

The University of Maine

DigitalCommons@UMaine

---

General University of Maine Publications

University of Maine Publications

---

12-10-1999

## Maine Perspective, v 11, i 8

Department of Public Affairs, University of Maine

Follow this and additional works at: [https://digitalcommons.library.umaine.edu/univ\\_publications](https://digitalcommons.library.umaine.edu/univ_publications)

---

### Repository Citation

Department of Public Affairs, University of Maine, "Maine Perspective, v 11, i 8" (1999). *General University of Maine Publications*. 1535.

[https://digitalcommons.library.umaine.edu/univ\\_publications/1535](https://digitalcommons.library.umaine.edu/univ_publications/1535)

This Newsletter is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in General University of Maine Publications by an authorized administrator of DigitalCommons@UMaine. For more information, please contact [um.library.technical.services@maine.edu](mailto:um.library.technical.services@maine.edu).



*Photo by Monty Rand*

A PUBLICATION  
OF AND FOR  
THE  
UNIVERSITY OF MAINE  
VOL. 11, NO. 8  
DEC. 10, 1999—JAN. 24, 2000



1865 THE UNIVERSITY OF  
MAINE

## Classrooms, Library to Benefit Most from Beverage Alliance

University President Peter Hoff has announced his allocation plan for nearly \$3 million in funds to be received over a 10-year period from Coca-Cola Co., in exchange for exclusive rights to provide certain beverages on campus.

The allocation decision follows three months of campus discussion as to how best to use the "Coke funds." The University announced in August that it had selected Coca-Cola Co., as the University's exclusive beverage provider as a result of a year-long competitive bidding process directed by a committee of UMaine students and staff members. The agreement covers soft drinks, sports drinks, juices and bottled water.

In a letter to employees and students distributed on campus Dec. 13, Hoff says the overwhelming majority of the money will go to two academic needs that "can be significantly helped by this kind of limited-term supplemental funding:"

- ▼ nearly \$1.2 million to renovate classrooms and teaching laboratories, and equip them with technology

- ▼ more than \$1 million to expand the Fogler Library collection

Hoff adds that while those funds will not meet the total need in either area, over the 10-year life of the agreement they will augment other University resources provided through conventional budget accounts and funds.

*continued on page 5*

## Ernestine Schlant Bradley to Address UMaine Graduates

Ernestine Schlant Bradley, an internationally renowned scholar of German and comparative literature, and the wife of Presidential candidate Bill Bradley, will be the featured speaker at the University of Maine's 195th commencement exercises, to be held Saturday, Dec. 18, 10:30 a.m., Alfond Sports Arena.

Known professionally as Ernestine Schlant, she is a professor at Montclair State University in New Jersey, and the author of four books and scores of articles on a variety of subjects related to German literature.

Her latest book, *The Language of Silence: West German Literature and the Holocaust*, was published in March. In a May 17 book review, *Time* magazine said Schlant offers "eye-opening" evidence and "a stinging moral premise: that even (West Germany's) most liberal writers of the period committed sins of omission when dealing with the (Holocaust's) legacy of mass murder."

Schlant was born in Germany in 1935. She moved to the U.S. in 1957 and became a U.S. citizen in 1963, two years before she earned a Ph.D. from Emory University. She has worked with numerous organizations including the American Council on Germany, Youth for Understanding and the American Institute of Contemporary German Studies.

A breast cancer survivor, Schlant has been active in cancer support organizations, particularly the Race for the Cure.

During UMaine's Dec. 18 Commencement ceremonies, approximately 500 students will be awarded degrees. Of that total, 157 will be awarded graduate-level degrees, including 26 doctoral degrees. The others will receive bachelor's degrees.

The Commencement ceremonies are open to the public. Doors open at 9:30 a.m. ▲



Ernestine Schlant Bradley



State legislators toured research venues on campus Nov. 29 at the invitation of the College of Natural Sciences, Forestry, and Agriculture. The tour included stops at the Witter Teaching and Research Farm, where Jim Weber demonstrated his work in embryo transfer and infertility in dairy cows; Hitchner Hall, where lawmakers learned about the new zebra fish culture facility and a project to protect farm-raised fish from disease, presented by Carol Kim (pictured second from the right), John Singer and their students; and Nutting Hall, where Steve Sader and Bill Krohn, and their students, described the satellite and geographic information technology used to develop a floor-size map of Maine showing vegetation zones and wildlife habitat. Sen. Mary Cathcart of Orono, left, Rep. Ken Honey of Boothbay and Sen. Carol Kontos of Windham, right, were among the legislators on the tour.

*Photo by Monty Rand*

## Master's Track and Field Championships Returning to UMaine

UMaine will host its second Master's Track and Field Championships in summer 2002.

The bid from UMaine topped proposals from the University of Illinois and San Diego State at the recent annual meeting of USA Track and Field in Los Angeles.

In 1998, UMaine hosted its first Master's event, which brought an estimated 3,300 athletes and their families to the Bangor area and had an economic impact of nearly \$2 million. The event was managed by the UMaine Athletic Department in collaboration with the Maine Association of USA Track and Field. The Conference Services Division assisted with lodging arrangements and other facilities on campus. ▲

## MAINE Perspective

*Maine Perspective* is published by the Department of Public Affairs  
The University of Maine • 5761 Howard A. Keyo Public Affairs Building  
Orono, Maine 04469-5761 • 207-581-3745

Director of Public Affairs John Diamond • Executive Editor Margaret Nagle

Layout and Design by The University of Maine Department of Public Affairs

Printed by The University of Maine Printing Services

In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to Evelyn Silver, Director of Equal Opportunity, 101 North Stevens Hall, The University of Maine, 207-581-1226.



# MAINE Calendar

All events are free and open to the public unless otherwise specified. Any speaker not otherwise identified is a member of The University of Maine faculty, staff or student body. Send notices of upcoming campus events to: University of Maine Master Calendar, Public Affairs. For the most up-to-date calendar listings, go to the Master Calendar Website: [calendar.umaine.edu](http://calendar.umaine.edu) or call 581-3745.

DECEMBER 15 – JANUARY 26

## 15 Wednesday

**New Faculty Luncheon**, featuring information on advising students, with Doug Johnson and Ann Smith, offered by the Center for Teaching Excellence, noon-1:30 p.m., Dec. 15, Mahogany Room, Wells Conference Center. Registration required. x3472.

**Professional Employees Advisory Council (PEAC) Brown Bag Lunch**, featuring a presentation by Bob Durringer called "Bob's In-Box," noon, Dec. 15, Bodwell Lounge, Maine Center for the Arts.

**Faculty Senate Meeting**, 3:15 p.m., Dec. 15, Mahogany Room, Wells Conference Center. x1167.

**"The Y2K Apocalypse - The End of Civilization?"** by George Markowsky, part of the Department of Computer Science Seminar Series, 4:10 p.m., Dec. 15, Soderberg Center, Jenness Hall. x3941.

## 16 Thursday

**Annual Employee Holiday Open House**, hosted by Dianne and Peter Hoff, 11 a.m.-2 p.m., Dec. 16, President's House.

**"Rationality and Disagreement in Law,"** by Jeff White, a Department of Philosophy Colloquium, 4 p.m., Dec. 16, Levinson Room, The Maples. x3860.

**"Violence Comes to Campus,"** by John Nicoletti, clinical psychologist with the Denver Police Department, who assisted in the Columbine High School aftermath, offered by the Department of Psychology, 3:30 p.m., Dec. 16, Minsky Recital Hall. x2030.

**Women's Basketball: UMaine vs. Northwestern**, 7:30 p.m., Dec. 16, Alford Arena. Admission fee. xBEAR.

## 17 Friday

**"Using Raster Sketches for Digital Image Retrieval,"** by James Carswell, candidate for Ph.D. in spatial information science and engineering, 2 p.m., Dec. 17, 336 Boardman Hall.

**Au Revoir Celebration**, featuring live music, dancing, food and entertainment, offered by the Center for Students and Community Life, 4-7 p.m., Dec. 17, Union. x1406.

**Classes End**, 5 p.m., Dec. 17.

**Come One, Come All. It's the Party of the Century.**  
The Center for Students and Community Life Invites You to the

## *Au Revoir Celebration*

4-7 p.m., Friday, December 17, Memorial Union

*Bid adieu to fall semester 1999, this century and the Memorial Union as we know it. Help welcome in spring semester 2000, the new century and the anticipated renovation of the Memorial Union.*

### Featuring:

The Pat Michaud Big Band in the Union foyer  
(eight of the 12 members are UMaine alumni)

Swing dance instruction by Chuck McKay

Hors d'oeuvres, dessert, dancing and entertainment by student groups throughout the Union

**UMaine faculty, students, staff, alumni, retirees and parents are invited to come together for a celebration of community.**

## 18 Saturday

**Farmers' Market**, 10 a.m.-1 p.m.  
Dec. 18, Page Farm and Home Museum.

**Commencement**, 10:30 a.m.,  
Dec. 18, Alford Arena.

**14th Annual Jazz and Poetry Event**, featuring members of the University community, 7 p.m., Dec. 18, United Methodist Church, Orono.

## 20 Monday

**Final Exams Begin**, 8 a.m., Dec. 20.

## 22 Wednesday

**Impromptu! Christmas Concert**, the a cappella ensemble's Christmas celebration, 7:30-9 p.m., Dec. 22, Minsky Recital Hall. Admission fee. 827-7014.

## 23 Thursday

**Final Exams End**, 6 p.m., Dec. 23.

### CREDIT UNION HOLIDAY HOURS

University Credit Union will close at 1 p.m., Friday, Dec. 24, and noon, Friday, Dec. 31.

## January

## 2 Sunday

**Men's Basketball: UMaine vs. Delaware**, 1 p.m., Jan. 2, Alford Arena. Admission fee. xBEAR.

## 4 Tuesday

**Men's Ice Hockey: UMaine vs. Cornell**, 7 p.m., Jan. 4, Alford Arena. Admission fee. xBEAR.

**Men's Basketball: UMaine vs. Towson University**, 7:30 p.m., Jan. 4, Alford Arena. Admission fee. xBEAR.

## 7 Friday

**Men's Ice Hockey: UMaine vs. New Hampshire**, 7 p.m., Jan. 7, Alford Arena. Admission fee. xBEAR.

## 8 Saturday

**Women's Basketball: UMaine vs. Hartford**, 1 p.m., Jan. 8, Alford Arena. Admission fee. xBEAR.

**Men's Ice Hockey: UMaine vs. New Hampshire**, 7 p.m., Jan. 8, Alford Arena. Admission fee. xBEAR.

# 10 Monday

**Women of the World Lunch,** focusing on Spanish cuisine and culture, noon, Jan. 10, Church of Universal Fellowship, 82 Main St., Orono. Admission fee. x2905.

# 11 Tuesday

**Women's Basketball: UMaine vs. Rice,** 7:30 p.m., Jan. 11, Alford Arena. Admission fee. xBEAR.

# 15 Saturday

**"Make a Transformation Mask,"** part of the Hudson Museum Just for Kids series, for ages 6-14, 10 a.m., Jan. 15, Maine Center for the Arts. Registration/fee. x1901.

**Men's Basketball: UMaine vs. New Hampshire,** 1 p.m., Jan. 15, Portland Civic Center. Admission fee. xBEAR.

**Women's Ice Hockey: UMaine vs. Providence,** 7 p.m., Jan. 15, Alford Arena. Admission fee. xBEAR.

# 16 Sunday

**Women's Ice Hockey: UMaine vs. Northeastern,** 3 p.m., Jan. 16, Alford Arena. Admission fee. xBEAR.

# 21 Friday

**Men's Basketball: UMaine vs. Hofstra,** 7:30 p.m., Jan. 21, Alford Arena. Admission fee. xBEAR.

# 23 Sunday

**Men's Basketball: UMaine vs. Drexel,** 1 p.m., Jan. 23, Alford Arena. Admission fee. xBEAR.

# 24 Monday

**Classes Begin,** 8 a.m., Jan. 24.  
**Add/Drop Week Begins,** Jan. 24.

## Ongoing Events

### Exhibits/Demonstrations/Tours

**Dialogue: The 1999 Department of Art Faculty Exhibition,** a Museum of Art exhibit, through Dec. 18, Carnegie Hall. x3255.

**Monhegan Island,** a Bangor Art Society exhibit, through Jan. 11, Chadbourne Hall. x3306.

**Images for Eternity: Mexican Tomb Figures and Retablos,** a Hudson Museum exhibit, through May 14, Maine Center for the Arts. x1901.

### Meetings of Groups/Organizations

**Circle K** meets every Monday, 6:30-7:30 p.m., Bangor Lounge, Union. x7818.

**Foreign Language Tables:** Monday - French; Tuesday - Russian; Wednesday - German; Thursday - Spanish, noon-1 p.m., 207 Little Hall. x2073.

**Gay, Lesbian, Bisexual, Transgendered Discussion Group** meets every Monday, 2-3 p.m., Old Town Room, Union. x1406.

**International Coffee Hour,** every Friday, 4-5 p.m., Peabody Lounge, Union. x2905.

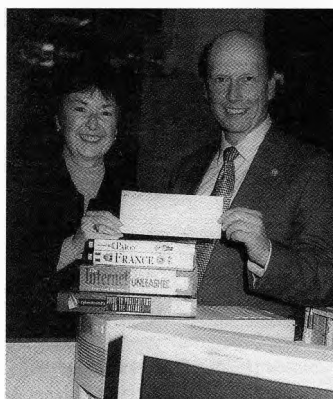
**Maine Peace Action Committee (MPAC)** meets every Sunday, 7 p.m., beginning Sept. 12, Maples. x3860.

**Maine Time Conversations,** every Wednesday, 2-3 p.m., Bangor Lounge, Union. x1734.

**Muslim Prayer,** noon-2 p.m., every Friday, Drummond Chapel, Union. x3449.

**Open Office Hour with Interim Provost Don Zillman,** every Thursday, 9 a.m., 201 Alumni Hall.

**The Union Board (TUB)** meets every Wednesday, 6:30 p.m., Totman Lounge, Union. x1735.



UMaine's first Books for Books program, a faculty book buy-back initiated by The University of Maine Bookstore, raised \$1,500 for the Fogler Library Book Acquisition Fund. In the Books for Book program, held Nov. 15-18, faculty donated unwanted texts, including desk and review copies, to Follett Higher Education Group. Proceeds from the wholesale buy-back were turned over by Ron Reisinger, right, director of Memorial Union Bookstore Services, to Elaine Albright,

dean of Cultural Affairs and Libraries. The money will be used to purchase more research materials in Fogler's reference collection. Assisting the Bookstore in the Books for Books program were members of Circle K, a student service organization.

### DOW AND GRIFFEE GRADUATE STUDENT AWARDS COMPETITION

The Maine Agricultural and Forest Experiment Station announces the oral presentations scheduled for the Dow and Griffree Graduate Student Awards Competition, Monday, Dec. 20, 204 Nutting Hall:

1 p.m. **Huajun Wang,** Forest Resources, "The Creation of Virtual Wood Fiber Composites"

1:20 p.m. **Jennifer Evans,** Plant, Soil, and Environmental Science, "The Response of Soil C and N Fractions to Forest Ecosystem Change"

1:40 p.m. **Jill Fegley,** Ecology and Environmental Science, "The Effects of *Ascophyllum nodosum* (rockweed) Harvesting on the Associated Marine Intertidal Community"

2 p.m. **Angela Fuller,** Wildlife Ecology, "Influence of Selection Harvesting on American Marten and Their Primary Prey in Northcentral Maine"

2:20 p.m. **Daniel Hayes,** Forest Resources, "Remote Sensing for Monitoring Land Cover and Land Use Change in the Maya Biosphere Reserve"

2:40 p.m. **Anne Guerry,** Wildlife Ecology, "Effects of Landscape Pattern on Amphibian Species Assemblages in an Agriculturally Fragmented Landscape"

### CHILDREN'S INTERNATIONAL SUMMER VILLAGES DEADLINES

The Maine Chapter of Children's International Summer Villages (CISV) offers international and multicultural experiences for youths, ages 11-18, and adult leaders, ages 21 and over, living in a 60-mile radius of Bangor.

Application deadlines: Dec. 15 for the Maine-France Interchange for 13- or 14-year-old delegates; Dec. 31 for all other International programs - Village, Junior Counselor, Summer Camp, and Seminar Camp.

Villages for 11-year-olds are in San Francisco (June 30-July 27), Sweden (June 30-July 27) and Costa Rica (Dec. 28-Jan. 24). Two girls, two boys and an adult leader will form the Maine-USA delegations to each of these Villages, joining children from 11 other countries.

One Junior Counselor position is open for a 16- or 17-year-old female at the Helsinki, Finland, Village (July 1-28) and one Seminar Camp position for a 17- or 18-year-old male delegate (additional openings are expected). For 15 year-olds, a Summer Camp in Great Britain (July 25-Aug. 16) is available for four youths, one adult leader.

A mandatory Selection Overnight for all applicants will be Jan. 15. Closer to home, Kaleidoscope Village, a multicultural day camp at Leonard's Mills in Bradley, will offer CISV experience for 10-12-year-olds in the Greater Bangor Area, July 24-29.

For applications and more information about CISV programs contact: Judy Noonan, 827-2708, or Valerie Maurais, 827-7129.



# Puppy Power

## Playtime for Pooches Linking

### Canine Owners, Their Companions at UMaine

Every morning at 7:30, rain or shine, a handful of hard-core runners heads to Hilltop Concert Park for a workout. Rocko leads the pack with long, loping strides, setting the pace for the 10 or so who have shown up on this frigid morning. He's top dog, until Oliver comes up from behind and tries to nip his ear.

The lanky German shepherd and the tiny cairn terrier tussle for a minute, then Timber's orange ball gets their attention, and the pack thunders across the grass in pursuit of the Chesapeake Bay retriever.

"My dog loves it. He looks forward to puppy playtime every day," says senior business major Debbie McCabe, who has accompanied Rocko. "He gets so excited when he sees we're approaching the field, he can't wait to get out of the car."

Puppy playtime started about a month ago when first-year forestry major Khouri Rice, Timber's owner, posted a notice on FirstClass looking for canine playmates for his pup.

"Are there any places around that people take their dogs to play and socialize?" Rice queried in his e-mail. "My dog loves to play with others."

Rice got a flurry of e-mail responses, and within a week, the dogs and their human companions were getting acquainted.

Now puppy playtime convenes every morning and at dusk. Enrollment has swelled to 15, including the six or seven regulars who cavort in the fenced field daily while their two-legged friends stand talking on the sidelines and taking turns with poop patrol.

"I know there will be a few of us who are crazy enough about our dogs to stand out in the snow every morning," predicts Kara Swartz, a senior majoring in political science who brings Junior, a Rottweiler-mix who is registered with Therapy Dogs International.

Students, faculty and community members, as diverse as the dogs they love, attend puppy playtime. The group has bonded over discussions of puppy training, canine nutrition and where to buy the best chew toys. When a puppy was neutered a few weeks ago, his playtime buddies sent him a card.

"I love talking to other dog people," says Becky Robinson, a UMaine alumna, Maine Educational Opportunity Center counselor and English instructor, who faithfully brings a pocket full of treats to share with the playmates of Lady, a sheltie, and Caspian, a mixed-breed pup. "This is doggie heaven."

Each dog adds its own personality to the melee. Rocko runs at top speed, daring the others to chase him, while Lady circles the group trying to herd them into a proper flock. Oliver darts from game to game, convinced he's the biggest dog on the field. And Caspian is the giddy victim, often belly up with a dog tugging on each limb.

"I know it's hard to believe that 10 dogs get along, but they do," McCabe says.

By 8:30 a.m., the dogs are headed to the parking lot so their owners can get to class or work. After the hour of fervent play, the dogs go home and sleep.

"It relieves any guilt that my dog isn't getting enough exercise or attention from me," Swartz says.

Exposure to many different dogs and people is essential for socializing a puppy, Robinson says. But as they settle into their homes for the evening, the owners also are grateful for the energy the dogs burn off.

"It's a bonus that Rocko gets tired and I don't have to tire him out myself," McCabe says. ▲



Puppy playtime on a brisk morning in early December.

Photo by Monty Rand

## Beverage Alliance *continued from page 2*

The remaining funds available will be used to address other needs identified by members of the campus community during the past few months, Hoff explains:

- ▼ \$350,000 to Maine Bound, the University's popular outdoor education program. Half of the funds provided to Maine Bound – \$175,000 – will be in the form of a loan that Maine Bound will pay back, over 10 years, through its fee structure and other sources of funds. The funds received from Maine Bound as it repays the loan will go directly into the library fund. The \$1 million allocated to Fogler Library includes revenues from that loan repayment.

- ▼ \$70,000 to purchase special chairs that can be placed on the Astroturf surface of Morse Field at Harold Alfond Sports Stadium. This one-time purchase will allow UMaine to resume its tradition of holding its annual May commencement outdoors, with all graduates participating in a single ceremony. Recent practice has been to split the graduating class into two groups and hold separate, indoor ceremonies at Alfond Sports Arena.

- ▼ \$42,000 to develop plans for a fitness center that will be constructed when additional funds become available from other sources. Hoff says current and prospective students alike say a new fitness center will improve substantially the campus environment and attractiveness of the University.

- ▼ The remainder of the cash available under the agreement – \$480,000, spread out over 10 years – will be used as contingency funds, with the possibility that eventually they could augment the above-listed allocations or fund new opportunities.

In his campus letter, Hoff says that his allocation decisions were based heavily on suggestions offered students and employees through a series of open forums and correspondence.

"The general consensus throughout the discussions was that the University and its students would be better served by concentrating on a few areas of clear and addressable need rather than dilute the overall benefits of the Coca-Cola money by spreading it thinly over a broad variety of projects," he says. "I believe that this plan best meets the criteria we established for serving students." ▲

### SNOW LINE AVAILABLE

Information about the University's class schedule during inclement weather is available by calling 581-SNOW or 1-800-SNOW. The recorded message will provide general information about postponements or cancellations due to a storm.

## People in Perspective

Joe and Joanne Alex have attended most of the performances at the Maine Center for the Arts since the facility opened in 1986.

"It's almost like a date," says Joe Alex. "Sometimes we go out to dinner and then to the show – to usher."

The Alexes are two of the 70 volunteers at UMaine and in the community who donate their time to help ensure that members of the Hutchins Concert Hall audience have as pleasant an experience as possible while attending a performance. In the past 13 years, ushers have logged more than 26,000 hours at the Maine Center for the Arts.

"Ushers are very important because of the service they provide," says Joe Cota, Maine Center for the Arts events coordinator. "They are not only essential to the hospitality part of greeting performance patrons and helping them find their seats, but they are trained in the life-safety issues like knowing the procedure for evacuating the building, which has only happened once in our history."

"The ushers are ambassadors for the University and reflect what we are all about – providing quality arts entertainment and education to the University community and the state."

Through the years, almost 150 volunteers have wielded MCA flashlights and collected tickets, directed patrons, distributed programs and answered questions, the most-asked being, "Where's the restroom?" But while some veteran ushers have left their posts, usually because they have moved from the University community, a core group of volunteers like the Alexes has remained year after year.

"I don't go a week without getting at least a couple of inquiries, but there's



Joe and Joanne Alex

Photo by Monty Rand

not too much turn-over," says Cota, who currently has a three-year waiting list of people hoping to be volunteer ushers.

Hutchins Concert Hall ushers attend biannual training sessions that involve lessons in environmental health and safety, and audience management. The volunteers also are steeped in diplomacy. For instance, how do you handle a patron's complaint that someone seated nearby is wearing an oversized hat that blocks the view, or too much perfume?

"The ushers are ambassadors of the University," says Cota. "We ask the ushers to think of patrons as first-time visitors to the University, and a good first impression is important."

Ushers like Joe and Joanne Alex take their jobs seriously. They weave the Maine Center for the Arts performance season into their daily lives, often volun-

teering at events several times a month.

One of the best rewards of the job happens when the house lights go down. While ever-vigilant, the ushers also get a chance to watch the performances.

"Sometimes, you have to stand by the door. But that's the price you pay to see sold-out shows," Joe Alex says. "We ushered for Bob Dylan and Ella Fitzgerald, and we've seen symphonies and operas and acrobats."

Like many members of the Maine Center for the Arts audiences, the Alexes say that ushering exposes them to performers and shows they might never have chosen to see.

"It's the things that we've never heard of that are sometimes most memorable," he says.

The couple operates Stillwater Montessori School, where Joe Alex is the director and Joanne Alex the head teacher. They started volunteering because they thought ushering might add an important dimension to their young daughter's education in the arts. When Jessica expressed interest at age 12, the Alexes brought her along. She so enjoyed interacting with people and seeing the shows, she stayed on the volunteer crew until her departure for Colby College three years ago.

"We also felt that it was really good for her to learn to serve the public," Joanne Alex says. Community service is an important part of the Alex family's life, a feature that all the dedicated members of the concert hall volunteer staff share, Cota says.

"We look at it as an opportunity," Joe Alex says. "You have to go to Boston or New York to find similar performances. Here, the Maine Center for the Arts is just a mile down the road."

### Winter Session 2000

CONTINUING EDUCATION DIVISION

Take a class during Winter Session!

Classes are offered from January 3, 2000 - January 21, 2000

#### 2 WEEK ITV COURSES

ANT 120 Religions of the World  
ENG 245 American Short Fiction  
ENG 229 Cult Horror Films

#### 3 WEEK WEB COURSES

EDW 462 Workshop in Elementary Education: Online Resources  
EDW 472 Workshop in Secondary Education: Online Resources  
INT 329 The Individual and the Community

More classes offered on the Orono campus too!

For more information about available classes contact CED at

122 Chadbourne Hall, Orono, ME 04469-5713

Tel: 581-3144 Fax: 581-3141 E-mail: [cedss@umit.maine.edu](mailto:cedss@umit.maine.edu)

Web Site: [www.ume.maine.edu/ced/winter/](http://www.ume.maine.edu/ced/winter/)

THE UNIVERSITY OF  
**MAINE**



Send notices of upcoming campus events and any spring activity schedules to *Maine Perspective* for inclusion in the UMaine Master Calendar (<http://calendar.umaine.edu>).

# Teaching Moment

Center for Teaching Excellence

By James Berg

## Using Student Evaluations to Reflect on Teaching

Student evaluations of teaching are an ongoing topic of discussion among faculty and students alike. Many faculty discussions revolve around the validity and efficacy of student ratings themselves. Students often question the practice of asking their opinions at all since the feedback cannot be used to improve the course they are currently taking.

Research shows, however, that students are qualified to give feedback on the delivery of instruction. And instructors can and do use student feedback to improve subsequent offerings of the same course and to improve their teaching practices generally. Reading and reflecting on compilations of student rating forms, from a single class or from several classes, can help instructors determine where they may want to implement changes or experiment with alternative teaching methods.

The "Student Input for Teaching" form used by many people at UMaine for end-of-semester evaluation offers a wealth of information about instructional delivery. One useful strategy for instructors using this form is to identify certain questions on which their ratings are not as high as they would like, or to identify areas they are uncertain about or uncomfortable with.

For example, Question 3 reads, "How enthusiastic was the instructor about the subject?" Showing enthusiasm is one way teachers engage students in the material: If students see that their instructors care about, even enjoy, the subject matter, they are more likely to care about and enjoy it, too. However, having enthusiasm and showing it to students are two different things, and it may help for instructors to think about how they show the enthusiasm they feel. One option is simple: Tell the class about your interests, about why you like and teach the subject, and how you came to love it.

Another question, Number 11, asks, "How genuinely concerned was the instructor with students' progress?" Rather than rating the genuineness of the instructor's concern, students will respond well if course objectives are stated clearly, if helpful and prompt feedback is given to their tests and assignments, and if instructors recognize varied student learning styles.

Question 6, "How concerned was the instructor about the quality of his or her teaching?" suggests another opportunity for student feedback: early and frequent student evaluations. Instructors are not limited to asking students at the end of the term how the class worked for them. For example, at the end of week three, instructors may pass out a short questionnaire asking questions such as "when do you learn best in this class?" or asking them to complete such sentences as "I wish we would do more \_\_\_\_." Instructors then have the opportunity to do a mid-course correction if enough of the students have similar questions or difficulties.

A feedback form developed by the School of Engineering Technology, sometimes referred to as the Alexandria Form, offers a ready-made tool for mid-semester student input into teaching. Asking students to agree or disagree with broad statements, such as "Available class time was used productively," and providing space for written explanations could prove very useful to faculty, teaching assistants, and other instructors.

**Combined Charitable Appeal for University Employees  
total as of Dec. 3: \$54,949.**

## CENTER FOR TEACHING EXCELLENCE UPCOMING EVENTS

**Teaching for Learning**, a Teaching Excellence Workshop featuring a day-long series of activities, Thursday, Jan. 13, 9 a.m.-4 p.m., Wells Conference Center.

**Writing Intensive Courses**, an intensive two-day Teaching Excellence Seminar, Tuesday-Wednesday, Jan. 18-19, Black Bear Inn.

For more information, contact the Center for Teaching Excellence, 581-3472, or check the Center Website ([www.umaine.edu/teaching](http://www.umaine.edu/teaching)).

## UMaine Cooperative Extension

### A Second Chance for Edwards Dam Timbers

A recent announcement that PerkinsWood, a Portland furniture company, will turn water-soaked logs from the Edwards Dam into high-end coffee tables, floors and other wood products had its beginning with a UMaine Cooperative Extension educator.

Jim Philp of Bradley is a wood technologist. He advises wood products manufacturers on processing and other technical matters. Knowing Philp's expertise, H.E. Sargent of Stillwater, contractor on the dam removal project, called him for assistance earlier this fall in locating users for the 160-year-old timbers of pine, hemlock and spruce, with a little oak.

Although much of the wood had been damaged in the removal operation, it still had a market because of its unusual history.

Philp contacted companies in the state and searched the Internet for firms in the eastern U.S. that might be interested in the nearly 2 million board feet of lumber. He found about 30 potential buyers.

The value of the timber hasn't been determined. H.E. Sargent and PerkinsWood have entered into a contract based on future revenues generated by sale of Edwards Dam timber products.

In the course of his work, Philp also conducts workshops on log scaling, hardwood grading and woodlot management. He helped teach the recently completed Yankee Woodlot camp at Tanglewood, the Extension facility in Lincolnville.

### FOLKLIFE CENTER BOOK IN THE NATIONAL SPOTLIGHT

Stories from *Memories of a Maine Island*, a book published by the Maine Folklife Center, have been chosen as a part of the "My History is America's History" project, sponsored by the National Endowment for the Humanities.

The My History project is part of the millennium initiative launched by the White House and NEH to encourage the preserving and sharing of personal family history and treasures.

The book, written by Marie Locke and Nancy Montgomery, details turn-of-the-century life on Little Cranberry Island. The 112-page volume features photographs of coastal Maine taken by Fred W. Morse at the turn of the century. The book's text is drawn from the vivid memories of Morse's daughter, Irene Morse Bartlett, former longtime town clerk of the Cranberry Isles. Locke arranged Bartlett's stories of life on the coast into chapters and added some recollections of her own.

Stories from the book are featured in the *My History Guidebook*, and on the My History project's Website ([www.myhistory.org](http://www.myhistory.org)). Both provide ways to preserve family memories and treasures through activities. *Memories of a Maine Island* is used as an example of how some families have kept their stories alive.

An exhibit of photographs and artifacts from the book are on display at the Bangor Public Library during December.



# The Rip

## Graduate Student Research in Humanities and

**T**he Association of Graduate Students (AGS) has announced its fall research and travel grant awards.

This semester, 64 graduate students in 16 academic departments received grants up to \$500 each. The grants are earmarked for the purchase of research equipment and supplies, or travel expenses to conduct research or to attend a conference.

This semester's \$18,297 grant total included \$2,344 allocated by the Office of the Vice President for Research specifically for the support of graduate work in the liberal arts and humanities. An additional \$2,700 from the Office of the Vice President for Research will be awarded by AGS in the spring semester.

The earmarked funds for the arts and humanities ensure that all scholars on campus benefit from the R&D initiative, says Vice President for Research Dan Dwyer. "The AGS research funds from my office come from indirect costs that are charged on extramurally supported research. It is my intention that as we

fraught with religious symbolism, such as the sacrifice of a scapegoat as a substitute for another intended victim and the use of church pews as kindling in the funeral pyre.

Harp used AGS funds to attend the conference, "Religion in the American South: Toward a Renewed Scholarship," at Emory University, Atlanta, Oct. 21-23. The conference was convened by the on-line *Journal of Southern Religion*. While at Emory, she did research in the university's Woodruff Library, which contains archives of Southern newspapers, and collections of rare African-American books and manuscripts.

In 1986, Harp received a bachelor's degree in English, with an emphasis in writing, from Randolph-Macon College, Ashland, Va. Prior to beginning her graduate work at UMaine in 1998, Harp worked in journalism, public relations and arts administration. She expects to complete her master's thesis by next December, then will pursue a Ph.D. and a career as a historian.



Rosalind Drisko of Hampden will complete a master's degree in communication this spring. Her thesis, "The Intertextuality of Performance," focuses on an actor's intertext, or past performance, and its role in audience expectations, reception and identification to a current performance.

For some theorists, the actor plays the major role in the performance; for others, the performance is created by the audience, or a combination of all the elements in a production. Drisko is studying the phenomenon of "celebrity" that may subvert an audience's reception of a particular performance and disrupt identification.

Celebrity status is not created during the theatrical experience by the actor. Instead, it depends on the audience's previous exposure to socially generated information about the actor. Celebrities come equipped with an intertext that includes several levels, all affecting audience reception. Yet audiences are largely considered passive viewers whose analyses of performances are largely overlooked in favor of mass media reaction.

In April, Drisko will present a paper on her research as part of a panel, "Stars, Slaves, Comics and Chimps: Stereotypes and the Cultural Performer," at the annual conference of the Eastern Communication Association.

Drisko received a bachelor's degree in business from UMaine in 1993. She worked in the Los Angeles entertainment industry as a celebrity publicist for four years prior to returning to Maine and graduate school.

Following graduation in May, Drisko plans to pursue a Ph.D. in communication. Her graduate advisor is Associate Professor of Communication John Sherblom.



Jonna Kwiatkowski, a Ph.D. student in experimental psychology, is conducting research on creativity and aesthetics. Kwiatkowski received a bachelor's degree in psychology at Saint Mary's College in Indiana and worked for three years as a computer programmer.

She came to UMaine from Chicago in 1996 to study with Professor of Psychology Colin Martindale, an internationally recognized authority on the relationship between creativity and psychophysiological variables, including the psychology of art and aesthetics.

With the help of the AGS grant, Kwiatkowski traveled Nov. 30-Dec. 5 to Belgium and Russia. In Belgium, she worked with an internationally known expert in content analysis, Robert Hogenraad at Louvain University. Kwiatkowski is collaborating with Hogenraad on a user-friendly content analysis computer program for researchers to use in interdisciplinary studies of literary and scientific texts.

In St. Petersburg, Kwiatkowski attended a conference, "Twentieth Century Art," and presented a paper, "As the Century Ends: The Collapse of Modern Art."

Kwiatkowski's research focuses on the aesthetics work that took her abroad, as well as physiological investigations of creativity. Her dissertation research explores the relationship between brain waves and creativity. She has found that there are predictable brain wave patterns during creative thought. Additionally, she is researching differences in brain wave patterns while viewing paintings. She hopes to eventually establish links between the two research areas.



Sara Martin of Bangor is pursuing a master's degree in history. Her thesis, "Friendly, Homelike and Comfortable: Family and Domestic Architecture in the Progressive Era," examines the middle-class family ideal as it was expressed in domestic architecture around the turn of the 20th century.

Martin and her husband, Richard Borgman, came to UMaine in 1995. One of the factors in choosing UMaine from Borgman's numerous job offers was the opportunity for Martin to work with Assistant Professor of History

Martha McNamara, who specializes in material cultural history.

Old buildings and the history of architecture have always held a special fascination for Martin. Her graduate research focuses on domestic architecture. In particular, Martin has researched the little-studied architecture known as foursquare houses, predominately built between 1900-30. She also has researched how attitudes toward children changed around the turn of the century, as reflected in domestic architecture, including house floor plans.

Martin used Bangor's Little City neighborhood as a case study. The nine-block area, bordered by Center and Fountain streets, was one of the first streetcar suburbs and planned neighborhoods in Bangor.

A paper by Martin, "Solid Comfort: Living Rooms, Dens and Family Relationships in Little City, 1890-1920," was selected to be presented at the American Studies Association annual conference in Montreal Oct. 30. In her paper to the international conference, Martin explored the ideal patterns of interaction in the middle-class family around the turn of the 20th century by examining domestic architecture.

Martin received a bachelor's degree in psychology and sociology from the State University of New York - Geneseo in 1983. Now the part-time education coordinator for the Bangor Historical Society, Martin will complete her degree this spring.



Stephanie Harp, a master's student in history who lives in Bangor, is examining religion and other cultural aspects such as race relations, memory, gender and popular culture in her thesis, "Stories of a Lynching: Accounts of Racial Violence in Little Rock, Arkansas, 1927."

In her research, directed by Associate Professor of History Marli Weiner, Harp is exploring the various ways in which the story of this event was reported at the time and has been remembered in the community.

Harp has family ties in Little Rock, and had heard about this event for many years. This particular lynching has been little-studied by scholars, yet the very public spectacle of the murder and its aftermath has kept it alive in the memories of local people, each of whom tells a different story. Learning how their specific points of view have influenced the way they remember the event will reveal something about racial, religious, gender and class distinctions in Little Rock at the time and since, and about cultural assumptions that still influence race relations in Arkansas and elsewhere. In addition, this lynching was

# ole Effect

## ducation Benefits from Increased R&D Funding

*grow extramurally supported research, we grow the internal pools of money that can support scholarly activities in the humanities."*

*The additional funding is welcomed by AGS, where traditionally many more graduate students in the sciences and engineering apply for research and travel grant awards than do students in the social sciences, arts and humanities.*

*"We want to encourage more of them to apply," says Becky Talyn, AGS grants officer. "The other reason this is important is that this is one of the few ways that R&D money can be channeled into these disciplines."*

*Among all the graduate students in different disciplines receiving AGS funding this fall, seven graduate students in education, history, communication, psychology and history received full funding for their grant proposals. The following stories highlight these students and their research. ▲*



Cynthia Richardson of Cumberland is a Ph.D. student in history. Her dissertation, "Picturing Nature: The Life and Work of Cordelia Stanwood, 1865-1958," will illuminate Stanwood's contribution and significance in the context of education, and in environmental and women's histories. In her research, Richardson is focusing on how Stanwood influenced the early environmental and conservation movement in Maine and contributed to the scientific and popular understanding of bird behavior.

Richardson is studying archival materials found in the 150-year-old Stanwood farmhouse known as Birdsacre in Ellsworth. Birdsacre now is a museum and archive housing Stanwood's four decades of ornithological field notes, manuscripts, photographs and correspondence. Other primary sources of archival materials are in Washington, D.C., New York and the state of Washington.

Stanwood, an Ellsworth native and daughter of a merchant sea captain, taught school in Massachusetts. When she returned to Maine, Stanwood continued to teach, but the public arena also became her classroom. She wrote articles for journals and popular magazines, and architectural and cultural histories of Maine towns. For years, Stanwood also extensively photographed and documented birds of northern New England.

Richardson's research makes a connection between education and environmental consciousness. Because of teachers like Stanwood, pioneering environmental activists such as Rachel Carson were highly motivated to be involved in environmental education and activism.

Through her research on Stanwood, Richardson hopes to explore those motivating factors, while restoring women to their rightful place in the history of environmental thought.

It was one of Stanwood's photographs of birds that inspired Richardson's interest in this subject. Richardson's father gave her the photo when she was 10. It wasn't until Richardson started studying environmental history and the history of ornithology that she discovered the identity of the photographer, who so successfully linked the preservation of the natural world with the presentation of the cultural world.

In 1996, Richardson earned a master's degree in American and New England studies from the University of Southern Maine. She came to the University of Maine to pursue a Ph.D. under the direction of Associate Professor of History Marli Weiner because of the quality of the faculty, and the opportunity to study women's history and environmental history. Richardson, who holds the fifth Nolde Teaching Fellowship, expects to complete her dissertation in 2002.



Tracey Reza will complete a master's degree in student development in higher education this spring. Her research over the past two years of the program has focused on student development and administration in higher education, concentrating in particular on international students and international education, under the direction of Professor of Education Gerald Work.

In 1995, Reza spent a semester at American University in Bulgaria in Blagoevgrad. She earned a bachelor's degree in political science from UMaine in 1996. The following year, Reza served as interim coordinator of UMaine's Study Abroad program. Prior to returning to her alma mater to begin her graduate work, Reza taught English as a Second Language to elementary to adult students in Ulsan, Korea.

The Fort Fairfield native has worked in various capacities in the Office of International Programs and the Intensive English Institute over the past four years. She has taken an active role in helping international students adjust to American culture, as well as life at UMaine. Currently, as coordinator of the Global Links program of the Office of International Programs, Reza coordinates cultural presentations by UMaine international students in local communities and schools. On occasion, Reza organizes and conducts programming for the International Office, including trips and activities, orientation events and culture shock workshops. With the help of an AGS travel grant, Reza attended the regional conference of the Association of International Educators in Newport, R.I., Nov. 17-18.

Following graduation, Reza plans to pursue a career working with and advising international students and scholars.



Sandip LeeAnne Wilson of Bangor is a doctoral student in education and human development whose research focuses on developmental needs of children in their selection and use of nonfiction literature.

She notes that children often have a large diet of narrative literature, yet by fourth grade are required to write more informational pieces. A goal of Wilson's work is to look more directly at the developmental skills and strategies involved in reading and writing expository text.

Wilson has made several presentations on her research. With the help of AGS travel funds, this spring she will attend the conference of the National Council of Teachers of English in New York City. She will participate in a panel presentation, "Multicultural Nonfiction Literature: Celebrating Roots, Achievements and Dreams." The panel will discuss with teachers the evaluation and selection of high-quality multicultural nonfiction children's literature.

Wilson is mentored in her research and teaching by Rosemary Bamford and Janice Kristo, both professors of literacy education. Wilson says "they have provided so many opportunities for growth that they are truly models for me."

Traditionally, nonfiction writing has been viewed primarily as a source of information. But quality nonfiction also captures the imagination using such elements as exciting leads, figurative language and metaphors. The best nonfiction enriches and humanizes information, presents fact and the author's perspective.

Wilson's interest is in using quality, contemporary nonfiction for children and adolescents as models for their writing. Nonfiction literature in the classroom not only develops content knowledge and enriches student writing programs, but also prepares students for a world where reading and writing expository text are significant parts of being literate.

In addition, it is hypothesized that nonfiction generally makes certain demands on readers that require reading strategies different from those used when comprehending and enjoying narrative text. Wilson is studying the strategies young readers use to comprehend expository text, and how teachers can help students in that process.

Multicultural nonfiction literature is entering a new paradigm, looking more at the culture of diversity than the culture of homogeneous consensus. No one writer or written work can speak for a race or culture, Wilson says. The puzzle to be solved is how to compare and contrast different cultural experiences to form "strands of relatedness in a multilayered, diverse society," to find and build on strengths, and to find self-identity through diversity.

A UMaine graduate assistant since she came in 1997, Wilson works with both pre-service and veteran teachers. She teaches children's literature.

Wilson began her career in the classroom in 1968 as a social studies teacher. She completed a master's degree in education from Cambridge College in 1988, having earned teaching certification from University of California - Berkeley, in 1969. Her master's research focus was on teaching adults English as a Second Language.

# The CUTTING EDGE

University of Maine Research on the Frontiers of Science

## The Importance of Children's Chatter

A child's first words are not only a source of joy for parents or a reason to pull out the camcorder. Early vocabulary can provide important clues to a child's development and potentially identify the early stages of a learning delay.

Currently, a tool used widely by researchers and clinicians is the MacArthur Communicative Development Inventory (CDI), a paper and pencil test that the parents take.

Alan Cobo-Lewis, UMaine assistant professor of interdisciplinary studies, is studying ways to computerize the test and make it more efficient and accurate. Cobo-Lewis is working with Orono's Trefoil Corp., funded by a one-year grant from the National Institute of Health.

"In this test, you have a long list of words that you give to the parents and they check off the words that their child knows," says Cobo-Lewis. The broad nature of the test makes it extremely time consuming. Although shorter versions of the test do exist, they are somewhat less accurate.

A computerized version of the test could be adapted to fit the needs of parents with more of a focus on the age of the child. Parents would have to sort through only the words that most children of the same age would use.

Cobo-Lewis says the test also would be adaptive to the responses received from the parent. "As the computer refines its estimate of the child's vocabulary level, it selects the most informative vocabulary item to ask the parent about," he says. "Although it starts out by using information based on the child's age, it quickly progresses to constructing a customized test using information as it comes in."

The test is important for two reasons. It measures infant/child vocabulary to get an idea of how vocabulary develops, allowing researchers to look at how vocabulary level interacts with other intelligence and language measures. The test also assesses a child's vocabulary to see if it is within the age norm.

"We would like to be able to see what vocabulary development has to do with a child's fluency and stuttering. You might be able to predict what kids are going to need some sort of fluency intervention later on, based on their early vocabulary," says Cobo-Lewis. "It also could help you potentially identify a language or learning delay early on in a child's development. To the extent that there are effective interventions available, you want to be able to identify the kids early so you can intervene early."

This newest research by Cobo-Lewis was motivated by his earlier work to simplify a test of infant hearing. A commonly used test to establish infant hearing, the visual reinforcement audiometry (VRA), was developed 30 years ago. Cobo-Lewis wanted to test more efficiently by quickly establishing a child's range of hearing, allowing the experimenter to administer the test and get results before the infant begins to get tired or bored.

"The basic idea for the vocabulary research is the same, and the grant with Trefoil Corp., is to use these methods to produce a test that can be used by researchers and clinicians," says Cobo-Lewis. "We have a consultant on the grant who is one of the co-developers of the CDI. We have access to the test results from around 1,000 children. In this pilot phase, I'm doing a statistical analysis to determine which words they found easy, which were hard and how this corresponds to age."

After a program is developed, Cobo-Lewis says he will apply for a Phase II grant, which will be used to conduct a two-year study with children to pilot the testing model.



Leonard Minsky, right, chair of the Patrons of the Arts and UMaine alumnus, presents a commemorative award to artist Vincent Hartgen, professor and curator emeritus, in a Dec. 4 ceremony to formally announce the establishment of the Vincent A. Hartgen Award and to honor the long-time champion of the visual arts. The University of Maine Patrons of the Arts created the award, which will be presented annually to those who have made outstanding contributions to the advancement of the arts at the University. Nominations for the Vincent A. Hartgen Award will be solicited this spring; the award will be presented next fall. Hartgen, who came to UMaine in 1946, established the University's Department of Art and Museum of Art. The Museum of Art's *Traveling Art Exhibitions* were named in his honor by the Patrons of the Arts, as was the Department of Art's Art History Travel Award. Photo by Monty Rand

## Emeriti Activities

**Fred Knight** of Orono is dean emeritus and professor emeritus of forestry. A member of the UMaine Class of '49, Knight was a member of the faculty from 1972-90. After his retirement, Knight remained on the board of directors of Seven Islands Land Co., until age 72. Up until last year, he also continued to serve on the State License Board for Professional Foresters. He is an active member of the State Tree Farm Committee and the Orono Tree Board. As an aside, Knight picked up the clarinet again after a 45-year hiatus and is now an active performer in four musical groups.

**Ruth Nadelhaft**, emerita professor of English and emerita honors director, was a full-time faculty member from 1970-97. Today, she divides her time between homes in Bangor and Manhattan. Nadelhaft continues her cross-disciplinary work, which at UMaine involved research on the fiction of Joseph Conrad, women's studies and feminist theory. In addition to offering lectures in the Honors Program, Nadelhaft continues to lead two reading groups for the Maine Humanities Council. The monthly Humanities Reading Group at Bangor Public Library focuses primarily on fiction; the second reading group meeting at Eastern Maine Medical Center focuses on the intersection of medicine and society. Her own writing is largely fiction, but includes some non-fiction. Nadelhaft continues to review academic books for *Choice*, and reads manuscripts for publishers.

**Bob Dunlap** of Orono, professor emeritus of chemistry, was on the UMaine faculty from 1949-91. His research areas of interest include thermodynamics, fluorocarbons, and fluorocarbon solutions. Dunlap has been a member of the Maine Lakes Volunteer Monitoring Program since 1996. With colleague Dick Cook, he has made approximately 100 measurements of water transparency at three sample stations, and made almost 1,400 measurements of dissolved oxygen at two sample stations. This April at the Maine Water Conference in Augusta, Dunlap, with Cook, presented a poster session, "Secchi Disk and Dissolved Oxygen Management for Green Lake." In June, he and Cook made a presentation, "Secchi Disk and Dissolved Oxygen Measurements for Green Lake in 1998 and Review of Historical Data" at the New England Lakes Conference and New England Chapter of North American Lake Management Society, Central Maine Technical College, Auburn.

**Cynthia Erdley**, associate professor of psychology, and **Douglas Nangle**, assistant professor of psychology, co-chaired the symposium "Moving Beyond the Popularity Construct: Children's Friendship Experiences and Psychological Adjustment" at the annual meeting of the Association for Advancement of Behavior Therapy,

Toronto, Nov. 11. In this symposium, Nangle, Erdley, **Joel Gold**, professor and chair of psychology, along with graduate students **Julie Newman** and **Erika Carpenter**, presented "Children's Friendship Experiences as Buffers to Loneliness and Depression." Also at this meeting, graduate students **Rachel Grover** and **Carpenter**, along with Nangle, presented two papers: "Problematic Heterosocial Situations Reported by College Students" and "Self-Efficacy and Behaviors Associated with Contraceptive Use: A Multidimensional Assessment."

**David Bradley**, assistant professor of mathematics, gave an invited talk, "Resolution of Some Open Problems Concerning Multiple Zeta Evaluations of Arbitrary Depth," at the conference on symbolic computation, number theory, special functions, physics and combinatorics at the University of Florida, Nov. 11-13.

Members of the Department of Communication Sciences and Disorders attended the Annual Convention of the American Speech-Language-Hearing Association in San Francisco, Nov. 17-21, including Lecturers/Staff Speech-Language Pathologists **Polly Camp** and **Marybeth Allen**, Assistant Professors **Suneeti Nathani** and **Nancy Hall**, Professor **Kim Oller**, and graduate student **David Evans**. At this same conference, Nathani, along with **Michael Lynch** and **Oller**, presented "Amount of Vocalization in Typical and Deaf Infants," and Hall, with graduate student **Jennifer Loble**, former graduate student **Lucia Reardon**, and Lecturer/Staff Speech-Language Pathologist **Lorriann Orr**, presented "Treating Coexisting Fluency, Language, and Phonology Disorder."

**Douglas Johnson**, director of the Counseling Center, attended the 50th annual conference of the Association of University and College Counseling Center Directors, Miami Beach, Oct. 31-Nov. 3.

**Renate Klein**, assistant professor of family studies, College of Education and Human Development, served as general rapporteur for the "Men and Violence against Women Seminar," sponsored by the Council of Europe, Oct. 7-8, Strasbourg, France, and presented research with Anna Kwiatkowska, University of Bialystok, Poland, "Representations of Intimate Male Violence in the U.S. and Poland."

Staff and academic-community partners of the Interdisciplinary Training for Health Care in Rural Areas (ITHCRA) Project, Margaret Chase Smith Center for Public Policy, gave several presentations at the 21st Annual Interdisciplinary Health Care Team Conference, Louisville, Sept. 23-26, including: "Rural Aging, High Tech and Interdisciplinary Health Care: Results of an Academic-Community-Industry Partnership" by **Joann Kovacich**, research associate at the Margaret Chase Smith Center and ITHCRA co-PI, with Shirley Weaver and Marilyn Gugliucci of the University of New England; "Interdisciplinary Collaboration Using the Internet: Theory vs. Reality" by Kerryellen Vroman of the University of New England and Kovacich; "A Rural Academic-Community Partnership Model: Building Local Workforce Capacity for Children's Mental Health" by Janet Ordway of Bangor and **Marcella Sorg**, research associate at the Margaret Chase Smith Center and ITHCRA director; "Adapting Evaluation Techniques for Interdisciplinary Health Care Programs: The ITHCRA Experience" by Cristanna Cook of Husson College, Kovacich and Sorg; "Levels of Partnership Integration: Costs and Benefits" by Sorg and Kovacich.

**Renate Klein**, assistant professor of family studies, College of Education and Human Development, conducted a one-day workshop, "Sexual Harassment in Schools," for the Maine Family Planning Association, Oct. 22, Augusta.

**Peter Tarasewich**, assistant professor of management information systems, presented "Issues in Web Site Design and Usability" at the 1999 Decision Sciences Institute Annual Meeting, Nov. 20, New Orleans.

**Merrill Elias**, professor of psychology, has been appointed an advisor and consultant to the project, "Webcenter of Multiple Intellectual Abilities" (WebMIA). The pilot project, sponsored by the National Institute on Aging, is dedicated to developing a Website data archive on cognitive functioning.

**James Leck**, international student and scholar advisor in the Office of International Programs, conducted two pre-conference workshops at the Region XI Fall Conference of NAFSA: Association of International Educators, Nov. 16-18, Newport, R.I. The workshops were "Employment Authorization for the F-1 Student," which he chaired and co-presented with Gang Wang of Yale University and Chris Moca of Boston University, and "Training of Trainers: A Recipe for Well Presented Orientations and Workshops." Leck also presented a conference session with **Amir Reza**, intern, Office of International Programs and graduate student in student development in higher education, "How to Assess International Student Services."

**Sandra Sigmon**, associate professor of psychology, with **Nina Boulard**, **Stacy Whitcomb** and **Diana Dorhofer**, graduate students in psychology, presented a paper, "Development and Validation of the Reaction Styles Survey," at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, Nov. 11. Former graduate student **Kelly Rohan**, Sigmon, Dorhofer and Boulard presented the paper, "Light-related Cognitive Schemas in Subsyndromal Seasonal Affective Disorder."

**Hampton Griffin**, communications and financial coordinator, Cooperative Forestry Research Unit, and **Peter Tarasewich**, assistant professor of management information systems, presented "Castlerock Veterinary Clinic" at the 1999 Decision Sciences Institute Annual Meeting, Nov. 22, New Orleans.

**Martin Stokes**, professor of biosystems science and engineering; **Gary Anderson**, associate Extension professor; **David Marcinkowski**, assistant Extension professor; **Marcy Guillelte**, livestock supervisor; **Justin Jamison**, farm facilities and fields coordinator, **Juanita White**, student field work assistant, all of the Witter Farm; and 13 undergraduate students, attended the New England Regional Dairy Day, Nov. 13, University of New Hampshire, Durham. Marcinkowski demonstrated use of the National Dairy Database. In addition, on Nov. 6, Stokes was part of a panel with professional cider makers Terry Maloney, West County Winery and Catamount Hill Orchards, Colrain, Mass.; and Steve Woods, Farnum Hill Ciders and Poverty Lane Orchards, Lebanon, N.H., to discuss "Cider Styles, Their Production and Evaluation," at the 5th Annual Cider Day in Franklin County, Colrain.

**John Diamond**, director of Public Affairs, has been appointed chair of the Task Force on State Government Relations, which is jointly sponsored by three higher education advocacy organizations – the National Association of State Universities and Land-grant Colleges (NASULGC), the American Association of State Colleges and Universities (AASCU), and the Council for the Advancement and Support of Education (CASE).

**Ivan Fernandez**, chair and professor, **Laurie Osher**, assistant professor, and **Jennifer Evans** and **Brian Pellerin**, graduate students, Plant, Soil and Environmental Sciences, attended the annual convention of the Soil Science Society of America, Salt Lake City, Oct. 29-Nov. 5. Pellerin presented a paper, co-authored by Fernandez, professor **Steve Norton** and **James Kaste**, graduate student, Geological Sciences, "Soil Cation Distribution in the Near-Stream Zone of New England Forested Watersheds." Evans presented a paper, co-authored by Fernandez and Lindsey Rustad, USDA Forest Service, "The Response of Soil C and N to Forest Ecosystem Change." Fernandez and Osher organized/presided over a full-day symposium, "Microbial Processes in Forest Soils."

**Steve Kahl**, director of the Water Research Institute, attended the Board of Director's meeting of the National Institutes of Water Resources in San Francisco, Nov. 7-8. Kahl received commendation by the U.S. Geological Survey recognizing the Maine institute as one of the five top-ranked institutes nationally during the past five years.

**Howard Segal**, Bird and Bird Professor of History, gave a lecture, "The Future of Land-Grant Institutions and Traditions: The Kellogg Commission in Historical Perspective," Iowa State University, Dec. 1.

**Dorothy Breen**, associate professor of counselor education, gave a presentation, "Play Therapy with Adolescents," at the Maine Play Therapy Association conference, Nov. 6, Gorham.

**Russ Quaglia**, director of the National Center for Student Aspirations, was the banquet speaker at the 114th annual meeting of the New England Association of Schools and Colleges, Dec. 2, Boston. Quaglia's term on the NEASC Board of Trustees was extended to include a third year.



# Positions Available

*The qualifications within the listings below are greatly abbreviated. In order to assess your background relative to the job and to submit the most effective application, contact the hiring department for more complete information. Guidelines for filling professional positions are available by contacting the Office of Equal Opportunity, x1226. A Request to Fill form must be approved before posting in Maine Perspective.*

**Technical Director, School of Performing Arts.** Full-time staff position, 10-month work year (August-May). Qualifications: Required: Minimum of B.A./B.F.A. with substantial professional experience in technical theatre; advanced skills in carpentry, painting, stage rigging, drafting and metalworking; strong organizational skills; excellent interpersonal, written and oral communication skills; computer proficiency; ability to lift 25 lbs. alone and loads in excess of 25 lbs. with assistance; and proven ability to work and manage work safely at heights. Pre-employment physical and annual safety training programs required. Preferred: Experience with CADD programming, sound design and implementation, and teaching experience. Salary: \$22,000. Review of Applications: Will begin 1/31/2000 and continue until a suitable candidate is found. Contact: Send letter of application and three letters of reference to: Search Committee Chair, School of Performing Arts, University of Maine, 5788 Class of 1944 Hall, Orono, ME 04469-5788.

**Staff Nurse, Student Health Services.** Full-time, 10-month position. Must be able to relate well to students of diverse backgrounds. Qualifications: Required: Bachelor's degree in nursing, certification in CPR, and an active license to practice nursing in the state of Maine. Demonstrated familiarity with student volunteer organizations; proven success working with student population and students with diverse backgrounds; demonstrated sound judgment; computer proficiency and excellent oral, written and interpersonal communication and organizational skills. Preferred: Demonstrated interest in emergency medicine (ER nurse, nurse with ambulance attendant experience). Salary Range: \$27,000-\$30,000. Review of Applications: Will begin 12/15/99. Contact: Send letter of interest, resume, and three references (including name, address, and telephone number) to: Search Committee, Student Health Services, University of Maine, 5721 Cutler Health Center, Orono, ME 04469-5721.

**Assistant/Associate Professor, Computer Science.** Tenure-track position with rank dependent upon qualifications and experience. Qualifications: Required: Ph.D. in computer science or related discipline although those who have demonstrated exceptional abilities in other areas of research, including multi-disciplinary applications, are encouraged to apply. Candidates should exhibit a strong commitment to teaching and solid research potential. Preferred: Strong background in database systems, distributed and parallel systems, digital communications/networking operating systems, or programming languages. Review of Applications: Will begin 1/5/2000 and continue until the position is filled. Start Date: September 2000. Contact: Send letter of application, statement of research interests, resume, and three letters of reference to: Professor George Markowsky, Chair, Department of Computer Science, 5752 Neville Hall, Orono, ME 04469-5752.

**Director, Center for Research and Evaluation, College of Education.** Twelve-month, full-time appointment. This position carries a faculty appointment at the rank of associate or full professor, with the potential for tenure after three years. Qualifications: Required: Doctorate, with emphasis in educational policy, evaluation research, or related area. Demonstrated success in writing, securing, and managing grants and contracts; demonstrated success in university teaching, research, and scholarship; strong communication, interpersonal, and supervisory/organizational skills. Desirable: Experience working with state-level legislators, as is experience with diverse populations. Salary: Salary and rank at time of appointment are commensurate with experience and qualifications. Review of Applications: Will begin 1/17/2000 and continue until the position is filled. Start Date: Negotiable, with a preference for the person hired to begin prior to 6/30/2000. Contact: Full job descriptions should be requested from the search committee chair, e-mail theo@maine.edu. Send completed applications, which should include cover letter addressing the announced responsibilities and qualifications, a statement of research interests, complete curriculum vitae, at least three letters of recommendation, sample publications and conference papers, and evidence of teaching effectiveness at the university level, to: Theodore Coladarsi, CRE Search Committee Chair, University of Maine 5766 Shibbes Hall, Orono, ME 04469-5766. Telephone: (207) 581-2474; Fax: (207) 581-2423.

**Purchasing Manager, Student Auxiliary Services.** Professional position. Qualifications: Minimum of a bachelor's degree in business or related field; master's degree and/or C.P.M. helpful but not required. Experience in public purchasing. Working knowledge of contracting and compliance issues, good business practice and public purchasing process, ethics and law; proven ability to successfully analyze complex information, situations and problems and exercise sound judgment; computer skills, including proficiency with spreadsheet, database management and word processing software; successful supervisory experience and demonstrated ability to effectively work with a wide variety of people and maintain harmonious working relationships with co-workers and vendors; excellent oral, written and interpersonal communication and organizational skills. Salary Range: \$34,000-\$38,000. Review of Applications: Will begin 12/22/99 and will continue until the position is filled. Contact: Send letter of application, resume, and the names, addresses, e-mail addresses, and telephone numbers of three references to: Purchasing Manager Search Committee, Student Auxiliary Services, University of Maine, Suite 101, 5734 Hilltop Commons, Orono, ME 04469-5734.

**Assistant Professor of Theatre, School of Performing Arts.** Tenure-track position. Qualifications: M.F.A. in design with significant professional experience; demonstrated commitment to excellence in teaching and scholarly research; computer literacy including CADD, preferably on windows OS; excellent oral, written and interpersonal communication and organizational skills. The successful candidate will be expected to keep abreast of advancements in the field of design and to demonstrate such in their teaching and designs. They will also have a commitment to enforcing theatre safety. Review of Applications: Will begin 1/31/2000 and continue until the position is filled. Start Date: Fall 2000. Contact: Send letter of application with statement of teaching philosophy, curriculum vita and three letters of recommendation to: Search Committee Chair, School of Performing Arts, University of Maine, 5788 Class of 1944 Hall, Orono, ME 04469-5788.

**Program Administrator, Office of the Vice President for Research.** Professional position. Qualifications: Required: Bachelor's degree in business or communication (but will consider other fields with significant and relevant work experience); excellent oral, written and interpersonal communication, and organizational skills; computer proficiency including working knowledge of MS Office and significant experience with computer network administration; travel, normally requiring a valid driver's license. Preferred: Working knowledge of print video and audio production material; purchasing systems; the NSF "FAST-LANE" system. Review of Applications: Will begin 12/27/99. Contact: Send resume and the names, telephone numbers, and addresses of three references to: Office of the Vice President for Research, Attention: Heather Almquist-Jacobson, Room 209, 5703 Alumni Hall, Orono, ME 04469-5703.

**Education Specialist, Hudson Museum.** Part-time (20 hours/week) ongoing position. Qualifications: Required: Bachelor's degree in anthropology, museum studies, art education, education or history by time of appointment. Excellent oral, written and interpersonal communication and organizational skills; proficiency with personal computers; demonstrated ability to work well with a diverse University and community population. Must be willing to have a flexible schedule for weekend and evening programming and to meet tour obligations. Preferred: Post-baccalaureate degree or certificate in a relevant field and documented experience in museum education, teaching and supervision of staff and volunteers. Salary: \$13,500/year. Review of Applications: Will begin 12/13/99. Contact: Send letter of application, resume and names and telephone numbers of three references to: Brenda Theriault, Secretary, Hudson Museum, University of Maine, 5746 Maine Center for the Arts, Orono, ME 04469-5746.

**Head, Special Collections Department, Raymond Fogler Library.** Full-time, regular position. Qualifications: Required: MLS from an ALA accredited institution or master's degree in archival administration; substantial training and progressively responsible experience working with manuscript materials, archival records, and historical collections in a variety of formats including paper, microform, and digital; working knowledge of conservation and preservation issues and techniques; demonstrated experience serving a diverse clientele, including students, researchers, and the public, in an academic or special library setting; demonstrated supervisory and administrative ability; solid background in history; strong interpersonal and oral and written communication skills; substantial experience with integrated library systems and PC-based word processing, database management, and WWW

*continued next page*



applications; working knowledge of MARC-AMC cataloging; knowledge of HTML/XML, EAD and digital processing of collections. Preferred: Substantial experience in an academic setting; knowledge of Maine, and New England regional history. Review of Applications: Will begin 2/1/2000 and continue until the position is filled. Contact: Send cover letter, resume, and the names and addresses of three references to: Mary Casserly, Collection Development Division Head, University of Maine, 5729 Fogler Library, Orono, ME 04469-5729. Additional information about the department and its collections may be found at <http://libraries.maine.edu/orospeccoll/>

*The University of Maine does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability or veteran status, and promotes affirmative action for women, minorities, persons with disabilities and veterans. Unless otherwise specified, the jobs are full-time and the address for the application information is: the contact person listed, department, University of Maine, Orono, ME 04469.*

## Book Ends

### New & Noteworthy at the University Bookstore

**Kwanzaa Crafts: Gifts & Decorations for a Meaningful Celebration**, by Marcia Odle McNair, Sterling (1999). Kwanzaa, an African-American holiday, is celebrated Dec. 26-Jan. 1. The Kwanzaa celebration gathers family and friends to celebrate ancestors, support community and to give thanks for the good things in life. This book contains craft projects, stories, poetry and recipes that will give special meaning to any Kwanzaa celebration.

**The Everything Christmas Book: Stories, Songs, Food, Traditions, Revelry, and More**, Adams Media Corp. (1996). This book attempts to catalogue the history of the holiday, its rituals and customs, the varying ways it is observed throughout the world, and some idea of the modern American way of celebrating Christmas. Recipes, songs, gift ideas and more help you prepare for, enjoy and better understand the wonder and meaning of Christmas.

**A Hanukkah Treasury**, by Eric Kimmel, Henry Holt (1998). Hanukkah is one of the most beloved holidays in the Jewish year – an eight day festival of lights, celebrated with games, storytelling and special foods. Eric Kimmel presents a wonderful Hanukkah compilation, filled with the history and flavor of this unique holiday. From familiar legends to contemporary stories and wise sayings, from delicious recipes to children's games, this treasury will entertain and engage the entire family.

#### On the lighter side –

**The Physics of Christmas: From the Aerodynamics of Reindeer to the Thermodynamics of Turkey**, by Roger Highfield, Back Bay Books (1999). Can reindeer fly? Could scientists clone the perfect Christmas tree? Why is Rudolph's nose red? How does Santa manage to deliver presents to an estimated 842 million households in a single night? These are among the questions explored in this irresistibly witty book, which illuminates the cherished rituals, legends and icons of Christmas from the unique and fascinating perspective of science. Excellent entertainment for the Christmas connoisseurs in your circle.

**The Flight of the Reindeer: The True Story of Santa Claus and His Christmas Mission**, by Robert Sullivan- Macmillan (1996). Children have believed the legend forever. On one special evening each year, a jolly old elf (with a taste for red suits) and eight tiny reindeer (plus one with a red nose) fly all night long to deliver gifts around the world. The fact is, solid evidence abounds, from scientists to historians, Arctic explorers and other experts, that this is not legend at all. In *Flight of the Reindeer*, Robert Sullivan has gathered a wealth of evidence, including photos, illustrations and eyewitness accounts, both old and new, to present the wondrous story of the Christmas Mission.

▼ Textbook Buyback is Dec 13-23.

▼ Extended Holiday Hours: Through Dec 23, Monday-Thursday, 8 a.m.-6 p.m.

▼ Through Dec. 23, take 25 percent off on general books, clothing and UMaine gifts (excluding special orders, textbooks and academic supplies).

## Publications

**Douglas Nangle**, assistant professor of psychology, and **Janice Zeman**, associate professor of psychology, co-edited a special section: "Importance of Incorporating Developmental Theory into Clinical Child Training," *Journal of Clinical Child Psychology*, 28:426-89 (1999). The section included contributions from six of the most prominent figures in the field. The journal is a division journal of the American Psychological Association. In the section, Zeman, Nangle, and **Leslie Sim**, graduate student: "Incorporating a Developmental Perspective in Doctoral Training: Survey of Clinical Child Programs and Introduction to the Special Section," *Journal of Clinical Child Psychology*, 28:426-34 (1999).

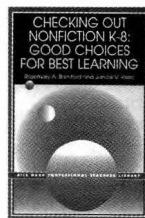
**Howard Segal**, Bird & Bird Professor of History: review of Arnold Pacey, *Meaning in Technology*, in *Nature* (London), 350 (Nov. 25, 1999).

**Mary Ellen Camire**, associate professor of food science and human nutrition, and Mark Kantor, associate professor and Extension specialist, Department of Nutrition and Food Science, University of Maryland: "Dietary Supplements: Nutritional and Legal Considerations," *Food Technology* 53(7): 87-96 (1999). This Scientific Status Summary of the Institute of Food Technologists is available as a PDF file: [www.ift.org/resource/publ/sss/sc\\_g00.shtml](http://www.ift.org/resource/publ/sss/sc_g00.shtml)

**Penelope Elias**, adjunct associate professor of psychology; **Merrill Elias**, professor of psychology; and Boston University co-investigators: "Alcohol Consumption and Cognitive Performance in the Framingham Heart Study," *American Journal of Epidemiology*, 150:580-89 (1999).

## V O L U M E S

### Recent Works by University of Maine Authors



**Checking Out Nonfiction K-8: Good Choices for Best Learning**  
By Rosemary Bamford and Janice Kristo  
(Christopher-Gordon Publishers 2000)

*Checking Out Nonfiction Literature K-8* is a comprehensive tool for teachers, librarians and students to use in learning to make good decisions about the quality of nonfiction titles.

Nonfiction is rapidly gaining prominence at all grade levels. In this book, part of the Bill Harp Professional Teachers Library series, UMaine literacy experts Janice Kristo and Rosemary Bamford detail the specific aspects of the complexity found in nonfiction literature.

This book serves as a companion guide to the authors' 1998 book, *Making Facts Come Alive: Choosing Quality Nonfiction Literature K-8*. The first book offered a broader view of nonfiction literature, including specific chapters on aspects of the genre, classroom use and content areas. The focus in the newest book is evaluation and selection criteria.

### CALL FOR CLASS BOOK NOMINATIONS

The Faculty Senate Academic Affairs Committee is calling for nominations for next year's University of Maine Class Book.

Selection criteria: The Class Book should be of sufficient intellectual rigor and cultural interest to engage faculty, staff and students, yet broad enough to appeal to a diverse academic community.

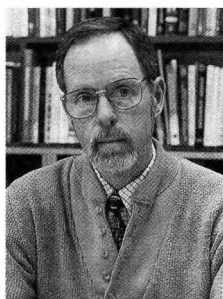
The Class Book should be available in paperback and reasonable in cost. Keep in mind that the Class Book becomes a part of the curriculum for ENG 101 - College Composition, as well as for other University courses. To make a nomination, send along a copy of the book (it will be returned to you at the end of the selection process) and a statement of no more than one page outlining the arguments in its favor to: Owen Smith, Chair, Academic Affairs Committee, Carnegie Hall, Campus.

Deadline for nominations is Dec. 23.

To learn more about the University of Maine Class Book, visit its Website: <http://libraries.maine.edu/oroclass.Johnson/midwife.htm>

Viewpoints is the opinion page of *Maine Perspective*, offered in an effort to enhance and spark dialogue on campus on issues related to the University and the state, written by experts in their academic/professional areas.

## The Importance of the ABCs: Advocacy, Big Pictures and Collaboration



Walter Harris Jr.

After nearly 15 years, I am leaving the position of Associate Dean for Instruction in the College of Education and Human Development. I have truly enjoyed my administrative work in this enterprising College during an era of tremendous educational change and challenge. However, my real passion is, and always has been, the field of Behavior Disorders in Special Education. Recent national interest in students' behavior in public schools and some unexpected opportunities to explore related questions have prompted my decision to rejoin my discipline in some very exciting projects during the year 2000.

I leave academic administration with significant regrets and no small measure of guilt. The guilt comes from the depth of my involvement in the many dimensions of the College and its faculty. So much of what we do is based on the trust that is earned through long-term, consistent relationships. Such confidence is created and sustained by the leadership and commitment of a widely respected Dean, whose high expectations and standards are matched only by his genuine caring and belief in individual ability. Leaving this post temporarily disrupts these relationships, but I know that the College's Administrative Team and my successor will fill the gaps and maintain the momentum of our ongoing projects and new initiatives.

Over the years, I've learned a great deal about the College and the University, and how they work to accomplish their missions. I have been privileged to become involved in unfamiliar disciplines, the economic and political roles of the University, and in the lives of faculty members. To say that this job has been a learning experience would be a gross understatement! While I will miss my active participation at the administrative level, I anticipate continuing my association from a different viewpoint – that of an informed faculty member.

I appreciate this opportunity to share with colleagues and a broader audience some of the valuable insight gained, lessons learned, and strong beliefs developed about the traditional and changing nature of our work.

### **What have I learned about the College and the University?**

▼ We take our statewide mission seriously. Education professionals throughout Maine seek our expertise and encourage our involvement in their teaching, learning and research. As a result, the College is also known and respected regionally and nationally for the full spectrum of our activities.

▼ The College is recognized for the quality of its services and for its follow-through. We're cautious, but innovative, about making commitments. People know that when we get involved, we stay involved.

▼ Through its extensive connections and responsiveness to Maine communities and schools, the private sector and policy makers, the College is an invaluable networking and public image asset for the University, providing a strong, consistent statewide presence and voice for the entire campus.

▼ Many faculty members in other colleges on our campus understand that aspiring teachers complete the majority of their academic work in the liberal arts and sciences, and that the preparation of teachers is a University-wide responsibility. These faculty members have a great deal to offer K-12 education. However, the campus college structure and reward system does not encourage their participation in this endeavor.

### **What have I learned about the faculty?**

▼ The College's faculty is a hard-working group of professional individuals who, like the University in general, are more respected for their expertise the farther they travel from campus.

▼ Our faculty doesn't suffer administrivia lightly. Most want to teach, involve themselves in innovative projects and do research that contributes to the many national dialogues about education. They want to see a direct connection to their interests before delving into the details of planning and development.

▼ Change is difficult for faculty and always occurs more slowly than anyone, especially administrators, can comprehend. As scholars, faculty members are trained critics. Good ideas can die a sudden death in a faculty meeting unless the needed support has been gained in advance.

▼ Faculty members seldom see the big picture. This is not a negative quality, but rather a natural one due to the narrow focus on our academic disciplines. It is the job of administrators to keep faculty informed about the wider context of college and University plans and efforts.

### **What's in the future?**

▼ Technology, the teacher shortage – especially in shortage areas of math, physical science, special education and foreign languages – and the increased public and political accountability focused on teacher education will dramatically change the nature of our College in the next 10 years.

▼ The impact of technology has redefined teaching and learning in K-12 education. Our College is working hard to build our own capacity so that we can ensure the technological competency of our students in their own classrooms.

▼ Technology enables us to provide professional information and skills to geographically distant places. Other institutions are clearly competing for our students' interests. As a College and a University, we must significantly increase the rate that our faculty is moving into distance education.

▼ Public accountability for the quality of teacher preparation programs is not just reality; it is the law. Federal legislation requires that colleges and schools of education publish the scores of their graduates on national assessments. The rewards and liability of such public scrutiny and professional stringency, along with the state's shift to performance assessment as the basis for initial teacher certification, will truly challenge our faculty and transform traditional instruction.

▼ At the same time that we are raising standards for admission to and completion of our teacher preparation programs, the public schools are facing a serious teacher shortage and are looking for accelerated routes to teacher certification. This dilemma holds huge implications and risks for the public schools, the teaching profession and higher education. The solution must involve all colleges on campus and our public school partners, sharing a commitment to maintain high standards and addressing the immediate and long-range needs for skilled educators.

### What do I feel really good about?

▼ I feel good about helping to develop a university-public school partnership to collaboratively prepare and continue the professional development of teachers, and to share resources and expertise. This three-year-old partnership is full of youthful vigor and is still evolving. It will need careful nurturing if all the distinct partners are to continue to benefit.

▼ I feel good about the inroads we've made with technology. The College is viewed as a leader in instructional technology in Maine and is committed to maintain this position.

▼ Most of all, I feel good about the faculty I've helped hire and develop. As an administrator, I learned early on that one of my most important – and rewarding – roles was to clear the way for faculty with fresh ideas and high levels of energy to excel in their disciplines. We have many bright, talented, enthusiastic faculty members whose efforts are making both subtle and dynamic differences in Maine's schools and in educational research, policy and practice at the state, regional and national levels.

### What's my best advice?

▼ The most complex challenges are best addressed with lots of consultation and collaboration. While this process might slow down the best of ideas, it is essential to success.

▼ Maintaining a strong College requires developing social and political relationships with individuals in all walks of life. Almost everyone is a self-proclaimed "expert" on education. Their expertise is based on their personal experiences or those of their children, which have not always been positive. An important part of our job is to be advocates and agents of change, and to convince others that education today – kindergarten through graduate study – its issues and ramifications, is very different than their experiences might suggest.

*Walter Harris Jr., is professor of special education and associate dean in the College of Education and Human Development. He joined the UMaine faculty in 1973, after receiving his Ph.D. in special education and behavioral disorders from Syracuse University. Effective Jan. 3, Harris leaves his post as associate dean after 15 years. He will spend the next year conducting research for the Essential Programs and Services Task Force of the Maine Legislature, specifically examining variations in the prevalence of Maine K-12 students identified as having disabilities, and issues of equity in funding special education programs. Harris will return to the College faculty full time in January 2001. Herman Weller, associate professor of science education, will be the College's new associate dean. Weller, who earned his Ed.D. at Virginia Tech in 1990, joined the UMaine faculty in 1993.*

### WEBBER ENERGY, ALUM LARRY MAHANEY RECEIVE FAME AWARD

Webber Energy Fuels and its President and CEO, UMaine alumnus and supporter Larry Mahaney, recently received the 1999 Distinguished Service Award in the Field of Higher Education presented by the Finance Authority of Maine at its annual dinner meeting in Portland.

Mahaney and the Bangor-based, family-owned company were honored for setting a corporate standard for investing in education, career and quality of life options for Maine's young people, including sponsorship of the Maine Aspirations Benchmarking Initiative. The unprecedented data collection and analysis project is conducted by the College of Education and Human Development, and its research partnerships and units. Dean Robert Cobb, who nominated Webber Energy Fuels for the award, attended the ceremony.

The work of Peggy Crawford, UMaine director of financial aid and Helen Parker, USM associate director of financial aid, also was recognized by FAME with a 1999 Dirigo Award.

## Academic Calendar *continued from page 1*

environment of May Term. Faculty interest in expanding Winter Session also was exacerbated by the effects of Ice Storm '98 on classes that January.

"This academic year, while the majority of classes will be offered in three weeks, some faculty still have chosen to teach two-week Winter Session courses," says Bob White, dean of the Division of Lifelong Learning. "Whether in two-, three- or 15-week courses, the same number of faculty-student contact hours are required. However, with intensive study opportunities like Winter, Summer Session, and May Term, the University and accreditation officials want to ensure that students have sufficient time for reading, reflection and analysis of the subject matter outside of class. Thus, some courses are not suited to the intensive approach. However, an attractive feature of abbreviated, three-week sessions is that students can focus on one course intensively and faculty may incorporate more instructional diversity and creativity into the classroom."

By the end of November, with registration still open, Winter Session enrollment was the largest ever with 398 students. This year, 32 courses are offered in the classroom, via ITV and also over the Internet, by faculty in 20 academic departments.

The Division of Lifelong Learning (DLL) has developed Y2K contingency plans for the first weeks of January, as part of the campus plan developed by UMaine's Y2K Committee. DLL staff will communicate as early as possible any changes in Winter Session classes. Similarly, faculty and students will be notified if courses offered through UNET experience Y2K problems with ITV.

Expanding Winter Session not only means that the semester starts later in January, but May Term is pushed back to May 22-June 9. The Summer Session schedule, with its 16 overlapping calendars, now concludes Sept. 1, with the fall 2000 semester opening Sept. 5.

"There was some concern about what starting a week later would do to May Term and the summer," says Smith, "but if we wanted to support Winter Session, we needed to look at how it is constituted. Some faculty were concerned that we're trading off the success of May Term for the potential success of Winter Session. We will have to gauge the pluses and minuses.

"The changes have been approved through fall 2004, but they could be called up for reconsideration (by Faculty Senate) if there is a lot of hue and cry," Smith says.

"The new spring semester calendar needs to be given a chance to work. Only then can members of the University community see how it affects the viability of the academic sessions and semesters." ▲

### Campuswide Calendar

University of Maine's Master Calendar is a searchable electronic listing of campus events for the academic year that have been submitted for inclusion. The Web-based Master Calendar is located at <http://calendar.umaine.edu> and on FirstClass in the News Stand folder.

If you are planning an event and want to check for other activities scheduled at particular days and times, check the Master Calendar or call 581-3745.

## Directory Changes

Mahmood El-Begearmi, 581-3449

Judith Dunlop, Assistant Professor, School of Social Work, Social Work Building, 581-2397, [jdunlop@umaine.edu](mailto:jdunlop@umaine.edu)

Jennifer Moreau, Student Auxiliary Services, Hilltop Commons, 581-4585, [jmoreau@umaine.edu](mailto:jmoreau@umaine.edu)

Sherry Abbott, ACE Academic Advisor, 112 Dunn Hall, 581-1824, [sherry.abbott@umit.maine.edu](mailto:sherry.abbott@umit.maine.edu)

**U.S. Department of Defense's Strategic Environmental Research and Development Program**

invites proposals for research contributing to improved technologies for environmental cleanup, compliance, conservation, and pollution prevention. Several priority research areas are identified.

Preproposals are due Jan. 13.

**Smithsonian Institution** offers both junior and senior scholars in-residence fellowships for research and study in all fields pursued by the museums and other research organizations of the Institution, ranging from animal behavior to U.S. history. Terms: three to 12 months. Deadline: Jan. 15.

**U.S. Environmental Protection Agency** announces new grants for research in market-based mechanisms and other incentives for environmental management. Researchers in all behavioral and social sciences are encouraged to propose studies that will contribute to the design of programs to meet the Nation's environmental goals cost-effectively. Deadline: Feb. 2.

**National Council on Eurasian and East European Research** invites applications for research in the social sciences and/or humanities that will contribute to the understanding of the current status and dynamics of societies in Eastern Europe and the Newly Independent States. Grants of up to \$40,000 are

made to individual investigators; contracts of up to \$75,000 support multi-investigator studies. Deadline: Feb. 15.

**U.S. Department of Education's Field-Initiated Studies Program**

invites applications for grants in support of education research addressing problems or issues of national significance. Estimated average award: \$250,000. Deadline: Feb. 16.

**U.S. Department of Energy's Office of Science** (formerly Office of Energy Research) makes research

grants in six programs: Basic Energy Sciences, High Energy Physics, Nuclear Physics, Computational and Technology Research, Fusion Energy Sciences, and Biological and Environmental Research. Applications may be submitted at any time.

For more information, call Research & Sponsored Programs, x1476, or visit our Website: [www.ume.maine.edu/~spd/index.html](http://www.ume.maine.edu/~spd/index.html)

**SUMMER FACULTY RESEARCH FUND COMPETITION**

REMINDER: The Deadline for receipt of proposals for the Summer Faculty Research Fund competition is Friday, Dec. 17. Application packages are available in the Offices of the Deans and the Office of Research and Sponsored Programs, 424 Corbett Hall, x1498, as well as on the Website for Research and Sponsored Programs: [www.ume.maine.edu/~spd/index.html](http://www.ume.maine.edu/~spd/index.html)

**NSF GRADUATE TEACHING FELLOWS IN K-12 EDUCATION**

Applications for the University of Maine's NSF Graduate Teaching Fellows in K-12 Education fellowships are now available in the Graduate School, 2 Winslow Hall.

The fellowships carry a stipend of \$18,000/year plus tuition for each graduate student; undergraduate fellowships are \$10,000/year (NSF-mandated award levels). Ten fellowships will be awarded to graduate students, and students in any area of science, mathematics or engineering are eligible to apply. Two fellowships will be awarded to undergraduates, who should be seniors during the 2000-2001 academic year, with majors in any area of science, mathematics or engineering. Interested undergraduates should also pick up applications in the Graduate School.

The primary objective of this new program of the National Science Foundation is to provide fellowships to highly qualified science, math and engineering graduate students in support of their chosen studies, and to provide them opportunities to serve as science resources in K-12 science and math education during the 2000-2001 academic year. A portion of the fellowships will be renewable for a second year.

For additional information on the program, contact Professor Susan Brawley (x2973; [Brawley@maine.edu](mailto:Brawley@maine.edu)).

Closing date for applications is Jan. 22. Awards will be announced by Feb. 17.

**PUBLIC POLICY RESEARCH FUNDS PROGRAM  
MARGARET CHASE SMITH CENTER FOR PUBLIC POLICY**

The Margaret Chase Smith Center for Public Policy announces the summer Public Policy Research Funds Program for summer 2000. The purpose of the program is to support faculty research projects that involve significant issues of public policy for the state. Projects should have an applied orientation and serve the research interests of the faculty member.

Projects should include some interaction with local or state groups, agencies or organizations in Maine and produce products such as grant proposals or publications. Appropriate subjects for research could involve the state's economy, education, employment, energy, environment, ethnic groups, housing, poverty, social services, or transportation, and include interaction with local or state groups, agencies or organizations in Maine.

The year 2000 program will provide up to three \$3,000 awards for summer support or graduate research assistance, as well as a limited amount for operating costs.

Deadline for submission of applications is Jan. 31.

Application materials are available at the Margaret Chase Smith Center for Public Policy, 15 Coburn Hall, 581-1648.

For more information, call or visit the Center's Website: [www.umaime.edu/chasesmith2](http://www.umaime.edu/chasesmith2)

**What's Ahead**



**ANNUAL EMPLOYEE  
HOLIDAY OPEN HOUSE  
December 16**

**WINTER SESSION  
January 3-21**

**"MAKE A  
TRANSFORMATION MASK"  
A Hudson Museum  
Just for Kids Program  
January 15**

**SPRING SEMESTER BEGINS  
January 24**

The University of Maine  
*Maine Perspective*  
Department of Public Affairs  
5761 Public Affairs  
Orono, Maine 04469-5761

