The University Sets a Signpost on the Road to the Future - To Opportunity and a Better Life

University of Maine

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THE UNIVERSITY SETS
A SIGNPOST ON THE ROAD
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THOSE who build universities are involved in a task that is always incomplete ... a dream that is never quite fulfilled.

The University of Maine is observing its Centennial Year during 1965 and this statement made some time ago by its president, Dr. Lloyd H. Elliott, is descriptive of the continuing challenge of the goals of the State University: teaching, research, and public service.

Giving birth to a state-supported institution of higher education was a long and painful struggle for the State of Maine, one that still continues.
The Centennial Year highlights these growing pains:
The need to provide more room for growing numbers of students qualified to enter college
The expansion of branch campuses
The ballooning enrollments in the Continuing Education Division, devoted to adult, part-time study.
The growth of the Graduate School.
Maine is no exception in the unremitting war against mediocrity that an educational institution must wage, Dr. Elliott point out in his last biennial report.
"We may take pride in the new and expanded programs of the University but, when measured against the unmet needs of the state, we can not be satisfied," he said.
One of the University's greatest problems is its inability to admit all those who should have an opportunity at a university education and to attract all those who have the ability satisfactorily to complete an advanced education.
"While the University may not be directly responsible for either of these conditions," Dr. Elliott added, "it can not ignore them."
Keeping rapid pace with each advance, however, are the tightening admissions standards, increasing scholastic competition among the ever-growing numbers of high school students applying for admission, and the constantly rising cost of education.
A fact of life is that the philosophy of the land grant university, providing higher education to qualified youth at low cost, is not a philosophy that everyone accepts.
Over the years advocates have suggested limiting enrollment, raising the tuition, or cutting some of the teaching, research, and service activities.
Visitors to the Orono campus do not need to delve deeply into the inner workings of the University to see the ferment of change.
Although buildings do not make a University, they are a basic necessity in the fight to meet the educational needs of the state. And from year to year, this physical change in the campus can be seen by the most unsophisticated eye.
While the University deals
remains supreme

Within the Orono campus lies a small city of 80 buildings and a population surpassing that of at least four of Maine's 21 cities. Its student newspaper has a circulation of 6,500, exceeding that of most of the state's regular weeklies.

In one way or another, however large or small, the University touches the lives of every family in the state, through its teaching, research, or public service programs.

The Only University

The University is the only multipurpose institution of higher learning in the state and the only one offering a wide range of instruction at all levels - undergraduate, graduate, and professional.

Full-time enrollment this year is 5,652. Ten years ago only 3,067 students were enrolled. Just six years ago the figure had not yet reached the 4,000-mark.

Yet despite these increasing figures the University is not meeting the problem of mounting enrollments - it can not yet offer an opportunity to all of Maine's youth who are applying for admission and who are qualified to profit from a university education.

University officials hope, by conservative estimates, to enroll 645 additional students in the fall of 1965 and another 485 more in 1966. This will bring the University's enrollment close to the 7,000 mark.

The University of Maine at Portland, a commuter campus, has been one attempt to provide additional facilities and ease the cost of a college education. Whether this trend, popular in many other states, of commuter campuses will become more prevalent in Maine is a question that is interesting quite a few people other than college officials.

Augusta's interest in a two-year commuter college is already apparent.

The enrollment problem is not in the future, however. It is a present thing at the university where the Director of Admissions and his staff predict a 40 percent increase in applications - an estimated 5,000 - for admission in September, 1965, and a corresponding number in the fall of 1966.

The present freshman class is 15.3 percent larger than the class that entered the university in 1963.

The admissions squeeze on our own Maine high school graduates often leads people to ask why the university has the 80 to 20 in-state, out-of-state ratio for the freshman class or more bluntly, "Why do you admit non-resident students?"

There are a number of good reasons:

Even a limited number of non-resident students add to the total educational experience of Maine students.

A large percentage of those non-resident students are sons and daughters of alumni, who have contributed much to the development of the university.

We participate on an exchange basis with other New England states in specialized courses not available at each university.

Unless we continue to accept some students from outside of Maine, resident students may find it increasingly difficult to attend colleges of their choice outside of Maine. We also depend on out-of-state schools for professional training in a number of fields such as medicine and dentistry.

The Academic Divisions

On the Orono campus the major academic units are four undergraduate colleges - Arts and Sciences, Education, Life Sciences and Agriculture, and Technology - and the Graduate School. The Portland Cam-

Examination time in the 600 seat Hauck Auditorium which also serves as a lecture hall, theater, and laboratory for theater majors.
in numbers, the individual
to mely important...
About 3,000 students attend Summer Session and nowadays they are not all teachers seeking advanced training. A liberal sprinkling of college students dot the campus in the summer. Many of them are hoping to graduate sooner and others are taking courses that they can not fit into their schedules otherwise.

In the past two years some of the students are even younger than college age. Between their junior and senior years some of Maine's most promising high school students have been getting an early taste of college life. Recruited from the state at large they come to the Orono campus for six weeks and take two courses which particularly interest them.

From these students every summer there are a few who choose to forego their final years in high school to begin their college careers early.

One Old Town High School girl attended the university the summer before her senior year, took two classes at the university during her senior year and then attended Summer Session the following summer. When she entered the University full time in the fall of 1964 it was as a sophomore and not as a freshman.

Another innovation to spur the gifted student to attend his State University is the two-year-old Distinguished Maine Freshman Program. The students are high-ranking members of their high school classes who receive the honorary designation and a $200 scholarship. During their freshman year they substitute for one class an honors seminar in which they explore a variety of wide-ranging subjects.

This program branches out into the University Honors Program in the sophomore year which is open to all qualified undergraduates. The program's two-fold purpose is intended to introduce students of high scholastic potential to the major areas of knowledge through individual reading and small group discussions and then to develop their skills to as high a degree as possible in the field in which they choose to concentrate.

The University of Maine began life 100 years ago as the College of Agriculture and the Mechanic Arts. Today the college is divided into 10 departments and two schools, Forestry and Home Economics. The goal of the college is to educate its students in the agricultural and biological sciences and in the development and utilization of the human and nat-
alive with experimentation of new ideas

ural resources of the state.

In addition to its undergraduate and graduate degree programs it also offers several two-year technical, non-degree programs to prepare students for specific technical positions.

The College of Technology is the only engineering school in Maine, and the pioneer in developing a department of engineering physics. Seven departments offer programs leading to the bachelor's degree. All the basic fields of engineering are represented in its curriculum.

In the near future the College of Technology plans to follow the lead of Life Sciences and offer some two-year technical programs.

Graduate Study

The expansion of graduate study at the university has been one of the most significant developments in re-
the University struggles to
buildings in step

cent years. Although graduate study on the Orono campus dates from 1881 when the first master's degree was conferred, additional emphasis is being placed on graduate study for the future.

The master's degree is offered in most of the fields in which the bachelor's degree is conferred and in 1957 the gradual introduction of doctorate programs was begun.

Doctorate programs are now offered in chemistry, American History, animal nutrition, psychology, chemical engineering, zoology and plant sciences.

As resources permit, others will be added.

Enrollment of graduate students has increased sharply. In 1962-63 there were 177 full-time graduate students; in 1963-64, 247 and 1964-65, 317.

Continuing Education

Whether the University's newest division the Continuing Education Division (C.E.D.), comes under teaching or public service is a moot point and one that really makes no great difference except to the purist.

Until two years ago C.E.D. was under the wing of the College of Education as everyone who ever took an extension course knows. Then it was mainly a series of courses offered in the fall and spring semesters in towns and cities throughout the state for teachers.

Growing interest in these courses, not only for professional advancement but for cultural benefit, increased the load and it was decided to make it a separate division of the University's Cooperative Extension Service which was in the process of being revamped.

C.E.D. today is at least 3,000 people all over the state attending classes on some night — or Saturday morning — every week for part-time study.
keep construction of new with growth

A building is inspected by President Lloyd H. Elliott, left, Gordon Robertson, vice-president of the Board of Trustees; Dr. Lawrence Cutler, president of the Board of Trustees. The new classroom building as it looked during construction last December. The photograph is by Joseph W. Molitor, architectural photographer.
Above, students of pulp and paper technology check technical data with the 1710 computer. Their five year course is in the Department of Chemical Engineering. Below, students in the School of Law at the Portland campus hold a court session.
Some of these 3,000 are earning degrees the hard way — slow step by step — while others are learning a special skill, earning job advancement or just adding a new dimension to their knowledge.

The growing interest in C.E.D. study is vividly shown in these figures: 1,800 registrations, fall, 1962; 2,800, 1963; and 4,000, 1964.

The Cooperative Extension Service, of which C.E.D. is a part, has traditionally been the division of the University which has been concerned with programs of education and service beyond the campus community.

Within the past two years extensive self-study and review of its services has resulted in some changes to bring it more nearly in line with the realities of Maine as it is today.

Essentially the Cooperative Extension Service, which has a field staff in offices throughout the state, aims to bring the total resources of the university to bear on the problems of the state and the people who live here.

Community development and programs designed to improve the use of Maine's natural and human resources are of paramount concern. Specialized types of technical educational assistance to firms engaged in commercial agriculture are also part of the Extension Service program.

A Research Center

There is no doubt that the university is the largest single center of research activity in the state and its long history has brought many important contributions to the development of Maine industry and agriculture.

Research activities have ranged over increasingly wide fields in the past few years, aided by grants from such national institutions as the National Aeronautics and Space Administration, National Science Foundation, Public Health Institute, Ford Foundation and others. About $1.4 million is spent annually on research.

Perhaps the major research project currently underway concerns studies involving the chemistry of natural products and cancer chemotherapy.

In layman's language, UM scientists are seeking a chemical that will retard or cure cancer. This project has attracted research grants in excess of $600,000 from private and federal groups and is under the direction of Dr. George H. Pettit of the department of chemistry.

Another leading project is in the area of team teaching supported by a Ford Foundation grant of $500,000. In addition to teaching teams in ten Maine schools, the project has also explored the uses of closed-circuit television as a teaching aid.

The Agricultural Experiment Station has played a key role in research for agriculture and related industries.

A student in the five-year nursing course receives her pin from Jean MacLean, director of the School of Nursing.
Soil and seed testing, studies of forest growth or a comprehensive study of outdoor recreation in the state are only a small part of the research of the Agricultural Experiment Station.

National and world-wide recognition is being given to current development of Specific Pathogen Free Flocks, which shows promise for lower mortality in poultry and improved quality and increased efficiency of production.

Another arm of the university which serves as a link between private industries and the research skills and facilities of the university is the Department of Industrial Cooperation.

Problems may be technical or economic in nature and may range from minor testing or investigations to major research undertakings. Among the projects currently underway are the testing of pre-stressed, reinforced concrete and a study of

Above, a student teacher drills a class in French pronunciation, below, left, a child practices at the University's speech and hearing clinic, open to all Maine residents. Right, summer classes move outdoors to Deer Isle.
ity reaches into communities

Maine

the engineering properties of fiber glass, as well as a study of the bulk electrical properties of blood.

Individual research by faculty members is supported by grants from federal and state agencies as well as private groups. For instance, research on water pollution control is being carried on within the department of civil engineering sponsored by a grant from the federal government. A number of studies involving small animals are being conducted by members of the department of zoology and other departments within the area of animal science.

The Student Is First

The interests of a college faculty are as myriad as the men that make it up — and those interests somehow manage to reach out and touch almost every corner of the state. The most important single element that makes up a university, however, is the student. Research and other outside activities are carried on after the student's needs have been met and a list of the services carried on under the direction of Registrar George Crosby serve to point this up.

In Registrar Crosby's area fall the Dean of Men and Dean of Women and their assistants, the directors of the Memorial Union and Hauck Auditorium, Student Aid, Placement, Religious Affairs, and Student Health Center.

Vincent Hartgen, head of the art department, will tell you that the

*A sociology major does part of her course work as a volunteer at the Bangor Cerebral Palsy Center.*
leadership must grapple with the problems of two campuses

more than 60 art exhibits he plans and hangs throughout the campus each year are not only for enjoyment but for teaching. If you don't approve of one of his choices, if you think it's too stodgy or too far out, you don't understand the underlying spirit of the exhibits.

By seeing and comparing the various art forms, students learn to appreciate and to understand more than one form of art, says Professor Hartgen, and lay the groundwork for a lasting interest in art.

Two art festivals, one in the spring and one in the summer, are both planned with this idea in mind. The Festivals, as are most campus activities, are open to the public and each year bring many people to the campus who might not otherwise have become acquainted with the university.

This summer the University will branch out into an untried area when a summer music theatre will be held in the Hauck Auditorium.

Above, students stream past Folger Library, on the Orono campus. Below, a science class at the University of Maine in Portland.