure, and the functions of various campus offices. The handbook also contains the Disciplinary Code, which is designed to protect the rights of all individuals in the University. The handbook is distributed to all available students.

Student Union and Student Center

The University maintains a Student Activities office in both the Student Unions at Nos. 92 and 94 Bedford Street in Portland and a Student Center at Gorham, and also provides facilities for out-of-class activities or for leisure moments on campus, including lounge space, game rooms, study areas, snack facilities, and meeting rooms where organizations are able to schedule events.

Student Housing

The Gorham campus (only) provides living accommodations offering a variety of life-style options for approximately 970 men and women students. Students desiring on-campus housing should file an application and required

deposit with the Office of Residence Life, 110 Corthell Hall, Gorham. Space is designated according to date of application. Before a room is assigned to a student in a residence hall, the student will be required to sign a room contract for the academic year or the remaining part thereof, depending upon the date of admission to the hall. All residence hall students must also contract for meals.

Students living or desiring to live off-campus may obtain assistance from both the Educational Services Office in Payson Smith Hall, Portland and the Office of Residence Life, Corthell Hall, Gorham. Both offices maintain an up-to-date file of rooms, apartments, and homes for rent in the community.

Students living off-campus may contract for all their meals at the cafeteria at the standard rate, listed under "Financial Information," or they may make their own arrangements. Individual meals or snacks may be purchased at either the Gorham cafeteria or the Portland cafeteria.

Resident Student Government

The governing coordinating group for the residence halls is officially known as the Resident Student Government, commonly referred to as the RSG. Activities of individual hall councils are often aided and advised by RSG.

Student Health Services

To provide student health services, the Portland campus maintains a Health Center open 8:00 A.M. to 4:30 P.M., Monday through Friday, with a Family Nurse Associate in attendance who is available for first aid, consultation, and temporary emergency care. A physician is available from 11:00 A.M. to 12:30 P.M. Monday through Friday, for consultation.

On the Gorham campus, an Infirmary is maintained and open 24 hours a day, 7 days a week, with three full-time registered nurses and a Family Nurse Associate who are also available for consultation, emergency, and in-patient care. A physician is in attendance Monday through Friday from 1:00 P.M. to 2:30 P.M.

Health and Accident Insurance is available at a nominal fee.

Counseling and Testing Services

Students experiencing educational, vocational, emotional, and other personal concerns are offered individual attention by the University counseling specialists. Students may make appointments through the counseling and career development office in Portland although counseling services are provided at both campuses. The service is free of charge. Students are also assisted in whatever testing services they need. For example, they may receive specialized testing through interest inventories, personal preferences, aptitude tests, or tests required for admission to graduate school.

Career Development

This section of the counseling and career development department offers continuous assistance to undergraduates, graduates, and alumni. The office offers services in the area of business and industry, nursing, and education.

The Career Development Program:

- encourages early assessment by the individual of personal capabilities as they relate to vocational objectives;
- provides information on the broad range of careers available;
- offers counsel on specific vocational opportunities;
- assists the student in obtaining part-time employment, as well as full-time career employment;
- aids the individual in evaluating graduate study as an element of professional preparation;
- acquaints candidates with the recruiting process to the end that they will make a most effective presentation of their qualifications.

The Career Development Office keeps a complete, up-to-date set of credentials on all students who register with that office. The office sets up campus interviews, as well as duplicating credentials for recruiters. Credentials are also forwarded to graduate schools, government agencies, and prospective employers. Students seeking information about placement services are welcome to contact the Career Development Office

The Educational Placement section is based in Bailey Hall, Gorham Campus, while business and industry, nursing and other general placement services are based in Payson Smith Hall, Portland campus.

Handicapped Student Services

The purpose of the Office of Handicapped Student Services is to enable the University to fulfill its obligations and commitment to educate and serve those students who need and desire additional services.

There are few architectural barriers that exist either at the Portland or Gorham campuses. In addition, residence halls are available for handicapped students.

Physical and mental health are basic considerations in admitting any applicant to the University. Therefore, we suggest that a prospective student make an appointment with the Admissions staff and plan to visit the campus to determine its accessibility and ask questions regarding admissibility, facilities, and services. This is usually done in conjunction with the Handicapped Student Advisor.

In addition to special services such as registration, transportation, parking, and physical education, the University will provide, when needed, special vocational counseling, and reading and attendant services. Also located at the University is a center for therapeutic recreation and leisure-time activities for the handicapped.

International Student Adviser

The University provides information to assist all students who are not citizens of the United States. An International Student Adviser, among other things, aids these students in interpreting the administrative regulations of the University; the local, state, and federal laws; and the expectations and reactions of other persons encountered in the University community.

Veterans' Services

The University provides the veteran with supportive services through the Educational Services, the Registrar's, and the Continuing Education Division offices. Professional advice concerning programs, laws, regulations, and educational benefits can be secured from the Veteran Coordinator, while the Registrar's and the C.E.D. office provide enrollment certification in order that the veteran may receive all educational benefits.

National Student Exchange

In 1973 the University became a member of NSE which enables up to provide national educational outlets for up to one year to our undergraduate students. Similar to Junior Year Abroad, this program offers University students a year elsewhere at another member institution in the United States. Member institutions include the University of Hawaii, Morgan State College, University of Oregon, Ohio University, and 25 other similar institutions. The exchange program also allows students from member institutions in other parts of the United States to reciprocally attend the University. Information on this program may be obtained from the University Admissions Office.

CAMPUS REGULATIONS

Disciplinary Code

The University Disciplinary Officer and the Judiciary Committee enforce the campus rules and regulations as outlined in the Disciplinary Code, which is

published in the Student Handbook. All students are expected to read and act in accordance with these published campus regulations.

Motor Vehicles

In the interest of safety for all students, all vehicles utilizing campus parking must be registered with the Department of Police and Security, and must show a valid parking sticker. Parking stickers may be obtained during regular business hours at the Department of Police and Security on either campus.

Because of limited parking space, freshmen and sophomores classified as resident students are not permitted to have or operate motor vehicles on the Gorham Campus.





Cultural Activities

ART GALLERY

The University maintains an Art Gallery (located on the Gorham Campus) which offers exhibitions showing current developments in all areas of the visual arts. Visiting exhibitors often give lectures, workshops, and informal seminars for students, faculty, and the general community. Students participate fully in the many aspects of running the the main Art Gallery and also operate their own Student Art Gallery, located in the Student Center on the Gorham Campus. The Gallery exists to enrich the cultural life of the University and is open without charge to the public from 12 to 5 p.m. daily during shows. Exhibition and program schedules may be obtained from Prof. Juris Ubans or from the Office of the Dean of CAS.

SOUTHWORTH PLANETARIUM

The Southworth Planetarium was donated to the University by Mrs. Constant Southworth in memory of her husband. Located in the Science Building on the Portland Campus, the Planetarium is a mechanical-optical-electrical device that projects the night sky for any place on earth at any time: present, past, or future. Students and thousands of people from the Greater Portland Area visit the Planetarium each year. Schedules of showings may be obtained from Prof. George Ayers or the Office of the Dean of CAS. Schedules are also posted on principal bulletin boards and listed in calendars of events distributed on both campuses.

MUSEUM OF MAN

The University has a Museum of Man (located on the Gorham Campus) which provides a unique experience for students and the community. It is designed to tell the story of human culture through the works man has created through the ages. The Museum collection is visited each year by students, faculty, and the surrounding community. Field expeditions, materials and facilities are also available to those interested in Museum activities. Further information about the Museum of Man may be obtained from Prof. Robert French or from the Office of the Dean of CAS.

MUSIC

The Music Department offers opportunities for all students to participate in the experience of music. Every year it sponsors a large number of public concerts and recitals, always open to students at no cost. The **Concert Band**, the **Brass Ensemble**, the **Gorham Chorale**, the **A Cappella Choir**, and the **Gorham Chamber Orchestra** present a total of at least six regular concerts each year. In addition, the department presents about twenty student recitals per year and a weekly Recital Class each Friday at 11:00 a.m. Students are welcome to attend any of these events. There are occasional workshops of varied nature which students may attend, as well as several presentations by visiting high school vocal and instrumental groups. More information and performance schedules may be obtained from the Music Department or from the Office of the Dean of CAS.

THEATRE

The Theatre Department offers a wide variety of programs that are available to students and the community. In addition to being able to participate in quality theatre productions, students have the opportunity to attend a variety of plays during the year. The **Art Theatre** and the **Treehouse Players** offer a number of productions on a regularly scheduled basis. Play schedules and brochures may be obtained from the Department or from the Office of the Dean of CAS.

INTERNATIONAL FILM SERIES

Sponsored by the Cultural Affairs Committee, the weekly screenings of the International Films bring to the University community a broad range of films—from historically important masterpieces to the most recent developments in the film world. The screenings are at 7:30 P.M. on Thursday evenings in Bailey Auditorium (Gorham Campus) and are open to the public without charge. Schedules and further information may be obtained from Prof. Juris Ubans or from the Office of the Dean of CAS.

LIBRARY FACILITIES

The University has full library facilities on both of its campuses. Located in Bailey Hall on the Gorham Campus and in Bonney Hall on the Portland Campus, the libraries hold a combined total of over 200,000 volumes. In addition there are some 30,000 microfilms, 20,000 government documents and approximately 1900 periodical subscriptions. The campus collections are complementary; books and periodicals not found in one library may be in the other. Both libraries have specialized collections of old or unusual books as well as listening facilities for the libraries' record collections.

Students are encouraged to make use of the libraries both for assigned academic work and for cultural enrichment and esthetic enjoyment.

Recreation — Leisure Activities

DROP-IN RECREATION

The Department of Recreation sponsors programs of physical recreation for all University students, faculty, staff, and the general public. Most activities are centered at the Portland campus gymnasium on Falmouth Street. This building is a multi-purpose facility with three regulation basketball courts, squash, handball, and racquetball courts, a weight training room, dance room, an all-purpose room, and locker room facilities.

Equipment is available for a variety of activities, including: squash, handball, racquetball, dance activities, yoga, karate, wrestling, judo, badminton, tennis, volleyball, basketball, archery, golf, fencing, jogging, and weight training.

Physical Fitness: Indoor jogging facilities are excellent. The gym is 12 laps to a mile. The gym is equipped with circuit training machines and a variety of barbells and dumbbells. Written programs are available on request. Group programs of controlled exercise are available at announced times. Diet control information may be obtained at the health center located in the gymnasium.

Squash, Racquetball and Handball Courts: These courts must be reserved in advance. Instruction in these sports can be arranged.

Sauna Baths: This convenience is available for both men and women. Instruction for their use is available upon request.

Equipment Issue: All equipment is issued from the equipment rooms upon presentation of I.D. cards. Balls, nets, table tennis equipment, etc. are available.

SCHEDULED ACTIVITIES

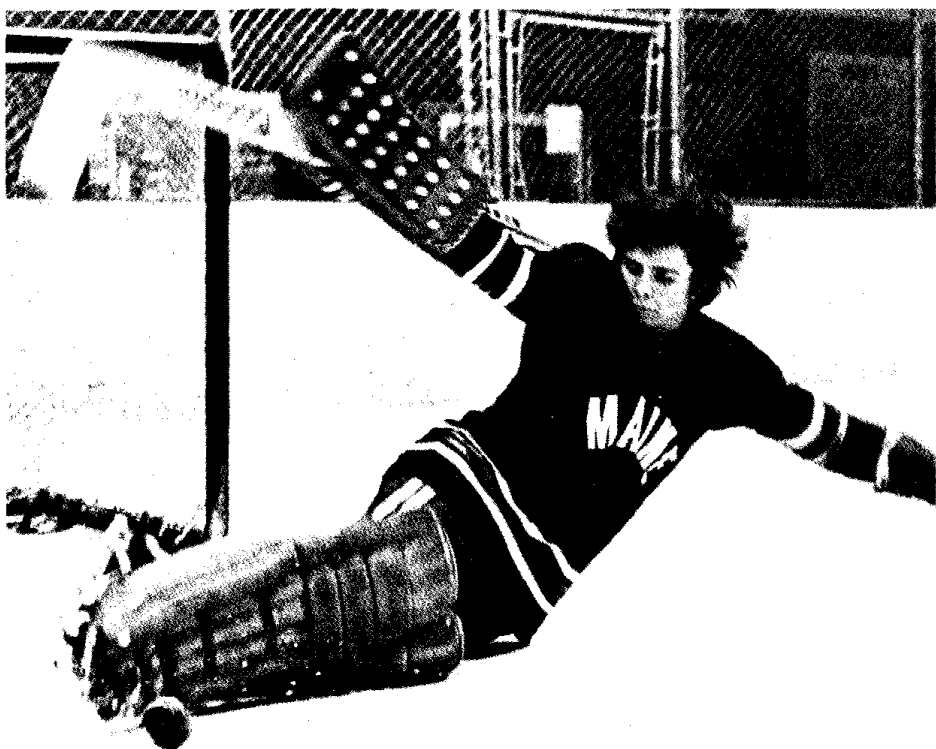
The following list includes activities that are available to the University Community on a regularly scheduled basis: youth gymnastics, gymnastic club (adults), dance exercise, karate, archery club, advanced level square dancing, volleyball league, coed recreational volleyball, racquetball clinic, classes in golf and tennis, wrestling club, circuit-training and weight-lifting programs, badminton club, swim club, table tennis, self-defense for women, and fencing. For days and times of these programs, call the Recreation Office at the Portland gym. All programs are open to faculty, staff, and students.

INTRAMURALS

Intramural activities are voluntary and are organized to provide activity in as many different sports as student interest warrants. Special-interest groups are encouraged to approach the intramural director for assistance in organizing club sports. When appropriate, competition will be arranged on an extramural basis to provide competition with intramural teams of other colleges and university campuses.

A partial list of intramural sports includes: soccer, tennis, golf, bowling, flag football, cross country, table tennis, basketball, wrestling, badminton, volleyball, softball, track and field, cycle racing, handball, squash, paddleball, foul-shooting, and archery.

Team play, sportsmanship, and individual participation are encouraged throughout the programs. Trophies are awarded to individual members of the championship team in each sport.



Intercollegiate Athletics

INTERCOLLEGIATE ATHLETICS FOR MEN

As a member of the National Association of Intercollegiate Athletics (District 5), the National Collegiate Athletic Association, the Eastern College Athletic Conference, and the New England College Athletic Conference, the University competes successfully in varsity cross-country, soccer, basketball, hockey, baseball, tennis, and golf.

INTERCOLLEGIATE ATHLETICS FOR WOMEN

Intercollegiate athletic teams for women are available to all who are fulltime undergraduates. Women may participate in field hockey, tennis, volleyball, basketball, gymnastics, softball, and lacrosse. The University is a member of the Maine Association for Physical Education and Intercollegiate Athletics for Women, the Eastern Association for Intercollegiate Athletics for Women, and the Association for Intercollegiate Athletics for Women. As a member of these organizations, the University teams have the opportunity to qualify for and participate in state, regional, and national tournaments.

UMPG Academic Policies

1975-76

GENERAL REQUIREMENTS FOR ALL BACCALAUREATE CANDIDATES

The General Education Requirement of the University consists of 30 semester hours, 24 hours of which consists of four 6-hour groups of courses, each group either interdisciplinary or chosen from a different one of the four areas of (1) Humanities, (2) Fine and Applied Arts, (3) Science and Mathematics, and (4) Social Sciences. The prefix-codes of acceptable course selections are listed below.

The remaining six hours, designated Area-5 General, shall be selected from one, or a combination of the four academic groupings, SCOGIS courses, CAS designation, or when school or college requirements permit, PE and REC Activity courses.

With the exception of K-P or GE majors, departmental courses in the student's major may not be applied toward fulfillment of the General Education Requirement.

AREA 1: HUMANITIES — 6 credits from:

CLS	(Classics)	FRE	(French)	LAT	(Latin)
CPEN	(Comparative Literature)	GMN	(German)	PLY	(Philosophy)
ENG	(English)	GRK	(Greek)	SPN	(Spanish)

AREA 2: FINE AND APPLIED ARTS — 6 credits from:

ARTH	(Art History and Appreciation)	DNCE	(Dance)
ARTS	(Art Studio Courses)	MUS	(Music)
COM	(Communication)	THE	(Theatre)

AREA 3: SCIENCE AND MATHEMATICS — 6 credits from:

ASTR	(Astronomy)	ESCI	(Earth Science)	MS	(Mathematics)
BIO	(Biology)	GEOL	(Geology)	OCN	(Oceanography)
CHEM	(Chemistry)	GSCI	(General Science)	PHYS	(Physics)
CS	(Computer Science)	MET	(Meteorology)	PSCI	(Physical Science)

AREA 4: SOCIAL SCIENCES — 6 credits from:

ANY	(Anthropology)	GEOG	(Geography)	PSY	(Psychology)
CJ	(Criminal Justice)	HIST	(History)	SOC	(Sociology)
ECON	(Economics)	POL	(Political Science)	SWE	(Social Welfare)

AREA 5: GENERAL — 6 credits from:

Any courses from the above academic groupings
College of Arts and Sciences (**CAS**) courses
SCOGIS courses (**SCO**)

*Physical Education (**PE**) or Recreation (**REC**) courses

*The College of Arts and Sciences requires no Physical Education courses but accepts optional PE or REC credits in Area 5. The School of Business and Economics requires no PE courses but accepts optional PE or REC credits in Area 5 for 4-year Business Administration and Accounting majors only. The School of Nursing requires 2 credits of Physical Education and/or Recreation, and accepts in Area 5 not more than 2 added optional PE or REC credits. The College of

Education requires a year of Physical Education but accepts no PE credits as applicable to Area 5. (Certain students in the School of Nursing or College of Education may be exempted from all PE requirements under criteria described in the sections of this catalog having to do with the School of Nursing or College of Education.)

UMPG SYSTEM OF COURSE CODING

10-99	No degree credit	300-399	Intermediate level
000-099	Associate Degree program	400-499	Senior level, others by permission
100-199	Introductory level	500-599	Graduate level
200-299	Intermediate level	600-699	Professional graduate level as in the School of Law

ATTENDANCE POLICY

The attendance policy is left to the discretion of the individual faculty member. Each semester, it is the responsibility of the faculty member to inform the students in each class of the attendance requirements for the class. Whenever, in the opinion of the instructor, a student's absences impair the quality of work, the instructor will report this fact to the Dean of the appropriate School or College.

EXAMINATION POLICY

The examination policy is left to the discretion of the individual faculty member to inform the students in each class of the examination requirements for that class. A final course-evaluation will be scheduled for all classes at a designated time and place during examination week.

Usually, two to four preliminary examinations are administered in each course and count heavily on the final grade. Final examinations are normally scheduled at the end of each semester according to a regular schedule. Finals cannot be given before the regularly scheduled examination period.

ABSENCE FROM A FINAL EXAMINATION

An absence from a final examination must be made up during the semester immediately following the one in which the absence occurred, unless the time limit has been extended by the Dean.

Students who miss a final examination and are failing the course at the time may be given the grade of F instead of being marked "I" for the semester grade. A student who misses a final examination should immediately contact the instructor to apply for a special examination.

GRADE REPORTS

Regular grade reports are sent to all students at their official addresses at the end of the semester. Final grades cannot be secured in advance from the Registrar.

THE GRADING SYSTEM

Grades at the University are given in terms of letters representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course. The student's work in each course is graded as follows:

A—High honors.

B—Honors.

C—Satisfactory, successful, and respectable meeting of the course objectives.

D—Low-level work, below the average required for graduation for an undergraduate, and a failing grade for a graduate student. In addition, individual departments may limit the number of D grades accepted, as stated in the departmental sections of this catalog. The paragraph on "Minimum Grade Policy" and "Repeating Courses" should also be noted.

F—Failure to meet the course objectives.

P—Pass: given only for certain courses open to the pass-fail option.

I—Incomplete: a temporary grade given when the student, because of extraordinary circumstances, has failed to complete course requirements. Required work must be completed by arrangement with the instructor but not later than the end of the next regular academic semester following the Incomplete. At this time the "I" will be replaced by a grade of A,B,C,D, or F as determined by the instructor.

W—Withdrawal during the second five weeks of a semester. If a student has not officially withdrawn by the end of the tenth week of the course, one of the above regular grades, normally F, will be assigned. The W notation may be an option after the tenth week under unusual circumstances if so determined by the instructor and the Dean.

GRADE-POINT AVERAGES

The academic standing of each student is computed by the Registrar at the end of every semester. The following table represents the rating scale:

A—4	grade points per credit hour
B—3	grade points per credit hour
C—2	grade points per credit hour
D—1	grade point per credit hour
F—0	grade points

To compute the grade-point average for a semester, first multiply the grade points earned in each course by the number of credit hours assigned to that course. The resulting product is the number of quality points for that course. Then divide the total number of quality points earned during the semester by the total number of credits carried in that semester. The result is carried out to two decimal places to produce the grade-point average for that semester.

To compute the cumulative grade-point average, divide the total quality points earned by the total credits carried in all semesters.

At the end of each semester, full-time students with grade-point averages of 3.2 or better are placed on the Dean's list.

REPEATING COURSES

If a student in the School of Business, School of Education, or School of Nursing repeats a course, the initial grade remains on the record but does not count toward the grade-point average or for credit. When a student in the College of Arts and Sciences repeats a course, the second grade stands and the initial grade is removed from the transcript.

ADD-DROP

Once a student has completed registration, a period of one week is permitted for dropping or adding courses. This procedure permits a student to make the necessary course changes in the planned curriculum. Also, during the first five weeks of the term a student may drop any course without having a grade recorded. All Add-Drops are initiated at the Registrar's Office. All students who register for a course and withdraw will be graded WF unless they officially complete the procedure of dropping the course.

Any students who find that their names are not in the instructor's official list should check immediately with the Registrar's Office to make necessary corrections in the registration records.

MINIMUM GRADE POLICY

Minimum cumulative grade-point averages for all undergraduate programs at the University are as follows:

	Cumulative Minimum Grade-Point Averages	
	For Good Standing	For Probationary Standing
Freshmen: end of 1st semester	1.35	1.15
Freshmen: end of 2nd semester	1.60	1.35
Sophomores: end of 1st semester	1.80	1.60
Sophomores: end of 2nd semester	2.00	1.80
Juniors and Seniors: end of each semester	2.00	1.80

Students with majors or minors in English, History, or the Social Sciences Area, including both those in the baccalaureate program of the College of Arts and Sciences and also those in the Secondary Education program of the School of Education, must achieve at least six credits with grades of B or better in their major or minor requirements. No grades of D will count toward fulfillment of the major or minor requirements in these programs.

Students in the nursing major must achieve a 2.0 cumulative grade-point average in order to enter the clinical courses. D grades will not count toward fulfillment of the major requirements in the Nursing Program.

SUSPENSION

Students may be suspended from the University either by the University Committee on Academic Standing or by the University Disciplinary Committee. Academic suspension is automatic when a student receives a semester average below 1.0. Other standards vary from college to college and from class to class. Students are urged to consult advisers to learn the standards that apply to them. For details about disciplinary suspension and dismissal, consult the "Disciplinary Code," published by the Educational Services Office.

PROBATION

A student may be placed on academic probation by the Committee on Academic Standing if the student is making unsatisfactory progress toward meeting graduation requirements. The student is liable to be suspended at the end of the following semester unless substantial progress is made. Since exact standards vary somewhat from college to college and from class to class, students are urged to discuss with advisers in the appropriate academic Dean's Office the record they should maintain to avoid probation or suspension.

A student may be removed from probation by earning satisfactory grades in Summer Session courses if the courses have been approved in advance by the adviser and the appropriate Dean.

WITHDRAWAL FROM THE UNIVERSITY

The procedure for withdrawal from the University is to secure an official withdrawal slip from the Registrar's Office. The student will then be instructed to seek an exit interview with a member of the Educational Services' staff.

If a student withdraws from the University during the first five weeks of the semester, there will be no course grade recorded. If a student withdraws from the University during the second five weeks, the student's record will show only "W" for the course in which the student was enrolled. When a student withdraws

from the University during the last five weeks of the semester, the student will receive a grade designation to be determined by the instructor.

Withdrawn students, in good standing with the University, who wish to return to school at a future date, must submit an application to return to the Admissions Office before July 1 for the fall semester and before November 15 for the spring semester.

CLASS MEMBERSHIP

Since a minimum of 120 credit-hours is required for graduation in most four-year programs, at least 30 credit-hours should be earned each year. To progress satisfactorily through college, a student is expected to carry at least 15 credit-hours each semester. Permission must be obtained from the adviser and the appropriate Dean if a student wishes to carry less than 12 or more than 18 credit-hours.

For standing as a sophomore, a student shall have completed at least 19 percent of the hours required for graduation, for junior standing 44 percent, and for senior standing 69 percent, except in the School of Nursing wherein the respective percentages are 25 percent, 50 percent, and 75 percent.

The requirements by classes, schools and college are:

<i>School or College</i>	<i>Required Number of Credit-Hours</i>			
	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>	<i>Total to Graduate</i>
Arts and Sciences	23	53	83	120
Business and Economics				
Baccalaureate Programs	23	53	83	120
Two-Year Business	23	—	—	62
Education				
Music Education	26	60	94	137
Industrial Arts Technology	25	55	88	126
All Other Programs	23	53	83	120
Nursing	24	63	91	120

RESIDENCE REQUIREMENT

In all undergraduate divisions at the University, a minimum of 30 credit-hours, including at least 9 hours in the major field, must be completed while registered in the school or college from which the degree is sought. A student may earn 6 of these 30 credit-hours at another campus of the University of Maine. Unless special permission is granted by the dean of the school or college concerned to pursue work elsewhere, the work of the senior or final year must be completed at this University.

GRADUATION REQUIREMENTS

A candidate for a bachelor's degree must (a) receive passing grades in courses required by the University, the school or college, and the major department; (b) accumulate the number of credit-hours required by the school or college in which the student is registered; (c) achieve an accumulative average of not less than 2.00; (d) meet the requirements of the major department; (e) complete an Application for Degree with the Office of the Registrar at least six weeks prior to the expected date of graduation.

GRADUATION WITH DISTINCTION

Graduating seniors are cited for graduation honors on the diploma and on the transcript. Students who have achieved a cumulative index of 3.50 or higher graduate summa cum laude; those with a cumulative index of 3.25 to 3.49 inclu-

sive graduate magna cum laude; and those with a cumulative index of 3.00 to 3.24 inclusive graduate cum laude. The cumulative index for the purpose of graduation with distinction is based on the student's total college record.

Transfer students (including those transferring within this University from a two-year to a four-year program) must maintain an accumulative average of 3.0 or above for course work in the baccalaureate program, and must earn at least 30 credits, normally the final 30 credits, at the University.

DEPARTMENTAL HONORS PROGRAM

Students graduating in the University Departmental Honors Program will have the designation "with Honors in" the appropriate major.

Guidelines for graduation with departmental honors vary among University schools and colleges. Students should check with appropriate dean for details.

PASS-FAIL OPTION

Outside of courses in the major or minor area of concentration, or courses taken to satisfy the General Education Requirements, an undergraduate student is permitted to register for a maximum of six hours of pass-fail credits in any one semester, up to a maximum of 18 hours of the total credit-hours required for graduation.

An undergraduate in the School of Education may register for a total of 18 hours of pass-fail credits in addition to possible pass-fail credits for Student Teaching and the related seminar. Student Teaching and the related seminar are considered as a single bloc for election of the pass-fail option. Required courses in the Core Curriculum and in the student's major may not be taken pass-fail; and only one course in the minor may be taken pass-fail. Students may exercise the Pass-Fail Option only during the registration period or during the add period each semester.

INDEPENDENT STUDY

Junior and Senior students may elect independent study in their major for one to six credits. Normally, no more than three credits may be earned in a semester.

The student submits an independent study application which includes a detailed description of the proposed program of study. Permission of the instructor and approval by the department chairman and the dean are required.

The approved independent-study form is filed with the Registrar during the registration period.

INDEPENDENT STUDY TERM

Information regarding an independent-study term is provided in the section of the catalog dealing with the College of Arts and Sciences.

DOUBLE MAJORS

When a student completes the basic requirements for graduation from a school or college and the course requirements for two majors, the student should request the dean to notify the Registrar, who will record the double major on the student's transcript.

POST-BACCALAUREATE STUDY FOR SECOND DEGREE

A second Bachelor's Degree may not be granted a student until he has completed an additional year of college work (as represented by a minimum of thirty (30) semester hours above the requirements for the second degree. Such work must be completed in accordance with all other University regulations.

It is the responsibility of the office of the Dean of the school or college in which the second degree is sought, to provide the approval for undertaking the second degree and certifying the completion of all requirements prior to receipt of the second degree.

CHANGE OF MAJOR WITH A SCHOOL OR COLLEGE

Permission to change from one major to another is granted only by the Office of the Dean and the head of the department in which the student expects to major. A form for the change must be obtained from the Dean's Office. A change-of-major form must be filed with the Registrar's Office.

CHANGE OF COLLEGE OR SCHOOL

Information on the procedure for change of College or School may be obtained from the Registrar's Office.

COURSE WORK AT OTHER INSTITUTIONS

Matriculated students at the University are expected to secure written approval from the appropriate dean prior to taking course work at another institution. Such credits outside the University of Maine system count towards the total degree hours required but are not figured in the cumulative grade-point averages.



College of Arts and Sciences

KONNILYN G. FEIG, Dean

CONSTANCE M. CARROLL, Associate Dean

WALDECK E. MAINVILLE, JR., Assistant Dean

The College of Arts and Sciences offers a wide variety of courses, majors and programs leading to graduate and professional study, careers, and intellectual enrichment. The College, as a constantly developing unit of the University, provides a quality liberal education for students. Students in the College have the opportunity to specialize and increase their knowledge of a particular discipline or area of interest. A broad range of department and program options and alternative educational methods allows students to get the maximum benefit from their college experience. With good advising, experimentation and commitment, all CAS students have the opportunity to follow a quality program suited to their present needs and future aspirations.

In addition to meeting the needs of its students, the College of Arts and Sciences offers programs of study and service to students in all other schools of the University. Students enrolled in the College of Education, the School of Nursing, or the School of Business and Economics all must take some or most of their required and elective course work in various departments of the College of Arts and Sciences.

CAS DEPARTMENTAL ORGANIZATION

The College of Arts and Sciences is composed of the following departments, each of which is described in the following pages:

Art Department	Music Department
Biology Department	Philosophy Department
Communication Department	Physical Sciences and Engineering Department
English Department	Political Science Department
Foreign Languages and Classics Department	Psychology Department
Geography-Anthropology Department	Social Welfare Department
History Department	Sociology Department
Mathematics and Computer Science Department	Theatre Department

Detail concerning the interdepartmental Criminal Justice Program is provided in this catalog in a subsection following the description of the courses offered by the Communication Department.

BACHELOR OF ARTS DEGREE PROGRAMS

Programs of study leading to a Bachelor of Arts (B.A.) degree are available for students who meet the admission standards for the specific program, who successfully complete the program requirements, and who satisfy the General Education Requirements of the University. B.A. degree programs are available in the following major areas:

Art	French	Political Science
Biology	Geography-Anthropology	Psychology
Earth Science	History	Social Welfare
Economics	Mathematics	Sociology
English	Music	Theatre/Communication
	Philosophy	

BACHELOR OF SCIENCE DEGREE PROGRAM IN CRIMINAL JUSTICE

A Bachelor of Science (B.S.) degree with a major in **Criminal Justice** may be earned through the Criminal Justice Program in the College of Arts and Sciences.

BACHELOR OF FINE ARTS DEGREE PROGRAM

A Bachelor of Fine Arts (B.F.A.) degree with a major in Art may be earned through the Art Department in the College of Arts and Sciences.

ASSOCIATE OF ARTS DEGREE PROGRAM

Students may opt for the A.A. in Liberal Arts, a two-year program in Liberal Arts disciplines, made available through the College of Arts and Sciences, the Continuing Education Division, and the York County Community College Services. Details of this program may be obtained from any of these three offices.

INTERDISCIPLINARY DEGREE OPTIONS

Students in Arts and Sciences have a number of options to choose from in planning their academic program. In addition to the major programs listed above, it is also possible for students to earn a B.A. degree through two other programs: the **Self-Designed Major** and the **Liberal Studies Major**. These programs are described in the following pages.

ACADEMIC MAJORS PROVIDED BY THE COLLEGE OF ARTS AND SCIENCES FOR THE COLLEGE OF EDUCATION

The College of Arts and Sciences as one of its services provides a number of programs which enable students in the College of Education to concentrate in various subject areas. The Major and Minor programs in CAS available to Education students are:

Art	Art Education
Biology	Biology Major (Secondary Education) Biology Minor (Secondary Education) (Certain biological sciences are also included in the Science Area Major and Minor for students of Education, as listed under Physical Sciences.)
English	English Major and Minor (Secondary Education) English Major and Minor (Elementary or Kindergarten-Primary Education)
Foreign Languages	French Major (Secondary Education)
Geography-Anthropology	Social Science Area Major (Secondary Education) Social Science Area Major and Minor (Elementary or Kindergarten-Primary Education) Geography Minor (Elementary or Kindergarten-Primary Education)
History	History Major and Minor (Secondary Education) History Major and Minor (Elementary or Kindergarten-Primary Education)
Mathematics	Mathematics Major and Minor (Secondary Education) Mathematics Major and Minor (Elementary or Kindergarten-Primary Education)
Music	Music Education
Physical Sciences and Engineering	Science Area Major (Secondary Education) (Certain biological sciences are included in this program.) Science Area Minor (Elementary or Kindergarten-Primary Education) (Certain biological sciences included)
Theatre/Communication	Theatre/Communication Major (Secondary Education)

PLANNING AN ACADEMIC PROGRAM IN CAS ADVISING

Perhaps the most important component in planning an academic program in the College of Arts and Sciences is good advising. Students are encouraged and urged to stay in close contact with their academic advisers in order to choose or develop a program best suited to their needs and aspirations. CAS advisers can keep them posted about the latest developments in the College and University which may affect or interest them as well as the ever changing national picture. The adviser is the one resource a student always has for concerned evaluation, suggestions, and assistance in keeping an accurate record of accomplishments. Every student is assigned an adviser upon entering the College, although students always have the option of changing their adviser as interests grow and their academic program takes shape.

CHOOSING A MAJOR

Choosing a major is one of the difficult decisions all students have to make during their tenure in CAS. Since this is an important decision, students are encouraged to experiment fully during their freshman and sophomore years in the many disciplines available in the College before making a final decision at the end of the sophomore or the beginning of the junior year. With the help of their academic advisers, students should arrive at a choice which is both realistic and enjoyable. Although it is always possible for students to change their major, the most careful attention prior to their choice is urged to prevent students from limiting their exploration too early. All students may follow a major "track" in any department at any time. Fine Arts students, however, (especially in Art and Music) usually must begin their serious program early because of portfolio and audition requirements. Students planning to major in a science are advised to contact a major advisor and begin the required course sequences as soon as possible.

REQUIREMENTS FOR DEGREE PROGRAMS

Before students can qualify for a degree, they must fulfill three types of requirements which affect the total academic program: Departmental (or Program) requirements; College of Arts and Sciences requirements; and University requirements.

DEPARTMENTAL (or PROGRAM) REQUIREMENTS

Departments and Programs have specific requirements which must be met by students majoring in them as candidates for a baccalaureate degree. Students should consult the descriptions of the departmental or program requirements for the major under the appropriate headings in this catalog. Students should also keep in close contact with major advisers to stay abreast of changes and new directions in the curriculum sequence. Education students must be sure to consult both the CAS departmental sequence and the sequence for Education majors in this section of the catalog.

COLLEGE REQUIREMENTS

The College of Arts and Sciences requires that students successfully complete 120 credit hours and meet both departmental (or program) and University requirements in order to graduate with a baccalaureate degree. If, prior to the publication of the next catalog, the College adopts any additional requirements or changes the existing requirements, these will be announced and additional information may be obtained from the office of the Dean of Arts and Sciences.

UNIVERSITY GENERAL EDUCATION REQUIREMENTS*

All College of Arts and Sciences students must fulfill the **General Education Requirement** in order to graduate. This requirement consists of 30 credit hours selected from the following areas:

AREA 1:—HUMANITIES — 6 credits from:

CLASSICS (CLS)	FRENCH (FRE)	LATIN (LAT)
COMPARATIVE LITERATURE (CPEN)	GERMAN (GMN)	PHILOSOPHY (PLY)
ENGLISH (ENG)	GREEK (GRK)	SPANISH (SPN)

AREA 2: FINE AND APPLIED ARTS — 6 credits from:

ART HISTORY/APPRECIATION (ARTH)	DANCE (DNCE)
ART STUDIO COURSES (ARTS)	MUSIC (MUS)
COMMUNICATION (COM)	THEATRE (THE)

AREA 3: SCIENCE AND MATHEMATICS — 6 credits from:

ASTRONOMY (ASTR)	GEOLOGY (GEOL)	OCEANOGRAPHY (OCN)
BIOLOGY (BIO)	GENERAL SCIENCE (GSCI)	PHYSICS (PHYS)
CHEMISTRY (CHEM)	METEOROLOGY (MET)	PHYSICAL SCIENCE (PSCI)
EARTH SCIENCE (ESCI)	MATHEMATICS (MS)	

AREA 4: SOCIAL SCIENCES — 6 credits from:

ANTHROPOLOGY (ANY)	GEOGRAPHY (GEOG)	PSYCHOLOGY (PSY)
CRIMINAL JUSTICE (CJ)	HISTORY (HIST)	SOCIAL WELFARE (SWE)
ECONOMICS (ECON)	POLITICAL SCIENCE (POL)	SOCIOLOGY (SOC)

AREA 5: GENERAL — 6 credits from:

ANY COURSES FROM THE ABOVE ACADEMIC GROUPINGS
COLLEGE OF ARTS AND SCIENCES (CAS) COURSES
SCOGIS COURSES (SCO)

**PHYSICAL EDUCATION COURSES (PE) or RECREATION COURSES (REC)

*Except for K-P or GE majors, department courses in the student's major area may not be applied toward fulfillment of the General Education Requirement. In addition, students in the School of Business Administration, the School of Education, or the School of Nursing may be further restricted in course selections from one or more of the five areas because of the specific requirements of the program in which they are enrolled.

A student who has matriculated before September 1971 may continue the program under the requirements in force at the time of matriculation or the student may elect to complete the General Education Requirements under the provisions stated above.

Physical Education is **not a requirement for Arts and Sciences students, but may be elected under Area 5 of the General Education Requirements.

CAS MAJORS, MINORS, AND PROGRAMS

CAS Departments offer majors, minors, and concentrations in a number of different disciplines to allow students to follow the program which best suits their needs. In addition to those described under the following department headings, there are several other options that students may choose in planning their academic program: **Honors, Self-Designed Major, Liberal Studies Major, Independent Study Term.**

HONORS

Students with special interest in a subject and high achievement or potential may apply for the Honors Program in a department when they declare their

major. Since these programs vary according to the course requirements of a given department, students may consult the department of their choice for guidelines, or they may obtain them from the office of the Dean of CAS.

SELF-DESIGNED MAJOR

The Self-Designed Major is an option for creative students who wish to pursue a multi-disciplinary program on a theme or problem not available to them within a department major. The Self-Designed Major must be structured around an area as broad as a departmental major and must provide breadth and depth dimensions consistent with a College of Arts and Sciences Major. This Major encourages a broad in-depth concentration and is structured by the individual student in conjunction with faculty sponsors. Students may apply for this program to the Committee on Self-Designed Majors at the normal time for declaring a major. The program description and guidelines may be obtained from the office of the Dean of CAS.

LIBERAL STUDIES MAJOR

The Liberal Studies Major is a structured, generalized program in the College of Arts and Sciences for students who choose not to specialize in an academic discipline, declare a major, or follow a program concentration. Students interested in this course of study may apply to the Liberal Studies Major Board at the normal time for declaring a major. Guidelines for this program may be obtained from the office of the Dean of CAS.

INDEPENDENT STUDY TERM

The Independent Study Term is designed to be a productive and challenging experience for mature, creative students. Students who have identified an academic project or program which they feel would contribute significantly to their program may, with the approval of a faculty sponsor and the department involved, apply for a semester of independent study. Students should discuss this option with their academic adviser, since it may be a useful tool in many programs requiring serious projects, theses, or original work. General guidelines may be obtained from departments or the office of the Dean of CAS.

CAS COURSES

Each semester the College of Arts and Sciences offers courses on a variety of topics and themes which are not sponsored by individual departments. These courses are listed as "CAS" courses in the schedules and special course description sheets every semester. Further information on these courses may be obtained from the Office of the Dean of CAS.

UMPG SYSTEM OF COURSE CODING

00-99	No degree credit	300-399	Intermediate level
010-099	Associate Degree program	400-499	Senior level, others by permission
100-199	Introductory level	500-599	Graduate level
200-299	Intermediate level	600-699	Professional graduate level as in the School of Law



Art

Associate Professors Bearce, Franklin, Moore, Sawtelle, Ubans (chairman); Assistant Professors Ostrand, Rakovan.

In the College of Arts and Sciences, the Department of Art offers programs leading to both a Bachelor of Arts degree (B.A.) and a Bachelor of Fine Arts degree (B.F.A.). Through the College of Education, the Department offers an Art Education program leading to a Bachelor of Science degree (B.S.), which qualifies graduates to teach or supervise art in all grades of the public schools.

DEPARTMENT OF ART

Each applicant should first follow the standard admission procedures of the University, and then submit to the Department of Art (Gorham Campus) a portfolio of original art work. This portfolio should number approximately 12 works, consisting of one self-portrait drawn from life, and a selection of work which indicates the applicant's current interests and abilities. Prints, drawings, paintings, posters, photographs, and films may be included, but 35mm slides or photographs of three-dimensional and other bulky work should be submitted rather than the work itself. The Department cannot accept responsibility for damage, loss, and asks that no glass, three-dimensional work or work larger than 20" x 24" be submitted. Portfolio deadlines and application forms may be obtained from the UMPG Admissions Office or the Department of Art.

Applicants and their parents are cordially invited to visit the university and become acquainted with our facilities when portfolios are returned.

Final notification of a decision will come from the Office of Admissions when the admission folder is completed. Students already enrolled in the University who wish to change their major to art must follow the departmental admission procedures concerning submission of portfolio, as described above, and will be notified of acceptance by the Department of Art.

RECOMMENDED ART COURSES TO MEET GENERAL EDUCATION REQUIREMENTS OF STUDENTS MAJORING IN OTHER PROGRAMS

For students outside the art major who seek to meet the General Education Requirement in Fine and Applied Arts, the following courses are recommended by the Department of Art:

ARTH 101	Introduction to Art	ARTH 112	History of Art II (with instructor's permission, space permitting)
ARTS 102	Introduction to Studio Art	ARTS 141	Design I (space permitting)
ARTH 113	Film as Image and Idea	ARTS 151	Drawing I (space permitting)
ARTH 111	History of Art I (space permitting)		

GENERAL EDUCATION REQUIREMENTS FOR ART MAJORS

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a Baccalaureate Degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

All art majors must satisfy the General Education Requirement in Area 2 (Fine and Applied Arts) by acquiring six credits in courses coded DNCE, MUS, or THE, which are outside the art program.

REQUIREMENTS FOR ART MAJORS

REQUIREMENTS FOR BACHELOR OF ARTS (B.A.) DEGREE*

ART CORE (15 credits)
 ARTS 141 Design I
 ARTS 142 Design II
 ARTS 151 Drawing I
 ARTS 152 Drawing II
 ARTH Elective (100 level)

**ART HISTORY REQUIREMENT
(9 credits)**
 ARTH 411 Philosophy of Art
 (may substitute
 PLY 220)

ARTH Elective
 ARTH Elective

**ART STUDIO REQUIREMENT
(18 credits of ARTS Electives)**

**GENERAL EDUCATION REQUIRE-
MENT (30 credits)**

ELECTIVES* (48 credits)

*No more than 60 credit hours with ART designation may be used to fulfill 120 credit-hour degree requirement.

REQUIREMENTS FOR BACHELOR OF FINE ARTS (B.F.A.) DEGREE

ART CORE (15 credits)
 ARTS 141 Design I
 ARTS 142 Design II
 ARTS 151 Drawing I
 ARTS 152 Drawing II
 ARTH Elective (100 level)

**ART STUDIO REQUIREMENT*
45 Credits of Electives**

**ART HISTORY REQUIREMENT
(6 credits)**
 ARTH 411 Philosophy of Art
 (may substitute
 PLY 220)
 ARTH Elective

**GENERAL EDUCATION REQUIRE-
MENT (30 credits)**

ELECTIVES* (24 credits)

*A concentration of 12 credits in Painting, Printmaking, Ceramics, Drawing or Other (specified by the department) area is required.

ART EDUCATION PROGRAM REQUIREMENTS FOR BACHELOR OF SCIENCE (B.S.) DEGREE

ART CORE (15 credits)

ARTS 141	Design I
ARTS 142	Design II
ARTS 151	Drawing I
ARTS 152	Drawing II
ARTH	Elective (100 level)

ART HISTORY REQUIREMENT (6 credits)

ARTH 411	Philosophy of Art (may substitute PLY 220)
ARTH	Elective

ART STUDIO REQUIREMENT (27 credits)

ARTS 232	Ceramics I
ARTS	Crafts
ARTS 261	Painting I
ARTS 271	Photography I
ARTS	Printmaking
ARTS 291	Sculpture I
ARTS	Elective
ARTS	Elective
ARTS	Elective

PROFESSIONAL EDUCATION RE- QUIREMENT (24 credits)

ARTE 221	Practicum in Art Education
ARTE 321	Principles and Pro- cedures in Art Education
EDU 350	Modern Philosophies of Education
EDPY 333	Human Growth and Development
EDU 324	Student Teaching (6-cr. course)
EDU 324	Student Teaching (6-cr. course)

GENERAL EDUCATION REQUIRE- MENT (30 credits)

ELECTIVES (18 credits)

COURSES IN ART

ART HISTORY AND APPRECIATION

ARTH 101 Introduction to Art

Selected experiences using original works, lecture, panel discussion, slides, films, and other means to confront the student with the significance of the visual arts in human history. The aim of the course is to involve students in direct experiences affecting their own perception of visual form. Prerequisite: permission of instructor. Staff
Three credit hours

ARTH 113 Film as Image and Idea

An approach to the appreciation of motion pictures and allied arts through the understanding and analysis of the context, range, and resources of this, the only major form of creative expression conceived and developed entirely within the industrial age. Principles of evaluation, illustrated through the development of motion pictures to their present state. Prerequisite: permission of the instructor. Ubans
Three credit hours

ARTH 111 History of Art I

Examination and discussion of the early epochs of art from prehistoric cultures through the Renaissance. Special attention is directed to the relationships of historical and theoretical knowledge to creative expression. Divergent viewpoints of the art historian, the critic, and the artist are explored. The first half of an overview of the visual arts emphasizing the interrelationships of cultural values and the forms of art. Preference given to those matriculated in the Department of Art or those with permission of the instructor. Staff
Three credit hours

ARTH 112 History of Art II

A continuation of ARTH 111 from the Renaissance through the 20th Century. In both semesters of the course examples of architecture and sculpture, paintings, etc. are used as the basis of inquiry. Prerequisite: Preference given to those matriculated in the Department of Art or those with permission of the instructor. Staff
Three credit hours

ARTH 211 History of Architecture and the Urban Environment

Staff

A study of the European-American tradition of architectural design with emphasis upon the basic styles which influence American architecture and their utilization in urban America. Consideration of aesthetic and social interplay of architectural design throughout history, especially as it is manifest in urban design. Prerequisite: ARTH 112. Three credit hours

ARTH 312 History and Appreciation of the Graphic Arts

Bearce

An explanation of the graphic techniques: woodcut, engraving, etching, aquatint, lithography, etc. A study of the graphic arts as they have evolved throughout the history of art with emphasis upon the important graphic artists of Europe, America, and the Orient. Prerequisite: ARTH 112.

Three credit hours

ARTH 314 Renaissance Art

Ostrand

The effects of the ideas of ancient Greece and Rome on the art forms of the 15th and 16th centuries in Florence, Rome, and other parts of Europe. Northern European ideas in conflict and resolution. Prerequisite: ARTH 112.

Three credit hours

ARTH 316 Western Art from 1850-1900

Ostrand

A study of the major movements in the first half of the modern era. Prerequisite: ARTH 112.

Three credit hours

ARTH 317 Western Art from 1900-1950

Staff

A continuation of ARTH 316 including the growth and development of the modern "isms". Prerequisite: ARTH 112.

Three credit hours

ARTH 379 Topics in Film

Ubans

A selection of courses, dealing with the film, but varying in content from semester to semester. Each current course will have a course description on film in the Department of Art. Courses may concern national industries (*The American Cinema*, *The Russian Film*, *The German Film*, etc.); directors (*Renoir*, *Brunel*, *Dreyer*, etc.); genre (*The Documentary*, *The Gangster Film*, *The Western*, etc.); or similar topics. Prerequisite: ARTH 113. Three credit hours

ARTH 411 Philosophy of Art

Staff

An investigation into the theories of art and beauty found in the writings of philosophers, painters, writers, and critics which form the basis of understanding of the fine arts. Readings and discussion of writers from ancient to modern times. Prerequisite: ARTH 112.

Three credit hours

ARTH 412 Contemporary Art

Staff

Examination of current developments in all the visual media: 1950 to the present. Prerequisite: ARTH 112.

Three credit hours

ARTH 418 Independent Study in Art History

Ostrand

An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring from a faculty member of the student's choice. Prerequisite: Permission of instructor and Art Department chairman.

One to six credit hours

ART STUDIO COURSES**ARTS 141 Design I**

Staff

A coordinated series of experiments with basic design problems directed toward developing a sense of personal integrity, an awareness of the design potential, and the confidence, imagination, and skill needed to realize these potentials. Problems in color and light, systems of space, and visual design of graphic symbols stressing the presentation and use of basic tools. Preference given to those matriculated in Department of Art or those with permission of instructor.

Three credit hours

- ARTS 142 Design II** Staff
Basic problems in two-dimensional design with relation to painting, sculpture, graphic arts, and architecture. Problems deal with elements of composition, color, space, time, movement, symbolic representation, and communication. Prerequisite: ARTS 141. Three credit hours
- ARTS 143 Design III** Staff
Problems in three-dimensional design utilizing the systemic study of order and space. Construction and analysis of basic forms in various materials (paper, wood, clay, plaster, and plastics). Prerequisite: ARTS 142. Three credit hours
- ARTS 151 Drawing I** Staff
The craft and concepts of making drawings, stimulated by the forms, spaces, and images of the tangible world, an introduction to marking tools and surfaces. Exposure to places, events, and objects with the purpose of stimulating the need to draw. Preference given to Art or Art Education majors or those with permission of instructor. Three credit hours
- ARTS 152 Drawing II** Staff
Continuation of Drawing I with drawing from the model. Prerequisite: ARTS 151. Three credit hours
- ARTS 153 Drawing III** Staff
Extensive combining of media. Stress on role of images, both object and model. Prerequisite: ARTS 152. Three credit hours
- ARTS 231 Materials and Techniques** Bearce
An introduction to materials, methods, and techniques for the professional artist-craftsman. Examination, comparison, and testing of materials, both traditional and experimental. Prerequisite: ARTS 143 and 153 or permission. Three credit hours
- ARTS 232 Ceramics I** Franklin
An introduction to methods and processes of clay forming, including modeling, pressing, handbuilding, and the potter's wheel. Emphasis of form and texture, with aspects of glaze composition and firing procedures. Prerequisite: Art core courses. Three credit hours
- ARTS 234 Weaving I** Staff
An introduction to basic fabrics including a study of terms, tools, and procedures used in weaving. Problems may include tie dye, batik, mocrene, stenciling, and black print on various fibers. Prerequisite: Art core courses. Three credit hours
- ARTS 241 Design IV** Staff
Investigation of advanced design problems with emphasis on presentation. Prerequisite: ARTS 143. Three credit hours
- ARTS 251 Drawing IV** Staff
Continued drawing with emphasis on independent direction. Prerequisite: ARTS 153. Three credit hours
- ARTS 261 Painting I** Staff
An introduction to pigments, grounds, and methods of painting in varying media. Emphasis on technical and formal problems. Prerequisite: Art core courses. Three credit hours
- ARTS 271 Photography I** Ubans
Photography as a creative medium. Provision of basic skills in the use of the camera and laboratory equipment. Investigation and practice in the fundamental techniques and processes of black and white photography as an art form. Prerequisite: Art core courses. Three credit hours

- ARTS 281 Printmaking—Relief** Moore
Introduction to Relief Printmaking: Woodcut, Linoleum Block, Wood Engraving. Prerequisite: Art core courses. Three credit hours
- ARTS 282 Printmaking—Stencil** Rakovan
Introduction to silk screen printing, including photo-mechanical reproduction. Prerequisite: Art core courses. Three credit hours
- ARTS 283 Printmaking Intaglio I** Bearce
Introduction to Intaglio printmaking, using etching, engraving, aquatint, mezzotint, and drypoint. Prerequisite: Art core courses. Three credit hours
- ARTS 284 Printmaking Lithography I** Rakovan
Introduction to the process of lithographic printing from stones. Prerequisite: Art core courses. Three credit hours
- ARTS 291 Sculpture I** Franklin
Clay modeling with emphasis on structure and anatomy of figure, and their relationship to sculptural form, including the building of an armature and a finished plaster cast. Prerequisite: Art core courses. Three credit hours
- ARTS 332 Ceramics II** Franklin
Application of design principles in production of ceramicware with a concentration on advanced problems in wheel-thrown forms and hand-building sculptures. Prerequisite: ARTS 232. Three credit hours
- ARTS 334 Weaving II** Staff
Advanced work on hand and foot treadle looms; how to design and produce pattern weaves; the practical application of various fibers used in weaving. Prerequisite: ARTS 234. Three credit hours
- ARTS 351 Drawing V** Staff
Making personal and complete drawings and series of drawings. Emphasis on individual concepts and personal expression. Prerequisite: ARTS 251. Three credit hours
- ARTS 361 Painting II** Staff
Studies, principally from tangible situations, in the organization of pictorial ideas, the derivation of forms, and the control of space. Use of various painting media. Prerequisite: ARTS 261. Three credit hours
- ARTS 362 Painting III** Staff
Exploration of the concepts and techniques of painting with emphasis on individual expression. Prerequisite: ARTS 361. Three credit hours
- ARTS 363 Watercolor** Staff
Watercolor, wash, dry-brush, ink and wash, gouache, and other techniques in watermedia. Emphasis on individual concepts and personal expression. Prerequisite: Art core courses. Three credit hours
- ARTS 371 Photography II** Ubans
Exploration of concepts and techniques of photography with emphasis on individual forms of expression. Prerequisite: ARTS 271. Three credit hours
- ARTS 383 Printmaking Intaglio II** Bearce
Continuation of Intaglio I with emphasis on viscosity techniques. Prerequisite: ARTS 283. Three credit hours
- ARTS 384 Printmaking Lithography II** Rakovan
Continuation of Lithography I with emphasis on color printing. Prerequisite: ARTS 284. Three credit hours

ARTS 391 Sculpture II

Franklin

The theory and practice of sculptural composition using a variety of techniques with traditional and new materials. Prerequisite: ARTS 291. Three credit hours

ARTS 408 Independent Study in Art Studio

Staff

An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring from a faculty member of the student's choice. Prerequisite: Permission of instructor and Art Department chairman. One to six credit hours

ARTS 432 Ceramics III

Franklin

Investigation and realization of Advanced Ceramics projects with an emphasis on personal development and professional attitudes. Prerequisite: ARTS 332. Three credit hours

ARTS 461 Painting IV

Staff

Continuation of Painting III. Emphasis on individual concepts and personal expression. Prerequisite: ARTS 362. Three credit hours

ARTS 462 Painting V

Staff

Continuation of Painting IV. Investigation of advanced painting problems with emphasis on individual expression. Prerequisite: ARTS 461. Three credit hours

ART EDUCATION**ARTE 121 Introduction to Art Education**

Sawtelle

A study of growth and development in the creative abilities of children; how to utilize art projects to foster initiative, imagination, cooperation, and appreciation in the classroom. Prerequisite: Permission of instructor; not for students accepted as Art Education majors. Three credit hours

ARTE 122 Handcrafts

Sawtelle

An introduction to the general handcrafts, including macrame; leatherwork; batik; tie-dye; decoupage; stitcher; candlemaking; rugmaking; mosaics; string art; textile, metal, and wood painting; refinishing furniture; glass etching; paper mache; sandcastings, etc. Three credit hours

ARTE 221 Practicum in Art Education

Sawtelle

Designed to give the art major student an early first-hand experience with children and the professional aspects of teaching. The student will work with children in elementary and secondary schools in the area. Prerequisite: Art core courses. Three credit hours

ARTE 321 Principles and Procedures in Art Education

Sawtelle

This course endeavors to help the prospective art teacher arrive at a workable philosophy of art education through readings, discussions, and projects in basic instructional techniques for the elementary and secondary grades. Prerequisite: ARTE 221. Three credit hours

ARTE 428 Independent Study in Art Education

Staff

An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring for a faculty member of the student's choice. Prerequisite: Permission of instructor and Art Department chairman. One to six credit hours



Biology

Professor Najarian; Associate Professors Greenwood, Holmes (Chairman), Kern, Mazurkiewicz, Riciputi, Schwinck; Assistant Professors Dorsey, Hartman.

A four-year program is offered in biological sciences. The program is designed so that upon completion, a student may enter public school teaching, graduate school, or professional school programs in medicine, dentistry, veterinary medicine, or allied health fields.

A Biological Science minor, requiring 18 credit hours in basic and advanced Biology, is available in Secondary Education.

Students who are in the Elementary or Kindergarten-Primary programs of the College of Education, and who are interested in the Biological Sciences, are referred to the Science Area program described in the section of the catalog dealing with Physical Sciences and Engineering. This program includes both physical and biological sciences and offers either an 18-hour academic minor or a 30-hour academic major for such students.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

Arts and Sciences Biology majors are also required to have a reading knowledge of a foreign language. Advanced Placement and Credit by Examination will be decided on an individual basis.

REQUIREMENTS FOR A BIOLOGY MAJOR IN ARTS AND SCIENCES OR A BIOLOGICAL SCIENCE MAJOR IN SECONDARY EDUCATION

		<i>Credit hours</i>
*MS 152	Calculus A	4
PHYS 121 and 122	General Physics (5 credits each semester) to be taken as a two-semester sequence	10
CHEM 113	Qualitative Principles of Chemistry	3
CHEM 114	Qualitative Laboratory Techniques	2
CHEM 115	Quantitative Principles of Chemistry	3
CHEM 132	Introduction to Analytical Laboratory Techniques	2
CHEM 251 and 253	Organic Chemistry I and II	6
CHEM 252 and 254	Organic Chemistry Laboratory I and II	4
**Foreign Language through Intermediate Level (Arts and Sciences only)		0-6
Physical Education		
BIO 101 and 102	Biological Principles (3 credits) plus Biological Experiences (1 credit) to be taken together	4
BIO 103 and 104	Biological Diversity (3 credits) plus Survey of Animals and Plants (1 credit) to be taken together	4
BIO 201	Principles of Genetics	3
BIO 203 and 204	Developmental Biology (2 credits) plus Comparative Vertebrate Embryology (2 credits) to be taken together	4
BIO 311 and 312	Microbiology (3 credits) plus Microbiological Laboratory (2 credits) to be taken together	5
Choice:		
BIO 331 & 332	Ecological Principles (2 credits) plus	
or	Field Ecology (2 credits) to be	
BIO 341 & 342	taken together	4
	Principles of Limnology (2 credits) plus	
	Limnological Methods (2 credits) to be	
	taken together	4
Choice:		
BIO 401 & 402	General Physiology (2 credits) plus	
or	General Physiology Laboratory (2 credits)	
	to be taken together	4
BIO 411 & 412	Plant Physiology (3 credits) plus Plant Physiology Laboratory (1 credit) to be taken together	4
BIO 421	Biology Seminar I	1
BIO 431	Biology Seminar II	1

*Students not prepared for MS 152 should precede this course with MS 140, Pre-Calculus Mathematics (3 credits).

**Credits to be earned depend upon the language proficiency of the student. Challenge examinations are available.

NOTE: Every student, in order to graduate with a B.A. in Biology must take the Graduate Record Examination in Biology. Students interested in preparation for Medical Technology, or Medical or Dental Schools, should take the same chemistry courses as required for a major in Biology.

COURSES IN BIOLOGICAL SCIENCES

BIO 101 Biological Principles

Staff

A study of the structure and function of cells and a consideration of multi-cellular organisms, in terms of heredity, evolution, and ecology.

Three credit hours

BIO 102 Biological Experiences

Staff

Laboratory studies of the structure, function, and reproduction of cells and the examination of representative animals and plants. Prerequisite: BIO 101, or concurrent with BIO 101.

One credit hour

BIO 103 Biological Diversity

Staff

Studies of the structure, function, and behavior of animals and plants. Prerequisite: BIO 101.

Three credit hours

BIO 104 Survey of Animals and Plants

Staff

Laboratory examination of the structure and function of representative animals and plants. Prerequisite: BIO 103, or concurrent with BIO 103.

One credit hour

BIO 111 Human Anatomy and Physiology

Kern

The structure and function of the human body. Prerequisite: BIO 101.

Three credit hours

BIO 112 Practical Human Anatomy and Physiology

Kern

Laboratory studies of the structures and functions of the human body, including microscopy and physiological experiments. Prerequisite: BIO 102 or equivalent and BIO 111 or concurrent with BIO 111.

Three credit hours

BIO 151 Neurobiological Basis of Behavior

Hartman

Comparative analysis of neural elements and processes with emphasis on reception, integration, and simple behaviors in lower and higher animals. Prerequisite: A Biology course or consent of the instructor.

Three credit hours

BIO 201 Principles of Genetics

Greenwood

A study of heredity through a discussion of the mechanism and control of gene action. Current research on the nature of mutations and the role of genes in development, behavior, and populations will be examined. Prerequisite: BIO 101.

Three credit hours

BIO 202 Experimental Genetics

Greenwood

Practical laboratory experience in techniques used in genetics. Prerequisite: BIO 201, or concurrent with BIO 201.

Two credit hours

BIO 203 Developmental Biology

Greenwood

A study of the embryology of several organisms, including man, and an analysis of the mechanisms which influence development. Current research in the fields of aging, regeneration, and metamorphosis will also be considered. Prerequisite: BIO 101.

Two credit hours

BIO 204 Comparative Vertebrate Embryology

Greenwood

Laboratory experiments and observations on amphibian, chick, and mammalian embryos. Prerequisite: BIO 203 or concurrent with BIO 203.

Two credit hours

BIO 205 Evolution

Dorsey

A study of the processes and evidences of organic evolution.

Three credit hours

BIO 209 Vertebrate Zoology

Riciputi

The form, structure, and life processes of the major groups of vertebrates are considered in respect to the animal's adaptation to its environment. Prerequisite: BIO 103.

Three credit hours

BIO 210 Vertebrate Zoology Lab

Riciputi

Investigations into the classification, form, structure, and functioning of the major groups of vertebrates. Prerequisite: BIO 104.

Two credit hours

BIO 215 Vascular Botany

Staff

A study of the major groups of vascular plants with emphasis on morphology, life cycles, and ecology. Prerequisites: BIO 101, and BIO 103.

Three credit hours

BIO 216 Vascular Field Botany

Staff

Laboratory and field studies on the vascular plants of Maine. Prerequisites: BIO 215, or concurrent with BIO 215.

One credit hour

BIO 225 Non-Vascular Botany

Staff

A study of the major groups of non-vascular plants with emphasis on morphology, life cycles, and ecology. Prerequisites: BIO 101 and BIO 103.

Three credit hours

BIO 226 Non-Vascular Field Botany

Staff

Laboratory and field studies on the non-vascular plants of Maine. Prerequisite: BIO 225, or concurrent with BIO 225.

One credit hour

BIO 251 History of Biology

Dorsey

A chronological survey of developments in biological investigations from earliest records to the present day. Emphasis will be placed on the methods of scientific discovery and the relationship between past milestones in biological investigations and modern understanding. Prerequisite: 9 credit hours in biology.

Three credit hours

BIO 292 Ornithology

Riciputi

The basic biology of birds: life histories, migration, behavior, and economic importance, with emphasis on species found in eastern North America. (Students supply their own binoculars or spotting scopes.) Prerequisite: BIO 101, or BIO 103.

Two credit hours

BIO 311 Microbiology

Holmes

A consideration of protozoa, fungi, bacteria, and viruses of biological and medical importance. Prerequisites: BIO 101, CHEM 115, and CHEM 132.

Three credit hours

BIO 312 Microbiological Laboratory

Holmes

The laboratory isolation and examination of micro-organisms by various techniques. Prerequisite: BIO 311, or concurrent with BIO 311.

Two credit hours

BIO 321 Histology

Holmes

A laboratory course which studies the microscopic anatomy of animal tissues and methods of preparing biological material. Prerequisite: BIO 101.

Two credit hours

BIO 331 Ecological Principles

Mazurkiewicz

The interrelationships of living organisms and their environments, including man's role as a modifier of ecosystems. Prerequisite: BIO 101.

Two credit hours

BIO 332 Field Ecology

Mazurkiewicz

Laboratory and field studies which demonstrate the basic concepts of ecology. (Numerous field trips.) Prerequisite: BIO 331, or concurrent with BIO 331.

Two credit hours

BIO 341 Principles of Limnology

Mazurkiewicz

Geological, physical, chemical, and biological interrelationship of inland waters, including man's impact on these relationships. Prerequisite: BIO 101.

Two credit hours

BIO 342 Limnological Methods

Mazurkiewicz

Laboratory and field methods of investigating the ecological attributes and significance of inland waters. Prerequisite: BIO 341, or concurrent with BIO 341.

Two credit hours

BIO 351 Invertebrate Zoology

Najarian

The morphology, physiology, and phylogenetic relationships of non-backboned animals. Prerequisite: BIO 101.

Two credit hours

BIO 352 Survey of Invertebrates

Najarian

Laboratory experience on the anatomy, physiology, and behavior of invertebrate animals. Prerequisite: BIO 351, or concurrent with BIO 351.

Two credit hours

BIO 361 Parasitology

Najarian

The life histories and host-parasite relationships of animal parasites, with emphasis on those of men. Prerequisite: BIO 101.

Two credit hours

BIO 362 Parasitological Laboratory

Najarian

The morphology and life cycles of parasitic protozoa, helminths, and arthropods. Prerequisite: BIO 361, or concurrent with BIO 361.

Two credit hours

BIO 381 Ichthyology

Riciputi

The structure, origin, evolution, natural history, classification, zoogeography, and economic importance of fishes, with particular emphasis on species found in the northeastern United States. Prerequisites: BIO 103 and BIO 104.

Two credit hours

BIO 382 Field Ichthyology

Riciputi

Laboratory methods and techniques of collecting and identifying fishes. Extensive field-collecting at various habitats. Prerequisite: BIO 381, or concurrent with BIO 381.

BIO 401 General Physiology

Hartman

A study of physiological processes and their regulation in single-cell and multicellular organisms. Prerequisites: BIO 101, CHEM 253, and CHEM 254.

Two credit hours

BIO 402 General Physiology Lab

Hartman

Laboratory examination of physiological mechanisms of single-cell and multicellular organisms. Concurrent with BIO 401.

Two credit hours

BIO 411 Plant Physiology

Schwinck

A study of the physiological activities of plants, and their growth and development as influenced by internal and external factors. Prerequisites: BIO 103, and BIO 104, 1 year chemistry.

Three credit hours

BIO 412 Plant Physiology Laboratory

Schwinck

Laboratory examination of phenomena in plant physiology. Prerequisite: concurrent with BIO 411.

One credit hour

BIO 421 Biology Seminar I

Staff

Weekly oral reports and discussions by students and staff, on biological topics of current interest. Prerequisite: Biology seniors.

One credit hour

BIO 431 Biology Seminar II

Staff

A continuation of BIO 421. Prerequisite: Biology seniors.

One credit hour

BIO 441 Problems in Biology

Staff

Independent library or laboratory studies on a special topic, as mutually arranged by instructor and student. Prerequisite: by arrangement.

Credit arranged

BIO 451 Comparative Physiology

Hartman

A study of physiological processes and regulatory mechanisms in vertebrates and invertebrates. Prerequisite: BIO 401 or consent of instructor.

Two credit hours

BIO 452 Comparative Physiology Lab

Hartman

Laboratory examination of the physiological processes and regulatory mechanisms of vertebrate and invertebrate animals. Prerequisite: Concurrent with BIO 451.

Two credit hours

BIO 461 Cell Mechanisms

Holmes

A physico-chemical analysis of cell processes, with emphasis on mechanisms controlling growth, differentiation, and cell division. Prerequisites: BIO 101 and CHEM 253.

Three credit hours

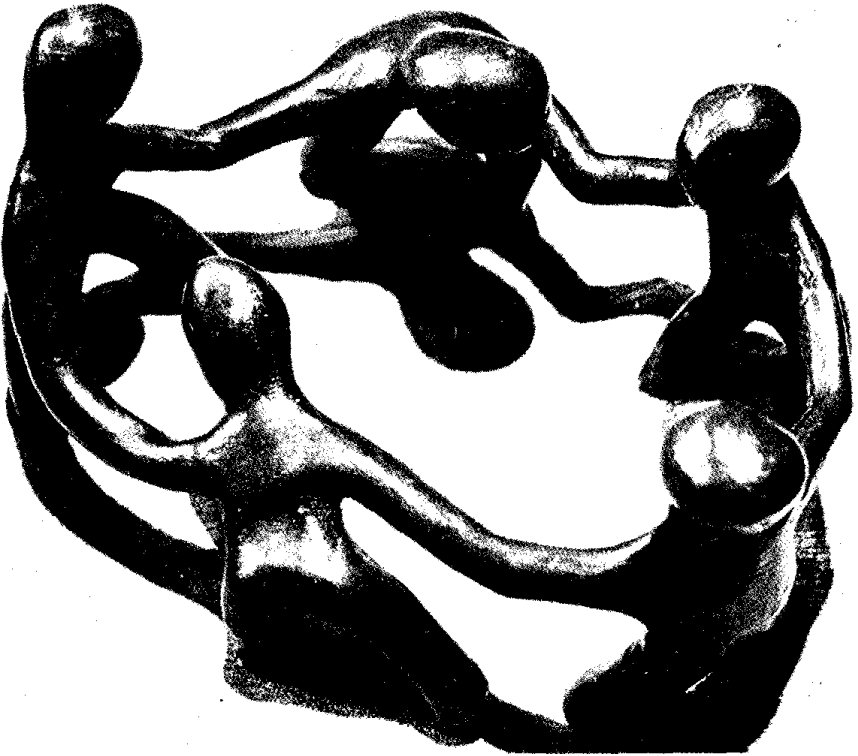
BIO 481 Cell Biology

Schwinck

Structure and function of cells on the cellular, subcellular, and molecular levels. Prerequisites: BIO 101, BIO 102, and CHEM 253, or instructor's permission.

Three credit hours





Communication

Professors Hansen, Miller; Associate Professor Pic'l (Chairman); Assistant Professor Kivatisky.

Undergraduates desiring to major in Theatre/Communication may do so in either the Bachelor of Arts program of the College of Arts and Sciences, or under programs leading to the degree of Bachelor of Science in the School of Education. All students are reminded that, in addition to meeting departmental requirements for a major, they must also meet the University's General Education Requirements.

REQUIREMENTS FOR THEATRE/COMMUNICATION MAJORS IN THE COLLEGE OF ARTS AND SCIENCES

Theatre/Communication majors desiring a Bachelor of Arts degree are required to complete 36 hours of Theatre and/or Communication courses, which are to include THE 101 (Introduction to Theatre) or COM 102 (Introduction to Communication). At least 18 additional hours must be selected from courses designated THE and/or COM. To complete this major, the remaining 15 hours or less may be selected from Allied Areas or from courses at the 200 level or above in any Department, School or College, with the adviser's permission. Students are reminded that prerequisites to courses in Allied Areas must be satisfied as prescribed by the appropriate Department, School or College.

REQUIREMENTS FOR THEATRE/COMMUNICATION MAJORS IN SECONDARY EDUCATION

Theatre/Communication majors desiring a secondary education credential are required to follow the above program in Theatre and Communication courses and specialized requirements in the School of Education where applicable.

REQUIREMENTS FOR MINORS

Theatre/Communication minors are required to complete 18 hours of courses designated THE and/or COM, to include THE 101 or COM 102.

ALLIED AREAS OF COGNATE STUDIES FOR COMMUNICATION MAJORS

BIO 151	Neurobiological Basis of Behavior	PLY 200	Symbolic Logic
ENG 381	Modern Grammars	PLY 370	Linguistic Analysis
ENG 382	Introduction Linguistics	PSY 330	Social Psychology
ENG 384	Structural Linguistics and Culture	PSY 350	Psychology of Learning
ENG 387	Semantics	PSY 351	Psychology of Motivation
ANY 101	Cultural Anthropology	PSY 360	Cognitive Processes
CS 158	Introduction to Computer Science	PSY 361	Sensation and Perception
		SOC 101	Introduction to Sociology
		SOC 355	Social Structure and Politics

Students desiring a concentration in Theatre are referred to the catalog entry under the Theatre Department for a description of Theatre courses and Allied Areas for majors emphasizing Theatre.

COURSE DESCRIPTIONS COMMUNICATION

COM 100 Research

Staff

A lecture course designed to acquaint students with the sources and methods of scholarly research. Course will provide students with basic knowledge to carry out projects in secondary and primary research, from conception to execution. Research project required.

Three credit hours

COM 102 Introduction to Communication

Staff

A lecture-discussion course designed to provide students with a conceptual framework of the basic elements of communications. Topics discussed will include the history and criticism of public address, communication theories, types of communications, educational practices and related topics germane to communications. Course includes a discussion of career and professional options for communication majors.

Three credit hours

COM 150 Business Communication

Hensen

A lecture-discussion course in Organizational Communication, emphasizing industrial, managerial, and labor communication. Investigation of communication, theory, models, nets, barriers to communication, and other topics, including basic methods and techniques of internal business communication.

Three credit hours

COM 171 Interpersonal Communication

Pic'l

A lecture-discussion course designed to acquaint the student with the elemental components of speech communication, its basic nature and function. The course involves a study of the potential of human speech communication; the phenomenon of communication through a study of logic, dialectic, and critical and creative thinking. These topics are brought to focus upon the problems of misunderstanding and their remedy.

Three credit hours

COM 250 Small Group Communication

Kivatisky

A discussion-participation course designed to familiarize students with the theories and techniques of small group communication, with an emphasis upon practical application. Students will examine role behavior, group norms, conflict, group development, problem solving, communication flow, and other relevant variables in actual small-group interactions. A final in-depth analytical paper is required.

Three credit hours

COM 272 Persuasion

Pic'l

A lecture-discussion-performance course in art of influencing human behavior by means of speech communication. A study of the art of persuasion as a means of defense against the multitude of persuasive messages to which a member of contemporary American society is subjected. Investigation of the ethics of persuasion; beliefs; attitudes and values; and the persuasive impact of motivational appeals and other psychological factors. Practice in persuasive speaking.

Three credit hours

COM 290 Organizational Communication

Kivatisky

A lecture-discussion course with a practical field study required. The class will examine factors relevant to communication within organizations and will discuss such topics as organizational roles, information flow, decision-making, leadership, and the nature of organizational change.

Three credit hours

COM 320 Intercultural Communication

Hansen

A study of communication as an agent of cooperation/conflict between cultures, such as between nations, races, and societies. Focus is upon institutional agencies, such as the U.N., and upon simulations of intercultural communication, such as R. B. Fuller's *World Game*, the Geophysical Year, and others. Appropriate consideration is given to intercultural communication, such as cultural exchanges, diplomacy, performing groups, lecturers, consultants on topics such as agricultural consultants, exhibits, and similar cross-cultural relationships.

Three credit hours

COM 380 Rhetorical Theory

Staff

A lecture-discussion course designed to investigate the literature in rhetorical theory from Aristotle to Kenneth Burke and I. A. Richards. Emphasis is placed upon the study of rhetoric as the art of discourse adapted to its end. Students will be required to complete a series of short critical research projects and to report the results in class. Final paper required. Prerequisite: any 3-credit speech course. (Not offered in 1975-76)

Three credit hours

COM 420 Communication and Cognition

Pic'l

A lecture-discussion course designed to explore the relationships and interactions of the communication and thinking. Emphasis is upon rationality as it may be influenced by language. Discussion topics include language acquisition, the Whorfian hypothesis, grammatical structures, and cultural influences upon communication and cognition. Prerequisites: Junior, Senior or permission.

Three credit hours

COM 491 Independent Study

Staff

A concentrated program of research or study on a particular topic of the student's choice, with approval of a Communication faculty advisor. Periodic conferences with the advisor are required. Enrollment by permission.

Three to six credit hours

Criminal Justice

PETER M. LEHMAN, Coordinator

The Criminal Justice Program is a four-year program leading to the baccalaureate degree. The program is designed to present Criminal Justice students with a broad interdisciplinary perspective on Criminal Justice institutions and the social systems within which they operate. Students in the program become thoroughly acquainted with all three sub-fields of Criminal Justice — police, corrections and courts — and are thus provided a broad range of post-graduation employment opportunities, as well as a valid foundation for graduate study in the social sciences and law.

REQUIREMENTS

The minimum requirement for a major in Criminal Justice is 42 hours of course work of which 15 hours are in the Criminal Justice major's unit and 27 hours are in the related areas of philosophy, sociology, social welfare, political science, and psychology. The Criminal Justice major's unit consists of the following courses:

- *CJ 215 Introduction to Criminal Justice
- *CJ 301 Occupations and Occupational Roles in the Criminal Justice System
- *CJ 302 Criminal Law
- *CJ 310 Comparative Criminal Justice Systems
- CJ 350 Topics of Criminal Justice
- CJ 397 Independent Projects
- CJ 410 Internship
- CJ 412 Research in Criminal Justice
- *CJ 425 Senior Seminar

*required

In addition to the core courses listed above, each student is required to complete satisfactorily at least three courses from each of the following areas.

UNITS OF CRIMINAL JUSTICE

1) The Social Context of Criminal Justice Systems (9 hours required)

- HIST 273 History, Literature & Drama of Nazi Germany
- POL 210 Power and Change in American Society
- POL 233 The American City
- POL 251 Public Administration
- POL 283 The American Judicial System
- POL 292 American Political Thought
- SOC 335 Sociology of Prisons
- SOC 357 Formal Organization
- SWE 351 Human Services and the Consumer
- SWE 364 Comparative Social Welfare Systems

2) Deviance (9 hours required)

- PLY 102 Introduction to Philosophy: Counter Culture
- PLY 103 Introduction to Philosophy: Alienation of Man
- PSY 224 Psychology of Adolescence
- PSY 326 Mental Deficiency
- PSY 333 Psychopathology
- SOC 200 Social Problems
- SOC 372 Juvenile Delinquency
- SOC 374 Sociology of Mental Health and Mental Illness
- SOC 375 Social Disorganization

3) Law and Social Control (9 hours required)

PLY 210	Ethical Theories
POL 284	American Civil Liberties
POL 305	Comparative Judicial Behavior
SOC 314	Social Control
SOC 336	Law and Society
SOC 371	Race and Culture Conflict
SWE 350	Social Problems and Social Welfare Policy

NOTE: There are prerequisites for most of these courses. See the departmental course listings for particulars. Other courses may be added from time to time to the Units of Criminal Justice areas. Upon petition to the Coordinator, a student may be allowed substitute courses in the Units of Criminal Justice areas.

COURSE DESCRIPTIONS

CJ 215 Introduction to Criminal Justice

Staff

An analytical survey of the structure and operation of the American criminal justice system as an institution embedded in a social, political, economic and cultural context, with emphasis upon the use of historical and comparative materials. (Prerequisite: SOC 101 or POL 102)

Three credit hours

CJ 301 C.J. Occupations and Occupational Roles in the Criminal Justice System

Staff

An analysis of the various occupations and professions that function within the criminal justice system. The relationships among police, lawyers, social service and correctional personnel, and the impact of organizational and social variables that define occupational functions and issues will be examined. (Prerequisite: CJ 215)

Three credit hours

CJ 302 Criminal Law

Staff

An examination of the articulation and application of criminal sanctions by agencies of the modern state. Special attention is given to the conflict between the "due process" and "crime control" models of the criminal process. (Prerequisite: CJ 215)

Three credit hours

CJ 310 Comparative Criminal Justice Systems

Staff

A cross-national analysis of the form and substance of modern criminal justice systems including the varieties of social, economic and political contexts in which these systems exist, as well as their historical development. Emphasis is placed on underlying differences in theories of infraction and the role of corrections, in an attempt to understand the differences criminal justice systems and their personnel play in a variety of nation states. (Prerequisite: CJ 215)

Three credit hours

CJ 350 Topics in Criminal Justice

Staff

Specially developed courses exploring areas of interest and concern in depth. Among those courses currently considered are: Law and the Police, The Lawyer in Modern Society, Community Based Corrections, Violence in American Society, Political Justice, Police Corruption, Juvenile Corrections, and Law and Personal Freedom. Offered as resources permit. By permission of instructor.

Three credit hours

CJ 397 Independent Projects

Staff

Individually arranged reading and/or research for juniors and seniors concentrating on a particular subject of concern under the advice and direction of a faculty member. Apply to program coordinator.

One to three credits

CJ 410 Internship**Staff**

An opportunity for Criminal Justice majors to apply theoretical perspectives to actual field experience. Students will choose a topic for investigation with the advice and under the direction of a faculty member in the Criminal Justice Program and will be expected to submit to the program coordinator both a research proposal and a final report on their activities. (Prerequisite: advanced standing and permission of program coordinator)

Variable credit**CJ 412 Research in Criminal Justice****Staff**

Independent or group-organized research project or activity under the direction of a faculty member. Open to advanced students with some training or experience in research methods. Apply to the program coordinator.

One to three credit hours**CJ 425 Senior Seminar****Staff**

A seminar designed to integrate and synthesize the previous courses in the major sequence. Specific topics in Criminal Justice will be addressed from a broad interdisciplinary perspective. Open to senior Criminal Justice majors, or by permission of the instructor.

Three credit hours

English

Professors Bernard, Hanna, Jaques (on leave Spring Semester, 1976), Rutherford, Weeks; Associate Professors Baier, Burke (on leave Spring Semester, 1976), Carper, Coffin, O'Reilly, Reuter (on leave, 1975-76), Rosen, Slavick (Chairman); Assistant Professors Carner, Selkin, Vincent, Wilson, Wolf; Visiting Assistant Professor Mirto.

As Aristotle says, the knowledge found in literature is limited neither by facts, as in history, nor by abstraction, as is philosophy. In literary art, facts and ideas meet in significant experience. Literature orders and represents reality in an understandable form. It does so through the transforming powers of the imagination and words.

In the study of literature, students learn to appreciate the possibilities of language for serious and often moving expression. Through writing practice, students learn to use language effectively. The understanding of language is fundamental to an understanding of what we do, and the quality of language in a society determines and reflects its moral and political condition.

The English major serves those interested in preparing for any profession or vocation where an understanding of experience is important, from the law and medicine to social work and politics. The range of English courses is large, but all will extend the student's ability to engage in the kind of independent and creative thought and expression that is essential for success in fields as widely varied as the professions, industry, business, teaching, and the arts. For information and counsel regarding the major or appropriate and valuable courses for non-majors, students should visit English offices in Gorham (200 Bailey Hall) or Portland (411 Luther Bonney Hall).

Students satisfying the Humanities core requirement in English must begin with English 120. Most courses numbered between 121 and 400 may be elected as a second Humanities course without further prerequisites. Students in other College disciplines and the Schools may elect any English course. Prerequisites are indicated in the course description.

The English major begins with a course in writing (100 or 101), an introduction to the study of literature (120), and an introduction to great works in Western literature from *The Bible* to *Don Quixote* (121). The major is then free to satisfy area, genre, and the 36-English credit requirements in a variety of ways: a student may exercise a preference for major figure, genre, or historical period courses and may choose several writing or criticism courses. Experimental courses and independent study credit are also available. Majors may count certain courses in other departments toward the English major.

While there is no College core and the Department does not require courses in other disciplines, majors are advised to develop a reading proficiency in a foreign language and to elect or satisfy core requirements with History of Western Civilization I and II (HIST 101 and 102), History of England (HIST 261), a course in American history (HIST 131, 132, 133, or 134), a lower-level Philosophy course, (PLY 101, 102, 103, 104, 105), one or more History of Philosophy courses (PLY 310, 320, 330, 340, 350, 360), an Art course (ARTH 101, 111, or 112), a Music course (MUS 100, 120, or 121), and one or more Theatre courses (THE 101, 340, 341, 361, 362, 460).

GENERAL REQUIREMENTS AND WAIVER POLICIES

1. ENG 120 must be taken before any other courses numbered above ENG 120, with the exception of courses listed under Category IV, Linguistics and Related Courses, and English 121, which may be taken concurrently with English 120.

2. ENG 120 may be waived for a few exceptional students who can pass a qualifying examination administered by the English Department.
3. The requirements of the English Major Program defined below may be waived in favor of a self-designed major that is approved in advance by the English Department Curriculum Committee.

ENGLISH MINOR PROGRAM IN SECONDARY EDUCATION

Secondary Education students in the College of Education may complete an English minor by passing 12 credits with at least a C and six credits with at least a B, for a total of 18 credits from the distributive categories listed below.

- Category III — 3 credits
- Category IV — 3 credits
- Category VI — 6 credits
- Categories VII and VIII — 6 credits

ACADEMIC MAJORS AND MINORS IN KINDERGARTEN-PRIMARY AND ELEMENTARY EDUCATION

Students in Elementary Education or Kindergarten-Primary Education in the College of Education may complete 30 hours of English in an approved program for an academic major or 18 approved hours for an academic minor. Details of such programs may be obtained from the appropriate faculty advisors in the College of Education.

ENGLISH MAJOR PROGRAMS IN ARTS AND SCIENCES OR SECONDARY EDUCATION

In addition to meeting English Departments, the B.A. or B.S. candidate must also meet any college or school requirements and the general education requirements of the University.

Both Arts and Sciences and Secondary Education English majors must meet the following English Department requirements (all courses must be passed with a grade of C or better and six hours with a grade of B or better):

1. English 100 or 101, English 120, and English 121.
2. At least 36 hours of courses acceptable for English major credit (numbered 200 or above)
3. One course in each of the following categories:
Category II, Category III, Category IV, Category VI-A, VI-B Shakespeare, a second VI-B course, Category VI-C, Category VI-D, Category VII, and Category VIII.
4. Major credit courses in each of the following genres:
(a) poetry or prose and poetry, (b) drama other than Shakespeare, (c) fiction, (d) major figure other than Shakespeare. Courses satisfying area requirements in item 3 above may also satisfy the genre requirements of item 4.

COURSE DESCRIPTIONS

I — INTRODUCTORY COURSES

WRITING COURSES

UMPG is committed to helping students achieve a high level of writing ability. The writing courses listed below will serve those who recognize that an effective style of expression is valuable in all college courses and in life. These basic courses cannot be used to satisfy a Humanities requirement.

ENG 01 Writing Laboratory

Staff

A Writing Laboratory is available on both campuses for any student who needs help with any writing problem, from organizing a term paper to preparing a job application. (Every semester)

No credit

ENG 50 Remedial Writing

Staff

This non-credit course will help those whose present writing skills are likely to be a handicap in their college work. Emphasis is on basic mechanics, including agreements, simple patterns of organization, and logical structures for sentences and paragraphs. (Every semester) No credit

ENG 100 College Writing

Staff

Classes of fifteen students will meet regularly to analyze professional and student writing as a way of sharpening awareness of how to use language effectively. The writing assignments will encourage students to apply the principles discussed in class to their own work. Recommended for freshmen. (Every semester) Three credit hours

ENG 101 Independent Writing

Staff

Students who realize that they need help to improve their writing and who are willing to work independently will profit from this course, which is conducted primarily in individual weekly conferences—though classes meet occasionally. Problems of style and presentation as well as minor mechanical difficulties are focussed on. For well-motivated students in any class. (Every semester) Three credit hours

ENG 119 Expository Writing

Staff

Training in clear expository writing of formal reports, business communications, and related material. Limited to Associate Degree Business students. (Every semester) Three credit hours

LITERATURE COURSES**ENG 120 Introduction to Literature**

Staff

A general introduction to the various literary genres—poetry, the short story, drama—which will include a study of critical terminology, close textual reading, and practice in writing—six papers, two in each of the genres.

N.B. Prerequisite for all English courses numbered above 120. May be taken concurrently with English 121. (Every semester) Three credit hours

ENG 121 Literary Masterpieces

Staff

A study of selected major works of classical and continental literature which will provide students with a background for understanding the most influential books of our culture. Required for all English majors. (Every semester) Three credit hours

II — WRITING COURSES**ENG 202 Poetry Workshop I**

Rosen

An intensive study of poetic forms and techniques, with extensive discussion of the students' own poetry. Emphasis on understanding various techniques through reading and imitation. May be taken for one to six hours of credit, but only three in a single semester. (Fall 1975)

ENG 203 Fiction Workshop

Rosen

The writing and discussion of fiction. Emphasis will be on the short story. May be taken for one to six hours of credit, but only three in a single semester. (Spring 1976)

ENG 204 Advanced Writing

Selkin, Vincent

Study of various forms of discourse with concentration on exposition. Provides experience in logical analysis and in the uses of persona, appeals to the reader, stylistic and fictional devices, and other strategies. (Annually) Three credit hours

ENG 205 Creative Writing

Vincent

An advanced course. Focus is on the writing of a short story; includes a study of plot, design, point of view, characterization, tension and related techniques, modes of creative thinking, and the transformation of experience into the medium of story. (Spring 1976) Three credit hours

ENG 210 Expository Writing

Jaques

Primarily for juniors and seniors majoring in Business Administration. Training in clear expository writing of formal reports, business communications, and related materials.

Three credit hours

III — CRITICISM COURSES**ENG 364 Critical Approaches to Literature**

Wilson

This course will provide a basic introduction to the major critical interpretive perspectives indispensable for the sensitive reader (moral-philosophical, formalistic, psychological, mythological, archetypal, and exponential). It will be structured around a close reading of specific works from several genres. It will also study literary terms, prosody, prose style, and the relation of literature to the other arts. (Fall)

Three credit hours

ENG 365 Study of Literature and Literary Criticism

Carner, Wilson

An examination of the discipline called "Literature" or "English" or "Criticism." This course attempts to define the aims and ends of literary study, ways of knowing about literature and the creative act, and the relations of literature to life. It includes formalism, historicism, bibliography, psychological criticism, and a number of other critical methods. In short, a survey of the discipline, its meaning, and tools. Recommended especially for sophomores who want an introduction to the major and to seniors who want an overview.

(Annually)

Three credit hours

ENG 367 Topics in Literary Criticism

Carner

Studies in specific problems or historical movements in literary criticism. Topics will change from year to year. Typical topics: myth and myth criticism; a study of ancient and modern myth systems including Biblical, medieval, and 20th century texts; psycho-analytic theory as myth. Typical texts: *Genesis*, *Exodus*, *Apocalypse*, Grimm's *Fairy Tales*, *The Golden Bough*, *Totem and Taboo*, *Moses and Monotheism*, and *The Myth of the Birth of the Hero*. (Fall 1975)

Three credit hours

IV — LINGUISTICS AND RELATED COURSES**ENG 220 Old English**

Coffin

The student develops Old English reading ability by working with the best Old English poems and prose. Modern techniques of rapid language acquirement are used. (Fall, even years)

Three credit hours

ENG 380 History of the English Language

Bernard, Rutherford

This course includes a survey of the pre-history of the language as well as a detailed study of the Old, Middle, and Modern English and the forces which shaped these stages. Some methods of modern linguistic science are utilized in examining current usage. Change and development of the language are emphasized. (Every semester)

Three credit hours

ENG 381 Modern Grammars

Rutherford

Designed to acquaint students with the three most common forms of English grammatical analysis: traditional, structural, and transformational. The mechanics of the various analyses will be examined, and comparisons will be made to determine what tentative combination best explains the structure of English. (Spring 1976)

Three credit hours

ENG 382 Introduction to Linguistics

Rutherford

A general introduction to modern linguistic science, including studies in the development of language, phonology, morphology, the dictionary, and varieties of English and usage. Also examined are the various grammatical philosophies and their methods — traditional, structural, and transformational. (Spring 1976)

Three credit hours

ENG 384 Structural Linguistics and Culture

Coffin

The course starts with the analysis of the structure of many languages. Knowledge of structure is then used to analyze art, religion, poetry. American Indian language and cultures constitute part of the course. Recommended for English and language teachers. (Annually, fall)

Three credit hours

ENG 387 Semantics

Coffin

Interpretation of literature by means of analysis of the language used. Recommended for prospective teachers of literature and English. (Spring, odd years)

Three credit hours

V — NON-REQUIRED MAJOR CREDIT COURSES**ENG 200 Topics in Literature**

Staff

A selection of courses, dealing with this general subject and varying in content from term to term, is offered each semester. Descriptions of current offerings are available in the English office. These courses may be offered in a two-semester sequence, and more than one section may be taken for credit. For the Fall of 1975 these topics will be offered: Values in the Modern World; Utopian literature; Comedy. Spring 1976 topics will include Existentialism in Literature.

Three credit hours

ENG 226 Dante

Staff

A careful reading of Dante's *Divine Comedy*, with special attention to cultural history, especially classical and medieval theology, philosophy, literature, and art. Background in literature or philosophy strongly recommended. (Spring, odd years)

Three credit hours

ENG 312 The Image of the Black Man in American Literature

Slavick

A study of the developing image of the black man in American prose and poetry in the context of American culture from stereotype to victim, outsider, masked man, and Everyman, beginning with songs, sermons, and folk tales. Douglass, Stowe, Melville, Twain, Whitman, Cable, Chesnutt, DuBois, Heyward, McKay, Cullen, Hughes, James Weldon Johnson, Faulkner, Toomer, Wright, Ellison, Warren, Welty, Tolson, Styron, Baldwin, Leroi Jones, Martin Luther King, Malcolm X, Cleaver, Eli Green, and Theodore Rosengarten. (Spring, odd years)

Three credit hours

ENG 351 Backgrounds of American Thought

Burke

Readings in the ideas and lives of those figures who were philosophically influential in American life. For upperclass students with a strong background in American, English, and European history and philosophy. Term paper required. Prerequisites: ENG 100 or 101, 120, and 121. (Fall 1975)

Three credit hours

ENG 361 The Principles of Poetry

Carper

This course is intended to give students a thorough grounding in skills for reading poetry well and discussing it intelligently. It is recommended for those whose earlier experience with poems has been limited and who wish to learn how to understand and enjoy them. Frequent short analytical papers and several verse-writing exercises will be required. Prerequisite: sophomore standing or permission of the instructor. (Fall, 1975)

Three credit hours

ENG 362 Poetry in English: A Survey

Carper

This course first considers representative short poems on recurring themes by early and modern writers; it then takes up important longer works from Chaucer's time to the 1900's. Recommended for students already familiar with the principles of reading poetry well. Prerequisite: Sophomore standing or permission of the instructor. (Fall, annually)

Three credit hours

ENG 366 Literature and the Visual Arts

Wilson

This course will examine in chronological sequence the relationship between leading English writers or schools and the movements in European painting, architecture, and sculpture to which they most closely correspond. (Spring 1976)

Three credit hours

ENG 374 Writers of Maine

Jaques

Historical and literary analysis of writers in and about Maine. The emphasis will be on the literary quality of the best-known writers and the place in history both past and present of the lesser-known writers. Extra credit in the course will be given for a report about any off-campus project related to an author, especially a study of an author and a particular locality in Maine. English majors should have already taken a survey of American literature; prospective teachers will prepare an annotated bibliography of one author of their choice. (Spring 1976)

Three credit hours

ENG 410 Independent Study in English

Staff

Individual study programs as arranged with an instructor. Prerequisite: permission of instructor.

One to three credit hours

CPEN 294 Three Continental Humanists

Hanna

A study of the *Divine Comedy*, *Gargantua and Pantagruel*, and *Don Quixote*. Beginning with Dante's medieval synthesis of the Greco-Roman and Judaeo-Christian traditions, the focus shifts to Rabelais' lusty, iconoclastic hunger for worldly experience, and finally to Cervantes' picaresque tale of faded Spanish glory and Renaissance skepticism. Oral reports, class discussions, brief critiques.

Three credit hours

CPEN 298 Great Continental Novelists

Hanna

A study and interpretation of eight representative works of European fiction and of underlying literary and historical trends. Students will read four French and four Russian novels: Stendhal, *The Red and the Black*; Balzac, *Pere Goriot*; Gogol, *Dead Souls*; Flaubert, *Madame Bovary*; Turgenev, *Fathers and Sons*; Dostoevsky, *Crime and Punishment*; Tolstoy, *Anna Karenina*; and Zola, *L'Assommoir*. Oral reports, class discussion, short critical papers.

Three credit hours

CPEN 371 Greek Tragedy and Comedy

Hanna

Students will read the extant plays of Aeschylus, Sophocles, and Euripides—thirty-two tragedies in all—as well as six comedies by Aristophanes. An inquiry into dramatic ingredients: ritual and catharsis, myth and legend, meter and music, structure and method. The critical relevance of Aristotle's *Poetics*. Structural, stylistic, and thematic developments. Modern critical theories of interpretation. Prerequisite: the *Iliad* or the *Odyssey*. Oral reports, class discussions, short critiques. (Fall 1975)

Three credit hours

CPEN 387 Oriental and Primitive Masterpieces

Coffin

The course starts with primitive literature of Black Africa and the American Indian and continues to early epic and other literature of Egypt, Babylonia, and Israel.

Three credit hours

CPEN 388 Oriental and Oceanic Masterpieces

Coffin

The course introduces the best of Chinese lyrical poetry and the spiritual epics of India. Related material of interest will be used from Tibet and Oceania.

Three credit hours

NOTE: Up to six hours of specific courses offered by such other CAS departments as Foreign Languages and Classics, History, Theatre, Communication, etc., may be elected for English major credit.

VI — ENGLISH LITERATURE

A — OLD AND MIDDLE: 600-1450

ENG 220 Old English (See Category IV)**ENG 221 Beowulf**

Coffin

This Old English poem is studied as the greatest literary work of the first 600 years of English Literature. Partially in modern English. Prerequisite: ENG. 220. (Spring, odd years)

Three credit hours

ENG 223 Medieval Literature

Staff

Extensive readings in major philosophical background texts and the literature of 14th century England exclusive of Chaucer. (Fall 1975) Three credit hours

ENG 224 Chaucer

Burke, Weeks, Stoff

Selections from the early poetry and intensive reading in the *Canterbury Tales*. Attention also given to the literary and historical background. Recommended for Juniors, Seniors, and English majors. Prerequisites: ENG 100 or 101, 120, and 121. (Fall, 1975) Three credit hours

ENG 225 Medieval Epic and Romance

Bernard

The background and development of the medieval epic and romance, including English, Germanic, French, and Italian works. (Fall, even years) Three credit hours

B — RENAISSANCE: 1450-1660**ENG 231 16th Century Prose and Verse**

Bernard, Reuter

The prose and non-dramatic poetry of the 16th century. Major authors of the Tudor Age (1485-1603) in their cultural setting from Skelton to Donne. (Spring 1976) Three credit hours

ENG 232 Spenser

Bernard

Readings in the works of Edmund Spenser with special emphasis on *The Faerie Queene*. Three credit hours

ENG 242 Shakespeare I

Vincent, Wolf

A study of representative early and middle comedies, histories, and early tragedies. Reading and discussion of Elizabethan dramatic traditions, poetic modes, critical approaches, and current productions. (Every semester) Three credit hours

ENG 243 Shakespeare II

Vincent, Wolf

Continuation of Shakespeare I. A study of representative dark comedies, major tragedies, and dramatic romances. (Every semester) Three credit hours

ENG 244 Shakespeare Special Studies

Reuter

A study of both traditional and transformed modes of perceiving (aesthetics) which result in allegorical elements in the plays of Shakespeare and his contemporaries. Selected readings of comedies, tragedies, chronicle histories, "problem" plays. A previous course in Shakespeare or the English Renaissance is recommended. (Not offered in 1975-76) Three credit hours

ENG 246 British Drama to 1642

Bernard, Reuter

Shakespeare's predecessors, contemporaries, and followers to 1642. (Annually, fall) Three credit hours

ENG 249 17th Century Prose and Poetry to 1660

Baier, Reuter, Weeks

A study of major non-dramatic writers of the 17th century exclusive of Milton and Dryden. Included will be Bacon, Donne, Jonson, Hobbes, Burton, Herrick, Herbert, Vaughan, Marvell, Suckling, Lovelace, Crashaw, Carew, Browne. (Annually, fall) Three credit hours

ENG 250 Milton

Baier, Reuter

Study of Milton's major poetry and selected prose with attention to critical and historical background. (Spring 1976) Three credit hours

C — RESTORATION THROUGH 18TH CENTURY: 1660-1798**ENG 262 Restoration and Early 18th Century Prose and Poetry**

Selkin, Weeks

An exploration of representative writings of the English Neo-classical period, including works by such writers as Dryden, Swift, Pope, Gay, Addison, and Steele. (Annually, fall) Three credit hours

ENG 263 Later 18th Century Prose and Poetry

Selkin, Weeks

Johnson and Boswell and their circle, poetry from Smart and Collins to Burns and Blake, and other works of the period. (Spring 1977) Three credit hours

ENG 264 Swift

Selkin

A study of Swift and his writings, both prose and poetry — imaginative, political, personal, satiric, and even "unprintable." "Prerequisite: at least one previous course from those listed in Section VI, Group B or C.

Three credit hours

ENG 266 Restoration Drama

Reuter, Selkin

A study of Restoration and early 18th Century drama with emphasis on innovations in the post-Elizabethan theatre and on changing definitions of the tragic and comic hero. Playwrights studied will include Davenant, Dryden, Otway, Etherege, Shadwell, Cibber, Wycherley, Congreve, Farquhar. (Spring 1976)

Three credit hours

ENG 267 The Development of the Novel

Reuter

A study of the development of the novel from Christian and classical sources through early 18th century England with emphasis on Bunyan, Defoe, and Swift. (Spring 1977)

Three credit hours

ENG 268 The Earlier English Novel

Bernard, Selkin

The principal novelists from the beginnings to Sir Walter Scott. (Annually, Fall)

Three credit hours

ENG 271 Masterpieces of English Satire

Weeks

A thorough exploration of its backgrounds in classical literature and an attempt to define and understand satire as a mode will be followed by readings and discussions in depth of the most important satires in English. Works to be read will include at least the following: Langland's *Piers Plowman*, Chaucer's *Sir Thopas*, Butler's *Hudibras*, Dryden's *Absalom and Achitophel*, Swift's *Gulliver's Travels*, Pope's *Dunciad*, and Gay's *Beggar's Opera*.

Three credit hours

ENG 273 The Poetry of Alexander Pope

Weeks

A close study of the most brilliant poet between Milton and Wordsworth. Pope dominated English poetry for half a century, but his most significant works often became lost in anthologies and period courses. Minimum readings will include a sampling of the pastorals, *Essay on Criticism*, *Rape of the Lock*, *Eloisa to Abelard*, selections from *Martin Scriblerus*, the Moral Essays, and the *Dunciad*. (Spring 1976)

Three credit hours

D — ROMANTIC AND VICTORIAN: 1798-1900**ENG 281 Prose and Poetry of the Romantic Period**

Carner, Carper

A study of the major British poets and essayists of the Romantic period (approximately 1785-1832) and of the nature of the "Romantic" movement. Readings selected from among Blake, Burns, Wordsworth, Coleridge, Keats, Byron, Shelley, Lamb, DeQuincey, Beddoes, Hunt, Peacock, etc. (Annually, Spring)

Three credit hours

ENG 282 William Blake

Carner

Examination of Blake's writings and visual art, attempting to develop a comprehensive understanding of Blake's system and intellectual contexts. (Fall 1976)

Three credit hours

ENG 286 Fiction of the Romantic Period

Carner

The novels of Jane Austen; readings in Maturin, Peacock, Edgeworth, Lewis, Godwin, Mary Shelley, Scott. (Spring, odd years)

Three credit hours

ENG 291 Victorian Prose and Poetry

Hanna

Selections from the poetry of Tennyson, Browning, Arnold, Swinburne, Clough, the Rossetti's, Meredith, Hardy, Hopkins and Housman. Critical and controversial essays by Macaulay, Carlyle, Arnold, Huxley, Newman, Mill, Ruskin, Morris, Pater, and Wilde. Victorian backgrounds: rich and poor, the Industrial Revolution, Utilitarianism, religious crises, democracy and culture, artistic alienation, and aestheticism. Oral reports and brief papers. (Fall 1976).

ENG 293 From Pre-Raphaelitism to the Bloomsbury Group

Wilson

This course will study the poetry, novels, paintings, and criticism of the Pre-Raphaelites, John Ruskin, William Morris, Art Nouveau, the Beardsley period, and the Bloomsbury Group. Three credit hours

ENG 296 Tennyson and Browning

Hanna

Extensive reading in the poetry of two major Victorian figures, Alfred Lord Tennyson and Robert Browning. Lectures and class discussions will involve several critical approaches—biographical, sociological, psychological, archetypal, symbolical, formalistic and exponential. Collateral readings in 19th century intellectual history—the Romantic revolt, the industrial revolution, the science-religion debate, aestheticism, artistic alienation, Utilitarianism, and Darwinism. Brief oral reports and two short papers. (Spring 1976).

ENG 297 The Later English Novel

Section A

Bernard

The principal novelists from Austen to Hardy. (Spring, even years)

Section B

Hanna

The influence of Henry James on selected modern novelists. George Eliot's pioneer work, *Middlemarch* (1871), called "the first adult novel in English." Four novels by Henry James: *Daisy Miller* (1878), *The Portrait of a Lady* (1880), *What Maisie Knew* (1894), and *The Awkward Age* (1898). Five modern novels reflecting the impact of James in style, technique, structure or theme: E. M. Forster's *Howard's End* (1910), D. H. Lawrence's *Sons and Lovers* (1913), Ford Madox Ford's *The Good Soldier* (1915), Virginia Woolf's *To the Lighthouse* (1927) and Elizabeth Bowen's *The Death of the Heart* (1939). Class round-tables, open-book quizzes, two essay-exams. (Spring, odd years).

Three credit hours

VII — AMERICAN LITERATURE: Colonial to 1900**ENG 342 American Literature I**

Jaques

A survey of American literature through the 18th and 19th centuries, with emphasis on the principal writers. (Fall, annually) Three credit hours

ENG 344 The American Renaissance

O'Reilly, Slavick

Major American writers of the mid-19th century. Includes critical study of major works by Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson with attention to the social and literary backgrounds. (Annually, fall)

Three credit hours

ENG 345 Thoreau

Jaques

An intensive critical study of the major works of Henry David Thoreau with attention to the social and literary backgrounds of his art. (Spring 1977)

Three credit hours

ENG 348 The American Novel I

Burke, Slavick

An historical survey of the American novel from Charles Brockden Brown to Henry James. In Professor Burke's sections a term paper is required for an honor grade, and there are these prerequisites: ENG 100 or 101, 120, and 121. (Annually, fall; and spring, even years)

Three credit hours

ENG 355 Hawthorne and Melville

O'Reilly, Slavick

The chief works of two major figures in American literature. Emphasis will be on Melville. Some supplementary reading will be required. (Spring 1977)
Three credit hours

ENG 358 Twain and James

O'Reilly, Slavick

A study of representative works of two major American writers of the last half of the 19th century, with some attention to W. D. Howells, novelist, literary arbiter, and perhaps the only mutual friend of Twain and James. (Spring 1976, Fall 1977)
Three credit hours

VIII — MODERN LITERATURE: 1900 to the Present**ENG 299 Modern Poetry**

Rosen

A concentrated study of the poetry and critical prose of five major modern poets: W. H. Auden, T. S. Eliot, D. H. Lawrence, Wallace Stevens, and William Carlos Williams. (Fall, 1975)
Three credit hours

ENG 302 20th Century British and American Poetry I

O'Reilly

A close study of the major poets of the 20th century. Emphasis is usually upon Eliot, Yeats, Wallace Stevens, Hart Crane, Dylan Thomas, Robert Lowell, etc. although the poets chosen may vary with semester and instructor. Prerequisites have not been established, but this is not intended as an introductory course to poetry. (Annually, fall)
Three credit hours

ENG 303 20th Century British and American Poetry II

O'Reilly

A continuation of English 302. First semester poets are not duplicated in II. (Annually, spring)
Three credit hours

ENG 305 D. H. Lawrence: The Search for Being

Wilson

By studying the paintings, poetry, novels, letters, and critical writings of David Herbert Lawrence in chronological sequence, this course will explore his search for being. This search will involve the class in an examination of Lawrence's attitude to the unconscious life, myth, archetypes, and sexuality, his criticism of western civilization and the 20th century, and his turning to the mystical experience. It will also involve a study of his development of a language appropriate to this awareness and his acting out the dynamics of this view of the world in his art. Student evaluation will be based on small group discussions and three individual class essays (Fall 1975)
Three credit hours

ENG 306 Joyce's Dubliners, Portrait, and Ulysses

Hanna

A chapter-by-chapter exploration of *Ulysses*, the prestigious world novel by James Joyce. Each student will be assigned a different critical commentary so that divergent interpretations can be pooled in class. Prerequisite: a working knowledge of either *Dubliners* or *A Portrait of the Artist as A Young Man*. Round table sessions; regular oral reports, impromptu themes on key passages. (Spring 1976)
Three credit hours

ENG 307 Modern Short Story

Rosen

Detailed consideration of from six to ten short story collections reflecting contemporary themes and narrative methods. Although selections will vary, the recent reading list has included Jorge Luis Borges, Franz Kafka, Anton Chekhov, James Joyce, Thomas Mann, and Isaac Babel. A necessarily wide range of themes are confronted: the corruption of reality by dream; personal inadequacy, alienation, and paranoia; self-deceit; varieties of ignorance and cowardice; the moral insight afforded the artist; violence as a mode of self-discovery. Students are responsible for a term paper, a classroom report, and a weekly review of some critical article. Prerequisite: Junior class standing or permission of the instructor. (Spring, annually)
Three credit hours

ENG 308 Modern Novel

Rosen

Works by six or more distinguished novelists expressing contemporary subject matter and technique. Among representative themes students will consider those of dream and illusion, revolution and personal revolt, alienation and anxiety, crime and self-assertion; among narrative techniques, ellipsis and adaptations of stream-of-consciousness. The list of novelists will vary, but recent assignments include Knut Hamsun, Franz Kafka, Thomas Mann, Hermann Hesse, Andre Malraux, D. H. Lawrence, and James Joyce. Students are responsible for a term paper, a classroom report, and a weekly review of some critical article. Prerequisite: Junior class standing or permission of the instructor. (Fall 1976)

Three credit hours

ENG 309 The Southern Renaissance

Slavick

The post-World War I flowering in Southern letters, with emphasis on the fiction of Heyward, Wolfe, Faulkner, Elizabeth Madox Roberts, Tate, Gordon, Porter, Agee, Warren, Welty, McCullers, Flannery O'Connor, Walker Percy, and Peter Taylor.

Three credit hours

ENG 310 The Fugitive Poets

Burke

Intensive readings of the poetry of John Crowe Ransom, Donald Davidson, Allen Tate, and Robert Penn Warren. Recommended for upperclass students and English majors with a strong background in poetry. Attention to the literary situation of the twenties, especially Eliot and Pound. Frequent short papers and verbal participation required. Prerequisites: ENG 100 or 101, 120, and 121. (Spring 1977)

Three credit hours

ENG 311 Twentieth Century British Literature

Wilson

Selected novels, plays, poetry from the late 19th century to the present. The course will study naturalism, impressionism, and symbolism, as well as the political and existential implications of British literature of the 20th century.

Three credit hours

ENG 326 Fitzgerald, Hemingway, Faulkner

Slavick

Studies in the fiction of three 20th century American writers. (Spring, even years)

Three credit hours

ENG 343 American Literature II

Jaques

A continuation of American Literature I. (Spring 1977)

Three credit hours

ENG 349 The American Novel II

Burke, Slavick

An historical survey of the American novel since 1900. In Professor Burke's sections a term paper is required for an honor grade, and there are these prerequisites: ENG 100 or 101, 120, and 121. (Fall, 1976; Spring, 1977)

Three credit hours

IX — EXPERIMENTAL COURSES

Occasionally the English Department will offer special courses not listed individually in the catalog but listed and described (in the current Schedule of Courses) under the designation 99, 199, 299, 399, or 499. Such courses will usually be experimental: pursuing original research, testing new approaches to literature, testing new alignments of figures or materials, or trying out courses before installing them permanently in the catalog.

Foreign Languages and Classics

Associate Professors Crochet, Dalvet, Duclos, Lepelley, Rolfe (Chairman); Assistant Professors Carroll, Di Benedetto, Ubans; Instructors Hernandez, Schwanauer.

I. COURSES IN ENGLISH TRANSLATION

The Foreign Language and Classics Department offers a number of courses in English translation requiring no previous knowledge of a foreign language and open to any student interested in foreign or classical literature and civilization. These courses are numbered 251-300. French courses in this category may be credited toward the French major or minor if the work of the course, including papers and readings, is undertaken in French.

II. BILINGUAL STUDENTS

Franco-American students and other bilingual students will find two French courses especially devised for them (although not exclusively). They are numbered FRE 181 and FRE 381.

III. LANGUAGE PROGRAMS

The department offers programs in French, German, Classical Greek, Latin, and Spanish. Elementary courses (101-102) are for students who have never studied the language. Intermediate-level courses (131-132 for modern languages; 201-202 for the ancient languages) are for students with two successful years of high school language study. Students who do not feel prepared to enter the intermediate course in a modern language must begin with the review course numbered 103. Students whose aim is exclusively the ability to read a modern language should enroll in courses numbered 111-112, which are also a preparation for language tests required by graduate schools.

IV. CONVERSATION

Besides the oral practice in the classroom, any student interested in acquiring the ability to speak fluently is invited to use the language laboratory located on the Portland campus in Payson Smith Hall, Room 203, and open every weekday from 9 a.m. to 3 p.m. Students enrolled in language courses (101-132) may register for a supervised language practice twice a week in the laboratory; they will receive an extra credit for regular and active attendance. Students who have already reached the level of literature courses may enroll in conversation courses meeting once a week (207-208) which may be repeated for one credit each semester.

V. FRENCH MAJOR

At the present time the department offers a major only in French. French majors must take a minimum of thirty credit-hours on the 200 level and above, of which twenty-one hours must be in literature courses. They are advised to take as early as possible FRE 231, FRE 251, FRE 252, and FRE 203. Summer and junior year studies in France or French Canada are encouraged and acknowledged by transfer of credits.

All majors already engaged in studies of French Literature should maintain an active effort to reach fluency in speaking French through constant practice, use of the Language Laboratory and conversation courses FRE 207 and 208. They are expected to have reached proficiency in speaking and writing French before their graduation.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

VI. FRENCH MAJOR AND MINOR FOR STUDENTS IN THE COLLEGE OF EDUCATION

More than any other students, future teachers of French need a very solid foundation in the language so that they will be ready to teach it with accuracy. The following programs are devised to assure that they reach such a goal:

French Major 30 credits above the 200 level

Required courses:		Credit Hours
FRE 201 or 202	Composition I, II	3
FRE 203 or 204	Conversation I, II	3
FRE 231 or 232	Introduction to French Literature	3
FRE 205	Phonetics	3
FRE 251 or 252	French Civilization	3
FRE 401 or 402	Advanced French Grammar	3
		<hr/> 18 hours

Elective courses:

Any course listed above as required, beyond the 18 credits . . .

Students must also take the professional course FLED 301 — The Teaching of Foreign Languages.

French Minor 12 credits above the 200 level. (18 including FRE 131-132)

Required courses:		Credit Hours
FRE 201 or 202	Composition I, II	3
FRE 203 or 204	Conversation I, II	3
FRE 231	Introduction to French Literature	3
		<hr/> 9 hours

Elective courses:

- FRE 205 Phonetics
- FRE 232 Introduction to French Literature II
- FRE 401 or 402 Advanced French Grammar
- Any French Literature course on the 300 level

Students should also take the professional course FLED 301 — The Teaching of Foreign Languages.

COURSE DESCRIPTIONS

LITERATURE AND CIVILIZATION IN ENGLISH TRANSLATION

- CLS 251 The Epic Hero in Ancient Literature** Duclos
 Intensive readings in English translations of Gilgamesh, Iliad, Odyssey, Argonautica, Aeneid; discussion, papers. (Not offered in 1975-76)
Three credit hours
- CLS 252 The Tragic Hero in Ancient Literature** Duclos
 Intensive reading of selected plays in English translation by Aeschylus, Sophocles, Euripides, Seneca; discussion; papers. (Not offered in 1975-76)
Three credit hours
- CLS 255 The Golden Age of Greece** Duclos
 The literature, history, politics, philosophy, art, and architecture of the fifth century B.C. with particular attention to the achievements of Athens. Lectures, discussion, papers, museum trip. (Not offered in 1974-75) Three credit hours

CLS 256 Rome, from Republic to Empire

Duclos

The literature, history, politics, philosophy, art, and architecture of Rome in the first century B.C. Lectures, discussion, papers, museum trip.

Three credit hours

CLS 257 Greek Tragedy in Translation: Philosophy or Politics?

Carroll

This course examines a selection of Greek Tragedies in English translation from a literary, philosophical, and historical point of view. It involves students in developing a multi-level approach to a complex and often misunderstood art form. In keeping with this ultimate objective, several modern "tragedies" on Greek themes will be explored during the semester, to enhance understandings of Classical drama and to demonstrate the "Classical elements" in contemporary forms.

Three credit hours

FRE 251 French Civilization: An Historical Approach

Dalvet

Aspects of the society, institutions, arts, literature, and religion of France, from the origins to the end of the XIX century.

Three credit hours

FRE 252 French Civilization: Contemporary France

Lepelley

Institutions, education, society, economy, politics of France. Requires reading knowledge of French, but no French is spoken in the classroom. Prerequisite: FRE 112.

Three credit hours

FRE 261 Masterpieces of French Literature (in English Translation) I

Dolvet

Novels and plays representative of French Literature from the beginning of the XIXth century to the present. No knowledge of French is necessary.

Three credit hours

FRE 262 Masterpieces of French Literature (in English Translation) II

Di Benedetto

Novels and plays representative of French Literature from the Middle Ages to the end of the 18th century. No knowledge of French is necessary. (Not offered in 1975-76)

Three credit hours

FRE 263 Contemporary French Thinkers (in English Translation)

Dalvet

Readings and discussion of recent works of French literature selected for their philosophical and ethical importance: Saint-Exupery, Sartre, Camus, de Beauvoir, Teilhard de Chardin and others. No knowledge of French is necessary. (Not offered in 1975-76)

Three credit hours

FRE 264 Avant Garde Theatre in France (in English Translation)

Staff

Study of plays and theoretical texts in English translation from Jarry to Beckett. No knowledge of French is necessary.

Three credit hours

FRE 268 18th Century Literature in France and England

Di Benedetto

A study of the emergence of the bourgeoisie and its relationship to literature in 18th Century France and neighboring countries. The social and moral evolution of the family, sentimentalism, and middle class revolt will be discussed. Special attention will be paid to the literary interchange between France and England. Readings in Prevost, Marivaux, Rousseau, Diderot, Richardson, Goldsmith, Sterne, Goldoni. In English.

Three Credit hours

CLASSICS: GREEK AND LATIN**GRK 101 Elementary Greek I**

Duclos

Fundamentals of classical Greek. Emphasis upon acquisition of reading knowledge.

Three credit hours

GRK 102 Elementary Greek II

Duclos

Selections from Euripides' *Alceste*. Prerequisite: GRK 101. Three credit hours

GRK 201 Intermediate Greek I

Duclos

A study of Plato's *Apology*, *Crito* and selections from the *Phaedo*. Prerequisite: GRK 101 or equivalent.

Three credit hours

GRK 202 Intermediate Greek II	Carroll
A study of selected books from Homer's <i>Odyssey</i> .	Three credit hours
LAT 101 Elementary Latin I	Duclos
Fundamentals of the Latin language	Three credit hours
LAT 102 Elementary Latin II	Duclos
Continuation of LAT 101.	Three credit hours
LAT 201 Intermediate Latin I	Duclos
Selected readings from masters of Latin prose and poetry. Prerequisite: LAT 101 or equivalent.	Three credit hours
LAT 202 Intermediate Latin II	Staff
Continuation of LAT 201.	Three credit hours
LAT 231 Readings in Latin Literature I	Duclos
Readings in the prose and poetry of the late Republic and Early Empire, with emphasis upon literary values. (Not offered in 1975-76)	Three credit hours
LAT 232 Readings in Latin Literature II	Duclos
Continuation of LAT 231. (Not offered in 1975-76)	Three credit hours

FRENCH

FRE 101 Beginning French I	Staff
Beginner's course in French. Initiation in the four skills of language learning: listening comprehension, speaking, reading, and writing. Students are encouraged to register also for laboratory practice (one more credit). Three credit hours. (With lab, four credit hours.)	
FRE 102 Beginning French II	Staff
Continuation of FRE 101. Three credit hours. (With lab, four credit hours.)	
FRE 103 Review of Elementary French	Staff
Elementary French for students with some previous study of the language who feel the need for a refresher course before entering FRE 131. If possible, register also for laboratory practice (one more credit). Three credit hours. (With lab, four credit hours.)	
FRE 111 Reading French	Dalvet, Di Benedetto
Beginner's course in French aiming exclusively at a reading knowledge of the language. No French spoken. Recommended also as preparation for language tests required by graduate schools. Three credit hours	
FRE 112 Readings in French	Dalvet, Di Benedetto
Further practice of the skill acquired in FRE 111 through an accelerated reading of books on various topics (fiction, history, science, etc.). Prerequisite: FRE 111. Three credit hours	
FRE 131 Intermediate French I	Crochet, Lepelley
Development of the language skills through an analysis of contemporary texts: Camus, Sartre, Anouilh, or others. Students are encouraged to register also for laboratory practice (one more credit). Prerequisite: FRE 102, FRE 103, or equivalent. Three credit hours. (With lab, four credit hours.)	
FRE 132 Intermediate French II	Crochet, Lepelley
Continuation of FRE 131. Three credit hours. (With lab, four credit hours.)	

FRE 181 French for Franco-Americans

Rolfe

An analysis of the French language (grammar, vocabulary, pronunciation) spoken in French communities of New England. The course is also recommended for French majors who plan to teach in such communities. (Not offered in 1975-76)

Three credit hours

FRE 201 French Composition I

Lepelley

Advanced study of the French language based on grammatical review, regular compositions, some translation and vocabulary analysis.

Three credit hours

FRE 202 French Composition II

Lepelley

Continuation of FRE 201.

Three credit hours

FRE 203 French Conversation

Lepelley

Intensive oral practice, expository reports, debates, class discussions. Prerequisite: FRE 132.

Three credit hours

FRE 204 French Conversation II

Lepelley

Continuation of FRE 203.

Three credit hours

FRE 205 French Phonetics

Rolfe

A formal study of the French sound system and an initiation into phonetic transcription with practical and remedial work in pronunciation. Prerequisite: FRE 132 or equivalent.

Three credit hours

FRE 207 The Practice of Conversation I

Rolfe

For advanced students needing oral practice. This course, which meets once a week, is especially recommended for French majors who may take it repeatedly for credit. Prerequisite: FRE 204 or equivalent.

One credit hour per semester

FRE 208 The Practice of Conversation II

Rolfe

Continuation of FRE 207

One credit hour per semester

FRE 231 Introduction to French Literature I

Dalvet

Reading and discussion of representative literary works in the major genres (novel, drama, poetry). Techniques of close reading and *explication de texte* are studied. Designed to give a general background for the major as well as to provide a representative sampling for the non-major. Prerequisite: FRE 202 or equivalent.

Three credit hours

FRE 232 Introduction to French Literature II

Dalvet

Continuation of FRE 231.

Three credit hours

FRE 301 The French Novel Between the World Wars

Crochet

Study of important novels by Gide, Proust, Mauriac, Malraux, Giono, and others. Student participation through group discussion and individual oral reports. Prerequisite: FRE 231.

Three credit hours

FRE 302 The French Novel from World War II to the Present

Di Benedetto

Contemporary trends in the novel, with some attention to the short story. The post-war works of Camus and Sartre; novels by Robbe-Grillet, Beckett, Butor, Claude Simon, Marguerite Duras, and others. Prerequisite: FRE 231. (Not offered in 1975-76)

Three credit hours

FRE 303 French Theatre in the Twentieth Century

Crochet

Plays by Giraudoux, Claudel, Montherlant, Genet, Ionesco. Prerequisite: FRE 231. (Not offered in 1975-76)

Three credit hours

FRE 304 Women in Contemporary French Literature Crochet
 The course examines, through fictional and semi-autobiographical works, womanhood as seen by well-known women writers of the 20th century. Works to be studied are: *La Vagabonde*, Colette; *Memoires d'une jeune fille rangee*, Simone de Beauvoir; *Une Femme heureuse*, Celia Bertin; *Les Stances a Sophie*, Christiane Rochefort; *Journal d'une bourgeoise*, Genevieve Gennari; *Le Rempart des beguines*, Francoise Mallet-Jovis; *L'Astragale*, Albertine Sarrafin. Prerequisite: FRE 231. (Not offered in 1975-76) Three credit hours

FRE 321 Drama and Poetry from Romanticism to Symbolism Lepelley
 Lectures, readings, and discussion of plays and poetry by Hugo, Musset, Vigny, Baudelaire, Verlaine, Mallarme, Rimbaud, and other representative authors. Prerequisite: FRE 231. Three credit hours

FRE 325 The XIXth Century Novel: Balzac and Stendhal Delvet
 Representative novels and short stories of Balzac, Stendhal, and contemporaries. Prerequisite: FRE 231. Three credit hours

FRE 326 The XIXth Century Novel: Flaubert and Zola Lepelley
 Representative novels of Flaubert, Zola, and contemporaries. Prerequisite: FRE 231. (Not offered in 1974-75) Three credit hours

FRE 331 The Enlightenment in French Literature Di Benedetto
 The use of literature for propagation of ideas in XVIIIth century France. Readings from Fontenelle, Montesquieu, Voltaire, Diderot, Rousseau. Prerequisite: FRE 231. Three credit hours

FRE 332 The XVIIIth Century French Novel Delvet
 Readings from Prevost, Marivaux, Rousseau, Laclos, and others. Prerequisite: FRE 231. (Not offered in 1975-76) Three credit hours

FRE 335 French Literature of the 17th Century until 1660 Lepelley
 Readings from Malherbe, Scarron, Descartes, Pascal, Corneille. Prerequisite: FRE 231. (Not offered in 1975-76) Three credit hours

FRE 336 French Literature of the 17th Century: the Apogee of the Classical Age Lepelley
 Readings from Mme. de la Fayette, Moliere, Racine, La Fontaine, La Bruyere, Boileau. Prerequisite: FRE 231. (Not offered in 1975-76) Three credit hours

FRE 345 French Literature of the Medieval Period Lepelley
Chansons de Geste, *Romans courtois*; theatre, lyric, poetry. In modern French translation. Prerequisite: FRE 231. Three credit hours

FRE 381 Franco-Canadian Literature Crochet
 Readings from the younger generations of French Canadian novelists Gabrielle Roy, Jean-Guy Pilon, Rejean Ducharme, Marie-Claire Blais, Jacques Godbout. Selections of French Canadian poetry. Prerequisite: FRE 231. Three credit hours

FRE 401 Advanced French Grammar I Rolfe
 Designed to provide prospective teachers with an adequate foundation in French grammar. Prerequisite: FRE 202. Three credit hours

FRE 402 Advanced French Grammar II Rolfe
 Continuation of FRE 401. Three credit hours

FOREIGN LANGUAGE EDUCATION

FLED 301 The Teaching of Foreign Languages Rolfe
 Principles and practices of teaching foreign languages at different learning levels. Survey of current trends and methods. Application of language-learning principles to classroom procedures. For seniors seeking certification in teaching foreign languages. Three credit hours

GERMAN

GMN 101 Elementary German I

Staff

Beginner's course in German. Initiation in the four skills of language learning: listening comprehension, speaking, reading, and writing. Students are encouraged to register also for laboratory practice (one more credit).

Three credit hours. (With lab, four credit hours.)

GMN 102 Elementary German II

Staff

Continuation of GMN 101. Three credit hours. (With lab, four credit hours.)

GMN 103 Review of Elementary German

Staff

Elementary German for students with some previous study of the language who feel the need for a refresher course before entering GMN 131. If possible, register also for laboratory practice (one more credit).

Three credit hours. (With lab, four credit hours.)

GMN 111 Reading German I

Schwanauer

Beginner's course in German aiming exclusively at a reading knowledge of the language. No German spoken. Recommended also as preparation for language tests required by graduate schools.

Three credit hours

GMN 122 Reading German II

Schwanauer

Further practice of the skill acquired in GMN 111 through an accelerated reading of books on various topics (fiction, history science, etc). Prerequisite: GMN 111.

Three credit hours

GMN 131 Intermediate German I

Ubans

For students who have completed GMN 102 or 103 or the equivalent. Review of grammar. Classroom practice aiming at fluency in speaking and reading. Students are encouraged to register also for laboratory practice (one more credit). Prerequisite: GMN 102 or 103. Three credit hours. (With lab, four credit hours.)

GMN 132 Intermediate German II

Ubans

Continuation of GMN 131. Three credit hours. (With lab, four credit hours.)

GMN 201 Composition and Conversation in German I

Ubans

Systematic training in correct pronunciation and usage, and in vocabulary building, with written and oral practice and work in the laboratory. Prerequisite: GMN 132 or equivalent. (Not offered in 1975-76)

Three credit hours

GMN 202 Composition and Conversation in German II

Ubans

Continuation of GMN 201. (Not offered in 1975-76)

Three credit hours

GMN 231 Introduction to German Literature I

Ubans

Reading and discussion of selected works representing the major literary movements from Enlightenment to Realism. Prerequisite: GMN 132 or GMN 112 or an equivalent reading ability of German.

Three credit hours

GMN 232 Introduction to German Literature II

Ubans

Reading and discussion of selected works representing the major literary movements from Naturalism to the present. Prerequisite: GMN 132 or GMN 112 or an equivalent reading ability of German.

Three credit hours

SPANISH

SPN 101 Elementary Spanish I

Staff

Beginner's course in Spanish. Initiation in the four skills of language learning: listening comprehension, speaking, reading, and writing. Students are encouraged to register at the same time for laboratory practice (one more credit).

Three credit hours. (With lab, four credit hours.)

- SPN 102 Elementary Spanish II** Staff
Continuation of SPN 101. Three credit hours. (With lab, four credit hours.)
- SPN 103 Review of Elementary Spanish** Staff
Elementary Spanish for students with some previous study of the language who feel the need for a refresher course before entering SPN 131. If possible, register also for laboratory practice (one more credit).
Three credit hours. (With lab, four credit hours.)
- SPN 131 Intermediate Spanish I** Hernandez
For students who have completed SPN 101 or the equivalent. Review of grammar. Classroom practice aiming at fluency in reading and speaking. Students are encouraged to register also for laboratory practice (one more credit). Prerequisite: SPN 102 or equivalent. Three credit hours. (With lab, four credit hours.)
- SPN 132 Intermediate Spanish II** Hernandez
Continuation of SPN 131. Three credit hours. (With lab, four credit hours.)
- SPN 201 Composition and Conversation in Spanish I** Hernondez
Advanced study of the Spanish language. Frequent practice of composition. Conversation and oral reports. Prerequisite: SPN 132 or equivalent. (Not offered in 1975-76)
Three credit hours
- SPN 202 Composition and Conversation in Spanish II** Hernondez
Continuation of SPN 201. (Not offered in 1975-76) Three credit hours
- SPN 231 Readings in Spanish Literature I** Staff
A survey of the important periods and trends in Spanish literature with reading of representative works. Prerequisite: SPN 132. Three credit hours
- SPN 232 Readings in Spanish Literature II** Staff
Continuation of SPN 231. Three credit hours



Geography-Anthropology

Associate Professors French, Hodges; Assistant Professor Tizon (Chairman); Instructor Perlman.

The Department of Geography-Anthropology offers the following programs:

- (1) A 39 hour major in Geography-Anthropology in the College of Arts and Sciences;
- (2) A 24-hour concentration of Geography courses as part of one of 3 alternative programs providing a 51 hour Social Science Area Major for Secondary Education students in the College of Education;

- (3) An 18-hour minor in Geography or Anthropology for all students in the School of Education, including Kindergarten-Primary, Elementary, and Secondary Education majors.

All students with majors or specific discipline minors in the Social Sciences must achieve at least 6 credits with grades of B or better in such major or minor requirements. No grades of D will count toward fulfillment of the major or minor requirements. No required course may be repeated more than once.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

The program leading to a major in Geography-Anthropology will emphasize the integration of the two disciplines. The major in Geography-Anthropology will be a 39-hour interdisciplinary major to the extent that students will be required to take courses from the two disciplines of Geography and Anthropology. It will be possible for a student to concentrate his interest in Anthropology and take a few Geography courses, or the opposite. At least 33 hours in the major must be Geography-Anthropology courses. Six hours may be obtained from related disciplines after the student has consulted with the department and the relevance of the six hours has been demonstrated.

In the 33 hours of required courses, there must be at least 9 hours taken from the discipline in which the student is not concentrating; and there must be a concentration of at least 24 hours in one of the disciplines. The options for students will be:

Option A

33 hours of Geography-Anthropology courses with 24 hours in Geography, 9 hours in Anthropology, and 6 hours of electives as specified in Option B.

Option B

24 hours in Anthropology, and 9 hours in Geography, and 6 hours of electives from either Geography or Anthropology or another discipline relevant to the student's major to be agreed upon in consultation with the faculty of the department of Geography-Anthropology.

GEOGRAPHY-ANTHROPOLOGY MAJOR

College of Arts and Sciences

Required

Credit Hours

9 hours of Introductory Level Courses from:

ANY 101	Cultural Anthropology	3
ANY 102	Physical Anthropology	3
GEOG 105	Principles of Geography	3
GEOG 105	The Local Environment	3
ANY 103	Origins of Man	3

Required

18 hours of intermediate-level courses with at least 3 hours from each of the categories of Regional, Methods, Concepts and Comparisons from:

Regional:

ANY 201	South American Culture History	3
GEOG 201	World Cultural Geography	3
GEOG 310	Geography of Asia	3
GEOG 311	Geography of North America	3
ANY 310	Latin American Cultural Ecology	3
ANY 351	Man in the Northeast	4

Methods:

GEOG 104	Cartography	3
ANY 412	Methods of Anthropological Investigation	3
GEOG 221	Spatial Organization	3
GEOG 301	Geomorphology	3
GEOG 105	The Local Environment	3
GYAY 100	Museum Aide	1½
ANY 351	Man in the Northeast	4

Concepts and Comparisons:

ANY 314	Magic, Religion, and Witchcraft	3
ANY 301	Culture Contact and Culture Change	3
ANY 300	Independent Study in Anthropology	1-3
GEOG 300	Independent Study in Geography	1-3
GEOG 304	Political Geography	3
GEOG 303	Economic Geography	3
GEOG 302	Urban Geography	3
ANY 203	North American Archaeology	3
ANY 204	North American Indians	3

Required

6 hours of advanced-level courses from:

ANY 402	The History of Anthropology	3
ANY 300	Independent Study in Anthropology	1-3
GEOG 300	Independent Study in Geography	1-3
Honors—Directed Research in Geography or Anthropology or integrated		

6 hours of electives from Geography or Anthropology courses, or from another discipline relevant to the student's major to be agreed upon in consultation with the faculty of the department of Geography-Anthropology.

TOTAL 39 hours

SOCIAL SCIENCES AREA MAJOR—College of Education
With a 24-hour Concentration in Geography

Required**Credit Hours**

HIST 101-102	Western Civilization I and II	6
HIST 131-132	U. S. History to 1877; U. S. History Since 1877	
or		
HIST 133-134	American History I and II	6
SOC 101	Introduction to Sociology	3
POL 101	Introduction to American Government	3
ANY 101	Cultural Anthropology	
or		
ANY 103	Origins of Man	3
ECON 101	Principles of Economics I	
and either		
ECON 102	Principles of Economics II	
or		
ECON 201	Current Economic Problems	6
SUBTOTAL OF NON-GEOGRAPHY COURSES		<u>27</u>

A total of 24 hours to be selected from the following Geography courses:

GEOG 101	Principles of Geography	3
GEOG 104	Cartography	3
GEOG 105	The Local Environment	3
GEOG 201	World Cultural Geography	3
GEOG 221	Spatial Organization	3
GEOG 302	Urban Geography	3

GEOG 303	Economic Geography	3
GEOG 304	Political Geography	3
GEOG 310	Geography of Asia	3
GEOG 311	Geography of North America	3
SUBTOTAL OF GEOGRAPHY COURSES		24
TOTAL REQUIREMENTS IN THE SOCIAL SCIENCES		51 hours

GEOGRAPHY MINOR

For Kindergarten-Primary, Elementary or Secondary Education Students

<i>Required</i>	<i>Credit Hours</i>
GEOG 101 Principles of Geography	3
At least one course in regional geography from:	
GEOG 201 World Cultural Geography	
GEOG 310 Geography of Asia	3
GEOG 311 Geography of North America	
12 hours of electives from the remaining geography courses	12
TOTAL REQUIREMENTS FOR A MINOR IN GEOGRAPHY	18

OTHER OPTIONS

Students in the College of Education may also select the following options which are described below:

1. A 51-hour Social Science Area Major for Secondary Education Majors, with a 24-hour concentration in History courses.
2. A 51-hour Social Science Area Major for Secondary Education Majors, with a 27-hour concentration in Economics courses.
3. A 30-hour Social Science Area Major for Kindergarten-Primary or Elementary Education Majors.
4. An 18-hour Social Science Area Minor for Kindergarten-Primary Majors.

SOCIAL SCIENCES AREA MAJOR—College of Education With a 24-hour Concentration in History

<i>Required</i>	<i>Credit Hours</i>
HIST 101-102 Western Civilization I and II	6
HIST 131-132 U. S. History to 1877; U. S. History Since 1877	
or	
HIST 133-134 American History I and II	6
Any additional 12 hours in HIST courses	12
SOC 101 Introduction to Sociology	3
POL 101 Introduction to American Government	3
ECON 101 Principles of Economics I	
and either	
ECON 102 Principles of Economics II	
or	
ECON 201 Current Economic Problems	6
Total of 6 hours from any combination of the following:	
GEOG 101 Principles of Geography	
GEOG 201 World Cultural Geography	
ANY 101 Cultural Anthropology	
ANY 103 Origins of Man	6
SUBTOTAL OF SPECIFICALLY REQUIRED COURSES	42

ELECTIVES

A minimum of 9 credit-hours in any HIST, SOC, POL, ANY, ECON, GEOG courses

TOTAL REQUIREMENTS IN THE SOCIAL SCIENCES

9

51

SOCIAL SCIENCES AREA MAJOR
With a 27-hour Concentration in Economics

<i>Required</i>		<i>Credit Hours</i>
HIST 101 & 102	Western Civilization	6
HIST 131 & 132	U. S. History to 1877; U. S. History Since 1877	
	or	
HIST 133 & 134	American History I and II	6
GEOG 101	Principles of Geography	3
SOC 101	Introduction to Sociology	3
POL 101	Introduction to American Government	3
ANY 101	Cultural Anthropology	3
ECON 101 & 102	Principles of Economics	
	or	
ECON 150 & 201	Elementary Economics and Current Economic Problems	6
ECON 350	Comparative Economic Systems	3
EC ED 300	Economic Concepts and Resource Materials for Educators	3
	Additional Electives from Economics	15
TOTAL REQUIREMENTS IN THE SOCIAL SCIENCES		51

(Practice teaching should be arranged to provide practice in the teaching of economics classes, if possible.)

SOCIAL SCIENCES MAJOR**For Kindergarten-Primary or Elementary Education Students**

A minimum of 30 credit-hours of HIST, SOC, POL, ANY, ECON, GEOG courses.

SOCIAL SCIENCES MINOR**For Kindergarten Primary Education Students**

A minimum of 18 credit-hours of HIST, SOC, POL, ANY, ECON, GEOG courses.

COURSE DESCRIPTIONS**Anthropology****ANY 101 Cultural Anthropology**

Tizon

The nature of culture. A survey of such human institutions as social organization, kinship, political and economic systems, religion and values with cross-cultural examples; a brief history of anthropology and the growth of cultural relativism; modern approaches to the study of culture. Three credit hours

ANY 102 Physical Anthropology

Perlman

Physical Anthropology; a look at the theories of human evolution, fossil man, the mechanisms of inheritance and natural selection; a discussion and evaluation of the concept of race; primate behavior and what it tells us about our ancestors, the relationship between biology and culture in man's evolution. Three credit hours

ANY 103 Origins of Man

Perlman

This course considers the uniqueness of the human species through an examination of its biological and cultural beginnings. The processes of human evolution and variation are approached from the perspective of physical anthropology, and human culture is explored through the archaeological record from the earliest evidence to the rise of urban civilization.

Three credit hours

ANY 201 South American Culture History

Tizon

This course deals with pre-Columbian South American cultures, from the earliest signs of population to the Spanish conquest. The rise and fall of "high" civilizations (Chavin, Huari, Inca) as well as regional patterns (coast, highlands, tropical forest) will be reviewed. Various theories on the development, interconnection, and disappearance of cultures will be analyzed, along with topical problems such as the origin and spread of agriculture and the evidence for trans-Pacific and trans-Atlantic contact. (Offered every other fall)

Three credit hours

ANY 203 North American Archaeology

Perlman

An examination of the stages of cultural development from the earliest Paleo-Indian populations to the European invasion. Emphasis is placed upon culture as a system of adaptation and anthropological culture sequences in the Southwest, Southeast, Plains and the Northeast are studied in detail. Prerequisite: ANY 103 or permission.

Three credit hours

ANY 204 North American Indians

Perlman

An ethnographic study of Indian cultures at the time of contact by Europeans. Emphasis will be placed upon selected societies from the native culture areas north of Mexico. This comparative analysis examines the variety of cultural systems that existed prior to the European invasion, and the social disorientation that followed. No prerequisites.

Three credit hours

ANY 300 Independent Study in Anthropology

Staff

The department faculty offers independent study in a topic in Anthropology for upper-level students (Junior and Senior status). Individuals wishing to take advantage of this option should secure a faculty sponsor and departmental approval. Variable credits will be offered.

ANY 301 Culture Contact and Culture Change

Tizon

This course reviews the factors involved in different types of culture change (e.g., acculturation, autonomous "evolution"), typologies of culture-contact situation, the part played by "cultural brokers," and the effects of different kinds of contact. The arguments for and against applied anthropology with respect to culture change will be explored, as well as the analysis and definitions of exploitation, as complex technologically advanced societies come into contact with small, homogeneous "primitive" cultures. Both forces favoring and those working against assimilation will be considered. Prerequisite: ANY 101.

Three credit hours

ANY 310 Latin American Cultural Ecology

Tizon

An examination of the relationship between culture and environment in Latin America; presentation of current controversy in cultural-ecological theory as it relates to Latin America, with particular emphasis on the tropical forest zone; comparison of land-use patterns, as well as perceptions of space and land; environment viewed as involving other cultures as well as physical surroundings. Prerequisite: ANY 101 or 102 or permission.

Three credit hours

ANY 314 Magic, Religion, and Witchcraft

Tizon

Belief in the supernatural as a cultural universal; definition and function of religion cross-culturally; comparison of "primitive" beliefs with those of Judao-Christian tradition; discussion of the origin and evolution of religious systems; parapsychological studies and problems. Prerequisite: ANY 101 or 102 or permission.

Three credit hours

ANY 351 Man in the Northeast

Perlmán

A detailed study of the sequence of aboriginal cultures in the American Northeast with special reference to central New England. It correlates directly with archeological research being conducted by the department of Geography-Anthropology and emphasizes the classification and interpretation of archeological data. Lab required. Prerequisites: ANY 101 or 102 or permission of instructor.

Four credit hours

ANY 402 The History of Anthropology

Tizon

This course traces the development of the field of anthropology from its early roots in philosophy, through its popularism with the discovery of the New World, to present-day schools of thought. The course deals with such questions as whether or not anthropology can be considered a science, if it is a legitimate pursuit or merely a piecing together of other social sciences, and what are the ultimate goals of the discipline. The course is primarily designed for students who are contemplating graduate work in anthropology, and will focus on the critical analysis of anthropological approaches and the definition of the student's own goals in anthropology. Prerequisites: ANY 101 plus 3 hours ANY over 100 level.

Three credit hours

ANY 412 Methods of Anthropological Investigation

Tizon

This course covers the range of methods used by anthropologists in their studies. The focus is on ethnology and field work although archaeological techniques are reviewed. Attention will be paid to the role of the ethnologist during fieldwork, a much-neglected factor in the analysis of data. Students will be expected to become proficient in one or more investigative techniques during the course and sensitive to the kinds of problems which might arise in field situations. This course is recommended for those who plan to continue studies in cultural and physical anthropology, or archaeology. Prerequisite: ANY 101, 102 plus 3 hours ANY over 100 level.

Three credit hours

Geography

GEOG 101 Principles of Geography

French, Hodges

Surveys the field of geography and presents an introduction to the several approaches to the discipline. Geographic theory, methods of investigation, and concepts are examined. Physical and cultural factors are interrelated to present the man and environment relationship from the point of view of the geographer. The course is a prerequisite for all advanced courses in geography. (Offered every semester)

Three credit hours

GEOG 104 Cartography

Fletcher

Mapping the Landscape: Principles of Cartographic Design. An introductory course in Cartography focused on developing basic mapping and graphic communication skills essential to a wide variety of disciplines. The course will be flexible and adjusted to individual needs. Familiarization with basic charting technology, cartographic tools, and air photograph interpretation will be included.

Three credit hours

GEOG 105 The Local Environment

French

This is a field-oriented course that deals with the application of fundamental geographic concepts in the interpretation of areal development. The local area serves as the "laboratory" and provides models of geographic interaction that have application on a broader scale. (Offered only in summer sessions)

Three credit hours

GEOG 201 World Cultural Geography

French

A concept-oriented approach to human geography that explores both natural and cultural influences upon man's use of the land and the varied spatial patterns that reflect the manner of occupation. Environmental quality, perception of environment, the dynamics of process, and new methods in the teaching of geography are among the areas receiving special emphasis. Prerequisite: GEOG 101. (Offered every semester)

Three credit hours

GEOG 221 Spatial Organization

French

Basic concepts of geography are approached within a spatial-organizational format. This involves concepts of spatial efficiency, the geometry of space, geographic predictive approaches, as well as computer simulations and applications. Three credit hours

GEOG 300 Independent Study in Geography

Staff

The department faculty offers independent study in a topic in geography for upper-level students (Junior and Senior status). Individuals wishing to take advantage of this option should secure a faculty sponsor and department approval. Variable credits will be offered.

GEOG 301 Geomorphology (cross-listed with GEOL 301)

Novak

Description and interpretation of landform development in terms of geologic structure, process, and stage. Field trips. Laboratory. Prerequisite: GEOL 201 or permission. (Offered every spring of even years.) Three credit hours

GEOG 302 Urban Geography

Hodges

Deals with the American city as a type. Urban centers are dealt with at two levels — as whole entities in which location, characteristics, growth, and relations with the countryside are explored, and as complex nodal regions in which the internal variations of the city are examined. Prerequisite: GEOG 101. (Offered every fall) Three credit hours

GEOG 303 Economic Geography

Hodges

Economic Geography presents a topical approach to economic activities in the world. Primary, secondary, and tertiary economic activities are examined. The major objectives are (1) to present the pattern of economic activities on a world scale and (2) to present explanations for the location of economic activities. Prerequisite: GEOG 101. (Offered every spring) Three credit hours

GEOG 304 Political Geography

Hodges

Political Geography is an examination of political conditions in selected areas of the world with emphasis upon theory, process, and results of political decisions. Physical, economic, and cultural factors are considered as explanations for political problem areas. Prerequisite: GEOG 101. (Offered every spring) Three credit hours

GEOG 310 Geography of Asia

Hodges

The course examines the regions of South Asia, Southeast Asia, and East Asia. Monsoon Asia is regional in approach and all aspects of the environment are presented. Physical, cultural, economic, and political factors are examined in an integrative analysis to allow an understanding of some of the reasons for conditions in this part of the world. Prerequisite: GEOG 101. (Offered every fall) Three credit hours

GEOG 311 Geography of North America

French

An open-ended approach, ranging from theory to the empirical, that deals with progress and problems in North America as seen from the spatial point of view. Prerequisite: GEOG 101. Three credit hours

GYAY 100 Museum Aide

French

Museum aides serve on volunteer (unpaid) projects relating to research classification, maintenance and display of artifactual materials. Since the museum solicits input from students, their contributions are expected to show originality and compliment the goals of the Museum of Man. A minimum of 30 hours of service each semester is required for credit. ½ credit hour

History

Professors Cole, Emerson, Hunt, Schleh (Chairman), York, Young; Associate Professors Albee, Bibber, Connick, Dietrich, Eastman, Feig, Ventresco, Whitmore; Assistant Professors Ganzevoort, Padula.

The courses offered by the history department are intended to provide broad acquaintance with the past experience of human society. The history curriculum offers the student an opportunity to participate in and investigate the procedures and methods of historical study through lectures, discussion, research, and the writing of history; or, combined with the necessary academic credits in education, the program will provide certification for teaching at the secondary level.

It is hoped that students from many departments, schools, and colleges will take history courses in which they are interested. For students wishing to major in history, as part of the B.A. program or as part of a Secondary Education program, the following minimum program has been structured. Students will probably take more elective courses than the minimum, and should distribute them among the three areas (American, European, and non-Western).

A history major or minor must achieve at least six credits of "B" or better grades in history courses. No grade of "D" will count toward fulfillment of a history major or minor. No required course may be repeated more than once.

The History Department offers an Honors Program to outstanding history majors. Any student interested in applying to this program may contact the History Department Chairman for details.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

MINOR IN HISTORY FOR STUDENTS IN SECONDARY EDUCATION

A student in Secondary Education may elect to minor in History. A minimum of 18 credit-hours, including HIST 101-102 and HIST 131-132 or HIST 133-134 and elective history courses, is needed for this minor. Details of this program may be obtained from the student's faculty advisor.

ACADEMIC MAJORS AND MINORS IN KINDERGARTEN-PRIMARY AND ELEMENTARY EDUCATION

Students in Kindergarten-Primary or Elementary Education in the College of Education may complete 30 hours of History in an approved program for an academic major or 18 approved hours for an academic minor. HIST 101-102 and HIST 131-132 or HIST 133-134 are required courses in either the Academic Major or Academic Minor Program.

ARTS AND SCIENCES OR SECONDARY EDUCATION REQUIREMENTS FOR HISTORY MAJORS

	<i>Credit hours</i>
HIST 101 and 102 Western Civilization I and II (3 credits each semester) to be taken as a two-semester sequence	6

Choice of one of the two-semester sequences in U.S. History listed below, each offering 3 credits each semester

6

HIST 131 and 132 U.S. History to 1877 and U.S. History Since 1877

or

HIST 133 and 134 American History & American History II

HIST 131-132 and HIST 133-134 are both introductory courses, though class procedures differ. Credit will be given for one or the other, not both (i.e., not for both HIST 131 and HIST 133 or for both HIST 132 and HIST 134.)

Choice of two courses from the introductory sequences in non-western history listed below:

6

HIST 161 and 162 Introduction to African History to Partition and Introduction to African History since Partition

or

HIST 171 and 172 Traditional East Asia and Modern East Asia

or

HIST 181 and 182 Latin America I and II

HIST 200 Methodology in History

3

Other History Courses

18

Minimum Total to Meet Major Requirements

39

Unusually well-prepared entering students may, upon passing an examination, gain exemption from any of the required courses. Up to six hours of credit may be granted for superior achievement on such examinations. Otherwise, students will take advanced elective courses to complete the minimum number of credit hours for the major.

It is strongly recommended that history majors, especially those expecting to do graduate study, acquire proficiency in a foreign language.

COURSE DESCRIPTIONS

HIST 101 Western Civilization I

Staff

An introduction to the intellectual and political heritage of Western man from prehistoric times to the late 17th century. Divergent concepts of the theories and writing of history as a systematic explanation of past events form an integral part of the course.

Three credit hours

HIST 102 Western Civilization II

Staff

A survey of the experiences, ideas, and major creative works of Western man from the 17th century to recent times. The course interweaves political, intellectual, social, and economic developments. It considers international relations, the changing power balance among leading states, and contacts with non-Western civilizations.

Three credit hours

*HIST 131 United States History to 1877

Staff

A basic survey and introduction to the field of American history, covering the political, social, and economic development of the United States through Reconstruction.

Three credit hours

*HIST 132 United States History Since 1877

Staff

The course is a continuation of HIST 131. A survey of American political, social, and economic development since about 1877.

Three credit hours

*HIST 133 American History I

Staff

A team-taught survey of United States history which examines institutional development and change in major areas of American society and culture before 1900 by means of lecture case studies, a variety of paperbound readings, films, slides, music, and small-group discussions.

Three credit hours

***HIST 134 American History II**

Staff

A continuation of HIST 133 which examines institutional change and development in modern American urban industrial society and culture since 1900.

Three credit hours

HIST 161 Introduction to African History to Partition

Schleh

Survey of African history from early migrations to the beginning of the Colonial era. Approach is both regional, stressing selected countries representative of their regions, and topical, cutting across political boundaries (e.g. — states of the Sudan, city states of East Africa), role of Islam, conduct and impact of the slave trade, exploration, and partition.

Three credit hours

HIST 162 Introduction to African History Since Partition

Schleh

Survey of the Colonial era, the transformation of African societies, the rise of nationalist movements, wars of liberation, and early years of the new era of independence.

Three credit hours

HIST 171 Traditional East Asia

Bibber, Dietrich

The history and culture of China and Japan from earliest times to about 1700, with emphasis on the composition of the "traditional" societies.

Three credit hours

HIST 172 Modern East Asia

Bibber, Dietrich

China and Japan since about 1700, emphasizing contrasting moves toward modernization in two traditional societies.

Three credit hours

HIST 181 Latin America I

Padula

The Spanish and Portuguese colonial empires in America from their establishment to their achievement of independence in the early 19th century.

Three credit hours

HIST 182 Latin America II

Padula

A survey of modern Latin America beginning with the Latin American wars of independence in the early 19th century and extending to the present.

Three credit hours

HIST 195 History of Canada I

Ganzevoort

Canada's history from the earliest settlements in New France to 1867. Emphasis on the evolution of Canada within the British Empire-Commonwealth, relations with the United States, and on the background of contemporary constitutional, economic, and cultural problems. (Not offered in 1975-76.)

Three credit hours

HIST 196 History of Canada II

Ganzevoort

Canada's history since 1867. Continuation of HIST 195. (Not offered in 1975-76.)

Three credit hours

HIST 198 Revolution in the 20th Century: Russia, China, Cuba

Albee, Dietrich, Padula

A study of revolution in the 20th Century through a comparative analysis of the Russian, Chinese, and Cuban experiences. The course attempts to afford the student an understanding of conditions under the old regime, a familiarity with the revolutionary events themselves and a knowledge of the effects of revolution upon the three societies. No prerequisites. Offered once every two years.

Three credit hours

HIST 200 Methodology in History

Connick, Eastman

An introduction to research and writing, designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, taking and organizing notes, and writing and rewriting research papers and reports. (Offered both Fall and Spring semesters in Day sessions.)

Three credit hours

*HIST 131-132 and HIST 133-134 are both introductory courses, though class procedures differ. Credit will be given for one or the other, (i.e., not for both HIST 131 and HIST 133 or for both HIST 132 and HIST 134.)

HIST 231 Ancient History I

Staff

The political, social, and economic history of the civilizations of the ancient Mediterranean world, with Egypt, the Near East, and Greece being studied. (Not offered in 1975-76.)

Three credit hours

HIST 232 Ancient History II

Staff

A continuation of HIST 231 concentrating upon an examination of ancient Rome. (Not offered in 1975-76.)

Three credit hours

HIST 235 Medieval Civilization

Cole

Europe from late antiquity through the Carolingian Empire, Islamic Empire, Byzantine Empire, Medieval Church and State and the coming of the Renaissance and Reformation. Prerequisite: HIST 101.

Three credit hours

HIST 241 Early Modern Europe

Ventresco

A political, social, and intellectual study of Europe from the era of Martin Luther to the age of Sir Isaac Newton. One of the major themes of this course is the development of the state, and the rise of the great powers within the broader context of international struggles. Prerequisite: six hours of history. (Not offered in 1975-76.)

Three credit hours

HIST 242 French Revolution and Napoleon

Young

The course takes the French Revolution as a climax of major intellectual, political, and social trends in eighteenth-century Europe. Thorough coverage is given to the Old Regime, the Enlightenment, the influence of the American Revolution itself, and its impact outside France. The Napoleonic era is handled as the culminating phase of the Revolution and as a major influence on nineteenth-century Europe. Prerequisite: HIST 102.

Three credit hours

HIST 243 Europe in the Nineteenth Century

Ventresco

An intensive survey of the history of Europe's major powers and their international relations. Major topics also included are liberalism, nationalism, socialism, and imperialism. Intellectual and cultural developments are stressed. Prerequisite: HIST 102.

Three credit hours

HIST 244 20th Century Europe

Albee, Ventresco, Young

An intensive survey of European developments in the twentieth century national relations. Major topics also included are liberalism, nationalism, socialism, and imperialism. Intellectual and cultural developments are stressed. Prerequisite: HIST 102.

Three credit hours

HIST 256 European Diplomacy of Two World Wars

Albee

A study of the origins, diplomacy, and peace settlements of the First and Second World Wars. The questions of inevitability and responsibility, the nature of wartime diplomacy, and the problems of peacemaking are among the subjects to be considered. Prerequisite: HIST 102 or HIST 244, or permission.

Three credit hours

HIST 261 History of England

Cole, Ventresco

A survey of England from Anglo-Saxon times to the beginning of the twentieth century, with emphasis on the nature of English monarchy, the development of political institutions, and evolving constitutionalism. Particular attention is given to broad movements such as the Reformation, the Industrial Revolution, and Imperialism. Prerequisite: HIST 101 and 102.

Three credit hours

HIST 263 England in the 20th Century

Albee

A study including the Victorian and Edwardian Age, imperialism, the Monarchy, the Depression, appeasement, the English people in two World Wars, the question of Ireland, and the leadership of Lloyd George and Churchill.

HIST 265 Modern Italy I

Ventresco

A political, intellectual, diplomatic, and social history of Italy from the Risorgimento to the eve of World War I. Considerable emphasis will be given to the role of the Papacy in Italian affairs. Major literary figures to be examined will include Foscolo, Leopardi, Manzoni, Verga, and Carducci. Prerequisites: HIST 101 and HIST 102. (Not offered in 1975-76.)

Three credit hours

HIST 266 Modern Italy II

Ventresco

A continuation of Italian History from World War I to contemporary times. The political aspects will stress the rise of the Fascist State, the fall of Mussolini, and the post-war era. The literature of such figures as Pirandello, Sveve, Levi, and Moravia will be examined; as well as Italian historical writings. Prerequisites: HIST 101 and 102. (Not offered in 1975-76.)

Three credit hours

HIST 272 Germany in the 20th Century

Young

A study of the German Empire, its dissolution in 1918, the Weimar Republic, Hitler's Third Reich, Germany in World War II, and divided Germany since 1945. Includes a study of cultural and social factors which help explain Germany's role in the modern world. Prerequisite: HIST 102 or permission.

Three credit hours

HIST 273 History, Literature, and Drama of Nazi Germany

Feig

A combined study of the literature, drama, films, history, and internal institutions relating to Hitler Germany for a comprehensive social/political/historical analysis of the Third Reich. Prerequisite: Sophomore standing except with permission.

Three credit hours

HIST 274 The Holocaust

Feig

A case-study seminar of the process and conditions which led to the harassment, expulsion and extermination of the European Jews during World War II. Based in history, the course draws heavily upon literature, diaries, personal accounts, and deals extensively with the methodology and bibliography of various social science disciplines. Prerequisite: One course in European history. No freshmen.

Three credit hours

HIST 275 History of Russia I

Young

Political, social, cultural, and economic history of the Russian people to 1801. Surveys geographic backgrounds, the influence of Byzantine civilization, the impact of invasions, and the development of Russia's unique social, cultural, and political institutions through the reign of Catherine the Great. Prerequisite: one survey or permission.

Three credit hours

HIST 276 History of Russia II

Young

A continuation of Russian history from 1801 to today. The course deals with pressures for reform and weaknesses in imperial Russia, role of the intelligentsia, and revolutionary parties, the Bolshevik Revolution, and the history of Communist Russia since 1917. Prerequisite: one survey or permission.

Three credit hours

HIST 301 American Colonial History

Ganzevoort

Half the semester is devoted to discovery, exploration, and colonization. New Spain, New France, New Netherland, and New Sweden are compared with the English settlements (13 colonies), each of which is considered in detail. Second half of semester emphasizes social and intellectual topics (e.g. - religion, law, medicine, painting, literature, and music). Prerequisite: HIST 131 and 132 or HIST 133 and 134.

Three credit hours

HIST 302 The American Revolution

Ganzevoort

The Anglo-French conflict, the series of inter-colonial wars, and the "Old Imperial System" are considered as background to the American Revolution. Subsequently, the period 1763-1789 is treated in detail, including leading personalities, military campaigns, social aspects of the war, and the Constitution (origins, constitutional convention and ratification). Historiography of the period is emphasized. Prerequisites: HIST 131 and 132, or HIST 133 and 134.

Three credit hours

HIST 305 Hamilton and Jefferson

Staff

Special emphasis on Hamilton and Jefferson to include: biographical information, the Jefferson-Hamilton political dichotomy, and its subsequent influence. Following this, a general analysis of social, intellectual, political, economic, and diplomatic problems facing the "New Nation" between 1789-1815 is presented. Prerequisites: HIST 131 and 132, or HIST 133 and 134, or permission.

Three credit hours

HIST 306 The Age of Jackson, 1815-1850

Hunt

A consideration of American political, cultural, social, and economic development in the first half of the 19th century. Specific topics will include the controversies surrounding Jacksonian democracy, the Bank of the United States, internal improvements, the tariff, "Manifest Destiny," and the sectional-slavery issue. Prerequisites: HIST 131 or 133 or permission.

Three credit hours

HIST 307 Civil War and Reconstruction

Emerson, Hunt

An examination of the period 1850-1877, dealing with the background and causation of the war; Lincoln and the secession crisis; the military, political, diplomatic, and economic aspects of the Civil War; and the challenges and ultimate failure of reconstruction after 1865. Prerequisite: HIST 131 or 133.

Three credit hours

HIST 308 The Gilded Age in America, 1869-1898

Hunt

The United States in the age of enterprise with emphasis on the development of political and economic radicalism, the commercialization of agriculture, the rise of the American city, new directions in social thought, concentration of industrial wealth and financial power, and American foreign policy. Prerequisite: HIST 132 or 133 or permission. (Not offered in 1975-76)

Three credit hours

HIST 309 Early 20th Century America, 1898-1938

Emerson

The United States in the first four decades of the twentieth century with coverage of the Spanish-American War, the progressive movement, American entry into World War I, the Roaring Twenties, the Great Depression, and the domestic programs of the New Deal. Prerequisite: HIST 132 or 134.

Three credit hours

HIST 310 America Since 1938

Eastman, Emerson

The United States since the Great Depression with coverage of the foreign policy of the New Deal, the background to Pearl Harbor, World War II, the Fair Deal, the Cold War, the Eisenhower years, the New Frontier, and the Great Society. Prerequisite: HIST 132 or 134 or permission.

Three credit hours

HIST 321 History of Maine

York

A survey of Maine's social, economic, and political life from primitive times to the present.

Three credit hours

HIST 323 History of the South

Whitmore

A survey of the social, political, economic, intellectual, cultural, and racial elements of the American South from the colonial period to the present. Prerequisite: HIST 131 and 132 or HIST 133 and 134.

Three credit hours

HIST 325 History of the American Frontier

Staff

The Turner thesis, historiography, and adaptations to the challenges of the environment are considered. Various frontiers from the Atlantic seaboard to the last frontier on the Great Plains are studied. Prerequisites: HIST 131 and 132, or HIST 133 and 134, or permission. (Not offered in 1975-76.)

Three credit hours

HIST 331 History of Black Americans

Emerson, Whitmore

The experience of black people within American society from the colonial period to the present is treated through their interaction with the nation's social, political, cultural, and economic institutions. Major topics include the African heritage, components of slavery, abolitionism, segregation, programs of race advancement, and the modern search for identity. Prerequisite: HIST 131, or HIST 133 or permission. Three credit hours

HIST 335 American Urban History

Whitmore

The American city is surveyed in regard to this history of its social, political, intellectual, and cultural components; the changing nature of "community"; the course of urban development; and the emergence of urban life styles. Special attention is focused on the population movement to the city; the development of slums, ghettos, and suburbs; the growth of municipal institutions and services; the relationship of city dwellers and government; and the emergence of "Megalopolis." Prerequisite: HIST 131 or 133. Three credit hours

HIST 337 American Economic and Business History, 1607-1860

Eastman

Economic and business developments in the United States from the first settlements to the Civil War with coverage of the British mercantile system, the colonial economy, the Transportation Revolution, the Southern plantation system, and the beginnings of American industrialization; and with in-depth analysis of selected topics of special interest. Prerequisite: HIST 131, or HIST 133, or permission. (Not offered in 1975-76.) Three credit hours

HIST 338 American Economic and Business History Since 1860

Eastman

Economic and business developments in the United States from the Civil War to the present with coverage of the growth of a national market and distribution system, the revolution in agriculture, the rise of big business, the organization of labor, and the growing involvement of the federal government in business and the economy; and with in-depth analysis of selected topics of special interest. Prerequisites: HIST 131 and 132, or HIST 133 and 134,, or permission. Three credit hours

HIST 339 American Labor in the Twentieth Century

Emerson

A chronological examination of the efforts of American corporate society. Topics will include the emergence of the AFL, labor radicalism, labor and immigration, the nature and role of labor leadership, racketeering labor and the New Deal, and the rise of Big Labor. The focus will be on organized labor but attention will also be given to white-collar workers, blacks, migrants, and other fringe groups. Emphasis will be placed on labor theory. Prerequisite: HIST 132, or HIST 134, or permission. Three credit hours

HIST 341 American Social and Intellectual History I

Emerson, Whitmore

An analysis of the evolution of American religious, political, economic, social, and scientific thought from the colonial period to 1865 emphasizes major principles, assumptions, and values; the relation of American thought to class structure, ethnic and racial associations, mobility, and immigration; and its relation to contemporary intellectual patterns in the western world. Three credit hours

HIST 342 American Social and Intellectual History II

Emerson, Whitmore

A continuation of HIST 341 from 1865 to the present.

Three credit hours

HIST 343 Diplomatic History of the United States I

Bibber

This course covers the development of key United States foreign policies from the Revolution to the Spanish-American War. Prerequisite: HIST 131 or HIST 133. (Not offered in 1975-76.) Three credit hours

HIST 344 Diplomatic History of the United States II

Bibber

The chief emphasis is placed on the causes and results of World Wars I and II, the nature of the Cold War, and the character of our present commitments. Prerequisite: HIST 132 or HIST 134. Three credit hours

HIST 345 American Character

Emerson

A course focusing on a particular problem of historical analysis; the interpretation of the national character as revealed in sources ranging from the earliest accounts of foreign travellers to the most recent works of social psychologists. Authors to be considered in discussions, reports, and papers include Tocqueville, Bryce, Adams, Turner, Siegfried, Mead, Potter, Riesman, and others. Prerequisite: HIST 131, or HIST 133, or permission. Three credit hours

HIST 347 Viewpoints in American History

Bibber

A seminar involving discussions of selected topics in United States history, with emphasis on varying interpretations of trends and events. Students will read and analyze both traditional and more recent views, noting changes in frames of reference, methodology, and general approach. Prerequisite: 12 hours of U.S. history. Three credit hours

HIST 348 A History of Religion in America

Whitmore

A study of religion in American society from the colonial era to the present examines theological patterns, forms of religious organization, major figures and movements in the criticism and/or advocacy of religion, and the religious contribution to the American heritage. Prerequisites: HIST 131 and 132, or HIST 133 and 134, or permission. Three credit hours

HIST 351 Canada and the U.S.

Ganzevoort

This is a seminar course designed to examine past and present relationships between the two most important powers on the American continent. It will examine various aspects of this relationship from a social, political, and economic viewpoint. Prerequisites: Six hours of either Canadian History survey, American History or a combination of the two. Three credit hours

HIST 361 The United States and Africa

Schleh

A history of United States' interests in and relations with Africa from the early seventeenth century to the present. Areas covered include commerce, social and humanitarian contacts, America's role in the exploration of Africa, and diplomacy. Prerequisite: 9 hours of history or permission. Three credit hours

HIST 362 Contemporary Africa

Schleh

Seminar to examine major interdisciplinary elements in today's Africa including: literature and the arts, social change, development and adaption in African politics, economic development, race relations, and international politics. Three credit hours

HIST 371 The United States and Asia

Bibber

A history of the United States' interests in the Far East from 1789 to the 1960's, considering economic and social contacts as well as diplomatic. Prerequisites: HIST 131 and 132 or HIST 133 and 134. HIST 172 strongly recommended. Three credit hours

HIST 373 History of Late Traditional China

Dietrich

Before the nineteenth century no Chinese doubted — and few outsiders who saw it disagreed — that the "Middle Kingdom" was the greatest of the world's civilizations. No society was larger, had stronger ties to its past, or had contributed more to the development of human culture. This course will explore the institutions and values of China in the period from 800 to 1800, and its relationships with other societies. Prerequisite: HIST 171 recommended. Three credit hours

HIST 374 History of Modern China

Dietrich

After dealing with the nature of Chinese society and institutions as they existed around 1800, the course will take up problems of modernization, imperialism, revolution, warlordism, Japanese aggression, civil war, and the present communist regime. Prerequisite: HIST 172 recommended. Three credit hours

HIST 376 History of Modern Japan

Dietrich

This course will explore what Japan was like when Perry "opened" it in 1854 and will deal with the rapid social changes which made Japan the outstanding example of modernization among non-western nations. The problems which this development has created will also be considered. Prerequisite: HIST 172 recommended. Three credit hours

HIST 377 Chinese Intellectual History

Dietrich

Prior to the modern era, the Chinese interpreted their world through traditional idea systems, the most prominent of which were Confucianism, Taoism, and Buddhism. This course will explore these traditions: their assumptions and values, their varieties and internal tensions, and their relationships to the larger social system. Prerequisite: HIST 171 recommended. Three credit hours

HIST 381 Latin America and the United States

Padula

A survey of United States' participation in Latin American affairs from the recognition of independence and the enunciation of the Monroe Doctrine to the Good Neighbor policy and the present day. Prerequisite: HIST 182 recommended. Three credit hours

HIST 382 Social Revolution in Latin America

Padula

A comparative history of social revolution in Latin America with emphasis on the Mexican, Argentine, Cuban, and Chilean revolutions. Substantial student participation will be expected; substantial reading for each weekly session will be required. Three credit hours

HIST 383 A Cultural History of Latin America

Padula

This course attempts to divine the principal characteristics of the Latin American character and society through a reading of classic works of fiction, poetry and autobiography by leading Latin American authors. Three credit hours

HIST 386 Modern War and Its Images

Schleh

An examination of twentieth century warfare stressing the ways in which it has been portrayed to mass audiences. Particular use is made of film, both documentary and feature and continuing attention is given to the uses of film in the study and teaching of history. Fiction, reporting, and survey histories will also be used, as well as occasional participation by guest discussants with particular personal experiences, academic interest or both. Three credit hours

HIST 392 Problems in Contemporary History

Staff

An analysis in depth of a selected controversial and contemporary problem. The topic to be studied and the method of approaching it will be chosen jointly by interested students and the staff. Prerequisite: permission of the instructor. Three credit hours

HIST 394 Selected Topics in History

Staff

An analysis in depth of a selected controversial historical problem. The topic to be studied and the method of approaching it will be chosen jointly by interested students and the staff. Prerequisite: permission. Three credit hours

HIST 410 The European Revolutionary Tradition Since 1789

Young

A seminar analyzing modern European revolutions, revolutionary theory, revolutionary leadership, and the dynamics of revolution, including the role of the revolutionary crowd. Open to seniors and others by permission. Prerequisite: At least six hours of European history or equivalent in unusual cases. Three credit hours

HIST 415 Recent Literature in European History**Staff**

A survey of the most important recent literature in the field of European history. Designed to inform the public school teacher and advanced undergraduate of the newest publications and historical controversies. Annotated bibliographies will be prepared. Emphasis on reading and discussing books and articles with applicability to secondary education programs. Prerequisite: six hours of European history or permission. Three credit hours

HIST 445 Recent Literature in United States History**Staff**

A survey of the most important recent literature in the field of U.S. History. Designed to inform the public school teacher and advanced undergraduate of the newest publications and historical controversies. Annotated bibliographies will be prepared. Emphasis on reading and discussing books and articles with applicability to secondary education programs. Prerequisite: twelve hours of U.S. history or permission. Three credit hours

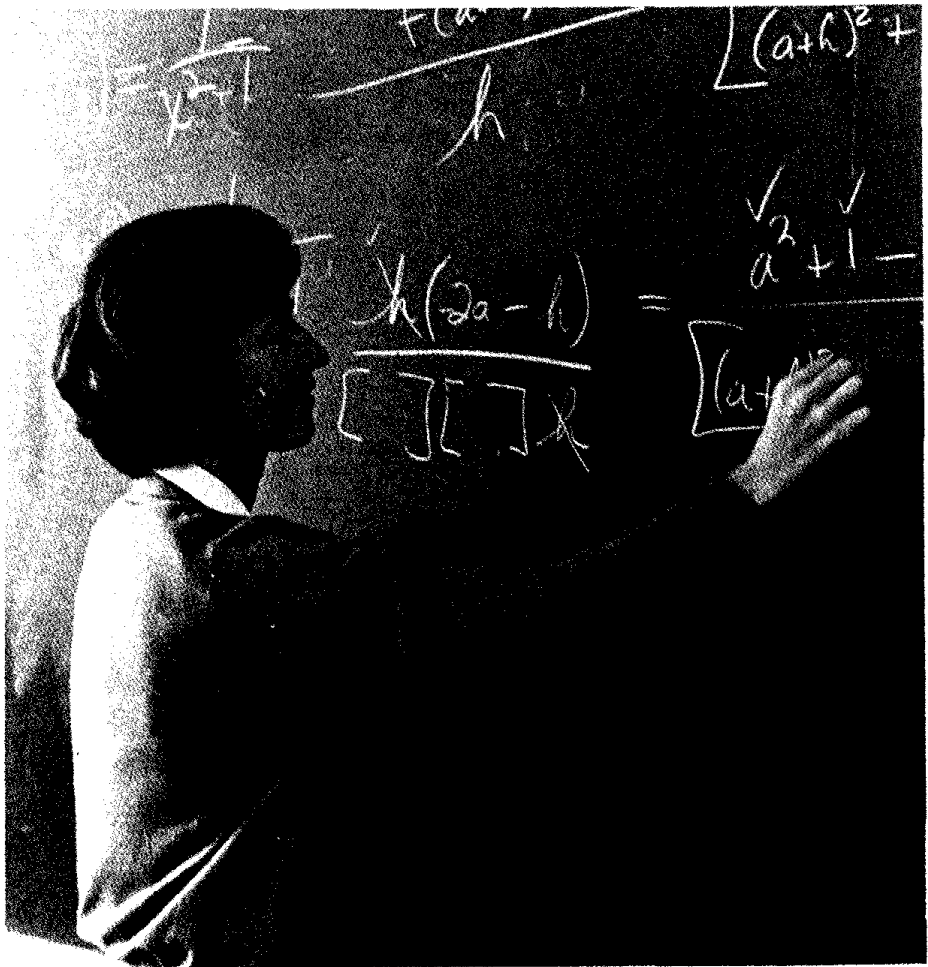
HIST 495 Historiography**Staff**

A survey of the principal schools of historical writing and of their products, with a detailed analysis of the philosophical principles, specific purposes, and research and writing techniques of selected major historians. Prerequisite: Senior history majors only. (Not offered in 1975-76.) Three credit hours

HIST 498 Independent Study in History**Staff**

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field, bearing upon it previous course experiences and emerging with an intellectually sound, coherent synthesis reflecting a high caliber of performance. Prerequisite: permission. One to three credit hours

Mathematics and Computer Science



Professors Estes, Fish (Chairman), Guay, P. Rogers; Associate Professors Brown, Kratzer, MacDonald, Mainville, Moulton; Assistant Professors Chabot, Foster, Irish, Soychak.

The Department of Mathematics and Computer Science offers a four-year program leading to a baccalaureate degree in mathematics, and provides courses to meet the requirements of a number of undergraduate and graduate programs. Students may follow a traditional mathematics program as outlined in Option 1 below, or they may choose to concentrate in applied mathematics or computer science as described in Options 2 and 3.

The Department offers programs of Cooperative Education in both Mathematics and Computer Science. Students interested in Cooperative Education/Field Experience may obtain a brochure which gives further details on the program from the Mathematics and Computer Science Department offices.

Mathematics majors intending to pursue graduate work should choose Option 1 and are urged to take Real Analysis I and II, Abstract Algebra, Topology, and one year of French, German, or Russian. Those interested in teaching at the secondary level should also follow Option 1 and are encouraged to take Abstract Algebra, College Geometry, Probability and Statistics I, and should satisfy the appropriate education requirements. To be eligible for student teaching in secondary mathematics, a student must have completed 30 hours of mathematics courses having second digit 5 or greater with a grade-point average of at least 2.0 in these courses and have successfully completed MsEd 345.

Those majors intending to enter industry or other applied fields should consider the applied mathematics or computer-science option. Majors who plan to prepare for the actuarial profession should be certain to include in their programs Linear Algebra, Probability and Statistics I and II, Numerical Analysis, and the appropriate courses in the School of Business.

All students are reminded that, in addition to meeting departmental requirements for a major, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

I. REQUIREMENTS FOR ALL MATHEMATICS MAJORS

- A. MS 152, Calculus A, MS 153 Calculus B, MS 252 Calculus C, MS 290 Foundations, and CS 160 Computer Programming I. These courses should normally be completed by the end of the sophomore year.
- B. Each student must have an accumulative grade-point average of at least 2.0 in major courses before being considered for a baccalaureate degree in mathematics.
- C. Each student must also complete one of the three options below.
 1. Option for Mathematics Majors Intending to Teach or Pursue Graduate Work.
 - a) Successful completion of one of the courses listed in each of the following four areas:
 - (1) Algebra: MS 382 Abstract Algebra
MS 380 Linear Algebra
 - (2) Analysis: MS 352 Real Analysis I
MS 354 Topics in Advanced Calculus
MS 355 Complex Analysis
 - (3) Applied Mathematics: MS 350 Differential Equations
MS 362 Probability & Statistics I
MS 361 Numerical Analysis
 - (4) Geometry: MS 370 College Geometry
MS 372 Non-Euclidean Geometry
MS 371 Projective Geometry

Any exceptions to the above requirements must be approved by the Department.

 - b) Successful completion of at least nine additional hours of MS courses with second digit 5 or greater, not to include courses with numbers ending in 99 without written permission of the Department.
2. Option for Mathematics Majors Who Intend to Specialize in the Area of Applied Mathematics.
 - a) Successful completion of MS 350 Differential Equations, MS 362. Probability & Statistics I, MS 363 Probability & Statistics II, MS 380 Linear Algebra, MS 460 Mathematical Modeling.

- b) Successful completion of two of the following: MS 354 Topics in Advanced Calculus, MS 492 Graph Theory and Finite Combinatorics, MS 366 Linear Programming, MS 361 Numerical Analysis.
 - c) Successful completion of at least 18 hours in allied disciplines which utilize mathematical techniques. The particular program of courses must be approved in writing by the Department.
3. Option for Mathematics Majors Who Intend to Specialize in the Area of Computer Science.
- a) Successful completion of five of the following ten courses: MS 350 Differential Equations, MS 354 Topics in Advanced Calculus, MS 355 Complex Analysis, MS 361 Numerical Analysis, MS 362 Probability & Statistics I, MS 363 Probability & Statistics II, MS 366 Linear Programming, MS 380 Linear Algebra, MS 450 Partial Differential Equations, MS 460 Mathematical Modeling.
 - b) Successful completion of five of the following courses: CS 169 Computer Organization and Programming, CS 260 Computer Programming II, CS 269 Machine and Assembler Language, MS 361 Numerical Analysis, if not taken in (a) above, CS 368 Data Structures, CS 369 Systems Programming, CS 497 Independent Study in Computer Science (at least three credits).

II. REQUIREMENTS FOR MATHEMATICS MINOR AND EDUCATION MAJORS

- A. A minor in mathematics may be obtained by successfully completing 18 hours of mathematics courses in which the second digit is 5 or greater.
- B. Kindergarten-Primary or Elementary majors may fulfill an area concentration by successfully completing MS 131, MS 231, MS 232, and seven elective three-credit-hour mathematics courses with MS code numbers of 120 or above.
- C. Kindergarten-Primary or Elementary majors may complete an academic minor in mathematics by successfully completing MS 131, MS 231, MS 232, and three elective three-credit-hour mathematics courses with MS code numbers of 120 or above.

III. RECOMMENDED COURSES FOR NON-MAJORS

Students who desire an introductory course to satisfy the Area 3 general education requirement should consider MS 104 and MS 105. For students majoring in other disciplines but wishing to develop competency in using mathematics, the following courses are recommended. Individual course descriptions should be consulted to determine prerequisites.

- MS 109 Linear Systems
- MS 110 Elementary Mathematical Analysis (or MS 152 and MS 153 for greater depth in calculus.)
- CS 100 Introduction to Computer Science (or CS 160 for greater depth in computer programming.)
- MS 120 Introduction to Statistics (or MS 211 and MS 212 for greater depth in probability and statistics.)
- MS 264 Statistical Methods for Research

COURSE DESCRIPTIONS

COMPUTER SCIENCE

CS 100 Introduction to Computer Science

Staff

A general course designed for students not majoring in mathematics. Topics will include: history of data processing, terminology, study of the tools and methods, the application of computers and their economic and social implications, and an introduction to a programming language. Three credit hours

CS 160 Computer Programming I

Staff

A study of programming techniques and applications using the Fortran language. Three credit hours

CS 260 Computer Programming II

Staff

A continuation of CS 160. A further study of programming languages and techniques to include Cobol and PL/1. Prerequisite: CS 160. Three credit hours

CS 169 Computer Organization and Programming

Staff

The purpose of this course is to introduce the student to the structure and organization of digital computers and the use of assembly language programming systems. Prerequisite: CS 160 Three credit hours

CS 269 Machine and Assembler Language

Staff

Software organization, a study of assembler and macro language capabilities, assembler language coding, loader and execution tasks. Comparison with interpretive processing. Introduction to program and data structures. Prerequisite: CS 169. Three credit hours

CS 368 Data Structures

Staff

Basic concepts of data, strings, stacks, arrays, and lists. Representations of trees and graphs. Storage systems and structures, searching and sorting techniques. Multi-linked structures. Prerequisite: CS 260. Three credit hours

CS 369 Systems Programming

Staff

Operating systems: batch processing, multi-programming and multi-processor systems, time sharing, scheduling, storage allocation, input-output. File system organization and management. Remote and hierarchical job control. Prerequisite: CS 269. Three credit hours

CS 497 Independent Study in Computer Science

Staff

An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. Prerequisite: Junior or Senior standing and permission of the department chairman and instructor. One to three credit hours

CSCE 200-201, 300-301, 400-401 Cooperative Education in Computer Science Staff

The student has the opportunity to relate academic knowledge to practical experience in a job situation. The University makes arrangements with certain institutions, businesses, and industries to employ qualified students for specific jobs for a set time period. The student's work is ordinarily in a related field, and the work experiences increase in difficulty and responsibility as the student progresses through the sequence of courses. The experiences are approved on a case-by-case basis by the department. Evaluation is done through a written report done by the student together with the employer and a faculty supervisor. Prerequisites: Open to qualified students, subject to availability of suitable jobs. One to five credit hours per semester

MATHEMATICS

Note that MS 10 and MS 11 carry credit only toward the Associate Degree.

MS 10 Elementary Algebra

Staff

The first course of a two-course sequence designed for students who are deficient in high school algebra. Topics covered include number systems, functions, graphs, the solution of equations, and the solution of problems with a business orientation. No prerequisites. Three credit hours

MS 11 Intermediate Algebra

Staff

A continuation of MS 10. Prerequisite: MS 10 or one year of high school algebra. Three credit hours

MS 100 College Algebra

Soychak

The real number system, algebraic operations, sets, equations, inequalities and their graphs, functions and relations, quadratic functions, exponential and logarithmic functions, theory of equations, systems of equations, permutations, combinations, probability, sequences and series, matrices and determinants, and mathematical induction. Prerequisites: 2 years high school algebra.

Three credit hours

MS 101 Trigonometry

Soychak

Functions of an acute angle, reference angles, graphs of trigonometric functions, identities and fundamental relations, trigonometric equations and inequalities, functions of the sum or difference of two angles, functions of a double angle, inverse trigonometric functions, trigonometry of a triangle, polar form of complex numbers. Prerequisite: 2 years of high school algebra.

Three credit hours

MS 102 Basic Technical Mathematics I

Soychak

This course includes the traditional topics of college freshman mathematics: slide rule, functions, graphs, equations, systems of linear equations, determinants, trigonometry. Prerequisites: one year of high-school algebra and geometry, or permission of instructor.

Three credit hours

MS 103 Basic Technical Mathematics II

Soychak

A continuation of MS 102 including more trigonometry, vectors, complex numbers, logarithms, analytic geometry, derivatives with applications, and integrals with applications. Prerequisite: MS 102 or permission of instructor.

Three credit hours

MS 104 Topics in Mathematics I

Staff

The first course of a two-course sequence designed for students not majoring in mathematics. The emphasis will be on applications of mathematics as well as the basic concepts encountered in mathematics. The topics presented may be inter-disciplinary in nature.

Three credit hours

MS 105 Topics in Mathematics II

Staff

This course has the same format as MS 104 and should be a continuation of it. However, since the topics need not be related, MS 105 may be taken independently of MS 104. Prerequisite: Permission of the instructor if topics are a continuation. Consult the Mathematics Department for topics offered each semester.

Three credit hours

MS 109 Linear Systems

Staff

An introduction to vectors, matrices, and linear systems of algebraic equations; linear programming; elementary functions. Prerequisites: two years of high school algebra and one year of geometry.

Three credit hours

MS 110 Elementary Mathematical Analysis

Staff

A unified treatment of the elementary functions of analysis: their analytical properties including derivatives, integrals, and series; introduction to multivariate calculus; applications. Prerequisite: three years of high-school college-preparatory mathematics.

Three credit hours

MS 120 Introduction to Statistics

Fish

An introductory course including basic probability, random variables, and their distributions; estimation and hypothesis testing; regression and correlation. Prerequisite: two years of high-school algebra.

Three credit hours

MS 131 Mathematics for Elementary Teachers I

Staff

This is the first course in a basic two-course sequence of special interest to prospective primary and elementary teachers. The course places major emphasis on an intuitive approach to the structure of the real number system. Topics covered: sets and logic, system of whole numbers, integers, rationals, numeration systems, elementary number theory. Restricted to students majoring in elementary or primary education. Prerequisites: one year of high-school algebra and geometry.

Three credit hours

MS 132 Mathematics for Elementary Teachers II

Staff

Continuation of MS 131. Topics covered: decimals and real numbers, mathematical systems of modern mathematics, probability, elementary statistics, informal geometry, algebra concepts. Prerequisite: MS 131 or permission of instructor. Three credit hours

MS 140 Pre-Calculus Mathematics

Staff

A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisite: two years of high-school algebra. Three credit hours

MS 152 Calculus A

Staff

This is the first of a sequence of three basic calculus courses covering functions of one or more variables, graphs, limits, derivatives, integrals, optimization, infinite series, vectors, and various applications. Calculus A provides an introduction to the differential and integral calculus of functions of one variable. Prerequisite: Two years of high school algebra plus geometry and trigonometry, or MS 140. Four credit hours

MS 153 Calculus B

Staff

A continuation of Calculus A. Calculus B will usually include infinite series and an introduction to vectors. Prerequisite: MS 152. Four credit hours

MS 211 Probability

Staff

Discrete and continuous sample spaces; common probability laws; expected values; sampling distributions. Prerequisites: MS 110 or MS 152. Three credit hours

MS 212 Statistics

Staff

Sampling distributions; estimation; hypothesis testing; introduction to regression analysis and analysis of variance. Applications primarily in business and economics. Prerequisite: MS 211. Three credit hours

MS 231 Algebra for Elementary Teachers

Fish

A course as recommended by the Committee on the Undergraduate Program, Mathematical Association of America, to follow the two-course sequence on number systems; emphasis on generalization and abstraction, algebraic properties, linear equations and inequalities in two variables, quadratics, systems of equations and inequalities, modular arithmetic, group, field, complex numbers, functions. Prerequisite: MS 131 or permission of instructor. Three credit hours

MS 232 Geometry for Elementary Teachers

Staff

To provide the prospective elementary teacher with the common core of geometric knowledge; congruence, measurement, parallelism, and similarity; presented at first intuitively, then as part of a deductive system; applications. Follows recommendations of CUPM, Mathematical Association of America. Prerequisite: MS 131 or permission of instructor. Three credit hours

MS 233 Probability for Elementary Teachers

Kratzer

An introductory course in probability designed for the elementary and junior high teacher. The course content includes empirical probability through conditional probability, random variables and their distributions, including binomial and normal distributions. Prerequisite: MS 232. Three credit hours

MS 235 History of Mathematics for Elementary Teachers

Estes

A history of certain topics in number theory, geometry, and elementary algebra. Prerequisite: MS 132 or permission of instructor. Three credit hours

MS 252 Calculus C

Staff

Multivariate calculus and vector calculus. Prerequisite: MS 153.

Four credit hours

MS 264 Statistical Methods for Research

Staff

An applied methods course. Selected topics from analysis of variance and covariance, regression, correlation, non-parametric methods, factor analysis. The computer system is utilized, but programming is not necessary. Prerequisite: MS 120.

Three credit hours

MS 290 Foundations of Mathematics

Staff

Selected topics in set theory, symbolic logic, and methods of proofs needed in more advanced mathematics courses. Prerequisite: consent of the department.

Three credit hours

MS 291 The Real Numbers

Staff

An axiomatic construction of the real number system. Prerequisite: MS 290 or permission of instructor.

Three credit hours

MS 292 Theory of Numbers

MacDonald

Basic course in number theory, including such topics as divisibility properties of integers, prime numbers, congruences, multiplicative number theoretic functions, and continued fractions. Prerequisite: two years of high-school algebra.

Three credit hours

MS 350 Differential Equations

Chabat

A study of various methods for solving ordinary differential equations and initial value problems including transform, numerical, and series methods. Prerequisite: MS 252.

Three credit hours

MS 352 Real Analysis I

MacDonald

Limits, continuity, differentiation and integration of functions of one or more real variables, infinite series, uniform convergence, and other selected topics. Prerequisite: MS 252, and MS 290.

Three credit hours

MS 353 Real Analysis II

MacDonald

A continuation of Real Analysis I. Prerequisite: MS 352.

Three credit hours

MS 354 Topics in Advanced Calculus

Staff

Selected topics on multivariate functions, vectors, transformations, line integrals, and surface integrals. Prerequisite: MS 252 and MS 290.

Three credit hours

MS 355 Complex Analysis

MacDonald

A study of the complex number system and its applications: differentiation and integration of complex-valued functions, the Cauchy integral theorem and formula, Taylor and Laurent series, singularities and residues, conformal mappings. Prerequisite: MS 252 or permission of instructor.

Three credit hours

MS 361 Numerical Analysis

Estes, Rogers

A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisite: MS 252, CS 160, and permission of the instructor.

Three credit hours

MS 362 Probability and Statistics I

Staff

Probability laws, random variables and distributions, correlation, regression, estimation and hypothesis testing. Prerequisite: MS 252.

Three credit hours

MS 363 Probability and Statistics II

Staff

Continuation of MS 362. Sampling, hypothesis testing; non-parametric methods, analysis of variance, decision theory, topics in random processes. Prerequisite: MS 362.

Three credit hours

MS 366 Linear Programming

Foster

A study of matrix algebra applied to the problem of optimizing a linear function subject to linear inequality constraints, utilizing the simplex procedure. Prerequisite: MS 290.

Three credit hours

MS 370 College Geometry

Mainville

Selected topics from Euclidean geometry. Prerequisite: MS 290.

Three credit hours

MS 371 Projective Geometry

Staff

Synthetic and analytic projective geometry, including finite projective planes. Prerequisite: MS 290.

Three credit hours

MS 372 Non-Euclidean Geometry

Moulton

A development of one or more of the non-Euclidean geometries. Prerequisite: MS 290.

MS 380 Linear Algebra

Staff

An introduction to the theory of vector spaces and linear transformations. Prerequisite: MS 290.

Three credit hours

MS 382 Abstract Algebra

Brown

Algebraic structures, such as groups, rings, integral domains, and fields. Prerequisite: MS 290.

Three credit hours

MS 390 History of Mathematics

Estes

The development of mathematics from ancient to modern times. Prerequisites: MS 152 and MS 290.

Three credit hours

MS 431 Selected Topics in Mathematics for Elementary Teachers

Kratzer

A course designed to provide enrichment topics for the elementary teacher. The course will include such topics as Number Theory, Motion Geometry, Topology, and Projective Geometry, Graphs, and Sets and Logic. Prerequisite: Junior Elementary Education Major and permission of the instructor.

Three credit hours

MS 432 Selected Topics in Mathematics for Elementary Teachers

Kratzer

A course designed to provide enrichment topics for the elementary teacher. The course will include such topics as Awareness Geometry, Transformational Geometry, Analysis of Shapes, Number Theory, and Measurement. Prerequisite: Junior Elementary Education Major and permission of the instructor.

Three credit hours

MS 450 Partial Differential Equations

Staff

An introduction to the general properties of partial differential equations followed by solutions of specific equations. The techniques include eigenfunction, expansions, operational methods, and conformal mapping. Prerequisite: MS 350.

Three credit hours

MS 460 Mathematical Modeling

Rogers

An introduction to the process of formulating problems in mathematical terms, solving the resulting mathematical model and interpreting and evaluating the solutions. Examples will be chosen primarily from the behavioral and biological sciences. Prerequisites: Multivariate calculus and some knowledge of basic probability and matrix algebra.

Three credit hours

MS 490 Topology

MacDonald

An introduction to fundamental concepts in topology, including topological spaces, mappings, convergence, separation and countability, compactness, connectedness, metrization, and other selected topics. Prerequisites: MS 252 and MS 290.

Three credit hours

MS 492 Graph Theory and Combinatorics

Guay

This course is designed to acquaint students with some fundamental concepts and results of graph theory and combinatorial mathematics. Applications will be made to the behavioral, managerial, and social sciences. Prerequisite: MS 290.

MS 495 Mathematical Problem Solving Techniques

Estes

Study of a variety of techniques used in the solution of verbal problems from algebra and calculus, geometric problems, non-verbal problems, and the use of analogies. Special emphasis will be given to Polya's Method. Prerequisite: Calculus or the permission of the instructor. Three credit hours

MS 497 Independent Study in Mathematics

Staff

An opportunity for juniors and seniors who have demonstrated critical and analytical capability to pursue a project independently, charting a course and exploring an area of interest within their major field. Prerequisite: junior or senior standing, permission of the instructor and permission of the department chairman. One to three credit hours

MS 498 Topics

Staff

Selected topics in advanced mathematics. Prerequisite: permission of instructor. Three credit hours

MSCE 200-201, 300-301, 400-401 Cooperative Education in Mathematics

Staff

The student has the opportunity to relate academic knowledge to practical experience in a job situation. The University makes arrangements with certain institutions, businesses, and industries to employ qualified students for specific jobs for a set time period. The student's work is ordinarily in a related field, and the work experiences increase in difficulty and responsibility as the student progresses through the sequence of courses. The experiences are approved on a case-by-case basis by the department. Evaluation is done through a written report done by the student together with the employer and a faculty supervisor. Prerequisite: open to qualified students, subject to availability of suitable jobs. One to five credit hours per semester

MATHEMATICS EDUCATION**MSED 345 Teaching Mathematics in the Secondary School**

Moulton

Critical study of programs and techniques for teaching and learning mathematics in grades 7-12 for the slow, average and advanced pupil. Prerequisite: junior or senior standing. Three credit hours



Music

Professors Bowder, H. Brown (Chairman), Chamberland; Associate Professors R. Cole, Heel, Duopolo; Part-Time Instructors Aldrich, Barker, Bennett, Garland, Gold, Tainter, Torrey, Trefry.

APPLIED MUSIC INSTRUCTORS

Piano: Donna Aldrich	Viola: Julia Mosely
Majorie Arnold	Cello: Katherine Graffam
Nina Bailey	Paul Ross
Naydene Bowder	Bass: Katherine Graffam
Thomas Bucci	Flute: Harold Brown
Ronald Cole	Frances Drinker
Ocy Downs	Oboe: Roberta Barker
Robert Glover	Clinton Graffam
Elizabeth Volstad	Clarinet: Burchard Tainter
Richard Roberts	Dean Rhodes
Voice: Harold Brown	Saxophone: Burchard Tainter
Gerard Chamberland	Robert Rabassa
Jeannette Chamberland	Bassoon: Donald Curry
Stewart Shuster	Trumpet: Calvin Torrey
Johanna von Tiling	French Horn: James Bennett
Organ: Malcolm Cass	Robert Miller
John Fay	Katherine Schmidt
Douglas Rafter	Trombone: James Bennett
George Whitney	Donald Doane
Violin: Rebecca Garland	Tuba: James Bennett
Stephen Kecskemethy	Percussion: George Bookataub
Ronald Lantz	Donna Trefry
	Harp: Deidre Carr
	Classical Guitar: Thomas Hoffman
	Walter Spalding
	Robert Sullivan

The Department of Music offers a number of music groups open to all students, a number of courses primarily for non-majors, and concentrated study in the areas of music history, music theory, performance, and music education. Students majoring in music may earn a baccalaureate degree either in Education (Bachelor of Science in Music Education) or in Arts and Sciences (Bachelor of Arts in Music). In addition, a minor in music is offered for students majoring in Elementary Education.

Students other than music majors or minors will be accommodated for applied music lessons if teacher time is available, but will be subject to a fee. For most teachers the fee is \$60.00 for one credit or \$120.00 for two credits.

Interested students should make inquiry at the Music Department office. This fee must be paid before lessons commence.

Audition Required

Admission criteria for degree programs in music, major and minor, will be based on the following elements:

- A. The applicant's high school record, including recommendations, College Board and SAT scores.
- B. An audition, including performance on the applicant's major instrument, and aural comprehension, rhythmic recitation, and sight singing tests which are administered to each applicant individually by a member of the staff.

C. A written standardized musical achievement test.

D. A standardized test of musical aptitude.

Advanced Standing

Students who desire to apply for advanced standing in music curricula should apply to the chairman of the department for a special examination.

CURRICULUM FOR MUSIC EDUCATION MAJORS

Special Requirements

All students are reminded that, in addition to meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements and the Physical Education Requirements.

In addition to the General Education Requirements, Music Education majors will be required to take (a) a three-credit course in Educational Psychology and (b) Modern Philosophies of Education.

In addition to the regular curriculum, all music education majors will meet the following requirements:

1. Participation in at least two recitals a year, and presentation of a solo recital in the senior year (or junior year with special permission).
2. Fulfillment of minimum requirements in both voice and piano, regardless of major instrument.
3. Participation in at least one instrumental and one vocal organization each semester. Non-instrumentalists will be in two vocal groups.
4. Successful completion of seven semesters of major applied lessons.
5. Successful completion of recital class in each semester when registered for major applied lessons.

Piano Proficiency Requirement

Each student must successfully complete the piano-proficiency requirement before the semester of student teaching. The student must enroll in applied piano each semester until the requirement is met. If the piano proficiency has not been met at the end of four semesters, the student will continue applied piano for no credit and at the student's own expense.

New students who feel prepared to meet the requirement may schedule an exam during the orientation period. Thereafter, exams will be offered at the end of each semester and may be taken whenever the student and the applied teacher feel that the student is qualified.

Requirements for the piano-proficiency exam are as follows:

1. Be prepared to play all major and minor scales (2 octaves, hands together).
2. Play a prepared piece of the student's choice of at least the difficulty of a Sonatina by Clementi or Kuhlau.
3. Offer evidence of study of a representative selection of piano literature.
4. Sight read:
 - a. Melody with chord symbols.
 - b. Hymn-style composition.

Voice Proficiency Requirement

All students enrolled in the B.S. Music Education program on or after Septem-

ber 1, 1974, must complete at least one year of vocal study before student teaching. They must also pass the following requirements in a vocal proficiency examination before graduation:

Minimum requirements for Voice Minors:

- A. Principles of
 - 1. Posture
 - 2. Breathing
 - 3. Tone production
 - 4. Articulation
- B. Repertoire will include music of all periods, specifically:
 - 6 Italian songs
 - 6 German songs
 - 6 French songs
 - 12 English songs

At least half of the above selections will be memorized.

- C. Voice proficiency will include a demonstration of principles of singing outlined above. Students will be prepared to perform from memory one selection from each language category.

If proficiency is not passed in two years, students will continue study at their own expense.

Professional Education

All Music Education majors are required to take the following professional education courses:

- EDU 324 Student Teaching (12 credits)
- EDU 350 Modern Philosophies of Ed. (3 credits)
- EDPY Any EDPY course (3 credits)

In addition to the basic 18 credit-hours in professional education, Music Education majors will complete the following:

- MUED 220 Woodwind Class
- MUED 221 Brass Class
- MUED 222 Percussion Class
- MUED 320 and 321 String Class
- MUED 322 and 323 Music Education Methods
- MUED 420 Music Administration and Supervision

Student teaching is the culmination of a comprehensive pre-professional, required sequence of activities which includes the following:

- Freshman year: The equivalent of two days of directed observation of music education in cooperating schools in surrounding areas, as arranged by the Music Department.
- Sophomore year: The equivalent of two days of assisting classroom teachers in music. Music-education students serve in a capacity similar to teacher aides.
- Junior year: Elementary and secondary methods courses wherein students observe, plan, and teach using actual classroom situations.
- Senior year: Student teaching which encompasses both elementary and secondary as well as instrumental and vocal areas.

Area Specialization

The music content program consists of the following courses:

- MUS 120, 121, 220, 221 History of Music
- MUS 130, 131, 230, 231 Theory
- MUS 132, 133, 232, 233 Solfeggio
- MUS 140, 141, 240, 241, 340, 341, 440, 441 Instrumental and Vocal Conducting Ensembles

MUS 142, 143, 242, 243, 342,	Recital Class
343, 442, 443	
MUS 150, 151, 250, 251, 350,	Applied Music
351, 450, 451	
MUS 344	Instrumental Conducting
MUS 345	Vocal Conducting
MUS 420	Orchestration

MUSIC EDUCATION CURRICULUM

<i>Freshman Year</i>		<i>Credit Hours</i>
MUS 120 and 121	History of Music I and II	6
MUS 130 and 131	Theory I and II	6
MUS 132 and 133	Solfeggio I and II	2
MUS 140 and 141	Instrumental and Vocal Conducting Ensemble	1
MUS 142 and 143	Recital Class	1
MUS 150 and 151	Applied Music	6
	Ensembles	2
	General Education Requirements	9
	Physical Education	1
		<hr/> 34
<i>Sophomore Year</i>		
MUS 220 and 221	History of Music III and IV	6
MUS 230 and 231	Theory III and IV	6
MUS 232 and 233	Solfeggio III and IV	2
MUS 240 and 241	Instrumental and Vocal Conducting Ensemble	1
MUS 242 and 243	Recital Class	1
MUS 250 and 251	Applied Music	6
MUED 220	Woodwind Class	2
MUED 221	Brass Class	2
MUED 222	Percussion Class	1
	Ensembles	2
	General Education Requirements	6
		<hr/> 35
<i>Junior Year</i>		
MUS 344	Instrumental Conducting	2
MUS 345	Vocal Conducting	2
MUS 340 and 341	Instrumental and Vocal Conducting Ensemble	1
MUS 342 and 343	Recital Class	1
MUS 350 and 351	Applied Music	6
MUED 320 and 321	String Class	4
MUED 322 and 323	Music Education Methods	6
	Ensembles	2
	General Education Requirements	9
		<hr/> 33
<i>Senior Year</i>		
MUS 420	Orchestration	3
MUS 440 or 441	Instrumental or Vocal Conducting Ensemble	½
MUS 442 or 443	Recital Class	½
MUS 450 or 451	Applied Music	3
MUED 420	Music Administration and Supervision	3
	Ensembles	1
	General Education Requirements	6
EDU 324	Student Teaching	12
EDU 350	Modern Philosophies of Education	3
EDPY	Any EDPY course	3
		<hr/> 35

The Music Education Curriculum requires a total of 137 hours.

CURRICULUM FOR BACHELOR OF ARTS IN MUSIC

The Bachelor of Arts degree with a major in Music is designed to provide the opportunity for a scholarly study of music to meet the needs of those who wish to obtain a liberal education with an emphasis on music, and those who plan to do graduate work in music. The aim of the program is to instill a thorough understanding of the various aspects of music and their relationship to contemporary society. Sufficient flexibility is built into the program to allow the individual student to establish areas of emphasis both in music and in the arts and sciences.

	<i>Credit Hours</i>
UMPG General Education Requirement	30
Electives (including language proficiency, but not music electives)	42
MUS 120, 121, 220, 221 History of Music, I, II, III, IV	12
MUS 130, 131, 230, 231 Theory I, II, III, IV	12
MUS 132, 133 Solfeggio I, II	2
MUS 320 Seminar in Music History	3
MUS 330, 331 Form and Analysis I, II	4
MUS 332 Counterpoint	2
Applied Music	4
Ensembles	4
Music Electives	9

The Bachelor of Arts in Music Curriculum requires a total of 124 hours: 124

Retention in the program will be based on all University requirements plus maintenance of a grade-point average of 2.5 in music subjects.

CURRICULUM FOR A MINOR IN MUSIC EDUCATION

The Minor in Music Education program is designed to provide an opportunity for candidates for the degree of Bachelor of Science in Elementary Education who demonstrate interest and ability to continue music studies beyond the high school level and to equip them to successfully implement in their classrooms the planned programs recommended by Music Supervisors.

The Minor in Music Education is comprised of the following courses:

	<i>Credit Hours</i>
MUS 100 Music History and Appreciation	3
Music History Elective	3
MUS 130, 131 Theory I and II	6
MUS 132, 133 Solfeggio I and II	2
MUED 200 Music for the Classroom Teacher	3
MUED 322 Elementary Music Methods and Materials	3
MUS 150, 151 Applied Music	2
Ensembles	2
	24

The Minor in Music Education Program requires a total of 24 hours.

COURSE DESCRIPTIONS

Music Courses Primarily for Non-Majors

MUS 100 Music Appreciation and History	Staff
A survey of music from the Gregorian Chant to the modern times, covering musical practices of the Renaissance, Baroque, Classical, Romantic, and Contemporary periods. Representative works by the outstanding composers of each period. Open to all students.	
	Three credit hours

MUS 110 Fundamentals of Music

Puopolo

A background study of concepts and skills essential to an intelligent reading of music. The development of natural music abilities through participating in singing, rhythmic activities, and instrumental work. An appreciation of music through awareness of basic structures. Open to all students. Three credit hours

MUS 202 Music in America

Staff

A survey of the important trends in music from Colonial days to the present. Emphasis will be placed on the role of the native American composer in the development of sacred music, concert music, jazz, musical comedy, and pop music. Three credit hours

MUS 203 Music in the Twentieth Century

Staff

A study of trends in European and American music from the beginning of the century to the present with emphasis on the literature of the major composers. Three credit hours

MUS 204 Symphonic Literature

Staff

A survey of music for the symphony orchestra from the Pre-Classical period of K.F.E. Bach to the present. Three credit hours

MUS 211 Class Piano

Cole

Practical class piano for the elementary teacher with little or no piano background. Course covers note reading, scales, accompaniment of simple songs, transposition, and sight reading. Open to all students. Two credit hours

MUED 200 Music for the Classroom Teacher

Staff

An activities course combining the study of music fundamentals with the teaching of music skills through sequential grade-to-grade development. This course has no prerequisites and is designed primarily for the non-music major. Three credit hours

Music Performance Groups Open to all Students**MUS 400 Chamber Orchestra**

Bowder

One-half credit hour

MUS 401 The Gorham Chorale

Chamberland

A choral group of a hundred students from all departments; specializes in larger choral works with orchestral accompaniment; several campus performances and occasional tours. One-half credit hour

MUS 402 University Concert Band

Bennett

One-half credit hour

MUS 403 A Cappella Choir

Brown

A chorus of fifty members, open to all students by audition. At least one concert is presented on campus each semester, and usually several off campus. One-half credit hour

MUS 404 Brass Ensemble

Cole

One-half credit hour

MUS 405 The Chamber Singers

Chamberland

A select group of twenty-five singers specializing in music from the Renaissance to the Contemporary. Extensive touring throughout the state. One-half credit hour

Music History and Theory**MUS 120 History of Music I**

Brown

Medieval and Renaissance Periods: historical development and music practices from the Gregorian chant and early polyphony through the culmination of the madrigal in England. Musical examples of outstanding composers are played, analyzed, and discussed. Three credit hours

MUS 121 History of Music II

Cole

Baroque Period; continuation of MUS 120, from the establishment of opera in Italy and the rise of instrumental music, to the culmination of polyphony in the works of J. S. Bach.

Three credit hours

MUS 130 Music Theory I

Puopolo

Major and minor scales; intervals, triads, and chord connection; cadences; harmonization of soprano and bass lines utilizing primary triads.

Three credit hours

MUS 131 Music Theory II

Puopolo

Triads in first and second inversion; modulation; non-harmonic tones (passing, auxiliary, appoggiature, suspension, and anticipation); dominant seventh chord (root position inversion, regular and irregular resolutions).

Three credit hours

MUS 132 Solfeggio I

Staff

A course in sight singing and ear training. Primarily for majors, but open to others with permission of the instructor. Two one-hour meetings per week.

One credit hour

MUS 133 Solfeggio II

Staff

A continuation of MUS 132.

One credit hour

MUS 220 History of Music III

Cole

Classical and Romantic periods; historical development and musical practices from the establishment of the sonata, string quartet, and symphony, through program music, music-drama, and the rise of nationalism in music. Representative works of outstanding composers are played, analyzed, and discussed.

Three credit hours

MUS 221 History of Music IV

Chamberland

Contemporary Period; continuation of MUS 220, from Impressionism to recent tendencies. Melodic, harmonic, rhythmic, and structural features of the twentieth century American and European music and their relationship to tradition.

Three credit hours

MUS 230 Music Theory III

Gold

Diatonic seventh chords; modulation; expansion of non-harmonic tones; altered chords; Neapolitan sixth; augmented sixth chords; chromatic alterations; chorales and their harmonizations; composition in simple forms of the 18th and the 19th centuries.

Three credit hours

MUS 231 Music Theory IV

Bowder

Contemporary techniques of composition; 20th century harmony, theory, and related studies.

Three credit hours

MUS 232 Solfeggio III

Staff

An advanced course in sight singing and ear training. Two one-hour meetings per week.

One credit hour

MUS 233 Solfeggio IV

Staff

A continuation of MUS 232.

One credit hour

MUS 320 Seminar in Music History

Staff

A concentrated study of selected topics in Music History based on individual research. Prerequisites: History of Music, I, II, III, and IV.

MUS 330 Form and Analysis I

Staff

Study and analysis of music of the Classical, Romantic, and Contemporary periods with emphasis on homophonic forms and styles. Prerequisite: Theory II.

Two credit hours

MUS 331 Form and Analysis II

Staff

Study and analysis of music of the Baroque and Contemporary periods with emphasis on contrapuntal forms and styles. Prerequisite: Theory II.

Two credit hours

MUS 332 Counterpoint

Bowder

Tonal counterpoint. The process of invention and fugue as exemplified in the music of the Baroque era. Prerequisite: Theory III.

Two credit hours

MUS 420 Orchestration

Bowder

A study of the nature of the various instruments. Practice in scoring for instrumental combinations, orchestra, and band.

Three credit hours

MUS 460 Independent Study in Music

Staff

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field.

One to three credit hours

Music Performance Courses**MUS 140 Instrumental Ensemble or Freshmen**

Bowder

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to freshmen.

One-half credit hour

MUS 141 Vocal Ensemble for Freshmen

Chamberland

Emphasizing singing technique and interpretation and exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance.

One-half credit hour

MUS 142 Recital Class for Freshmen I

Brown

Performance in major field, stage deportment, and evaluation of performances. Restricted to freshmen.

One-half credit hour

MUS 143 Recital Class for Freshmen II

Brown

A continuation of MUS 142.

One-half credit hour

MUS 150 Applied Music for Freshmen I

Staff

May be taken in piano, voice, organ or any orchestra or band instrument. One half-hour lesson per week in the minor performance area (1 credit) in fulfillment of applied music requirements. Restricted to freshmen.

One credit hour

MUS 151 Applied Music for Freshmen II

Staff

A continuation of MUS 150.

One credit hour

MUS 160 Applied Music for Freshmen I

Staff

May be taken in piano, voice, organ or any orchestra or band instrument. A one-hour lesson per week in the major performance area (2 credits) in fulfillment of applied music requirements. Restricted to freshmen.

Two credit hours

MUS 161 Applied Music for Freshmen II

Staff

A continuation of MUS 160.

Two credit hours

MUS 240 Instrumental Ensemble for Sophomores

Bowder

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to sophomores.

One-half credit hour

MUS 241 Vocal Ensemble for Sophomores

Chamberland

Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance. One-half credit hour

MUS 242 Recital Class for Sophomores I

Brown

Performance in major field, stage department, and evaluation of performances. Restricted to sophomores. One-half credit hour

MUS 243 Recital Class for Sophomores II

Brown

A continuation of MUS 242.

One-half credit hour

MUS 250 Applied Music for Sophomores I

Staff

May be taken in piano, voice, organ or any orchestra or band instrument. One half-hour lesson per week in the minor performance area (1 credit) in fulfillment of applied music requirements. Restricted to sophomores.

Once credit hour

MUS 251 Applied Music for Sophomores II

Staff

A continuation of MUS 250.

One credit hour

MUS 260 Applied Music for Sophomores I

Staff

May be taken in piano, voice, organ or any orchestra or band instrument. A one-hour lesson per week in the major performance area (2 credits) in fulfillment of applied music requirements. Restricted to sophomores.

Two credit hours

MUS 261 Applied Music for Sophomores II

Staff

A continuation of MUS 260.

Two credit hours

MUS 340 Instrumental Ensemble for Juniors

Bowder

Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to juniors. One-half credit hour

MUS 341 Vocal Ensemble for Juniors

Chamberland

Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance. One-half credit hour

MUS 342 Recital Class for Juniors I

Brown

Performance in major field, stage department, and evaluation of performances. Restricted to juniors. One-half credit hour

MUS 343 Recital Class for Juniors II

Brown

A continuation of MUS 342.

One-half credit hour

MUS 344 Instrumental Conducting

Bowder

Practical conducting experiences; score reading, basic beat patterns, and interpretation. Two credit hours

MUS 345 Vocal Conducting

Chamberland

Organization, training, and directing of choruses and glee clubs in high schools and junior high schools. Study and practice in rehearsal techniques, problems of diction, and emphasis on repertoire and musical style. Two credit hours

MUS 350 Applied Music for Juniors I

Staff

May be taken in piano, voice, organ or any orchestra or band instrument. One half-hour lesson per week in the minor performing area (1 credit) in fulfillment of applied music requirements. Restricted to juniors. One credit hour

- MUS 351 Applied Music for Juniors II** Staff
A continuation of MUS 350. One credit hour
- MUS 360 Applied Music for Juniors I** Staff
May be taken in piano, voice, organ or any orchestra or band instrument. A one-hour lesson per week in the major performing area (2 credits) in fulfillment of applied music requirements. Restricted to juniors. Two credit hours
- MUS 361 Applied Music for Juniors I** Staff
A continuation of MUS 360. Two credit hours
- MUS 440 Instrumental Ensemble for Seniors** Bowder
Performance techniques on instruments of primary and/or secondary interest to each student. Principles of ensemble training are exemplified. The repertoire consists of selections from various periods and styles and is varied from year to year in order to cover a considerable range during the student's attendance. Restricted to seniors. One-half credit hour
- MUS 441 Vocal Ensemble for Seniors** Chamberland
Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance. One-half credit hour
- MUS 442 Recital Class for Seniors I** Brown
Performance in major field, stage deportment, and evaluation of performances. Restricted to seniors. One-half credit hour
- MUS 443 Recital Class for Seniors II** Brown
A continuation of MUS 442. One-half credit hour
- MUS 450 Applied Music for Seniors I** Staff
May be taken in piano, voice, organ or any orchestra or band instrument. One half-hour lesson per week in the minor performing area (1 credit) in fulfillment of applied music requirements. Restricted to seniors. One credit hour
- MUS 451 Applied Music for Seniors II** Staff
A continuation of either MUS 450 or MUS 351. One credit hour
- MUS 452 Accompanying** Brown
A workshop course in applied accompanying under faculty supervision. One-half credit is awarded for each twenty hours of university-supervised accompanying, with a maximum of two credits in any academic year. One-half to two credit hours
- MUS 460 Applied Music for Seniors I** Staff
May be taken in piano, voice, organ or any orchestra or band instrument. A one-hour lesson per week in the major performing area (2 credits) in fulfillment of applied music requirements. Restricted to seniors. Two credit hours
- MUS 461 Applied Music for Seniors II** Staff
A continuation of either MUS 460 or MUS 361.

Music Education

- MUED 200 Music for the Classroom Teacher** Staff
An activities course combining the study of music fundamentals with the teaching of music skills through sequential grade-to-grade development. This course has no prerequisites and is designed primarily for the non-music major. Three credit hours
- MUED 220 Woodwind Class** Tainter
Methods of teaching woodwind instruments; practical experience on various woodwinds; and elements of transposition. Two credit hours

- MUED 221 Brass Class** Torrey
Methods of teaching brass instruments including practical experience on the various instruments; elements of transposition. Three credit hours
- MUED 222 Percussion Class** Trefry
Practical experience on and methods of teaching percussion instruments. One credit hour
- MUED 320 String Class—Violin and Viola** Garland
Class methods and materials in teaching violin and viola. Fundamentals of violin and viola, including bowing, tone production, intonation, and fingering techniques extended into the third position. Two credit hours
- MUED 321 String Class — Ensemble** Heel
String ensemble methods and materials for beginning strings. Fundamentals of violin, cello, and string bass. Rudiments of fingering, bowing, and tone production. Two credit hours
- MUED 322 Elementary Music Methods and Materials** Heel
Study of methods and materials in present elementary school music education, including those of Kodaly and Orff. Three credit hours
- MUED 323 Secondary Music Methods and Materials** Heel
Study of approved methods and materials of music education in junior and senior high schools. Continuation of MUED 322. Three credit hours
- MUED 420 Music Administration and Supervision** Heel
Designed to present an integrated picture of philosophies of administration, and to resolve problems encountered in student teaching. Three credit hours

Philosophy

Professor F. Schwanauer; Associate Professors Gavin (Chairman), Grange

Courses in philosophy are designed primarily to provide students with sound principles of critical thinking, to help them acquire a knowledge of the development and problems of philosophic thought, and to lead them to formulate an intelligent view of the meaning and value of life in terms of their own experience.

The study of philosophy has traditionally been one which endeavors to give the broadest understanding possible of a true liberal education and has placed little emphasis on the vocational utility of such a study. However, students have found a philosophical background useful for all vocations.

The major in philosophy is designed to meet the following requirements:

(1) Those who wish to derive the broadest liberal education through the study of philosophy, but have no professional interest in the field; (2) those who desire a broadly-based liberal education preparatory to graduate study in a field other than philosophy; for example: medicine, law, theology, or government; (3) those who, by reason of professional interest in philosophy, plan to do graduate work and teach in the field.

Each major in philosophy will arrange a program of courses in conference with the chairman. The program will be designed in terms of the student's interests, needs, vocational plans, and the year in which the student declares a major. The major will require 30 hours of courses beyond a PLY 100-level course.

Every major intending to pursue graduate study and teach in philosophy will be expected to take German or French through the intermediate level. German is preferred to French, although ideally both sets of courses should be taken.

All philosophy majors must take four History of Philosophy courses from the following seven courses offered by the Department:

PLY 310—Ancient Philosophy
PLY 320—Medieval Philosophy
PLY 330—Early Modern Philosophy
PLY 340—Late Modern Philosophy

PLY 350—American Philosophy
PLY 360—Existentialism
PLY 370—Linguistic Analysis

In the senior year, the following are required: (1) A senior paper to be written in connection with participation in the Senior Tutorial. This paper should deal with material not previously studied, or should extend knowledge of a subject gained by attending courses. (2) A comprehensive oral examination based on the Senior Tutorial paper. (3) The Graduate Record Examination in philosophy, for those intending to go on to graduate school in philosophy.

Any introductory Philosophy course is a prerequisite to all other courses in philosophy.

COURSE DESCRIPTIONS

PLY 101 Introduction to Philosophy: Man and His Will

Schwanauer

Is there a human will at all? This course will concentrate on the issue of freedom vs. determinism. The importance of the human will insofar as it influences views of experience, politics, society, etc., will also be considered.

Three credit hours

PLY 102 Introduction to Philosophy: The Myth of Certainty

Gavin

An examination of the supposed connection between technocracy, impartiality and objectivity. The history of philosophy will be utilized to trace the identification of true knowledge with certainty. Serious doubts will be raised as to whether this procedure is either feasible or beneficial to the human person. An analysis of twentieth century alternatives, including existentialism and pragmatism, will be undertaken.

Three credit hours

PLY 103 Introduction to Philosophy: Human Alienation

Grange

Why does modern man picture himself as alienated from nature and his fellow man? How did the problem of alienation come about? What possibilities exist for overcoming it? This course will deal with these issues and attempt to suggest viable alternatives.

Three credit hours

PLY 104 Introduction to Philosophy: Ways of Knowing

Mackensen

How much can we really know? Consideration will be given to some theories of knowledge and how they may be applied to science and human relations. The writings of some philosophers will be critically examined by way of illustration.

Three credit hours

PLY 105 Introduction to Philosophy: Man and Morals

Pic'l

This discussion course, based on the theme of how one should live, is designed to actively engage the student in the critical examination and the justification of personal values within the context of possible alternative values suggested by Plato, Zen Buddhism, Kant, existentialism, and others.

Three credit hours

PLY 200 Symbolic Logic

Schwanauer

Techniques of modern deductive logic; properties of formal systems; logical implications and paradoxes of language. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 210 Ethical Theories

Schwanauer

Critical evaluation of major ethical theories and systems. Extensive reading in original texts. Analysis of contemporary ethical issues. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 220 Aesthetics

Gavin

Inquiry into the question of whether aesthetic experience is intelligible, or emotional, or both; examination of various theories and interpretations, classic and contemporary. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 230 Philosophy of Religion

Grange

Analysis of the nature of religious experience, knowledge, and language. Special attention given to problems, classical and contemporary, exhibited in religious experience, and relevant to areas of common concern in the sciences, humanities, and philosophy. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 240 Political Philosophy

Staff

Critical evaluation of political philosophies, classical and contemporary; extensive reading in original texts; analysis of contemporary political issues. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 250 Philosophy of Science

Gavin

Nature of scientific explanation; relationship among facts, laws, and theories; clarification of methods and concepts in science, such as cause, determinism, teleology, theory, law, probability. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 290 Problems of Philosophy

Staff

Consideration of selected problems or systems of philosophical significance, including general problems of metaphysics, epistemology, axiology, specialized areas, etc. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 299 (see HIST 377)

This course meets the requirements for a major either in history or philosophy.

PLY 310 History of Ancient Philosophy

Gavin

Philosophic thought from the pre-Socrates to the late Hellenistic period, with major emphasis on Plato and Aristotle. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 320 History of Medieval Philosophy

Grange

The merger of the philosophic with the religious stream; ideas of Augustine, Thomas Aquinas, Duns Scotus, and others critically examined; determining cultural factors explored. Prerequisite: a PLY 100 course, PLY 310.

Three credit hours

PLY 330 History of Early Modern Philosophy

Grange

Main currents of rationalism and empiricism are explored, as developed in major writings from Descartes to Hume. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 340 History of Late Modern Philosophy

Schwanauer

Development of German idealism; emergence of social and scientific philosophies; contributions of Kant, Hegel, Schopenhauer, Nietzsche, Feuerbach, and others. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 350 American Philosophy

Gavin

History and background of the origin of philosophical ideas in America; particular emphasis given to Peirce, James, Royce, Dewey, Whitehead. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 360 Existentialism

Grange

An examination of the historical development and basic themes of existentialism as found in the writings of its major representatives: Kierkegaard, Nietzsche, Heidegger, Sartre, Buber, Marcel, and others. Prerequisite: any PLY 100-level course.

Three credit hours

PLY 370 Linguistic Analysis

Schwanauer

A historical approach to twentieth century linguistic philosophy. This course will begin with logical atomism, continue through the era of logical positivism, and end with ordinary language analysis. Extensive reading of primary sources and major commentators.

Three credit hours

PLY 398 Independent Study

Staff

Independent study undertaken under the mentorship of a professor in the department. Prerequisite: A minimum of two (2) philosophy courses plus written permission of the instructor involved.

Credit hours to be arranged

PLY 400, 401, 402 Seminar in Philosophy

Staff

These numbers are used to indicate seminar courses dealing with a specified topic or person in philosophy. Topics or individual philosophers will change from year to year and may or may not be repeated. The prerequisite for any 400-level seminar course is two 300-level courses in Philosophy, or permission of the instructor. In 1975-76 the following seminars will be given: William James; Josiah Royce and American Idealism; Alfred North Whitehead.

Three credit hours

PLY 410 Senior Tutorial

Staff

Designed to furnish senior philosophy majors with extensive training, under tutorial supervision, in analysis of a philosophical problem or system or philosopher, with a view to producing and presenting a senior paper for oral defense. Prerequisites: senior standing, advanced standing as a philosophy major, and permission of the department.

Credit hours to be arranged

Physical Sciences and Engineering

Professors Miller, A. Smith, Sottery, M. Whitten; Associate Professors Armentrout, Ayers, Grass, Hare (Chairman), Hopkinson, Novak, Walkling; Assistant Professor Pendleton.

Courses offered by the Department of Physical Sciences and Engineering are grouped under the following headings:

ASTRONOMY

CHEMISTRY

EARTH SCIENCE (including
Meteorology, and Oceanography)

ENGINEERING

GEOLOGY

PHYSICAL SCIENCE

PHYSICS

A degree program in Earth Science is offered in the College of Arts and Sciences.

C.A.S. students who ultimately desire to major in Chemistry, Geology, Engineering, or Physics, can complete the first two years of work here and finish the third and fourth years at the Orono campus of the University of Maine.

A Science Area Major in Secondary Education, including a selection of both biological and physical sciences is coordinated by this department.

An Earth Science Area Major in Secondary Education is coordinated by the department also.

Students in the Kindergarten-Primary or Elementary programs of the School of Education may obtain an academic major requiring 30 credit-hours of approved biological and physical science courses in the Science Area, but the Science Area Minor of 18 credit-hours is more commonly selected by such students. The latter program is outlined below, immediately after the outline for the Secondary Education major program.

All students are reminded that, in addition to the necessity of meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

THE EARTH SCIENCE MAJOR IN ARTS AND SCIENCES

A four-year program is offered in Earth Science as a major in the College of Arts and Sciences. This program is designed to give Arts and Sciences students a working knowledge of the fundamental principles of the Earth Science disciplines. The Earth Science Major requires the completion of a minimum of 68 credit-hours in addition to the University's General Requirements.

REQUIRED COURSES FOR ALL EARTH SCIENCE MAJORS IN THE COLLEGE OF ARTS AND SCIENCES

GEOL 111	Physical Geology	3
GEOL 112	Historical Geology	3
Chemistry and Physics		
CHEM 111-112	General Chemistry or	
CHEM 113-114	Chemical Principles	8-10
PHYS 111-112	Elements of Physics or	
PHYS 121-122	General Physics	8-10

ASTR 100	Astronomy	3
MET 100	Meteorology	3
OCN 100	Oceanography	3
A minimum of 6 credits of Mathematics selected from: MS 120, 140, 152 or courses with second digits higher than 5.		6
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Of the following courses, 31-33 credits are required: (Each major must take a minimum of 15 credits of 200 and 9 credits of 300 level courses. PSCI 498, Independent Study (1-3 credits) is required of all majors).

ASTR 210	Observational Astronomy	3
CHEM 141	Environmental Chemistry	3
ESCI 200	Environmental Science	3
ESCI 201	Conservation	3
GEO 114	Environmental Geology	4
GEO 201	Structural Geology	3
GEO 203	Mineralogy	3
GEO 205	Geological Oceanography	3
or		
GEO 301	Geomorphology (also GEOG 301)	3
GEO 302	Sedimentology	3
GEO 310	Glacial and Pleistocene Geology	3
PSCI 310	History of Science	3
PSCI 498	Independent Study	1-3

Earth Science majors intending to pursue graduate work are urged to determine graduate school foreign language requirements. Students are also encouraged to consider concentrations in allied areas such as Biology, Chemistry, Computer Science, Economics, Geography, and Statistics if their interests are in the wider aspects of environmental science.

REQUIREMENTS FOR A SCIENCE AREA MAJOR IN SECONDARY EDUCATION

The Science Area Major in Secondary Education requires completion of a minimum of 50 credit-hours and provides for a broad preparation in several fields. This major is intended primarily for those students planning to teach in grades seven through nine. Completion of this program and required courses in education, including those needed to meet the University's General Requirements, enables one to receive the State of Maine Secondary Science Area Certificate.

Freshman Year

Chemistry or Physics. Freshmen should take one of the following eight- or ten-credit sequences. At the end of the Sophomore year, the student should have at least eight hours of Physics and at least eight hours of Chemistry.

CHEM 111 and 112	General Chemistry	8
or		
CHEM 113 and 114	Chemical Principles	10
or		
PHYS 111 and 112	Elements of Physics	8
or		
PHYS 121 and 122	General Physics	10

It is recommended that the six hour General Education Mathematics-Science requirement be met by taking six hours of Mathematics.

Sophomore Year

BIO 101 and 102	Biological Principles (3 credits) plus Biological Experiences (1 credit) to be taken together	4
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Freshman, Sophomore, Junior, or Senior Years

Group A — 12 Credit Hours Required

GEOL 111	Physical Geology	3
GEOL 112	Historical Geology	3
ASTR 100	Astronomy	3
MET 100	Meteorology	3

Group B — Credit Hours Required

BIO 215 and 216 or	Vascular Botany (3 credits) plus Vascular Field Botany (1 credit) to be taken together	4
BIO 225 and 226	Non-vascular Botany (3 credits) plus Non-vascular Field Botany (1 credit) to be taken together	4
BIO 209 and 210 or	Vertebrate Zoology plus optional Vertebrate Zoology Lab	3 1
BIO 351 and 352	Invertebrate Zoology (3 credits) plus Survey of Invertebrates (1 credit) to be taken together	4
Or other course(s) in Biology acceptable to the adviser		4

Group C — 3 Credit Hours Required

ESCI 202	Conservation	3
PSCI 310	History of Science	3
BIO 251	History of Biology	3

Electives

To complete the required 50 hours for the major, the student may choose from previously listed courses which have not been taken before and from the following electives:

ASTR 210	Observational Astronomy	3
BIO 103 and 104	Biological Diversity (3 credits) plus Survey of Animals and Plants (1 credit) to be taken together	4
BIO 111 and 112	Human Anatomy and Physiology (3 credits) plus Practical Anatomy and Physiology (1 credit) to be taken together	4
BIO 201	Principles of Genetics	3
BIO 205	Evolution	3
BIO 292	Ornithology	2
BIO 311 and 312	Microbiology (3 credits) plus Microbiological Laboratory (2 credits) to be taken together	5
BIO 331 and 332	Ecological Principles (2 credits) plus Field Ecology (1 credit) to be taken together	3
BIO 372	Biological Techniques	2
BIO 381 and 382	Ichthyology (2 credits) plus Field Ichthyology (2 credits) to be taken together	4
BIO 461	Cell Mechanisms	3
BIO 481	Cellular Biology	3
CHEM 151	Environmental Chemistry	3
CHEM 201	Organic Chemistry	4
CHEM 202	Introduction to Biochemistry	4
CHEM 251 and 261	Organic Chemistry (3 credits) plus Organic Chemistry Laboratory (2 credits) to be taken together	5
CHEM 252 and 262	Organic Chemistry II	5
ESCI 200	Environmental Science	3
ESCI 201	Natural Science	3
GEOL 114	Environmental Geology	4
GEOL 201	Structural Geology	3
GEOL 203	Mineralogy	3
GEOL 205 or		
OCN 205	Geological Oceanography	3
GEOL 301	Geomorphology (also GEOG 301)	3
OCN 100	Oceanography	3
PHYS 210	Introductory Modern Physics	4

PHYS 221 and 222	Intermediate Physics	8
PHYS 390	Independent Physics Laboratory	3

NOTE: In addition to the 50 hours of course work selected above, EDU 318, Teaching Science in the Secondary School, is required of all Science Area Majors in Secondary Education.

REQUIREMENTS FOR A SCIENCE AREA MINOR AND MAJOR FOR STUDENTS IN THE KINDERGARTEN-PRIMARY OR ELEMENTARY EDUCATION PROGRAMS

A Science Area Major or Minor consists of 30 hours or 18 hours respectively of courses elected from the following areas: Astronomy, Biology, Chemistry, Earth Science, Geology Meteorology, Oceanography, Physics, Physical Science.

It is suggested that the students plan with their advisers a sequence of three introductory courses such as:

- (1) PSCI 110 Elements of Physical Science
- (2) ESCI 120 Concepts of Earth Science
- (3) BIO 101 Biological Principles

The additional courses should represent a variety of science areas and may be chosen from electives such as:

ASTR 100	Astronomy
ASTR 109	Intro to Astronomy
BIO 103	Biological Diversity
BIO 104	Survey of Animals and Plants
CHEM 101	Chemistry for Health Sciences I
CHEM 111	General Chemistry I
ESCI 120	Concepts of Earth Science
ESCI 200	Environmental Science
ESCI 202	Conservation
GEO 111	Physical Geology
GEO 112	Historical Geology
PSCI 310	History of Science
MET 100	Meteorology
OCN 100	Intro to Oceanography
PSCI 110	Elements of Physical Science
PHYS 100	Descriptive Physics

REQUIREMENTS FOR AN EARTH SCIENCE AREA MAJOR IN SECONDARY EDUCATION

The Earth Science Area Major requires completion of a minimum of 50 credit hours. This major is intended primarily for those students planning to teach Earth Sciences in the ninth grade. Completion of this program, required courses in Education, and those needed to meet the University's General Requirements, enables one to receive the State Certification.

Suggested Earth Science Sequence For Secondary Education Majors

Freshman Year

GEO 111	Physical Geology	3
or		
GEO 112	Historical Geology	3
Chemistry or Physics. Freshmen should take one of the following eight or ten credit sequences. At the end of the Sophomore year, the student should have eight to ten hours of Physics and eight to ten hours of Chemistry.		
CHEM 111 and 112	General Chemistry	8
or		
CHEM 113 and 114	Chemical Principles	8
and		
PHYS 111 and 112	Elements of Physics	8
PHYS 121 and 122	General Physics	8
It is recommended that the six hour General Education Mathematics-Science requirement be met by taking six hours of Mathematics.		

Sophomore Year

GEOL 203	Mineralogy	3
	Chemistry or Physics, whichever subject has not been taken in the Freshman year	8
	Science Area Major Elective (List A)	3

Junior Year and Senior Year

Science Area Major Electives, (List A)	6
Science Area Major Electives, (List B)	16

List A (9 Hours Required)

ASTR 100	Astronomy	3
MET 100	Meteorology	3
OCN 100	Oceanography	3

List B (12-16 Hours Required)

ASTR 210	Observational Astronomy	3
CHEM 141	Environmental Chemistry	3
ESCI 200	Environmental Science	3
ESCI 201	Conservation	3
ESCI 390	Independent Study	1-3
GEOL 114	Environmental Geology	4
GEOL 201	Structural Geology	3
GEOL 205 or OCN 205	Geological Oceanography	3
GEOL 301	Geomorphology (also GEOG 301)	3
GEOL 302	Sedimentology	3
GEOL 310	Glacial and Pleistocene Geology	3
OCN 310	Applied Marine Service	4
PSCI 310	History of Science	3

NOTE: EDU 318 — Teaching Science in the Secondary School does not count in the required 50 hours.

Astronomy

COURSES IN ASTRONOMY

ASTR 100 Astronomy

Ayers

A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods and recent discoveries. Planetarium sessions and optional evening observations with telescopes are included. No prerequisites. Offered Fall and Spring Semester. Three credit hours

ASTR 101 Astronomy in the Planetarium

Ayers

For non-science majors. Includes apparent stellar movement and planetary motions, star names and constellation study, stellar magnitudes, stellar navigation and celestial coordinate systems. No prerequisites. Offered Fall and Spring semesters. Three credit hours

ASTR 210 Observational Astronomy

Ayers

Star charts, atlases, binoculars, and telescopes are used to make observations of constellations, sun-spot activity, the moon, the planets and their satellites, star clusters, nebulae, double and variable stars. Prerequisite: ASTR 100 or equivalent. Offered every fall. Three credit hours

Chemistry

The field of chemistry is concerned with the structure of matter and its transformations. Undergraduate training in chemistry programs is designed to equip students for careers in industry, teaching or government service. Students who intend to proceed to a baccalaureate in chemistry should consult with the chemistry coordinator and plan to transfer into the chemistry program at the Orono campus of the University or elsewhere after completion of the sophomore or junior year.

This University does not presently offer a four-year program in chemistry. However, a major program in applied chemistry is being designed; the main purpose of this program is to prepare students for employment in one of the many chemistry-related occupations upon graduation.

OPPORTUNITIES

Among the industrial positions for which training in chemistry is appropriate are research and development, process control, technical sales and management training. Industries in such fields as drugs, electronics, plastics, petroleum, paper and metals require chemists.

Teaching in elementary and high schools is an extremely valuable calling for which a university degree is essential. Science courses at these levels are changing in content and approach.

For one who thrills to new discoveries, who has initiative and imagination but also patience, caution, and meticulous accuracy, a vast new realm governed by laws as yet undiscovered waits to be explored. Research is a challenging field and laboratories devoted to it are found throughout the country, in universities, in private or public research institutes or foundations and in industry. While the discoveries resulting from fundamental research may, and probably will, find practical application, the driving energy that actuates the research chemist is love of chemistry for its own sake. For some forms of research or for university teaching, graduate degrees are important (M.S. or Ph.D.). The university instructor has opportunity to balance teaching and research.

A degree in chemistry provides excellent preparation for dentistry or medicine, and may provide a powerful combination with business, law (patents), writing and library work (for technical journals and libraries) and languages (for translating).

PERSONAL QUALIFICATIONS

A chemist must be objective and capable of self-discipline in accepting results of experiments with complete honesty of observation, thought, and judgment. However, your interest, dedication, and enthusiasm in pursuing chemistry for its own sake are required if you are to do well in your courses and succeed in your vocation.

WHAT DO CHEMISTS STUDY?

What is produced when two substances are brought into contact in a reaction vessel? What forces hold the invisible atoms together? What are the shapes of the molecules of reactants and products? Is shape important? Is energy released? or consumed during the reaction? How much?

These are but a few of the kinds of questions asked by chemists. The methods for obtaining answers to these questions and some of the answers are dealt with in the chemistry courses which prepare a student for a career in chemistry. Many of the questions have not yet been adequately answered. Therein lies part of the excitement of chemistry. The subject, just like all branches of science, is open-ended and leaves scope for discovery, curiosity, and imagination.

SCOPE

It is apparent from the diversity of questions that chemists ask that there are many aspects to the subject — synthesis, analysis, energetics, rate of reaction, mechanism, structure, instrumentation, theory-application. Because it is usually difficult for a person to be thoroughly knowledgeable in all branches of chemistry, it is convenient (though artificial) to divide chemistry along the following lines.

ANALYTICAL

In all branches of science and technology it is essential to know the amounts of each element in the sample. The responsibilities of the Analytical Chemist include devising methods of analysis and developing automated procedures.

INORGANIC

Inorganic materials have skyrocketed into industrial importance with the development of solid state physics (such as for transistors and similar electronic devices) and space research. Inorganic Chemists observe chemical properties of elements and compounds, relate these properties to sizes, shapes, and structures of molecules and to forces holding them together, and synthesize compounds with desired properties on the basis of this knowledge.

ORGANIC

New organic substances — synthetic rubbers, plastics, textiles, drugs, hormones, dyes, insecticides, etc. — have appeared in every home, community, and industry. Thousands of new compounds are invented by Organic Chemists every year, and the properties of these compounds are studied.

BIOCHEMISTRY

Biochemists strive for a greater understanding of the chemical processes occurring in humans, animals, and plants. Their activities include preparing and testing drugs and hormones, investigating the chemical basis of mental and physical illness, and studying the role of substances such as enzymes, DNA, RNA, and chlorophyll in life processes.

PHYSICAL

Physical Chemists like to discover mathematical equations to describe quantitatively how substances behave in different situations. For example, the behavior of electrons which bind atoms together or the conductance of electricity by ions in solution can be explored both experimentally and theoretically. Spectroscopy, thermodynamics, catalysis and high-speed reactions are but some of their interests.

Today more than ever before the traditional divisions (as enumerated above) are less distinct and the interdisciplinary areas of science have become very exciting. The molecular basis for life involves chemistry, biology, and physics. Nuclear chemistry and physics, geo-chemistry, the physics and chemistry of solids and the mathematical treatment of the forces that hold atoms together are areas where it is clearly difficult to distinguish between different branches of science and mathematics.

C.A.I. Facility

Using the statewide university computing system, the Chemistry discipline has implemented an extensive facility of Computer Assisted Instruction modules for providing remedial assistance to students in freshman chemistry courses. These C.A.I. modules provide individualized and self-paced tutorial, drill and practice assistance to any student who wishes it. Interactive typewriter-like computer terminals located on both the Portland and Gorham campuses provide ready access to the computing facility; a knowledge of typing is not necessary, since most student responses consist of only a few letters and/or numbers. Further information, including a C.A.I. User's Guide, is available from any CAPS (Computing and Data Processing Services) office or from Dr. Alan G. Smith of the Chemistry faculty.

COURSES IN CHEMISTRY

CHEM 101 Chemistry for Health Sciences

Smith

A presentation of those general topics in chemistry which are pertinent to students in health-related areas. Included are introductory units on matter and its properties; measurement; elements and compounds; atomic structure; solutions, dispersions, and water; osmotic pressure; chemical bonds; chemical nomenclature; stoichiometry; radiochemistry; gases; acids, bases and buffers; and energy relationships in chemical processes. Two lectures and one recitation per week (usually concurrent with CHEM 102). Offered each fall semester; Not appropriate for applied chemistry or biology majors. Three credit hours

CHEM 102 Introduction to Laboratory Measurement

Wigglesworth

Experiments will be designed to teach students how to perform accurate and reliable measurements using the major parameters of mass and volume. Topics to be covered include: physical and chemical changes; separation of a mixture; analysis of an ionic solution; properties of water; gases; acids, bases and buffers; titration. One recitation and two laboratory hours per week. Offered every fall semester. Corequisite: CHEM 101. Laboratory fee: \$5.00. Not appropriate for applied chemistry or biology majors. Two credit hours

CHEM 103 Introduction to Organic and Biochemistry

Smith

Stress will be placed upon those aspects of the subject matter which are of special importance for students of the health sciences. Topics to be covered include: nomenclature of organic compounds; electron distribution in organic molecules; structural features of organic molecules; substitution, elimination, and addition reactions; oxidation-reduction reactions; carbohydrates; lipids; proteins and amino acids; enzymes; nucleic acids; metabolism; summary of some aspects of nutrition; pharmaceuticals; medical applications of radiochemistry. Two lectures and one recitation period per week (usually concurrent with CHEM 104). Offered each spring semester. Prerequisite: CHEM 101. Not appropriate for applied chemistry or biology majors. Three credit hours

CHEM 104 Introductory Organic and Biochemistry Laboratory

Wigglesworth

Students will perform experiments intended to illustrate those aspects of organic chemistry of importance to living systems, as well as elementary principles of biochemistry. Topics to be included comprise the separation and identification of organic compounds; qualitative reactions of lipids, proteins, and nucleic acids; introduction to enzyme chemistry. One recitation and two laboratory hours per week. Offered every spring semester. Corequisite: CHEM 103. Laboratory fee \$5.00. Not appropriate for applied chemistry or biology majors. Two credit hours

CHEM 105 General Chemistry

Whitten

A presentation of general topics of chemistry. This presentation is designed to broaden the student's knowledge in chemistry beyond the selected principles introduced in CHEM 113. This course is preferred for those students who do not require extensive involvement with the computational techniques of chemistry. CHEM 105 is designed to provide an expanded base for the future study of organic and biochemistry for students who have completed CHEM 113. Two hours of lecture, one hour of recitation, (usually concurrent with CHEM 106). Prerequisite: a C grade or better in CHEM 113. Not appropriate for applied chemistry or biology majors. Offered each spring semester. Three credit hours

CHEM 106 General Chemistry Laboratory

Whitten

Experiments designed to illustrate the principles presented in CHEM 105, which should be taken concurrently. Topics to be covered will include (but not be limited to): elementary kinetics, acid-base titrations, electrochemistry, determination of equilibrium constants, pH and selective-ion potentiometry, and fundamental reactions of organic and biochemistry. One hour of recitation and two hours of laboratory per week. Offered every spring semester. Corequisite: CHEM 105. Not appropriate for applied chemistry or biology majors. Laboratory fee: \$5.00. Two credit hours

CHEM 111 General Chemistry I

Whitten

A study of selected fundamental concepts and theories of chemistry. Atomic structure, periodic classification, chemical bonding, molecular structure, chemical reactions, and equilibria are discussed. (Offered only in C.E.D.)

Four credit hours

CHEM 112 General Chemistry II

Whitten

A continuation of the topics presented in CHEM 111. Prerequisite: CHEM 111. (Offered only in C.E.D.)

Four credit hours

CHEM 113 Qualitative Principles of Chemistry

Sottery or Whitten

A presentation of selected fundamental principles of chemical science. These principles will be presented in qualitative terms and illustrated by concrete examples of their applications in working laboratories and in ordinary non-laboratory experience. This course and CHEM 114 (normally taken concurrently) provide the basis for courses involving further applications of chemistry for all students except those in health sciences. Three lectures per week. Offered each fall semester.

Three credit hours

CHEM 114 Qualitative Laboratory Techniques

Wigglesworth

A study in the laboratory of experiments specifically designed to illustrate the principles which are concurrently presented in CHEM 113 lectures. One recitation and two laboratory hours per week. Corequisite: CHEM 113. Laboratory fee: \$5.00. Offered every fall semester.

Two credit hours

CHEM 115 Quantitative Principles of Chemistry

Sottery or Provencher

A quantitative presentation of the selected chemical principles introduced in CHEM 113. Problem solving by dimensional analysis is stressed. Techniques are introduced for determining the uncertainty of computational results based on the precision of the data.

This course and CHEM 132 (normally taken concurrently) should be elected by all applied chemistry majors, physics majors and engineers. Prerequisite: CHEM 113 (*) Corequisite: MS 152 or equivalent. Three recitations per week. Offered each spring semester.

*Recommended only for students who achieve a grade of B or better in CHEM 113.

Three credit hours

CHEM 132 Introduction to Analytical Laboratory Techniques Wigglesworth or Provencher

This course will normally be taken concurrently with CHEM 115. Laboratory work will consist of a study of those quantitative techniques which are in current use including volumetric and gravimetric measurement, spectroscopy, acid-base and specific-ion potentiometry, and chromatography. One hour of recitation and two hours of laboratory per week. Corequisite: CHEM 115. Laboratory fee: \$10.00. Offered every spring semester.

Two credit hours

CHEM 141 Environmental Chemistry

Whitten

The role of chemistry and the chemical industry in creating many environmental problems; the application of chemistry to aid in the solution of environmental problems. Prerequisite: one semester of an introductory college-level chemistry course or one year of high school chemistry completed within the last three years.

Three credit hours

CHEM 231 Fundamentals of Analytical Chemistry

Provencher

A survey of modern analytical principles and instrumental techniques with emphasis on environmental, clinical, and industrial applications. Two lectures per week. Prerequisite: a grade of C or better in CHEM 115 and CHEM 132. Offered every fall semester.

Two credit hours

CHEM 232 Basic Laboratory Techniques of Analytical Chemistry

Provencher

Quantitative experimental determination by means of gravimetric, volumetric, and instrumental methods. Classical procedures and modern instrumentation, including mass, optical, and particle resonance spectrometry, spectrophotometry, electroanalysis and chromatography. One recitation and six laboratory hours per week. Corequisite: CHEM 231. Offered every fall semester.

Four credit hours

CHEM 251 Fundamentals of Organic Chemistry

Smith

An intensive treatment of the subject within the framework of the headings: nomenclature; structure and stereochemistry; reaction types: substitution, addition, elimination and oxidation-reduction; reaction mechanisms and factors influencing them; spectroscopic techniques of structure determination (mass, nuclear magnetic resonance, ultraviolet-visible and infrared). One recitation and two lecture hours per week. Prerequisite: a grade of C or better in CHEM 115 or 105. Offered each fall semester.

Three credit hours

CHEM 252 Basic Laboratory Techniques of Organic Chemistry

Smith or Sottery

Experiments will be performed to illustrate such techniques as: thin-layer, column, and gas chromatography; distillation; melting and syntheses; identification and characterization of organic compounds; kinetic and thermodynamic control of reaction rates. One recitation and three laboratory hours per week. Offered each fall semester. Pre- or corequisite: CHEM 251. Laboratory fee: \$10.00.

2.5 credit hours

CHEM 253 Organic Chemistry II

Smith

A continuation of CHEM 251, but with a more extensive (and intensive) investigation of the principal categories of organic reactions. Extensive problem-solving in such areas as structure determination, spectroscopy, and stereochemistry. The structures and fundamental chemical reactions of lipids, carbohydrates, proteins and nucleic acids will be presented. Three lectures per week. Offered every spring semester. Prerequisite: a grade of C or better in CHEM 251.

Three credit hours

CHEM 254 Organic Chemistry Laboratory II

Smith or Sottery

Experiments will be performed to demonstrate some chemical properties of representative substances from the classes described in CHEM 253, which is a corequisite. Among the techniques demonstrated by experiment will be adsorption chromatography; gas chromatography; ultraviolet/visible and infrared spectrophotometry; NMR spectroscopy; polarimetry, and determination of specific rate constants by various methods. One hour of recitation and three lab hours per week. Pre- or corequisite: CHEM 253. Offered every spring semester. Laboratory fee: \$10.00.

2.50 credit hours

CHEM 531 Instrumentation in General Chemistry

Provencher

This course will deal with the design, construction, and operation of instruments useful and pertinent to general chemistry laboratories: fluorescence, absorption spectroscopy, gas chromatography, stopped-flow kinetics, strain gauge manometry and other techniques which can be demonstrated with relatively inexpensive and available components. Three lecture hours per week. Offered during Summer Session only.

Three credit hours

Earth Science

COURSES IN EARTH SCIENCE

ESCI 120 Concepts of Earth Science

Pendleton

A one semester course introducing students to basic processes as they apply to Geology, Astronomy, Meteorology and Oceanography. Man's relationship to these processes is emphasized. These processes are further developed during weekly lab sessions. This course is not open to any student who has had, or is presently taking a college course in any of the above mentioned four earth science areas. Prerequisite: two years of high school science or permission of instructor. Two one-hour lectures and one two-hour lab weekly.

Three credit hours

ESCI 200 Environmental Science

Miller

A study of basic relationships of plants, animals, and men to their physical and biotic environment. This includes a study of biomes, habitats, and communities interpreted in varying stages of succession or stratification as influenced by the limiting factors of their environment. Some emphasis is placed on species dynamics and population changes. Weekly field trips when weather permits. Two hours, lect., Two hours, lab. Each Semester.

Three credit hours

ESCI 201 Natural Science

Staff

A course primarily for teachers in the elementary school, it includes a variety of topics in the area of biology: insect metamorphosis, bird migration, fossil records, animal communities, plant communities, animal behavior, reproduction, survival foods, fungi and man, and related subjects. Emphasis is on obtaining an understanding and appreciation of the flora and fauna of New England. Three lectures.

Three credit hours

ESCI 202 Conservation

Miller

A study of man's use of the environment. Topics include the resources of mineral, soil, forests, water, air, wildlife, and man himself. Consideration is given to the issues and problems developing from the interaction of management of these resources. Weekly field trips when weather permits. Two hours, lecture, Two hours, lab. Spring Semester, each year.

Three credit hours

MET 100 Meteorology

Hare

A basic introduction to meteorological phenomena. The atmosphere; its characteristics, composition, and structure; cloud types; circulation of air; currents and winds; air masses. Analysis of weather reports, weather forecasting, and weather maps. Three hours, lecture. Each semester.

Three credit hours

OCN 100 Introduction to Oceanography

Hare, Novak

Origin and extent of the oceans; nature of the sea bottom; causes and effects of currents and tides; chemical and physical properties of sea water; animal and plant life in the sea. Three hours, lecture. Each Semester.

Three credit hours

OCN 205 Geological Oceanography (also GEOL 205)

Novak

Shoreline erosion, transportation, and deposition; the origin and structure of the continental shelves and ocean basins. Coastal and oceanic processes; geomorphic development of the marine environment. Special emphasis on the evolution of the New England coast through examination of salt marshes, estuaries, and beaches. Prerequisite: Physical Geology or Oceanography or permission of the instructor. Three hours, lecture. Spring Semester, Odd Years.

Three credit hours

OCN 310 Applied Marine Science

Staff

Applications of basic research techniques of the biological and physical sciences to the study of marine and estuarine ecosystems. Emphasis on field investigations of unspoiled and polluted coastal habitats (e.g. rocky shorelines, beaches, salt marshes, estuaries), their biological, physical and chemical components. Special considerations of man's impact on the coastal environment, contemporary problems of the Maine coast and alternatives to their solution. (Offered during summer session only) (Offered on P/F basis only.)

Four credit hours

Engineering

This University offers the first year of the program common to all Engineering majors, and the first and second years in Engineering Physics. These offerings are identical in all respects to corresponding programs at the University of Maine at Orono. Students who complete either one or two years here continue their studies at UMO.

ENGINEERING FRESHMAN YEAR

Fall Semester			Spring Semester		
<i>Subject</i>		<i>Credit hours</i>	<i>Subject</i>		<i>Credit hours</i>
CHEM 113	Chemical Princ.	5	CHEM 114	Chemical Princ.	5
GEE 101	Intro. to Eng. Design	2	GEE 102	Intro. to Eng. Design	2
GEE 105	Eng. Orientation	1	GEE 106	Eng. Orientation	1
MS 152	Calculus A	4	MS 153	Calculus B	4
PHYS 121	General Physics	5	PHYS 122	General Physics	5
		<u>Total 17</u>			<u>Total 17</u>

ENGINEERING PHYSICS SOPHOMORE YEAR

Fall Semester			Spring Semester		
<i>Subject</i>		<i>Credit hours</i>	<i>Subject</i>		<i>Credit hours</i>
GEE 207	Computer Prog.	3	MEE 211	Engineer Metallurgy	3
	Humanities Elective	3		Humanities Elective	3
MEE 255	Statics and Strength	3	MS 350	Diff. Equations	3
MS 252	Calculus C	4	PHYS 210	Modern Physics	4
PHYS 221	Inter. Physics	4	PHYS 222	Inter. Physics	4
		<u>Total 17</u>			<u>Total 17</u>

COURSES IN ENGINEERING**GEE 101 Introduction to Engineering Design I**

Staff

Principles of graphic science with illustrative exercises in multiview drawing using freehand and instrumental techniques; lettering styles; charts and graphs.

Two credit hours

GEE 102 Introduction to Engineering Design II

Staff

A continuation of GEE 101 which is prerequisite. Applications of graphic science with creative problems in descriptive geometry, pictorial drawing, engineering design, and mapping.

Two credit hours

GEE 105 Engineering Orientation I

Staff

A series of meetings involving lectures and discussions, with frequent use of audio-visual material to acquaint engineering freshmen with the nature of engineering and science, supplemented by field trips to representative industries. One credit hour

GEE 106 Engineering Orientation II

Staff

A continuation of GEE 105.

One credit hour

GEE 207 Computer Programming

Staff

Numerical analysis and digital computer programming using FORTRAN. Theory and implementation of algorithms for zero-searching, solution of linear systems, interpolation, integration, differentiation and the solution of differential equations. Prerequisite: MS 252 (may be taken concurrently).

Three credit hours

MEE 211 Engineering Metallurgy

Staff

Methods of defining the microstructure of metals, phase diagrams, and mechanical properties. Thermal, mechanical, and chemical manipulation of microstructure. Prerequisites: Physics and Chemistry one year each.

Three credit hours

MEE 212 Thermal Engineering

Staff

Elementary thermodynamics, mechanical apparatus, power plant equipment; engineering calculations relative to heat, power, work, and mechanical and electrical energy. Prerequisites: Physics and Chemistry one year each.

Three credit hours

MEE 252 Applied Mechanics, Dynamics

Staff

A study of motion of particles and rigid bodies; force, mass and acceleration; work and energy; impulse and momentum, and simple harmonic motion. Prerequisites: MS 252 and MEE 255.

Three credit hours

MEE 255 Statics and Strength of Materials

Staff

The basic principles of statics and their applications to strength of materials. Equilibrium of various systems including bridge trusses. Centroids and moments of inertia. Stresses and deformations of axially and transversely loaded members connections, pressure vessels, shafts, beams, and columns. Prerequisites: MS 153 and PHYS 121.

Three credit hours

ELE 201 Circuit Analysis I

Staff

Basic laws and theorems of electric circuits; solution of circuits represented by first and second order differential equations. Prerequisite: PHYS 122.

Five credit hours

ELE 202 Circuit Analysis II

Staff

Phasor solution of a-c circuits and coupled circuits; balanced three-phase systems; introduction to complex frequency. Prerequisite: ELE 201.

Three credit hours

ELE 209 Electrical Engineering Materials

Staff

A study of the principles of materials science with emphasis on electrical properties. Diffusion, oxidation, electrochemistry, energy bands, emission, thermal properties, conduction theory, semiconductor junctions, thermoelectricity, magnetic properties, dielectric properties, optical properties.

Three credit hours

ELE 212 Basic Electrical Laboratory

Staff

Use of techniques developed in ELE 201 and 202 for the analysis of circuits containing linear, non-linear, passive and active elements; includes analysis of simple electronic circuits and the use of the oscilloscope. Prerequisite: ELE 202 required concurrently.

Two credit hours

Geology

COURSES IN GEOLOGY

GEOL 111 Physical Geology

Miller, Novak

A study of the ever-changing earth by wind, water, volcanism, crustal movement, and glaciation. The identification of common rocks and minerals is included. Weekly field trips when weather permits. Two Hours Lecture. Two Hours Lab. Each Fall. Three credit hours

GEOL 112 Historical Geology

Miller, Novak

Study of the earth's history in terms of physical, chemical, and biological change from its origin to the present time. Focus upon the methods of determining chronology and conditions through fossils and structural characteristics. Two Hours Lecture. Two Hours Lab. Each Spring. Three credit hours

GEOL 114 Environmental Geology

Novak

Application of the science of geology to environmental problems resulting from man's intense use of the earth and its natural resources. Prerequisite: GEOL 111 or permission of the instructor. Two 75-min. Lecture Sessions, One Two Hour Lab. Spring Semester, Even Years. Four credit hours

GEOL 201 Structural Geology

Miller

This course is a study and interpretation of rock structure, intrusions, and deformation. Considerable time is spent in field study, geologic mapping, and bed-rock interpretation. Some time is devoted to mineral and ore formations. Prerequisite: GEOL 111, or 112. Two Hours Lecture, Two Hours Lab. Fall Semester, Odd Years. Three credit hours

GEOL 203 Mineralogy

Miller

An introduction to descriptive crystallography, and a study of the physical properties and chemical structures of common rock-forming minerals. Field trips and laboratory analysis are an important part of the course. A basic course in chemistry is desirable. Prerequisite: GEOL 111, or 112. Two Hours Lecture, Two Hours Lab. Fall Semester, Even Years. Three credit hours

GEOL 205 Geological Oceanography (also OCN 205)

Novak

Shoreline erosion, transportation, and deposition; the origin and structure of the continental shelves and ocean basins. Coastal and oceanic processes; geomorphic development of the marine environment. Special emphasis on the evolution of the New England coast through field examination of salt marshes, estuaries, and beaches. Prerequisite: Physical Geology or Oceanography, or permission of instructor. Three Hours Lecture. Spring Semester, Odd Years. Three credit hours

GEOL 301 Geomorphology (also GEOG 301)

Novak

Description and interpretation of landform development in terms of geologic structure, process, and stage. Field trips. Prerequisite: GEOL 201 or permission of the instructor. Two Hours Lecture. Two Hours Lab. Spring Semester, Even Years. Three credit hours

GEOL 302 Sedimentation

Novak

Source materials, mechanics of transport and dispersal, depositional environments, lithification and diagenesis of sediments. Analysis of common problems in applied field due to these phenomena. Prerequisite: GEOL 203. GEOL 301 recommended. Field trips. Two Hours Lecture. Two Hours Lab. Spring Semester, Even Years. Three credit hours

GEOL 310 Glacial and Pleistocene Geology

Miller

Glacial processes, deposits and the stratigraphy of the Pleistocene Epoch. Emphasis on the erosional and depositional features of glacial events in Maine. Prerequisite: GEOL 111 or 112. Two Hours Lecture. Two Hours Lab. Spring Semester, Odd Years. Three credit hours

Physical Science

COURSES IN PHYSICAL SCIENCE

PSCI 103 Science for Technology I

Pendleton

A one-semester course which attempts to tie chemical theory to the practical problems relating to Industrial Arts. Two hours of lecture and one two-hour lab per week. Offered Spring semester only.

Three credit hours

PSCI 104 Science for Technology II

Grass

A study of those areas of physics of special importance in the industrial arts area. The major portion of the course will deal with mechanics, electricity, and light. Laboratory experiments will be concentrated on basic concepts. Two hours of lecture and one two-hour lab per week. Offered Fall semester only.

Three credit hours

PSCI 110 Elements of Physical Science

Ayers and Pendleton

A one-semester course designed to develop greater understanding of scientific principles and methods as they apply to areas of the physical sciences. An understanding of basic mathematics is assumed. Two one-hour lectures, one two-hour lab.

Three credit hours

PSCI 310 History of Science

Whitten

A comprehensive survey of the historical development of science from earliest records to the present. Attention is given to the nature of science, methods of scientific discovery, the relation of science to technology, and the implications of both for society. Prerequisite: two years of science.

Three credit hours

PSCI 400 Science and Society

Sottery

Readings and discussion concerning the relationships between science and society. The "Tactics and Strategy of Science" and the philosophical and social implications of present scientific theories are considered with the aim of promoting understanding of the role of science in modern life. The interaction between scientists and society, and the relationship between research and technology are also examined. Prerequisite: senior students, others by permission.

Three credit hours

PSCI 498 Independent Study in the Physical Sciences

Staff

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, selecting a problem and exploring an area of interest in the physical sciences, bringing to it previous experiences and emerging with an intellectually sound, coherent synthesis, or technical creation reflecting a high caliber of performance.

One to three credit hours

Physics

The University of Maine offers undergraduate degrees in two four-year programs in physics: Physics, in the College of Arts & Sciences, and Engineering Physics in the College of Technology. Degrees in both of these programs are given by the University of Maine at Orono and must be completed there. However, the freshman and sophomore years of both programs are in routine operation at the University of Maine at Portland-Gorham and students successfully completing these years may automatically continue into the junior year on the Orono Campus.

Students wishing either of these programs should begin courses in Physics (PHYS 121-122), Chemistry (CHEM 113-114), and Mathematics (MS 152-153) in the Freshman year so as to avoid conflict in scheduling upper level courses later on.

An appropriate specimen curriculum for the Freshman and Sophomore years is shown under the ENGINEERING heading of this section of the catalog.

Students in either of these programs may complete their sophomore year on the Portland-Gorham campus, but must complete their last two years of work on the Orono campus.

REQUIREMENTS FOR A PHYSICS MINOR FOR SECONDARY EDUCATION

		<i>Credit Hours</i>
Group A — 8 credit hours required		
PHYS 111 and 112	Elements of Physics (4 credits each semester)	
or	to be taken as a two-semester sequence	8
PHYS 121 and 122	General Physics (5 credits each semester)	
	to be taken as a two-semester sequence	10
Group B — 8 credit hours required		
PHYS 210	Introductory Modern Physics	4
PHYS 221	Intermediate Physics	4
PHYS 390	Independent Physics Laboratory	3
Group C — Elect sufficient courses so total credit hours of Groups A, B, and C is at least 18 hours.		
ASTR 100	Astronomy	3
MET 100	Meteorology	3
OCN 100	Oceanography	3

In Group C, substitutions can be made which are acceptable to the departmental advisor.

COURSES IN PHYSICS

PHYS 100 Descriptive Physics	Armentrout
For the non-science student. A treatment in non-mathematical language of the more important topics in physics. Designed to develop an appreciation for the concepts, vocabulary, and methods of the science rather than a false sense of mastery. Lecture 3 hours.	
	Three credit hours
PHYS 105 Acoustics and Noise	Walking
A semi-descriptive course on sound, with emphasis on applications of interest to the scientist and non-scientist alike. Discussion will cover the questions: what	

is sound, how is it perceived, how is it measured, what are its benefits and liabilities? Particular topics may include: the ear and hearing, sound waves, musical acoustics, building acoustics, noise and the environment, legal aspects of noise, underwater sound, biological aspects of sound, and ultrasonics. Consideration will be given to the interests of the members of the class. Three hours of lecture and demonstration. Occasional laboratory or field experience will be provided. Prerequisite: a course in high school algebra. Three credit hours

PHYS 111 Elements of Physics I

Grass

An introduction to the fundamental concepts of mechanics, sound and heat. Lectures, problem solving, demonstrations, laboratory exercises and visual aids will be used to develop an understanding of physical phenomena. Prerequisites: high school algebra. Lecture 3 hours, lab. 3 hours. Four credit hours

PHYS 112 Elements of Physics II

Grass

A continuation of Physics 111 considering the topics: optics, electricity and modern physics. Lecture 3 hours, Lab. 2 hours. Four credit hours

PHYS 121 General Physics I

Walkling

An introduction to the fundamental concepts of mechanics, sound and heat, using calculus where necessary. Recommended for students who plan further study in science, mathematics, or engineering. Prerequisite: prior or concurrent registration in MS 152 or equivalent experience. Lecture 3 hours, Rec. 2 hours, Lab. 2 hours. Five credit hours

PHYS 122 General Physics II

Walkling

An introduction to the fundamental concepts of electricity, magnetism, light and atomic physics, using calculus where necessary. Recommended for students who plan further study in science, mathematics, or engineering. Prerequisite: PHYS 121 or equivalent. Lecture 3 hours, Rec. 2 hours, Lab. 2 hours. Five credit hours

PHYS 210 Introductory Modern Physics

Grass

A development of some of the more important concepts of physics required for understanding the properties of the electron and atomic nucleus. Prerequisites: PHYS 112 or PHYS 122, CHEM 112 or CHEM 114, and one year of calculus. Lecture 3 hours, Lab. 2 hours. Four credit hours

PHYS 221 Intermediate Physics I

Armentrout

An intermediate treatment of mechanics, heat, and wave motion to follow PHYS 121, and PHYS 122. May be taken without laboratory for 3 credits with special permission of the instructor. Prerequisites: PHYS 122 and CHEM 114 or equivalent and one year of calculus. Lecture 2 hours, Rec. 2 hours, Lab. 2 hours. Four credit hours

PHYS 222 Intermediate Physics II

Armentrout

A continuation of PHYS 221. Topics include electricity, magnetism and optics. Lecture 2 hours, Rec. 2 hours, Lab. 2 hours. Four credit hours

PHYS 390 Independent Physics Laboratory

Stoff

A laboratory research investigation of an approved topic in physics, using the facilities of the University laboratories and/or those of industrial and professional laboratories. Prerequisite: consent of the instructor. Three credit hours

Political Science

Professor Peirce (Chairman); Associate Professors Roberts (on sabbatical leave, 1975-76), Woshinsky; Assistant Professors Coogan, Fisher, Maiman, Temple.

REQUIREMENTS FOR THE MAJOR IN POLITICAL SCIENCE

- a. Each major must complete a minimum of 36 hours in the Department.
- b. Each major must complete POL 101 and 102.
- c. Each major must take at least one course in four of following five offerings of the Department:

<i>Judicial Process</i>	<i>Political Theory</i>	<i>American Political System</i>
POL 283	POL 289	POL 210
POL 284	POL 290	POL 213
POL 305	POL 292	POL 233
		POL 234
<i>International Politics</i>	<i>Comparative Political Systems</i>	POL 251
POL 239	POL 235	POL 257
POL 273	POL 236	POL 258
POL 274	POL 237	POL 357
POL 275	POL 238	POL 358
POL 387	POL 240	
POL 388	POL 332	

- d. Each major is required to participate in at least one Seminar (POL 400, 401, 402, 403). In unusual cases students may, with prior departmental permission, substitute independent study for a Seminar.

Upper-level Political Science courses *all* require either POL 101 or 102 or the permission of the instructor.

In special cases the requirement of POL 101 may be waived if the student successfully completes an examination administered by the Department. Students with appropriate prior experience may, in special cases, be granted credit for one or more of the internship courses (POL 353, 354, 355). In rare cases the Department may also grant credit for other Political Science courses. Students who wish to obtain the POL 101 waiver or receive credit for other departmental courses should petition the Department through its Chairman.

The Political Science Department offers students an opportunity to pursue a concentration in World Affairs by selecting interdisciplinary courses from a recommended list. See Dr. Peirce for details.

Political Science majors are encouraged to take advantage of a variety of internship opportunities as part of their program. Internships may be taken for three credits on a pass-fail basis or for six credits on a letter-grade basis.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

COURSE DESCRIPTIONS

POL 101 Introduction to American Government

Staff

The political institutions, processes, behavior, and problems of government in the United States are considered. The national government is emphasized. The constitution, Supreme Court, Congress, Presidency, political parties, public opinion, and interest groups are studied.

Three credit hours

POL 102 Man and Politics

Staff

This course introduces the student to modern political analysis. It centers on basic questions in the study of political behavior: how people learn about politics, what kind of political system they adopt and support, who does and who does not participate in politics, how political conflict is expressed and resolved in various societies. The course aims at familiarizing the student with major approaches or methods which political scientists have found helpful for understanding real political behavior.

Three credit hours

POL 103 Government and Politics of Maine

Staff

This course concerns Maine State Government, including legislative, executive and judicial programs and powers as exercised within the system of Maine values, political parties, and interest groups. Up-to-date texts authored by Political Science faculty of the University and guest lecturers involved in the Maine government and political process will be used. Open to Political Science majors and as an elective of special interest to the student who has an interest in the programs and politics of the State of Maine.

Three credit hours

POL 104 Introduction to International Relations

Peirce

Examination of the relationships of nations in their efforts to deal with each other from differing political, economic and cultural bases.

POL 210 Power and Change in American Society

Fisher

This is an interdisciplinary course which examines groups in the United States who hold and wield power and groups who are powerless. Functional and dysfunctional aspects of the political, economic, and social systems are considered. Attempts at intervention to change the systems are examined through selected case studies.

Three credit hours

POL 213 Comparative State Political Systems

Coogan

An examination of the formal and informal processes through which choices are made by the States. Topics will include local and regional political cultures, incentives of political elites, constitutions, legislatures, governors, bureaucracies and courts. Prerequisite: POL 101, 102, or 103

Three credit hours

POL 233 The American City

Fisher

The city in American political life; types of municipal governments; developments in intergovernmental relations; metropolitan area problems; the future of the city. Students will participate in a task force on a selected urban program. Prerequisite: POL 101 or 102.

Three credit hours

POL 234 Municipal Administration

Fisher

The management, financial control, and administration of modern American cities, with emphasis on administration of personnel and finance, the city plan, and line functions: public safety, transportation, health, welfare, and housing. Prerequisite: POL 233 and consent of the instructor.

Three credit hours

POL 235 Democratic Governments of Europe

Roberts, Woshinsky

An introduction to the parliamentary system, through a study of the governmental operations and politics of Britain, France, and the Federal Republic of Germany. Other topics covered: the Common Market and prospects for European integration; relationship of democratic Europe with Communist Europe. Prerequisite: POL 101 or 102.

Three credit hours

POL 236 Communist Governments

Roberts

A survey of existing communist social systems is offered. The following topics will be considered: variation in political parties and state systems, the problem of nationalism, economic management, and cultural policy. Special attention will be given to a comparative survey of current communist ideology and the question of the "socialist commonwealth." Prerequisite: POL 101 or 102. (Not offered in 1975-76)

Three credit hours

POL 237 The Politics of the Soviet Union

Roberts

An introduction to the USSR: Russian and Soviet political history; Marxism-Leninism; the party and state structures; the socialist economy; the impact of the regime on the individual. (Not offered in 1975-76) Three credit hours

POL 238 Canadian Government and Politics

Woshinsky

An introduction to political life in Canada. Primary topics to be covered in the course: Canadian political culture, voting behavior, the parliamentary system, federalism, political parties, and interest groups. The place of Quebec and French-speaking Canadians within the Canadian political system will be given special emphasis. Prerequisite: POL 101 or 102. Three credit hours

POL 239 Soviet Foreign Policy

Roberts

A survey of Soviet Foreign policy as a continuation of Tsarist policies; as a world movement; the Comintern and the popular Front. Impact of World War II: the emergence of the USSR as a superpower. Post-Stalin modifications. Case studies in contemporary foreign problems, including relations with the Communist world. (Not offered in 1975-76) Three credit hours

POL 240 The Politics of Developing Nations

Temple

An examination of the thrust towards modernization in the "third world." Economic development, relationships with the world community, the role of the military, and various theories about the nature of the relationship between the "third world" and the communist and non-communist industrial worlds are considered. POL 101 or 102 are recommended. Three credit hours

POL 251 Public Administration

Coogon

An examination of national, state, and local bureaucracies, including their processes of decision making, communications, leadership, internal and external political relationships. A continuing question will be, "How can those institutions be made responsive to the public?" Prerequisite: POL 101. Three credit hours

POL 257 Political Parties

Coogon

Development and present organization and operation of the American party system. Nature and function of major and minor parties, sectionalism, nominating system, presidential and congressional elections, the electorate, finance, interest groups. Prerequisites: POL 101 and 102. Three credit hours

POL 258 Public Opinion

Coogon

The role of public opinion in the American political system; definition and measurement; sociological and psychological influences; mass media; linkages to government; the role of public opinion in other nations. Prerequisite: POL 102 Three credit hours

POL 274 Current International Problems

Peirce

An analysis of contemporary world problems with emphasis on the interdependence of nations versus their viability as individual nation states.

Three credit hours

POL 275 United States Foreign Policy

Peirce

A detailed evaluation of U.S. foreign policy focusing on such topics as: identification of U.S. policy; governmental agencies and personalities in the formulation and implementation of policy; the role of non-governmental influences. The course is designed to evaluate current policy goals and practices within the context of long-range goals. Three credit hours

POL 283 The American Judicial System

Maiman

The role of the judiciary in American politics, with emphasis on the United States Supreme Court. A series of case studies will cover such topics as economic regulation, civil rights, reapportionment, and war powers. Attention will also be given to the impact of judicial philosophies on decision-making. Prerequisite: POL 101. Three credit hours

POL 284 American Civil Liberties

Maiman

An analysis of judicial interpretations of Bill of Rights guarantees and their effects on political processes in the United States. Topics include church and state, freedom of speech and press, the rights of the accused and the convicted. Prerequisite: POL 283. Three credit hours

POL 289 Political and Social Thought I

Fisher

An intensive study of ancient political and social philosophies. A textual criticism of the works of Plato and Aristotle is emphasized. Prerequisite: junior or senior standing. Three credit hours

POL 290 Political and Social Thought II

Fisher

A study of selected political theories from Machiavelli to modern political philosophers. The basic approach is historical, but an attempt is made to relate theories of politics to the environments in which they developed. Prerequisite: junior or senior standing. Three credit hours

POL 292 American Political Thought

Maiman

An examination of American historical and contemporary thinking on a variety of political topics including equality, revolution, liberty, property, war, and individualism. Prerequisite: Consent of the instructor. Three credit hours

POL 302 Criminal Law

Staff

An examination of the articulation and application of criminal sanctions by agencies of the modern state. Special attention is given to the conflict between the "due process" and "crime control" models of the criminal process. Prerequisite: CJ 215. NOTE: This course may be applied toward the Political Science Department's 36-hour major requirement but may not be used to help satisfy the Department's distribution requirements.

POL 305 Comparative Judicial Behavior

Maiman

A cross-national study of the social and psychological determinants of judicial decision-making. The course will also focus on the social effects of judicial decisions. Prerequisite: Consent of the instructor. (Not offered in 1975-76) Three credit hours

POL 332 Comparative Political Behavior

Woshinsky

This course will introduce students to major approaches and concepts in comparative politics. Emphasis will be placed on using theoretical concepts to understand practical politics in a variety of nations (primarily those modern industrial states of Western Europe and North America). Major topics for study: public opinion, political parties, legislative behavior, bureaucracy. Prerequisite: POL 235 or 236, or permission of the instructor. Three credit hours

POL 353 Municipal Internship

Fisher

Provision may be made to gain professional experience in a local government. The course is open only to selected students. Readings and research reports are required. Three to six credit hours

POL 354 State Internship

Staff

Provision may be made to gain professional experience in a department or agency of state government. The course is open to selected students. Readings and research reports are required. The state government internship is available under the Maine State Government Internship Program. Three to six credit hours

POL 355 Congressional Internship

Staff

A first-hand study of the national legislative process and the function of the legislator. The student will be assigned to the staff of a Congressman or Senator in Washington, D.C., from about February 1 until the end of June. Readings and reports are required in addition to the staff work. Open to juniors on a competitive basis. Rules announced publicly each fall semester. Six credit hours

POL 357 The American Presidency

Maiman, Peirce

This course examines the development of the modern presidency; the scope and exercise of presidential decision-making in domestic and foreign policy; and standards for assessing presidential "performance." Prerequisite: POL 101.

Three credit hours

POL 358 The American Congress

Woshinsky

The role of the national legislature in American politics is considered. The course undertakes a study of the men who reach Congress, the internal norms and procedures within Congress, and the effects of these procedures on national decision-making. Among topics covered are the committee system, leadership patterns in the Senate and the House, the public's influence on Congress, Congress and the Presidency, and Congressional policymaking in selected areas. Prerequisite: POL 101 or 102 .

Three credit hours

POL 387 International Law

Peirce

An analysis from the political perspective of the sources, limitations and institutions of international law as they relate to the search for peace and world order. (Offered in alternate Fall semesters beginning in Fall 1974).

Three credit hours

POL 388 International Organization

Peirce

An analysis of the approaches to the problems of peace, economic and social justice at the international level. Emphasis on the United Nations system and its specialized agencies. (Offered in alternate Spring semesters beginning in Spring 1975.)

Three credit hours

POL 395 Independent Study I

Staff

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty.

Three to six credit hours

POL 396 Independent Study II

Staff

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty.

Three to six credit hours

POL 397 Independent Study III

Staff

A concentrated program of research or study on a particular subject of the student's selection. The topic will be chosen with the advice and under the direction of a faculty member. Admission by permission of the political science faculty.

Three to six credit hours

POL 400 Seminar in American Politics

Coogon

A seminar focusing on some aspect of politics in small town and rural environments. Prerequisite: Consent of the Instructor. (Not offered in 1975-76)

Three credit hours

POL 401 Seminar in International Affairs

Peirce

A seminar which focuses on some aspect of international politics. Prerequisite: Consent of the instructor.

Three credit hours

POL 402 Seminar in Comparative Politics

Roberts

A study of some aspects of comparative political institutions and behavior. Prerequisite: Consent of the instructor.

Three credit hours

POL 403 Seminar in Judicial Process

Maiman

A seminar focusing on some aspect of judicial processes and behavior. Prerequisite: Consent of the instructor. (Not offered in 1975-76)

Three credit hours

POL 404 Seminar in American Politics

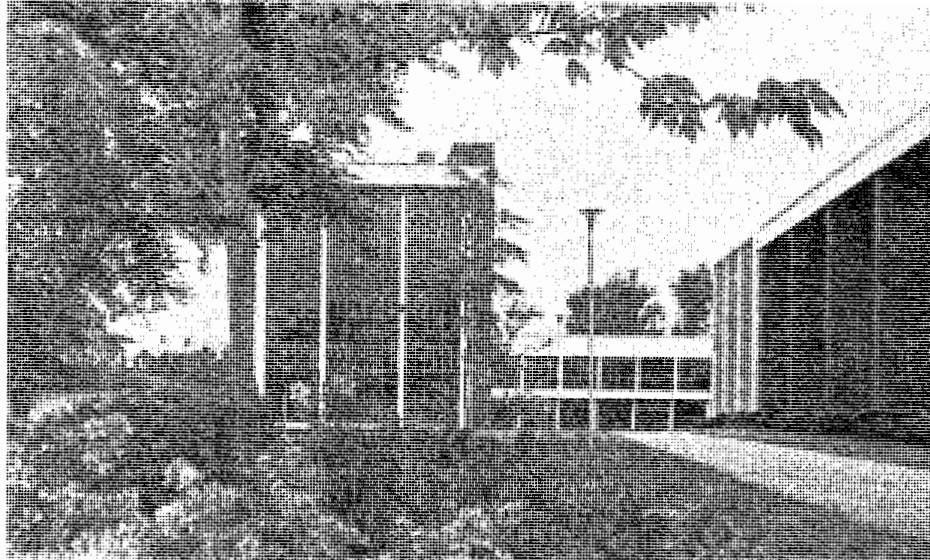
Fisher

A study of some aspect of American political institutions and behavior. Prerequisite: Consent of the instructor. Three credit hours

POL 501 Seminar in the Politics of Education

Coogan

This seminar will explore the neglected literature on what has been thought of as the "non-political" branch of government. The organization and cultural environment of education will be examined critically. An attempt will be made to apply the analytical tools of political science to the study of educational decisions made by the community, its school board and administrators. The course will attempt to bring empirical knowledge to bear on the issues of community control of the schools, innovation, teacher militancy, racial and cultural problems, accountability, academic freedom and inequality in the distribution of educational rewards and resources. A basic objective of the course will be to familiarize students with the tools of educational and political research. (Open to graduate students only.) (Not offered in 1975-76) Three credit hours



Psychology

Professors Bishop, Paradise, Saldanha (Chairman); Associate Professors Hearn, Sanborn; Assistant Professors Gayton, Sytsma.

The Department of Psychology offers a four-year program for students majoring in psychology. It also includes courses for students majoring in allied fields as well as for students wishing an orientation to the field of psychology as part of their general education. Courses are designed to create an awareness of the fundamental principles of psychology, psychological research, and the means by which psychological knowledge is acquired. The emphasis is upon the scientific inquiry into basic phenomena and principles of behavior, not upon the development of professional skills.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

The minimum requirement for a major in psychology is 40 hours which must include the following:

		Credit Hours
PSY 101 and 102	General Psychology (3 credits each semester) to be taken as a two-semester sequence	6
PSY 201	Statistics in Psychology	3
PSY 205	Experimental Methodology	3
PSY 233	Child Development	3
PSY 330	Social Psychology	3
PSY 333	Psychopathology	3
PSY 350	Psychology of Learning	4
PSY 361	Sensation and Perception	4
PSY 365	Physiological Psychology	3
PSY 371	History and Systems	3
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PSY 101 and 102 are prerequisites for all additional psychology courses.

Other courses offered by the department can be taken as electives to complete the major.

NOTE: These requirements are for students who are beginning their junior year in psychology in 1975-76. The requirements for students who are in their senior year should be discussed with their advisor.

Psychology 101 and 102 should be elected no later than the sophomore year by students who plan to major in psychology. All majors are required to elect PSY 201 and PSY 205 no later than their junior year. PSY 201 may be taken concurrently with PSY 102. No grade of D will count toward fulfillment of the major.

The department recommends that the students who wish to take a more extensive program or who plan to enter graduate school elect, in consultation with their major advisor, further courses in psychology and also include in their programs study in related fields, such as mathematics, biology, philosophy, sociology, anthropology, and computer programming.

COURSE DESCRIPTIONS

PSY 101 General Psychology I

Paradise, Saldanha

An introduction to the study of behavior as a natural science. Among the topics covered are: method of inquiry, physiological foundations of behavior, sensation and perception, motivation and emotion, learning and thinking. This course is a prerequisite for all courses in the department.

Three credit hours

PSY 102 General Psychology II

Paradise, Saldanha

A continuation of Psychology 101. It deals with complex psychological processes such as ability testing, personality, conflict, behavior disorders and therapy, and social and industrial behavior. Prerequisite: PSY 101.

Three credit hours

PSY 201 Statistics in Psychology

Hearns

A general introduction to the techniques of descriptive, predictive, and inferential statistics. Emphasis is placed on measures of central tendency and variability, correlation, hypothesis testing, and simple analysis of variance. Prerequisites: PSY 101 and MS 140 or permission of the instructor.

Three credit hours

PSY 205 Experimental Methodology

Hearns

Emphasis on the principles, methods, and techniques of experimental psychology. Applications of general methodology and specific techniques to the design of experiments in behavioral research. Classroom exercises provide experience in experimental design. Prerequisite: PSY 201.

Three credit hours

PSY 223 Child Development

Gayton

A systematic study of the behavior and psychological development of children during infancy, preschool and school-age periods. Analysis of the genetic, prenatal, and postnatal influences on the physical, cognitive, and personality development. Implications of the research for practical application in dealing with children. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 224 Adolescent Development

Sanborn

A systematic study of the behavioral and psychological development of the adolescent. The adolescent personality and problems of adjustment in relation to the family, the school and the community. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 232 Psychology of Adjustment

Sanborn

A study of the development of personality patterns, modes of behavior, life styles, and coping mechanisms considered normal in this society. Consideration of their value to individual functioning. Prerequisites: PSY 101 and 102. NOTE: This course does not count toward major credit.

Three credit hours

PSY 235 Psychology of Women

Sanborn

Psychology of women and psychological literature relevant to men and women. Some topics include physiological and personality differences between the sexes, sex role development, role conflict, women and traditional therapy. NOTE: This course does not count toward major credit. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 311 Industrial Psychology

Hearns

Critical treatment of research methods in personnel selection and evaluation and current theories of individual behavior in complex organizations such as government and business. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 320 Psychology of Personality

Gayton

Consideration of current issues and findings in personality. Personality development. Current research in such areas as socialization, aggression, identification, values, morality, anxiety. Relates basic principles of perception, motivation, and learning to personality theory. Prerequisites: PSY 101-102.

Three credit hours

PSY 330 Social Psychology

Bishop

The psychological principles which enter into the social behavior of the individual. Areas of consideration include perception, communication, attitude formation, interpersonal attraction, and group behavior. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 333 Psychopathology

Bishop

The etiology, development, and manifestation of the major forms of mental illness with particular emphasis upon the neuroses and psychoses. Psychological, social, and biological factors which contribute to maladjustment are examined. Prerequisites: PSY 101 and 102 with a grade of C or better.

Three credit hours

PSY 335 Deviations of Childhood

Bishop, Gayton

Intensive readings and discussion of the etiology and manifestation of deviant patterns of behavior and functioning in children. Problems relating to the identification and management of such deviations are considered. Prerequisites: PSY 223 or permission of the instructor.

Three credit hours

PSY 338 Theories of Personality

Bishop

A survey of the major contemporary approaches to the study of personality. Different theories are compared, their impact upon current thinking evaluated, and their research contributions assessed. Prerequisites: PSY 101 and 102 with a grade of C or better.

Three credit hours

PSY 340 Behavior Modification

Sytsma

An introduction to the principles of operant conditioning with emphasis on the application of operant techniques in educational, correctional, and therapeutic situations. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 343 Psychological Test Theory

Bishop

The theoretical and statistical concepts underlying the development of various psychological tests. Individual and group tests of intelligence, personality, aptitude, and interest are examined and evaluated in terms of these concepts. Uses and abuses of psychological tests are considered. Prerequisite: PSY 201.

Three credit hours

PSY 350 Psychology of Learning

Sytsma

Experimental findings on the fundamental principles that underlie the acquisition and retention of new behavior. Laboratory experience with techniques in the study of learning in animals and humans. Prerequisites: PSY 205 and 201.

Four credit hours

PSY 351 Psychology of Motivation

Sytsma

A survey of theory, research methods, and experimental findings related to the search for the determinants of human and animal behavior. The course requires a research paper on a topic of interest to the student, and the planning of an experiment growing out of that interest. Laboratory. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 355 Research in Personality

Goyton

Examination of current research in personality. Intensive experience in designing, executing, reporting and evaluating research in personality. This will include a research project. Prerequisite: PSY 320 or permission of instructor.

Four credit hours

PSY 360 Cognitive Processes

Paradise

Experimental findings and theoretical analyses of the acquisition, retention, and transfer of verbal behavior and a critical survey of theories and research on such topics as problem solving, creative thinking, reasoning, concept formation, decision making, thought and language, and related topics. Prerequisites: PSY 101 and 102.

Three credit hours

PSY 361 Sensation and Perception**Hearns**

An examination of perceptual processes in selected sensory systems. Emphasis on experimental methodology, research findings, and theoretical interpretations. Prerequisites: PSY 201 and 205. Four credit hours

PSY 365 Physiological Psychology**Sytsma**

Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous system functioning and behavior. Physiological analysis of sensory function, motivation, and learning. Prerequisites: BIO 101 and BIO 111, PSY 101, 102. Three credit hours

PSY 366 Comparative Psychology**Sytsma**

A survey of the principles and concepts of biological psychology. Understanding the physiological basis and species-typical behaviors, learning, and motivation, from a comparative approach. Prerequisites: PSY 101 and 102 and BIO 101 or BIO 111. Three credit hours

PSY 370 Engineering Psychology**Hearns**

Behavior of individuals operating equipment; effects of control and display design, legibility, and physical dimensions; principles of error reduction and application to military, aerospace, and industrial areas. Prerequisites: PSY 101 and 102. Three credit hours

PSY 371 History and Systems of Psychology**Saldanha**

A survey of the history of psychological thought from its beginnings in Greek philosophy to modern times. Special attention will be given to the influence of philosophy and natural science on the development of contemporary psychology. The course concludes with a survey of the major systems. Prerequisites: PSY 101 and 102. Three credit hours

PSY 390 Selected Topics in Psychology**Staff**

A critical in-depth investigation of one of various topics and issues in different areas of psychology (e.g. experimental, social, clinical, child-developmental, etc.). Each student is expected to complete a research project on the topic for the semester. Consult the Psychology Department for topics offered. Prerequisites: PSY 201, 205, and permission of the instructor. Three credit hours

PSY 400 Research in Psychology I**Staff**

This course is open to qualified majors in psychology who wish to engage in independent readings on selected topics or conduct research projects. With permission of departmental chairman. Three credit hours

PSY 401 Research in Psychology II**Staff**

This course is open to qualified majors in psychology who wish to engage in independent readings on selected topics or conduct research projects. With permission of departmental chairman. (Fall and Spring) Three credit hours

PSY 490 Senior Seminar in Psychology**Staff**

A seminar designed to bring together and synthesize the previous courses in the major sequence. Open only to qualified seniors and by permission of the instructor. Three credit hours

PSY 521 Individual Psychological Testing**Bishop**

Intensive training in the administrations, scoring, and interpretation of the Stanford Binet form L-M and Wechsler Intelligence Scales. Prerequisites: PSY 201 and 343 each with a grade of C or better and permission of the instructor. Open to graduate students only. Four credit hours

PSY 522 Psychological Assessment of Children**Bishop**

Intensive training in the use of psychological tests (e.g., WISC, WRAT, Bender) in the assessment of childhood deviations with particular emphasis upon interpretation of test results. Prerequisites: Open to graduate students only. PSY 521 and permission of the instructor. Rec 2, Lab 4. Four credit hours

Social Welfare

Professor Romanyshyn (Chairman); Associate Professor Steinman; Assistant Professors Finkelhor, Ladley (on leave, 1975-76), Kreisler; Visiting Lecturers B. Rich, J. Benoit.

The major in Social Welfare consists of an inter-disciplinary course of study which includes at least 15 hours of social sciences and humanities to be individually elected by the student and planned with the adviser. The program leads to a B.A. degree in Social Welfare.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

REQUIRED COURSES

		<i>Credit Hours</i>
SWE 101	Introduction to the Human Services I	3
SWE 252 and 253	Methods of Social Work Practice I & II	6
SWE 254 and 255	Community Laboratory in Social Welfare I & II	VAR (minimum 10)
SWE 350	Social Problems and Social Welfare Policy	3
SWE 351	Human Services and the Consumer	3
SWE 370	Human Development and Social Welfare	3
SWE 455	Social Welfare Research	3
SWE 456	Issues in Social Welfare and Social Work	3
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NOTE: Students must have a minimum of 10 hours of credit in SWE 254 and 255, combined. The requirements for students who began their major prior to 1974-75 should be discussed with their advisors.

COURSE DESCRIPTIONS

SWE 101 Introduction to the Human Services I Staff

An orientation to careers in the human services and an introduction to the organization and functions of community agencies and programs, through lecture, discussion, and volunteer experiences. Three credit hours

SWE 102 Introduction to the Human Services II Staff

A continuation of SWE 101. (Not offered in 1975-76) Three credit hours

SWE 252 Methods of Social Work Practice I Benoit, Steinman

An introduction to concepts and beginning skills for intervening with individuals, families, groups, neighborhoods, organizations, or communities with the goal of producing some level of social change consistent with the aspirations of both the system to be changed and the intervenor. Emphasizes theories of human and community development. Must be taken concurrently with SWE 254. Three credit hours

SWE 253 Methods of Social Work Practice II Benoit, Steinman

A continuation of SWE 252. Must be taken concurrently with SWE 255. Three credit hours

SWE 254 Community Laboratory I Finkelhor, Kreisler, Rich

For Social Welfare majors: a required internship in a neighborhood or rural setting, or in an agency placement, designed to provide an opportunity to relate social work theory to practice. Variable credits ranging from 2 through 8 per semester. Prerequisites: SWE 101 and 102; 252 and 253 (concurrent).

SWE 255 Community Laboratory II

A continuation of SWE 254.

Finkelhor, Kreisler, Rich

Variable credits

SWE 265 Women — Social Change

Ladley

Examines the ways our culture affects and is affected by women in the areas of physical and mental health throughout their lifespan, with specific emphasis on contemporary human services and how women are perceived. Prerequisite: SWE 101.

Three credit hours

SWE 299 Handicapped and Self-Concept

Kreisler, Davis

The purpose of this course is to sensitize students to the meaning of being handicapped. Primary learning experiences are experiential, as, for example, confinement to a wheelchair for one day on campus, being mute for a day, being blind for a class session, etc.

Three credit hours

SWE 350 Social Problems and Social Welfare Policy

Romanyshyn

A critical examination of social welfare institutions, the social problems and social needs to which they are addressed, and the policy decisions which determine the organization and direction of social welfare programs. Prerequisite: SWE 101.

Three credit hours

SWE 351 Human Services and the Consumer

Steinman

Study and critical evaluation of the bureaucracies, professions, and consumers of social work and other services. Prerequisite: SWE 350.

Three credit hours

SWE 352 Methods of Social Work Practice III

Staff TBA

An advanced course in social work theory and practice. Prerequisites: SWE 252 and 253.

Three credit hours

SWE 353 Methods of Social Work Practice IV

Staff TBA

A continuation of SWE 352.

Three credit hours

SWE 354 Community Laboratory III

Kreisler, Rich

An advanced field experience in human services. Prerequisites: SWE 254 and 255.

Credits: variable

SWE 355 Community Laboratory IV

Kreisler

A continuation of SWE 354.

Credits: variable

SWE 364 Comparative Social Welfare Systems

Romanyshyn

A study of social welfare programs in advanced industrial and in developing societies; in market and non-market economies and in democratic and authoritarian political systems. Prerequisite: SWE 350 or permission of instructor.

Three credit hours

SWE 365 Social Work with Minority Groups

Staff

An exploration of issues in social welfare policy and social work practice as they are related to the status of minority groups and their movement for self-determination. Prerequisites: SOC 371 and six hours of social welfare. (Not offered in 1975-76)

Three credit hours

SWE 370 Human Development and Social Welfare

Romanyshyn

A study of the implications of research and theory related to human development for social welfare policy and social work practice. Prerequisites: PSY 220 and at least six hours of social welfare courses.

Three credit hours

SWE 374 Aging and Social Policy: A Cross-Cultural View

Steinman

This course will examine the similarities and the differences in how both simple and complex societies treat the process of aging. With this perspective, the course will then look at the position of older Americans in relation to various social institutions and at the origin and implementation of social policies affecting them. Prerequisite: SWE 101 or permission of instructor.

Three credit hours

SWE 375 Developmental Services to the Aging

Steinman

A study of policy, administration, and implementation of human services to older people with a focus on a developmental view of aging. Prerequisite: SWE 101 or permission of instructor. SWE 374 recommended but not required. Three credit hours

SWE 380 Child Welfare

Staff

A study of the process of growing up under handicapping social conditions and the implications for social services and institutional change. Prerequisite: six hours of social welfare courses. Three credit hours

SWE 385 Self-Assessment

Finkelhor

This course will help students to understand how family and background have influenced their development and the formation of their own lifestyles, values, and career goals. Prerequisite: Permission of the instructor. Three credit hours

SWE 397 Department Projects

Romanyshyn, Staff

Individual or group projects, requiring independent study or field work in some aspect of social welfare, to be selected by students in consultation with faculty. Prerequisite: department permission. Three credit hours

SWE 455 Social Welfare Research

Staff

A study of the implications of social welfare research for social policy and social work practice. Prerequisite: at least six hours of social welfare courses. Three credit hours

SWE 456 Issues in Social Welfare and Social Work

Romanyshyn

Senior seminar for social welfare majors that seeks to integrate class and field experience. Open to others with permission only. Should be taken in students' final semester, if possible. Three credit hours

SPECIAL SOCIAL WELFARE DEPARTMENT PROGRAMS**1. Student Organization**

A social welfare student organization is a major vehicle for student participation in departmental affairs.

2. Programs and Activities

Social Welfare students and faculty are involved in a great many community service and social action projects. These are an integral part of our attempts to offer learning experiences which simultaneously contribute to the development of the students as well as service to the community. Over 150 students are involved in a variety of community projects. Among these are an annual conference on the handicapped, an annual spring festival for senior citizens, social action in the realm of women's issues and the field of gerontology, the development and operation of drop-in centers for youth, organizing workshops for training volunteers, etc.

A special project operated by the faculty and students is the High Street Resource Center. The purpose of the Center is to assist persons of the greater Portland community in obtaining suitable assistance concerning their problems, or in finding the correct agency within the area which can assist them.

In addition all students in the Department perform community services in a wide variety of community and social agencies. The Department relies on such agencies to provide appropriate learning experiences and service opportunities. These include 41 agencies, an updated list of which may be obtained from the Social Welfare Department.

Sociology

Professors Giguere, Lacognata, Monsen; Associate Professor Anspach (Chairman); Assistant Professors Fullam, Grzelkowski, Lehman.

The Department of Sociology offers a major in Arts and Sciences.

All students are reminded that, in addition to their meeting departmental requirements for a major leading to a baccalaureate degree, they must also meet the requirements of the school or college involved, as well as the University's General Education Requirements.

Junior and Senior sociology majors having completed nine hours of sociology credits and with a 3.0 cumulative GPA are eligible for nomination to Alpha Kappa Delta, the national sociology scholarship and honor society.

REQUIRED COURSES

The minimum requirement for a major in the department is 36 hours of sociology, which must include the following:

	<i>Credit Hours</i>
SOC 100 Introduction to Sociology	3
SOC 300 Sociological Theory	3
SOC 306 Methods of Social Research	4
SOC 307 Statistical Methods for Social Research	4
SOC 400 Theory Construction	3
SOC 401 Senior Seminar	3

In addition, each major is required to take at least one course from each of the following areas, plus two elective courses from within the Discipline:

SOC 310 — SOC 319 Social Processes	3
SOC 330 — SOC 339 Social Institutions	3
SOC 350 — SOC 369 Units of Social Life	3
SOC 370 — SOC 379 Social Problems	3

In addition to the 36 required hours of sociology, the sociology major must also take six hours above the introductory level in one of the following:

Anthropology	Mathematics
Biology	Philosophy
Criminal Justice	Political Science
Economics	Psychology
Geography	SCOGIS (Interdisciplinary Studies)
History	Social Welfare

COURSE DESCRIPTIONS

SOC 100 Introduction to Sociology Staff

The fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effect of group processes, social classes, stratification, and basic institutions on contemporary society. Three credit hours

SOC 200 Introduction to Social Problems Staff

The application of a sociological frame of reference to selected contemporary issues. Emphasis is placed on guiding the student toward a general understanding of why and how problems develop, how particular social groups are affected by them, and what is involved in dealing with them. Specific problems considered vary from term to term, and from section to section. Descriptions of current topics are available in the Sociology Department office. Students should consult these descriptions before registering for the course. The course may be taken only once for credit. Prerequisite: SOC 100. Three credit hours

SOC 215 Criminology Lehman

An analytical survey of the structure and operation of the American criminal justice system as an institution embedded in a social, political, economic, and cultural context, with emphasis upon the use of historical and comparative materials. (This course is also listed as CJ 215.) Prerequisite: SOC 100. Three credit hours

- SOC 300 Sociological Theory** Fullam
 A critical examination of the sociological theories of such people as Marx, Weber, and Durkheim; and contemporary theorists such as Parsons and Merton. Prerequisites: SOC 100 and two other SOC courses. Three credit hours
- SOC 305 Methods of Evaluation Research** Giguere
 An introduction to the field of methods of evaluation research: evaluation models, targets of evaluation, program objectives, social context of evaluation, research design, data collection, data analysis, and reporting results. Prerequisite: SOC 100. Three credit hours
- SOC 306 Methods of Social Research** Monsen
 Conceptualization and research design; data collection and analysis; logic of inquiry and research techniques. Includes one hour per week of laboratory exercises. Prerequisite: SOC 100. Four credit hours
- SOC 307 Statistical Methods for Social Research** Monsen
 Emphasis on the uses of statistics in the organization, interpretation, and presentation of research data. Measures of association and correlation; testing of hypotheses, probability and sampling. Includes one hour per week of laboratory exercises. Prerequisite: SOC 306. Four credit hours
- SOC 310 Social Change** Giguere
 Analysis of sociocultural factors related to social change and the dynamics of the change process. Prerequisite: SOC 100. Three credit hours
- SOC 311 Sociology of Adolescence** Anspach
 The social behavior of adolescents, the development of adolescent culture, and the involvement of adolescents in the various social systems and the class structure of society. Prerequisite: SOC 100. Three credit hours
- SOC 312 Social Stratification** Anspach
 Systematic analysis of social differentiation and evaluation. Theories of and research in the structure and function of class, caste, and ethnic stratification. Prerequisite: SOC 100. Three credit hours
- SOC 313 Human Ecology** Staff
 Spatial distribution of human beings and related activities and social processes; contemporary ecological problems. Prerequisite: SOC 100. Three credit hours
- SOC 314 Social Control** Staff
 Examination and comparison of major societal control mechanisms. Emphasis on institutions of social control and their role in establishing and maintaining social order. Prerequisite: SOC 100. Three credit hours
- SOC 315 Personality and Social Systems** Anspach
 A sociological examination of theories and research in some major areas relating personality and social systems; attitudes and behavior; socialization; social perception; a bureaucratic structure and personality; etc. Emphasis on issues involved in relating two theoretical levels of analysis. Prerequisite: SOC 100. Three credit hours
- SOC 316 Sociology of Sex Roles** Staff
 An examination of sex roles in a socio-political and cultural context focusing on the sexual division of labor in American Society. Prerequisite: SOC 100. Three credit hours
- SOC 330 Sociology of the Family** Anspach, Giguere
 A sociological approach to the study of the family, including the structure of social relationships, the modern American family as a social institution, the cultural background of the family, and the impact of social change. Prerequisite: SOC 101. Three credit hours

SOC 331 Sociology of Education

Lacognata

A study of theory and research on the educational institution, with emphasis upon the multiple and changing functions of the formal education in industrial societies. Prerequisite: SOC 100. Three credit hours

SOC 332 Industrial Sociology

Staff

Social factors involved in the development of industry; social consequences of technological change; social organization within industry; problems encountered within the social structure(s) of industry. Prerequisite: SOC 100. Three credit hours

SOC 333 Sociology of Medicine

Staff

Attention is given to the relationship between sociocultural factors and the occurrence of disease and the social systems which are developed in the treatment and prevention thereof. Prerequisite: SOC 100. Three credit hours

SOC 334 Sociology of Religion

Fullam

Religion as a social institution. Attention is given to the social correlates of religion and the functions of religion in society. Prerequisite: SOC 100. Three credit hours

SOC 335 The Sociology of Prisons

Lehman

An examination of American prisons focusing on techniques of social control in relation to social structure, mediation of social conflict, and problems of crime. Prerequisite: SOC 100. Three credit hours

SOC 336 Sociology of Law

Lehman

An examination of the interrelationships between law and society, focusing on law, custom, and morality as well as law in relation to social goals. Specific examples of how law functions in the context of the social structure will be used to highlight the major theoretical models used traditionally in this area. Prerequisite: SOC 100. Three credit hours

SOC 350 Sociology of Urban Life

Giguere, Grzelkowski

A descriptive and analytical approach to the study of city life. Emphasis is placed on environment, social organization, the ecological processes, population areas, housing, and maladjustment. Prerequisite: SOC 100. Three credit hours

SOC 352 Population Dynamics

Giguere, Lacognata

The dynamics of population change in size, composition and distribution by means of fertility, mortality, and migration within the context of the physical, social and cultural environments. Prerequisite: SOC 100. Three credit hours

SOC 353 Collective Behavior and Social Movements

Grzelkowski

Unstructured social behavior, e.g. crowds, mobs, riots. The rise and development of social movements emphasizing structuring and institutionalization. Prerequisite: SOC 100. Three credit hours

SOC 354 Small Group Analysis

Staff

Communication and interaction patterns within small groups are identified and analyzed. Course involves observation of and participation in such interaction. Prerequisite: SOC 100. Three credit hours

SOC 355 Social Structure and Politics

Monsen

The sociological analysis of politics with a cross-national emphasis, including the social basis of mass political behavior. Conceptual focus will be around consensus and conflict, bureaucratization and the institutionalization of interest groups, social movements, and political parties. Prerequisite: SOC 100. Three credit hours

SOC 356 Social Organization

Staff

An examination of selected institutions in modern society; analysis of social roles, processes, and structures within typical organized groups, such as industrial, military, religious, and fraternal organizations; discussion of bureaucracy, decision-making, social conflict; the implications of cultural and technological change. Prerequisite: SOC 100. Three credit hours

SOC 357 Bureaucracy in Modern Society

Grzelkowski

Examination of the nature and types of formal organizations, the relationships between them and the larger social context of which they are a part, and their internal structure. The course normally involves a student research project. Prerequisite: SOC 100. Three credit hours

SOC 358 Sociology of Rural Life

Stoff

Significance of rural society in American culture. The impact of forces of change, including population movement. The significance of changes in the institutions of family, religion, education, and stratification. Prerequisite: SOC 100. Three credit hours

SOC 361 Sociology of Franco-Americans

Giguere

Description and analysis of the development and present state of the culture, institutions and social structure of Americans of French-Canadian descent in the United States. Prerequisite: SOC 100. Three credit hours

SOC 371 Race and Culture Conflict

Fullam

Analysis of factors involved in group conflict, with emphasis on minority groups in culture-conflict situations. Prerequisite: SOC 100. Three credit hours

SOC 372 Juvenile Delinquency

Lehmon

The problem of adolescents in modern society. Discontinuities of teenage roles; influence of various subcultures on patterns of behavior. Prerequisite: SOC 100. Three credit hours

SOC 374 Sociology of Mental Health and Mental Illness

Anspach

An examination of theory and research in the mental health field. Particular attention on the influence of culture on the definition of illnesses, the relationship between social factors and illness, and the social context of treatment. Prerequisite: SOC 100. Three credit hours

SOC 375 Social Disorganization

Fullam

The origin and causes of socially disapproved behavior. Ways in which society interprets and copes with the deviant. Study of the major forms of social disorganization; specific social problems are considered, such as suicide, crime, drug addiction, alcoholism, prostitution, mental illness, divorce, group conflict. Prerequisite: SOC 100. Three credit hours

SOC 380 Seminar in Social Thought

Lacognata

Analyses of contemporary social issues, ideas, and attitudes characterizing American society. Independent library research projects to be emphasized in concert with seminar dialogues. Prerequisites: Juniors and Seniors only and permission of instructor. Three credit hours

SOC 397 Department Projects I

Staff

Independent reading and/or research for juniors and seniors. Apply to department chairman. Prerequisite: 15 hours in sociology. Two or three credit hours

SOC 398 Department Projects II

Staff

Continuation of independent reading and/or research for juniors and seniors. Apply to department chairman. Prerequisite: SOC 397 Two or three credit hours

SOC 400 Theory Construction

Monsen

The vocabulary and logic of theory construction; from assumptions and isolated propositions to systematized theory. The course aims at enabling the student to understand the utility of theory and its relevance for empirical research. Prerequisite: Senior standing in sociology. Three credit hours

SOC 401 Senior Seminar

Staff

Focusing on synthesis, the seminar is meant to provide the sociology major with an overall view of his discipline and its perspective as well as an opportunity to consider current issues and the future of sociology. Prerequisite: Senior standing in sociology. Three credit hours



Theatre

Associate Professors Duclos, Power, Rootes, Steele (Chairman), Stump

Undergraduates desiring to major in Theatre/Communication may do so in either the Bachelor of Arts program of the College of Arts and Sciences, or under programs leading to the degree of Bachelor of Science in the School of Education. All students are reminded that, in addition to meeting departmental requirements for a major, they must also meet the University's General Education Requirements.

Students desiring a concentration in Communication are referred to the catalog entry under the Communication Department for a description of Communication courses and Allied Areas for majors emphasizing Communication.

REQUIREMENTS FOR THEATRE/COMMUNICATION MAJORS IN THE COLLEGE OF ARTS AND SCIENCES

Theatre/Communication majors desiring a Bachelor of Arts degree are required to complete 36 hours of Theatre and/or Communication courses, which are to include THE 101 (Introduction to Theatre) or COM 102 (Introduction to Communication). At least 18 additional hours must be selected from courses designated THE and/or COM. To complete this major the remaining 15 hours or less may be selected from Allied Areas or from courses at the 200 level or above in any department, school or college, with the faculty adviser's permission. Students are reminded that prerequisites to courses in Allied Areas must be satisfied as prescribed by the appropriate Department, College or School.

REQUIREMENTS FOR THEATRE/COMMUNICATION MAJORS IN SECONDARY EDUCATION

Theatre/Communication majors desiring a secondary education credential are required to follow the above program in Theatre and Communication courses and specialized requirements in the School of Education where applicable.

REQUIREMENTS FOR MINORS

Theatre/Communication minors are required to complete 18 hours of courses designated THE and/or COM, to include THE 101 or COM 102.

ALLIED AREAS FOR MAJORS EMPHASIZING THEATRE

Course		Cr.	Prerequisites
ART			
ARTH 102	Film as Image and Idea	3	—
ARTS 141	Design I	3	—
ARTS 142	Design II	3	ARTS 141
ARTS 151	Drawing I	3	—
ARTS 152	Drawing II	3	ARTS 151
ARTS 363	Watercolor	3	Art core courses
DANCE			
DNCE 300	Contemporary Dance I	1	—
DNCE 301	Contemporary Dance II	1	DNCE 300
DNCE 302	Contemporary Dance III	1	DNCE 301
DNCE 303	Contemporary Dance IV	1	DNCE 302
ENGLISH			
ENG 242	Shakespeare I	3	—
ENG 243	Shakespeare II	3	ENG 242
ENG 246	British Drama to 1642	3	Permission
ENG 266	Restoration Drama	3	—
CPEN 372	Greek Epic, Tragedy, and Comedy	3	—
FOREIGN LANGUAGES AND CLASSICS			
CLS 252	The Tragic Hero in Ancient Literature	3	—
FRE 264	Avant-Garde Theatre in France	3	—
FRE 303	French Theatre in the 20th Century	3	FRE 231
HISTORY			
HIST 101	Western Civilization I	3	—
HIST 102	Western Civilization II	3	—
MUSIC			
MUS 100	Music Appreciation and History	3	—
MUS 202	Music in America	3	—
MUS 401	Gorham Chorale	1/2	—
MUS 403	A Cappella Choir	1/2	—
MUS 405	The Chamber Singers	1/2	—
MUS 142	Recital Class for Freshmen I	1/2	—
MUS 143	Recital Class for Freshmen II	1/2	MUS 142
MUS 242	Recital Class for Sophomores I	1/2	—
MUS 243	Recital Class for Sophomores II	1/2	MUS 242
MUS 342	Recital Class for Juniors I	1/2	—
MUS 443	Recital Class for Seniors II	1/2	—
PHILOSOPHY			
PLY 220	Aesthetics	3	PLY 100 level

Course**Cr. Prerequisites****EDUCATION**

EDU 310	Prep. of Classroom Instructional Materials	3	Lab fee \$7.50
EDU 311	Advanced Production of A-V Material	3	Lab fee \$7.50
EDU 449	Photography for Classroom Use	3	—

INDUSTRIAL ARTS

IA 210	Electronics Technology	—	—
IA 313	Electrical Construction	3	—
IA 130	Graphic Communication	3	—
IA 241	Graphic Arts Technology	3	—
IA 444	Photographic Reproduction	3	IA 342
IA 363	Wood Science	3	IA 260 or permission

**COURSE DESCRIPTIONS
THEATRE****THE 100 Research****Staff**

A lecture course designed to acquaint students with the sources and methods of scholarly research. Course will provide students with basic knowledge to carry out projects in secondary and primary research, from conception to execution. Research project required. Three credit hours

THE 101 Introduction to Drama**Staff**

A lecture-discussion course designed to provide students with a conception of the structural elements of dramatic literature. The course consists of a survey of Greek medieval, Elizabethan, French neo-classic, and 18th, 19th and 20th Century plays. Three credit hours

THE 120 Acting I: Fundamentals of Acting**Staff**

A course designed to introduce the student to basic skills of acting through the use of mime, improvisation, and role playing. Emphasis made on internal preparation for developing a role and on external techniques for projecting that role. Three credit hours

THE 130 Theatre Workshop I**Staff**

A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. One credit hour

THE 131 Theatre Workshop II**Staff**

A continuation of THE 130. Prerequisite: THE 130. One credit hour

THE 132 Theatre Workshop III**Staff**

A continuation of THE 131. Prerequisite: THE 131. One credit hour

THE 133 Theatre Workshop IV**Staff**

A continuation of THE 132. Prerequisite: THE 132. One credit hour

THE 134 Introduction to Theatre Production**Staff**

A basic course providing background and experience in play production including such topics as play analysis and selection as influenced by cast and faculty options, rehearsal schedules, blocking action and related stage business. Practicum required. Three credit hours

THE 135 Stage Craft**Staff**

A lecture-discussion-performance course in technical theatre encompassing scene design, stage craft, properties, and similar topics relevant to technical direction. Three credit hours

THE 170 Public Speaking

Staff

An introductory course in the fundamentals of public discourse. Primarily a lecture-performance course, students will learn the basics of informative, persuasive, and entertaining speaking, as well as the processes of problem-solving and informative discussion. Emphasis is upon conception, analysis, structure, and modes of proof.

Three credit hours

THE 220 Acting II: Voice for the Actor

Staff

Designed as a practicum course to develop the actor's voice allowing him to understand the vocal mechanism and the methods in which it can be used to create articulate speech projection and dialect. Prerequisite: THE 120.

Three credit hours

THE 274 Journalistic Drama Criticism

Steele

This course will provide the student with a comprehensive analysis of the role of the writing critic in Professional, Community, Educational, and Amateur Theatre. Stress will be placed upon the critic's options in making judgments and upon development of a workable writing style. A minimum of five plays will be seen from which reviews will be generated. Prerequisite: THE 134.

Three credit hours

THE 290 Oral Interpretation

Staff

A course in the assimilation and analysis of literary material (poetry, prose, drama), with emphasis on the techniques used in reading written material aloud to an audience. Designed to stimulate an understanding and responsiveness to literature and to develop the ability to convey to others, through oral reading, an appreciation of that literature.

Three credit hours

THE 320 Acting III: Contemporary Acting Methods

Staff

Designed to broaden the basic skills of the actor in achieving theatrical effectiveness through an individualized examination of the actor's problems with heavy emphasis placed upon contemporary techniques. Student will become acquainted with the principles established by Stanislavsky, Strasberg and Ball. Prerequisites: THE 120, THE 220.

Three credit hours

THE 330 Stage Lighting

Staff

Introduction to stage lighting design, elements of electricity, color, light sources, instrumentation, and control systems. Student will participate in lighting projects in practicum. Prerequisites: THE 134 and THE 135.

Three credit hours

THE 331 Scene Design

Raotes

Lecture and practicum in stage scenic design. Emphasis on the visual art and drafting of designs. Prerequisites: THE 134 and THE 135.

Three credit hours

THE 332 Fundamentals of Directing

Staff

Designed to train directors in theatrical organization and rehearsal techniques. Encompasses composition, picturization, movement and rhythm. Course involves both contemporary theory and practical application. Prerequisites: THE 101, 120, 134, 135, 220 and 320; Senior or Junior with permission.

Three credit hours

THE 335 Playwriting

Stump

A lecture-practicum course designed to acquaint the student with playwriting principles. Emphasis is placed on the one-act play form. Students will be required to complete a series of creative exercises culminating with writing of a one-act play. Prerequisites: THE 101 and THE 361 or 362 or 363.

Three credit hours

THE 340 History of the Theatre I

Staff

A study of the development of the drama, the physical theatre, and the modes of production from the ancient Greek period through to 1640.

Three credit hours

THE 341 History of the Theatre II

Staff

A study of the development of the drama, the physical theatre, and the modes of production from the Restoration to the present.

Three credit hours

THE 361 Late 19th Century Drama of the Western World

Staff

This course is designed to acquaint the theatre major and non-major with a broad range of dramatic literature of the early 19th century. Representative plays of Ibsen, Strindberg, Chekhov, Shaw, and others will be studied which exemplify the literary, social, political, and philosophical aspects of the age.

Prerequisites: THE 101 or 340 or 341.

Three credit hours

THE 362 20th Century Drama of the Western World

Staff

This course is designed to acquaint the theatre major and non-major with a broad range of dramatic literature of the 20th century. Representative plays of O'Neill, Odets, Anouilh, Brecht, Sartre, Wilder, Miller, Beckett, Osborne, Chayefsky, and others will be studied which exemplify the literary, social, political, and philosophical aspects of the age. Prerequisites: THE 101, 340, and 341.

Three credit hours

THE 363 Contemporary Avant-Garde Drama

Staff

This course is designed to acquaint the student of theatre with the new voices in contemporary dramatic literature. Focus is upon such playwrights as Beckett, Genet, Pinter, Albee, LeRoi Jones, and representative plays from "Off-Off Broadway" Theatre. Prerequisites: THE 101, 340 and 341.

Three credit hours

THE 390 Advanced Oral Interpretation

Staff

A continuation of THE 290.

Three credit hours

THE 433 Project I

Staff

Investigation of special topics, or execution of special projects which fall within the purview of theatre. Students may select an inter- or intra-departmental committee of three professors to approve, assist, and oversee the project. Prerequisites: Juniors and Seniors only; precise definition of project and unanimous permission of committee.

Three credit hours

THE 434 Project II

Staff

A continuation of THE 433.

Three credit hours

THE 450 Dramatic Theory

Staff

A study of the development of comedy and tragedy through readings in classic and modern criticism. Includes melodrama and farce, and the merging of all modes in the modern theatre. Consideration of leading philosophical theories and their bearings on the theatre. Prerequisites: THE 101, 340 and 341.

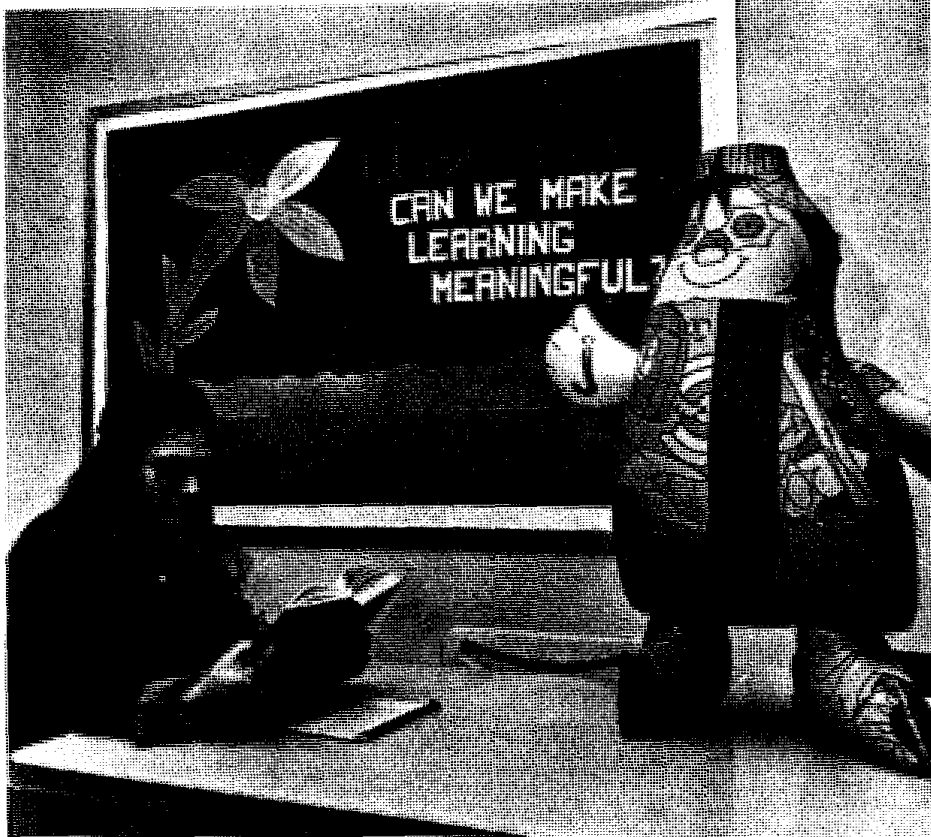
Three credit hours

THE 460 American Drama

Stump

A study of the drama in the United States. A brief history of early American Playwrights followed by a close study of major figures, with O'Neill as the center. Others: Maxwell, Anderson, Robert Sherwood, Tennessee Williams, Arthur Miller, and Edward Albee.

Three credit hours



College of Education

HARLAN A. PHILIPPI, Dean

Director, Pre-Professional Development Programs: Assistant Professor Bruce Allen

Director, Advanced Study Programs: Associate Professor George Hackett

Director, In-Service Programs: Assistant Professor Nye Bemis

Associate Director, Clinical Experiences: to be announced

Associate Director, Placement: Assistant Professor Nye Bemis

Associate Director, Research and Development: to be announced

Faculty, Pre-Professional Development Programs: Professors Berry, Neuberger, Rhodes, Soule; Associate Professors Carter, M. Costello, Faulkner, Fickett, Morrill, Slocum; Assistant Professors Allen, Colucci, Cuprak, Davis, Hudson, Lapointe, Lyons, D. Moore, W. Moore, Nannay, Pine, Whiteside, Zaner; Instructors Edwards, O. Rogers.

Faculty, Advanced Study Programs: Professors Cobb, Downey, Mitchell, Philippi, Southworth, Stearns; Associate Professors Chronister, Hackett, Malik, Milbury, O'Donnell, C. Smith, Walker, J. Whitten; Assistant Professors Bemis, Crosby, Hayes, Kaple, Littlefield, Massey, Morris.

BACCALAUREATE PROGRAMS IN TEACHER EDUCATION

The College of Education concerns itself with direct preparation of school teachers and with providing professional courses for students in any college of the University who wish to meet teacher certification requirements.

All curricula and programs require four years for completion. Upon graduation, the student receives the Bachelor of Science degree and the proper teaching certificate. The University prepares teachers in the following course programs:

Kindergarten-Primary, Elementary

The Kindergarten-Primary curriculum qualifies students to teach in kindergarten through grade eight, with emphasis on kindergarten through grade three. A detailed description of this program is provided on the following pages of this section of the catalog.

The Elementary curriculum qualifies graduates to teach grades kindergarten through eight with emphasis on grades four through six. A detailed description of this program is provided on the following pages of this section of the catalog.

Both Elementary Majors and Kindergarten-Primary Majors are required to complete a basic core of courses which meet the General Education Requirements and which are especially adapted to meet the general educational needs of teachers of children at the elementary or kindergarten-primary levels.

Secondary (7-12)

The Secondary curriculum qualifies graduates to teach grades seven through twelve in the fields of biology, economics, English, French, general science, history, mathematics, theatre/communication, and social studies. Specific pre-professional courses which students in the Secondary Curriculum must include in their 30-hour General Education core, together with a listing of required and limited-elective courses in the Professional Education Curriculum for Secondary Majors, are provided on the following pages of this section of the catalog. The academic major, minor, and area-concentration programs are provided by the appropriate departments of the College of Arts and Sciences, and descriptions of those programs will be found under the relevant departmental headings of that portion of the catalog devoted to the College of Arts and Sciences.

Secondary Education students with majors or minors in English, History, or the Social Sciences area must achieve at least six credits with grades of B or better in such majors or minors. No grades of D will count toward fulfillment of the major or minor requirements. No required course may be repeated more than once.

Art

Graduates of the program are qualified to teach or supervise art in all grades of the public schools. All information about the Art Education curriculum is provided under the Art Department heading in the section of the catalog dealing with the College of Arts and Sciences.

Music

The aim of the Music Education Program is to develop individual potential in the areas of musicianship and scholarship as well as to present the most recent trends in the field of music education. Upon satisfactory completion of the four-year program, graduates receive a Bachelor of Science degree with a major in Music Education and are certified by the State of Maine to teach music in grades one through twelve. The program qualifies graduates to teach or supervise all phases of vocal and instrumental music. All information about the Maine Education curriculum is provided under the Music Department heading in this section of the catalog dealing with the College of Arts and Sciences.

Industrial Arts

The Industrial Arts curriculum prepares teachers for the teaching of industrial arts in elementary and secondary schools. It is the only college program in the State of Maine in this specialized field. A detailed description of this program is provided on the following pages of this section of the catalog.

Vocational-Technical Education

This is a part-time evening and summer program leading to a B.S. degree with a major in Vocational-Technical Education or in Technology. A detailed description of this program is provided on the following pages of this section of the catalog.

PHYSICAL EDUCATION REQUIREMENTS FOR ALL EDUCATION MAJORS

Students in the College of Education are required to complete one year of Physical Education which may not be applied toward the General Education Requirements. A student may be excused from this requirement by the Dean of the College of Education on the basis of one or more of the following exemption criteria:

1. A student entitled to veteran's benefits.
2. A student who will be 30 years of age or over upon graduating.
3. A student who has a written medical excuse from the University Health Service.
4. A student enrolled in CED and not matriculated in the day program. However, if a student changes from CED status to day-college status, the Physical Education requirements must be completed unless other exemptions are applicable.
5. The Dean of the College may waive the Physical Education requirements for other reasons reflecting unusual circumstances.
6. Successful completion of a Physical Education proficiency examination.

A carbon copy of the letter exempting the student will be sent to the student, faculty adviser, and registrar.

Pass-Fail Option

An undergraduate in the College of Education may register for a total of 18 hours of pass-fail credits in addition to electing pass-fail credits for Student Teaching and the related seminar. Required courses in the Core Curriculum and the student's major may not be taken pass-fail; and only one course in the minor may be taken pass-fail.

Independent Study

Junior and Senior students may elect independent study in their major for one to six credits. Normally, no more than three credits may be earned in a semester.

The student submits to a faculty sponsor an independent study application which includes a detailed description of the proposed program of study. Approval by the appropriate director and the dean is required.

The approved independent study form is filed with the registrar during the registration period.

PROGRAMS FOR ELEMENTARY MAJORS AND KINDERGARTEN-PRIMARY MAJORS

Both Elementary Majors and Kindergarten-Primary Majors are required to complete the following basic core of courses which meet the General Education Requirements and which are especially adapted to meet the general educational needs of teachers of children at the elementary or kindergarten-primary levels.

Core Requirements for Elementary and Kindergarten-Primary Majors

<i>Basic Core:</i>		<i>Credit Hours</i>
Humanities	ENG 120—Introduction to Literature, or ENG 200—Topics in Literature, plus one course in a foreign language, Philosophy, English, Comparative Literature, or Classics.	6
Fine and Applied Arts	Any electives from Art (ARTH or ARTS prefixes), Music, Dance, Communication, or Theatre.	6
Science	Electives.	6
Mathematics	MS 131, MS 231, and MS 232. A Mathematics elective will be substituted if MS 131 is passed through a proficiency test.	9
Social Sciences	Electives from Anthropology, Political Science, Psychology, Sociology, History, Geography, Economics.	6
Interdisciplinary Courses	(Or any academic courses in addition to the major or minors)	6
Physical Education	The equivalent of one complete year (two semesters)	2
		41

Professional Education for Kindergarten-Primary and Elementary Education Majors

Each student in the Kindergarten-Primary or Elementary Education Program is required to complete a minimum of 37 credit hours in professional education, as follows:

EDU 150 and 151	Pre-Professional Experiences
EDU 200	Studies in Foundations of Education
*EDU 300 or 301	Curriculum
*EDU 302 or 303	Reading
*EDU 304 or 305	Teaching Mathematics
*EDU 308	Teaching Elementary Science
*EDPY 333	Children's Literature
EDU 336	Human Growth and Development
EDU 324	Student Teaching

* These education courses must be completed prior to student teaching.

Additional Requirements for Kindergarten-Primary and Elementary Education Majors

In addition to the general and professional requirements, each Kindergarten-Primary and Elementary Education Major is required to complete at least one approved major of 30 credits **OR** two approved minors of 18 credits each. At least one minor must be in an academic area, and the other minor may be either in an academic, education, or a physical education area.

Courses taken to meet the General Education requirements may also be included to meet the requirements for majors and minors.

Descriptions of the courses in the approved programs for 30-credit majors and 18 credit minors are located under the appropriate department headings of the College of Arts and Sciences, College of Education, or Division of Physical Education.

Approved programs:

College of Arts and Sciences

Majors:
English
History
Mathematics
Science
Social Science
Economics

Minors:
English
French
Geography
History
Mathematics
Music
Science
Social Science

College of Education

Major:
Language-Communications

Minors:
Language-Communications
Learning Disabilities

Division of Physical Education

Major:
None

Minor:
Physical Education
Leadership

Students should consult with an adviser when selecting courses to complete a major or minor.

Economics Minor

An academic minor in Economics may be fulfilled by completing the following courses.

Required Courses:

ECON 101 Principles of Economics I
ECON 102 Principles of Economics II
ECON 201 Current Economic Problems
ECON 350 Comparative Economic Systems
ECED 300 Economic Concepts and Resource Materials

Elective Courses:

6 hours of electives from any of the remaining Economics courses.

(NOTE: This is a 21-hour minor.)

English Major and Minor

An English major of 30 credits or a minor of 18 credits consists of courses elected from the English course offerings.

French Minor

A French minor consists of 12 credits above the FRE 200 level. (18 credits including Intermediate French I and II.)

Required Courses:

FRE 201 or 202 French Composition I, II
FRE 203 or 204 French Conversation I, II
FRE 231 Introduction to French Literature I

Elective Courses:

FRE 205 Phonetics
FRE 232 Introduction to French Literature II
FRE 401 or 402 Advanced French Grammar I, II

Students should also take the professional course FLED 301—The Teaching of Foreign Languages.

Geography Minor

A Geography minor consists of the following sequence of courses.

Required Courses:

GEOG 101 Principles of Geography

At least one course in regional geography from:

GEOG 201 World Geography

GEOG 310 Geography of Asia

GEOG 311 Geography of North America

Elective Courses:

12 hours of electives from any of the remaining Geography courses.

History Major and Minor

A History major of 30 credits or a minor of 18 credits consists of courses elected from the History course offerings.

Mathematics Major and Minor

A Mathematics major of 30 credits or a minor of 18 credits may be fulfilled by successfully completing the courses MS 131, MS 231, and MS 232. The remaining credits necessary to complete a program may be selected from courses which have MS code numbers of 120 or above.

Music Education Minor

The minor in Music Education is designed to provide an opportunity for students who demonstrate interest and ability to continue music studies beyond the high school level and to equip them to successfully implement music programs in the classrooms.

The minor in Music Education is comprised of the following courses:

		<i>Credit Hours</i>
MUS 100	Music History and Appreciation	3
	Music History Elective	3
MUS 130-131	Theory I and II	6
MUS 132-133	Solfeggio I and II	2
MUED 200	Music for the Classroom Teacher	3
MUED 322	Elementary Music Methods and Materials	3
	Ensembles	2
MUS 150-151	Applied Music	2
		<hr/> 24

The minor in Music Education Program requires a total of 24 hours.

Science Area Major and Minor

A Science Area major or minor consists of 30 hours or 18 hours respectively of courses elected from the following areas: Astronomy, Biology, Chemistry, Earth Science, Geology, Meteorology, Oceanography, Physics, Physical Science.

It is suggested that the students plan with their advisers a sequence of three introductory courses such as:

- (1) PSCI 110 Elements of Physical Science
- (2) GEOL 111 Physical Geology
- (3) BIO 101 Biological Principles

The additional courses should represent a variety of science areas and may be chosen from the following recommended electives:

ASTR 100 Astronomy

BIO 103 Biological Diversity

BIO 104 Survey of Animals and Plants

CHEM	111	General Chemistry I
CHEM	151	Environmental Chemistry
ESCI	200	Environmental Science
ESCI	202	Conservation
ASTR	210	Observational Astronomy
GEOL	112	Historical Geology
PSCI	310	History of Science
MET	100	Meteorology
OCN	100	Introduction to Oceanography
PHYS	100	Descriptive Physics
PHYS	111	Elements of Physics
ESCI	201	Natural Science

Social Science Major and Minor

A Social Science major of 30 credits and minor of 18 credits **consists of** courses selected from the following areas: History, Sociology, Political Science, Anthropology, Geography, and Economics. Psychology courses may not be included in the program.

Language Communications Major and Minor

Options

A. 30-hour concentration (major)

- (1) One course from each of the following sections.
- (2) Fifteen (15) hours of electives from any of the five sections that may include six hours of independent study.

B. 18-hour concentration (minor)

- (1) One course from the following Sections 1, 3, and 5.
- (2) Nine (9) hours of electives from any of the sections that may include three (3) hours of independent study.

Section No. 1

EDU 302 Primary Reading
EDU 303 Elementary Reading
EDU 306 Secondary Reading
EDU 321 Atypical Reading Patterns
EDU 322 Remedial Reading

Section No. 2

COM 102 Introduction to Communication
COM 171 Interpersonal Communication
COM 250 Small Group Communication
COM 272 Persuasion
COM 290 Organizational Communication
COM 370 Inter-Cultural Communication

Section No. 3

EDU 312 Teaching of Language Arts in the Elementary School
ENG 381 Modern Grammar
ENG 382 Introduction to Linguistics
EDU 368 Introduction to Speech Correction Methods

Section No. 4

ARTS 141 Design I
ARTS 151 Drawing I
EDU 310 Preparation of Classroom Materials
MUED 200 Music for the Classroom Teacher
MUS 211 Classroom Piano

Section No. 5

EDPY 331 Group Dynamics
THE 120 Acting I: Fundamentals of Acting
THE 170 Public Speaking
THE 220 Acting II: Voice for the Actor
THE 290 Oral Interpretation

Learning Disabilities Minor

A Learning Disabilities minor of 18 credit hours consists of the following sequence of courses:

	<i>Credit Hours</i>
Required:	
EDU 316 Introduction to Learning Disabilities	3
Electives:	
EDPE 308 Physical Education for the Atypical Child	3
EDU 321 Atypical Reading	3
EDU 363 Emotional Problems of the Exceptional Child	3
EDU 366 Practicum in Learning Disability Problems	3-6
EDU 367 Psycholinguistics	3
EDU 368 Introduction to Speech Correction	3

Physical Education Leadership Minor

A Physical Education minor of 18 credits may be completed by successfully completing the following required courses:

	<i>Credit Hours</i>
Required:	
EDPE 298 First Aid and Safety	2
EDPE 310 Human Growth and Development Lab	1
EDPE 304 Methods and Materials for Teaching Physical Education	3
EDPE 401 Practicum in Physical Education Leadership	3
	<hr/> 9

A minimum of 9 credits are to be successfully completed from the following courses:

	<i>Credit Hours</i>
Elective Courses:	
EDPE 216 Analysis of Human Movement	3
EDPE 306 Movement Education in the Elementary School	3
EDPE 309 Rhythms and Motor Activities	3
EDPE 300 Camp Leadership	3
EDPE 308 Physical Education for the Atypical Child	3
EDPE 398 Independent Study in Physical Education	1-3

ALTERNATIVE INTERN PROGRAMS

A full year teaching internship is a cooperative teacher education program for Kindergarten-Primary and Elementary Education Majors that the College of Education shares with participating school districts. Interns earn up to 36 academic credits while teaching in local schools for a full school year. In addition to being assigned to classroom teachers who help interns integrate theory and practice, the interns receive courses on-site taught by university and public school personnel.

Exchange programs with two colleges in England are also available. Students may elect to complete a semester of study, including student teaching, through this option.

Other General Requirements:

Students majoring in the Kindergarten-Primary or Elementary Education programs must achieve a grade point average of at least 2.5 in their professional educational requirements (EDU courses) prior to Student Teaching. No grades of D will count toward the fulfillment of the professional requirements.

Students must achieve a grade point average of 2.5 in their selected majors and/or minors. No more than one D will count toward fulfillment of the major and minor programs.

PROGRAMS IN SECONDARY EDUCATION

The secondary curriculum qualifies graduates to teach grades seven through twelve in the fields of biology, economics, English, French, general science, history mathematics, theatre/communication, and social studies. The academic major, minor, and area-concentration programs are provided by the appropriate departments of the College of Arts and Sciences, and descriptions of those programs will be found under the relevant departmental headings of that portion of the catalog devoted to the College of Arts and Sciences. The Social Science Area program is described in the subsection dealing with the Geography-Anthropology Department, and the Science Area program (including both physical and biological sciences) is described in the section dealing with Physical Sciences and Engineering.

Students in the College of Education may also obtain an academic major or minor in Economics, as described in this catalog in the section dealing with the School of Business and Economics.

General Education Requirements for Secondary Majors

As part of the 30-hour general education core required of all students, Secondary Majors must meet the following specific pre-professional requirements:

- A. A three-credit course in either ENG 120 Introduction to Literature or ENG 200 Topics in Literature.
- B. Three credit-hours in psychology.

Departmental courses in the student's major area may not be applied towards fulfillment of the general education core requirements.

Professional Education Curriculum for Secondary Majors

Students may elect one of two patterns to complete this part of their program.

PATTERN A

Professional Studies

		Credit Hours
EDU 150-151	Pre-Professional Experiences	4
EDU 200	Foundations of Education	3
EDU 333	Human Growth and Development	3
EDU 315	Methods of Teaching in the Secondary School or a Methods course in a specific discipline	3
EDU 324	Student Teaching	12
Total		25

PATTERN B

Professional Studies

		Credit Hours
EDU 150-151	Pre-Professional Experiences	4
EDU 200	Foundations of Education	3
EDU 333	Human Growth and Development	3
EDU 315	Methods of Teaching in the Secondary School or a Methods course in a specific discipline	3
EDU 324	Student Teaching	6

Plus three semester-hours of electives from the following:

EDU 150	Pre-Professional Field Experiences	
EDU 314	Introduction to Secondary Education	
EDU 306	Secondary Reading	
EDU 310	Preparation of Classroom Materials	
EDU 313	Maine School Law	
EDU 319	Measurement and Evaluation	
EDU 323	Independent Study in Education	
EDU 327	Seminar in Secondary Education	3
Total		22

COURSES IN EDUCATION

EDU 150-151 Pre-Professional Experiences

Staff

Required for all freshmen education majors, this two-semester course will be an exploratory opportunity designed to assist students in maximizing their educational experience and to look at their future options. Each student will be assigned to a committee for advising, resources and evaluation (C.A.R.E.). Such questions as "Do I really want to teach?" "Are there other options for education majors?" "How can I test out my potential—whether it is right for me—early enough to change direction?" will be explored. (Pass-Fail only.)

Two credit hours

EDU 152 Pre-Professional Field Experiences

Staff

An exploratory introduction to education through direct involvement with youth in public schools or educative agencies. At least two hours per week of field work, including seminars as necessary, in the school setting. An elective primarily for sophomores with enrollment limited according to transportation and available opportunities. Transportation not provided. (Pass-Fail only.)

Two credit hours

NOTE: A student, with permission, may continue this course for subsequent semesters under course code numbers EDU 153, and 154.

EDU 200 Studies in Educational Foundations

Chronister, Colucci, J. Whitten

This course offers a multi-disciplinary and open-ended approach to the study of education. Topics and resource units (social, historical, and philosophical in perspective) have been selected and prepared to allow students the freedom to explore, both independently and in group settings, educational issues, questions, and concerns. Students enrolled in this course will be placed in a learning environment designed (1) to elicit critical thinking, (2) to examine assumptions and beliefs regarding education, and (3) to test personal commitment to education. Open to sophomores and others who have not met requirements of an introductory course in Foundations, such as the previously offered course in American School. No prerequisites.

Three credit hours

EDU 300 Primary Curriculum: Methods and Materials

Pine

A core course which analyzes curriculum, methods, and materials from kindergarten through third, with special attention to language arts and social studies. Topics include programming, types of curricula, evaluation, development of units, lesson planning, grouping, sociometric procedures, reporting to parents, analysis of textbooks, and audio-visual techniques. Observation, participation, and supplementary guest speakers. Includes preprofessional experiences.

Three credit hours

EDU 301 Elementary Curriculum: Methods and Materials

M. Costello, Morris

A basic course which emphasizes language arts and social studies in the intermediate grades. Includes programming, types of curricula, evaluation, development of units, lesson planning, grouping, sociometric procedures, reporting to parents, analysis of textbooks, and audio-visual techniques. Observations and resource speakers are included. Includes pre-professional experiences.

Three credit hours

EDU 302 Primary Reading

O'Donnell

This course introduces and analyzes the basic components of the developmental primary reading program. Students are encouraged to formulate instructional goals which must be considered in planning balanced reading activities. The topics include: individual differences in reading readiness; word perception and vocabulary development; reading interests; the directed reading-thinking activity; oral reading; diversifying comprehension requirements; and diagnosis of reading competence. Special attention given to research and innovations with emphasis on the applied use of concepts, practices, and materials. Includes pre-professional experiences.

Three credit hours

EDU 303 Elementary Reading**Fickett**

This course will involve the relationship of reading skills to the typical learner, the materials used to teach him, the processes that are common approaches, and various kits used as vehicles. The student also will be exposed to the classroom, both as an observer and a participant in teaching a reading lesson.

Three credit hours**EDU 304 Teaching Primary School Mathematics****Staff**

Techniques for teaching mathematics in primary grades. Includes preparation and laboratory use of materials, analysis of current textbooks, and exposure to experimental programs. Includes pre-professional experiences. Prerequisite: MS 232

Three credit hours**EDU 305 Teaching Elementary School Mathematics****Allen**

Developing techniques for teaching mathematics to intermediate grade pupils. Major consideration will be given to the philosophy of teaching mathematics, comparing various curricula of the subject, developing organized lessons, using techniques for evaluating the aims of the lessons, and exploring ways to enrich the mathematics curriculum. Field experiences in the public schools will be an integral part of the course. Prerequisite: MS 131.

Three credit hours**EDU 306 Secondary Reading****Walker**

This course places emphasis upon developmental, corrective, adaptive, and remedial readings. Methods of teaching reading in the secondary school and reading instruction as it applies to the content areas.

Three credit hours**EDU 308 Teaching Elementary Science****Neuberger**

Problems and methods of teaching science and health. Current practices and teaching materials are emphasized and evaluated. Includes pre-professional experiences.

Three credit hours**EDU 309 Selection and Utilization of Education Media****Milbury, Ordway**

A course designed to orient the pre-service and the in-service teacher to current trends in instructional media. Instruction will be directed to proper selection and utilization of the latest available equipment and materials. There will be provision for associated laboratory work. Class limited to 30.

Three credit hours**EDU 310 Preparation of Classroom Instructional Materials****Davis, Milbury**

A lecture-laboratory series which involves students in the creation of instructional materials. Techniques include the dry mounting of flat pictorial materials, cloth backing of pictorial materials, professional quality lettering, rudimentary photography and processing (including use of the darkroom), and the production by several techniques of transparent projectuals. Classes limited to 18. No prerequisite: Lab fee \$7.50.

Three credit hours**EDU 312 Teaching Language Arts in Elementary School****Costello**

Recent methods and materials basic to the teaching of communication skills. Topics include spelling, handwriting, listening, creative expression, oral and written reporting. Use of tapes, records, filmstrips, and recent language art books for the elementary school. Opportunities to work with children in local schools.

Three credit hours**EDU 313 Maine School Law****Cobb**

A review and interpretation of those statutes which directly affect the teacher. The case-study method is employed to cover such topics as certification, employment, tenure, dismissal, professional rights and responsibilities of the teacher, liability, curriculum, requirements, attendance and classification of pupils, church-state relationship, and pupil control.

Three credit hours**EDU 314 Introduction to Secondary Education****Staff**

Secondary Curriculum will be an effort to model a teaching-learning process that emphasizes that each person learns only what that individual needs and wants to know. Thus the student will be presented with a number of behaviors

that might be perceived as appropriate for a teacher and permitted to select those objectives and methods of achieving these objectives that most closely meet individualized needs. The student will consider philosophy, objectives, motivation, learning theory, evaluation, methods, school administration and organization, school law, *et al.*

Three credit hours

EDU 315 Teaching English in the Secondary School

Staff

A methods course for English majors preparing to enter secondary teaching, Grades 7-12. Students are familiarized with current developments in the "new English" as evidenced by recent theory and practice. Practical applications include special projects in the teaching of language, literature, composition, and reading. Students are given opportunities for firsthand observation of secondary English classrooms in the greater Portland area; workshops and conferences with visiting junior and senior high school teachers; tutorial assignments as University "Writing Laboratory" aides; and mastery of basic skills in the use of audio-visual equipment before actual classes.

Three credit hours

EDU 316 Introduction to Learning Disabilities

Lyons

This course is designed to expose the prospective teacher to typical learning problems that manifest themselves in typical, as well as atypical, classrooms.

Three credit hours

EDU 317 Teaching Social Studies in the Secondary School

Soule

The course deals with the role of the social studies teacher as an agent of change, prompting sensitivity, procedure, method, and concern. It presents new concepts, methods, and materials in the professional dimensions of social studies instruction.

Three credit hours

EDU 318 Teaching Science in the Secondary School

Dorsey, Rhoades

History of science education, methods and materials in the teaching of science, curricular trends, emphasis on behavioral objectives. May include student demonstrations, opportunity for observation and participation in secondary schools. Students concentrating in biology are strongly urged to take EDU 330, Teaching Biology in the Secondary School, in place of this course. Prerequisite: junior or senior standing.

Three credit hours

EDU 319 Measurement and Evaluation

C. Smith, Littlefield

Construction, selection, and use of educational achievement tests, including diagnostic and survey instruments. Skill in writing essay and objective types is developed. An inquiry into the validity and reliability of typical standardized tests. Elements and uses of statistics; tabulation of data; measures of central tendency, variability, and correlation.

Three credit hours

EDU 320 Kindergarten Development

Pine

Students are involved with curricula, materials, methods, and philosophies of contemporary and conventional kindergarten and early childhood programs. An emphasis is upon the practical, as well as the theoretical.

Three credit hours

EDU 321 Atypical Reading Patterns

Fickett

The purpose of this course is to give the prospective teacher added depth with the typical as well as the atypical reader. Special areas of emphasis will be speech and reading, dyslexia, Frostig materials, and Vallett materials. Includes pre-professional experiences.

Three credit hours

EDU 322 Remedial Reading

Fickett, O'Donnell

An empirical approach, relating class discussions to clinical observation. Methods by which the teacher copes with individual difficulties are explored. Testing and diagnostic work are studied and applied to subject-groups.

Three credit hours

EDU 323 Independent Study in Education

Rhoades, Staff

To provide juniors and seniors who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest within their major field, bearing upon it previous course experiences and emerging with an intellectually sound, coherent synthesis, or an artistic or technical creation reflecting a high caliber of performance.

Credit hours to be arranged

EDU 324 Student Teaching

Staff

Full-time student teaching during the senior year is provided under supervision in off-campus situations for all who meet prerequisites. Students are assigned to Elementary or Secondary schools or other educative agencies for one half semester. It is recommended that all Elementary students pursue two quarters consecutively. During the second quarter, students usually enroll in a full-time program of courses. This provides opportunity to teach according to choice in a different situation each quarter. Opportunities include Kindergarten-Primary, Elementary, Secondary, Art, Music, Industrial Arts, Theatre/Communication, and Trade and Industry. Prerequisites vary according to major field of study. See curriculum listings in the catalog. Six or twelve credit hours

EDU 325 Seminar in Primary Education

Pine, Staff

Consideration of such critical problems in primary education as school law in relation to the primary teacher; grouping and individual differences; basic organization of student teaching; the primary teacher in relation to community, school, and state. Faculty members from special areas as well as visiting lecturers participate.

Two or three credit hours

EDU 326 Seminar in Elementary Education

M. Costello, Staff

A study of issues in elementary education: school law; professional and ethical procedures; organization of student teaching; and teacher relationships with schools, community, and state. Visiting lecturers participate. Prerequisite: enrollment in EDU 324 Student Teaching.

Two or three credit hours

EDU 327 Seminar in Secondary Education

Littlefield, Staff

A group discussion concerned with student teachers' questions and answers.

Two credit hours

EDU 328 Teaching Family Life and Sex Education

Bemis

A philosophical, physiological, and methodological approach to family life and sex education in the schools. Major topics dealing with human sexuality will be discussed. Perspectives, methods and materials, program planning, and curriculum development will be included.

Three credit hours

EDU 330 Teaching Biology in the Secondary School

Dorsey

A course designed primarily for students preparing to teach biology in the secondary school. Emphasis is placed on advances in the secondary biology curricula, notably the Biological Sciences Curriculum Study approaches. A major portion of the course work is devoted to the laboratory exercises and techniques which typify the investigative approach of these curricula. Simulated situations in the teaching of biology will be employed.

Three credit hours

EDU 336 Children's Literature

Morris

This course emphasizes a creative, interdisciplinary approach to children's books, an understanding of the interests and developmental tasks of the child, and, by precept and example, a presentation of methods of individualizing reading. The student will be expected to read children's books widely and in depth.

Three credit hours

EDU 350 Modern Philosophies of Education

Chronister, Whitten

This course is designed to examine the current patterns of thought that ground and guide contemporary theory, policy, and practice in the enterprise of education. An emphasis will be placed on philosophy as an activity through which one critically examines the merits of alternative patterns of educational thought and seeks to form a personal philosophy of education. Prerequisites: Open to Juniors and Seniors who have completed EDU 200 or equivalent, or a course in general Philosophy.

Three credit hours

EDU 351 Historical Foundations of American Education

Staff

This course examines the development of public education in the United States and traces selected reforms that have influenced and altered the nature, purposes, and roles of this institution. Offered during the first and third quarters of the academic year. Prerequisites: Open to Juniors and Seniors who have completed EDU 200 or equivalent.

Three credit hours

EDU 352 The Role of Education in Social Change

Staff

A critical examination of four basic types of social change procedures, with emphasis on the theories that support each, the possible effects of each on persons and the general social order, and the socio-psychological conditions that give rise to social change. The case-study method is used in examining the basic types; theoretical literature is used to provide a working fund of knowledge on the nature of social systems.

Three credit hours

EDU 360 Teaching the Child Under Six

Cuprak

Philosophy, curricula, methods, and materials of the pre-school child and his teachers. Extensive observation and field experience are integral parts of the program.

Three credit hours

EDU 363 Emotional Problems of Exceptional Children

Lyons

This course is designed to offer a cross-categorical view of exceptionality with emphasis on disabilities in the affective domain. Origins, detection, prevention, and strategies of intervention will be treated.

Three credit hours

EDU 366 Practicum in Learning Disabilities

Lyons

This course is designed to provide students with an advanced pre-professional experience with learning-disabled children. This experience is served co-terminously by a seminar which provides leadership in discussion activities to assist students in reflecting on experiences and viewing them from various perspectives. Prerequisite: EDU 316.

Three credit hours

EDU 368 Introduction to Speech Correction

Edwards

The common speech and language disorders found in school children will be discussed. For each disorder the probable causes, symptoms, and methods of diagnosis and remediation will be covered. The course will also include the basic principles of articulatory phonetics.

Three credit hours

EDU 371 Career Education for the Elementary School

Narinay

Exploration of the Career-Based Curriculum model emphasizing the relationship and interdisciplinary nature of all curricular areas to the Career Education theme. Students will work with tools, equipment, and materials applicable to the elementary setting and will develop model lessons and units of study stressing career awareness and guidance practices. (Career Awareness has been identified by the U.S. Office of Education as the major thrust for education of our young people as well as adults.)

Three credit hours

EDU 393 Science Field Workshop

Neuberger

An advanced field experience designed to enhance the student's awareness of and capability in the teaching of science to young children. Students individually, or in small groups, plan process-concept hierarchies, translate these into activities for appropriate learning levels, and prepare the materials necessary for classroom implementation. Students are expected to teach their units in classrooms under close supervision of cooperating school and university staff. Pass/Fail grading.

Three credit hours

EDU 499 Introductory Photography

Davis

Basic principles, skills, and techniques of the photographic medium. The course of study will consider the camera, film, composition, lighting, exposure, processing, printing, and print finishing. Major thrusts to be in the black and white realm. No prerequisite. Class limited to 15. Lab fee: \$12.50 per person.

Three credit hours

ECED 300 Economic Concepts and Resource Materials

Witherill

A study of the simplification of economic concepts for presentation at elementary and secondary grade levels; also the study and preparation of various resource materials used in presenting economic concepts at these levels. Prerequisites: ECON 101, 102, and 350, plus junior standing in the School of Education.

Three credit hours

EDPY 331 Group Dynamics

Staff

A study of the nature of group process and one's own functioning in a group. Problems of leadership, roles filled, and techniques will be integral parts of the course. The developing awareness of one's self in relation to others in a group will be of importance. Specific techniques will include reading, leadership of other groups, and participation in a seminar planned to aid in the exploration of leadership styles of self and others. Open to upper class undergraduates and graduate students.

Three credit hours

EDPY 332 Psychology of the Self

Staff

An exploration into the development of the self, primarily as an issue of personal growth. Topics might include alienation, loneliness, and verbal-nonverbal communication. Learning techniques center around extensive reading, common class experiences, and intensive small-group interaction.

Three credit hours

EDPY 333 Human Growth and Development

D. Moore, M. Whiteside

A study of significant elements in the physical, mental, emotional, and social make-up of children as they develop from infancy to adolescence. Selected case-studies and projects in the application of basic principles of growth and development to problems of adjustment to school, home, and community. Special attention is given to the developmental tasks of school-age children.

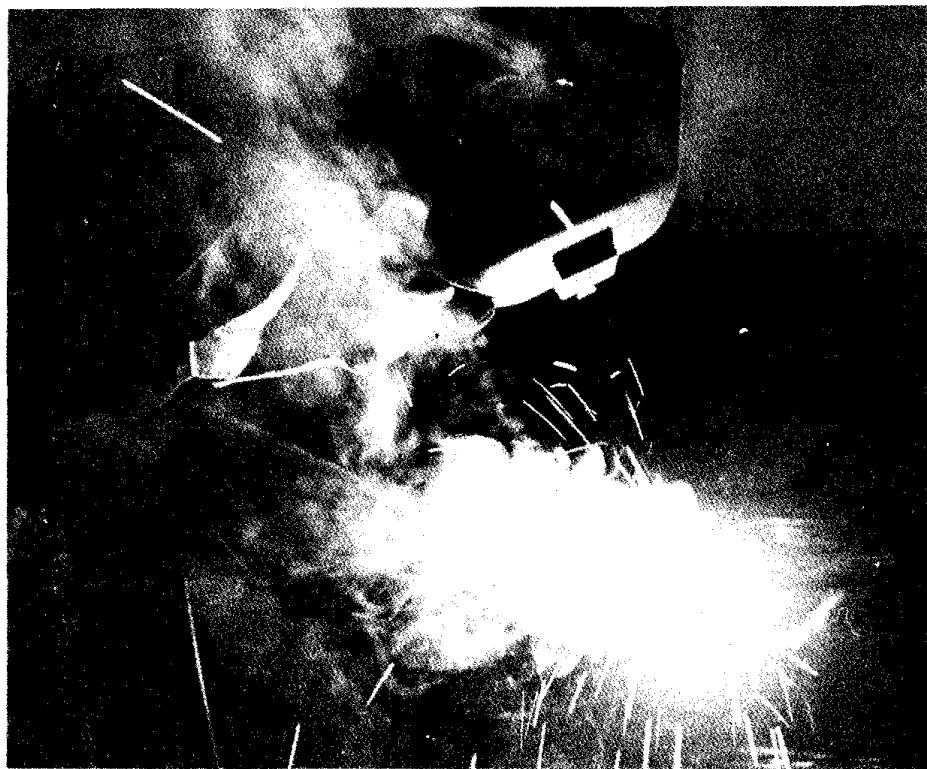
Three credit hours

EDPY 335 Educational Psychology

M. Whiteside

Basic principles, techniques, and research in Educational Psychology. Special consideration given to the learning process, perception, motivation, individual differences, and measurement, with reference to the facilitation of effective teaching and learning. A one-semester course open to upperclass students.

Three credit hours



Industrial Arts

Purposes

The undergraduate curriculum in Industrial Arts has as its central purpose the preparation of certified teachers who are able to organize, manage, and teach a program of industrial arts in the elementary and secondary schools of the State.

A secondary purpose of the program is to provide non-teaching majors an opportunity to develop general technical proficiencies along with a basic knowledge of business administration, leading to middle management positions in industry.

A B.S. degree with a major in Industrial Arts or in Technology will be granted upon successful completion of the following requirements:

REQUIRED OF BOTH TEACHER EDUCATION MAJORS AND TECHNOLOGY MAJORS

General Education Courses: 49 credit hours total

Humanities	9 credits
Fine and Applied Arts	6 credits
Mathematics and Science	12 credits
Social Sciences	6 credits
Area 5: General	6 credits
Modern Industry (IA 270)	3 credits
Physical Education	1 credit
Electives (General)	6 credits

Core Requirements in Technical Education: 27 credit hours total
(Each course listed carries 3 credits.)

IA 100 Manufacturing and Construction
IA 101 Energy and Transportation
IA 130 Graphic Communication
IA 210 Electronics Technology
IA 220 Power Technology
IA 231 Technical Graphics
IA 241 Graphic Arts Technology
IA 250 Metal Technology
IA 260 Wood Technology

REQUIRED OF TEACHER EDUCATION MAJORS

Professional Education Courses: 25 credit hours total

EDU 150-4 Pre-Professional Field Experiences	4 credits
EDU 335 Educational Psychology	3 credits
IAED 380-381 Curriculum Methods and Materials	6 credits
EDU 324 Student Teaching and Seminar	12 credits

(Minimum 2.5 cumulative index required in order to register for EDU 324)

Teaching Area Options

Teacher Education majors have four teaching area options, one of which must be selected prior to entrance to the junior year. Each student should plan the program with the adviser. The teaching areas are I—Laboratory of Industries, II—Energy and Transportation, III—Graphic Communication, IV—Manufacturing and Construction. The following tabulation indicates the number of credit hours a student should take in each of the teaching areas, as selected from the list of technical electives below.

	II	III	IV
I. Laboratory of Industries	6	6	9
II. Energy and Transportation	12	3	6
III. Graphic Communication	3	12	6
IV. Manufacturing and Construction	3	6	12

TECHNICAL ELECTIVES
FOR BOTH TEACHER EDUCATION MAJORS
AND TECHNOLOGY MAJORS

II—Energy and Transportation

IA 311 Communications Electronics
IA 312 Computer Technology
IA 313 Electrical Construction
IA 321 Automotive Systems
IA 322 Automotive Diagnosis and Tuneup
IA 413 Instrumentation
IA 414 Digital Electronics
IA 423 Fluid Power
IA 424 Fluid Power Systems

III—Graphic Communication

IA 332 Architectural Drawing and Design
IA 333 Descriptive Geometry
IA 342 Photo-Offset Lithography
IA 343 Communications Design
IA 434 Industrial Production Illustration
IA 435 Systems Analysis and Design
IA 444 Photographic Reproduction
IA 445 Color Reproduction Theory

IV—Manufacturing and Construction

IA 351 Machining and Fabrication
IA 352 Fabrication and Forming
IA 361 Production Manufacturing in Wood
IA 362 Residential Construction
IA 363 Wood Science
IA 370 Crafts Technology
IA 371 Plastics Technology
IA 452 Metallurgy and Metrology
IA 472 Materials Testings (Metals/Wood)

REQUIRED OF TECHNOLOGY MAJORS

Additional Course in General Education: 3 credit hours

EDU 200 Studies in Foundations of Education

Business Administration and Economics: Elect 18 credit hours

(Electives from the following 3 credit courses)

Economics

Accounting

Industrial Management

Marketing

Cost Accounting

Finance

Industrial Relations

Human Relations

Technical Electives: 24 credits from the groups above.

Minimum of two courses in each group

Special Problems: 2 credit hours

INDUSTRIAL ARTS CURRICULUM

Freshman Year

Credit Hours

	English (Elective)	6
	Mathematics (Elective)	6
	Science (Elective)	6
	Physical Education	1
EDU 150-4	Pre-Professional Field Experiences	4
IA 130	Graphic Communication	3
IA 100	Manufacturing and Construction	3
IA 101	Energy and Transportation	3
IA 231	Technical Graphics	3

Sophomore Year

	Fine and Applied Arts (Elective)	6
	Humanities (Elective)	3
IA 210	Electronics Technology	3
IA 220	Power Technology	3
IA 241	Graphic Arts Technology	3
IA 250	Metal Technology	3
IA 260	Wood Technology	3
IA 270	Modern Industry	3
	Social Science (Elective)	3

Junior Year (Teacher Education Majors)

	Social Science (Electives)	3
	Area 5: General (Electives)	6
EDU 335	Educational Psychology	3
IAED 380-381	Curriculum Methods and Materials	6
	Industrial Arts Technical (Electives)	12

Junior Year (Technology Majors)

	Social Science (Elective)	3
	Area 5: General (Elective)	6
	Economics (Elective)	3
	Accounting (Elective)	3
	Finance (Elective)	3
	Industrial Arts Technical (Electives)	12

Senior Year (Teacher Education Majors)

EDU 324	Student Teaching and Seminar	12
	General Education (Electives)	6
	Industrial Arts Technical (Electives)	9
	Special Problems (Elective)	2

Senior Year (Technology Majors)

	Industrial Management (Elective)	3
	Marketing (Elective)	3
	Industrial Relations (Elective)	3

Industrial Arts Technical (Electives)	12
Special Problems (Elective)	2
General Education (Elective)	6
Clinical Training in Manual Arts Therapy	

An opportunity is provided junior and senior Industrial Arts majors to participate in a clinical training program provided by Veterans Administrations Hospital, Brockton, Massachusetts. Two hundred and forty hours, or six weeks, to be spent at hospital, at convenience of student. Transportation not furnished, but room and board provided at no expense. Consult program coordinator for further details.

COURSES IN INDUSTRIAL ARTS ENERGY AND TRANSPORTATION

IA 101 Energy and Transportation

Nannay

Concepts of Energy and Power related to the areas of muscle, water, wind, solar, nuclear, chemical, combustion, electricity; and with the World of Transportation, the areas of land, water, and space. Students will be involved with group and individual constructional activities to facilitate the study of such energy sources and transportation vehicles, facilities, and networks. Required for all first year students. Prerequisite: Permission of instructor.

Three credit hours

IA 210 Electronics Technology

Slocum

Review of basic network theory; AC networks; theory and use of electrical measuring instruments; semiconductors, diodes, and transistors; basic communication circuits. Prerequisite: Permission of instructor.

Three credit hours

IA 220 Power Technology

Carter

A study of those industries concerned with power; its sources, generation, transmission, and control. Applications of power in the fields of manufacturing construction and transportation are considered and developed. Emphasis is placed on thermal engines — theory, construction, operation, maintenance, and service. Prerequisite: Permission of instructor.

Three credit hours

IA 311 Communication Electronics

Slocum

Detailed study of common communication circuits, including audio equipment, AM-FM radio, television, and radar; integrated circuit technology and application. Prerequisite: IA 210.

Three credit hours

IA 312 Computer Technology

Slocum

Introduction to programming and use of University computing facilities; principles of logic design of digital equipment; social, industrial, and psychological consequences of the computer revolution. Open to all upper-level students.

Three credit hours

IA 313 Electrical Construction

Slocum

Modern electrical construction and wiring practices utilizing the National Electrical Code. Motors, controllers, and residential wiring will be stressed. Field study of industrial electrical construction and maintenance procedures, as well as commercial and new residential buildings. Prerequisite: IA 210.

Three credit hours

IA 321 Automotive Systems

Carter

The study of the automobile and its systems. Theory, design and construction, operation, maintenance, testing, and service included. Utilization of prime movers and devices common to all fields of transportation explored and considered. Prerequisite: IA 220 or permission of instructor.

Three credit hours

IA 322 Automotive Diagnosis and Tune-up

Carter

The study of automotive systems. Analysis and diagnosis. Tune-up and servicing included. Opportunities for independent research and problem solving provided. Prerequisite: IA 321 or permission of instructor.

Three credit hours

IA 413 Instrumentation

Slocum

Introduction to the study of sensing devices and instruments necessary to observe and control both manufacturing processes and the performance of mechanical and electrical machinery. Emphasis on pressure in liquids, atmospheric pressure, temperature, indicating instruments, mechanical and electrical transducers, potentiometric devices, and other monitoring instruments. Prerequisite: IA 210.

Three credit hours

IA 414 Digital Electronics

Slocum

Semiconductor junction theory; special devices such as SCR's, FET's; digital electronics, including switching theory and applications. Prerequisite: IA 210.

Three credit hours

IA 423 Fluid Power

Carter

A study of fluids at work. Investigation of the theory and application of hydraulics and pneumatics in mechanics and industry. Design, construction, and maintenance of fluid power devices and systems. Prerequisite: Permission of instructor.

Three credit hours

IA 424 Fluid Power Systems

Carter

Application of fluid power and fluidic systems to manufacturing and construction industries. Prerequisite: IA 423 or permission of instructor.

Three credit hours

GRAPHIC COMMUNICATION

IA 130 Graphic Communication

Foulkner, Morrill

Introduction to the concepts of effective industrial communications. Translating ideas and images through understanding and applying the elements of graphic design, shape and dimension, layout and image assembly, and reproduction techniques. Prerequisite: Permission of instructor.

Three credit hours

IA 231 Technical Graphics

Foulkner

Concepts of spatial relationships and visualizations with related techniques. Basic skill development and understanding taught through freehand illustrations as well as conventional instruments and devices. Multi-view projections, pictorial techniques, primary and secondary auxiliaries, detail and assembly working drawings, and reproduction techniques. Contemporary industrial practices and processes. Prerequisite: Permission of instructor.

Three credit hours

IA 241 Graphic Arts Technology

Morrill

A study of the common reproduction systems utilized in the graphic arts industries and technology. Designing, composing, reproduction, assembling, and finishing of printed materials utilizing conventional reproduction techniques. Emphasis on letterpress, offset lithography, and screen printing with related experiences in rubber stamp making, block printing, embossing, and photo enlarging. Prerequisite: Permission of instructor.

Three credit hours

IA 332 Architectural Drawing and Design

Faulkner

Basic architectural design and drawing as related to residential and light construction. A detailed set of plans for a single home will be executed. Construction techniques, environmental considerations, building materials, specifications, costs and financing, codes and zoning, schedules, and architectural models. Prerequisite: IA 231 or equivalent and permission of instructor.

Three credit hours

IA 333 Descriptive Geometry

Faulkner

Analysis of the spatial relationship of points, lines, planes, and solids with orthographic and pictorial practice. Vector analysis, nomographs, charts, graphs, graphical arithmetic, truss systems with application. Prerequisite: IA 231 or permission of instructor.

Three credit hours

IA 342 Photo Offset Lithography

Morrill

A study of those industries utilizing photo-offset lithography with emphasis upon camera work, stripping, platemaking, and presswork. Photographic conversion of line and halftone copy, photo-screen stencils, and finishing procedures are also included. Prerequisite: IA 241 or permission of instructor.

Three credit hours

IA 343 Communications Design

Morrill

An introduction to the principles of layout and design in preparing camera copy for lithographic reproduction. Emphasis on design elements and fundamentals, manuscript and illustration preparation, graphic and photographic techniques, and production specifications. Prerequisite: Permission of instructor.

Three credit hours

IA 434 Industrial Production Illustration

Faulkner

Principles and techniques employed by contemporary industry to graphically describe industrial products, technical concepts, and service information. The media range will include chalk, ink, pencil, charcoal, water color, tempera, pressure sensitive transfer symbols, and various methods of reproduction. Engineering and architectural problems. Prerequisite: IA 231 or permission of instructor.

Three credit hours

IA 435 Systems Analysis and Design

Faulkner

Research applied to solving basic engineering problems. Contemporary systems of analysis and design. Economic factors, resource utilization, planning, design, model construction, follow-up studies and evaluation techniques applied to specific practical problems. Prerequisite: IA 333 and permission of instructor.

Three credit hours

IA 444 Photographic Reproduction

Morrill

Photographic concepts, processes, and techniques utilized in graphic arts reproduction. Experience in contact printing, continuous tone enlarging, use of filters and color separations. Prerequisite: IA 342 and permission of instructor.

Three credit hours

IA 445 Color Reproduction Theory

Morrill

Advanced study in the additive and subtractive theories of color reproduction. Experiences in photographic separation and offset press printing of color originals. Emphasis on understanding physiological and psychological responses to color. Prerequisite: IA 342 and permission of instructor.

Three credit hours

MANUFACTURING AND CONSTRUCTION

IA 100 Manufacturing and Construction

Nannay

Basic concepts and common functions involved in both the production of manufactured goods and building construction are studied. Custom and line-production activities and model structures are utilized. Graphic communication concepts are included. Required of all first-year students. Prerequisite: Permission of instructor.

Three credit hours

IA 250 Metal Technology

Moore

A study of metal manufacturing industries. Introduction to concepts of designing, planning, fabrication, finishing, and distribution as they pertain to these industries. Selection, use, and care of equipment. Safety practices. Prerequisite: Permission of instructor.

Three credit hours

IA 260 Wood Technology

Zaner

Structure of wood and its relation to moisture, strength properties, and working qualities. Wood-based materials: veneer, plywood, particleboard, hardboard will be considered. Basic skills in hand and machine processes will be developed. Emphasis on research and experimentation and basic processes in the wood manufacturing industry. Safety practices. Prerequisite: Permission of instructor.

Three credit hours

IA 351 Machining and Fabrication**Moore**

A study of metal industries concerned with electric and gas welding and machining techniques. Emphasis on process engineering. Individual and group problems. Laboratory and maintenance practices. Prerequisite: IA 250 and permission of instructor.

Three credit hours**IA 352 Fabrication and Forming****Moore**

Concepts, principles and activities in TIG welding, sheet metal fabrication, and casting techniques as they relate to the manufacturing and construction industries. Consideration is also given to plumbing. Group and individual problems and activities. Prerequisite: IA 250 or permission of instructor.

Three credit hours**IA 361 Production Manufacturing in Wood****Zaner**

Production and wood manufacturing problems including jigs, fixtures, special machine operations, and advanced finishing techniques. General maintenance procedures on production equipment. Group and individual research assignments and related technical problems. Prerequisite: IA 260 or permission of instructor.

Three credit hours**IA 362 Residential Construction****Zaner**

A study of the residential construction industries including construction principles; layout, foundation, framing, exterior covering, and finish. Related areas of services, plot planning, earth-moving principles considered in research activities. Group and individual problems. Prerequisite: IA 260 or permission of instructor.

Three credit hours**IA 363 Wood Science****Zaner**

Wood anatomy and identification experiences leading into a study of the properties of wood, wood-liquid relations, bonding and finishing of wood, and machining as they relate to the manufacturing processes. Prerequisite: IA 260 or permission of instructor.

Three credit hours**IA 370 Crafts Technology****Nannoy**

Design and manufacture of products utilizing ceramics, leather, plastics, art metals, and other craft materials. Examination of artistic crafts for leisure-time activities and for adult programs. Individual and group research and problem solving. Prerequisite: Permission of instructor.

Three credit hours**IA 371 Plastics Technology****Staff**

Pattern and mold design and construction; thermo-forming, injection-molding, reinforced plastics, blow molding, foam and plastisol forming. Theory and application of thermoplastic and thermo-set principles. Prerequisite: IA 250 or IA 260 and permission of instructor.

Three credit hours**IA 452 Metallurgy and Metrology****Moore**

The technology of metallurgy and metrology. Heat treatment, powdered metals, machining and inspection of metal parts. Individual and group activity. Prerequisite: IA 250 and permission of instructor.

Three credit hours**IA 472 Materials Testing****Staff**

Industrial techniques involved in the analysis of the physical properties of materials and their utilization in the manufacturing and construction industries. Emphasis on research and experimentation. Individual and team activities. Prerequisite: IA 250 or 260 and permission of instructor.

Three credit hours

INDUSTRIAL ARTS EDUCATION

IA 270 Modern Industry**Staff**

Evolution and structure of modern American industry and its impact upon the social, economic, and cultural milieu. Major areas and functions of industry explored include: personnel administration, research and development, production, finance, marketing, and service. Industrial visitations and reports. Prerequisite: Permission of instructor.

Three credit hours

IA 490 Special Problems in Industrial Arts**Staff**

Provides upper-level students an opportunity to pursue independently a topic, project, or experiment of interest.

Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of merit. Permission of instructor. Technical elective may be substituted.

Two credit hours**IAED 380 Curriculum Methods and Materials****Mitchell**

Evaluation of contemporary curriculums in industrial arts. Development of long and short range plans, with emphasis on unit preparation and performance-based objectives. Task analyses for teaching skills and concept development.

Organization for individualized sequence prior to student teaching. Prerequisite: Basic technical core: EDU 335 and IA 270.

Three credit hours**IAED 381 Curriculum Methods and Materials****Nannay**

Utilization of prepared plans for micro- and participation-teaching. Instructional media preparation and utilization. Audio and video tape presentations and critiques. Introduction to criterion-referenced evaluation techniques. Safety principles and classroom control stressed. Basic organization and administration procedures for implementing a modern program of industrial arts. Orientation to student teaching. Prerequisite: IAED 380.

Three credit hours**EDU 371 Career Education for the Elementary School****Nannay**

Exploration of the Career-Based Curriculum model emphasizing the relationship and interdisciplinary nature of all curricular areas to the Career Education theme. Students will work with tools, equipment, and materials applicable to the elementary setting and will develop model lessons and units of study stressing career awareness and guidance practices. (Career Awareness has been identified by the U.S. Office of Education as the major thrust for education of our young people as well as adults.)

Three credit hours

Vocational Technical Education

A part-time Evening and Summer program designed to:

- a) prepare instructors for the teaching of vocational-industrial and/or technical subjects in the high schools and post-secondary schools of Maine. Candidates must be eligible for vocational teaching certification. (EDUCATION)
- b) provide non-teaching majors an opportunity to pursue a collegiate program leading to a baccalaureate degree which recognizes trade or technical competency and provides knowledge of business and industry leading to supervision, technician, or middle management positions. (TECHNOLOGY)

A B.S. degree with a major in Vocational-Technical Education or in Technology will be granted upon successful completion of the following requirements:

Curriculum Requirements

One hundred and twenty (120) semester hours of credit are required for the bachelor's degree. A minimum of one year, or 30 semester hours, **exclusive of work trade experience credits**, must be earned at this institution.

- | | |
|--|------------------------|
| A. General Education | 45 credit hours |
| Humanities | 6 |
| Fine and Applied Arts | 6 |
| Science and Mathematics | 15 |
| Social Sciences | 6 |
| IVE 360 Modern Industry | 3 |
| Area 5: General | 9 |
| B. Professional Education (Teaching Majors Only) | 27 credit hours |
| IVE 305 Curriculum Development in Vocational Education | 3 |
| EDU 333 Human Growth and Development | 3 |
| IVE 300 Occupational and Trade Analysis | 3 |
| IVE 310 Methods and Materials of Instruction | 3 |
| IVE 340 Shop Organization and Management | 3 |
| IVE 350 Philosophy of Vocational Education | 3 |
| IVE 411 Measurement and Evaluation (Vocational) | 3 |
| EDU 324 Student Teaching/Clinical Experiences
(Required for all candidates with less than three years of successful teaching experience) | 6 |
| C. Area of Specialization (Occupational) | 45 credit hours |
| IVE 400 Occupational Experience, verified
(Credits will be determined by rating plan) | maximum |
| IVE 440 Related Occupational Experiences
Two options, total credits to be no more than the difference between those granted for IVE 400 and 45 credits) | |

Recommended Electives

IVE 315	Learning and Programmed Instruction	3
IVE 320	Coordination of Cooperative Education	3
IVE 325	Conference Learning	3
IVE 330	Principles and Practices of Vocational Guidance	3
IVE 420	Trends in Vocational Education	3
IVE 450	Local Administration and Supervision of Vocational Education	3
IVE 455	Development of Technical Education	3
IVE 460	Independent Study in Vocational Education	3
EDU 310	Preparation of Instructional Materials	3
EDU 314	Curriculum (Education)	3

Technology Major

(To be taken in place of professional education)		27 credit hours
IVE 300	Occupational and Trade Analysis	3
IVE 325	Conference Leading	3
Business Administration		18 credit hours
(Electives from following areas)		
	Economics	Cost Accounting
	Accounting	Finance
	Industrial Management	Industrial Relations
	Marketing	Human Relations
IVE 460	Independent Study in Vocational Education	3
IVE 350	Philosophy of Vocational Education	3
		} Elect One

- IVE 300 Occupational and Trade Analysis** Staff
Identification of occupational or trade fields, units, operations, and items of related information. Three credit hours
- IVE 305 Curriculum Development in Vocational Education** Staff
This course is concerned with developing specific course content from an occupational analysis. The identification of educational needs and objectives precedes the selection and organization of relevant matter. Prerequisite: IVE 300. Three credit hours
- IVE 310 Methods and Materials of Instruction in Vocational Education** Staff
This course treats the general and specific materials and methods of teaching vocational courses. Deals with both the theoretical and practical aspects. Prerequisites: IVE 300 and 305. Three credit hours
- IVE 315 Learning and Programmed Instruction** Staff
The first application of the laboratory and scientific study of the learning process, including the principles of learning which are derived from experimental study and which have provided a foundation for advances in the techniques of learning. Three credit hours
- IVE 320 Coordination of Cooperative Education** Staff
The role of the coordinator in organizing and conducting a program of work-study experience in high school. Introduction to cooperative half-time training, community survey, advisory committees, laws and regulations; and examination of the responsibilities and activities of the coordinator. Three credit hours
- IVE 325 Conference Leading** Staff
A course in the philosophy and techniques of organizing and conducting successful conferences. Each participant will assume the responsibility of planning and leading a simulated conference. Three credit hours
- IVE 330 Principles and Practices of Vocational Guidance** Staff
Discussion and study with the intent to develop a better understanding of principles and objectives of Vocational Guidance. Three credit hours
- IVE 331 Practicum—Vocational Guidance** Staff
Field experiences in identification of content and relevant information for vocational counseling. Individual and group activity, visitations, tours, and career counseling techniques. Three credit hours
- IVE 340 Shop Organization and Management** Staff
Basic principles of planning, organizing and managing an industrial or technical shop or laboratory. Selection and arrangement of equipment including specification writing. Control of personnel for efficient shop management. Prerequisite: IVE 310. Three credit hours
- IVE 350 Philosophy of Vocational Education** Staff
A survey of the history and philosophy of vocational education in the United States with emphasis upon recent developments. Three credit hours
- IVE 360 Modern Industry** Staff
Evolution and structure of modern American industry and its impact upon the social, economic, and cultural milieu. Major areas and functions of industry explored include: personnel administration, research and development production, finance, marketing and service, industrial visitations and reports. Three credit hours

IVE 382 Preparation of Instructional Materials

Staff

A lecture-laboratory series which involves students in the creation of instructional materials. Techniques include the dry mounting of flat pictorial materials, cloth backing of pictorial materials, professional-quality lettering, rudimentary photography and processing (including use of the darkroom), and the production by several techniques of transparent projectuals.

Three credit hours

IVE 400 Trade Experience, verified (see IVE 440, Option No. 2 below.)

(Credits will be determined by rating plan)

IVE 411 Measurement and Evaluation in Vocational Education

Staff

The construction, selection, and use of achievement and performance tests in industrial-technical education. Skill in writing test items is developed. Elementary statistics for the industrial-technical instructor, including grading, are stressed. Prerequisites: IVE 300 and 310.

Three credit hours

IVE 420 Trends in Vocational Education

Staff

Identification, analysis, and discussion of major problems and trends in vocational education.

Three credit hours

IVE 440 Related Occupational Experiences

(Two options, total credits to be no more than the difference between those granted for IVE 400, and 45 credits.)

OPTION NO. 1

This course option is designed to permit attendance at an approved industry-sponsored school or seminar for the purpose of providing the student with advanced related occupational or technical training. Courses provided by organizations such as General Motors Training Centers, or International Typographical Union, qualify under this course option.

OPTION NO 2

Approved employment with a company may qualify a student under this option. Arrangements must be approved by the adviser in advance. The experiences should provide opportunities for updating technical skills and knowledge. Credit will be determined on the basis of one credit for each two full weeks of employment with a maximum of five credits for each period of approved continuous full-time employment. A daily log, summary report and evaluation by an industrial supervisor will constitute part of this option.

For additional information concerning either option of IVE 440, consult your adviser.

IVE 450 Local Administration and Supervision of Vocational Education

Staff

Procedure and practices utilized in establishing, promoting, coordinating, supervising, and controlling vocational programs on the local level.

Three credit hours

IVE 452 Heat Treatment and Inspection

Staff

A study of the origin, nature, and properties of metals. Specimen mounting and microscopic identification of their properties. Experimentation in various heat treatment processes and microscopic observation of these. Selection, care, maintenance, and use of measuring and testing equipment. Application of this equipment in metal manufacturing.

Three credit hours

IVE 455 Development of Technical Education Programs

Staff

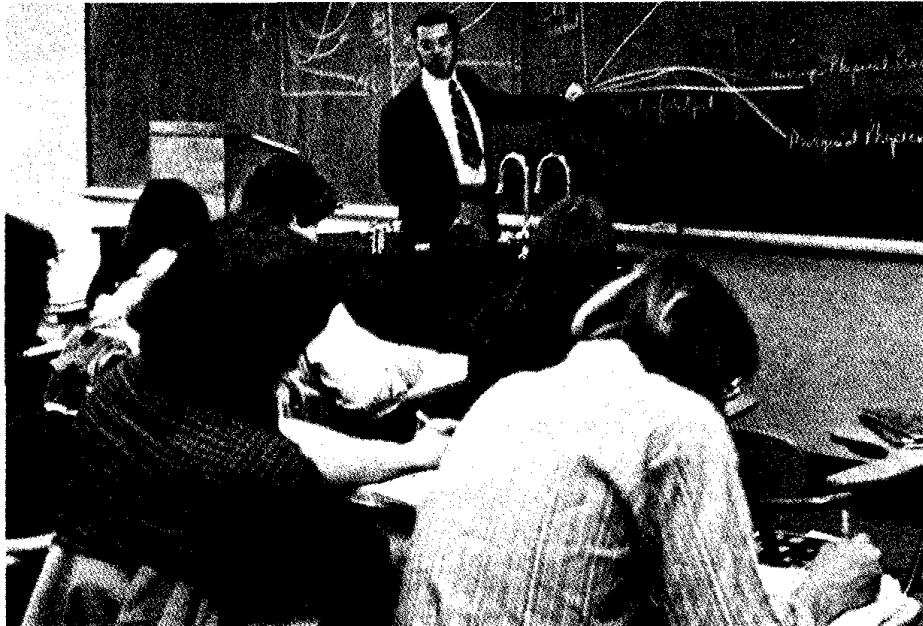
Planning and development of technical education programs including the determination of needs and organization of programs for secondary and post-secondary schools.

Three credit hours

IVE 460 Independent Study in Vocational Education

An opportunity to pursue independently, a topic, project, or experiment of interest. Students will prepare a contract or proposal for study to be conducted and, upon completion, submit findings in a scholarly report or other evidence of completeness. Permission of advisor.

Three credit hours



School of Business and Economics

JOHN W. BAY, Dean

Department of Associate Business Administration: Associate Professors S. Andrews, Annett, McKeil (Chairman), Instructor Gold.

Department of Business Administration: Professors Findlay (Chairman), Fitzpatrick, Waters; Associate Professors Hall, Jagolinzer; Assistant Professors B. Andrews, Chandler, Hodson, Manck; Lecturer Plowman.

Department of Economics: Professor Durgin; Associate Professors Bay, McMahon, Witherill; Assistant Professor Bien (Chairman).

The School of Business and Economics offers a number of different programs to meet student needs. The School offers a two-year program in Business Administration leading to an Associate of Science in Business Administration degree. Four-year undergraduate programs are available in three areas of study: Accounting, Business Administration, and Economics. Upon successful completion of one of these fields the degree of Bachelor of Science in Business Administration or Economics is awarded. The School also provides a graduate program leading to the degree of Master of Business Administration.

TWO-YEAR ASSOCIATE OF SCIENCE PROGRAM IN BUSINESS ADMINISTRATION

This program is designed to serve two purposes: to prepare students who wish to complete their education in two years for employment in junior management positions in several different careers; and to provide a sound foundation for those students who perform well and who wish to transfer to the four-year business administration program at this University or at many other institutions.

While the program emphasizes business, it contains some courses in liberal studies such as English composition, literature, communications, public speaking, human relations, and mathematics. Options within the associate program include

Management-Accounting; Hotel, Motel, and Restaurant Management; and Real Estate (offered only in CED).

The Hotel, Motel, and Restaurant Management option is a cooperative and coordinated two-year Associate Degree program developed jointly by Southern Maine Vocational-Technical Institute and the Department of Associate Business Administration at the University. The program draws upon the core business curriculum of this University, the culinary arts curriculum of SMVTI, and industry advisors for the program. The program is flexible and will respond to the developing needs of the hospitality and tourist industry in Maine. The program is designed to allow Maine people to assume positions of responsibility in the industry. Graduates would be prepared for such diverse jobs as motel managers, food and beverage managers, stewards, reservations managers, restaurant managers, convention and special events coordinators, hotel innkeepers, general managers, and other supervisory or mid-management positions.

Students may enter the Hotel, Motel, and Restaurant Management program at either SMVTI or UMPG. If admitted to the UMPG program, the student, upon successful completion of sixty (60) credit hours, will receive an Associate of Science degree in Business Administration with a major in Hotel, Motel, and Restaurant Management. UMPG students take approximately three semesters at UMPG and one semester at SMVTI.

THE THREE OPTIONS OFFERED IN THE ASSOCIATE DEGREE PROGRAM

Upon completion of one of the following 60-hour programs with a grade point average of 2.0, a student will be awarded the degree of Associate of Science in Business Administration.

Graduates are equipped for employment at the junior management level in many fields of business. Some fields of business that graduates have entered are sales, retailing, banking, finance, management trainee programs, and accounting. Students who have a 3.0 cumulative average at the end of the first year or a 2.4 cumulative average at the end of their second year may transfer to the four-year business administration program.

Any high school graduate may apply for admission to the two-year program. A college preparatory course is not required. Applicants should complete the regular University of Maine application form and specify the Associate in Business Administration program. Candidates must also complete the College Entrance Examination Board's general Scholastic Aptitude Test.

Students admitted to the Associate Degree Program pursue one of the following options during their two years:

Management-Accounting Option

First Year

BUS 011 and BUS 012	Principles of Accounting	6
ECON 011 and ECON 012	Principles of Economics	6
ENG 011	Composition	3
ENG 120	Introduction to Literature	3
BUS 095	Business and Society	3
COM 150	Business Communication	3
or THE 170	Public Speaking	
MS 010 and MS 011	Elementary and Intermediate Algebra or	
or MS 109 and	Linear Systems	6
MS 110	Elementary Math Analysis	

Second Year

BUS 040	Industrial Management	3
BUS 060	Marketing	3
BUS 043	Problems of Small Business	3
BUS 080	Business Law	3

BUS 093	Human Relations in Business	3
BUS 064	Retailing	3
or BUS 067	Sales Management	
BUS 090	Introduction to Computers in Business	3
ENG 019	Expository Writing	3
BUS 015	Intermediate Accounting	3
or BUS 020	Business Finance I	
BUS 016	Intermediate Accounting	
or BUS 021	Business Finance II	3
BUS 030	Investment Management	

Students wishing to take MS 100/110 or MS 211/212 in the second year may use these as substitutes for BUS 043 and ENG 019. Students who desire to take one or two Real Estate courses may substitute these for BUS 064 or 067; or BUS 016 or 021 or 030.

Real Estate Option—Offered Only in CED

First Year

BUS 011 and BUS 012	Principles of Accounting	6
ECON 011 and ECON 012	Principles of Economics	6
ENG 011	Composition	3
ENG 120	Introduction to Literature	3
BUS 080	Business Law	3
COM 150 or	Business Communication	3
THE 170	Public Speaking	
MS 010 and MS 011 or	Elementary and Intermediate Algebra or	
MS 109 and	Linear Systems	6
MS 110	Elementary Math Analysis	

Second Year

BUS 040	Industrial Management	3
BUS 060	Marketing	3
BUS 022	Real Estate Law	3
BUS 023	Real Estate Practice	3
BUS 024	An Introduction to Appraising Real Property	3
ENG 019	Expository Writing	3
BUS 043	Problems of Small Business	3
BUS 090	Introduction to Computers in Business	3
BUS 093	Human Relations in Business	3

One of the following courses:

BUS 095	Business and Society	
BUS 015 or 016	Intermediate Accounting	
BUS 020	Business Finance I	3
BUS 064	Retailing	
BUS 067	Sales Management	

Hotel, Motel, and Restaurant Management—Option

First Year

BUS 011 and BUS 012	Principles of Accounting	6
ECON 011 and ECON 012	Principles of Economics	6
ENG 011	Composition	3
THE 170	Public Speaking	3
ENG 019	Expository Writing	3
BUS 095	Business and Society	3
MS 010 and MS 011 or	Elementary and Intermediate Algebra or	
MS 109 and	Linear Systems	6
MS 110	Elementary Math Analysis	

Second Year

Taken at SMVTI—Fall Semester

Front Office	3
Hotel Orientation	3
Food Fundamentals	3
Food and Beverage Control	3
Seminar in Management	3

Spring Semester at Portland Campus

BUS 040	Industrial Management	3
BUS 060	Marketing	3
BUS 043	Problems of Small Business	3
BUS 020	Business Finance I	3
BUS 093	Human Relations in Business	3

Upon completion of the 60-hour program with a grade-point average of 2.0, a student will be awarded the degree of Associate of Science in Business Administration.

FOUR-YEAR UNDERGRADUATE PROGRAMS IN BUSINESS AND ECONOMICS

The primary objective of the undergraduate program in Business Administration is to develop the student's abilities to assume the responsibilities of business management. The program is aimed at providing the broad training necessary for successful business management in a rapidly changing economy. No attempt is made to provide detailed specialized training in particular business tasks. The program aims, rather, at developing skills and attitudes of mind that will enable the student to cope successfully with the changing problems of business management in the years ahead. The program is implemented in three general phases: First, the student acquires broad training in the arts and sciences for the necessary foundation upon which the student's future education will build. Second, the student pursues a program of study designed to provide an understanding of the major functional areas common to most business operations and a knowledge of certain fields which are particularly relevant to the study of business management. This is referred to as the "core" program and includes basic courses in accounting, introduction to computers, economics, finance, business law, marketing, and management. Third, the student undertakes to acquire a deeper knowledge of the selected major field. This is accomplished by taking 18 credit hours beyond the core program.

The undergraduate program in economics is designed to prepare students broadly for careers such as civil service, law, management, public affairs, and labor relations. Economics is a social science and as such must be studied in the perspective of a broad training in the liberal arts and sciences. Many students who plan to attend graduate and professional schools will find the undergraduate economics program to be valuable training for advanced academic work. Within the economics program, courses are available in such fields as: microeconomic analysis, money and banking, macroeconomic analysis, international trade, comparative economic systems, public finance, and the social control of business.

In addition to the traditional four-year programs in accounting, business administration, and economics, the following options are available to the student:

COOPERATIVE EDUCATION PROGRAM

The School of Business and Economics offers a Cooperative Education Program in which students, while working in business or industry, may earn a maximum of 15 academic credits. The program consists of seven academic periods and three alternating related work experiences. This program combines the efforts of employers and educators in forming a meaningful educational experience in a wide range of areas which include management, accounting, production and

marketing. Firms engaged in the Cooperative Education Program represent fields such as banking, public utilities, retailing and public accounting. Its primary value is educational, although it does provide the opportunity for students to earn money for college expenses. Students who desire further information should contact the School of Business and Economics.

SMALL BUSINESS INSTITUTE

The School of Business and Economics, and The Small Business Administration, a government agency, jointly sponsor a program, The Small Business Institute, whereby Juniors and Seniors provide management counseling to small area businesses. Under the program the students, working as a team, counsel and advise, in cooperation with a faculty adviser and representatives of the SBA, various actual businesses within Southern Maine.

The program provides an opportunity for relevant practice application of academic principles. Students may be involved in consulting in areas such as accounting, finance, management and marketing.

The course is offered as "Applied Study" and carries three hours of academic credit. Preference is given to Seniors, but Juniors are considered. Interested students should contact Mr. Donald Annett, Project Director.

JOINT PROGRAMS WITH THE SCHOOL OF EDUCATION AND DEPARTMENT OF MATHEMATICS

In cooperation with the School of Education, the School of Business and Economics offers (1) an Economics Major and Economics Minor leading to the degree of Bachelor of Science in Education for students in the School of Education who wish to prepare themselves to teach economics in public and private schools, and (2) a Social Science Area Major with Concentration in Economics leading to the degree of Bachelor of Science in Education for students in Secondary Education wishing to prepare themselves to teach economics in secondary school in addition to other social sciences including history, geography, and political science. This latter program is described in the section of the catalog dealing with the department of Geography-Anthropology, where other Social Science Area majors are listed.

In cooperation with the Mathematics Department, a minor in mathematics is available on an optional basis to all Economics Majors. The optional Mathematics Minor is: 21 credit hours (not to include statistics courses), with 12 of the credit hours in MS 152, 153, and 252. The remaining 9 credit hours are to be selected from the following: MS 290, 352, 354, 366, 380, 460; CS 260.

GENERAL GRADUATION REQUIREMENTS OF THE SCHOOL OF BUSINESS AND ECONOMICS FOR ALL CANDIDATES FOR A B.S. DEGREE

All students are required to complete 120 hours.

To be eligible for a B.S. degree in the 4-year programs in the School of Business and Economics, the student must have attained a cumulative grade point average of 2.0 or better:

- a. For all courses taken in 4-year programs at the University, and
- b. For all 4-year courses in business and economics.

ADDED REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN BUSINESS ADMINISTRATION

- A. General Foundation Courses 48 credit hours
Twelve hours of Humanities (Area 1)
Six hours of Fine and Applied Arts (Area 2)

Twelve hours of Social Sciences (Area 4)

Six hours from Area 5: General

Twelve hours of Mathematics (Area 3) as noted below:

MS 109 Linear Systems

MS 110 Elementary Mathematical Analysis

MS 211 Probability

MS 212 Statistics

B. Core Requirements in Business and Economics

30 credit hours

ECON 101 Principles of Economics I

ECON 102 Principles of Economics II

One 300 level ECON course

BUS 101 Introductory Accounting

BUS 320 Business Finance

BUS 340 Elements of Industrial Management

BUS 360 Marketing

BUS 380 Business Law

BUS 385 Business Economics

BUS 390 Introduction to Computers in Business

C. Major Field Requirements

18 credit hours

Accounting Major

BUS 301 Intermediate Accounting I

BUS 302 Intermediate Accounting II

BUS 305 Cost Accounting

BUS 310 Advanced Accounting

BUS 410 Auditing

Elect either:

BUS 311 Advanced Accounting

BUS 313 Federal Tax Reporting

Business Administration Major

BUS 102 Financial and Management Accounting

BUS 330 Investment Management

BUS 370 Managerial Marketing

BUS 450 Business Management and Policy

Six hours of Business or Economics Electives

D. Electives

**ADDED REQUIREMENTS
FOR A BACHELOR OF SCIENCE DEGREE
IN ECONOMICS**

A. General Foundation Courses

36 credit hours

Six hours of Humanities (Area 1)

Six hours of Fine and Applied Arts (Area 2)

Six hours of Social Sciences (Area 4)

Six hours from Area 5: General

Twelve hours of Mathematics (Area 3) as noted below:

MS 109 Linear Systems

MS 110 Elementary Mathematical Analysis

MS 211 Probability

MS 212 Statistics

(An optional, more rigorous mathematics sequence is available to those students who desire it. MS 152, MS 153, and MS 252 will substitute for MS 109 and MS 110. Students will still be required to take MS 211 and MS 212. Students who only wish to take MS 152 and MS 153 can substitute those two courses for MS 109 and MS 110. They still must take MS 211 and MS 212. An optional minor in mathematics is also available.)

It is recommended that students who have writing deficiencies take either ENG 001, Writing Laboratory, or ENG 100, College Writing. Students having difficulty in or communication should take THE 170, Public Speaking.

B. Course Requirements in Economics and Business**36 credit hours****Fifteen hours of core requirements:**

ECON 101 Principles of Economic I
 ECON 102 Principles of Economics II
 ECON 301 Macroeconomic Analysis
 ECON 302 Microeconomic Analysis
 BUS 101 Introductory Accounting

Completion of at least 21 additional hours in economics courses, which may include BUS 385, or HIST 338. ECON 150 and ECON 201 are not applicable for major credit in business and economics.

**REQUIREMENTS FOR AN ECONOMICS MAJOR
 OR AN ECONOMICS MINOR
 FOR STUDENTS IN THE SCHOOL OF EDUCATION**

Criteria For Admission And Retention Of Students

Admission to the Education program by the School of Education plus a minimum of "C" grades in Economics courses.

Secondary Education — Economics Major

<i>Requirements and Content</i>		<i>Credit Hours</i>
ECON 101 and 102	Principles of Economics	6
MS 120	Statistical Inference	3
ECON 301 and 302	Intermediate Micro and Macro Theory	6
ECON 350	Comparative Economic Systems	3
EC ED 300	Economic Concepts and Resource Materials for Educators	3
Additional Economic Electives		15
Total		36

Secondary Education — Economics Majors will do practice teaching in the field of economics, if possible, and will meet all other requirements of the University and the School of Education.

Elementary and Secondary Education — Economics Minor

ECON 101 and 102	Principles of Economics	6
ECON 201	Current Economic Problems	3
ECON 350	Comparative Economic Systems	3
EC ED 300	Economic Concepts and Resource Materials for Educators	3
Additional Economic Electives		6
Total Credits		21

Economics Minors will also meet all other requirements of the University and the School of Education.

MASTER OF BUSINESS ADMINISTRATION

Since the fall of 1964 the School of Business and Economics has offered a master's degree in Business Administration. The M.B.A. program is designed to give students a broad preparation in business administration upon which men and women may build executive careers. To this end, the curriculum is designed to give each student a proper orientation toward business, to develop skills in using tools of analysis, to provide an understanding of the functional areas of business, and to develop a capacity for understanding and adapting to technological and social change. Candidates who enter with no previous college work in business will typically need from one to one and one-half years to complete

undergraduate prerequisites in business administration. The graduate work may be completed in one calendar year.

Requirements for the M.B.A. degree consist of undergraduate foundation courses of thirty-three semester hours, which are apportioned in the areas of business administration, economics, and mathematics as listed below. These courses must be completed prior to the completion of the first twelve hours of graduate courses. This stipulation means that a student may take some graduate courses prior to completing the undergraduate work in cases where the prerequisites for specific graduate courses are satisfied. The graduate program comprises thirty hours of graduate courses, including twenty-one hours of required core courses and nine hours of electives, selected from the many offerings of the M.B.A. program.

Most of the courses are offered in the evening to facilitate students whose career or family responsibilities prevent their attending a day program. The course offerings and scheduling are directed to these students. Entry in the M.B.A. program is possible at the beginning of either semester or the summer session. There is no thesis requirement, but research and writing are required throughout the graduate program. These writings often develop from solutions to case problems which are used in many of the courses.

ADMISSION

Application for admission to the M.B.A. program should be made to the Dean of the Graduate School. Admission to this program requires the recommendation of the M.B.A. Graduate Admissions Committee at the University, and the approval of the Dean of the Graduate School.

To be admitted, an applicant must have received a baccalaureate degree or its equivalent and must show promise of ability to pursue advanced study and research. This requirement is determined by the M.B.A. Graduate Admissions Committee using the test score (ATGSB), previous college or university work, and the letters of recommendation. All applicants for the M.B.A. program must submit scores obtained on the Admission Test for Graduate Study in Business (ATGSB) which is administered by the Educational Testing Service, Princeton, New Jersey.

For regular admission, the minimum ATGSB test score and undergraduate grade point average (GPA) from an accredited school are 450 and 2.5 (4.0 system) or 450 and 2.75 for the junior, senior years. A weighted average of the ATGSB score and the GPA may be used with a minimum total of 950 points based on the following formula: 200 times the undergraduate GPA (4.0 system) plus the ATGSB score; or at least 1000 points based on the formula: 200 times upper-division GPA (4.0 system) plus the ATGSB score. Conditional admission (described below) may be possible for applicants whose scores are below those prescribed for regular admission.

An application is not complete until all the required transcripts, ATGSB scores, and letter of recommendation are on file in the Office of the Graduate School. Applications should be received by the Graduate School at least six weeks before the date of registration for the semester or summer session in which the applicant wishes to begin his study. All application material becomes the property of the University.

Status

An applicant's admission status will be one of the following:

Regular. Granted to students who have a record of high scholarship in their academic field and about whom there is no question of ability to carry on graduate study. If the applicant has not completed all of the required undergraduate courses, the applicant will be advised in the letter of acceptance that these courses must be completed prior to completing twelve hours of graduate credit.

Conditional. Students whose academic record does not show high scholarship, but are deemed by the Graduate Admissions Committee to show promise of success in the M.B.A. program, may be admitted on a conditional basis. Conditional

basis admission may also be used under other circumstances. The letter of acceptance will contain the conditions which must be met before the student can be reclassified as Regular. If the applicant has not completed all of the required undergraduate courses, the applicant will be advised in the letter of acceptance that these courses must be completed prior to completing twelve hours of graduate credit.

Special. This status is assigned to those in the general category of Non-degree Students. Special status is obtained by submitting a request to the Graduate Admissions Committee with supporting evidence of ability to perform graduate level work. Students granted this status will receive a grade but credit will not normally be granted towards the M.B.A. degree at the University.

Transient. A person enrolled in any other graduate program at the University or another school may enroll in graduate business administration courses if the required prerequisite courses have been taken. A request for transient status shall be made to the chairman of the M.B.A. program.

MASTER OF BUSINESS ADMINISTRATION

Undergraduate Courses Required

Accounting	(6 hours)	Finance	(3 hours)
Business Law	(3 hours)	Management	(3 hours)
Calculus	(3 hours)	Marketing	(3 hours)
Economics	(9 hours)	Statistics	(3 hours)

Candidates for the M.B.A. degree must complete twenty-one hours of required graduate courses and nine hours of graduate elective courses prior to the completion of their formal graduate degree program.

Required Graduate Courses

BUS 510	Operations Research
BUS 520	Industrial Relations
BUS 530	Senior Executive Decision Making
BUS 540	Managerial Accounting
BUS 550	Managerial Economics
BUS 560	Financial Management
BUS 570	Marketing Management

Elective Graduate Courses

BUS 523	Collective Bargaining
BUS 527	Human Relations in Industry
BUS 533	Production Management
BUS 537	Organizational Behavior in Business
BUS 553	Business Cycles and Forecasting
BUS 563	Investment Management
BUS 573	Market Research and Management
BUS 583	Business Logistics
BUS 593	Independent Readings and Research in Business and/or Administration

For further information and applications, telephone 773-2981, Extension 206, or write:

Chairman, M.B.A. Program
School of Business and Economics
University of Maine at Portland-Gorham
96 Falmouth Street, Portland, Maine 04103

MBA GRADE POLICY

In order to receive graduate degree credit for a course, a student must be registered in the graduate program as a graduate student. Generally, graduate credit will not be granted retroactively for graduate work which was taken as a special student.

A grade of "I" (deficient), a temporary grade given when the student, be-

cause of extraordinary circumstances, has failed to complete required work, must be completed and a grade submitted in the semester following the semester in which the "I" grade was received. An "I" which is not removed during this period becomes an "F".

Withdrawal from a course may be made during the first five weeks of a semester without the course appearing on the transcript. During the second five week period a "W" (withdrawn) grade is given. After the end of the first ten weeks, a student may obtain an approved withdrawal but the grade of "WP" (withdraw passing) or "WF" (withdraw failing) is given. The "WF" grade is treated as an "F" in grade point average computation. The last day to withdraw from a course is the last day of classes.

All courses completed for the MBA must be passed with a minimum grade of "C". A grade of "C" will carry graduate degree credit. However, no student will be allowed to apply more than six hours of "C" grades towards any requirements of the MBA taken after being admitted to the program.

No graduate student may repeat the same course after receiving a grade of "C" or "B" in a course to improve his grade point average.

If a student receives a grade of "D" in a required course, the student must take the course over again. If a "D" grade is received in an elective course, the student may or may not elect to retake the elective course. Whether the course is required or an elective, the "D" grade will be included in the student's grade point average. If the course is repeated, the student must pass the course with a minimum grade of "C". When a course with a "D" grade is repeated the new grade as well as the original "D" grade is figured in the grade point average.

The basis for automatic dismissal is:

The equivalent of three "Cs" or below.
The equivalent of two "Ds" or one "F".

A student enrolled on a conditional basis must obtain a grade point average of 3.0 or better by the time of completion of fifteen hours of graduate courses. At this point, the student must also have satisfied the condition under which the student was admitted to the program. If one or the other of these requirements is not met, the student will be dismissed from the program. If at any time during the first fifteen hours the conditional student's grade point average falls below 3.0, the student will be placed on probation. The probational status must be removed within one academic year or by the completion of fifteen hours of graduate courses, whichever comes first, or the student will be dismissed from the program.

A regular student whose grade point average falls below 3.0 will be automatically placed on a probational status. The student will have nine semester hours in which to bring the grade point average back to the required 3.0. Students who fail to do this, will be dismissed from the program.

A student who has completed the program of study must have a grade point average of 3.0 to receive the M.B.A. degree. Any student whose grade point average falls below 2.0 at any time will automatically be dismissed from the program. Since the grade for a single course cannot be considered an average, this rule will be applied when the student's grades for not less than two courses have become available.

Transfer of Credit

A student enrolled in the graduate business administration program may, after completing nine hours of graduate credit, apply to have graduate course credit transferred from other institutions. Generally courses taken while enrolled as a graduate student at other institutions will be accepted when work is "B" grade or better in courses corresponding to those offered by the University and if applicable to the student's program of study.

If students relocate from the Portland area, they may apply to continue their

program at another graduate school of business and have the degree granted by the University. In any case involving transfer credit, a minimum of eighteen (18) hours must be taken at the University in order to obtain the M.B.A. degree from the University. All requests for transfer credit must be approved by the graduate admissions committee. When credit transfer is requested to complete any part of the M.B.A. program at the University it must be requested and approved prior to the enrolling in another graduate school of business and not after the course has been completed.

DESCRIPTIONS OF COURSES IN THE ASSOCIATE DEGREE PROGRAM

BUS 011 Principles of Accounting I

McKeil

An introduction to accounting concepts, principles, and practices. Emphasis on the preparation and interpretation of statements for financial and management uses as well as the measurement of assets, liabilities, equity, revenues, and expenses. Three credit hours

BUS 012 Principles of Accounting II

McKeil

An introduction to the accounting for partnerships, corporations, and manufacturing. Emphasis on analysis and interpretation of accounting data for management planning and control. Prerequisite: BUS 011. Three credit hours

BUS 015 Intermediate Accounting I

Findlay

An intensive study of accounting theory including financial statements, the accounting for corporate capital, cash receivables, and current liabilities. Prerequisite: BUS 011 and BUS 012. Three credit hours

BUS 016 Intermediate Accounting II

Findlay

The study of accounting theory including investments, inventories, property, plant and equipment, long-term debt, intangible assets. Prerequisites: BUS 011 and BUS 012. Three credit hours

BUS 020 Business Finance I

Gold

A study of the promotion, organization, and financing of the single proprietorship, partnership, and corporation. Such topics as fund flows, cash budgeting, and capital budgeting are examined. Prerequisites: ECON 011, ECON 012, and BUS 011. Three credit hours

BUS 021 Business Finance II

Gold

An in-depth examination of selected topics in finance with advanced cases and problems used to relate these topics to the theories and principles developed. Cost of capital and other tools are developed for use in the decision-making process. Prerequisite: BUS 020. Three credit hours

BUS 022 Real Estate Law

Staff

A study of real property law in general and Maine law in particular. Land titles, acquisition and transfer, methods of ownership, rights of husband and wife, easements, fixtures, land descriptions, mortgages, deeds, taxes, contracts, legal elements of brokerage relationship, and other legal applications are covered. This subject provides the first half of an approved course of study for those who wish to prepare for the State of Maine Real Estate Broker's License Examination. (Offered through C.E.D. only). Three credit hours

BUS 023 Real Estate Practice

Staff

This course reviews the basic functions of the practicing real estate broker. Discussed are such topics as listing and sales procedures, financing, introduction to appraising, construction, taxation, advertising, state regulations on office operation, and real estate mathematics. This course is approved as the second part of an approved course of study for those who wish to be eligible to take the State of Maine Real Estate Broker's License Examination. (Offered through C.E.D. only). Three credit hours

BUS 024 An Introduction to Appraising Real Property

Staff

This is an intensive course covering all real property appraising concepts and the technical skills employed in their applications to residential property. The course is designed for the beginning appraiser, real estate broker, lender, builder, and assessor. Included is a summary introduction to real estate economics and urban land studies. This is the first of three courses accepted by the Society of Real Estate Appraisers for credit toward a professional designation. (Offered through C.E.D. only).

Three credit hours

BUS 030 Investment Management

Gold

Provides the planning and management of investment programs for all types of investors. Evaluates the various media of investments in terms of their risks and profits. The functions of the stock market and its behavior are examined. Prerequisites: ECON 011, ECON 012, BUS 011, and BUS 012.

Three credit hours

BUS 040 Elements of Industrial Management

Annett, Taylor

A comprehensive survey of all phases of the management of industrial and business enterprises. The influence of industrial relations is interspersed with the treatment of management's technical problems. Prerequisites: ECON 011 and ECON 012.

Three credit hours

BUS 043 Problems of Small Business

Annett

Aspects of management that are uniquely important to small firms, in the interest of developing an understanding of the economic and social environment in which the small concern functions. Practice in decision-making on the same types of problems that small businessmen face. Problems relevant to small business operations in Maine will be stressed. Prerequisite: BUS 011.

Three credit hours

BUS 060 Marketing

Gold

Problems of distribution for representative industrial and consumer goods, including merchandising policies, selection of distribution channels, price policies, and advertising and sales promotion methods. Prerequisites: ECON 011, ECON 012, and BUS 011.

Three credit hours

BUS 064 Retailing

Taylor

Study of the retail distribution structure and of the problems involved in successful store operation under current conditions. Prerequisite: BUS 060.

Three credit hours

BUS 067 Sales Management

Taylor

Analysis of the problems facing marketing management in formulating sales policy and in managing the sales organization. Prerequisite: BUS 060.

Three credit hours

BUS 080 Business Law

Staff

This course, an introduction to the study of business law, includes origins of the law, its nature and classification; contract law and the laws of agency and personal property are comprehensively dealt with.

Three credit hours

BUS 090 Introduction to Computer in Business

B. Andrews

The role of the computer as an aid in managerial decision making. Computer operation and programming fundamentals including flow charting and program writing in one of the common computer program languages emphasizing business applications.

Three credit hours

BUS 093 Human Relations in Business

Annett

Introduction to the behavioral sciences, emphasizing typical behavioral problems faced in business by employees and management. The laboratory method of teaching, involving the student in role playing and analyzing collected data, is supplemented with lectures, case analysis, and outside reading.

Three credit hours

BUS 095 Business and Society

Taylor

An examination of the significant relationships between business and the social, political, and economic environment of our society for the purpose of evaluation of goals, values, ethics, and practices in the business world. Historical development of business and capitalism is covered. The industrial and commercial structures and functions in our society are described. Social relationships internal to the firms are explored. Special problems concerning mass production, automation, and employment are discussed along with other current and future issues and problems related to business and our society. Three credit hours

ECON 011 Principles of Economics I

McKeil

A theoretical analysis of the basic characteristics, institutions, and operational activities of a modern capitalistic economy which is involved in the transformation of scarce economic resources into the goods and services demanded by consumers. Topics discussed include inflation, unemployment, government monetary and fiscal policy to achieve full employment, and economic growth. Three credit hours

ECON 012 Principles of Economics II

McKeil

A theoretical analysis of the firm, and its role in the transformation of scarce economic resources into the goods and services demanded by consumers. Special attention is focused on the development of a market mechanism for the exchange of goods, services, and resources within a capitalistic economy. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Three credit hours

ENG 011 Composition

Staff

Intensive practice in expository writing, with reading of illustrative material. Students in the ABA program will complete ENG 011 on a pass-fail basis or receive credit by examination. Three credit hours

ENG 019 Expository Writing

Staff

Training in clear expository writing of formal reports, business communications, and related material. Three credit hours

ENG 120 Introduction to Literature

(See English Department course offerings)

MS 010 Elementary Algebra

(See Mathematics Department course offerings)

Three credit hours

MS 011 Intermediate Algebra

(See Mathematics Department course offerings)

Three credit hours

MS 109 Linear Systems

(See Mathematics Department course offerings)

MS 110 Elementary Mathematical Analysis

(See Mathematics Department course offerings)

MS 211 Probability

(See Mathematics Department course offerings)

MS 212 Statistics

(See Mathematics Department course offerings)

COM 150 Business Communication

(See Communication Department course offerings)

THE 170 Public Speaking

(See Theatre Department course offerings)

UNDERGRADUATE COURSES IN THE FOUR-YEAR PROGRAM IN BUSINESS ADMINISTRATION

BUS 101 Introductory Accounting

Jagolinzer, Hodson

An introduction to accounting principles and concepts. Emphasis is placed on the preparation of financial statements and the accounting for assets, liabilities, equities, revenue, and expenses.

Three credit hours

BUS 102 Financial and Management Accounting

Jagolinzer, Hodson

(This course is designed for non-accounting majors.) It deals with the uses of accounting data for financial and management control. Emphasis is placed on the basic concepts associated with the corporate form of organization, manufacturing operations, cost determinations and controls, analysis of financial statements, changes in financial position, consolidated financial statements, and income tax considerations. Prerequisite: BUS 101.

Three credit hours

BUS 150 A Survey Of Basic Accounting

Staff

This course is designed for use primarily by those who wish to obtain a basic understanding of the accountant's approach to measuring and reporting upon the economic activity, resources, and obligations of a business. The use of this information in decision making is also discussed. Accounting topics are introduced and discussed under the assumption that the student has no prior knowledge of accounting.

Three credit hours

BUS 190 Personal Finance

Fitzpatrick

Dealing with the problems of managing personal finances, primary emphasis is placed on methods of measuring and evaluating expenditures to assure optimal benefit from the income. It includes an evaluation of typical occupations and incomes; of life insurance with the various types, investments and mutual funds; of the borrowing of money and use of credit; of taxes and estate planning. The course work will be a series of readings with brief case problems in each of the major areas. (When taken by business or accounting majors, this course will give elective credit).

Three credit hours

BUS 301 Intermediate Accounting I

Hodson

An intensive study of accounting theory including financial statements, the accounting for corporate capital, cash, receivables, and current liabilities. Prerequisite: BUS 101.

Three credit hours

BUS 302 Intermediate Accounting II

Hodson

The study of accounting theory including investments, inventories, property, plant and equipment, long-term debt, intangible assets. Prerequisite: BUS 101.

Three credit hours

BUS 305 Cost Accounting

Jagolinzer

The principles and methods of job order costing and process costing, including analysis and allocation of factory overhead. A study of joint and by-product costs. Methods and management use of standard costs. Management decision-making through the use of direct costing and cost volume-profit analysis. Prerequisite: BUS 101.

Three credit hours

BUS 306 Advanced Cost Accounting

Staff

Devoted primarily to a detailed study of management uses of cost data. In addition, budgets, forecasting, and capital budgeting are discussed. Prerequisites: BUS 101 and BUS 102.

Three credit hours

BUS 310 Advanced Accounting I

Findlay

A study of accounting principles and theory related to changes in financial position; partnerships; consignment and installment sales; and receiverships. Prerequisites: BUS 301 and BUS 302.

Three credit hours

BUS 311 Advanced Accounting II

Findlay

A study of accounting principles and theory related to home office and branch accounting; consolidations, mergers, parent and subsidiary accounting; governmental and institutional accounting; estates and trusts. Prerequisites: BUS 301 and BUS 302.

Three credit hours

BUS 313 Federal Tax Reporting

Staff

Federal tax laws as they affect individuals, partnerships, corporations, and related topics. Prerequisite: BUS 101. (Offered only by the Continuing Education Division) Three credit hours

BUS 320 Business Finance

Fitzpatrick

This course deals with the promotion, organization, and financing of the single proprietorship, partnership, and corporation. It also utilizes advanced cases and problems related to the above topics. Prerequisites: ECON 101 and ECON 102; BUS 101 and BUS 102 or BUS 301. Three credit hours

BUS 330 Investment Management

Fitzpatrick

Provides the planning and management of investment programs for all types of investors. Evaluates the various media of investments in terms of their risks and profits. The functions of the stock market and its behavior are examined. Prerequisite: BUS 320. Three credit hours

BUS 340 Elements of Industrial Management

Taylor

A comprehensive survey of all phases of the management of industrial and business enterprises. The influence of industrial relations is interspersed with the treatment of management's technical problems. Prerequisites: ECON 101 and ECON 102. Three credit hours

BUS 346 Personnel Management

Chandler

The selection, training, and management of personnel in private and public business. Designed for the student interested in administration, office management, or personnel work in education, business, engineering, public service, and other fields. Prerequisite: BUS 340 or permission of instructor. (Not offered in 1975-76) Three credit hours

BUS 348 Industrial Relations

Chandler

A study of industrial relations patterns in the U.S. Major focus is on the relationship between management and organized labor, and the bargaining, administration, and interpretation of contracts. The problem of dispute settlement and a comparison of methods used in the U.S. and abroad. Attention is also given to industrial relations in unorganized firms and in the Civil Service. Prerequisite: BUS 340 or permission of instructor. (Not offered in 1975-76) Three credit hours

BUS 352 Dynamics of Organization and Behavior

Chandler

An analysis of business organization and the problems of administrators in an interpersonal setting. Primary emphasis is on the findings of behavioral sciences which are particularly relevant to human relations and adjustment problems in modern organizations. Motivation, leadership, and organization theory as related to work and productivity, and associate topics are also covered. Prerequisite: BUS 340 or BUS 348 or permission of instructor. Three credit hours

BUS 360 Marketing

Manck

Problems of distribution for representative industrial and consumer goods, including merchandising policies, selection of distribution channels, price policies, and advertising and sales promotion methods. Prerequisites: ECON 101 and ECON 102. Three credit hours

BUS 363 Advertising

Manck

The place of advertising in the marketing program. Business cases are analyzed to determine those situations in which advertising may be profitably employed to stimulate primary and selective demand for industrial and consumer goods and services. Prerequisite: BUS 360. Three credit hours

BUS 368 Sales Management

Staff

An analysis of the problems facing marketing management in formulating sales policy and in managing the sales organization. Prerequisite: BUS 360. (Not offered in 1975-76) Three credit hours

BUS 370 Managerial Marketing

Manck

A managerial approach emphasizing the integration of marketing, as an organic activity, with other activities of the business firm. Study is directed toward recognition and appreciation of the problems encountered by top marketing executives in modern business, with a consideration of the policies and procedures that may be followed in their solution. By case analysis and consideration of current marketing literature, students are provided opportunities for development of abilities in solving marketing management problems. Prerequisites: BUS 360 and MS 212. Three credit hours

BUS 373 Marketing Research

Manck

A consideration of marketing research as a tool in the solution of problems in production and distribution. Emphasis on problem formulation, exploratory research, research design, basic observational and sampling requirements, data analysis, interpretation, and sampling. Prerequisites: BUS 360 and MS 212. Three credit hours

BUS 380 Business Law

Staff

This course, an introduction to the study of business law, includes origins of the law, its nature and classification; contract law and the laws of agency and personal property are comprehensively dealt with. Prerequisite: (Junior-Senior status) Three credit hours

BUS 381 Business Law II

Staff

An opportunity to continue the study of Business Law and to complete the study of the Uniform Commercial Code. The course will be largely devoted to the law of negotiable instruments such as checks, notes, drafts, bill of lading and negotiable warehouse receipts. Prerequisite: BUS 380 or BUS 80 with permission of instructor. Three credit hours

BUS 385 Business Economics

Durgin

Application of economic analysis to concrete business situations. Emphasis on developing the student's ability to apply economic analysis to the solution of problems faced by business management. Prerequisites: ECON 101 and 102, BUS 101, and MS 110. Three credit hours

BUS 390 Introduction to Computers in Business

B. Andrews

The role of the computer as an aid in managerial decision making. Computer operation and programming fundamentals including flow charting and program writing in one of the common computer program languages emphasizing business applications. Three credit hours

BUS 391 Electronic Data Processing Systems for Business and Industry

B. Andrews

A more in-depth examination of the role of the computer as an aid in managerial decision making. Programming the computer, determination of the user's systems requirements, and applications to typical but varied business operations. Prerequisite: BUS 390. Three credit hours

BUS 395 Cooperative Education—Business Administration I

Staff

The student has the opportunity to relate academic knowledge to practical experience in the business world. The University makes arrangements with certain institutions and/or industries to employ students to fill specific jobs on a semester basis. The student's work is in a related field, and the work experience increases in difficulty and responsibility as the student progresses through the academic curriculum. The work experiences are approved in advance by the faculty. Open to Sophomores, Juniors, and Seniors in the School of Business and Economics with permission. Five credit hours

BUS 396 Cooperative Education—Business Administration II

Staff

Open to Sophomores, Juniors, and Seniors in the School of Business and Economics with permission. Five credit hours

BUS 397 Cooperative Education—Business Administration III

Staff

Open to Juniors and Seniors in the School of Business and Economics with permission. Prerequisites: BUS 395 and 396. Five credit hours

BUS 410 Auditing

Findlay

A study of auditing philosophy and theory relative to the examination of financial statements and other data. Internal control; auditing standards and procedures; and the legal and ethical responsibilities of the independent auditor. Prerequisite: BUS 301. Three credit hours

BUS 420 Seminar on Current Developments and Practices in Accounting

Staff

A review of APB opinions, FASB opinion, role of SEC in accounting. Current developments and problems - e.g. legal, social relevancy, etc., and information systems. Prerequisite: BUS 310, senior standing or permission of instructor. Three credit hours

BUS 421 Investment Analysis

Fitzpatrick

A study of the various methods of predicting the price action of stocks and the stock market. It is based upon technical and theoretical methods of forecasting. It is primarily concerned with the Point and Figure technique. Prerequisite: BUS 320. Three credit hours

BUS 422 Topics in Investment

Fitzpatrick

An in-depth study of each of the major topics investments. The course is based upon assigned readings, research, and discussion. Prerequisite: BUS 320. Three credit hours

BUS 450 Business Management and Policy

Waters

Administrative practice at the higher levels of business management through case analysis and discussion. The course attempts to coordinate the background of business majors in the formulation and administration of sound business policy. Prerequisites: BUS 101 and BUS 102; or BUS 301, BUS 340, and BUS 360. Three credit hours

BUS 490 Independent Readings and Research in Business

Staff

Selected topics in the various areas of accounting, finance, management, and marketing may be studied and researched on an independent basis. (Not for graduate credit.) Prerequisites: Senior standing and permission of the instructor. One to six credit hours

BUS 491 Applied Study

Staff

This course is designed to allow the student to apply the concepts of Business Administration, Economics and Accounting to operational problems in the field. Assignments are arranged by the School of Business and Economics in conjunction with agencies such as the Small Business Administration for an off-campus consultative experience in a business firm or other appropriate institutional setting. Prerequisites: Open to qualified Juniors and Seniors with approval. Three credit hours

UNDERGRADUATE COURSES IN THE FOUR-YEAR PROGRAM IN ECONOMICS

ECON 101 Principles of Economics I

Staff

A theoretical analysis of the basic characteristics, institutions, and operational activities of a modern capitalistic economy which is involved in the transformation of scarce economic resources into the goods and services demanded by consumers. Topics discussed include inflation, unemployment, government monetary and fiscal policy to achieve full employment, and economic growth. Three credit hours

ECON 102 Principles of Economics II

Staff

A theoretical analysis of the firm and its role in the transformation of scarce economic resources into the goods and services demanded by consumers. Special attention is focused on the development of a market mechanism for the exchange of goods, services, and resources within a capitalistic economy. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Three credit hours

ECON 150 Elementary Economics

McMahon, Witherill

An introduction to economic theory and practice as it applies to the U.S. economy, surveying both macroeconomic (national) and microeconomic (industrial) concepts. Topics discussed include the characteristics of the free enterprise system, income and employment determination, government involvement in economic activity, money and banking, the market mechanism, competition and monopoly, and antitrust policy. For non-majors.

Three credit hours

ECON 201 Current Economic Problems

Witherill

An in-depth study and application of economic principles to some of the outstanding economic issues of society. These include: the economics of pollution control; problems of the city—including transportation, metropolitan organization, and finance; and problems of labor — such as automation and unemployment. (Not for major credit in either Economics or Business Administration.) Prerequisite: ECON 101. (Not offered in 1975-76)

Three credit hours

ECON 301 Macroeconomic Analysis

Boy

A theoretical analysis of the basic forces that cause inflation, growth, and fluctuations in economic activity. The effects on employment and other factors are thoroughly treated. Stabilization policies are examined and evaluated. Prerequisites: ECON 101 and ECON 102.

Three credit hours

ECON 302 Microeconomic Analysis

Bien

Price, income, and employment theory as tools in the study of economics. Prerequisites: ECON 101 and ECON 102.

Three credit hours

ECON 310 Money and Banking

Boy

An extensive examination of the operation and performance of the American banking and financial system. Includes a study of monetary theory and policy. Debt management and present international monetary problems are discussed briefly. Prerequisites: ECON 101 and ECON 102.

Three credit hours

ECON 320 Labor Economics

Chandler

A discussion of labor in an industrial society serves as background for an examination of the origins and structure of the labor movement, the theories of the labor movement, the theories of wages and labor's income, the process of collective bargaining in industrial relations, and the development of labor legislation and social security laws. Prerequisites: ECON 101 and ECON 102.

Three credit hours

ECON 330 Government and Business

McMahon

Public policy toward business; government powers and private rights; government aids; regulation of competition and monopoly; public enterprise. Prerequisites: ECON 101 and ECON 102.

Three credit hours

ECON 350 Comparative Economic Systems

Durgin

The structures and operating principles of the major contemporary economic systems are examined and compared. Prerequisite: ECON 101.

Three credit hours

ECON 351 Economic Systems of the Soviet Union

Durgin

A study of the development, institution, and structure of the Soviet economy. Emphasis on current theories and problems of central planning. Prerequisites: ECON 101 and ECON 102.

Three credit hours

ECON 360 Economic Development

Witherill

The theories and practices of interregional and international economic development. Special attention is given to development problems of emerging nations. Prerequisite: ECON 101.

Three credit hours

ECON 370—International Trade

Bien

The principles and practices of international trade and finance are thoroughly treated. Special emphasis is given to current trends in the international economy and to United States commercial policy. Prerequisites: ECON 101 and ECON 102.

Three credit hours

ECON 380 Public Finance and Fiscal Policy

McMahon

Public expenditure theory; principles of taxation; the federal budget and alternative budget policies; federal tax policy; fiscal policy for stabilization; federal debt. Prerequisites: ECON 101 and ECON 102. Three credit hours

ECON 381 State and Local Government Finance

McMahon

Development of the federal system; fiscal performance; intergovernmental fiscal relations; state and local revenue systems; budgetary practices; state and local debt. Prerequisites: ECON 101 and ECON 102. (Not offered in 1975-76). Three credit hours

ECON 390 Environmental Economics

Staff

A study of the economic principles that underlie the role of the environment in the private and public sectors of the economy, with particular emphasis on environmental issues in the Maine economy. (Offered only in Lewiston-Auburn in 1975-76) Three credit hours

ECON 490 Independent Readings and Research in Economics

Staff

Selected topics in the various areas of economics may be studied and researched on an independent basis. (Not for graduate credit.) Prerequisites: Senior standing and permission of the instructor. One to three credit hours

ECED 300 Economic Concepts and Research Materials for Educators

Witherill

A study of the simplification of economics concepts for presentation at elementary and secondary grade levels; also the study and preparation of various resource materials used in presenting economic concepts at these levels. Prerequisite: Permission of the instructor. Three credit hours

ECON 399 Regional Economics

Staff

A study of the application of theoretical economic analysis to the problems of regional and economic planning and development, with special emphasis on the problems of Maine and northern New England. Prerequisite: ECON 101. Three credit hours

MASTER OF BUSINESS ADMINISTRATION**GRADUATE COURSES**

(Offered only by the Continuing Education Division)

BUS 510 Operations Research

B. Andrews

A survey of commonly used models and analytical techniques in sophisticated quantitative-management-decision-making. Mathematical models are developed and applied in a wide range of business resource-allocation situations. Topics include: queuing theory, decision analysis, inventory theory, simulation, game theory, Markov analysis, classical optimization, mathematical programming (linear, integer and dynamic), and network analysis. Prerequisite: One course in statistics and one course in treating integral and differential calculus. Three credit hours

BUS 520 Industrial Relations and Personnel Management

Chandler

A comprehensive investigation of the changing pattern of industrial relations in the United States. Major emphasis is on the human, social, and economic aspects of employer-employee relationships in both union and non-union settings. Provides an understanding of and appreciation for the crucial importance of the development of sound and flexible personnel policies by top management. Among the areas considered are: the changing nature of the labor force; wages, salaries, and fringe benefits; hours of work; and the impact of technological change on the work force. Prerequisite: one course in management or industrial relations. Three credit hours

BUS 523 Collective Bargaining

Chandler

Discusses the major issues and problems in the collective-bargaining process. Provides the business manager with the knowledge of sound collective bargaining attitudes and techniques necessary to achieve a responsible and mature attitude

in his relationship with employee representatives. To this end, major focus is on the development of the union movement in this country, the changing nature of public policy toward collective bargaining, and the public responsibility of both unions and management. In addition, attention is given to the specific tools of collective bargaining, including strikes, lockouts, grievance procedures, arbitration, mediation, and bargaining strategies and techniques. Prerequisite: BUS 520. Three credit hours

BUS 527 Human Relations in Industry

Waters

This course is designed to acquaint the student with the complex system of interdependent human, social, technical, and organizational forces which underlie the feelings, action, and relationships of people in organizations. Such subjects as leadership theory, organizational theory, individual and group behavior, and communication theory are presented. Prerequisite: Six hours in business subjects. Three credit hours

BUS 530 Senior Executive Decision Making

Plowman

Administrative practice at the higher levels of business management, with major emphasis on long-range executive planning of profit, sales, production, social goals and objectives, and of strategies and policies to achieve these objectives. Coordinates all executive activities, viewed as tools for use in developing administrative competence, in the formulation of business policies at the decision-making level. Prerequisite: BUS 510 or equivalent. Three credit hours

BUS 533 Production Management

Staff

Development of models and analytical techniques for designing, operating and maintaining production systems. The quantitative aspects of production analysis are emphasized. Topics include: forecasting, experimental design, scheduling, reliability, sampling, statistical quality control, inventory control, assembly line balancing, machine assignment and job sequencing. Prerequisite: BUS 510. (Not offered in 1975-76) Three credit hours

BUS 537 Organizational Behavior in Business

Staff

Emphasis on the importance of the influence process, motivational settings, and the structural backgrounds of organizational status and social relations. Analysis through case discussion and readings will develop a conceptual framework for improving individual decision-making ability with respect to individual, group, and intergroup problems. Prerequisite: One course in management. Three credit hours

BUS 540 Managerial Accounting

Findloy

Development, analysis, and interpretation of accounting data and financial statements for managerial control, coordination, and decision-making; emphasis upon accounting as a tool of management. Topics are developed by utilization of case studies, problems, and reference material. Prerequisite: Six semester hours in accounting.

BUS 550 Managerial Economics

Durgin

Application of economic analysis to the management of business enterprises. Designed to develop the student's ability to understand and use some of the important economic concepts, tools, and methods, relevant to operations and decisions within a business firm. Particular attention is given to the analysis of market demands, price policy, cost structures and production functions, capital budgeting, planning, and financing. Prerequisite: Nine semester hours in economics and a course in introductory calculus. Three credit hours

BUS 553 Business Cycles and Forecasting

Boy

A theoretical analysis of the basic forces that determine fluctuations in the level of income. Stabilization policies are examined and evaluated. Basic forecasting techniques for the over-all economy and for certain major sectors are also explored. Prerequisites: six hours in economics and a course in introductory calculus. Three credit hours

BUS 560 Financial Management

Fitzpatrick

A consideration of management decisions in the administration of corporate funds. Specific areas covered include capital budgeting, inventory control, working capital management, and the cost of capital. The side effects of taxation, depreciation methods, and earnings retention policies are noted. Current capital structure patterns are analyzed and evaluated. Prerequisite: One course in finance.

Three credit hours

BUS 563 Investment Management

Fitzpatrick

Emphasizes analysis and valuation procedures required to determine the investment quality of specific securities. Sets forth criteria for the formulation of a sound investment policy and the selection of investment media to implement it. Develops the techniques of continuing portfolio management and the task of periodic reappraisal. Prerequisite: One course in finance.

Three credit hours

BUS 570 Marketing Management

Waters

This course is organized to give the graduate student an opportunity to develop and test, through the case method, a number of marketing policies and strategies. Furthermore, the student will read and discuss the current literature in the field of marketing, reviewing current marketing practices and predictions for the balance of the century. Prerequisite: One course in marketing.

Three credit hours

BUS 573 Market Research and Analysis

Manck

A study of the procedure and applications of market research. Such areas as the organization and operation of a research department, survey methods, experimentation, measurement of potential demand, and the analysis of distribution costs are considered. Emphasis on developing the student's ability to apply these and other techniques toward the solution of marketing problems. Prerequisites: BUS 570 and one course in statistics.

Three credit hours

BUS 583 Business Logistics

Plawman

Explores in-depth the need for and means of centralization of decision-making to accomplish effective senior executive control of the chain of logistic activities from point of completion of manufacturing or other form of utility-creating process to delivery at the point of use or consumption. Interdisciplinary relationships with cybernetics, econometrics, operations research, computer-facilitated information analysis, purchasing (materials management) and the customer relations aspect of marketing (physical distribution) reviewed in their role as logistics sub-systems or building blocks. Prerequisite: BUS 510.

Three credit hours

593 Independent Readings and Research in Business and/or Administration

Staff

Selected topics in the area of Business and/or Administration may be studied and researched on an independent basis. Prerequisites: Permission of the instructor and the chairman of Graduate studies in Business is required.

One to three credit hours

Scogis

The School of General and Interdisciplinary Studies

JAMES O'NEIL, Director

SCOGIS is an experiment in undergraduate education which offers unique opportunities for an interdisciplinary approach to learning.

The program has a central thematic which gives focus to the program. An interdisciplinary approach is used to explore the theme, with the expectation that a creative tension among the specialities will enlarge human understanding. This joining of perspectives seeks to bridge the isolation of disciplines.

The program seeks a balance between experimental learning with its emphasis on doing and intellectual learning with its emphasis on conceptual and cognitive states.

For the 1975-1976 school year the theme of Human Ecology will provide the focus for the program's activities. Both the concerns of the broadest nature and regional problems will be addressed with an emphasis on the participants' making reflective value choices.

Interested students are invited to visit SCOGIS, 11 Granite Street (see Portland campus map for the location) or telephone Portland campus extension 478.

SCOGIS COURSES — FALL 1975

SCO 100 Human Ecology: An Interdisciplinary Approach

Staff

Ecology, at its heart, is a way of seeing the world: a Mode of Consciousness. This perspective seeks to balance two basic approaches to the world—the world as composed of distinct and isolated things, and the world as contiguous with ourselves. The course will examine these ways of seeing from many approaches: biology, philosophy, sociology, technology, economics, etc. Guest lecturers from these disciplines will lend their resources to the theme. The ecological concerns of the Southern Maine region will be critically examined from this developed perspective, as in the consideration of post-industrial Maine, alternative energy, growth vs. no-growth economy.

SCO 110 Foundations of an Ecological Vision: Human Wholeness and the Environment

Staff

The sources which feed an ecological vision are many. Science, art, myths, and philosophy all contribute toward that vision of wholeness. This seminar will critically examine the cultural and historical barriers to a healthy vision of ourselves as embodied beings and to a way of living in the world which transcends alienation. Readings in ecology, phenomenology, literature, and mythology will provide background for intensive individual work in this seminar. Prerequisite: Permission of the Director.

SCO 200 Value Choices in the Southern Maine Region: An Ecological Inquiry

O'Neil

This seminar will explore the ecology of Southern Maine with the specific intent of developing critical value-choices as to the participant's future way of living in Maine. Ecologically sound ways of living require proper choices concerning housing, food production, recycling of waste, job opportunities, etc. The options developed will be applied to individual and community situations. Concrete application of theoretical assumptions will be required of all seminar participants. Prerequisite: Permission of the Director.

University of Maine

School of Nursing

MARY ANN EELLS, Dean

Department of Advanced Medical-Surgical Nursing: Associate Professors Dorbacker, Dubowick, Stone (Chairman); Instructors A. Ellis, Rost; Lecturers Edwards, Haas.

Department of Community Health Nursing: Associate Professors Eells, Jensen, Roscoe; Instructors Grady, Karabin (Chairman), Luther, Perry; Lecturer Hall.

Department of Maternal and Child Nursing: Associate Professor Tryson; Assistant Professor Whitney; Instructors Bellone (Chairman), Mendleson, Pitkin, Tiedemann.

Department of Medical-Surgical Nursing: Associate Professors Malmude, Talbot (Chairman); Assistant Professor Marshall; Instructors Dudac, Tatro, Richards.

Department of Psychiatric Nursing: Associate Professors Cotton (Chairman), Shoobs; Assistant Professors Balber, Tukey; Instructors E. Ellis, MacPherson. Clinical Associate: Flaherty.

Bureau of Continuing Education for Nursing: Mary Ann Rost, Director.

Family Nurse Associates Program: Doris Pennoyer, Director; Mildred Roche, Nurse Director.

The School of Nursing offers a variety of programs to meet student needs. The four-year undergraduate program leads to the Bachelor of Science degree, with the major in nursing. The School's Bureau of Continuing Education for Nursing offers short-term educational programs for practicing nurses throughout the State of Maine. The School also conducts two certificate, post-professional programs, one for Family Nurse Associates, and one for Pediatric Nurse Associates. The School is part of a consortium with Boston University whereby its graduate courses in nursing are offered on the Portland-Gorham campus.

THE BACCALAUREATE PROGRAM IN NURSING

Upon successful completion of the four-year undergraduate program, the degree of Bachelor of Science, with a major in nursing, is awarded. One hundred and twenty credit hours, with a cumulative point average of 2.0, are required for graduation.

The program is designed to prepare a nurse who can (1) make effective responses to the needs of people in providing direct care to people; (2) demonstrate an ability to coordinate care effectively in various settings; (3) identify a personal role as a professional nurse in the community. Nursing is conceived as an art and a developing science concerned with caring and curing. Preparation for professional nursing takes place within the climate of higher education, and builds upon an understanding of man in a bio-social-cultural environment. Excellence in nursing is achieved through the recognition of man's biological, social, and psychological needs, a priority assessment of these needs and effective modes of nursing intervention, and the evaluation of this process.

The first two years of the program consist of courses prerequisite to the clinical courses in nursing, and general education courses required by the University. These two years are offered on three campuses of the University of Maine system: Portland-Gorham, Orono, and Presque Isle. These two years must be completed in full before degree candidates in nursing matriculate for clinical courses in nursing during the junior and senior years on the Portland-Gorham home campus of the School.

Admissions to the undergraduate program are through the Admissions Office of the University, and prospective students should refer to the sections in this catalog on admissions policies required by the University. In addition, the Admissions Office implements the policy of the faculty of the School in that policies shall not eliminate an entire category of people, such as high school students, transfers, registered nurses, adult learners, ethnic or religious groups, veterans, and men. Early application is advised because of limited space.

Advanced placement in the undergraduate program is available in several ways. By taking examinations in the College Level Proficiency, one can secure acceptable credit in some of the general and subject examinations. For details, interested persons should contact the Director of Admissions. Credit by examination can be granted in certain courses at the junior level in nursing after admission to the program, provided prerequisite course requirements are met and permission is granted by the chairman of the department offering the course.

In addition to the required University fees and expenses, students of nursing must purchase uniforms (approximately \$100) during the sophomore year. They must also have the use of a car during the junior and senior years.

REQUIREMENTS FOR THE NURSING MAJOR

The student who matriculates at this campus must attain a cumulative average of 2.0 and a minimum of 60 credits to enter the courses at the junior level of the nursing major. D grades will not count towards fulfillment of the requirements of the clinical courses in the nursing major.

FRESHMAN YEAR

SOPHOMORE YEAR

<i>Required</i>			<i>Required</i>		
BIO	101 Biological Principles	3	BIO	311 Microbiology	3
BIO	102 Biological Experiences	1	BIO	312 Microbiology Lab	2
BIO	111 Human Anatomy and Physiology	3	FN	352 Human Nutrition	3
BIO	112 Practical Human Anatomy and Physiology	1	SOC	101 Introduction to Sociology	
NSG	100 The Role of the Nurse	3	and	ANY 101 or POL 101	3
CHEM	101 Chemistry for Health Sciences I	4	and	SOC Elective	3
CHEM	102 Chemistry for Health Sciences II	4	or	FINE ARTS	
PSY	101 General Psychology	3	HUMANITIES		6
and			ELECTIVES		9
PSY Elective		3			29
FINE ARTS					
or					
HUMANITIES		6			
ELECTIVE		3			
		<hr/> 34			

JUNIOR YEAR*Nursing*

NSG 301	Medical-Surgical Nursing I	7
NSG 302	Medical-Surgical Nursing II	7
NSG 303	Nursing of Mothers & Children I	7
NSG 304	Nursing of Mothers & Children II	7
		<hr/> 28

SENIOR YEAR*Nursing*

NSG 400	Advanced Medical-Surgical Nursing	12
NSG 401	Community Health Nursing	3
NSG 402	Community Health Nursing	6
NSG 403	Psychiatric Nursing	6
NSG 404	Seminar in Nursing	2
		<hr/> 29

In addition to the above, there is a Physical Education requirement of two credits which must be met unless excused in writing by the Dean of the School of Nursing.

COURSE DESCRIPTIONS**NSG 100 The Role of the Nurse**

Eells

A survey of the current and expanding roles of the nurse. Three credit hours

NSG 301 Medical-Surgical Nursing I

Talbot, Staff

The nursing care of adults with health problems, present or potential, arising from aging or a pathophysiological condition. The nursing process of assessment, planning, intervention and evaluation is utilized. Learning experiences in the classroom and clinical laboratory are closely correlated with NSG 303/304 for integration of nursing concepts basic to both areas of clinical practice.

Seven credit hours

NSG 302 Medical-Surgical Nursing II

Talbot, Staff

A continuation of NSG 301.

Seven credit hours

NSG 303 Nursing of Mothers and Children I

Bellone, Staff

A family-centered approach to the nursing needs of parents and children in community care agencies. Learning experiences in the classroom and clinical laboratory will be closely correlated with NSG 301/302 for integration of nursing concepts basic to both areas of clinical practice.

Seven credit hours

NSG 304 Nursing of Mothers and Children II

Bellone, Staff

A continuation of NSG 303.

Seven credit hours

NSG 400 Advanced Medical-Surgical Nursing

Stone, Staff

Concepts of nursing intervention based on scientific principles. Emphasis is on current trends in clinical nursing and the organizational principles relevant to the leadership role in coordinating the work of others. Prerequisites: NSG 301, NSG 302, NCG 303, and NSG 304.

Twelve credit hours

NSG 401 Community Health

Karabin, Staff

Concepts and principles basic to the development and maintenance of community health, including theories of ecology, biostatistics, epidemiology, and the organization and delivery of health care.

Three credit hours

NSG 402 Community Health Nursing

Karabin, Staff

Concepts of community health and the nursing process essential to the practice of nursing in the community.

Six credit hours

NSG 403 Psychiatric Nursing

Cotton, Staff

The study of psychodynamic concepts and their application to nursing care.

Six credit hours

NSG 404 Seminar in Nursing

Staff

Current problems and issues of the profession.

Two credit hours

NSG 295 Independent Study in Nursing I

Staff

Individualized study in an area of nursing with the permission of the instructor.

Two to three credit hours

NSG 395 Independent Study in Nursing II

Staff

Individualized study in an area of nursing with the permission of the instructor.

Two to three credit hours

NSG 495 Independent Study in Nursing III

Staff

Individualized study in an area of nursing with the permission of the instructor.

Two to three credit hours

FN 352 Human Nutrition

Jensen

Body metabolism and requirements for nutrients by normal individuals. Prerequisites: CHEM 101, CHEM 102 or equivalent, and BIO 111.

Three credit hours

THE BUREAU OF CONTINUING EDUCATION FOR NURSING

The overall objective of the Bureau is to provide educational programs for nurse practitioners in Maine that are designed to (1) stimulate and create an interest in extending their basic education, (2) update their knowledge within specialized areas of nursing care, (3) enhance the leadership capability of nurses, (4) promote better health care to consumers by enhancing the knowledge and skills of the nurse practitioner, and (5) create an awareness of the total system of health-care delivery and how their special nursing knowledge and skills can serve imaginatively the health-care delivery system.

The planning and implementation of such programs are based upon identified and projected needs of the learner and society, and are conducted in concert with related health agencies and key advisory people in the State of Maine.

As part of the School of Nursing, the Bureau of Continuing Education for Nursing offers counseling and program guidance to registered nurses interested in pursuing part-time study prior to matriculation into the School of Nursing. Program information may be obtained by contacting Mary Ann Rost, Director, B.C.E.N., University of Maine at Portland-Gorham, Portland campus, 773-2981, Extension 476.

THE FAMILY NURSE ASSOCIATE PROGRAM

The Family Nurse Associate Program is conducted as a non-credit certificate program through the School of Nursing at this University. It is designed to enable the professional nurse to assume an expanded role in providing health care to the family.

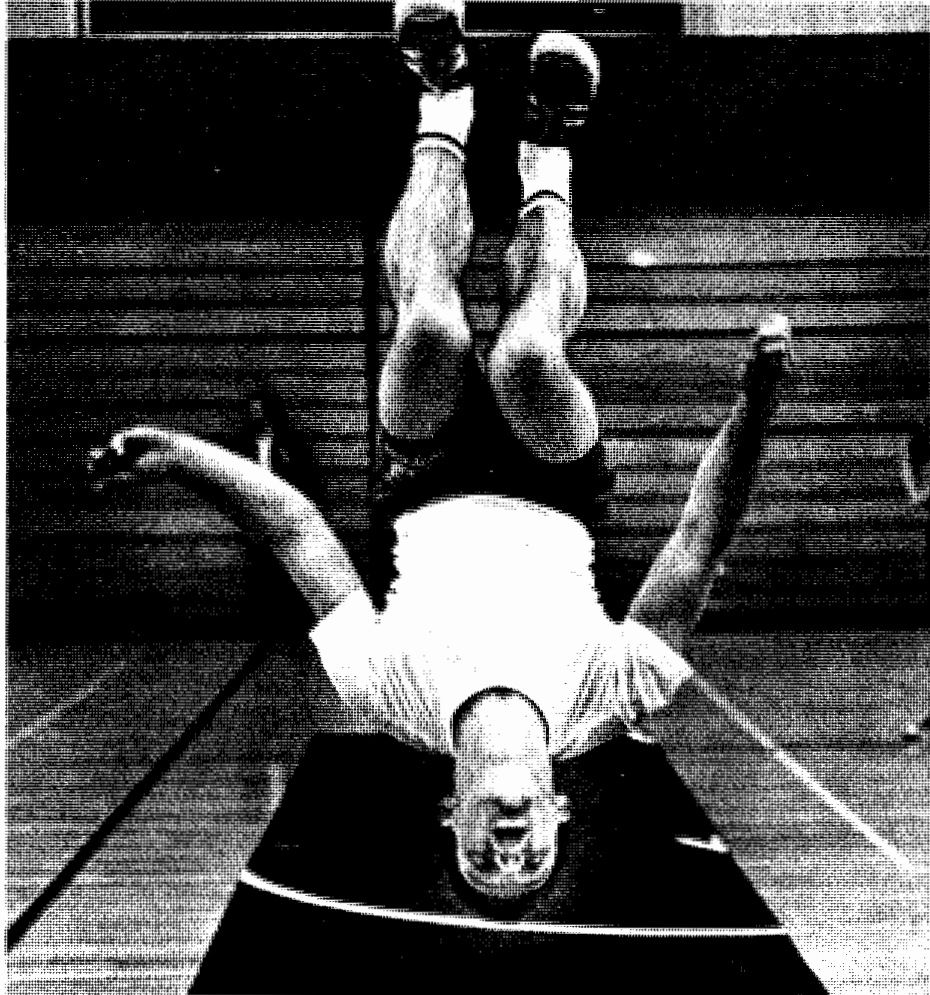
The Program has two phases: a six-month pre-phase of directed home study and a subsequent twelve-month period consisting of formal coursework and supervised field experience.

The curriculum is devoted to history-taking, physical examination, simple laboratory procedures, common health problems, public health nursing principles, intensive clinical teaching, and physician-supervised clinical practice in community health facilities.

Program information may be obtained by contacting Dr. Doris Pennoyer, University of Maine at Portland-Gorham, Portland campus, 773-2981, Extension 416.

GRADUATE EDUCATION IN NURSING

The University of Maine School of Nursing and Boston University School of Nursing have established a consortium whereby Boston University's graduate programs are made available on the Portland-Gorham campus. Interested persons holding the prerequisite baccalaureate degree in nursing should contact directly: Dean Evelyn Elwood, Graduate Studies, Boston University School of Nursing, 635 Commonwealth Avenue, Boston, Massachusetts 02215 (tel. 617-353-3445).



Division of Physical Education and Intercollegiate Athletics

RICHARD A. COSTELLO, Director

The Division of Physical Education and Intercollegiate Athletics comprises two departments: the Department of Physical Education, and the Department of Recreation. Certain faculty members from the Division are also assigned the responsibility of organizing and coaching the various Intercollegiate and Intramural Athletic activities for men and women.

The Intercollegiate Athletic programs, as well as the many Recreation/Leisure Activities available to all students, are described under "Student Life and Activities," one of the major introductory sections of this catalog.

The faculty and academic programs of the Department of Physical Education are described on the lower part of this page and on the immediately following pages, before the descriptive information concerning the Department of Recreation.

DEPARTMENT OF PHYSICAL EDUCATION

Professor Richard A. Costello; Associate Professors Paula D. Hodgdon (Coordinator of Women's Athletics), Jeanette L. Goodwin (Coordinator of Women's Dance), Joey Bouchard; Instructors Pat Raybould, David Drew.

Goals and Objectives

The goals and objectives of this department are to provide course offerings, programs, and services in our specialty areas to all university students. Through wholesome physical activities and experiences, the student will learn lifetime skills and techniques.

In order for students to become liberally educated, they should understand and appreciate the importance of human movement with respect to their complete development.

COURSES IN PHYSICAL EDUCATION ACTIVITIES

Courses in Physical Education Activities are numbered PE 100 to PE 197 and may be used to satisfy the Physical Education requirements of the School of Education or the School of Nursing. They may also be used as General Education electives under Area 5 of the General Education Requirements for students in the College of Arts and Sciences or the School of Nursing, or for four-year Business Administration majors in the School of Business and Economics.

PE 103	Physical Fitness	PE 134	Basketball for Women
PE 105	Weight Training	PE 135	Field Hockey for Women
PE 107	Trampoline	PE 137	Tumbling
PE 108	Camping	PE 179	Folk Dance
PE 110	Canoeing	PE 180	Dance
PE 112	Cycling	PE 181	Modern Dance
PE 113	Cross-Country	PE 182	Fencing
PE 114	Snow-Shoeing	PE 184	Golf
PE 116	Hiking	PE 186	Jogging
PE 121	Mountaineering I	PE 188	Lacross for Women
PE 122	Mountaineering II		

CERTIFICATE PROGRAM IN ATHLETIC COACHING FOR MEN AND WOMEN

This program is designed to prepare interested students in handling certain coaching responsibilities in the public schools of Maine. The curriculum includes an introduction to the organization and administration of athletics as well as practical work in assisting coaches in selected sports. Coverage is also given to the care and prevention of the most common injuries occurring in athletic programs.

A certificate of accomplishment will be presented to students completing the minimum fifteen-hour program. In addition, the proper notation will be made on the student's official transcript indicating proficiency in the area of athletic coaching as determined by the Certificate Program.

COURSE OF STUDY IN ATHLETIC COACHING (15 credit program)

Required Courses:	Credits
PE 203 Athletic Training (Care and Prevention of Injuries)	3
PE 314 Organization and Administration of Athletics	3
PE 391 Field Experience in Coaching	1-3

Elective Courses:

PE 302	Coaching Philosophy and Fundamentals	3
PE 303	Coaching Basketball	3
PE 305	Coaching Track and Field	3
PE 311	Coaching Soccer	3
PE 312	Coaching Football	3
PE 315	Coaching Field Hockey	3
PE 316	Coaching Volleyball	3
PE 318	Coaching Gymnastics	3
PE 331	Coaching Golf	1
PE 332	Coaching Tennis	1
PE 333	Coaching Skiing	1
PE 334	Coaching Cross Country	1
PE 335	Coaching Softball and Baseball	3

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

PE 202 Current Health Issues Costello

The aim of this course is to help students grow in scientific health knowledge, develop desirable health attitudes, improve health practices, and solve individual and group health problems. Three credit hours

PE 203 Athletic Training Drew, Sullivan

Care and prevention of athletic injuries; the use of proper field equipment, support methods, therapeutic modalities, pharmacology in athletics, and training techniques. Three credit hours

PE 207 Gymnastics Staff

To develop skills, techniques, and understandings for competency in conditioning exercises, tumbling apparatus, and free exercise. One credit hour

PE 208 Folk and Square Dance Workshops Staff

A beginning, intermediate, and advanced affiliation program with the Maine Folk Dance Camp. One credit hour

PE 209 Officiating Basketball Staff

Study and discussion of the rules as well as practical experience in the techniques of officiating basketball. Practical and written tests will be given. Students completing this course will have the opportunity to take officials' examinations.

PE 210 Officiating Field Hockey Hodgdon

Study and discussion of the rules of field hockey as well as practical experience in the techniques of officiating. Practical and written tests will be given. Opportunity to become a rated official. Two credit hours

PE 215 Posture and Figure Control Raybould, Willard

Posture appraisal and programs developed to assist individuals attain better posture and figure control. One credit hour

PE 302 Coaching Philosophy and Fundamentals Costello

This course will cover various approaches to planning, organizing, and implementing practice sessions in preparation for athletic competition. The psychological and emotional aspects of coaching will also be covered. One segment of the course will be concerned with society's view of coaching as illustrated by today's literature. Three credit hours

PE 303 Coaching Basketball, Philosophy and Methods Raybould, Bouchard

Emphasis on the methods of teaching and coaching basketball. Offense and defense, coach-player relationship, team selection, planning of practice sessions, and game situations will be areas of concentration. Three credit hours

PE 305 Coaching Track and Field, Philosophy and Methods

Martin

Coaching experience on the field with analysis of the form and technique of the various events. Selection of candidates, training, conditioning, diet, organization and promotion of track will be covered. (Offered in alternate years)

Three credit hours

PE 311 Coaching Soccer, Philosophy and Methods

Bouchard

Emphasis on the methods of teaching and coaching soccer. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration. Two hours lecture, two hours lab per week.

Three credit hours

PE 312 Coaching Football, Philosophy and Methods

Sullivan

Emphasis on the methods of teaching and coaching football. Offense and defense, player-coach relationship, team selections, planning of practice sessions, and game situations will be areas of concentration.

Three credit hours

PE 314 Organization and Administration of Athletics

Costello, Hodgdon

This course covers the principles and practices of athletic administration as related to elementary, junior and senior high schools. Areas of concentration will be travel, scheduling, supplies, equipment, facilities, budget, and personnel. Three hours lecture per week.

Three credit hours

PE 315 Coaching Field Hockey, Philosophy and Methods

Hodgdon

Analysis of the techniques and methods of coaching field hockey with emphasis on stick work, team strategy, and practice organization.

Three credit hours

PE 316 Coaching Volleyball, Philosophy and Methods

Willard

Fundamentals of individual skills, team strategy, practice organization, and team play are emphasized.

Three credit hours

PE 318 Coaching Gymnastics, Philosophy and Methods

Breton

Analysis of skills fundamental to competitive gymnastics with emphasis on techniques of coaching floor exercise, uneven parallel bars, vaulting, and balance beam. Judging skills are also developed.

Three credit hours

PE 324 Dance Methods and Materials for Teaching

Goodwin

Theory and practice of methods of teaching dance on elementary, secondary, college, and professional levels; concentrated technique in the individual's movement vocabulary; exploration of movement sequences; elements of movement qualities.

Three credit hours

PE 331 Coaching Golf, Philosophy and Methods

Costello

A concentrated course dealing primarily with team selection, match strategy, scheduling, equipment, and basic fundamentals of golf instructional techniques.

One credit hour

PE 332 Coaching Tennis, Philosophy and Methods

Martin

A concentrated course with emphasis on match strategy, player selection, and instructional techniques for individual and team play.

One credit hour

PE 333 Coaching Skiing, Philosophy and Methods

Staff

A concentrated course emphasizing the methods of team selection, race strategy, and instructional techniques. (Offered in alternate years)

One credit hour

PE 334 Coaching Cross Country, Philosophy and Methods

Martin

An eight-week course of study with emphasis on training techniques, race strategy, and practice organization.

One credit hour

PE 335 Coaching Baseball and Softball, Philosophy and Methods

Bouchard

Emphasis on the methods of teaching and coaching baseball. Offense and defense, player-coach relationship, team selection, planning of practice sessions, and game situations will be areas of concentration.

Three credit hours

PE 391 Field Experience in Coaching

Staff

Practical field work in a coaching area. The student will be assigned as an assistant coach in a sport for a season. Supervision, evaluation, and guidance of the student will be provided by a staff member who is responsible for that coaching area. Prerequisite: Permission of instructor. One to three credit hours

PE 397 Adopted Physical Education for the Physically Handicapped

Sullivan

Designed to bring both handicapped and unhandicapped students together to participate in such sports as table tennis, badminton, shuffleboard, basketball, bowling, and physical fitness activities. First of its kind offered at this University. Three credit hours

PE 399 Man and Movement

Folsom

Stresses the acquisition of knowledge and understanding about participation in physical activity. Primary emphasis on the student's physical and organic development understandings. Lab experiments. Provides a background of the scientific principles underlying physical activity. Two credit hours

PE 406 Survey of Movement and Dance in Education

Goodwin

A background of the history and development of modern dance heritage. Folk, square, modern dance forms, including techniques and teaching composition of each form. Course is also designed to include the place of dance in education. Three credit hours

PHYSICAL EDUCATION LEADERSHIP COURSES

EDPE 298 First Aid and Safety

Breton, Drew

A multi-media approach to the utilization of techniques of first aid as prescribed by the American Red Cross. Various aspects of safety will be discussed. Successful completion of the course requirements will lead to Red Cross certification. One credit hour

EDPE 216 Analysis of Human Movement

Raybould

A study of major skeletal bones and muscle groups; posture appraisal, development, and correction; and application of the principles of mechanics to body movement. Opportunity for posture appraisal of elementary children provided. Three credit hours

EDPE 300 Camp Leadership

Drew

A leadership course for the elementary school teacher to direct an outdoor education program. The course includes the skills, attitudes, and appreciations necessary for the intelligent use of the outdoors and outdoor pursuits. Many of these are often considered a part of physical education and recreation programs but they have significance in other subjects which cut across all areas of the school curriculum. Three credit hours

EDPE 304 Methods and Materials for Teaching Physical Education

Staff

A basic course for prospective teachers to acquaint them with the various areas of Physical Education. Topics include: philosophy and objectives of PE, rhythms, dance, and movement exploration; basic motor skills and activities; first aid and safety; outdoor education; posture; program planning; and PE for atypical children. Practical experience with children will be included. Three credit hours

EDPE 306 Movement Education in the Elementary School

Goodwin

A course is designed to help the prospective teacher plan instructional programs which will give children an opportunity to be creative and to participate in the planning. Activities based on movement skills—movement exploration are stressed. Children from grades one to six are part of the experience. Three credit hours

EDPE 308 Physical Education for the Atypical Child

Costello, Sullivan

This course is planned to help the student understand adaptive physical education for the physically and mentally handicapped child. The emphasis will be on the educable mentally retarded child in the special education class. Activities covered include games, relays, tumbling, apparatus, swimming, bowling, and activities geared to assist learning in the cognitive areas. The investigation of the causes and incident of mental retardation is also included. Three credit hours

EDPE 309 Rhythms and Motor Activities

Bouchard, Goodwin

Preparation of classroom teachers with necessary knowledge to provide an understanding of sound mechanical principles that insure the proper application of force and the attainment of accuracy and balance through the learning of basic motor skills. Also to provide comprehensive dance experiences for students through the introduction to the meaning and areas of dance, teachers of techniques, skills aids to teaching and the use of rhythm in accompaniment.

Three credit hours

EDPE 401 Practicum in Physical Education Leadership

Staff

Provides opportunity for group thinking and discussion on problems of organization, administration, and conduct of programs of physical education and intramural activity in the elementary school. Provision for the students to work individually or in small groups toward the solution of problems of their own choosing. Special attention will be given to the problems of student teachers and to the leadership role in organization an elementary school program.

Three credit hours

EDPE 398 Independent Study in Physical Education

Staff

Provides students who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest, bearing upon it previous course experience and emerging with an intellectually sound, coherent synthesis reflecting a high caliber of performance. Prerequisite: Permission of the instructor. One to three credit hours

DANCE

Dance instruction is offered through "The Modern Dance Group." Students engage in lecture-demonstrations and developmental activities and present programs to collegiate and local civic-community organizations. Interested students, with or without experience, should meet with the instructor and register under one of the DNCE numbers.

COURSE DESCRIPTIONS

DNCE 300 Contemporary Dance I

Goodwin

A course involving the technique of modern dance; beginning, intermediate, and advanced depending on the degree of competency; work in choreography, program planning, use of music in dance, history of the dance. Open to men and women students. Permission of instructor required.

One credit hour

DNCE 301 Contemporary Dance II

Goodwin

A continuation of DNCE 300.

One credit hour

DNCE 302 Contemporary Dance III

Goodwin

A continuation of DNCE 301.

One credit hour

DNCE 303 Contemporary Dance IV

Goodwin

A continuation of DNCE 302.

One credit hour

Department of Recreation

Professor James V. Sullivan; Associate Professor Robert Folsom (Chairman); Assistant Professors Liliette Breton, Thomas Martin, Nancy Willard.

The Portland gymnasium is home base for the varied activities of the Recreation Department. Three large, separate gymnasiums are available, plus a multi-purpose room, an exercise room, a dance room, two racquetball or handball courts, and two squash courts. Each of the locker rooms offers ample shower facilities and a sauna.

COMMUNIVERSITY LEISURE-LEARN PROGRAM

The Recreation Department sponsors the U.M.P.G. Communiversity Leisure-Learn adult recreation program. This program is designed to make the Portland gymnasium facilities available to the general public, alumni, staff, faculty, and students during many hours of off-peak student demand. Programs of adult fitness, skills instruction, clinics, and tournaments are all a part of Leisure-Learn.

For information regarding fees and time schedules, contact the Recreation Office at the Portland gymnasium.

LEISURE TIME CENTER FOR THE HANDICAPPED

The Recreation Department also sponsors the Leisure-Time Center for the Handicapped. This center is located in the Portland gymnasium and is in cooperation with the City of Portland Parks and Recreation Department. It provides opportunities for creative use of leisure for the handicapped who are physically unable to participate with the non-handicapped. Both students and the general public may participate.

COURSES IN RECREATION

Courses in Recreation may be used to meet the University's general education requirements (under area V).

REC 100 Posture and Efficiency of Movement

Staff

An introduction to exercises that help maintain good posture and correct faulty habits. Efficiency in the use of the body for lifting, carrying, and performing various recreational sports movements are emphasized. Requirement for nursing students. Lecture, 1 hour; laboratory, 1 hour. Eight weeks
One-half credit hour

REC 101 Recreational Activities

Staff

This course includes instruction in several sports activities. Students may choose the activity that best fits their time schedules. Each activity class is designed to accommodate the student, including open enrollment (the student may enter the class at any time during the semester with the instructor's permission), and variable credits (one-half to one credit hour depending on time spent in class).

Each activity is taught to meet the needs of the student. Beginners receive instruction in fundamentals while advanced students have more opportunity to participate in game situations. Pass-Fail only.

Credits in this course may be used to satisfy the Physical Education requirement in the College of Education and in the School of Nursing.

Activities available:

Advanced Lifesaving
Archery
Badminton
Bowling
Chinese Goju-Do
Figure Skating
Fly Fishing
Gymnastics

Handball
Horsemanship
Karate
Racquetball
Road Running
Sailing
Scuba Diving

Self Defense
Ski Touring
Slimnastics
Swimming
Squash
Tennis
Yoga

Laboratory, 2 hours

One-half to one credit hour, each activity

REC 204 Problems in Recreation and Sports Clubs

Martin

This course will discuss all the relevant problems associated with the organization and administration of programs in leisure activities for individuals in educational institutions, community programs, large office complexes, etc. These problems include the organization of activities, financial responsibilities, publicity and public relation efforts. Three Hours Lecture. Three credit hours

REC 205 Rhythmic Activities

Breton

An introduction to basic dance tempos including folk, social, and square dances. Co-ed. Two Hours Lab. One credit hour

REC 209 Small Boat Handling and Seamanship

Martin

The objective of this course is to inform the student on all phases of boating. Information on purchasing, annual and continual maintenance, equipment, safety, rules, piloting, and navigation. All of this should insure the student's full enjoyment of this popular recreational pursuit. Two Hours Lecture. Two credit hours

REC 300 Introduction to Recreation/Leisure Trends

Sullivan

Goals for American Recreation studied in modern context; implications for the profession; historical background, concepts of work, leisure, recreation; trends, issues, and future directions. Three credit hours

REC 310 Personal Fitness

Folsom

This course is designed to help the student understand the human organism, its structure, function, capabilities, and limitations in relation to physical activity. The student will be given personal assessments including tests of flexibility, body fat percentage, strength, and oxygen uptake (cardio-vascular endurance). The course involves one hour of lecture per week plus three exercise sessions designed to achieve an improved fitness level. Co-ed. Both semesters. One hour Lecture. Three Hours Lab. Two credit hours

REC 311 Recreation Activities for Atypical Individuals and Groups

Sullivan

Adaptation of recreational activities to meet the needs of handicapped individuals in hospitals and other organizations offering recreational programs for handicapped. Emphasis on the basic principles of recreation. Three credit hours

REC 410 Independent Study

Sullivan

This course is intended to provide students with an opportunity to pursue a project independently, charting a course and exploring an area of interest, bearing upon it previous course experiences. By permission. Credit hours to be arranged



Robie Hall, where the Gorham Campus Alumni Office is located.

THE ALUMNI ASSOCIATION OF THE UNIVERSITY OF MAINE AT PORTLAND-GORHAM

ANNE M. THERIAULT, Executive Director

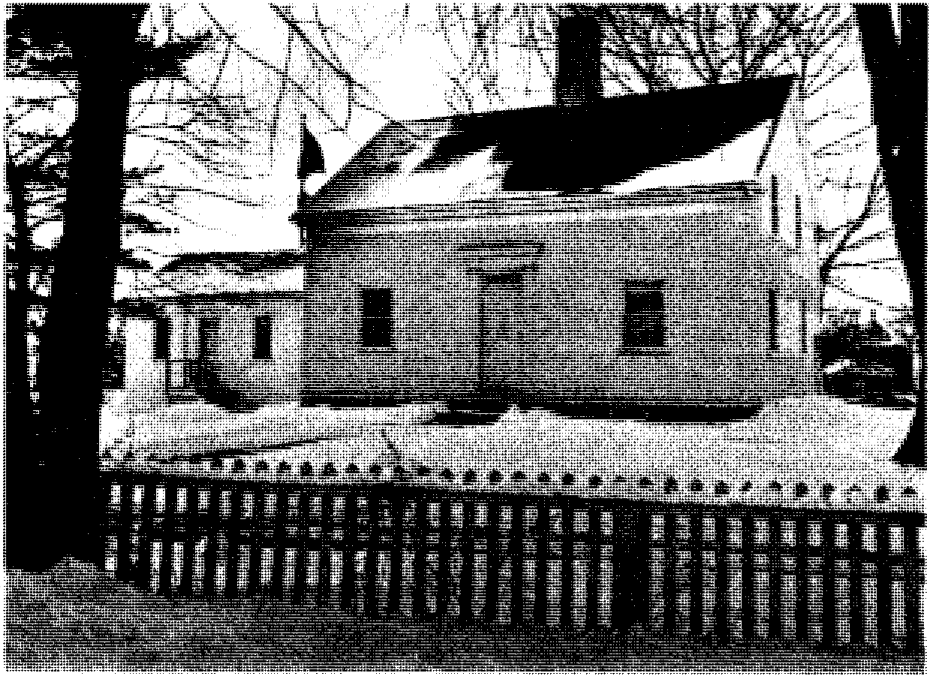
BERTHA F. HIGGINS, Associate Executive Director

The Alumni of UMPG are now banded into a single, unified alumni organization serving not only the graduates of today's dual-campus university, but also the graduates of the various institutions which became renamed and then merged, as the years went by, into what is now known as UMPG.

The Alumni Association of the University of Maine at Portland-Gorham now enrolls more than 13,000 members, representing alumni of Gorham Normal School, Gorham State Teachers College, Portland Junior College, Portland University, the University of Maine in Portland, Gorham State College, Gorham State College of the University of Maine, and the University of Maine at Portland-Gorham.

For several years after the academic merger of the University of Maine programs at Portland and at Gorham, the alumni organizations at the two locations maintained separate identities, although they cooperated in more and more joint activities of benefit to the alumni during this transitional period. By May, 1975, the need for separate alumni organizations no longer seemed apparent, and the two existing alumni associations merged into a single, unified organization.

Although there is only one alumni organization, an alumni office is maintained on each campus. The Gorham Campus Alumni Office is located in Robie Hall, a building in which a large proportion of campus residents lived throughout their college years. Robie Hall was constructed in 1897 and still preserves the home-like qualities that have endeared it to generations of former students. Accordingly, it provides an almost ideal setting as a center for alumni hospitality.



The UMPG Alumni Center on the Portland Campus.

The Portland Campus Alumni Office is located in the UMPG Alumni Center, built in 1803 as the farmhouse for the Deering Estate, and now being gradually restored by alumni efforts as an alumni center whose furnishings and general interior appearance will reflect the cozy feeling of a farm dwelling of the early post-Revolutionary period.

The Alumni Association of UMPG works from these two centers to expand the tradition of service both to alumni and to the current UMPG community, carrying on a tradition established some 90 years ago at the Gorham campus, and more recently at the Portland campus. On one hand, it keeps alumni in touch with both their former classmates and contemporary developments at UMPG. On the other, it stimulates alumni interest in the intellectual and cultural programs available to them at both Gorham and Portland, and it also helps them to band together in support of worthwhile projects of benefit to UMPG.

Students are urged to visit both Alumni Offices and to get acquainted with the personnel and the programs of The Alumni Association of the University of Maine at Portland-Gorham before graduation. All students, as well as former students, are cordially welcomed at both locations.

Since the University of Maine School of Law is a graduate professional school of a distinctive type, it enjoys its own alumni association, the University of Maine Law Alumni Association, and encourages membership of former students of the original University of Maine School of Law (which was located in Bangor from 1898 to 1920), the Portland University School of Law, or the current University of Maine School of Law, established in 1961.

Graduate Studies

ROBERT M. YORK, Dean

VIRGINIA M. LEWIS, Administrative Assistant

Currently, this University offers programs leading to the following graduate degrees: Master of Business Administration, Master of Science in Adult Education, and Master of Science in Education. Information concerning each of these programs may be obtained from the Office of Graduate Studies, 103 Corthell Hall, Gorham, Maine 04038.

With the exception of Summer Session graduate courses, all graduate courses are offered through the Continuing Education Division during late afternoon or evening hours, most classes meeting once a week, either from 4:00-6:30 p.m. or from 7:00-9:30 p.m.

Application for admission to a program of graduate study should be made to Dr. Robert M. York, Dean of Graduate Studies, 103 Corthell Hall, UMPG Gorham, Maine 04038, on the forms provided for this purpose. In order to be admitted to a program of graduate study, an applicant must have received a baccalaureate degree from an accredited college or university and, as judged by the previous scholastic record or otherwise, must show promise of ability to pursue advanced study and research.

All applicants, except those for the M.B.A. program, are required to provide the results of their performance on either the Graduate Record Examination or Miller Analogies Test. In the case of the GRE the results should include the scores obtained on the general aptitude portion of the examination and on the **appropriate advanced test**. Applicants for the Master of Business Administration program should present scores from the Admission Test for Graduate Study in Business in lieu of GRE scores or MAT scores.

An application is not considered complete until all the required transcripts, the appropriate test scores, and letters of recommendation are on file. A \$10, non-returnable fee is required at the time of application. All material sent in support of an application for admission becomes the property of the University and will not be returned to the student.

An applicant's admission status will be one of the following: Regular, Conditional, Non-Degree, or Transient.

Listings of Graduate Programs

MASTER OF BUSINESS ADMINISTRATION

Material describing the program leading to the degree of Master of Business Administration is provided in the section of this catalog dealing with the School of Business and Economics.

MASTER OF SCIENCE IN EDUCATION THE CLASSROOM TEACHER (K-12) — 33 CREDITS

*12-24 credit hours in Arts and Sciences

6-18 credit hours in Professional Education

3 credit hours in EDU 550 Research Seminar
Comprehensive Examinations

*A minimum of 9 hours must be completed in one of the following disciplines: English, Geography, History, Mathematics, Psychology, Science, or Sociology.

COGNATE AREA IN MATHEMATICS (K-8)* — 33 CREDITS

18-24 credit hours in Mathematics from:**

- MS 502 Number Systems
- MS 503 Informal Algebra
- MS 504 Informal Geometry
- MS 505 Logic and the Nature of Proof
- MS 506 Foundations of Mathematics
- MS 507 The Real Numbers
- MS 508 The Theory of Numbers
- MS 509 Topics in the History of Mathematics
- MS 514 Analysis I
- MS 515 Analysis II
- MS 524 Probability and Statistics
- MS 528 Computer Programming I
- MS 532 Geometry
- MS 545 Abstract Algebra

6-12 credit hours in Professional Education from:

- EDU 555 Current Research in Mathematics Education
- EDPY 560 Psychology of Learning
- MSED 512 Newer Practices in Elementary Mathematics
- MSED 513 Laboratory and Field Experiences in Mathematics Education
- MSED 514 Selected Topics in Mathematics Education

3 credit hours from:

- EDU 550 Research Seminar in Professional Education

*Graduate students matriculated in the Master of Science in Education Classroom Teacher program who wish to work toward the Cognate Area in Mathematics Certificate must notify the Dean of Graduate Studies of their intentions. The Dean will assign an adviser who will assist the student in selecting an appropriate sequence of Mathematics courses totaling 18 hours.

**Five-hundred level courses in Mathematics are reserved for in-service elementary teachers and may not be taken for credit by other students except with the permission of the Dean of Graduate Studies. In addition to their degree, teachers who satisfactorily complete the Cognate Area in Mathematics will receive a certificate from the Mathematics Department countersigned by the Dean of Graduate Studies.

ELEMENTARY AND SECONDARY HIGH READING — 33 CREDITS

12-18 credit hours in Professional Education

- EDU 511 Reading Synthesis in the Middle Grades
- *EDU 512 Sequential Development of the Reading Domain
- *EDU 514 Teaching Language Arts in the Elementary School
- *EDU 515 Children's Literature
- EDU 536 Innovations in Reading
- *EDU 537 Reading Remediation
- EDU 538 Analysis of Reading Difficulties (Grades 7-12)
- *EDU 539 Clinical Practices in Reading (Clinic)
- EDU 540 Learning Disabilities
- EDU 571 Introduction to Counseling

12-18 credit hours in Arts and Sciences

- *EDPY 521 Individual Psychological Testing
- EDPY 560 Psychology of Learning
- EDPY 569 Psychology of Motivation
- EDPY 571 Psychopathology for Educators
- EDPY 575 Psychology of the Exceptional Child
- *EDPY 582 Psychological Measurement and Evaluation
- ENG 503 Modern Short Story
- ENG 530 History of the English Language
- ENG 531 Linguistics

3 credit hours in Research Seminar or Thesis Preparation and Thesis Comprehensive Examination

*Required courses

INDUSTRIAL EDUCATION — 33 CREDITS

6-15 credit hours in Industrial Education

9-18 credit hours in Liberal Arts

6 credit hours in Professional Education

3 credit hours in EDU 550 Research Seminar or Thesis Preparation and Thesis Comprehensive Examination in Industrial Education

ELEMENTARY SCHOOL COUNSELOR EDUCATION — 33 CREDITS

12-21 credits in Core Courses

*EDPY 521 Individual Psychological Testing

*EDPY 562 Group Process and Procedures

*EDPY 570 Problems and Issues in School Guidance

*EDPY 571 Introduction to Counseling

*EDPY 582 Psychological Measurement and Evaluation

*EDPY 590 Practicum in Elementary School Guidance Services, Individual Counseling

3-9 credits in Related Issues

Reading Courses

Learning Disabilities Courses

EDPY 563 Advanced Group Process and Procedures

EDPY 572 Educational and Occupational Theory and Information

EDPY 573 Advanced Counseling

*EDPY 585 Introduction to Field Experience

EDPY 586 Field Experience in Elementary School Guidance

Other

3-12 credits in Psychology and Appropriate Related Courses

EDPY 560 Psychology of Learning for Educators

*EDPY 567 Child Psychology

EDPY 568 Adolescent Psychology

EDPY 575 Psychology of the Exceptional Child

Social Welfare Courses

Other

3-6 credits in Research

EDU 550 Research Seminar

or

TH 598 Thesis Preparation and TH 599 Thesis

*Suggested first courses

SECONDARY SCHOOL COUNSELOR EDUCATION — 33 CREDITS

12-21 credits in Core Courses

*EDPY 521 Individual Psychological Testing

*EDPY 562 Group Process and Procedures

*EDPY 570 Problems and Issues in School Guidance

*EDPY 571 Introduction to Counseling

*EDPY 582 Psychological Measurement and Evaluation

*EDPY 590 Practicum in Secondary School Guidance Services, Individual Counseling

3-9 credits in Related Issues

Reading Courses

Community Relations

Family Dynamics

EDPY 563 Advanced Group Process and Procedures

EDPY 573 Advanced Counseling

*EDPY 585 Introduction to Field Experience

EDPY 586 Field Experience in Secondary School Guidance

Other

Continued on the next page

Secondary School Counselor Education, Continued

3-12 credits in Psychology and Appropriate Related Courses

- EDPY 560 Psychology of Learning for Educators
- EDPY 567 Child Psychology
- *EDPY 568 Adolescent Psychology
- EDPY 569 Behavior Problems for Educators
- EDPY 575 Psychology of the Exceptional Child
- Social Welfare Courses

3-6 credits in Research

EDU 550 Research Seminar

or

TH 598 Thesis Preparation and TH 599 Thesis

*Suggested first courses

REHABILITATION COUNSELING — 33 CREDITS

9-12 credits in Core Courses

- EDPY 550 Introduction to Rehabilitation Services
- EDPY 551 Medical Aspects of Rehabilitation
- EDPY 552 Psychosocial Aspects of Disability
- EDPY 553 The Rehabilitation Process

3 credits in Counseling

EDPY 571 Introduction to Counseling

12-18 credits in Related Issues

- EDPY 562 Group Process and Procedures
- EDPY 568 Adolescent Psychology
- EDPY 572 Educational and Occupational Theory and Information
- EDPY 582 Psychological Measurement and Evaluation
- EDPY 586 Field Experiences
- EDPY 590 Practicum in Counseling
- Other appropriate courses in Education, Psychology and Social Welfare

3-6 credits in Research

EDU 550 Research Seminar

or

TH 598 Thesis Preparation

and

TH 599 Thesis

ELEMENTARY ADMINISTRATION — 33 CREDITS

12-18 credit hours in Arts and Sciences

- EDPY 560 Psychology of Learning for Educators or
- EDPY 561 Psychopathology for Educators is required

12-18 credit hours in Professional Education as follows:

- EDU 508 Supervision in the Public Schools
- EDU 509 Elementary Administration

6-12 credit hours to be elected from the following courses:

- EDU 530 Evaluating Pupil Achievement
- EDU 533 School Law
- EDU 534 School Personnel Administration
- EDU 570 Introduction to School Guidance Services
- EDU 583 Public Relations
- EDU 589 School Finance

3 credit hours in EDU 550 Research Seminar or Thesis Preparation and Thesis Comprehensive Examination in Administration

SECONDARY ADMINISTRATION — 33 CREDITS

12-18 credit hours in Arts and Sciences

EDPY 560 Psychology of Learning for Educators or

EDPY 561 Psychopathology for Educators is required

12-18 credit hours in Professional Education as follows:

EDU 507 Secondary Administration

EDU 508 Supervision in the Public Schools

6-12 credit hours to be elected from the following courses:

EDU 530 Evaluating Pupil Achievement

EDU 533 School Law

EDU 534 School Personnel Administration

EDU 570 Introduction to School Guidance Services

EDU 583 Public Relations

EDU 589 School Finance

3 credit hours in EDU 550 Research Seminar or Thesis Preparation and Thesis Comprehensive Examination in Administration

The programs in Administration and Guidance are designed to satisfy state certification requirements for the elementary principal or counselor (K-8) and the secondary principal or counselor (7-12). It is assumed that candidates in the Guidance programs hold the necessary teaching certificate and will have completed a minimum of two years of successful teaching by the time their graduate program is completed. Candidates in the Administration programs must have completed three years of successful teaching.

Master of Science in Adult Education

This program of 33 graduate credits offers a choice of 18 credit hours of concentration in Administration or Classroom Management as follows:

CONCENTRATION IN ADMINISTRATION

18 Credit hours

EDUA 527 Growth and Development of Adult Education

EDUA 528 Psychology of Adult Learning

EDUA 529 Curriculum Construction for Adults

EDUA 530 Administration of Adult Education

EDUA 531 Leadership for Change

EDUA 540 Internship, Career Exploration or

EDUA 541 Internship, the Adult in the Community

CONCENTRATION IN CLASSROOM MANAGEMENT

18 Credit hours

EDUA 505 Preparation of Instructional Materials

EDUA 527 Growth and Development of Adult Education

EDUA 528 Psychology of Adult Learning

EDUA 529 Curriculum Construction for Adults

EDUA 532 Methods and Techniques of Teaching Adults

EDUA 540 Internship, Career Exploration or

EDUA 541 Internship, the Adult in the Community

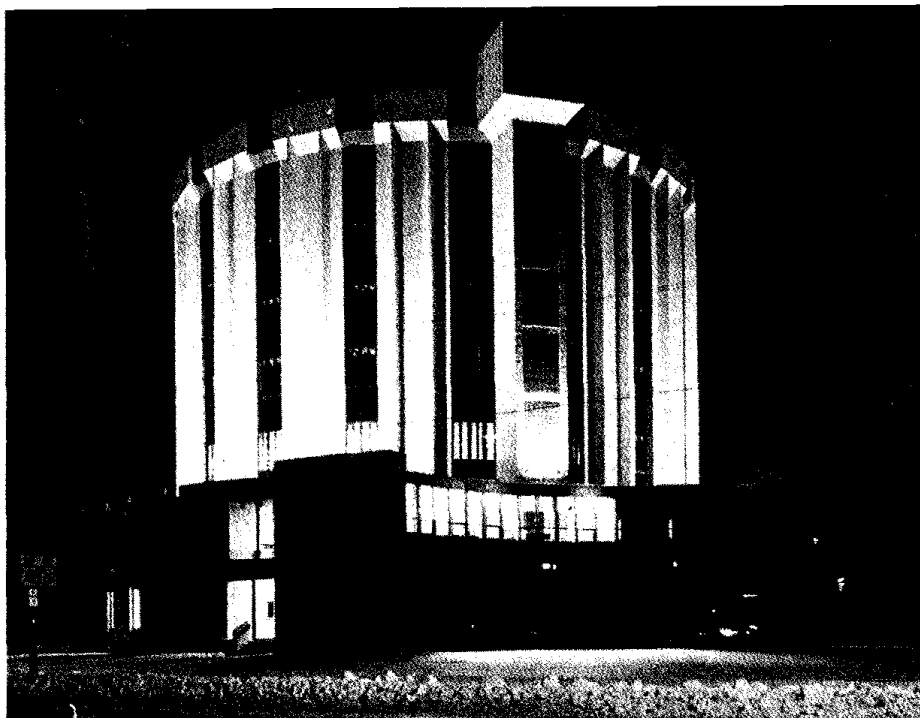
ADDITIONAL REQUIRED CREDITS

12 credit hours in electives from non-related areas or the following:

EDUA 533 Paraprofessional in Adult Education

EDUA 535 Teaching Reading to Adults

**3 credit hours in Research Seminar
Comprehensive Examination**



School of Law

BERT S. PRUNTY, Dean

WILLIAM F. JULAVITS, Assistant Dean

Professors Orlando E. Delogu, Donald L. Garbrecht, Edward S. Godfrey, Arthur B. LaFrance, Raymond G. McGuire, Bert S. Prunty, Martin A. Rogoff, L. Kinvin Wroth; Associate Professors Richard F. Breen, Jr., Stephen R. Feldman, David D. Gregory, William F. Julavits, Merle W. Loper, Judy R. Potter, Melvyn Zarr; Lecturers James H. Bonney, Gerald S. Cope, David B. Hawkes, Edwin A. Heisler, Leonard M. Nelson, Gerald F. Petrucci, Stuart E. White.

History and General Description

The University of Maine School of Law, established in Portland in 1961, is the successor of the university's college of law which existed in Bangor from 1898 to 1920. The school is located on the undergraduate campus of the University in Portland, in a new building of unique architectural design, where the law school shares facilities with the Center for Research and Advanced Study.

The research activities of the law students and faculty already extend over a wide range of social problems, and the proximity of the law school to the various institutes in the Research Center will foster continuing interdisciplinary study. A distinctive feature of the school is the close working relationship among students and faculty resulting in part from the small size of classes.

The school is a charter member of the Association of American Law Schools, having resumed membership in 1966, and is on the fully approved list of the American Bar Association. As an element of the University of Maine, the school is accredited by the New England Association of Schools and Colleges, Inc.

Library and Physical Facilities

The library, containing nearly 115,000 volumes, provides a sound working collection of legal and collateral materials. The new building has space for expansion to 150,000 volumes. An integral part of the library program is a course of instruction to students in legal research, beginning early in the first year and continuing through the senior year as an adjunct of the senior thesis program.

Basic Program of Study and Degree Requirements

The law school is on the semester basis, with 88 semester credits required for the J.D. degree. The first year curriculum, including work in the basic legal subjects, is required of all students. Through the case-and-problem method of instruction, the student has an opportunity to apply, compare, and test legal concepts in varying situations, using legal precedents and authorities from all jurisdictions, as well as relevant materials drawn from other disciplines. The perspective is national, although statutes and rules peculiar to Maine are noted to some extent. Classroom work is supplemented by programs of legal writing, drafting, advocacy, and clinical practice designed to promote professional skills. Within this framework the successful student comes to understand basic principles of law, their purposes and social origins, and the processes by which legal institutions grow.

The school has a writing program designed to develop the student's skill in research, writing, and advocacy. In the first year the program is devoted to legal analysis and writing, with emphasis on criticism and rewriting. In the second year a student may participate in a moot court program in which the student prepares a formal brief upon an assigned legal issue and argues the position orally before a moot court. In the third year each student is required to prepare and submit a research paper on some topic determined by the student in consultation with a faculty adviser. The student may satisfy this requirement by preparation during the third year of a note or comment in publishable form for the *Maine Law Review*. The thesis affords the senior law student an opportunity to explore in depth some topic that may not be treated in the regular curriculum in which the student has developed a special interest.

The curriculum is taught by a resident faculty of sixteen members, plus occasional lecturers from bench and bar.

Special Programs

Third-year students in good standing are permitted under special rules to represent indigent clients before any state court in Maine provided they are properly supervised in a public agency or legal assistance office. Some third-year students will be authorized under similar rules to represent the state in prosecutors' offices in counties near Portland. The clinical practice courses are specifically offered to help the student further develop and refine skills in advocacy and negotiation. Junior and senior students who are interested in serving as research assistants to professors are often invited to do so.

Activities

Law students participate on many university committees and councils concerned with governance of the University of Maine at Portland-Gorham. The *Maine Law Review*, published twice a year by law students, concerns itself with national and state legal problems, with some emphasis on matters of current interest to the public. The Student Bar Association, which performs the usual functions of student government, has a special committee which researches problems referred to it by lawyers and judges. The association is partly financed with the proceeds from such research. The Law Students Civil Rights Research Council gives research assistance in civil rights cases, particularly those arising in Maine.

Students

Most of the law students are from Maine and other New England states. During 1974-75 there were 230 students, of whom 53 were women; the student body included graduates of 70 colleges and universities.

Admission

An applicant must hold a bachelor's degree from an accredited college or university and must take the Law School Admission Test before entering law school. Transcript evaluation by the Law School Data Assembly Service is required except in unusual circumstances. There are no specific prerequisites for an undergraduate curriculum, but the law school offers in its own catalog some suggestions regarding pre-law study.

Beginning students are admitted only in September; transfer students into the upper classes may be admitted at the beginning of the spring semester only in extraordinary circumstances. Written recommendations are required, but personal interviews are not encouraged. The deadline for applications is February 15, and applications must be completed by April 1, 1975; applications received after February 15 will be processed only if the lateness is satisfactorily explained.

Because admission has become extremely competitive, those who show the highest promise of effective performance will be chosen from all the applicants. Although the admissions committee considers many factors in the records of applicants, academic performance in college and Law School Admission Test scores are evidence to which the committee necessarily attaches considerable weight in making its choices. In the class entering in September 1974, the mean LSAT score was 640 and the mean grade-point average was 3.2 on a 4-point scale.

Expenses and Financial Aid

Residents of Maine, New Hampshire, Vermont, Massachusetts, or Rhode Island will be charged \$600 for tuition and fees for the year 1975-76; non-residents, \$1,750. Expenses for a single student are estimated at \$2,500 plus tuition and fees. Scholarships and loans are awarded by the university student aid office on the basis of need to the extent that funds are available.

Housing

Most law students live in apartments in the city of Portland or suburban homes. There may be a few dormitory rooms available for law students in the undergraduate dormitories at the Gorham campus of this University. It is recommended that new students come to Portland a few days before school opens in order to find suitable housing.

Correspondence

Registrar, University of Maine School of Law, 246 Deering Avenue, Portland, Maine 04102.

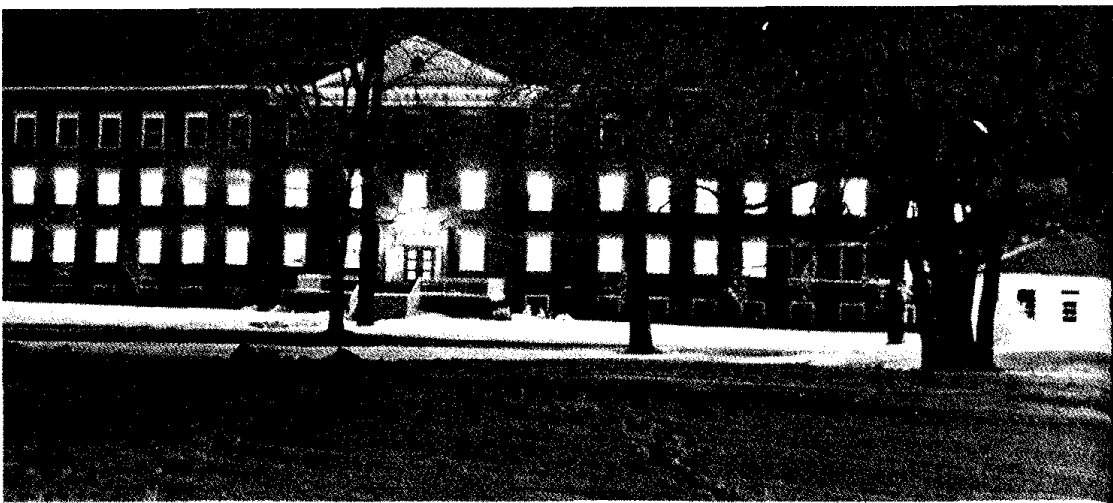
Center For Research & Advanced Study

The Center for Research and Advanced Study is dedicated to practical and applied research conducted through a multi-disciplinary mode of problems which presently or potentially confront the State of Maine.

The Center, which opened its doors in the fall of 1972, already houses three Institutes dealing with the areas of Human Services, the Environment, and Economics. Three more Institutes, dealing with Education and Manpower Training, Law, and Government, will ultimately be added.

The Center also houses a major Biomedical Research activity, which is concerned with coronary disease research.

Additionally, the Center serves as the clearing house for all research activities carried on within the University and assists in the development of research projects valuable to the University community.



Continuing Education Division

WILLIAM G. MORTENSEN

Director of Continuing Education and Public Service

WILLIAM U. SMALL

Associate Director of Continuing Education and Summer Session

HOLLIE L. INGRAHAM

Assistant Director of Continuing Education and Summer Session

John N. Farrar, Director of Counseling, Continuing Education and Summer Session; Shirley A. Mader, Assistant Counselor; Raymond P. Kane, Coordinator, Special Programs, C.E.D.; Ellen M. Martel, Administrative Assistant.

The Continuing Education Division offers a broad diversity of programs, including those to meet specialized needs and designed to relate the University to the outlying community, and also those to meet the cultural and academic needs of persons who have to work during normal daylight hours but who are able and willing to take university courses offered in the late afternoon, in the evening, on Saturdays, or during day or evening Summer Sessions.

ACADEMIC PROGRAMS OFFERED THROUGH C.E.D.

Deferred Degree Candidates

Persons who have to work during daytime hours may enroll for individual courses for which they are qualified. Adults who have not made formal application for degree status, but are interested in following a C.E.D. program which may lead to admission as a degree candidate, are required to receive counseling from a C.E.D. Counselor in order to be admitted as Deferred Degree Candidates. Persons who register as Deferred Degree Candidates, complete the basic program specified by their C.E.D. Counselor, and earn grades acceptable for transfer, may then apply as regular Degree Candidates; and if accepted, applicable credits may be transferred toward the desired degree.

Degree Candidates

Applicants who satisfy the same admission standards as students enrolled in the day division of the University are classified as Degree Candidates. Undergraduates who wish degree status must apply to the Director of Admissions. Graduate students must apply to the Dean of Graduate Studies. Degree Candidates are those who have been accepted by the Committee on Admissions.

Types of Programs Offered

The Continuing Education Division offers many of the academic programs described on the earlier pages of this catalog. A few programs, such as those of the School of Law or some of the laboratory-centered undergraduate programs in the various sciences, are not offered. Most of the other subjects described in this catalog are available on either an annual or a rotating basis.

The current academic-year enrollment of the Continuing Education Division totals approximately 6,000 part-time students, and an additional 3,000 persons are normally enrolled in the various Summer Session courses.

In addition to the varied C.E.D. programs for undergraduate and graduate students, the Division offers many short courses, specialized seminars, and other programs.

CERTIFICATE COURSE "CEU" AWARD SYSTEM

Students completing individual courses in the following Certificate Programs receive Continuing Education Unit (CEU) awards rather than semester-hour credits on their grade sheets and permanent records. The reason is that Certificate Program courses require fewer class hours than the degree-credit courses which are offered for persons enrolled in the university-degree programs. The "CEU Unit" system for grade sheets and permanent records of students completing courses of the type provided by the UMPG Certificate Programs has been officially adopted by the New England Council of Deans and Directors of Continuing Education.

CERTIFICATE PROGRAM IN QUALITY CONTROL

This series of courses is tailored for those who are interested in quality control as it applies to either small or large business.

The program as a whole is planned to benefit all personnel engaged in controlling quality and maintaining quality assurance, including working crew leaders as well as supervisory personnel and managers. Individual courses will be of special interest and benefit to manufacturing and product engineers, purchasing agents, production control personnel, material expeditors, inspectors and operators interested in improving their skills and contributing to the manufacture of quality products.

The following subjects are offered in the program:

CSQ 11-51 (12 wks)	Total Quality Control
CSQ 12-51 (12 wks)	Basic Statistics and Inspection Sampling
CSQ 13-51 (10 wks)	Managing Quality Costs
CSQ 14-51 (8 wks)	Purchased Material Control
CSQ 15-51 (6 wks)	Inspection Tools and Gaging
CSQ 16-51 (6 wks)	Government & ASME Code Quality Requirements
CSQ 17-51 (4 wks)	Quality Problem Solving
CSQ 18-51 (4 wks)	Quality Audits
CSQ 19-51 (4-6 wks)	ASQC Certification Preparation
CSQ 20-51 (8 wks)	Basic Principles of Effective Technical Writing
CSM 28-51 (10 wks)	Human Relations
CSM 40-51 (10 wks)	Production Control

All of the courses are designed to be both flexible and practicable in nature, and are specifically directed to assist the small business community. The subjects are aimed at providing those engaged in either Quality Control, or the production of Quality, with the necessary basic tools and techniques for setting up new Quality Assurance Systems, and for improving effectiveness of programs which already exist. Any person engaged in producing quality in the field of manufacturing or production will find selected courses beneficial.

Selected courses in the Certificate Program in Management (CSM) have been incorporated in this program. The class size in all subjects is limited, depending upon the "type" of course offered.

CERTIFICATE PROGRAM IN MANAGEMENT

For those who are interested in the field of management and desirous of improving skill and effectiveness, the Continuing Education Division offers a program leading to a Certificate in Management.

The program is the result of consultations with business and educational leaders. The subjects are designed to meet the specific needs of the business community. Upon completion, it is expected the participants will be better equipped with basic, usable knowledge of management principles, thus contributing to career, company, and society.

The following courses are offered in the program:

CSM 10	Business Management I	CSM 30	Marketing and Distribution
CSM 11	Psychology Applied to Business	CSM 40	Production Control*
CSM 12	Legal Aspects of Business*	CSM 41	Electronic Data Processing*
CSM 13	General Economics	CSM 42	Policy Formulation and Administration
CSM 14	Oral Communication	CSM 50	Managerial Accounting I
CSM 15	Written Communication	CSM 51	Managerial Accounting II*
CSM 18	Business Management II	CSM 52	Business Mathematics
CSM 28	Human Relations*		

*Electives: Two to be chosen to meet Certificate requirements as explained below.

The subjects of the program are designed to be both flexible and practical from the standpoint of the needs of management. Each course will frequently have the traditional college approach as well as practical aspects necessary for current business practice. A "Certificate of Completion" rather than degree credit will be awarded to those who successfully complete the Certificate Program.

Each course is scheduled for ten weeks and, with a few exceptions, classes will be of two and one-half hours duration. Those not interested in completing the entire program may register in individual courses. Upon completion of the ten required courses and two of the five elective courses identified with an asterisk (*), a Certificate of Completion will be awarded by the Continuing Education Division.

Instructors include business specialists and faculty members from the University and other institutions. As of September 1973, the fee for each course was \$35, plus a \$5 registration fee. Textbooks and study materials are not included in the charge. A brochure is available upon request.

CERTIFICATE PROGRAM FOR PRACTICING SECRETARIES

Persons who are already trained in stenographic skills and who wish to meet the requirements of higher-level secretarial positions including, if desired, preparation for the prestigious Certified Professional Secretary's examination, will find this program designed to meet their needs.

The twelve evening courses in the Certificate Program for Practicing Secretaries include eleven of the most practical courses offered in the Certificate Program in Management, together with a specialized course emphasizing the aspects of office administration which are apt to be the responsibility of a major executive's secretary. The entire group of courses covers all subjects tested in the two-day Certified Professional Secretary's examination, except for the stenographic skills of typing, shorthand, and transcription. Since this certificate program is designed for persons who are already employed as practicing secretaries, it is understood that all persons who register in this program have already received a thorough training in the various stenographic skills.

CSP 10 Office Administration
 CSM 10 Business Management I
 CSM 12 Legal Aspects of Business
 CSM 13 General Economics
 CSM 14 Oral Communication
 CSM 15 Written Communication
 CSM 18 Business Management II

CSM 28 Human Relations
 CSM 41 Electronic Data Processing
 CSM 42 Policy Formulation and Administration
 CSM 50 Managerial Accounting I
 CSM 52 Business Mathematics

Each course is scheduled one evening a week for ten weeks, and classes are normally of two and one-half hours duration. Students may enter classes in early September, early December, or late February each year. The program normally requires two years for completion, but those not interested in completing the entire program may register in individual courses. Upon completion of the twelve required courses, a Certificate of Completion will be awarded by the Continuing Education Division.

Instructors include business specialists and faculty members from the University and other institutions. As of September 1973, the fee for each course was \$35, plus a \$5 registration fee. Textbooks and study materials are not included in the charge. A brochure is available upon request.

CERTIFICATE PROGRAM FOR EXECUTIVE HOUSEKEEPERS

This certificate program is designed to improve the skills and effectiveness of executive housekeepers, supervisors, and other personnel dealing with housekeeping functions. The series of courses will meet the requirements for certification with the Southern Maine Executive Housekeeper Association.

Several seminars in the area of floor maintenance, fire regulations, and similar specialized subjects will be offered. These seminars, however, are not required as part of the certificate program.

This certificate program includes courses in Psychology Applied to Business, Oral Communication, Written Communication, Financial Planning (including budget preparation and record keeping), and Sanitation Technology (which covers the technical details that confront the executive housekeeper on a daily basis).

SPECIALIZED SEMINARS AND SHORT COURSES

Throughout the school year, the Continuing Education Division periodically offers a variety of seminars, institutes, workshops, conferences, and other short courses. The specialized programs are frequently developed at the request of the representative of a group, a member of the university staff, or an interested individual. Many programs include a group of lectures and seminars scheduled for a single day; others consist of briefer sessions once a week for several weeks.

Some of the more popular subject matter is in the area of:

Engineering	Antiques	Transportation
Retailing	Purchasing	Management
Shakespeare	Veterinarian Medicine	

Although local talent is utilized when available, each lecturer or seminar leader is a professional in the given field, and speakers are often recruited from distant parts of the United States or Canada. Since this type of public service must be self-supporting, a nominal tuition fee is charged.

Information regarding specialized courses is available from the Continuing Education Division Office, 96 Falmouth Street, Portland, Maine 04103 (Telephone 773-2981, extension 272).

PUBLIC SERVICE FACILITIES OF THE UNIVERSITY

This University offers facilities at both campuses for conferences, institutes, seminars, workshops, and training programs. Thousands of persons each year take advantage of the resources and facilities offered by the University to such groups.

Meetings of educational value — whether their primary purpose may be to impart information, solve problems, upgrade professional skills, further some aspect of education, or develop a greater understanding of current problems — are a part of the total educational program of the University.

VOCATIONAL - TECHNICAL EDUCATION PROGRAM

A program recognizing Industrial and Occupational Experience and awarding college credit through part-time evening and summer courses leading to a Bachelor of Science degree in Vocational Education or Technology is designed to:

- (a) prepare instructors for the teaching of vocational and/or technical subjects in high schools and post-secondary schools:

- or (b) provide non-teaching majors an opportunity to pursue a college program leading to a degree which recognizes trade and technical competencies and provides knowledge in business and industry leading to supervisory, technical, or middle-management positions.

For additional information and a brochure, contact:

Dr. Arthur O. Berry
Director of Vocational-Technical Education, U.M.P.G.
Gorham, Maine 04038

COMMUNITY SERVICES

The Continuing Education Division, through the office of the Director of Continuing Education and Public Service, is able to provide community services on a limited basis. Currently the Urban Adult Learning Center project services undereducated adults in adult basic education and is described more fully below.

THE URBAN ADULT LEARNING CENTER

The Urban Adult Learning Center is a University of Maine off-campus project, located in the heart of intown Portland at 68 High Street.

The Center is currently receiving funds from the State Department of Education, the State Department of Health and Welfare, and the City of Portland.

The Center provides a full-time adult education facility, designed to provide Adult Basic Education for the greater Portland community. The Center's basic objective is to identify ways to broaden and increase educational opportunities for undereducated adults.

The Center offers instruction in basic reading, language, and computational skills, as well as preparation for high school equivalency testing. Adult students work with an instructor/counselor to develop an individualized learning plan. Sessions are scheduled for the adult's available time during the 9:00 a.m. to 9:00 p.m. Center hours. The student's progress is regularly assessed by the instructor/counselor, and the learning plan extended or redirected as needed.

Veterans may qualify for educational benefits during attendance at the Center. All services of the Center are offered free of charge to enrollees. For further information call the Center at 773-2981, ext. 562.

Associate Degree Studies

GEORGE P. CONNICK

Director

SAMUEL G. ANDREWS

Assistant Director

RICHARD H. STURGEON

Assistant Director

YORK COUNTY COMMUNITY COLLEGE SERVICES

Coordinator: **ELLEN FORBES**

Counseling Director-Sanford: **LORRAINE MASURE**

Counseling Director-Biddeford: **JUDI MELLOR**

Counselor-Biddeford: **JOHN PENCE**

Counselor-Eliot: **ROBERT WEIMONT**

Associate Degree Studies, a new academic unit of the University established in 1973, has the responsibility for developing and offering new less-than-baccalaureate programs.

In cooperation with Southern Maine Vocational Technical Institute (SMVTI), Associate Degree Studies is offering off-campus degree programs through York County Community College Services. This joint venture provides less-than-baccalaureate degree opportunities and comprehensive counseling services for citizens of York County.

Programs currently available from the University of Maine are Liberal Arts, Selected Studies and Business Administration. Southern Maine Vocational-Technical Institute has available programs in Law Enforcement, Building Construction, Electronics Technology and Secretarial Science. In addition, a joint program in Hotel-Motel Restaurant Management is being offered.

Courses are offered in the early morning, late afternoon, and evening in order to maximize the opportunity for working students to participate. Arrangements made with private colleges, local education agencies, churches and libraries allow the majority of courses to be offered in convenient locations for the student.

Interested persons holding a high school diploma (or its equivalent) or who are 18 years of age may enroll by contacting the local Counseling Offices. Information or literature regarding the available programs may be obtained by contacting:

YCCCS COUNSELING OFFICE
260 Main Street
Biddeford, Maine
282-4111 or 282-4112

YCCCS COUNSELING OFFICE
Marshwood High School
Eliot, Maine
439-1559

ADMISSIONS OFFICE **OR**
UMPG
Portland, Maine
773-2981

YCCCS COUNSELING OFFICE
195 Main Street
Sanford, Maine
324-6012 or 324-6013

Local Offices Representing Statewide University Functions

Several offices, located in buildings shown on the campus maps near the back of this catalog, are not under the administration of this University but represent statewide services of the University of Maine. Among these are the Cumberland County office of the Cooperative Extension Service at 15 Chamberlain Avenue, and the Portland MPBN studios at 45 Exeter Street.

COOPERATIVE EXTENSION SERVICE

A broad variety of services to bring the benefits of the University to families and community groups in both the inner city and also suburban and rural areas is provided by the Cooperative Extension Service of the University of Maine. All of Cumberland County is served by the CES office at 15 Chamberlain Avenue on the Portland Campus. Some programs, such as the annual series for persons preparing for retirement or the seminars on various aspects of family money management for married couples, are normally offered in the University classrooms, if space is available. Many of the urban programs are conducted in low-rent housing developments or Model City neighborhood centers, where 4-H clubs adapted to the needs of urban children are developed and training in homemaking and in the planning and cooking of meals utilizing government-surplus foods is provided. CES aides supplement the services of the professional staff in such cases.

In addition to these newer programs for inner city inhabitants, the more traditional programs for residents of suburban and rural areas throughout Cumberland County are continued. The staff of the Portland CES office includes specialists in urban community development, a nutritionist, a district recreation specialist, an agricultural specialist, and other county agents. Visiting specialists from the Orono Campus provide added services from time to time. The work of the local and visiting specialists is multiplied through volunteer leaders in community groups scattered throughout the county.

LOCAL MPBN STUDIOS AND CONTROL FACILITIES

The Maine Public Broadcasting Network maintains studios and control facilities for WMEA-FM and WMEG-TV (Channel 26) in the 45 Exeter Street building shown on the Portland Campus map. Public radio and television programming is produced here as well as at Orono for statewide distribution as a public service of the University of Maine.

INSTRUCTIONAL TELEVISION

Instructional television, which is not broadcast for home reception like general educational television but which is beamed directly for use in specific classrooms or other meeting places, is being developed in the Greater Portland area through the services of the Portland MPBN office at 45 Exeter Street. One of the recent developments has been the installation of in-service instructional television facilities at major hospitals in the area. Demonstration operations or similar procedures conducted at the University of Vermont Medical School or other facilities are transmitted to the receiving antenna on the roof of Luther Bonney Hall, converted electronically for local transmission, and then beamed to dish antennae mounted on the roofs of local hospitals. In this way, hospital staff members may view the latest surgical or therapeutic techniques on television screens in staff lounge rooms. Both live and taped instructional materials are utilized. This type of development is but one example of the sort of project being developed by the local instructional television office.

Landmark Dates in the Development of UMPG

- 1773—Construction date of the *McLellan House*, considered to be the oldest brick house in the State of Maine and the oldest building still used by UMPG. It was purchased and renovated by Gorham State College in 1966 and is currently operated as an honor resident dormitory for 16 women students.
- 1803—The approximate date of the construction of the *Alumni Center* on the Portland Campus. In 1947 it was acquired by purchase of part of the Deering Estate by the trustees of Portland Junior College and has been used for offices ever since.
- 1807—Construction date of the *Academy Building*. Built to house the original Gorham Academy, it was presented to the State of Maine in 1895. In 1966 it was renovated to contain studios, offices, and classrooms for the Art Department.
- 1821—Construction date of the *Art Gallery*, originally built as the Gorham Town Hall. Acquired by Gorham State Teachers College in 1961 for use as a student chapel, it now houses the Gorham Campus Art Gallery.
- 1878—Establishment of *Western Maine Normal School* on the site of the former Gorham Female Seminary approved by the Maine Legislature. The Normal School opened on January 29, 1879, with six faculty members and 85 students.
 - Dr. William Corthell* appointed first president of the institution. He served for 27 years, from 1878 to 1905.
 - Corthell Hall* built to house the original Western Maine Normal School. Afterward named to honor the first president, it now houses administrative offices, information desk, classrooms and offices of the Music Department, and the Museum of Man.
- 1897—Construction of *Robie Hall*, the first unit of the Robie-Andrews Halls dormitory complex. Robie Hall is named for Governor Frederick Robie, an early benefactor of Gorham.
- 1905—Inauguration of *Dr. Walter F. Russell* as the second president of Western Maine Normal School. He served in this office for 35 years, from 1905 to 1940.
- 1906—The *President's Residence* constructed on the Gorham Campus.
- 1911—The *Industrial Arts Program* established at Gorham.
- 1916—*Andrews Hall* constructed. It is named for Professor Emerita of Music, Miriam Andrews. The dormitory complex called Robie-Andrews Halls contains accommodations for 200 resident women students. Andrews Hall also contains classrooms and laboratories of the audio-visual education program.
- 1927—Graduation date of the first class in the *Kindergarten-Primary Program* at Gorham.
- 1931—Construction date of *Russell Hall*, named for the second president at Gorham. It now contains a 500-seat auditorium with stage, workshop facilities, offices for the Theatre Department, and a small gymnasium for various recreational activities.
- 1938—*Baccalaureate degrees* awarded to the first graduates of a full four-year program at Gorham.
- 1940—Inauguration of *Dr. Francis L. Bailey* as third president at Gorham. He served for 20 years, from 1940 to 1960.
- 1945—*Gorham State Teachers College* adopted as the new name of the Gorham institution.
- 1947—Part of the former Deering Estate purchased as a campus for *Portland Junior College*, which had previously utilized rented quarters. The land purchased forms the nucleus of the present Portland Campus of UMPG.

- The present *University Bookstore Building*, a military war-surplus building, disassembled at its original location, brought by barge to Portland, and reassembled at its present location on the Portland Campus, together with several other buildings which are no longer standing.
- 1955—*Woodward Hall* constructed to provide dormitory accommodations for 96 resident men students. It was named for a former Vice-President of Gorham, Louis B. Woodward.
- 1956—A *Music Education Program*, to prepare supervisors and teachers of music for the public schools, established at Gorham.
- 1957—The *University of Maine in Portland* established by the Maine Legislature, making the former property of Portland Junior College a part of the University of Maine. Until 1961, only the first two years of the academic programs of the University's College of Liberal Arts and College of Education were available, together with the freshman year of several other University of Maine programs.
- 1958—*Dean Luther I. Bonney*, long-time Dean of Portland Junior College, appointed Dean Emeritus by the University of Maine Board of Trustees, retroactive to July 1, 1957.
- Dr. William L. Irvine* appointed Dean of the University of Maine in Portland. He served in this position for three years until 1961.
- An *Art Education Program*, to prepare supervisors and teachers of art for the public schools, established at Gorham.
- The *Science Wing of Bailey Hall*, the first unit of the present Bailey Hall complex, constructed at Gorham. It contains classrooms, laboratories, a greenhouse, a science museum, and offices for various physical and biological scientific disciplines.
- 1960—*Payson Smith Hall* constructed at the Portland Campus and named in honor of a prominent Maine educator who had also served with distinction as Commissioner of Education for the Commonwealth of Massachusetts. The lower level contains a large cafeteria, a formal dining room called the College Room, and a small seminar dining room. The main floor now houses the Portland offices for personnel, the registrar, the campus business personnel, student affairs, student aid, testing and counseling, placement, and other services, as well as the Continuing Education Division. The upper floors contain classrooms, a language laboratory; physics, chemistry, organic chemistry, and geology laboratories; a science lecture hall; and some faculty offices.
- Upton Hall* constructed at Gorham to provide added dormitory and lounge accommodations for women students. The basement now houses the Gorham Campus Bookstore. The building is named for a long-time faculty member, Miss Ethlyn Upton. A second unit, making up the Upton-Hastings complex, was added in 1968.
- Dr. Kenneth T. H. Brooks* inaugurated as President of Gorham State Teachers College. He served for 10 years, from 1960 to 1970.
- 1961—The merger of *Portland University* and the University of Maine in Portland approved by the Maine Legislature. Portland University had already established a baccalaureate program in Business Administration and a professional School of Law. Following the merger, the latter program was reorganized and developed into the University of Maine School of Law, housed from 1961-72 in the former Portland University building on High Street in downtown Portland. The four-year undergraduate program in Business Administration was moved to the Portland Campus, to become the first four-year program of the University of Maine to be offered in this area. This program has now evolved into the UMPG School of Business and Economics.
- The *Library Wing of Bailey Hall* constructed. The library section provides reading areas, conference rooms, a study-smoker, and a music-listening area. The east side of the building contains classrooms, conference rooms, faculty offices, and facilities for closed-circuit television.
- William L. Whiting* appointed Dean of the University of Maine in Portland. He served in this capacity for four years, from 1961 to 1965.
- 1962—Establishment of the *Continuing Education Division* at the University of Maine in Portland. Under the direction of John M. Blake, former Dean of Portland University, acting as a special assistant to the President of the University of Maine, the previous evening program of Portland University and the Portland extension courses of the University of Maine were consolidated and expanded into a coordinated program.

- 1963—Construction of *Warren G. Hill Gymnasium* at Gorham. Named for a former Maine Commissioner of Education and graduate of Gorham, the 2,500-seat gymnasium provides facilities for men's and women's physical education, locker rooms, classrooms, and offices for Health Services and Gorham members of the Division of Physical Education and Intercollegiate Athletics.
- Anderson Hall* constructed at Gorham. Named for Hayden L. V. Anderson, alumnus of Gorham and former Executive Director of Professional Services for the Maine Department of Education, it contains lounges, study areas, and dormitory accommodations for 100 resident men students.
- 1964—A *Graduate School* established at Gorham.
- 1965—*Gorham State College* adopted as the official name of the institution at Gorham.
- Dr. David R. Fink, Jr.*, appointed Dean of the University of Maine in Portland. After serving as Dean for three years, he was promoted to Provost by the Board of Trustees in 1968, in which position he served until joining the Chancellor's staff in 1970.
 - Construction of the *Industrial Education and Technology Center* at Gorham. It contains offices, classrooms, and laboratories for conducting programs in industrial arts and vocational-industrial teacher education, providing facilities to teach concepts in the manufacturing, construction, power-transportation, electrical-electronics, graphic communications, and service industries.
 - Dedication of *Luther I. Bonney Hall* at Portland, a five-story building named in honor of the Dean Emeritus of the Portland Campus. The main floor contains academic administrative offices and Luther Bonney Auditorium, a modern, air-conditioned lecture hall seating 250 persons. The upper floors contain classrooms, seminar rooms, faculty offices, and specialized quarters for art studios, choral groups, closed circuit and other instructional television, and other audio-visual aids.
 - Opening of the *Library Wing of Bonney Hall* at Portland. In addition to plentiful study carrels, four rooms called the Quattro Galleries, containing shifting art exhibits and comfortable furniture, provide facilities for smoking, recreational reading, listening to recorded music, and other functions.
- 1966—A *Secondary Education* program established at Gorham.
- 1967—A baccalaureate program in the *Liberal Arts* established at Gorham.
- 1968—Establishment of Gorham State College as a unit of the University of Maine with the official title of *Gorham State College of the University of Maine*.
- Hastings Hall* constructed at Gorham and named for a long-time faculty member, Miss Mary Hastings. The complex of Upton-Hastings Halls contains lounges and dormitory accommodations for 300 resident women students.
 - Acquisition of scattered houses or house lots in the vicinity of Bedford Street and Chamberlain Avenue in Portland to provide quarters for the *Student Union* and various administrative or faculty offices and to enlarge student parking facilities.
- 1969—Opening of the *Portland Campus Gymnasium and Physical Education Building*. The main gymnasium can seat 2,800 spectators. The building also contains offices, classrooms, Health Center offices, examination rooms, a general purpose corrective and adaptive room, a dance room for women, and a small auxiliary gym for a variety of activities. Two squash courts and two handball courts are located in a wing on the lower level behind the main building.
- Opening of the *Science Building* at the Portland Campus. The main tower of the Science Building, six stories high, has facilities for students in the engineering programs, as described in this catalog, on the ground floor; laboratories for the various biological sciences, as well as offices, seminar rooms, and classrooms, on the second, third, and fourth floors; laboratories and other facilities for the courses in psychology on the fifth floor; and quarters for experimental animals, as well as a greenhouse for botanical specimens, on the six floor. In the two-story wing, the *Southworth Planetarium* is located on the lower and ground-floor levels. The *Portland Computer Center*, ringed about with faculty offices, occupies the second-floor space directly above the Southworth Planetarium.

- Rapid increase in the *Baccalaureate Degree programs* offered at the Portland Campus. The facilities offered by the new buildings, coupled with the marked increase in faculty and student body, enabled the University Board of Trustees to authorize, at successive meetings during this period between 1965 and 1970, a number of added programs leading to a baccalaureate degree, with majors in various arts and sciences.
- Opening of the *Classroom Wing of Bailey Hall* at Gorham. This final unit of Bailey Hall contains a 200-seat multi-purpose lecture hall, a student lounge, classrooms, and academic and faculty offices.
- Bachelor of Arts* degrees awarded to the first group of candidates completing this new program at Gorham.
- 1970---Dean *Edward S. Godfrey* of the School of Law appointed to serve as Acting Provost of the Portland Campus for the final semester before the administrative formation of the University of Maine at Portland-Gorham on July 1, 1970.
- Dr. *William J. MacLeod*, Professor of Philosophy, appointed Acting President of the University of Maine at Portland-Gorham on July 1, 1970. Dr. MacLeod served for one year during the period of administrative merger of the former University of Maine in Portland, the University of Maine School of Law, and Gorham State College of the University of Maine.
- Dr. *Kenneth T. H. Brooks*, former President of Gorham State College of the University of Maine, created University Professor of Education.
- Opening of the *Dining Center* at the Gorham Campus. It contains a 900-seat dining hall, faculty and Presidential dining rooms, a snack bar, and a student lounge, together with offices and conference rooms for student organizations and activities.
- Opening of the *Tower Residences* at the Gorham Campus. These twin high-rise student residences provide accommodations for 380, with lounge and study facilities.
- 1971---Dr. *Louis J. P. Calisti* appointed the first President of the University of Maine at Portland-Gorham, effective July 1, 1971. Dr. William J. MacLeod at the same time assumed office as Vice President for Academic Affairs. Dr. Gordon S. Bigelow assumed office as Vice President for Student Affairs.
- Academic reorganization of the University of Maine at Portland-Gorham*, as a single, integrated University, completed at the opening of the academic year in September 1971. Shuttle-bus transportation permitting students to schedule courses on either campus was established at the same time.
- 1972---Moving of the University of Maine School of Law to its new home in the lower floors of the seven-story School of Law and Center for Research and Advanced Study at 246 Deering Avenue, opposite the Portland Campus.
- The Center for Research and Advanced Study was established at 246 Deering Avenue under the direction of *Halsey Smith*.
- 1973---*Walter P. Fridinger* became Acting President of UMPG in January, following the resignation of President *Louis J. P. Calisti* on January 1, 1973.
- UMPG officially became accredited with full membership in the New England Association of Schools and Colleges for a period of three years. Prior to this time the Gorham campus had been separately accredited and the Portland campus had shared accreditation as part of the Orono campus accreditation.
- The Dickey and Wood Tower Dormitories were officially named in honor of *Miss Edna F. Dickey*, who became Associate Professor Emerita of History, and *Miss Esther E. Wood*, who became Associate Professor Emerita of Social Sciences, after contributing a total of 69 years of service.
- Dr. *N. Edw. Miller* appointed the second President of the University of Maine at Portland-Gorham. His appointment was approved by the Board of Trustees on August 23, 1973, and he assumed his duties on November 1.
- 1974---The *Bachelor of Fine Arts* degree program established in the College of Arts and Sciences, which had been previously known as the College of Liberal Arts.
- 1975---The *College of Education* formally established as a result of a reorganization of the former *School of Education* to meet the needs of the coming decade.

UNIVERSITY of MAINE at PORTLAND—GORHAM

PERSONNEL LISTINGS

As Reported to the Office of Publications and Public Information
On or before May 1, 1975

EMERITI

- ANDREWS, MIRIAM E.** (1922-1960) B.S., M.A., Professor Emerita of Music
- BAILEY, FRANCIS L.** (1940-1960) B.A., MA., Ph.D., President Emeritus of Gorham State College of the University of Maine
- BONNEY, LUTHER ISAAC** (1957-1958) Bates College, B.A., 1906; M.A. (Hon.), 1951; University of Maine, Sc.D., 1959; Dean Emeritus, University of Maine in Portland
- BOWMAN, JAMES A.** (1949-1974) Gorham State Teachers College, B.S., 1947; Boston University, Ed.M., 1951; Associate Professor Emeritus of Educational Psychology
- CLARK, ELMER BANKS FRED** (1946-1975) University of Florida, B.A.E., 1935; M.A., 1937; Associate Professor Emeritus of French and Spanish
- DICKEY, EDNA F.** (1946-1973) University of New Hampshire, B.A., 1933; M.A., 1936; Associate Professor Emerita of History, University of Maine at Portland-Gorham
- KERR, ELIZABETH F.** (1957-1974) Marygrove College, B.S., 1939; Columbia University, A.M., 1946; Ed.D., 1956; Professor Emerita of Education
- MacLEAN, JEAN** (1958-1975) Boston University, B.S., 1930; Yale University, B.N., 1933; University of Chicago, M.S., 1948; Professor Emerita of Psychiatric Nursing, University of Maine at Portland-Gorham
- PEABODY, MILDRED** (1952-1973) Gorham State College, B.S., 1939; Boston University, Ed.M., 1952; Associate Professor Emerita of Education, University of Maine at Portland-Gorham
- WOOD, ESTHER E.** (1930-1972) Colby College, A.B., 1926; Radcliffe College, M.A., 1929; Associate Professor Emerita of Social Sciences, University of Maine at Portland-Gorham

PERSONNEL

The following list includes both teaching faculty and administrative personnel. Dates in parentheses indicate initial year of appointment.

- ALBEE, PARKER BISHOP, JR.** (1966) Associate Professor of History; Dartmouth College, A.B., 1961; Duke University, M.A., 1964; Ph.D., 1968
- ALLEN, BRUCE A.** (1970) Assistant Professor of Mathematics Education and Director, Pre-Professional Programs; Gorham State College, B.S., 1960; M.S., 1967; Boston University, Ed.D., 1973
- ANDREWS, BRUCE H.** (1974) Assistant Professor of Business Administration; University of Connecticut, B.A., 1967; Polytechnic Institute of New York, M.S., 1969
- ANDREWS, SAMUEL GEORGE** (1966) Associate Professor of Associate Business Administration and Assistant Director of Associate Degree Studies; Babson Institute, B.S.A., 1964; University of Maine, M.S., 1966
- ANGELAKOS, EVANGELOS T.** (1973) Research Associate, Biomedical Research Laboratory; Tripolis College, Greece. Diploma (s.c.l.), 1948; Boston University, M.A., 1953; Ph.D., 1956; Harvard University, M.D. (m.c.l.), 1959
- ANNETT, DONALD ARCHIE** (1969) Associate Professor of Business Administration; University of New Hampshire, B.S., 1937; New York University, M.B.A., 1963
- ANSPACH, DONALD FREDERICK** (1970) Associate Professor of Sociology and Chairman, Department of Sociology; Franklin and Marshall College, A.B., 1964; Western Reserve University, M.A., 1966; Case Western Reserve University, Ph.D., 1970
- ARMENTROUT, CHARLES EDWIN** (1960) Associate Professor of Physics; University of Maine, B.A., 1955; Wesleyan University, M.A., 1958; Columbia University, M.S., 1970
- AYERS, GEORGE H.** (1959) Associate Professor of Physical Science and Director, Southworth Planetarium; University of Maine, B.A., 1951; Ohio State University, M.A., 1959
- BAIER, LEE S.** (1966) Associate Professor of English; Reed College, A.B., 1948; Columbia University, M.A., 1952; Ph.D., 1965

Personnel listings as reported to Public Information on or before May 1, 1975

- BALBER, PAULA G.** (1973) Assistant Professor of Nursing and Chairman, Department of Psychiatric Nursing; Boston University, B.S., 1969; New York University, M.A., 1970
- BANNER, GERALD T.** (1968) Head Reference Librarian; New School for Social Research B.A., 1965; Pratt Institute, M.L.S., 1967
- BASSINI, AUGUSTINE J. C.** (1974) Visiting Professor of Educational Sociology; White-lands College, University of London, B.A., M.A., Certificate in Education (London)
- BAY, JOHN WILLIAM** (1965) Dean, School of Business and Economics and Associate Professor of Business and Economics; Saint Ambrose College, B.A., 1961; Boston College, M.A., 1964; Ph.D., 1966
- BEARCE, JEANA DALE** (1965) Associate Professor of Art; Washington University, B.F.A., 1951; New Mexico Highlands University, M.A., 1954
- BELLONE, ROSEMARY** (1972) Instructor in Nursing and Chairman, Department of Maternal and Child Health; Virginia Commonwealth University, B.S.N., 1970; Catholic University of America, M.S.N., 1971
- BEMIS, A. NYE** (1970) Instructor in Education and Director, In-Service Programs; Gorham State College, B.S., 1964; M.S., 1969
- BERNARD, JULES EUGENE** (1963) Professor of English; Yale University, B.A., 1934; M.A., 1936; Ph.D., 1937
- BERRY, ARTHUR O.** (1955) Director of Vocational Technical Education and Professor of Metals Technology; Gorham State College, B.S., 1950; Pennsylvania State University, Ed.M., 1954; University of Connecticut, Ph.D., 1967
- ¹ **BIBBER, JOYCE K.** (1967) Associate Professor of History; Westbrook Junior College, A.A., 1956; Barnard College, B.A., 1958; Stanford University, M.A., 1962; Ph.D., 1969
- BIEN, LEON J.** (1970) Assistant Professor of Economics and Chairman, Department of Economics; Boston College, B.A., 1966; Michigan State University, M.A., 1970
- BIGELOW, GORDON S.** (1971) Vice President for Educational Services; Brown University, A.B., 1954; University of Maine, Ed.M., 1962; Brigham Young University, A.M., 1966; Ph.D., 1967
- BISHOP, JOHN SCOTT** (1968) Professor of Psychology; University of New Brunswick, B.A., 1953; Dalhousie University, M.A., 1957; University of London, Ph.D., 1958
- BONNER, ROWLAND A.** (1973) Research Associate, Biomedical Research Laboratory; Michigan State University, B.S., 1962; D.V.M., 1964; Boston University, Ph.D., 1972
- BONNEY, JAMES H.** (1970) Lecturer, School of Law; Bowdoin College, A.B., 1948; University of Vermont, M.D., 1953; University of Maine, J.D., 1967
- BOUCHARD, JOEY A.** (1968) Associate Professor of Physical Education and Coordinator of Men's Athletics; Springfield College, B.S., 1960; M.Ed., 1961; Boston University, C.A.S., 1968
- BOUCHARD, KATHLEEN M.** (1969) Associate Dean of Student Life; Western Michigan University, B.A., 1966; Indiana University, M.S., 1969
- ¹ **BOWDER, JERRY L.** (1960) Professor of Music; University of Washington, B.A., 1952; Lewis and Clark College, M.M., 1956; Eastman School of Music, Ph.D., 1960
- BRADY, JAMES B.** (1969) Cataloger; State University of New York at Albany, B.S., 1967; M.L.S., 1969
- BREEN, RICHARD F.** (1974) Associate Professor of Law and Associate Law Librarian, School of Law; Dartmouth, A.B., 1962; University of Maine School of Law, LL.B., 1967; University of Oregon, M.L.S., 1973
- BRETON, LILLETTE CAMILLE** (1969) Assistant Professor of Physical Education; University of Maine, B.S., 1965; M.S., 1968; University of Maine at Orono, C.A.S., 1972
- BRIGGS, WAYNE F.** (1965) Chief Accountant and Director of Purchasing; University of Maine at Portland-Gorham, B.S., 1975

Numbers in the left hand margin are coded as follows:

- ¹ on leave, Fall semester, 1974
² on leave, Spring semester, 1975
³ on leave, Academic year, 1974-1975

Personnel listings as reported to Public Information on or before May 1, 1975

- BROOKS, KENNETH T. H.** (1959) University Professor of Education and Director, Co-operative Education Program; University of New Hampshire, A.B., 1947; Boston University Ed.M., 1948; Ed.D., 1955
- BROWN, ELECTA M.** (1943) Bursar; Shaw's Business College, 1926
- BROWN, HAROLD F.** (1972) Professor of Music and Chairman, Department of Music; Colby College, A.B., 1935; Westminster Choir College, B.Mus., 1938; Harvard University, A.M., 1942; Michigan State University, Ph.D., 1968
- BROWN, WILLIAM ALLEN** (1960) Associate Professor of Mathematics and Computer Science; Bowdoin College, B.A., 1954; University of Maine, M.A., 1959
- BULLOCK, WILLIAM B.** (1970) Business Manager; Cornell University, B.S., 1953; M.B.A., 1959
- BURKE, L. MORRILL, JR.** (1959) Associate Professor of English; Bowdoin College, A.B., 1949; University of Washington, M.A., 1951; Columbia University, Ph.D., 1971
- CALLENDER, WILLARD** (1962; 1972) Assessment Specialist and Project Director for Research Center; Bates College, A.B., 1958; University of Connecticut, M.A., 1960; Ph.D., 1967
- CAMPBELL, RICHARD R.** (1973) Financial Aid Officer
- CARNER, FRANK K.** (1970) Assistant Professor of English; Temple University, B.S., 1964; M.A., 1967
- CARPER, THOMAS R.** (1967) Associate Professor of English; Harvard University, A.B., 1958; New York University, M.A., 1967; Boston University, Ph.D., 1973
- CARROLL, CONSTANCE M.** (1972) Associate Dean, College of Arts and Sciences and Assistant Professor of Classics; Duquesne University, B.A., 1966; Knubly University School of Hellenic Civilization (Athens, Greece), M. Cert., 1967; University of Pittsburgh, M.A., 1969
- CARTER, RICHARD H.** (1964) Associate Professor of Power Technology; Gorham State College, B.S., 1954; University of Maine, Ed.M., 1964; Boston University, C.A.S., 1971
- CHABOT, MAURICE JOSEPH** (1965) Assistant Professor of Mathematics and Computer Science; University of Maine, B.A., 1961; Bowdoin College, M.A., 1965
- CHAMBERLAND, GERARD G.** (1957) Professor of Music; Boston University, B.Mus., 1950; M.M. 1956
- CHANDLER, JOSEPH** (1968) Assistant Professor of Business and Economics; Bowdoin College, A.B., 1942; University of Maine, M.B.A., 1967; University of New Hampshire, M.A., 1971
- CHRONISTER, FLOYD BROWN** (1966) Associate Professor of Education; Conservatory of Music, U.M.K.C., Missouri, B.M., 1953; University of Kansas, B.M.E., 1955; M.M.E., 1959; Ed.D., 1969
- CLARKE, CAROLYN K.** (1968) Periodicals Associate; University of Maine at Orono, B.A., 1968
- COBB, MERRILL E.** (1966) Professor of Education; University of Maine, B.S., 1949; Ed.M., 1953; University of Massachusetts, Ed.D., 1968
- COFFIN, RICHARD NEAL** (1964) Associate Professor of English; Bowdoin College, B.A., 1951; Harvard University, A.M., 1952; Boston University, Ph.D., 1962
- COLE, PHILLIP ALBERT** (1957) Professor of History; Boston University, B.S., 1954; M.A., 1955; Ph.D., 1963
- COLE, RONALD F.** (1963) Associate Professor of Music; Bowdoin College, B.A., 1961; Eastman School of Music, M.A., 1963
- COLUCCI, NICHOLAS DOMINIC, JR.** (1969) Assistant Professor of Education; Gorham State College, B.S., 1963; University of Connecticut, M.A., 1964; Ph.D., 1969
- CONNICK, GEORGE PERCY** (1966) Acting Director of Associate Degree Studies; Associate Professor of History; Stanford University, B.A., 1957; San Jose State College, M.A., 1960; University of Colorado, Ph.D., 1969
- COOGAN, WILLIAM H., III** (1972) Assistant Professor of Political Science; Boston College, B.A., 1963; Rutgers University, M.A., 1964; University of North Carolina, Ph.D., 1971
- COOPER, JANET K.** (1972) Director of Placement, School of Law; St. Thomas College, M.A.T., 1972

Personnel listings as reported to Public Information on or before May 1, 1975

- COPE, GERALD S.** (1975) Lecturer, School of Law; University of Maine, B.A., 1952; Harvard University, J.D., 1955
- CORSON, DOANE B.** (1970) Superintendent of Buildings and Grounds, Gorham Campus; Southern Maine Vocational Technical Institute, 1958
- COSTELLO, MELISSA H.** (1953) Associate Professor of Education; Gorham State College, B.S., 1952; University of Maine, Ed.M., 1957; C.A.S., 1960
- COSTELLO, RICHARD A.** (1953) Director, Division of Physical Education and Intercollegiate Athletics and Professor of Health and Physical Education; University of Alabama, B.S., 1952; University of Illinois; M.S., 1953; Springfield College, D.P.E., 1965
- COTTON, JEAN** (1967) Associate Professor of Nursing; Simmons College, B.S., 1960; Boston University, M.S., 1962
- CROCHET, MONIQUE Y.** (1970) Associate Professor of French; University of Paris, Sarbonne, B.A., 1959; M.A., 1960; M.A.T., 1960; Ph.D., 1969
- CROSBY, JEANIE W.** (1973) Assistant Professor of Education and Program Development Specialist, Maine Teacher Corps; Centre College, B.A., 1963; University of Wisconsin, M.A., 1964; University of Massachusetts, Ed.D., 1973
- CUPRAK, RUTH M.** (1973) Assistant Professor of Elementary Education and Child Development Specialist, Maine Head Start Educational Resource Center; University of Connecticut, B.S., 1944; Tufts University, M.S., 1966
- DALVET, YVES FRANCOIS** (1968) Associate Professor of French; Laval College, B.A., 1940; New York University, M.A., 1965; Yale University, M.Ph., 1969
- DAVIS, EVERETT A.** (1966) Assistant Professor of Educational Media; Gorham State College, B.S., 1961; Indiana University, M.S.Ed., 1966; Ed.S., 1972
- DEAS, DAVID C.** (1973) Assistant Registrar; University of Maine at Portland-Gorham, B.A., 1971
- DELOGU, ORLANDO E.** (1966) Professor of Law, School of Law; University of Utah, B.S., 1960; University of Wisconsin, M.S., 1963; J.D., 1966
- DEPREZ, GREGORY A.** (1973) Administrative Coordinator, ESCO Economic Institute; University of Maine at Portland, B.S., 1965; University of Maine at Gorham, M.S., 1970
- DI BENEDETTO, LUCIA A.** (1970) Assistant Professor of French; Emmanuel College, B.A., 1963; Middlebury College, M.A., 1965
- DIETRICH, CRAIG** (1968) Associate Professor of History; University of Chicago, A.B., 1961; Ph.D., 1970
- DORBACHER, BEATRICE M.** (1974) Associate Professor of Nursing; Columbia University, B.S., 1950; M.A., 1957; Boston University, Ed.D., 1972
- DORSEY, F. DONALD, JR.** (1967) Assistant Professor of Biology; Bowdoin College, A.B., 1940; Syracuse University, M.S., 1960; Simmons College, M.S., 1964
- DOWNEY, LOREN W.** (1974) Professor of Education; Drake University, B.A., 1949; University of Oregon, M.S., 1950; University of Arizona, Ed.D., 1966
- DREW, DAVID** (1972) Instructor in Physical Education, Trainer and Coach; Springfield College, B.S., 1967; M.Ed., 1971
- DUBOWICK, DOROTHY BUNKER** (1968) Associate Professor of Nursing; Colby College, A.B., 1948; University of Maine at Portland-Gorham, M.S., 1971
- DUCLOS, ALBERT JOSEPH** (1965) Associate Professor of Theatre; University of Maine, B.S., 1963; M.A., 1965
- DUCLOS, GLORIA SHAW** (1962) Associate Professor of Classics; Radcliffe College, A.B., 1949; M.A., 1953; Oxford University, B.A., 1951; M.A., 1955
- DUDAC, PAMELA J.** (1974) Instructor in Nursing; Manhattanville College, B.A., 1964; Fordham University, M.S., 1966; New York Medical College, M.S., 1970
- DURGIN, FRANK ALBERT, JR.** (1964) Professor of Business and Economics; Tufts University, B.A., 1949; University of Toulouse, France, License en Droit, 1954; Docteur en Droit, 1956
- DUVAL, MARJORIE ANN** (1962) University Archivist and Associate Professor of Library Service; New England Conservatory of Music, B.Mus., 1945; Simmons College, M.S., 1962

¹on leave Fall Sem. ²on leave Spring Sem. ³on leave for Acad. Year

Personnel listings as reported to Public Information on or before May 1, 1975

- EASTMAN, JOEL WEBB** (1970) Associate Professor of History; University of Maine at Orono, B.A., 1962; M.A., 1965; University of Florida, Ph.D., 1973
- EDWARDS, MARY L.** (1966) Instructor in Maine Teacher Corps; Cornell University, B.S., 1952
- EELLS, MARY ANN** (1969) Dean, School of Nursing and Associate Professor of Nursing; State University of New York, B.S., 1955; University of Rochester, M.S., 1968; Ed.D., 1970
- ELDRIDGE, SUSAN D.** (1972) Bookstore Manager; University of Maine at Portland-Gorham, B.S., 1971
- ELLIS, ANN P.** (1973) Instructor in Nursing; University of Maine at Orono, B.S., 1964; Boston University, M.S., 1967
- ELLIS, EDNA M.** (1973) Instructor in Nursing; University of Maine at Portland-Gorham, B.S., 1972; Boston University, M.S., 1973
- EMERSON, HORTON W., JR.** (1962) Professor of History; Colby College, A.B., 1949; Yale University, Ph.D., 1957
- EMERY, VIRGINIA L.** (1966) Administrative Assistant to the President; Shaw's Business College, 1938
- ESTES, ROBERT A.** (1966) Professor of Mathematics and Computer Science; Bowdoin College, A.B., 1958; University of Kansas, M.A., 1961; University of Michigan, Ph.D., 1970
- FARRAR, JOHN NORTH** (1966) Director of Counseling, Continuing Education and Summer Session; University of Maine, B.A., 1951; M.Ed., 1958; C.A.S., 1962
- FAULKNER, HOWARD M.** (1970) Associate Professor of Graphics; Massachusetts State College of Fitchburg, B.S., 1957; Northeastern University, M.Ed., 1960
- FEIG, KONNILYN G.** (1972) Dean, College of Arts and Sciences and Associate Professor of History; University of Montana, B.S., 1958; B.A., 1959; M.A., 1963; University of Washington, Ph.D., 1969
- FELDMAN, STEPHEN R.** (1972) Associate Professor of Law, School of Law; Duke University, A.B., 1959; Fordham University, LL.B., 1965; Harvard University, LL.M., 1972
- FICKETT, REGINALD N.** (1964) Associate Professor of Education; Gorham State College, B.S., 1958; University of Maine, Ed.M., 1960; C.A.S., 1968
- FINDLAY, ROBERT WALKER** (1967) Professor of Accounting and Chairman, Baccalaureate Program in Business Administration; Boston University, B.S., 1955; M.B.A., 1964; C.P.A. (Massachusetts and Maine)
- FINKELHOR, S. DAVID** (1972) Instructor in Social Welfare; Harvard University, B.A., 1968; M.A., 1970
- FISH, LINCOLN T., JR.** (1959) Professor of Mathematics and Computer Science and Chairman, Department of Mathematics and Computer Science; University of Maine, B.S., 1948; M.A., 1949; Boston University, Ed.D., 1951
- FISHER, IRVING D.** (1967) Assistant Professor of Political Science; University of Connecticut, B.A., 1946; Columbia University, M.A., 1953
- FITZPATRICK, ALBERT ARTHUR** (1968) Professor of Business and Economics; University of Southern California, B.S., 1949; M.B.A., 1951; Baylor University, M.S., 1955; University of Southern California, Ph.D., 1962
- FLAHERTY, AGNES E.** (1973) Clinical Associate in Nursing at the Maine Medical Center; Columbia University, B.S., 1950; Catholic University of America, M.S., 1961
- FOLSOM, ROBERT EUGENE** (1968) Associate Professor of Physical Education and Chairman, Department of Recreation; Springfield College, B.S., 1953; Boston University, Ed.H., 1963
- FORBES, ELLEN F.** (1973) Coordinator, York County Community College Services; Oberlin College, B.A., 1947; University of New Hampshire, M.Ed., 1967
- FOSTER, CAROLYN NEIDIG** (1966) Assistant Professor of Mathematics and Computer Science; Douglass College (Rutgers), A.B., 1958; Purdue University, M.S., 1961; Bowdoin College, A.M., 1966
- FRANKLIN, PATRICIA R.** (1970) Associate Professor of Art; Pratt Institute, F.F.A., 1962; Tulane University of Louisiana, M.F.A., 1970

¹on leave Fall Sem. ²on leave Spring Sem. ³on leave for Acad. Year

Personnel listings as reported to Public Information on or before May 1, 1975

- FRENCH, ROBERT K.** (1969) Associate Professor of Geography-Anthropology and Director, Museum of Man; Dartmouth College, A.B., 1957; Northeastern University, M.Ed., 1967; Clark University, M.A., 1972
- FRIDINGER, WALTER PETER** (1958) Vice President for Finance and Administration; Lebanon Valley College, B.S., 1938
- FULLAM, DAVID C.** (1970) Assistant Professor of Sociology; Colby College, B.A., 1960; University of New Hampshire, M.A., 1965; M.A., 1969
- GAGNE, DAVID L.** (1975) Veterans Affairs Coordinator; Keene State College, B.A., 1973
- GANZEVOORT, HERMAN** (1973) Assistant Professor of History; Calvin College, B.A., 1965; Wayne State University, M.A., 1967
- GARBRECHT, DONALD L.** (1962) Law Librarian and Professor of Law, School of Law; University of Minnesota, A.B., 1958; LL.B., 1961
- GAVIN, WILLIAM JOSEPH** (1968) Associate Professor of Philosophy and Chairman, Department of Philosophy; Fordham University, B.A., 1965; M.A., 1967; Ph.D., 1970
- GAYTON, WILLIAM F.** (1974) Assistant Professor of Psychology; Springfield College, B.S., 1963; University of Moine, M.A., 1965; Ph.D., 1968
- GIERINGER, ROMONA** (1972) Serials Librarian, School of Law
- GIGUERE, MADELEINE DINORA** (1967) Professor of Sociology; College of New Rochelle, B.A., 1947; Fordham University, M.A., 1950; Columbia University, M.Phil. 1973
- GILES, CLIFTON F., JR.** (1969) University Librarian; University of Massachusetts, B.A., 1960; University of Illinois, M.L.S., 1963
- GODFREY, EDWARD S.** (1962) Professor of Law, School of Law; Harvard University, A.B., 1934; Columbia University, J.D., 1939
- GOLD, JOEL I.** (1973) Instructor in Associate Business Administration; Pace University, B.B.A., 1968; Bernard Baruch College, M.B.A., 1972
- GOODWIN, JEANETTE L.** (1955) Associate Professor of Physical Education and Coordinator of Dance; Sargent College, B.S., 1944; Springfield College, Ed.M., 1955
- GRADY, MARGARET** (1974) Instructor in Nursing; University of Maine at Portland-Garham, B.S.N., 1972
- GRAMLING, LAWRENCE** (1974) Instructor in Accounting; Northeastern University, M.B.A., 1970
- GRANGE, JOSEPH** (1970) Associate Professor of Philosophy; St. Joseph's College, B.A., 1961; Fordham University, M.A., 1965; Ph.D., 1970
- GRASS, CALVIN F.** (1966) Associate Professor of Physical Science; Boston University, A.B., 1949; University of Maine, Ed.M., 1954; Ohio State University, Ph.D., 1972
- GRAY, MARIE L.** (1970) Acting Director, Urban Adult Learning Center; Catholic University of America, B.A., 1967; New York University, M.S., 1970
- GREENWOOD HELEN L.** (1969) Associate Professor of Biology; Northeastern University, B.S., 1958; University of New Hampshire, M.S., 1960; University of Connecticut, Ph.D., 1969
- GREGORY, DAVID D.** (1972) Associate Professor of Law, School of Law; Duke University, B.A., 1964; University of Maine, LL.B., 1968; Harvard University, LL.M., 1972
- GRZELKOWSKI, SLAWOMIR A.** (1973) Assistant Professor of Sociology; University of Warsaw, Poland, M.A., 1962; Indiana University, Ph.D., 1974
- ² **GUAY, MERLE DANA** (1969) Professor of Mathematics and Computer Science; Tufts University, B.S., 1958; University of Maine, M.A., 1960; Michigan State University, Ph.D., 1967
- HAAS, BARBARA A.** (1971) Assistant Professor of Nursing; New York University, B.S., 1961; M.A., 1965
- HACKETT, GEORGE F.** (1968) Associate Professor of Education and Director, Advanced Study Programs; Central Michigan University, B.A., 1952; University of Michigan, M.A., 1957

¹on leave Fall Sem. ²on leave Spring Sem. ³on leave for Acad. Year

Personnel listings as reported to Public Information on or before May 1, 1975

- HALL, GEORGE E.** (1974) Circulation Librarian, School of Law; Idaho College, B.A., 1967; University of Chicago, M.L.S., 1973
- HALL, OWEN C.** (1952) Associate Professor of Accounting; Portland University, B.S., 1955; Moine Society of Public Accountants, C.P.A., (Maine)
- HANNA, JOHN G.** (1963) Professor of English; Trinity College, B.S., 1936; Harvard University, B.A., 1946; Boston University, Ph.D., 1958
- HANSEN, EDWIN R.** (1964) Professor of Communication; Tufts University, B.S., 1936; University of Denver, M.A., 1947; Cornell University, Ph.D., 1952
- HARE, PARNELL S.** (1963) Associate Professor of Physical Science and Chairman, Department of Physical Sciences and Engineering; University of Maine, B.S., 1956; University of New Hampshire, M.S., 1960
- HARTMAN, H. BERNARD** (1973) Assistant Professor of Biology; University of Maryland, B.S., 1960; American University, M.S., 1962; University of Connecticut, Ph.D., 1965
- HAWKES, DAVID B.** (1971) Lecturer, School of Law; University of Maine, B.S., 1966; J.D., 1969; Boston University, LL.M., 1970; C.P.A., 1971
- HAYES, DALE T.** (1973) Assistant Professor of Reading and Director, Upward Bound; Bob Jones University, B.A., 1959; Arizona State University, M.A., 1968
- HEARNS, JOSEPH F.** (1970) Associate Professor of Psychology; Boston College, B.S., 1964; University of Massachusetts, M.S., 1966; Ph.D., 1967
- HEEL, HELEN E.** (1953) Associate Professor of Music; Gorham State College, B.S., 1942; University of Michigan, M.M., 1948
- HEISLER, EDWIN A.** (1972) Lecturer, School of Law; Tufts University, B.S., 1957; George Washington University National Law Center, LL.B., 1965
- HENDERSON, SUSAN J.** (1973) Instructor in Nursing; St. Luke's Hospital, School of Nursing, R.N., 1963; Fairleigh Dickinson University, B.S., 1966; New York University, M.A., 1973
- HERNANDEZ, ADELE BETANCOURT** (1962) Part-time Instructor in Spanish and Director of Language Laboratory; M.A., Florida State Christian College, 1973
- HIGGINS, BERTHA F.** (1970) Associate Executive Director, The Alumni Association of the University of Maine at Portland-Gorham; Gorham State Teachers College, B.S., 1939
- HIGGINS, GEORGE MICHAEL** (1971) Assistant Business Manager; University of Maine in Portland, B.S., 1971
- HIGGINS, JUDITH A.** (1973) Financial Aid Officer; State University College of Buffalo, N.Y., B.S. in Ed., 1971
- HOCH, LINDA S.** (1973) Career Development Officer; Oberlin College, B.A., 1972
- HODGDON, PAULA D.** (1967) Associate Professor of Physical Education and Chairman, Department of Athletics; Lasell Junior College, A.A., 1948; Beaver College, B.A., 1950; Columbia University, M.A., 1952; Springfield College, D.P.E., 1973
- HODGES, FRANKLIN D.** (1966) Associate Professor of Geography; Farmington State College, B.A., 1961; Clark University, M.A., 1966
- HODSON, D. BRADLEE** (1973) Assistant Professor of Accounting; University of Maine at Orono, B.S., 1968; University of Pennsylvania, M.S., 1969; C.P.A. (Massachusetts)
- HOLMES, PETER KARL** (1968) Associate Professor of Biology and Chairman, Department of Biology; Bowdoin College, A.B., 1956; Wesleyan University, M.A., 1958; University of Illinois, Ph.D., 1964
- HOLT, STEPHANIE B.** (1975) Assistant Bookstore Manager; University of Maine, B.A., 1965
- HOPKINSON, DAVID BRADFORD** (1959) Associate Professor of General Engineering; University of Maine, B.S., 1942; University of Vermont, M.S., 1949; University of Maine, M.E., 1961; P.E. (Maine)
- HORNE, EDWIN C.** (1971) Associate Director of Admissions; University of New Hampshire, B.A., 1958; M.Ed., 1968
- HORTON, DONALD BION** (1969) Lecturer in Biology and Executive Director, The Research Institute of the Gulf of Maine (TRIGOM); Union College (New York), B.S., 1954; University of Rhode Island, M.S., 1958; Ph.D., 1965

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Personnel listings as reported to Public Information on or before May 1, 1975

- HOWARD, ALBERT A.** (1970) Chief Cataloger; Brown University, A.B., 1951; University of Kentucky, M.S.L.S., 1955
- HUMPHRIES, DREW** (1972) Assistant Professor of Sociology; L'Universite de Bordeaux (Bordeaux, France), Certificat des Etudes, 1966; University of California, A.B., 1967; M.S., 1968; Ph.D., 1973
- HUNT, HARRY DRAPER, III** (1965) Professor of History; Harvard University, B.A., 1957; Columbia University, M.A., 1960; Ph.D., 1968
- HYMOFF, IRA H.** (1971) Director of Counseling and Career Development; Colby College, B.A., 1965; University of Maine at Orono, Ph.D., 1970
- INGRAHAM, HOLLIE L.** (1973) Assistant Director of Continuing Education Division and Summer Session; University of Maine, B.A., 1967; University of Maine at Portland-Gorham, M.S., 1972
- IRISH, JOEL W.** (1971) Assistant Professor of Mathematics and Computer Science; Colby College, B.A., 1967; University of New Hampshire, M.S., 1969; Ph.D., 1975
- JAGOLINZER, PHILIP** (1966) Associate Professor of Accounting; Clark University, A.B., 1958; University of Rhode Island, M.S., 1960; C.P.A. (Maine, Maryland)
- 2 JAKES, JOHN FREDERICK** (1946) Professor of English; Bowdoin College, A.B., 1943; Columbia University, A.M., 1946; Ph.D., 1971
- JENSEN, HELENA MARIE** (1967) Associate Professor of Nutrition; University of Maine, B.S., 1943; Pennsylvania State University, M.Ed., 1951
- JOHNSON, BRUCE** (1974) Acting Director of Student Financial Aid
- JOHNSON, SHEILA A.** (1968) Acquisitions Associate; Boston College, B.S., 1967
- JULAVITS, WILLIAM F.** (1970) Assistant Dean and Lecturer, School of Law; Amherst College, B.A., 1964; University of Maine, LL.B., 1968
- KANE, KATHARINE K.** (1974) Counselor, York County Community College Services; Trinity College, B.A., 1968
- KANE, NANCY** (1974) Coordinator of Residence Life; New York University, B.A., 1969; Michigan State University, M.A., 1971
- KANE, RAYMOND PAUL** (1965) Coordinator, Special Programs, Continuing Education Division; University of Maine, B.S., 1964
- KAPLE, DONALD J.** (1973) Assistant Professor and Director, Adult Education; Athenaeum of Ohio, B.A., 1953; Th.M., 1958
- KARABIN, JACQUELINE** (1973) Instructor in Nursing and Chairman, Department of Community Health Nursing; University of Michigan, B.S.N., 1967; M.P.H., 1973
- KAZENSKI, JOHN T.** (1973) Director of Physical Plant; U.S. Naval Academy, B.S., 1960
- KEARNEY, JAMES F.** (1974) Institutional Research Coordinator; University of Scranton, B.S., 1964; University of Virginia, M.S., 1973
- KEARNEY, MAUREEN J.** (1973) Career Development Specialist; Norwood College, A.B., 1964; American University, Ph.D., 1972
- KERN, ABRAHAM K.** (1959) Associate Professor of Botany and Zoology; Bowdoin College, A.B., 1936; University of Maine, M.Ed., 1956
- KEYSOR, JOHN F.** (1974) Associate Registrar; University of Wisconsin, B.S., 1962; M.S., 1966
- KIVATISKY, RUSSELL JOHN** (1974) Assistant Professor of Communication; Nassau Comm. College, A.A., 1968; State University of New York, Brockport, B.S., 1970; M.A., 1971
- KNOWLTON, SUZANNE L.** (1968) Assistant University Librarian; University of Kansas, B.A., 1960; University of Denver, M.A., 1963
- KRATZER, RICHARD O.** (1971) Associate Professor of Mathematics and Computer Science; Fort Hays Kansas State College, B.A., 1957; Kansas State College of Pittsburg, M.S., 1964; New York University, Ph.D., 1971
- KREISLER JOSEPH D.** (1972) Assistant Professor of Social Welfare; Oklahoma University, B.A., 1947; Columbia University, M.A., 1949; M.S.W., 1959
- LACOGNATA, ANGELO A.** (1965) Professor of Sociology; University of Buffalo, B.A., 1957; University of Rochester, M.A., 1959; Michigan State University, Ph.D., 1962
- LADLEY, ANNE** (1973) Assistant Professor of Social Welfare and Acting Director, Office of Equal Employment Opportunity; University of Pittsburg, B.A., 1953; New York University, M.S.W., 1962

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Personnel listings as reported to Public Information on or before May 1, 1975

- LAFRANCE, ARTHUR B.** (1973) Professor of Law, School of Law; Dartmouth College, B.A., 1960; Yale University, LL.B., 1963
- LAPOINTE, NORMAN J.** (1967) Project Director, Head Start Supplementary Training Program and Assistant Professor of Education; University of Maine, B.S., 1956; University of Massachusetts, M.A., 1960
- LEHMAN, PETER M.** (1974) Coordinator Criminal Justice Program and Visiting Professor of Sociology; Oberlin College, A.B., 1968; Meadville Theological School University of Chicago, M.A., 1970
- LEPELLEY, EDITH** (1965) Associate Professor of French; Lycee de Jeunes Filles de Chartres, Baccalaureat, 1950; University of Rennes (France), License est Lettres, 1956
- LITTLEFIELD, MAURICE E.** (1965) Assistant Professor of Education and Development Officer; University of Maine, B.S., 1960; University of Virginia, Ed.M., 1964
- LOCKE, M. PHYLLIS** (1968) Cataloger; University of Toronto, B.A., 1951; University of Maine in Portland, M.L.S., 1968
- LOPER, MERLE W.** (1971) Associate Professor of Law, School of Law; Northwestern University, B.A., 1962; University of Chicago, J.D., 1965; Harvard University, LL.M., 1971
- LUTHER, GERTRUDE E.** (1974) Instructor in Nursing; Columbia University, B.S., 1959; Marquette University, M.S., 1964
- LYONS, CHARLES M.** (1973) Instructor in College of Education; St. Francis Xavier University, B.A., 1966; University of Hartford, M.Ed., 1970
- MacDONALD, STEPHEN A.** (1970) Associate Professor of Mathematics and Computer Science; Gorham State College, B.S., 1963; University of Maine, M.A., 1964; Case Western Reserve University, Ph.D., 1972
- MacDOUGALL, RONALD J.** (1962) Reference Librarian; Plymouth State College, B.Ed., 1953; Rutgers University, M.L.S., 1963; Middleburg, M.A., 1974
- MacLEOD, WILLIAM JOHN** (1969) Professor of Philosophy; Gordon College, Th.B., 1938; Boston University, A.M., 1940; Ph.D., 1948
- MacPHERSON, KATHLEEN I.** (1974) Instructor in Nursing; Boston University, B.S., 1963; M.A., 1965; M.S., 1974
- McCASLIN, MILLARD P.** (1968) Superintendent of Buildings and Grounds, Portland Campus
- McGUIRE, RAYMOND G.** (1973) Professor of Law, School of Law; Canisius College, B.S., 1960; Harvard University, LL.B., 1964; Columbia University, LL.M., 1968
- McKEIL, RICHARD LLOYD** (1966) Associate Professor of Associate Business and Economics and Chairman, Associate Program in Business Administration; University of Maine, B.A., 1959; M.A., 1965
- ² **McMAHON, ROBERT CHARLES** (1969) Associate Professor of Economics; University of Washington, B.A., 1959; M.A., 1964; Lehigh University, Ph.D., 1970
- MADER, SHIRLEY, A.** (1973) Counselor, Continuing Education Division; University of Maine, B.S., 1946; Boston University, M.A., 1948
- MAIMAN, RICHARD JOHN** (1971) Assistant Professor of Political Science; Lake Forest College, B.A., 1967; Brown University, Ph.D., 1972
- MAINVILLE, WALDECK ERNEST, JR.** (1965) Associate Professor of Mathematics and Computer Science and Assistant Dean, College of Arts and Sciences; University of Maine, B.S., 1960; Bowdoin College, A.M., 1964; Bowling Green State University, Sp.Ed., 1965; Michigan State University, Ph.D., 1972
- MALIK, HASAN MUHAMMAD** (1974) Associate Professor of Educational Psychology; Michigan State University, B.A., 1957; M.A., 1959; University of Oregon, Ph.D., 1973
- MALMUDE, ALICE PROBST** (1972) Assistant Professor of Nursing; New York University, B.S., 1960; M.S., 1962
- MANCK, WILLIAM J.** (1970) Assistant Professor of Marketing; University of Maine, B.S., 1957; College of the City of New York, M.B.A., 1966
- MANUEL, CHARLOTTE** (1971) Instructor, Urban Adult Learning Center; University of Maine at Portland-Gorham, B.A., 1969

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Personnel listings as reported to Public Information on or before May 1, 1975

- MARSHALL, JAN M.** (1970) Assistant Professor of Nursing; Boston University, B.S., 1968; M.S., 1971
- MARTIN, THOMAS ANDREW** (1965) Assistant Professor of Physical Education; University of Maine, B.S., 1963; M. Ed., 1969
- MASSEY, SARA R.** (1973) Assistant Professor of Educational Psychology, Maine Teacher Corps; University of Colorado, B.S., 1960; University of Denver, M.A., 1968; University of Northern Colorado, Ed.D., 1973
- MASURE, LORRAINE D.** (1973) Counseling Director, York County Community College Services; Nasson College, B.A., 1970
- MAZURKIEWICZ, MICHAEL, JR.** (1969) Associate Professor of Biology; Rutgers University, B.S., 1961; M.S., 1964; University of Connecticut, Ph.D., 1970
- MELLOR, JUDITH A.** (1973) Counseling Director, York County Community College Services; Springfield College, B.S., 1966; M.Ed., 1967
- MENDELSON, JANE I.** (1974) Instructor in Nursing; Cornell University, B.S., 1968; Columbia University, M.S., 1971
- MENNINGER, HAROLD P.** (1970) Associate Dean of Student Program Development and Assistant Professor of Education; University of Maryland, B.S., 1963; C.W. Post College (Long Island University), M.S., 1967; University of New Mexico, Ed.D., 1970
- MILBURY, ALLEN W.** (1963) Associate Professor of Education and Director of Educational Media Center; University of New Hampshire, B.S., 1960; Indiana University, M.S., Ed.D., 1969
- MILLARD, RONALD W.** (1973) Research Associate, Biochemical Research Laboratory; Tufts University, B.S., 1963; Boston University, Ph.D., 1969
- MILLER, N. EDD** (1973) President and Professor of Speech; University of Texas, B.S., 1939; M.A., 1940; University of Michigan, Ph.D., 1952
- MILLER, ROBERT N.** (1946) Professor of Physical Science; Colby College, A.B., 1936
- MILLIGAN, PATRICIA** (1975) Associate Cataloger, School of Law; Ohio State, B.A., 1971
- MILLIKEN, ROBERT ALSTON** (1968) Instructor in English; University of Maine, B.A., 1964; M.A., 1965
- MIRTO, DOLORES A.** (1974) Assistant Professor of English; Barnard College, B.A., 1963; Cornell University, M.A., 1965; Ph.D., 1973
- MITCHELL, JOHN** (1947) Professor of Industrial Arts and Chairman, Department of Industrial Education and Technology; Fitchburg State College, B.S., 1939; University of Minnesota, M.A., 1947; Pennsylvania State University, Ed.D., 1954
- MONSEN, SVERRE HENRY** (1969) Professor of Sociology; Florida State University, B.A., 1957; University of California, Los Angeles, M.A., 1959; University of Texas, Ph.D., 1967
- MOORE, DOROTHY DEAN** (1968) Assistant Professor of Education; University of Maine, B.S., 1966; M.Ed., 1968
- ¹ **MOORE, MICHAEL G.** (1967) Associate Professor of Art; Syracuse University, B.F.A., 1963; University of Washington, M.F.A., 1967
- MOORE, WILLIAM H.** (1971) Assistant Professor of Metals Technology; Gorham State College, B.S., 1969; University of Maine at Portland-Gorham, M.Ed., 1970
- MORRILL, DAVID** (1970) Associate Professor of Graphic Arts; Moorehead State College, B.S., 1967; Texas A & M University, Md.Ed., 1968; Ed.D., 1970
- MORRIS, BARBARA W.** (1973) Assistant Professor of Elementary Education; Bates College, A.B., 1942; Gorham State College, M.S.Ed., 1966; Boston University, C.A.G.S., 1972
- MORTENSEN, WILLIAM G.** (1966) Director of Continuing Education and Public Service; University of Maine, B.S., 1961; M.S., 1966
- MOTHERWELL, JULIE E.** (1973) Coordinator of Student Activities and Student Union; St. Francis College, B.A., 1968; Ball State University, M.A., 1973
- MOULTON, JOHN K.** (1968) Associate Professor of Mathematics and Computer Science; Harvard University, A.B., 1936, Ed.M.; Bowdoin College, M.A., 1962; Ed.D., (Harv.), 1970
- MUNSEY, WILLIAM J.** (1965) Director of Admissions; University of Maine, B.S., 1960; Boston University, M.Ed., 1964

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Personnel listings as reported to Public Information on or before May 1, 1975

- MURLEY, CURTIS P.** (1972) Instructor in Mathematics and Computer Science; U.S. Merchant Marine Academy, B.S., 1962; University of Oregon, M.S., 1968
- MURPHY, THOMAS J., JR.** (1972) Instructor, Urban Adult Learning Center; St. Francis Xavier University, B.A., 1969
- NAJARIAN, HAIG HAGOP** (1966) Professor of Biology; University of Massachusetts, B.S., 1948; Boston University, M.A., 1949; University of Michigan, Ph.D., 1953
- NANNAY, ROBERT WILLIAM** (1972) Associate Professor of Industrial Arts; Trenton State College, B.A., 1964; M.A., 1967; University of Maryland, Ed.D., 1970
- NELSON, CLIFFORD V.** (1973) Research Associate, Biomedical Research Laboratory; Massachusetts Institute of Technology, B.S., 1942; University of London, Ph.D., 1953
- NELSON, LEONARD M.** (1962) Lecturer, School of Law; Harvard University, A.B., 1957; LL.B., 1960
- NEUBERGER, HAROLD T.** (1957) Professor of Science Education; Iowa-Wesleyan College, B.S., 1952; University of New Mexico, M.S., 1953; Boston University, Ed.D., 1964
- NOVAK, IRWIN** (1971) Associate Professor of Geology; Hunter College, A.B., 1966; University of Florida, M.S., 1968; Cornell University, Ph.D., 1971
- O'DONNELL, C. MICHAEL P.** (1970) Associate Professor of Early Childhood Education; University of Maine, B.S., 1958; M.S., 1961; Syracuse University, Ed.D., 1968
- O'NEIL, JAMES M.** (1972) Director, School of General and Interdisciplinary Studies (SCOGIS); St. Louis University, B.A., 1968; Goddard University, M.A., 1974
- O'REILLY, CHARLES A.** (1966) Associate Professor of English; Colby College, B.A., 1949; Antioch-Putney Graduate School of Teacher Education, M.A., 1952
- OSTRAND, JANICE** (1975) Assistant Professor of Art; University of Wisconsin, B.A., 1970; University of Missouri, M.A., 1972; Ph.D., 1975
- PADULA, ALFRED L.** (1972) Assistant Professor of History; College of the Holy Cross, B.S., 1957; University of the Americas (Mexico City), M.A., 1961; University of New Mexico, Ph.D., 1975
- PAIGE, SYLVIA DRAKE** (1970) Assistant Professor of Nursing; Marietta College, B.A., 1944; Yale School of Nursing, M.N., 1947
- PARADISE, NOEL E.** (1967) Professor of Psychology; University of Maryland, A.B., 1948; University of Michigan, Ph.D., 1960
- PEIRCE, JOHN ALDEN** (1965) Professor of Political Science and Chairman, Department of Political Science; University of Maine, B.S., 1962; University of Virginia, M.A., 1965; Ph.D., 1971
- PENCE, JOHN H.** (1973) Counselor, York County Community College Services; St. Francis College, B.A., 1969
- PENDLETON, JAMES W.** (1967) Assistant Professor of Physical Science; Keene State College, B.Ed., 1959; Oregon State University, M.S., 1963
- PENNOYER, DORIS** (1971) Director, Family Nurse Associate Project; Smith College, B.A., 1950; Columbia University, M.D., 1954
- PERLMAN, STEPHEN** (1975) Instructor in Anthropology; Boston University, B.A., 1970; University of Massachusetts, M.A., 1973
- PERRY, BETSY J.** (1973) Instructor in Nursing; University of Michigan, B.S.N., 1969; M.S., 1972
- PETERS, DORIS M.** (1964) Registrar, School of Law
- PETRUCCELLI, GERALD F., JR.** (1968) Lecturer, School of Law; Boston College, A.B., 1964; LL.B., 1967
- PHILIPPI, HARLAN A.** (1972) Dean, School of Education and Professor of Education; University of Wisconsin, B.S., 1949; M.S., 1953; Northwestern University, Ph.D., 1962
- PIC'L, MELVIN E.** (1969) Associate Professor of Communication and Acting Chairman, Department of Communication; Pepperdine College, B.A., 1958; M.A., 1962
- PINE, MARY A.** (1974) Assistant Professor of Elementary Education and Early Childhood Specialist; Boston University, Ed.B., 1952; Ed.M., 1955; Ed.D., 1975
- PITKIN, RHODA A.** (1974) Instructor in Nursing; University of Vermont, B.S., 1956; Boston University, M.S., 1974
- POTTER, JUDY R.** (1972) Associate Professor of Law, School of Law, and Director, Clinical Practice Program; Cornell University, B.A., 1960; University of Michigan Law School, J.D., 1967

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Personnel listings as reported to Public Information on or before May 1, 1975

- POWER, THOMAS AMBER** (1966) Associate Professor of Theatre; University of Maine, B.S. in Ed., 1964; M.A., 1968
- PRANGER, EUGENE** (1973) Assistant to Director of the Center for Research and Advanced Study; Indiana University, B.S., 1971
- PROVENCER, GERALD M.**, (1975) Assistant Professor of Chemistry; Wayne State University, B.A., 1962; M.S., 1966; University of Windsor, Ph.D., 1972
- PRUNTY, BERT S., JR.** (1973) Dean, School of Law and Professor, School of Law; Drake University, B.A., 1948; Drake University Law School, J.D., 1950
- PUOPOLO, VITO** (1970) Associate Professor of Music; New England Conservatory of Music, B.M., 1955; M.M., 1963; Michigan State University, Ph.D., 1970
- QUINN, HORATIO** (1973) Chief, Department of Police and Security; University of Maine at Augusta, A.S., 1973
- ³ **RAKOVAN, LAWRENCE FRANCIS** (1967) Assistant Professor of Art; Wayne State University, B.S., 1967; Rhode Island School of Design, M.A., 1969
- RAYBOULD, PATRICIA D.** (1970) Instructor in Physical Education; University of Oregon, B.A., 1964; Boston University, M.Ed., 1967
- ³ **REUTER, JOHN E.** (1949) Associate Professor of English; University of New Hampshire, A.B., 1958; University of Rochester, M.A., 1963; Ph.D., 1968
- RHOADES, ROGER HANSON** (1964) Professor of Education; Colby College, B.A., 1935; University of Michigan, M.A., 1938; University of Colorado, Ph.D., 1961
- RICH, BARBARA** (1974) Visiting Lecturer in Social Welfare; Columbia University, M.S.W., 1970
- RICHARDS, PATRICIA** (1974) Instructor in Nursing; U.M.P.G., B.S.N., 1971; Boston University, M.S., 1974
- RICIPUTI, REMO H.** (1965) Associate Professor of Biology; University of New Hampshire, B.A., 1954; M.S., 1958
- ³ **ROBERTS, JAMES WESTON** (1967) Associate Professor of Political Science; San Diego State College, B.A., 1954; University of North Carolina, Ph.D., 1973
- ROCHE, MILDRED** (1971) Nursing Director, Family Nurse Associate Project; University of Vermont, B.S., 1951; Catholic University of America, M.S.N., 1966
- RODGERS, MARJORIE J.** (1970) Assistant Director of Admissions; University of Massachusetts, B.S., 1966
- ROGERS, ALVIN D.** (1952) Editor of Publications; Gordon College, Th.B., 1935
- ROGERS, OLIVIA** (1973) Upward Bound Field Worker; University of Maine at Portland-Gorham, B.S., 1969
- ROGERS, PAUL CARNEY** (1965) Professor of Mathematics and Computer Science; College of the Holy Cross, B.N.S., 1945; Boston University, M.A., 1948
- ROGOFF, MARTIN A.** (1972) Professor of Law, School of Law; Cornell University, B.A., 1962; University of California, Berkeley, M.A., 1963; Yale Law, LL.B., 1966
- ROLFE, FREDERICK B.** (1966) Associate Professor of French and Chairman, Department of Foreign Languages and Classics; Bowdoin College, A.B., 1946; Middlebury College, A.M., 1948
- ROMANYSHYN, JOHN MIKE** (1946-1950; 1953) Margaret Payson Professor of Social Welfare and Chairman, Department of Social Welfare; University of Oklahoma, B.A., 1942; University of Chicago, M.A., 1952
- ROOTES, MINOR R.** (1966) Associate Professor of Theatre; University of California, Santa Barbara, A.B., 1954; Son Francisco State College, M.A., 1961
- ROSCOE, MARJORIE MARY** (1966) Associate Professor of Nursing; Simmons College, B.S. in P.H.N., 1950, University of Michigan, M.P.H., 1959
- ROSEN, KENNETH F.** (1945) Associate Professor of English; Pennsylvania State University, B.A., 1962; University of Iowa, M.F.A., 1964
- ROST, MARY ANN** (1972) Director, Bureau of Continuing Education for Nursing and Instructor in Nursing; Boston College School of Nursing, B.S., 1964; University of Massachusetts, M.S., 1972
- ROTHENBERG, CHRISTINE M.** (1971) Information Specialist; College of Wooster, B.A., 1966; Columbia University, M.A., 1967

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Personnel listings as reported to Public Information on or before May 1, 1975

- RUMERY, JOYCE V.** (1974) Library Circulation Associate; University of Maine at Portland-Gorham, B.A., 1973
- RUTHERFORD, PHILLIP R.** (1966) Professor of English; East Texas University, B.A., 1962; M.A., 1964; Ph.D., 1966
- SALDANHA, ESTELITA LONGUINHOS** (1966) Professor of Psychology and Chairman, Department of Psychology; University of Lisbon, B.A., 1943; University of Nebraska, B.S.; 1946; M.A., 1947; Cornell University, Ph.D., 1950
- SALMON, EDWARD I.** (1966) Director of Engineering and Planning; University of Maine, B.S., 1956
- SANBORN, JANE OBERHOLTZER** (1961) Associate Professor of Psychology; Wilson College, A.B., 1942; University of California, Los Angeles, Ed.D., 1961
- SAWTELLE, GWEN D.** (1938-43; 1953) Associate Professor of Art; University of Minnesota, B.S., 1935; George Peabody College for Teachers, M.A., 1939
- SCHLEH, EUGENE P. A.** (1965) Professor of History and Chairman, Department of History; Union College, B.A., 1961; Yale University, M.A., 1962; Ph.D., 1968
- SCHWANAUER, FRANCIS** (1962) Professor of Philosophy; University of Stuttgart and Tubingen, Ph.D., 1959
- SCHWANAUER, JOHANNA** (1963-1965) (1968) Part-time Instructor in German, Wellesley College, B.A., 1957
- SCHWINCK, LOTTE** (1969) Associate Professor of Biology; University of Tubingen, Dr. rer. nat., 1956
- SELKIN, MICHAEL** (1970) Assistant Professor of English; Columbia College, A.B., 1961; Cornell University; M.A., 1963; Columbia University, Ph.D., 1975
- SHOOS, DOROTHY S.** (1973) Associate Professor of Nursing; New York University, B.S., 1953; M.A., 1960; Ph.D., 1973
- SIMONDS, STEPHEN P.** (1971) Director, Human Services Development Institute; University of New Hampshire, A.B., 1948; University of Chicago, M.A., 1953
- SLAVICK, WILLIAM H.** (1970) Associate Professor of English and Chairman Department of English; University of Notre Dame, B.A., 1949; M.A., 1951; Ph.D., 1971
- SLOCUM, LLOYD V.** (1966) Associate Professor of Electronics; Pennsylvania State University, B.S., 1955; M.S., 1957
- SMALL, WILLIAM ULLRICH** (1967) Associate Director of Continuing Education and Summer Session; Bowdoin College, B.S., 1949; Columbia University, M.B.A., 1951
- SMITH, ALLAN GUY** (1967) Professor of Chemistry; Mount Allison University (New Brunswick), B.Sc., 1949; University of New Brunswick, M.S., 1951; University of Maine, Ph.D., 1966
- SMITH, CHARLES F.** (1969) Associate Professor of Education; Coordinator of Research and Development for the School of Education; Westfield State College, B.S., 1960; University of Massachusetts, M.S., 1963; Ed.D., 1969
- SMITH, HALSEY** (1972) Director of Research and Advanced Study; Princeton University, A.B., 1943; University of Maine in Portland, LL.D., (Hon.), 1962
- SNOW, ROGER V., JR.** (1967) Director of Publications and Public Information; Williams College, B.A., 1940
- SOLOTAIRE, PATRICIA** (1973) Administrative Director, Allagash Environmental Institute; Bard College, B.A., 1953; New York University, M.A., 1965
- SOTTERY, THEODORE WALTER** (1956) Professor of Chemistry; Dartmouth, B.N.S., 1946; University of Maine, M.S., 1956; Ph.D., 1966
- SOULE, WILLIAM HILTON** (1965) Professor of Education and Director of Student Teaching, Secondary Education; Bowdoin College, A.B., 1936; Bates College, M.Ed., 1941; Boston University, Ed.D., 1967
- SOUTHWORTH, ROBERT S.** (1963) Professor of Educational Psychology; Boston University, B.A., 1951; Ed.M., 1958; Ed.D., 1965
- SOYCHAK, ANTHONY G.** (1965) Assistant Professor of Mathematics and Computer Science; University of Maine, B.S., 1959; Bowdoin College, M.A., 1963
- STEARNS, GENE F.** (1972) Professor of Education and Director of Student Teaching, Elementary Education; Plymouth State College, B.Ed., 1962; University of New Hampshire, M.Ed., 1968; Ball State University, Ed.D., 1970
- STEELE, WILLIAM PAUL** (1967) Associate Professor of Theatre and Chairman, Department of Theatre; University of Maine, B.S., in Ed., 1964; M.A., 1967

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- STEINMAN, RICHARD** (1966) Associate Professor of Social Welfare; University of Missouri, B.A., 1949; Columbia University, M.S., 1952; Brandeis University, Ph.D., 1968
- STONE, JUDITH THELMA** (1968) Associate Professor of Nursing and Chairman Department of Advanced Medical-Surgical Nursing; University of Maine, B.S., 1964; University of Pennsylvania, M.S.N., 1966
- STUMP, WALTER R.** (1968) Associate Professor of Theatre; San Diego State College, B.A., 1959; M.A., 1960; Indiana University, Ph.D., 1974
- STURGEON, RICHARD HOWARD** (1962) Associate Professor of Education and Assistant Director of Associate Degree Studies; University of Maine, B.S., 1960; M.Ed., 1966
- SULLIVAN, DAVID T.** (1972) Registrar; Tufts University, B.A., 1966
- SULLIVAN, JAMES VINCENT** (1959) Professor of Physical Education and Chairman, Department of Physical Education; University of Maine, B.S., in Ed., 1951; University of Delaware, M.Ed., 1954; Boston University, Ed.D., 1971
- SYTSMA, DONALD** (1972) Assistant Professor of Psychology; Arizona State University, B.A., 1965; University of Waterloo, Ph.D., 1971
- TALBOT, FRANKLIN** (1963) Head Cataloger and Associate Professor of Library Service; University of Maine, B.A., 1946; Columbia University, M.S., 1949
- TALBOT, JEANNE GEORGIANNA** (1968) Associate Professor of Nursing and Chairman, Department of Medical Surgical Nursing; Boston College, B.S., 1964; M.S., 1967
- TATRO, SUZANNE E.** (1972) Instructor in Nursing; D'Youville College, B.S., 1968; University of Rochester, M.S., 1972
- TAYLOR, LAWRENCE A.** (1968) Associate Professor of Business Administration; University of Maine, B.S., 1967; M.B.A., 1968
- TEMPLE, NELLE** (1975) Assistant Professor of Political Science; Smith College, A.B., 1968
- THERIAULT, ANNE M.** (1975) Executive Director, The Alumni Association of the University of Maine at Portland-Gorham; University of Maine in Portland, A.B.A., 1967
- TIEDEMANN, JANET B.** (1974) Instructor in Nursing; Skidmore, B.S., 1956; Boston University, M.S., 1974
- TIZON, JUDITH** (1972) Assistant Professor of Anthropology and Chairman, Department of Geography-Anthropology; University of Illinois, B.A., 1965; University of California, M.A., 1969
- TRYON, PHYLLIS ARLEEN** (1965) Associate Professor of Nursing and Chairman, Department of Maternal and Child Health Nursing; Boston University, B.S., 1958; Yale University, M.S.N., and C.N.M., 1962
- TUKEY, GERALDINE M.** (1970) Assistant Professor of Nursing; Mercy College of Detroit, B.S., 1957; Boston University, M.S., 1964
- UBANS, JURIS K.** (1968) Associate Professor of Art and Chairman, Department of Art; Director, Art Gallery; Syracuse University, B.F.A., 1966; Pennsylvania State University, M.F.A., 1968
- UBANS, MARA** (1970) Assistant Professor of German; Indiana University, A.B., 1960; University of Southern California, M.A., 1962
- UPTHEGROVE, H. NELSON** (1974) Senior Researcher, Center for Research and Advanced Study; California Institute of Technology, Ph.D., 1954
- VAN AMBURG, GEORGE EDWARD** (1960) Student Adviser; Portland University, B.S., 1956
- VAN HAM, GLORIA** (1972) Coordinator of Alumni Activities; Lassell Junior College, A.S., 1944; Boston University, B.S., 1946
- 2 VENTRESCO, FIORELLO B.** (1966) Associate Professor of History; Boston University, A.B., 1959; University of Michigan, M.A., 1961
- VINCENT, STANLEY J.** (1959) Assistant Professor of English; Boston University, B.A., 1949; Columbia University Teachers College, M.A., 1950
- WALKER, PAUL R.** (1970) Associate Professor of Reading; Boston College, A.B., 1960; Gorham State College, M.S. in Ed., 1967; University of Maine, Ed.D., 1970
- WALKLING, ROBERT A.** (1969) Associate Professor of Physics; Swathmore College, B.A., 1953; Harvard University, M.S., 1954; Ph.D., 1962

¹on leave Fall Sem. ²on leave Spring Sem. ³on leave for Acad. Year

Personnel listings as reported to Public Information on or before May 1, 1975

- WATERS, HARRY JOSEPH** (1963) Professor of Business and Economics and Director, ESCO Economic Institute; Hofstra College, B.B.A., 1954; New York University, M.B.A., 1955; Ph.D., 1964
- WEEKS, ERNEST E.** (1967) Professor of English; Bowdoin College, A.B., 1939; Tufts University, M.A., 1949; Columbia University, Ph.D., 1965
- WEIMONT, ROBERT A.** (1973) Counselor, York County Community College Services; Colby College, B.A., 1971; University of Maine at Orono, M.Ed., 1973
- WHITE, STUART E.** (1975) Lecturer, School of Law; U.S. Naval Academy, B.S., 1945; Harvard University, J.D., 1950
- WHITESIDE, MARILYN** (1974) Assistant Professor of Education; North Texas State, B.A., 1954; New York University, M.A., 1967; University of Oregon, Ph.D., 1973
- WHITING, WILLIAM LAWRENCE** (1947) Associate Professor of Communication and Coordinator of Administrative Affairs; University of Maine, B.A., 1937; Bates College, M.Ed., 1948; Northwestern University, M.A., 1954
- WHITMORE, ALLEN RICHARD** (1969) Associate Professor of History; University of Maine, B.A., 1962; Northwestern University, M.A., 1964; Ph.D., 1970
- WHITNEY, SARAH FLORENCE** (1973) Assistant Professor of Nursing; Catherine Spalding College, B.S.N., 1960; Catholic University of America, M.S.N., C.N.M., 1964
- WHITTEN, JAMES M.** (1951) Associate Professor of Philosophy of Education and Chairman, Department of Foundations; Colby College, A.B., 1944; University of Maine, A.M., 1955
- WHITTEN, MAURICE M.** (1955) Professor of Physical Science; Colby College, A.B., 1945; Columbia University, M.A., 1949; Ohio State University, Ph.D., 1971
- WIGGLESWORTH, EDWARD** (1972) Laboratory Demonstrator; Colby College, M.S.T., 1968
- WILBUR, CARL A.** (1973) Counselor, York County Community College Services; University of Maine at Orono, B.S., 1948; State University of New York at Buffalo, M.A., 1972
- WILLARD, NANCY LEE** (1969) Assistant Professor of Physical Education; Russell Sage College, B.S., 1958; State University College, Plattsburg, N.Y., M.S., 1967
- WILLIAMSON, MARION** (1974) Director/Teacher - University Day Care Center; Colorado State University, B.S., 1968
- WILSON, NEVILLE** (1968) Assistant Professor of English; Tufts University, B.A., 1965
- WISE, WILLIAM B.** (1966) Assistant to the President for Academic Affairs; University of Maine, B.S., 1961; University of Maine at Orono, M.Ed., 1971
- WITHERILL, ROBERT D.** (1966) Associate Professor of Economics; Colby College, A.B., 1947; University of Maine, M.A., 1953; M.Ed., 1962
- WOLF, BARBARA BUCKLEY** (1969) Assistant Professor of English; Grinnell College, B.A., 1946; State University of New York (Albany), M.A., 1967
- WOSHINSKY, OLIVER H.** (1971) Associate Professor of Political Science; Oberlin College, B.A., 1961; Yale University, M.A., 1967; M.Phil., 1968; Ph.D., 1971
- WROTH, L. KINVIN** (1964) Professor of Law, School of Law, Yale University, A.B., 1954; Harvard University, LL.B., 1960
- YALOURIS, MARY A.** (1974) Director of Personnel; University of Maine, B.A., 1967
- YORK, ROBERT M.** (1962) Dean of Graduate Studies and Professor of History; Bates College, A.B., 1937; Clark University, M.A., 1938; Ph.D., 1941
- YOUNG, ANNE P.** (1965) Professor of History; Boston University, B.S., 1943; M.A., 1944; University of Chicago, Ph.D., 1951
- YOUNG, JOCELYN** (1975) Assistant Professor of Sociology; Oberlin College, A.B., 1971; University of Pennsylvania, M.A., 1973
- YOUNG, ROSALIE M.** (1968) Information Specialist; University of Maine in Portland, B.A., 1968
- ZANER, JOHN A.** (1974) Assistant Professor of Wood Technology; Millersville State College, B.S., 1969; M.Ed., 1972
- ZARR, MELVYN** (1973) Associate Professor of Law, School of Law; Clark University, A.B., 1958; Harvard University, LL.B., 1963

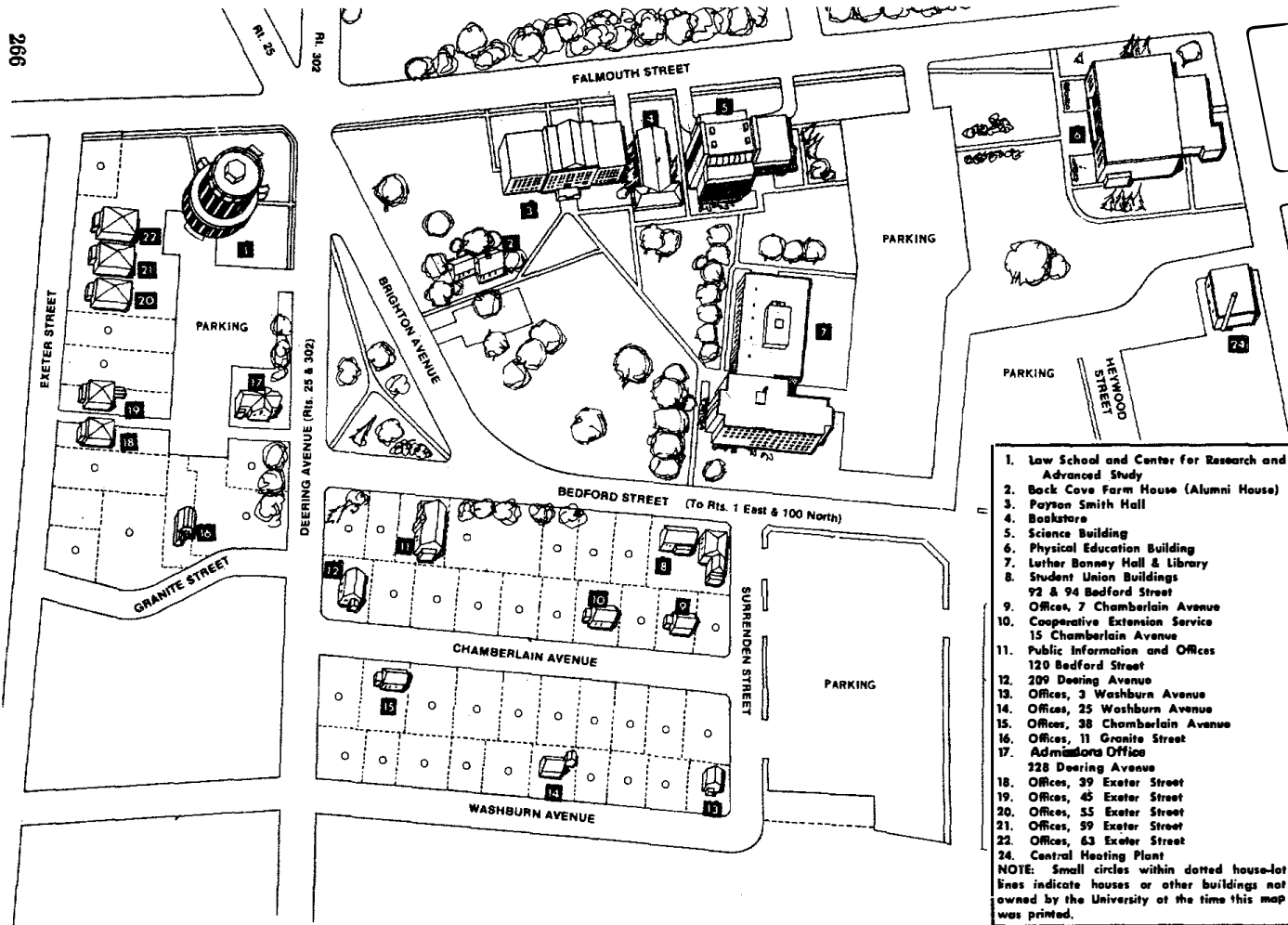
Numbers in the left hand margin are coded as follows:

- ¹ on leave, Fall semester, 1974
- ² on leave, Spring semester, 1975
- ³ on leave, Academic year, 1974-1975

UNIVERSITY OF MAINE at Portland-Gorham

1. Law School and Center for Research and Advanced Study
2. Back Cove Farm House (Alumni House)
3. Payton Smith Hall
4. Bookstore
5. Science Building
6. Physical Education Building
7. Luther Bonney Hall & Library
8. Student Union Buildings
92 & 94 Bedford Street
9. Offices, 7 Chamberlain Avenue
10. Cooperative Extension Service
15 Chamberlain Avenue
11. Public Information and Offices
120 Bedford Street
12. 209 Deering Avenue
13. Offices, 3 Washburn Avenue
14. Offices, 25 Washburn Avenue
15. Offices, 38 Chamberlain Avenue
16. Offices, 11 Granite Street
17. Admissions Office
128 Deering Avenue
18. Offices, 39 Exeter Street
19. Offices, 45 Exeter Street
20. Offices, 55 Exeter Street
21. Offices, 59 Exeter Street
22. Offices, 63 Exeter Street
24. Central Heating Plant

NOTE: Small circles within dotted house-lot lines indicate houses or other buildings not owned by the University at the time this map was printed.



the Gorham campus
UNIVERSITY OF MAINE at Portland-Gorham

STUDENT PARKING LOTS

*indicates student parking lots, which are outlined by heavy borders on this map. From left to right, these are:

IE — Industrial Education Center
 BN — Bailey Hall North
 HG — Hill Gymnasium (outlined areas only)
 AH — Anderson Hall
 WH — Woodward Hall
 UH — Upton Hall
 HH — Hastings Hall
 MH — McLellan House
 SS — School Street

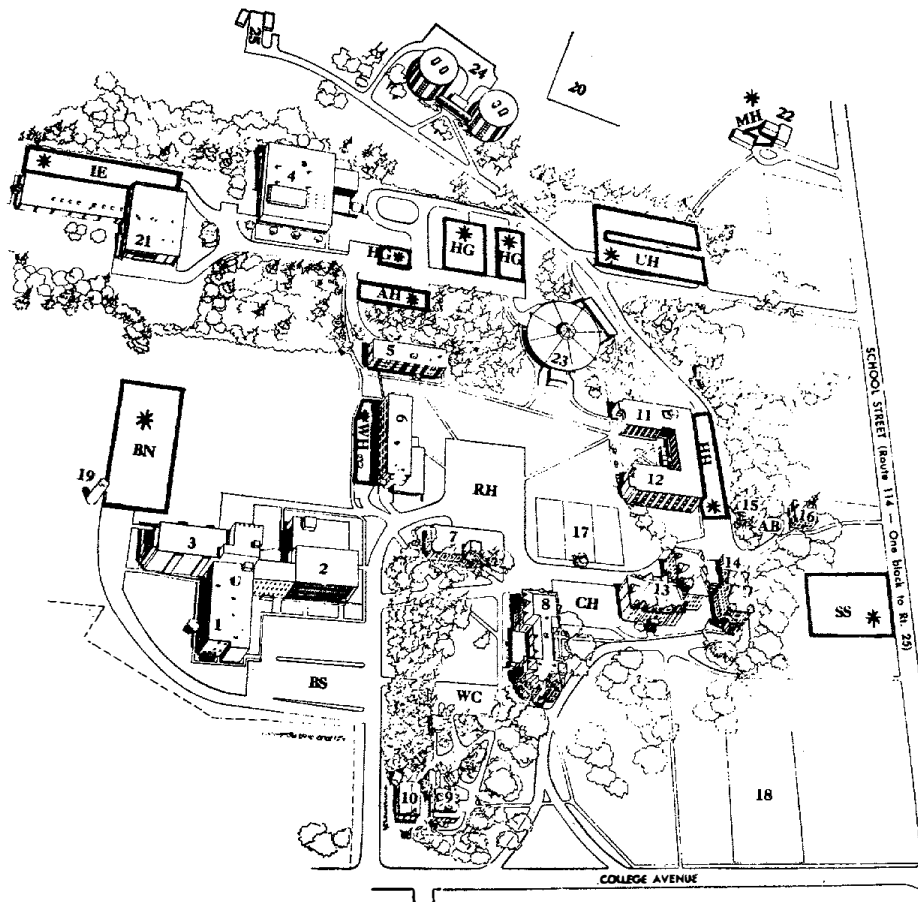
After 4:00 p.m. students may park in the southern half of the BS faculty parking lot or the RH faculty-staff parking lot. These lots must be restricted at other hours.

Lightly outlined parking areas coded RH and CH are for faculty and staff only; the BS area is for faculty only. Small areas restricted to faculty-staff parking are also provided close to the gymnasium, the Industrial Education building, and the Art Building.

Ten-minute parking for visitors is provided west of Corthell (WC), west of the Hill Gymnasium, near the entrance of the Bailey Library, and by the tennis courts.

Buildings:

1. Bailey Hall — Science Wing
2. Bailey Hall — Library Wing
3. Bailey Hall — Classroom Wing
4. Warren G. Hill Gymnasium
5. Anderson Hall
6. Woodward Hall
7. Russell Hall
8. Corthell Hall
9. President's Residence
10. All Faith Chapel — Art Gallery
11. Upton Hall
12. Hastings Hall
13. Robie Hall
14. Andrews Hall
15. Maintenance Building
16. Art Building (Academy)
- 17.-18. Tennis Courts
19. Water Tower
20. Athletic Field
21. Industrial Education Center
22. McLellan House
23. New Dining Center
24. Residence Towers
25. Heating and Sewage Plants



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