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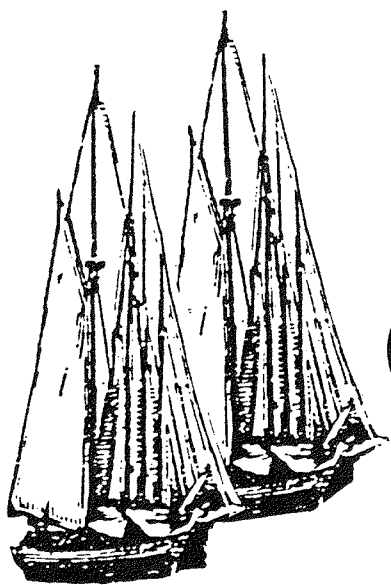
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University of Southern Maine CURRENTS

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A Unit of the University of Maine



1984 Outstanding Senior Woman Linda J. Pfaffinger and Outstanding Senior Man Bo Erik Bergstrom flank President Woodbury at Recognition Day ceremonies last week. (Trueworthy photo)

Recognizing "The best we have"

A cold April rain failed to dampen the spirits of some 300 people who gathered in Hastings Formal Lounge last week for the annual Recognition Day awards ceremony. Chief among the awards were Outstanding Senior Woman, Outstanding Senior Man and the George Van Amburg Outstanding Service Alumni Award.

Family and friends, faculty and staff gathered, in the words of President Woodbury, "to honor and celebrate those whose work and lives as USM students exemplify what this institution is all about."

Convocation Scholar Richard J. Maiman, in opening remarks to the award recipients, recognized "the terrific obstacles that many of you have overcome in order to get a college education," and noted that the most striking thing about teaching here is the variety of people in the classroom. He charged those about to graduate to become active alumni, USM's advocates in the political arena.

Thirty students were named to "Who's Who Among Students in American Colleges and Universities." Some of them went on to win one or more of the 40 other awards and scholarships.

Linda J. Pfaffinger, a sociology major, was named Outstanding Senior Woman for her contributions to life at USM and in the Greater Portland community. As a student here she has been actively involved on department com-

mittees and has been a speaker in the department's Colloquium Series. She founded an incest survivors peer support group, was co-organizer of a conference on incest here, has served on the Speakers and Cultural Events Committee and as a member of the Women's Forum.

She is a volunteer co-facilitator of the Sex Offender Project at the Maine State Prison, a trainer at the Rape Crisis Center and a member of the Big Sister Program. In addition, she currently serves as president of Parents United.

"Linda Pfaffinger is not only a bright student, a single parent, an effective communicator," said Woodbury in making the award, "but a person with the courage and commitment to address difficult issues in the University and beyond, and to share her insights and skills with others."

Outstanding Senior Man for 1984 is Bo Erik Bergstrom. As a social welfare major, he wrote an original paper which, upon faculty recommendation, is being submitted to two scholarly journals. While a research assistant in the department he was credited with valuable contributions not only to three research projects, but also to faculty brainstorming sessions.

He has served as a member of the Committee on the Changing Roles of Women and Men and also on its Curriculum Development Subcommittee.

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Student Commencement Speaker Named

For the second year in a row a communications major will give the student address at Commencement.

Julia A. Vigue of Waterville, known as "Joy" to her friends, has been selected to speak at commencement exercises. While a communications intern here, she pioneered a program of music, art and play therapy for terminally ill children at Memorial Sloan-Kettering Cancer Center in New York

City. She also used music therapy with pediatric cancer out-patients at the Ronald McDonald House in that city and in Philadelphia.

Vigue will address fellow graduates along with human rights activist Marian Wright Edelman at ceremonies marking the 104th USM Commencement at 10:00 a.m., Saturday, May 5, in the Cumberland County Civic Center.

1984 Commencement Activities

Senior Send-off Friday, April 20 Sonesta Hotel	6:30 p.m.
ROTC Commissioning Ceremony Friday, May 4 Hastings Formal Lounge, Gorham	4:00 p.m.
President's Reception and Open House Friday, May 4 President's home, Gorham	4:30-5:30 p.m.
School of Nursing Convocation Friday, May 4 Portland Gymnasium <i>Guest Speaker</i> Patricia O'Mahoney-Damon Assistant Professor of Biology, USM	7:00 p.m.*
Commencement Exercises Saturday, May 5 Cumberland County Civic Center <i>Guest Speaker</i> Marian Wright Edelman President, Children's Defense Fund	10:00 a.m.

*This is the correct time, not 7:30 as noted in other Commencement materials.

International Winners

The University of Maine School of Law Moot Court Team recently won the "Best Memorial" award at a moot court competition held in Kingston, Ontario, Canada. To win, the senior law students filed a legal brief on a California tax system used for apportioning income between a parent company and foreign-owned subsidiaries.

Fourteen teams from law schools in the U.S. and Canada presented briefs and oral arguments before a panel of judges.

Members of the Moot Court Team are: Thomas G. Motta, New Bedford, Mass.; Colleen P. Tucker, Sanford; Mark S. O'Brien, Augusta; and Steven H. Orabone, Cranston, R.I.

The State of the University

by Robert L. Woodbury

EDITOR'S NOTE: Is there an agenda to restrict access lying behind some of the rhetoric concerning quality? Shouldn't we have both access and quality? What role should colleges and universities play in the larger community? Those are some of the questions and issues that President Robert L. Woodbury discussed with faculty and staff during his recent "State of the University" address in Gorham and Portland. We're reprinting the speech in its entirety for the benefit of those who want to review and reflect upon the issues raised.

The events of the past year in Maine and elsewhere suggest we may be, once again, debating in a more visible, if not fundamental, way the role and mission of higher education in our society. National and state commissions have proliferated to explore every aspect of education and schooling in America. National debates about higher education focus on student financial aid, the erosion of quality, academic research, the training of teachers, competition from the Japanese or the Russians, the consequences of recession and retrenchment, and how the U.S. should seize technological initiatives via education.

Here At Home

All of these developments have their variations in Maine. The past nine months have been punctuated by controversies regarding the role of cooperative extension in academia, the concerns and recommendations of the Governor's Blue Ribbon Commission on Education, the various versions of new rules for teacher certification in the public schools, the activities of the Committee on Academic Excellence, repeated editorials regarding the efficacy of the University of Maine system, legislative proposals for reorganization, and genuine anguish about the economics of trying to do well many things in a context of real or imagined scarcity. The most recent report to Governor Brennan from the Maine Development Foundation's state-wide commission on a Technology Strategy for Maine, in which most of the recommenda-

"...it would be a great tragedy if we stepped backward in our commitment to making this public institution...less accessible to the aspirations and needs of the citizens of Maine."

tions involved higher education, is just the latest episode in a continuing debate about mission, purpose and performance in education generally and the University of Maine in particular.

It would be foolhardy to try to respond comprehensively to the issues raised. Further, I would not pretend to place the University of Southern Maine definitively in this maelstrom. But I would like to take a few moments to offer some reflections on several fundamental issues, embedded in these studies and controversies, that have implications for how we proceed in this institution in this state. The issues involve access and quality, program and mission, imagination and strategy.

Who Should Go?

First, access. Who should go to college and where should they go is a familiar theme in our enterprise. It is the agonizing topic of many family dinner table conversations as it is the singular concern of innumerable policy makers. We hear endless propositions concerning the marginal lifetime income that may or may not accompany a college degree; we increasingly hear that the computer revolution will create far more low level service jobs than demanding and creative ones; and we hear, "ad nauseam," the seemingly obvious refrain that college isn't for everyone.

But we would be foolish indeed to believe that going to college, for both young and not so young, is of little consequence in American life. Thomas Cottle caught the sense of this in his book of a few years ago. "College: Reward and Betrayal." He quotes Emil Morocco, a middle-aged man in Somerville, Massachusetts:

College is sacred. It's like the church. You take your hat off in church, and you whisper, you know what I mean? It's sacred. You go there, you have to have special feelings, you have to think special kinds of thoughts. It's the best the society has to offer. It's not like a job or a place you go for a vacation. It's a serious thing, going to college. It's sacred, like I say.

But Emil, I interrupted, anybody can go to church.

Well, then that makes college even more sacred because not everybody can go. Lots of people, like me until a few years ago, we didn't think of sending our children to college. It wasn't a possibility for us. 'Course, lots of people do it automatically. The second the child is born they're moving around getting them set up in the best colleges.

The chance to go to college remains an extraordinarily important issue in our society.

Lying behind much—though carefully not all—of the rhetoric concerning "standards" and "quality" and "decline" and "reorganization" and "SAT scores" is, I would argue, an agenda to restrict access. It should not be surprising to note, that in Maine, average SAT scores on each campus correlate with median family income of those who attend, which, on some campuses, is a reflection of the low average income of the region in which they are located.

The issue of access, of course, is often juxtaposed to the issue of quality; the crude proposition being that if you are not sufficiently restrictive or selective, quality will decline. The proposition, of course, contains elements of truth—resources spread too thinly or targeted inappropriately will weaken the effectiveness of the effort—but we should also remind ourselves of several other propositions.

The story of American higher education is a story of steadily increasing access unparalleled elsewhere. The invention of the land grant college, the miracle of the G.I. Bill, the emergence of the community college, are all historical landmarks in that commitment. Since World War II alone, the national investment in federal financial aid has increased access in an unbelievable way—almost tenfold to well over 12 million students—and this effort has not only been concurrent with the development of quality but closely linked to it. It has opened up possibility to talent untapped before or elsewhere and provided a national political consensus to support it. The resources that have made quality possible, in short, have been very closely tied to a political commitment to make higher education a reality for a growing cross section of citizens.

I cannot believe that at a time when our economy is being transformed, when the portents of a knowledge-based society become ever more complex, when the need for critical intelligence and sensitivity to the human condition are needed more than ever, we ought to be backing away from the promise, as costly as it may be, to make our institutions of higher education accessible in both symbol and reality.

In this state, it is the University of Maine that is the primary vehicle for that access. In this state especially, where the rate of people who go on to college is relatively low in national terms, where family income is relatively low as well, and where geographical isolation is often real, it would be a great tragedy if we stepped backward

in our commitment to making this public institution, in whatever guise, less accessible to the aspirations and needs of the citizens of Maine.

Access And Quality

Such statements, of course, are easier to promulgate than implement. Does this mean USM is or should be an open admissions institution? Does it mean we should proceed complacently with our selected studies? Does it mean we should be casual about those cases where students overwhelm resources? Does it mean in the professional schools we should be unmindful of commitments to professional ethics and responsibility or, in arts and sciences, to the genuine remoteness and rigor of our disciplines at their most sophisticated? Does it mean we should not consider the possibility of making USM smaller than it is today? To all of these questions, of course not! We have not and never will have the resources or capabilities to open all programs at all levels to all people in all places.

"...we intend to continually press for resources, including salaries, that make excellence possible in a public institution in Maine."

Sometimes the trade-offs will be excruciatingly difficult. Let me offer one graphic example. Critical to access is the rate of tuition charged; research indicates that it sets both real and symbolic barriers. University of Maine students now pay tuition at a level higher than 86 percent of the public institutions in the United States. Yet, in the absence of sufficient state support, we have turned to tuition to meet both salary and support needs in the past and will, I suspect, in the future. We face similar difficult choices all the time as we decide about program or support activities and how the people of this institution spend their time and energies.

But having said all this, I believe we do have a responsibility—and in that a conscious bias—to seek and improve ways to make both accessible and useful the resources of USM to this region and beyond.

The proposed Lewiston College of USM, to be funded with additional funds, our efforts to build a telecommunications system to make our resources more available off campus, largely funded with federal funds, and our efforts within the University of Maine system to extend programs, such as Nursing or our MBA, to other regions and campuses, are consistent with that bias and that responsibility.

That commitment however, also calls for other steps. We must periodically ask whether our pretensions to meet diverse students in the classroom are reflected in how we carry out our teaching responsibilities amidst that diversity, whether our testing and advising and curricular alternatives truly lead students to courses appropriate to their capabilities, and whether we are doing all we should (I think not) to work with the high schools to ensure a better congruence in expectations between ourselves and the public schools. We must also, from time to time, review our most selective programs—whether the Law School or public policy or computer science or the MBA—to make certain that we, too, have not allowed our responsibilities to a Maine constituency to erode under the false guise of quality. Our challenge, finally, is not to apologize for the fact that many can both aspire to come and indeed do come to USM, but to relish and renew our capacity to make accessibility a cornerstone of our ability to be effective and have an impact on our region.

Excellence In A Public University

Second, and necessarily, let me turn to issues of quality and aspirations to excellence. No phrase gained greater currency during the past year than the national commission's statement about the public schools experiencing a "rising tide of mediocrity." In higher education, as well, there can be little question that the aging of physical plants, the chronicle of retrenchment, the cutting of research funds, the crisis of libraries and laboratories, and the inadequacy of salaries affected adversely much that we do. Although no retrenchment or dollar cuts occurred in Maine, no one could argue that there was anything but glaring deficiencies in faculty and staff salaries, in resources to improve programs, and in the funds for academic and institutional support. For all its irritations the financial planning effort of the past few months has documented in excruciating detail the inadequacies we all have. There can be no doubt that USM is underfunded, as is the University of Maine system, and that the state's share of support for higher education has eroded (from 71% to 59%) over the decade.

But I would first like to comment on the way in which we talk about excellence, or rather confuse ourselves about the subject. Sandy Astin of UCLA has argued effectively, I think, that we tend to confuse issues of selectivity, institutional reputation, and total resources with judgments about educational effectiveness. Astin points out that "excellence" is generally or popularly judged by selectivity (i.e. how few students you admit out of those who apply), the total size of the resources of the institutions (such as endowment) and the historical reputation of the institution (a factor with notoriously long lag times). Astin, as well as others, has proposed that notions of "value added"—what impact or difference an institution makes in the mind and capability of the student—is a far more appropriate, if elusive, approach to the issue. I would not argue for some quantitative demonstration of the proposition (and I dislike the term "value added"), but I think we must both understand our challenge and explain ourselves to our public in ways that recognize that excellence is doing well what one is charged to do.

Is this a backhanded way of rationalizing our paucity of students with 700 Board scores or claiming that money doesn't matter? Quite the contrary. It is to argue that we have and are attracting a very able faculty and staff, that we have made progress as an institution and see no need to apologize for it, and that we intend to continually press for resources, including salaries, that make excellence possible in a public university in Maine. The image that emerged this year in some quarters that the identity and resources of USM had been enhanced at the expense of or in contrast to UMO carries a peculiar irony I trust not lost on this audience. But, more importantly, there is no reason that any and all of the University of Maine campuses cannot, properly understood, be excellent and, in fact, be enhanced by the others. But it does pose, for us in Maine, and for us nationally, the clear proposition that quality will cost money and more than is now allocated.

Can Be First Rate

If we are to have both access and quality, we will need to continue to pursue agendas that include resources for libraries, laboratories, equipment and supplies, the recruitment and reward of able people and more people, and the obtaining of facilities we do not now have. But we will also have to face the redundancies and weakness we now house; we will have to engineer our own renewal and that of the programs we offer; and we will have to match very

diverse students with very diverse challenges. It also means, and this is no contradiction, that we ought to demand college work and not tolerate mediocrity in ourselves or mediocrity in what we expect from our students whatever their pace of progress or point of entry. This is to say that excellence, quality if you will, is a meld of resources, attitude, capability, and purpose of faculty and staff in both individual and collective forms that alters and transforms students. It is not accomplished by trustees and presidents and legislatures nor is it measured by endowments, SAT scores, or reputations. That is why USM can be first-rate whatever the predisposition of ourselves and various publics.

Before I leave the topic, however, I want to underline my conviction that both access and quality are necessary in a public university and, moreover, that both elements have a symbiotic relationship in a public university. Ultimately neither value is served if erosion occurs in one.

Difficult Decisions

That leads me to my third topic—that of program, mission in a larger sense, curriculum in a narrower sense. That perennial topic surfaced again across the country in a number of areas over the past year: What about teacher education? What about engineering and science? What about technical and/or computer literacy? What about international studies and foreign languages? What (again) about core curriculum and general education? I attended a meeting of business leaders recently in which one man, in response to my proposition that Maine would have great difficulty affording two full scale engineering schools, replied, "But you offer English and history on all the campuses." I think we face, nationally and in Maine, difficult

"I honestly believe that this region desperately needs this institution and needs it to be very good."

decisions about what we do, what we duplicate (certainly English and history), and what we don't do. Maine decided not to have a medical school, but I am not sure it can forego an engineering capability of some variety in southern Maine. That is what our evolving effort to define a College of Technology is attempting to do. Our relationship with the public schools and the profession of teaching is changing and is likely to change more; that should have critical implications for a system that grew, in part, out of several teachers colleges.

We have still not defined what our role in allied health ought to be. I expect we will need to come to closure on the issue of foreign languages.

We need to fill out and adjust our Core curriculum and we need to answer the honors question. We must continue to address our ambitions as a center for graduate work and in ways appropriate to our mission, our region, and our times. The recent report of our environmental scanning task force—a first attempt to look systematically at the demographic and social changes anticipated in southern Maine and how they might affect USM—portrayed a region in an economic and population upswing, heavily impacted by the so-called Route 128 "spillover." These developments, which I only allude to here, will create opportunities that can invigorate our curriculum, enrich our students and enhance access.

Community Impact

This anticipated development of southern Maine also leads to my fourth item: the kind of role colleges and universities can or should play in the larger community. The private colleges of Maine recently published a joint report detailing their direct and indirect economic impact on the state. Throughout the nation policy makers, business leaders and educators are

touting the key role of universities in economic development in Silicon Valley, Rt. #128, and in the Research Triangle. Every Chamber of Commerce promotional piece uses the existence and alleged quality of its local educational institutions as part of its call statement. The topic is hardly a new one. The land grant college and the community college are two peculiarly American inventions that forged new relationships between higher education and larger communities. The more recent proposition concerning the "urban grant" institution, which I have discussed before, is an attempt to outline a new notion of the functional relationship between universities and non-agricultural America. Finally, the "Wisconsin Idea" of three quarters of a century ago devised a relationship between a state university and state government that lasts in various forms to the present.

Before I proceed further, let me underline my conviction that USM is primarily a teaching institution—and as such, overwhelmingly concerned with undergraduate teaching. Let me add, further, that the heart of USM in that task is the College of Arts and Sciences and that the College's task deviates little from an historic responsibility that we all celebrate. And, finally, despite what I am about to say, I believe the keystone of this university's relationship to the larger community is based primarily and paradoxically on what happens in the classroom and not in the community: helping students hone the intelligence, the capabilities, the knowledge, the perspectives that can help them function constructively as citizens, as job holders, and as human beings.

Defining A Role

But I have also been groping for a clearer sense of another perspective regarding the relationship between the modern American university and the larger society at the end of the 20th century. I have been groping, in particular, for a notion that differentiated a USM from larger researcher universities, yet responded to the very special capacities of this place and institutions like it.

It seems to me that, given our student body, our position in southern Maine, our mission, and our present links to the community, we at USM are peculiarly well-fitted to an evolving mode of universities that Ernest Lynton, one of our Title III evaluators, has been particularly outspoken in suggesting.

At a time of what we believe to be a knowledge and information revolution, what is the responsibility or possibility of

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university faculty and staff, in an institution that is not fundamentally a national research university and yet responsible to a regional community of great diversity and of considerable size?

Let me quote from Lynton's recent article in *Change* magazine:

What can be done to assure that universities continue to be the principal societal mechanism for two overarching and crucial services: the creation and dissemination of new knowledge, and the provision of organized, advanced instruction.

...in the universities' most cherished activity, the pursuit of new knowledge through basic research, time honored traditions and procedures must be reexamined and in many cases profoundly modified. It is equally necessary to reexamine the ways in which we disseminate the results of our work.

At present, the principal mechanism continues to be publication in scholarly journals, a trickle-down approach which is as questionable and limited in this area as it is in national economic policy. We all know that the present system is inadequate for effective communication among research scholars. Acceleration of change requires faster and more effective dissemination of information and research to potential users—industry, governmental and legislative agencies, public and private bodies, and the public at large. Ours is a knowledge-intensive society, and there is enormous and growing need not only for data but even more for analysis and synthesis, for explication, technical assistance, and public information.

The acceleration of change in society is placing an ever greater premium on new methods of knowledge transfer, and it is the increasing responsibility of the university not merely to be a principal source of new knowledge but also to be instrumental in analyzing and applying this knowledge and in making it rapidly useful to all societal sectors. The traditional notion of the scholar focusing solely on the discovery of new knowledge and letting its application and dissemination gradually trickle down to the user is simply no longer appropriate. For every scholar engaged in original work, many more are needed to digest, analyze, and interpret the new ideas so as to make them broadly usable.

Three caveats ought to be noted. First, I think Lynton overstates his thesis; much of what we consider traditional research is appropriate for faculty at USM and important to a host of disciplines. Second, a number of fields are only marginally susceptible to the "technical assistance" mode he professes. And thirdly, at a place like USM, traditional scholarly activity is critical less for its published form, than it is one's growth as a teacher.

New Perspectives

But I do think Lynton's argument is suggestive. In mission, in location, in constituency, we epitomize the kind of university whose faculty and staff (and students) can play a major role in providing "analysis and synthesis, explication, technical assistance, and public information." The evolution and exploring of new knowledge needs interpreters, translators, intermediaries—intellectuals who disperse information, accumulate new knowledge,

provide new perspectives to practitioners. Whether an historian working with high school teachers, or economists with businesspeople, or educators with staff development programs in business, or anthropologists with museum people or health professionals with community agencies, the task is increasingly critical and appropriate. USM, certainly in potential but increasingly in reality, not only is a place that houses quality, but can effect an idea of the role a small comprehensive university can play in the lives and aspirations and institutions of an entire region of one-half a million people. This function, given our student body, provides a model that makes the tasks in and out of classroom parallel.

Finally, strategy. And by that I really mean renewal. All of the issues I have mentioned are national, state and USM issues. All require choice and thought, planning and definition. But what is most central, I believe, is an ethic that is committed to renewal—individually and organizationally. We must rethink as a University of Maine system committed to serving all the people of Maine. We must rethink as a campus, recognizing that USM is not a place (or two places) but an idea. I think we are making progress—and most of our students think well of us—but we must renew if we are to address the issues of access, excellence, program development and service to a region. I honestly believe this region desperately needs this institution and needs it to be very good.

Ken Nelson, president of Nelson and Small of Portland, a businessman who graduated from Deering High School, Bowdoin College and B.U. Law School, recently concluded in a speech to a couple of hundred local business people:

The City of Portland is blessed today—a rejuvenated city with a remarkable array of institutions. The museum, the symphony, the hospitals, the performing arts center and the waterfront. What I have tried to suggest to you, however, is that in the long-term, its most important asset, I believe, is the University of Southern Maine.

We all have different strengths in this University, but I am persuaded more than ever that in finding the appropriate version or vision of our response to the fundamental tasks and challenges of higher education in this country we at USM are establishing an identity that not only merits the respect of a Ken Nelson but more importantly deserves our own self respect and that of our students.



Mrs. L.M.C. Smith (third from left) chats with associate professor Michael Mazurkiewicz, and Deans Dorothy Moore and Kinvin Wroth, following a news conference earlier this month at which she announced her gift of her beloved Wolfe's Neck Farm to USM. Mrs. Smith along with her late husband shared the belief that Maine's coastline should be accessible to the public. Her gift of some 600 acres ensures that nearly 3 miles of coastal Freeport will be open to the public forever. "I think it is terribly important for people to be able to see the sea across open fields," she said.

(Caswell photo)

What We're Doing

RICHARD ABRAMS, assistant professor of English, delivered a lecture entitled "Questioning the 'Contrapasso': The Example of Dante's Epicurean Heretics" at Harvard.

JOHN C. BODEN, assistant professor of music, and **RONALD F. COLE**, associate professor of music, appeared in concert at Middlebury College as part of the 1983-84 Middlebury Concert Series. They also performed at the new Portland Museum of Art in the museum's Sunday afternoon concert series. Joining them was oboist Neil Boyer, a member of the USM applied music faculty and principal oboe for the Portland Symphony Orchestra.

THOMAS R. CARPER, associate professor of English, and **BETSY SHOLL**, part-time English instructor, read from their poetry at Farnsworth Museum in Rockland as part of the "Maine! Writers! Live!" reading series presented by the Maine Writers and Publishers Alliance.

JOSEPH CHANDLER, associate professor of personnel and industrial relations, had a recent arbitration decision of his on "Discharge for Conversion (of Company Funds)" published in the Bureau of National Affairs "Labor Relations Reporter" (Washington, D.C., 82 LA 309).

JOANNE H. CLAREY, director of Women's Studies, had her article "Women's Studies at the University of Southern Maine" published in "InterFem, The National Newsletter for Women in Higher Education," Vol. 2, No. 4, April 1984. She also had her article "Transitions" published in Elder Magazine, January 1984.

LOREN COLEMAN, research assistant/project director, Human Services Development Institute, and author of "Mysterious America," was interviewed on "Conversations," Ed Morin's public radio and television show on MPBN and on "Entertainment News," a radio program in Albany, N.Y. He was mentioned, along with his book, in an article on mystery names in the April issue of Omni Magazine.

RICHARD A. COSTELLO, director, Intercollegiate Athletics and professor of health and physical education, was named Coach of the Year for women's basketball by the coaches of the Western Maine Athletic Conference.

MONIQUE CROCHET, associate professor of French, attended the annual meeting of the Maine Chapter of the American Association of Teachers of French and of the Foreign Language Association of Maine in South Portland. She also had an article, "Robert Badinter et l'abolition de la peine de mort," accepted for publication in the spring 1984 issue of "Contemporary French Civilization."

LUCIA A. DIBENEDETTO, associate professor of French, is the recipient of a NEH Summer Grant at Harvard University. She will study the influence of the eighteenth-century French literary tradition on the Russian novel.

F. DONALD DORSEY, JR., assistant professor of biology, gave an illustrated lecture on "The Whales of Stellwagen Bank" to elementary science classes at Manchester School, North Windham. He also gave a talk to the Couples Club of the Freeport Congregational Church on "The Tall Ships Race - 1976."

GLORIA S. DUCLOS, professor of classics, spoke on "Beginning with Plato: Utopia as Eutopia/Dystopia," at Massabesic High School, Waterboro, and Lewiston High School, in a program "1984 is Now" sponsored by The Classical Association of Maine. She also recently attended a three-day meeting in Philadelphia of the College Board Latin Achievement Test Committee, preparing questions for the 1985 Latin Achievement Test.

JOEL W. EASTMAN, associate professor of history, was interviewed on WMGX-Radio about automobile safety as reported in his book "Styling vs Safety: The American Automobile Industry and the Development of Automotive Safety, 1900-1966."

JOHN G. HANNA, professor of English, has been named a mentor for "Community of Learners," Panel III, a lecture-discussion-film series scheduled for 1984-85 and sponsored by the City of Portland Public Schools in conjunction with the Maine Humanities Council. All of Portland's 152 high school teachers will participate in one of six study groups for four half-days. Each seminar will be led by a university mentor and a high school mentor. Panel III is entitled "Chariots of Fire: Sports as a Reflection of Society."

CHARLES M. LYONS, associate professor and interim director of Health Professions Education, spoke at the Foundation for Blood Research on the subject "Human Experimentation: The Price of Knowledge." His presentation was part of the "Hard Choices" program sponsored by the Foundation, Waynflete School, The Maine Humanities Council, and the National Endowment for the Humanities.

RICHARD J. MAIMAN, associate professor of political science, is co-author of an article entitled "Mediation in Small Claims Court: Achieving Compliance Through Consent," which appears in the current issue of 'Law and Society Review.' Maiman recently participated in a panel discussion of the question: "Will the Warren Court Revolution Survive the 1980's?" at the New England Political Science Association in Newport, R.I.

THOMAS P. MCDONALD, research associate, Human Services Development Institute, is principle investigator for a recently awarded contract from Coastal Enterprise Inc. to evaluate their Small Business Finance and Evaluation Training Project. He is also completing work as PI for a study of prenatal care utilization in Maine under contract with the Division of Maternal and Child Health.

ANDREW J. POTTS, visiting professor of accounting, represented USM's School of Business, Economics and Management at the 1984 Spring Conference on Research Funding, co-sponsored by the Association for University Business and Economic Research and the American Assembly of Collegiate Schools of Business at the Hyatt Regency Washington Hotel.

LEONARD SHEDLETSKY, associate professor of communication, participated in the spring meeting of the Linguistics Association of Great Britain at Hull University. In addition, he attended the Poetics and Linguistics Association Annual Conference at Brighton Polytechnic, Falmer, where the theme was "How Can Language Be Literary?" He took part in two workshops: "Literature in the Reader," and "Bakhtin and Literary Language." Shedletsky is on sabbatical in England.

STEPHEN P. SIMONDS, director, Human Services Development Institute, has announced his candidacy for Cape Elizabeth's District 21 House seat. He is currently a Cape Elizabeth town councilor and president of the World Affairs Council of Maine.

WILLIAM H. SLAVICK, professor of English, participated in the Eudora Welty 75th Birthday Conference at Millsaps College in Jackson, Miss..

WILLIAM STURNER, professor of management and organizational psychology, led a day-long program recently at the Holistic Center in South Portland on the theme "Connecting: The Psychology of Building Relationships."

DUANE R. WOOD, dean of the School of Business, Economics and Management, spoke to the Northern New England Field Engineering Division of I.B.M. Corporation on "Service: The Individual and Corporate Contribution to Quality," at the Augusta Civic Center.

ROBERT L. WOODBURY, president, authored "Expanding Trusteeship: Beyond the Stereotype," published as the lead article in AGB Reports, the journal of the Association of Governing Boards of Universities and Colleges, January/February 1984 issue. The article was adapted from a speech, "New Initiatives for Management: A Total Effort," Woodbury gave to the Eastern Association of College and University Business Officers, in Orlando, Fla.

Marquee

TUESDAY, MAY 1

SPEECH, State Representative Thomas H. Andrews, Portland, civil liberties, rights and environmental issues, sponsored by Maine Chapter of the National Lawyers Guild and Environmental Law Institute, 12 noon, Moot Court Room, School of Law, Portland, free and open to public.

WEDNESDAY, MAY 2

FAIR, second annual Government Services Fair, government agencies will display and discuss free and low-cost services to businesses, panel discussion on "The Joys and Sorrows of Doing Business in Maine," sponsored by Maine Department of Labor, Small Business Administration and Small Business Development Center at USM, 8:30 a.m. to 1:30 p.m., Holiday Inn, Downtown, Portland. Call 289-2695 for more information. Free and open to public.

FRIDAY, MAY 4

ROTC Commissioning Ceremony, 4:00 p.m., Hastings Formal Lounge, Gorham.

PRESIDENT'S RECEPTION and Open House, President's House, 4:30-5:30 p.m., Gorham.

SCHOOL OF NURSING CONVOCATION, Patricia O'Mahoney-Damon, guest speaker, assistant professor of biology, USM, 7:00 p.m., Portland Gymnasium.

MUSIC, Senior Recital, Barry Morse, trumpet, 8 p.m., 205 Corthell, Gorham, free.

SATURDAY, MAY 5

COMMENCEMENT EXERCISES, Marian Wright Edelman, founder and president of the Children's Defense Fund, will address the graduates. Cumberland County Civic Center, Portland, 10:00 a.m.

MEETING, Part-time Faculty Association (PATFA), 10:00 a.m., Room 260, Intown Center, High St., call 797-5218 for more information.

SUNDAYS, WEDNESDAYS, FRIDAYS

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

Currents, a newsletter for faculty and members of the professional and classified staffs, is published every other Monday by the Office of Media Relations, University of Southern Maine, 96 Falmouth Street, Portland, Me. 04103. Material should be submitted to 601 CRAS, Portland, no later than Thursday noon, 11 days prior to the publication date. Robert S. Caswell and Karen A. Kievitt, editors.



What We're Going to be Doing — Sabbaticals

A Civil War novel, research on women in politics and the creation of drawings, paintings and sculpture are among the projects that several of our faculty will be devoting time to when they take sabbatical leaves for all or part of academic year 1984-85.

"This wide range of professional endeavors is indicative of the lively intellectual spirit in evidence here at the University," said Provost Helen Greenwood in announcing the sabbaticals.

Those whose sabbatical leaves are approved are:

Richard N. Coffin, associate professor, English, spring 1985, to prepare articles in linguistics. **Luisa S. Deprez**, associate professor, social welfare, academic year 1984-85, to pursue doctorate. **Joel W. Eastman**, associate professor, history, spring 1985, to research James Baxter. **Duncan Hewitt**, associate professor, art, fall 1984, to work on sculpture. **Edith Lepelley**, associate professor, foreign languages and classics, spring 1985, to complete the translation of a book.

• Our Best (from p. 1)

He was an organizer and facilitator of a study group on Marx, presented a lecture on the history of patriarchy and facilitated a workshop at an anti-sexist men's conference in Litchfield, Mass. In November, 1981 he helped to organize the men's auxiliary in support of women's "Take Back the Night" activities in Portland.

President Woodbury cited him for his dedication "to improving conditions for the less privileged groups in our society and in helping women, children and other minorities organize to gain both increased understanding of their lives and to work for social change."

Political science junior Joseph W. Cowie won the George Van Amburg Outstanding Service Alumni Award. Cowie has served on the Student Senate, chaired Student Legal Services and was appointed by President Woodbury to the Greek Task Force Committee. As a member of the Political Science Majors Association, he coordinated the recent appearances here of presidential candidates George McGovern and Gary Hart, as well as the appearance of Fred Wilkinson, longtime civil libertarian.

Cowie also served as an assistant at the National Governors Conference in Portland last summer, and has been active in state and national political campaigns. "Joe is a person who deals realistically with creative plans and one who ably articulates the positions he chooses," said Woodbury in making the award.

In all, nearly 60 students received awards and scholarships, representing as Maiman said, "The best we have."