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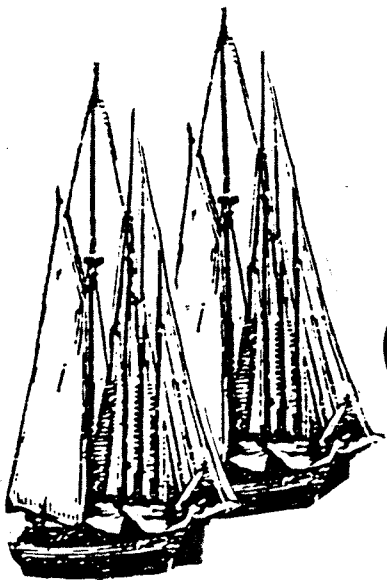
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University of Southern Maine CURRENTS

Volume 2, Number 3

October 10, 1983

What's Inside

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A Unit of the University of Maine



Martial Rose, principal of King Alfred's College, meets with his students on exchange here

President's Visit Caps Decade of Comparative Study

Martial Rose, principal (president) of King Alfred's College in Winchester, England, recently visited USM to help mark the tenth anniversary of the formal exchange program between the two institutions. Rose is quick to term the decade-old exchange, "an extremely happy one."

In the late 1960's, a group of King Alfred's students and faculty travelled on a sports tour of U.S. colleges and universities. One of their stops was at USM. "They struck up such a good relationship at USM that a formal exchange program was initiated," said Rose.

To date, more than 250 USM and King Alfred's students and 20 faculty members and administrators have participated in the exchange. In what ways does the exchange help enrich college life in Winchester, England?

"We're settled in a very conservative part of England, southern England, in a middle class Cathedral city," explains Rose. "The opportunity for our students to come to USM has resulted in an extraordinary widening of their perspective." Many English people, commented Rose, form an opinion of Americans that is based on such U.S.

television fare as "Dallas." Students obviously find things quite different, he said.

USM students and faculty who go to England study at the largest (student population, 1,000) and oldest Church College. King Alfred's was founded in 1840 to educate male teachers for church schools. The institution now offers men and women programs not only in education, but in drama, English, social/environmental problems and other subject areas.

Rose, who will retire at the end of this academic year after 19 years of service at King Alfred's, also sees the exchange as an opportunity for students and faculty to compare educational systems. "Though our faculty to student ratios are the same, USM has infinitely better resources such as equipment and support staff," said Rose. "We also have a tendency to specialize in certain academic areas while your tendency is to widen a student's scope of education."

"Through this exchange, King Alfred's and USM students are receiving an education that just can't be replaced."

Trail-Blazing Teachers

EDITOR'S NOTE: Thanks to a unique teacher training program initiated last summer at USM (see story page 3) Sally Baxter is now serving a social studies teaching internship at Yarmouth High School. We asked Sally to contribute a story on her experiences in the program. The author received a B.A. from Duke University. She has worked at the Nairobi National Park Animal Orphanage in Kenya and served as head of research for the popular soap opera, "Another World."

Last April, an advertisement in the local newspapers said, in essence, that USM and Dean Loren Downey were seeking candidates for an experimental teacher training program. That program, which would commence June 6, sought to tap a new source of teachers by offering people with baccalaureate degrees and some job experience an opportunity to enter the teaching profession without returning to school for a year or more of retraining.

I had long considered teaching as a career - had, in fact, investigated various schools during my last year in college - but I was unwilling to divert any undergraduate courses to the pursuit. I was also discouraged by the complicated certification process. The Teachers for Secondary Schools Program, administered by Downey, Dean Dorothy Moore, and George Lyons (of Deering High School), appeared likely to suit my needs perfectly. I applied in May and was accepted.

Little did I know that in early June I would be suspended on a rope above what seemed like a mile-wide chasm at the Chewonki Foundation in

Wiscasset, pulling for dear life to get across without taking an unscheduled dip in the ocean below. And all because I wanted to be a teacher!

It was at Chewonki that the 16 of us - now called "interns" - got to know each other and our faculty. We "roughed it" out in the woods together for a week, met a few physical challenges, and talked philosophically and pragmatically over campfires in the evenings. We discovered that we had much in common and many individual strengths. But most clearly, all of us proved our commitment to teaching as a worthy, highly respectable profession. We decided that no one could convince us to believe in the old saw that "Those who can, do, and those who can't, teach." Teaching is doing; it is a vital activity worth being pursued by fine minds and hearts. And having decided all of that, we came away from Chewonki anxious to learn all we could about teaching. And we came away feeling strong as a group.

For the next five weeks we studied adolescent development, organizational behavior, and, with master teacher George Lyons, the analysis of teaching. Taking in so much information in such a short time was something of a challenge, but we were up to it most of the time. Since then we have had a chance to reflect upon that information in papers and discussions. Speaking for myself, I am certain that I gained knowledge which will help me

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The Masts in the Masthead

Last summer when the pace in this office slowed a bit, we took a critical look at the mollusk which has been used as the Currents logo. The design seemed in need of redefinition both in essence and substance.

Within days of our discussion of the subject, we received a note from Peter K. Holmes saying, "Your mollusk is mutant or moribund." A shocking accusation, indeed. We examined our shell even more critically in light of biologist Holmes' opinion.

The logo had to go. But what could we use to adequately symbolize USM's tradition and the role of Currents in the campus community?

We chose the familiar ships which

you see on the masthead. Although used on University publications during Celebration 350, we felt that the positive public reaction to them warranted keeping them. The ships also reflect the location of USM in a traditionally seafaring area and at the same time serve as reminders that ships carried by currents transmitted information from port to port as surely as they carried cargo.

Our ships are taken from a woodcut which appeared in the 1875 edition of "The New Intermediate Atlas" published by Scribner and Sons. The book itself was rescued from the Kennebunkport, Maine dump.

The Editors

Ambiguities in Academe

by Robert J. Hatala

EDITOR'S NOTE: Whenever possible, this page has been devoted to opinion/editorial pieces by faculty and staff members. The September 12 issue featured Miriam Clasby's article, "Challenging the Norms of Academe." In it, she contended that academe "reflects the bureaucratization of knowledge and scholarly inquiry." The article prompted a response from Robert J. Hatala, dean of our College of Arts and Sciences. His piece, "Ambiguities in Academe," is this issue's op-ed feature. We encourage other faculty and staff to submit articles on higher education or on current topics of interest.

In the concluding paragraph of his book, Clark Kerr defined "The Uses of the University," by quoting Alfred North Whitehead:

"In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or sea, can move back the finger of fate. To-day we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will be pronounced on the uneducated.' These are the uses of the university."

For a modern university and the individual scholar associated with it, these uses devolve into a mission of scholarship manifested in teaching and research, in "training intelligence" and discovering new knowledge. For the scholar this twofold definition is but one of the many ambiguities which characterize academe.

Kerr opened his book by contrasting the ivory tower of Cardinal Newman with the utilitarian view of the university argued by Francis Bacon. Whereas Bacon believed that the purpose of seeking knowledge should be to ameliorate the lot of mankind, Newman countered 250 years later with, "Such is the constitution of the human mind, that any kind of knowledge, if it really be such, is its own reward."

In American higher education the Baconian view gives purpose to the land-grant university serving needs defined by agencies and groups external to the university. Bacon's belief in knowledge for utility justifies research contracts funded by and pursuing the ends of business, industry, and the Department of Defense. It shapes courses and curricula tailored to train practitioners of various professions.

In contrast, the Newman view defines the mission of the traditional liberal arts college preparing its students "to fill any post with credit, to master any subject with facility." Newman's belief in knowledge being its own reward also informs at least some elements of the prestigious research university committed to basic research, free publication and unqualified funding.

In fact, the reality of almost every university compresses these disparate views and practices onto one campus. Newman and Bacon, in the guise of their intellectual descendants, jostle and argue today on the mission of the

university. For the faculty, this perennial, unresolved debate creates a scholarly schizophrenia: the guild versus democracy.

As a member of the guild, the faculty member insists on self-determination in the classroom and library, demands judgment only by intellectual peers and resists outside meddling from students in the name of democracy or from administration and trustees in the name of accountability to society. The guild is fundamentally elitist, separating itself from external influence and generating its own internal hierarchy ranked ostensibly on accomplishment.

On the other hand, with a democratic commitment to scholarship for society, a faculty member must heed society's representatives in the trustees, search out society's needs expressed by external agencies and respond to democratic judgment by students and legislatures. It is small wonder that the modern university is a complex community of solitary scholars and buccaneering entrepreneurs, committed teachers and research institutes, chalkboards and mainframe computers.

While higher education shares half of its mission — service to society — with other agencies such as government and the church, it stands virtually alone in counting as a central purpose the pursuit of knowledge for its own sake. That singularity of purpose results in singularity of organization.

The university alone is organized by academic discipline because higher education alone is concerned about epistemology or the ways in which we come to know. Business and industry exist to produce and sell products, therefore they are organized on the basis of product (soap or autos) or process (production or sales). Government exists to provide social services and correspondingly is organized by the social group being served (minority or small business) or the service provided (education or commerce).

What a group takes to be its mission shapes its organization in order to support and enable that mission. Universities would ill serve their needs by adopting the organizational structure of legislatures and corporations.

Of key importance to any one of these social sectors is recognition of the limits inherent in their organization. For the departmental scholar dedicated to disciplined reflection, rational analysis and every-questioning skepticism, the corresponding dangers are irrelevance to social needs, separation from related fields and incapacity to decide and act. The proven strengths of department-by-discipline are balanced by institutional support for public service, interdisciplinary teaching and research and accountability to students and society.

If the department represents the elitist guild pursuing the necessary goal of knowledge for its own sake the university, through its programs and trustees, represents the equally necessary democratic mission of serving the needs of society.



What do we do in academe? We educate. As scholars we educate ourselves and our students. Why do we do what we do in academe? Because we value intelligence. Because we are a university not an ashram. Because our mission is to serve the intellectual needs of society and, alone among our social institutions, we prize knowing and knowledge for their own sake.

How do we do what we do? In more ways than anyone of us can comprehend. Our universities reflect the variety of uses to which we are put and the welter of ambiguities which historically have pulled and tugged at

our institutions: elitist and democratic, analytical and integrative, technicist and humanist, solitary genius and college of peers.

Finally, how well have we done what we do? The reviews must be mixed. Clark Kerr concluded that the American university is "an institution unique in world history, an institution not looking to other models but serving, itself, as a model for universities in other parts of the globe" subject to the same imperatives. Our universities have become instruments of national purpose and key elements in the new knowledge industry.

As human institutions, universities suffer from power conflicts, resistance to change and academic versions of the seven deadly sins. (The problem, dear Brutus, is not with our norms but with ourselves as underachievers.) Only expert peers can judge the quality and value of new knowledge. Acceptance by a panel of journal referees or an invitation for a one-person exhibition cannot yield to public referendum as a measure of scholarly quality.

Of course, the expert peers must act responsibly to benefit that discipline. Systems for evaluation do exist by which department faculty can judge teaching fairly, reliably and with due attention to student opinion.

Naturally, the faculty must act responsibly to benefit the students. Methods of management can recognize that a university has more in common with the Metropolitan Opera than it does with the Metropolitan Life Insurance Company. Of course administrators, trustees and union representatives also must act responsibly to benefit the constituency served by the university.

Higher education's strongest resources for the future are, quite surprisingly, those same ambiguities which for 350 years have confounded academe. By combinations of open discussion and hallway politics, dichotomies of mission are resolved and reopened. By valuing and pursuing both of its contradictory aims the university sustains its vitality and makes yesterday's solution today's agenda.



Making the Right Connection

Bill Sturner talks a lot about connections and links when he speaks of the changes that "Love Loops" has made in his life.

William Sturner, a professor in the School of Business, Economics and Management, is also a psychotherapist. Last spring he published a personal account of his separation from his daughters after a divorce several years ago. The book, "Love Loops," now in its second printing, has generated much interest throughout New England and in New York, his former home state. Sturner has been the subject of a spate of news articles and a guest on television talk shows in Boston, Bangor, Portland and Philadelphia. Phil Donahue, the guru of daytime topicality, is also interested in an appearance by Sturner.

What impact has all this media attention had on Sturner?

He says the book "has created links with my neighbors, students, colleagues and others whom I had previously seen only in specific roles. Even my mailman stopped one day to thank me for writing it because it was the first book to present the male point of view."

"Love Loops" describes the feelings that a man experiences when physically separated from his children and how he struggles to maintain an emotional connection with them. Sturner looked for such a book when he was newly divorced and found only technical/academic treatments of the problem and "pop" psychology books. After three years of journal-keeping, he decided to write a book that explored his own feelings about separation. His journal revealed a process in which he moved from fragmentation to integration. And in rereading it, he saw that this was the book "I had looked for on day one and couldn't find."

This intimate account, first timidly revealed to a typist and then step-by-step to "God and everybody," helped Sturner "create an awareness that I am whole, that I would not always be a feather in a sandstorm."

Though it's quite a change from academic writing, Sturner feels comfortable at this point with the personal essay style. "The most meaningful information is autobiographical," he says. "And the most profound autobiographical material is contextual." It relays the way people act, what their opinions are, which ones they choose and the results of those choices on their lives. "As people tell their story, there is a gutsy common ground where people can learn from one another."

With his classes in business psychology, Sturner encourages his students to think contextually, to connect with their own autobiographies. Through such reflection, patterns emerge and from them, reasons and definitions for behavior. Options and choices then become apparent. Sturner teaches his students to pay attention to these reflections, patterns and definitions as tools for improving their lives. Then he shows them how to apply this to their careers.

"Love Loops" has also served as common ground where Sturner and his



Bill Sturner

daughters, Kelly, 14, and Kris, 12, learned from one another. The girls live in Buffalo, N.Y., but have been involved in all the phases of book production. After they read the original manuscript, Sturner listened to the suggestions and ideas of his daughters and incorporated many of them into the final work. Kelly and Kris have reacted with pride and delight and now call him whenever a story about them appears in their area. "We call it our book," says Sturner.

Although Sturner has published numerous professional articles, he no longer wants to limit his audience to other academics. He wants to speak to people in general. "This is the point where I re-link and make connections with personhood, not just with content and discipline."

The quiet professor sees all the media attention as a means to connect with a larger audience. At this stage of his life he has come to realize that "I am a vehicle. In exchange for the gift of life, I am making some kind of contribution."

by Karen Kievitt

Lady in White to Retire

Virginia S. White, a registered nurse in Health Services since 1963, retired September 30.

Her USM career spanned two decades. She began as one of two nurses who provided round-the-clock nursing care. Today there are four full-time and two part-time nurses who cover the six-bed infirmary on the Gorham campus.

A retirement reception in her honor will take place from 3:00 to 5:00 p.m., Wednesday, October 19, in Hastings Formal Lounge, Gorham. Persons who wish to join in the tribute with contributions are asked to contact Marilyn Crosby, 780-5411.

Currents is published every other Monday by the Office of Media Relations. Material should be submitted to 601 CRAS, Portland no later than Friday noon, ten days prior to publication date. Robert S. Caswell, editor, and Karen A. Kievitt, assistant editor.

TSS in National Spotlight

Probably no one program has attracted more national media attention to the University of Southern Maine than the unique teacher training program known as Teachers for Secondary Schools (TSS).

Developed by our College of Education in cooperation with local school systems, the program culls people from various careers and trains them to teach in secondary schools. A shellfish dealer, a police officer and a cabinet-maker were among the first 16 candidates who completed an intensive six-week summer training course. Those people, all of whom hold baccalaureate degrees, are now serving teaching internships in local schools under the guidance of master teachers. They will be eligible for certification in January.

As one might guess, the program - the first of its kind in the country - was the subject of stories in the state media

and professional journals. With the cooperation of the College of Education, the Office of Media Relations then sent letters to education writers at numerous national publications and radio/TV networks. The combination of letters, news releases and stories in professional journals landed the program on the front page of a recent Chronicle of Higher Education.

Another letter and packet of material to Susan Stamburg of National Public Radio resulted in a nationwide interview with Bruce Cook, one of the program's participants. The Office of Media Relations is now targeting the story to a national newspaper, namely The New York Times. We've contacted Joseph Michalak, the Times education editor, through a letter and phone call. The result? We'll keep you posted.

Trail-Blazing Teachers (cont. from page 1)

to cope with my students and peers in a responsible manner - knowledge I might have cast about for had I not had those courses - and I certainly had the feeling that everything presented was essential to me. There was no academic "fat" in the classroom. Rarely have I had courses with such apparent, immediate application.

On September 6, I began my teaching internship at Yarmouth High School. Nine TSS interns started at Deering High School on the same day, two, at Falmouth High School and one, at Morse High School in Bath. Each of us has been assigned to a master teacher in our subject area. While each internship is different, most of us will be doing more actual teaching than the student teacher has traditionally done in the past. So the things we've learned about adolescents, about teaching and about the school as an organization will be put to the test immediately.

Throughout the fall we will continue to study as we teach to fulfill the requirements for secondary school cer-

tification by January when our teaching internships will be completed. And, of course, we'll be spending a fair amount of our time doing what most other prospective teachers do: we'll be looking for jobs. No program can hope to prove itself a success without this ultimate result.

I think each of us has felt transformed, in varying degrees, by our involvement in the TSS program. At the very least, we have discovered that our desire to teach is shared by others for whom we have the greatest respect and, in this discovery, we take some pride. At the most we have formed a core group which may, in the best of circumstances, feel that it has strong commitments to good teaching in Maine, to the process of selecting good prospective teachers and rewarding them for excellence, and to USM as the mother of the TSS invention. For now, we go out as slightly uncertain pioneers, hoping our trails are blazed well enough for others to want to follow.

by Sally Baker

AID Office Expands to Gorham

The Advising and Information Department has opened a satellite office on the Gorham campus.

The new location will provide more convenient access to academic counseling, academic information and other services provided by the Department.

The role of the Gorham office has been expanded, says Richard H. Sturgeon, director of AID, to include the evaluation of student transfer credits, an activity formerly conducted by the Admissions Office. In assuming the new responsibility, Sturgeon says, "There is a very natural and realistic connection for students between previous college credit earned and the advisement and enrollment process for matriculation at USM."

The Gorham office will be supervised

by John N. Farrar, coordinator of academic counseling services. Other staff there includes Cynthia A. Young, senior records technician, and Jill Worsham, resident director counselor.

The new phone number is 780-5340.

EEO in Gorham, Too

The Equal Employment Opportunity Office is now in 220 Bailey Hall, Gorham. Kathleen H. Bouchard, director, has the same office hours as before: 8:00 a.m. to 4:30 p.m., Tuesday, Wednesday and Thursday. There is also coverage on Monday and Friday.

EEO's new phone number is 780-5383.

"Goodbye Gutenberg" Here to Stay



The film "Goodbye Gutenberg," shown in connection with the visit of John G. Kemeny, proved to be so popular that arrangements were made to purchase it from Kent State University.

The Convocation Committee pooled funds from the School of Business, Economics and Management and Educational Media Services with some of its own to buy the 90-minute documentary. It will be added to the University's permanent collection within the month.

"This is a perfect example of the sharing of interdepartmental resources to benefit the entire University community," says Richard J. Maiman, convocation scholar.

"Goodbye Gutenberg" deals with the current communications revolution. The joint BBC/WNET production examines the history, development and future of the printed and processed word.

During Convocation 1983-84, the film will be available free to members of USM's faculty and staff who wish to show it to classes or other groups.

For more information, call Lou C. Rutherford, head of Media Services, 780-5356.

Convocation Proposals Invited



Convocation 1983-84, "The Age of the Computer," is off to a good start, says Richard J. Maiman, convocation scholar.

The Convocation Committee invites proposals from the entire campus community for programs related to this year's theme. "With everyone's help, we hope this year to sponsor a variety of seminars, lectures and workshops considering the impact of information technologies on our private and public lives," says Maiman.

The proposal may be for specific or general programs which are open to the campus community and the larger community.

Funds, not exceeding \$250, are available from the Convocation Committee but applicants are encouraged to seek complementary sources of funding as well.

Applications in triplicate should describe the project, its format and participants; its potential audience; tentative dates; a budget; and other sources of funding.

Send applications to Richard J. Maiman, Political Science Department, Portland.

Marquee



MONDAY, OCTOBER 10

LECTURE, "Crime Rates, Crime Myths and Radical Criminology," William Chambliss, professor of sociology, University of Delaware. Department of Sociology Colloquium Series, 410 Luther Bonney, 1:30 p.m.

TUESDAY, OCTOBER 11

LECTURE, "Russwurm: The Forgotten Maine Pioneer," slide-lecture by Eileen D. Murphy. In Celebration of Black Culture: Maine and Beyond, Green Memorial A.M.E. Zion Church, 46 Sheridan St., Portland, 6:30 p.m., free.

TUESDAY, OCTOBER 11

MUSIC, Student Recital, flute, violin, trumpet, voice, USM Music Department, 205 Corthell, Gorham, 8 p.m., free.

WEDNESDAY, OCTOBER 12

MUSIC, Mike Hart, contemporary soft rock, Portland Union Board and The Coffeehouse Committee, College Room, Payson Smith, Portland, 5-8 p.m.

WEDNESDAY, OCTOBER 12

FORUM, "Walking a Fine Line: Driving and Drinking in Maine," sponsored by USM's Office of Residence Life, Gorham Student Center, 6:30 p.m., open to the public.

WEDNESDAY, OCTOBER 12;

THURSDAY, OCTOBER 13

FILM, "L'Age d'Or," Luis Bunuel, France (1930), International Films, Wednesday - Bailey Auditorium, Gorham; Thursday - Luther Bonney Auditorium, Portland, 7:30 p.m., \$2/\$1 with USM I.D.

THURSDAY, FRIDAY, SATURDAY, OCTOBER 13-15 & OCTOBER 20-22;

SATURDAY, OCTOBER 16

THEATRE, "Arsenic and Old Lace, comedy by Joseph Kesselring, Russell Square Players, USM Theatre Dept., Russell Hall, Gorham. Thursdays, Fridays, Saturdays, at 8 p.m., Sunday, Oct. 16 at 2 p.m.; \$5/\$3 with USM I.D. Reservations: 780-5483.

FRIDAY, OCTOBER 14

GRADUATE INFORMATION DAY, representatives from 20 universities to offer information on more than 25 graduate programs, USM's Portland Gym, 10:00 a.m. to 2:00 p.m.

FRIDAY, OCTOBER 14;

SUNDAY, OCTOBER 16

FILM, "The Outsiders," Weekend Film Series, Friday - Luther Bonney Auditorium, Portland; Sunday - 10 Bailey Hall, Gorham; 7:30 p.m., \$1.50/\$1 with USM I.D.

SATURDAY, OCTOBER 15

MUSIC, Maine Bluegrass Event, hosted by humorist Kendall Morse to benefit Community Entertainment Agency, Portland. USM Portland Gym, 7:30 p.m., \$5/\$3 in advance (call 775-7707) or \$6/\$4 at door.

Celebrating Black Culture

An outspoken abolitionist from Maine, Afro-American religion and the first black man to graduate from Bowdoin are among the subjects of an ongoing lecture series, "In Celebration of Black Culture: Maine and Beyond."

Sponsored by our Department of Community Programs, the lectures are held from 6:30 to 8:30 p.m. on Tuesday evenings until October 25. All six of the free, public lectures are in the Green Memorial A.M.E. Zion Church, 46 Sheridan Street, Portland.

A. Lynn Bolles, director of the Afro-American Studies Program at Bowdoin, opened the series September 20 with the lecture, "African-American Cultures and the Role of Black People in American Society."

Elijah P. Lovejoy, a Maine native who was killed for his views on abolition, was the subject of the second lecture, Tuesday, September 27. Professor H. Draper Hunt spoke on "Elijah P. Lovejoy of Maine and the Price of Abolition."

"Black Culture, Thought and Philosophies" was delivered Tuesday, October 4. Dallas L. Browne, assistant

MONDAY, OCTOBER 17

MUSIC, Artie Traum, stage personality, guitarist, songwriter, Portland Union Board and The Coffeehouse Committee, College Room, Payson Smith, Portland, 5-8 p.m.

TUESDAY, OCTOBER 18

LECTURE, "Afro-American Religion and Its Music: From Spiritual to Gospel," Randolph Stakeman, assistant professor of history, Bowdoin. In Celebration of Black Culture: Maine and Beyond. Green Memorial A.M.E. Zion Church, 46 Sheridan St., Portland, 6:30 p.m., free.

WEDNESDAY, OCTOBER 19;

THURSDAY, OCTOBER 20

FILM, "Kameradschaft," Pabst, Germany/France (1931), International Films, Wednesday - Bailey Auditorium, Gorham; Thursday - Luther Bonney Auditorium, Portland, 7:30 p.m., \$2/\$1 with USM I.D.

THURSDAY, OCTOBER 20

LECTURE, Introduction to Shaker Exhibit at Art Gallery and History of Shaker Movement in Maine, Brother Theodore Johnson, Art Gallery, Gorham, 4 p.m.

MONDAY, OCTOBER 24 -

THURSDAY, NOVEMBER 17

EXHIBIT, "In the Eye of Eternity: Shaker Life and the Work of Shaker Hands," works from Maine Shaker communities, Art Gallery, Gorham, Sundays through Thursdays, 12-4.

CONTINUING (ends October 13)

ART, "Contemporary Photographers," traveling exhibit from the George Eastman House, Rochester, NY, Art Gallery, Gorham, 12-4 Sundays through Thursdays, free.

SUNDAYS, WEDNESDAYS, FRIDAYS

SOUTHWORTH PLANETARIUM, Public Shows, Science Building, Portland, 7:30 p.m., \$2 adult/\$1 ages 6-17. Call 780-4249 for reservations.

Another New Face

In the last issue of Currents we welcomed new faculty. Edna Ellis, instructor in the School of Nursing, appeared in the picture but was omitted from the story. Ellis was formerly a staff nurse at Mid-Maine Medical Center, Waterville.

professor of sociology, history and anthropology at Colby, was the lecturer.

The life of John Brown Russwurm, a secretary of education in Liberia and the first black man to graduate from Bowdoin, will be explored Tuesday, October 11. Eileen D. Murphy, a local teacher and researcher, will give a slide/lecture.

Spirituals and gospel recordings will be played during the lecture on, "Afro-American Religion and Its Music: From Spirituals to Gospel." That lecture, slated for Tuesday, October 18, will be given by Randolph Stakeman, assistant professor of history at Bowdoin.

Randolph Dominic and William Barry, co-authors of the historical novel, "Pyrrhus Venture," will speak at the final session, Tuesday, October 25. Their lecture will be "Historical Perspectives on Black Communities in Maine: Portland and the Malaga Islands."

The program is made possible through the support of the Maine Humanities Council and the National Endowment for the Humanities.

What We're Doing

KATHLEEN M. ASHLEY, associate professor of English, was a participant in an NEH Summer Seminar on "Symbolic Anthropology" at the University of Virginia in Charlottesville. She presented a paper on the Trickster in Myth and Folklore as well as an analysis of a cultural approach to late medieval drama.

ALBERT J. DUCLOS, associate professor of theatre, was cited in the forward to the four volume English edition of "The Passion of al-Hallaj: Mystic and Martyr of Islam," by Louis Massignon, translated and edited from the French by Herbert Mason, Bollingen Series XCVIII, Princeton University Press, 1983, acknowledging his participation in its transmission. Professor Duclos previously collaborated with Mason on a dramatic project, "The Death of al-Hallaj: A Dramatic Narrative," University of Notre Dame Press, 1979, and is dedicatee of the edition.

ROY A. GALLANT, planetarium director and adjunct professor of English, lectured on astronomy at the Museum of Science and Industry, Chicago, October 5 & 6. He also presented a slide lecture on stellar astronomy at North Yarmouth Academy in early October, for the first of four programs in the 1983-84 North Yarmouth Academy Lecture Series.

WILLIAM J. GAVIN, professor of philosophy, was an invited participant at the recent conference on "The Nature of Society," held at Boston College. The conference, consisting of papers presented by seven philosophers invited from the United States and seven from Bulgaria, was sponsored by the International Society for Metaphysics.

CATHERINE A. LAFFIN, coordinator of administrative services, recently attended the Twelfth Annual Conference of the Association of College and University Telecommunications Administrators at the University of Colorado in Boulder.

JAMES LOHMEYER, assistant professor of associate business administration, was one of the consultants who conducted a marketing survey for the Vallee Square Development Committee of the City of Westbrook.

ROBERT B. LOUDEN, assistant professor of philosophy, has had his essay, "Rights Infatuation and the Impoverishment of Moral Theory," published as the lead article in the Summer 1983 issue of the "Journal of Value Inquiry." He also presented a paper, "Kantian Ethics as Virtue Ethics?" in August at Johns Hopkins University to the 1983 Council for Philosophical Studies Summer Institute.

CHARLES M. LYONS, associate professor and interim director of Health Professions Education, recently presented his paper titled, "Continuing Education in the Professions" at the National Issues in Higher Education Conference in Denver.

ALFRED L. PADULA, associate professor of history, appeared on Channel 8 evening news to give his opinions as a former Foreign Service office of the shooting down of the Korean Airlines plane. He also was on WPOR Radio to discuss the Central American situation.

GONZALA PLASENCIA, assistant professor of Spanish, presented a paper entitled "Miguel de Unamuno's Agonistic and Ludic Concept of Life" at West Virginia University's Colloquium: "Agony, Empathy, and Pathos in Modern Literature and Film."

STEPHEN G. POLLOCK, assistant professor of geology, published two articles and led two field trips for the New England Intercollegiate Geological Field Conference in Greenville, Maine.

SUSAN M. SILVERNAIL, acting coordinator, Off-Campus Counseling Services, and coordinator, Intown Center, was interviewed on Biddeford radio station WIDE about USM's Saco and Sanford Centers.

RICHARD STEINMAN, professor of social welfare, has had two letters published in the Sunday New York Times. The most recent letter, in the September 11 Business Section, concerned the likely correlates of Irish workers' preference for the informal style of American employers, as distinct from European employers, located in Ireland.