HUSSON LEDGER

A PUBLICATION FOR ALUMNI AND FRIENDS OF HUSSON COLLEGE

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Enrollments On The Upswing

The Admissions Office recently completed a profile of this year's new students at the College, and has indicated some interesting trends.

Enrollments, which dropped drastically in the early 70's due to several factors, are on the upswing again. This year's enrollment of **new** students, 347, is an approximate nine percent increase over last year's, a trend that is expected to continue according to Ms. Donna Sturgeon, compiler of the Admissions profile.

Total day school enrollment, now at 732, has experienced a 2.5% growth over last year and External Degree Program enrollment has increased by nine percent. The College's accumulative 1976-77 enrollment is 1142.

Although four-year Bachelor of Science programs are still the most popular for new students, that accumulative enrollment has evidenced a very small decrease. Conversely, enrollments in one-, two- and three-year A.B.S. programs have increased by 26 percent.

The breakdown by majors in four-year programs (increase or decrease of **new** students from 1975 to 1976) is as follows: Accounting, 9% increase; Business Teacher Education, 15% increase; Business Administration, Women's Executive and Secretarial Science, virtually no change; and Court Reporting, 45% decrease.

A breakdown of new students majoring in one-, two- and three-year A.B.S. degree programs reveal that enrollments have increased substantially, with the exception of the Office Science and Court Reporting majors, which have dropped.

The number of high schools and colleges represented by new students has declined this year, indicating that more students from fewer high schools or colleges are enrolling at Husson.

According to the Admissions profile, no change has taken place in the ratio of male-to-female or resident-to-commuter new students in the past year. Males comprise 46.7% of the new students, females 53.3%. Resident students still greatly outnumber commuters by a 42.4% margin.

Breakfast Series Now In Second Year

The College's Business Breakfast series began its second full year of operation this fall with two controversial speakers.

Peter Bradford, commissioner and former chairman of the Public Utilities Commission (PUC), spoke to a near capacity audience on the state of utility regulation in Maine in September. In his talk, Bradford indicated that the Commission, because of inadequate funding, "is unable to protect consumers from overcharges in the amount that they pay for electricity, telephones, water, natural gas, buses, trucks, trains, ferry boats, telegrams and wharfingers."

According to Bradford, the situation has reached a critical level since "the flow of funds from Maine citizens and businesses to Maine utilities now approaches $400 million per year, which is $400 per citizen or $1600 per family." To illustrate the situation, Mr. Bradford likened the Commission to a "group of men dangling from the Bangor-Brewer bridge trying to regulate the Penobscot River with buckets." Copies of Mr. Bradford's speech can be obtained by writing the Development Office at the College.

Arnold F. Kaulakis, vice president of Energy Development for the Pittston Company, spoke at the October breakfast. Addressing an audience of over 200 local and statewide business people, Kaulakis discussed the proposed Eastport refinery and its economic and environmental impact on the state. Kaulakis indicated for the first time how the refinery might be financed — with capital solicitated from the state's paper and utility companies. According to him, Pittston plans to offer these companies "a piece of the action" since they use 10 to 20 million barrels of heavy fuel oil a year.

Kaulakis emphasized that the refinery would create 1100 new jobs, jobs that could not be shipped out-of-state because of high taxes or wages.

Other speakers scheduled to speak this year are George Zitnay, commissioner of Mental Health and Corrections in the state; and Senator Edmund S. Muskie, who will speak on the budgetary process of Congress, and the so-called "Sunset Bill" on February 17; and Kenneth Olsen, president, Digital Equipment Corporation.

Alumni or friends of the College who wish to be added to the Business Breakfast invitation list should simply send their name and address to the Development Office.

In This Issue

College News ..... *Pages 1- 6*
Winter Feature ..... *Page 4*
Sports ..... *Pages 6,10*
Alumni News ..... *Pages 6-10*

From The President

Can The Free Market System Survive?

The following is an adaptation of an address given by President Franklin A. Peters to the Maine Fiduciaries Association at their annual meeting on Wednesday, October 6, 1976, at the Pilots Grill.



Before attempting to answer the question, "Can the free market system survive", I should first like to ask two other questions. In fact, during today's address I may ask quite a few questions which I myself cannot answer, and which, indeed, may be unanswerable. The two questions in order are, first, "Can capitalism survive", and second, "Can capitalism only survive in a healthy and growing economy?" To quote George Santayana, "Those who cannot remember the past are condemned to repeat it." When I was a student at Columbia Business School during the Great Depression, capitalism in many ways was on trial. During congressional hearings in Washington, no other than the very arch-type of capitalism, Mr. J.P. Morgan, was derided and pilloried. It was also at this time that Mr. Whitney, President of the New York Stock Exchange, went to jail for the fraudulent use of securities of which he was a trustee. It would seem that Mr. Roosevelt's accusations leveled at the "Economic Tories" were being amply justified by the business leaders themselves. The Roosevelt administration's answer to the inequities of the day was the New Deal, which in essence heralded a growing centralization with great emphasis on central planning and federal regulation. All of this resulted in curtailing freedom of enterprise as we then knew it. It becomes more and more evident that the systems surrounding capitalism exist only through legislative grace.

Underlying capitalism there are about five tenets with which most of us are familiar:

1. The right of private individuals and institutions to own property.
2. Freedom of enterprise and choice.
3. The role of self-interest which involves the maximization of profits.
4. The recognition and existence of competition.
5. The limited role of government.

All of these tenets are coming under increasing attack or curtailment. A case in point is the recent legislation, retroactive to April 30, regarding the $250,000 limit per child for generation-skipping trusts.

In my opinion, it is obvious to anyone who remembers the past that the free market system is constantly undergoing changes and pressures. I need only enumerate some of them: One is the proliferation of government regulating agencies, and the concomitant movement toward central planning. Another is the growth of large corporations and labor unions, with wages and prices being administered rather than set by the free market. Furthermore, the often expressed antipathy of the intellectual for capitalism is something which permeates our educational institutions. It was Schumpeter, the economist, who said, "The single, most important fact about capitalism is that as a society it is incapable of gaining the loyalty of the intellectual class."

Again to predict the future of free enterprise, we must first try to predict our economy which in turn depends on some basic factors or variables. I should like to discuss these. First, there is the population puzzle or the uncertainty about some of our demographic developments. The impact upon our economy of secular population trends could affect employment and productivity. In July the national rate of unemployment was 7.8%; 12.9% for blacks, 18.1% for youths, and about 35% for black teenagers in urban ghettos. Unemployed people do not look kindly upon capitalism. In fact such a person is a potential anarchist. Related to productivity is, of course, the supply of capital, the state of the arts, which includes the techniques of management, and education itself. Often resulting from our education is our attitude toward work and leisure. Attitudes can change with changing values. Today, even at the secondary school level, our children are developing attitudes towards our system, which, often encouraged by their teachers, are not always favorable or even well-informed.

Another factor is the materials and energy required for economic growth. Today the United States is a net importer of a number of basic resources such as forest products and many minerals including iron, bauxite, copper, lead, tin and zinc. Regarding energy demand: In 1960 it was roughly equivalent to 45 quadrillion BTU's per year. It is estimated that in 1990 this demand will have increased to roughly 115 QBTU's or, approximately a 156% increase. A fact which is even more disturbing is that whereas in 1960 we imported only about 11% of our oil supply, in 1990 that figure will be close to 50%. I could almost say that to survive as a free country, we must reduce our dependence on foreign oil. More research is needed on energy sources other than fossil fuels.

Still another factor which will have an impact on our economy is the pace and quality of innovation. Here again, we have to consider the volume of resources devoted to research and the roles of government and private capital. Too often private research is preoccupied with the acquisition of the consumer dollar. The result is a proliferation of old products in new packages. Reaction by the public is disillusionment, otherwise known as consumerism.

Our disposition to save also will affect our economy. Our national saving and investment rate is not notably high compared to Europe. For personal income it is about 8%. I should say that we can be very proud that in the past we have made very efficient use of our savings in accummulating productive capital. Continuance will depend on many subfactors such as our tax structure.

We should also look at the shift in the economy's product mix.I think that in our service industries there is less productivity than in manufacturing. Today two out of three workers are in the service industries.

The provision that we make as a nation for public and private facilities in such areas as transportation and education will certainly have an effect on our future economy. In transportation the plight of the railways should give us great cause for concern. In education we should give thought to what we will be teaching our young. If teachers of the young discredit capitalism, capitalism will cease to exist. Since the existence of free enterprise depends on a democratic form of government, we should view the two as inseparable.

Con'd on Page 9

U.S. Oil Stockpiling Policy

By

Management Professor & Consultant
Dr. Philip C. Grant

This is the first in a series of three short articles on inventory policy and control in the public and private sectors written especially for publication in the HUSSON LEDGER.



This nation is presently faced with energy demands that threaten to exceed supplies. Few would deny that a comprehensive energy development plan is urgently needed to help assure that future supplies of energy are adequate to meet future demands. Incorporated in such a plan should be goals relative to the stockpiling of energy-producing resources — in particular, oil.

Oil stockpiles can be of value to us for a variety of reasons, among which are the following:

(a) First, oil stockpiles can serve as safety reserves from which oil can be drawn in the event of a cut-off in supply. Such a cut-off might occur due to an Arab oil embargo for example. Adequate safety reserves would allow for continued consumption while efforts are made to prepare alternative supplies of oil or to develop alternatives to oil as a source of energy.

(b) Second, oil stockpiles can serve as hedges against oil price increases. An increase in oil prices would not be immediately felt if consumption occurred from oil reserves after the price increase. Oil reserves can "feed" consumers while a search is made for less expensive energy sources.

(c) Third, oil stockpiles can serve to aid in meeting sudden rapid increases in demand such as might arise in response to an armed forces mobilization necessitated by an event such as Soviet military intervention in Mid East affairs.

(d) Fourth, and perhaps most importantly, the very existence of oil stockpiles can serve to reduce the likelihoods of a supply cut-off, a price increase, or a sudden increase in the demand for oil. If this nation has significant oil stockpiles, those parties in a position to sever supply, raise prices, or stimulate a sudden increase in our demand for oil would realize that due to the "buffering" feature of stockpiles such endeavors would have minimal impact on our well being.

Of course, the costs of constructing storage facilities and of building and maintaining oil inventories are considerable. But the question should not be "Do we or do we not stockpile?" With ensuing answers such as "Yes, we should because of the high probability of an Arab oil embargo" or "No, we shouldn't because of the high costs of storage facility construction." This represents polarized reasoning and does not address the real issue of **total** cost.

The more appropriate question is **"How much** should we stockpile?" Large stockpiles will cost a great deal in terms of storage costs, but large stockpiles will reduce the likelihood of oil shortages and thus the expected costs associated with such shortages. Small stockpiles will cost little in terms of storage costs, but will not provide protection and thus result in high expected shortage costs. What we must determine is the stockpile size that strikes the best balance between storage and shortage costs. We must determine the optimum stockpile size—i.e., that size that minimizes total cost or the sum of storage plus expected shortage costs.

It appears that the probability of an oil embargo and/or a price rise at least in the foreseeable future is substantial. Substantial, also, are the costs to Americans of being out of oil. This suggests that, with our nation's present zero oil stockpile level, expected shortage costs are probably excessive. These shortage costs can be reduced by building and maintaining oil inventories. It seems that such a strategy for reducing expected shortage cost is far superior to apparent present strategies from Washington which seek this cost reduction by diminishing the likelihood of an embargo or price rise through threats of military and/or economic retaliation. Indeed, we desparately need in this country an effective integration of energy policy and **constructive** foreign policy — an integration that oil stockpiling can help achieve.

Additionally, we might well consider synthesizing our energy development plans and our unemployment reduction plans. Unemployment could be cut by putting people to work assembling oil inventories. Pursuing this avenue could result in a much larger payoff to the American people than that which occurs from the common public works approach to unemployment relief.

Financing College: A Look At The Federal Resources

By Barbara M. Beers

This is the first part of a series entitled "Financing College", a guide to affording a postsecondary education.. This part deals with federal financial aid programs, subsequent LEDGERS will carry stories on state and institutional financial aid programs, as well as a feature on the Work-Study program at Husson.

FOR SALE: A first-rate education at the state's leading business college. Small downpayment necessary, easy terms available.

ONLY $17,160.00!!!

It's an astonishing figure, but that's what it costs to earn (monetarily) a bachelors degree at Husson College; and Husson is below the national average for private colleges. To most parents, the cost of educating one child, let alone several, must be an almost insurmountable burden — one that demands years of financial planning. Yet, enrollments are still high, and there are more college graduates than jobs to fill.

How do parents and students afford it? With a lot of help from Uncle Sam. Although the monies are limited, more federal financial aid is available to students needing it than ever before. This year over $1.3 billion has been allocated for educational grants, up considerably from an allocation of $122 million four years ago. According to Husson's Director of Financial Aid Bob O'Donnell, the College's allotment of federal aid monies has increased by 358% since 1972.

Federal assistance for higher education is available under four major programs: the Basic Educational Opportunity Grant Program, the College Work-Study Program, the National Direct Student Loan Program, and the Supplemental Educational Opportunity Grant Program.

In this article, an attempt will be made to give a clear explanation of each program—its historical background, how to apply, eligibility requirements, maximum and minimum amount of grants, and student responsibilities after receiving the grant.

Basic Educational Opportunity Grant Program

Established under the Education Amendments of 1972, the Basic Educational Opportunity Grant (BEOG) Program is intended to be the foundation upon which other financial aid resources are built, and probably provides the largest portion of assistance from any federal or state program.

The maximum amount a student can receive per year under the BEOG program is $1400, although the average grant awarded for the 1976-77 academic year was $800. In addition, the maximum amount is also restricted to half the cost of attending the post-secondary institution of the student's choice. In other words, if a student demonstrates the need for the maximum amount, but his or her annual educational costs are $2000, then he or she will receive only one-half that amount, of $1000. Whatever the amount the student receives, this money is a gift and need not be repaid.

Eligibility for the basic grant is determined by the student's financial need. (The student must also be enrolled at least part-time.) Submission of an "Application for Determination of Basic Grant Eligibility," which can be obtained from high schools, postsecondary institutions or libraries, or by writing Application — BEOG, P.O. Box 84, Washington, D.C., 20044, will determine initial eligibility. This form includes a thorough examination of the student's and parents' financial status. After this application has been analyzed, the student will receive a "Student Eligibility Report" in approximately four weeks, which is an indicator of his or her financial need. When the student selects an institution at which to matriculate, this report will determine the size of the grant received.

Basic grants are awarded on a yearly basis, and all figures used herein reflect that unless otherwise specified.

College Work-Study Program

Created on the premise that poverty is transmitted from generation to generation via a lack of education, the College Work-Study (CWS) Program was instituted in the post-depression period to stimulate the economy and to fight poverty. Originally legislated under the Economic Opportunity Act of 1964 to aid students from "low-income families", the CWS Program was amended and extended to include all students with "great financial need", by the Education Amendments of 1965 and 1972, and is now administered by the Office of Education. The program, beyond assisting the economy, has proven to be invaluable to the student who would not otherwise be able to attend a post-secondary institution.

The workstudy philosophy provides for a student to work part-time while enrolled in a college, university or vocational school, in an attempt to aid in his or her educational costs. The student may work either on-campus, or off-campus in an approved business, and draws a bi-weekly paycheck.

Eligibility for the work-study program is determined by four criteria: financial need, creative or academic promise, citizenship (student must be a U.S. citizen, or in the U.S. other than for a temporary purpose), and nature of enrollment (student must be enrolled at least part-time).

A student who is deemed to have the ability to complete his or her chosen course of study is considered as having "academic or creative promise." Need is determined by subtracting the student's costs of attending an institution from his or her resources. If a deficiency exists, need is then based on this figure, with the neediest students receiving the most aid.

The number of hours a student may work is determined by his or her academic workload (the number of credit hours per semester) and amount of financial need. Although the student may work a maximum of 40 hours in special cases, the average employment of full-time students is 15-20 hours per week. Work-study employment during vacations and the summer is also available.

A student's wage level cannot be determined by race, color, creed, national origin, or sex, as dictated by Title IX of the Education Amendments of 1972, or by financial need. However, certain states do allow sliding pay scales on the basis of skill level. In Maine, all students employed in the work-study program receive the minimum wage of $2.30 per hour, regardless of their skill level.

Work-study at Husson encompasses a

variety of jobs. Students function as cooks, janitors, secretaries, lifeguards, research assistants, photographers, reporters, and landscapers, among many other jobs. The program not only aids in defraying college costs, but provides the student with an excellent chance to acquire work experience (that all-important entity) before entering the job market.

To apply for a work-study job, the student, after choosing an institution that he or she wishes to attend, should write the financial aid director requesting the information on this type of grant.

National Direct Student Loan Program

To students enrolled in institutions after 1958 and before 1972 (when the BEOG program was created), this aid source will be better known as the National Defense Student Loan Program. Re-named the National Direct Student Loan (NDSL) Program under the Education Amendments, this program is another major source of aid monies for students.

The first two federal financial aid programs discussed provided outright gifts, or jobs. The NDSL program provides loans that must be repaid, although not under conventional terms. 'Highlights of this type of loan include an exceptionally low interest rate, long repayment periods, a lack of collateral needed, and a cancellation clause.

Eligibility requirements for the NDSL program are comparable to the CWS program, with the exception that the student must be a citizen or *permanent* resident of the U.S. under NDSL program, as opposed to "in the U.S. for other than a temporary purpose" in the CWS program, a subtle distinction. Loans are available to all persons on an equitable, non-discriminatory basis.

The maximum amount an undergraduate may receive for a two-year period is $2500. The student's total undergraduate loans through the NDSL program cannot exceed $5000; however, this program also provides loan to graduate students. Total indebtedness for undergraduate and graduate work for one individual carries a ceiling of $10,000.

Originally created to encourage students to pursue teaching careers, the NDSL program provides for a cancellation of indebtedness if the student chooses to teach full-time in a federally designated low-income area, or chooses to teach handicapped children full-time. For students pursuing non-teaching careers, a low interest rate — 3%, not to be paid until nine months after graduation — coupled with a maximum of ten years to repay the loan, makes the program very attractive. Repayment of loans can be deferred up to three years, if requested by the borrower, and if he or she is in the U.S. military service, the Peace Corps, or the Volunteers in Service to America (VISTA).

Applications for the National Direct Student Loan Program can be obtained from the student's financial aid officer.

The Supplemental Educational Opportunity Grant Program

The emphasis of this grant program lies with students with "exceptional financial need", not on academic performance or a chosen career field. Created under the Higher Education Act of 1965 as another program to fight poverty, the unique feature of the SEOG program mandates that the college, university, or vocational school that the student wishes to attend must match the amount of each grant awarded. This program, along with the BEOG program, provides monies that are gifts, and need not be repaid.

According to the College Entrance Examination Board, in *Perspectives on Financial Aid*, "Identifying and motivating the student who needs a Supplemental Educational Opportunity Grant presents an institution with a tremendous challenge, for this student probably will not earnestly seek out . . . information on postsecondary education. To alleviate this problem, the SEOG program charges high school and college counselors to actively seek out candidates.

Formerly based on family income and historical family poverty, the priority for awarding grants to students is now based on the difference between his or her costs and resources. Grants under the SEOG program range from $200 to $1500 per year, but like the BEOG program, cannot exceed half the cost of attending any given institution. Total undergraduate indebtedness may not exceed $4000, unless the student's course of study is a five-year program, or unusual circumstances prevent completion in four years. Under either of these circumstances, the total indebtedness may be $5000.

Student eligibility for a supplemental grant is determined by five criteria. As with the other programs, citizenship, nature of enrollment, and "creative or academic promise" are all considered. In addition, a student must have an exceptional financial need; and be financially unable to attend college without this particular grant.

Students should apply to their financial aid officer to be considered for this grant.

For simplicity's sake, each of the four major federal financial aid programs have been treated separately. However, when the student's financial aid officer reviews his or her needs, an aid package containing a mix of any of these programs is likely to be awarded. Many Husson students receive a part-time work-study job, a grant and a loan to support their educational endeavors, dependent, of course, on their need

Co-op Ed: Alumni, You Can Help!

As many of you noticed from reading the Fall '76 *Ledger*, we have received a federal grant to continue developing and implementing our Cooperative Education program. It is in the area of implementation that our alumni can give co-op a helping hand.

Most of the truly effective cooperative education programs on college campuses today became so with the assistance of alumni. Alumni are often in a position to provide meaningful work experience for undergraduates; if not, they may know of employers in the private or public sectors who might want to participate in such a program. Alumni can be tremendously helpful in job development.

Cooperative education provides interested students an opportunity to combine classroom theory with practical experience. Eligible accounting or business administration majors may elect to spend 15 forty-hour weeks during the summer working at jobs directly related to their major areas of study. Because there are academic requirements for the program, students are eligible to receive course credit for their successful experiences.

Both students and their employers benefit from cooperative education. Today more and more students are eager to gain work experience that complements their studies. (In fact, a recent survey done by our Career Planning and Placement office indicated that over 60% of the alumni who responded would have preferred an experience like co-op as part of their college program.) Many employers with whom we have talked say that co-op has been one of their most effective recruiting programs. Detailed information is available at the Cooperative Education Office—TELEPHONE (207) 945-5641, Ext. 343 or direct written inquiries to Bob Thomas.

Sports Teams Still On Top

Soccer

The Husson Soccer Team won its third straight conference title by winning the Southern Division with a record of 9 wins and 1 loss, edging out Farmington, whose record was 8 and 2, and defeating the Northern Division leader, Presque Isle, for the overall title. Returning veterans were: Gabe DeCastro, Joe Mello, Paul Tabor, and Bill Munley.

The first seven games were conference games, and Husson won all of them, not allowing the opposition to score. Due to the harder schedule and several key injuries in the second half of the season, Husson finished the regular season with 12 wins, 3 losses and 1 tie.

In conference playoffs, Husson met a strong University of Maine at Presque Isle team with a record of 10 wins and 2 losses. The game finished 2-2 in regulation time and two ten-minute overtime periods without a winner. A new game was played as part of the NAIA tournament and was won by Husson 2-1, giving Husson the conference title and the right to play Portland-Gorham in the final match for NAIA District Championship. Husson lost the game 3-0 to Portland-Gorham.

Golf

The Husson College Golf Team closed out their fall season with a 13-2 record. UMO beat the Braves by eight strokes, and Maine Maritime Academy beat UMO by a score of 3-2 in match play.

Coach Mahaney's golfers are looking forward to the Maine Intercollegiate and NAIA District 5 Golf Championships in the spring and the National Tournament that will be held at Bay Valley Inn Golf Links in Bay City, Michigan.

Informal Fall Baseball

Beginning on September 8 and running to October 15, informal fall baseball was designed not to be a fiercely competitive season, but a preparatory activity for spring baseball. This year, according to Coach Bruce MacGregor, forty-five ballplayers tried out, twice the number that tried out last year. Coach MacGregor explains that the fall season is primarily a warm-up exercise, not intended to distract students from their academic work. He is looking forward to a strong spring baseball team.

Men's Basketball

The Husson College Braves are busily preparing to defend their NAIA District 5 Championship, with their opening game scheduled for November 29. The Braves will be hard pressed to repeat last year's performance since they have lost five key members from their 1975-76 squad. No longer in the "Brave" uniform will be All New England Senior of the Year Walt Edwards, Honorable Mention All-American Ish McKithen, and standout players like Ray Clark, Tim Murphy, and John Lucas. These five will long be remembered for their 30 and 0 New England record last year.

The 1976-77 edition of the Braves will find a squad of six juniors, three sophomores, and four freshmen. With the absence of seniors on the squad, it may be an indication that this is a building year for the Braves.

Although chances of repeating for the third consecutive year as District 5 Champions will be tough, you can bet the Braves will be in the consideration.

Mahaney Named Coach Of The Year



Husson's Athletic Director Keith Mahaney has recently been named NAIA District #5 "Coach of the Year".

Now in his ninth year at Husson, Mahaney has coached the golf team to an outstanding 125-10 record, with wins of 73 out of 79 matches.

From 1969 to 1974 the golf team went undefeated in 30 straight matches and annexed two Northeast College Conference titles and three undefeated independent schedules.

Mahaney's golfers now have gone to three National Golf Championships, and have won three NAIA District #5 Golf Championships in the past four years. In addition to this, they captured the Maine Intercollegiate Golf Championship last spring.

Prior to joining the Husson staff, Keith coached the Boothbay Regional High School golf team, with 38 straight victories over a four-year period, making his 13-year golf record an amazing 163-11.

Alumni Advancements

This issue's "Alumni Advancements" column will deal specifically with persons distinguishing themselves in one profession — namely, town or city management. We have selected four individuals from our files to feature; however, many more alumni working in this field may exist.

DIANNA BARREY MENENDEZ '58 is the Town Manager, Treasurer and Tax Collector of Blaine, Maine, a small town in northern Aroostook County. The second woman to be named Town Manager of Blaine, Mrs. Menendez was Deputy Town Clerk of Mars Hill for nine years prior to assuming her present position.

Beginning at Husson in the Business Teacher Education Department and later switching to Secretarial Sciences, in which she received an A.B.S. degree, Mrs. Menendez was a member of the Pi Rho Zeta Sorority on campus. Constantly taking courses from the Maine Municipal Corporation in subjects relating to local government, she stressed that her Husson training was "very helpful" in the various types of office work she has done since graduating.

Mrs. Menendez and her husband, Robert, reside with their five children in the Blaine area.

JAMES H. MURPHY, who received a B.S. degree in Business Administration in 1964, is City Manager of Belfast. Formerly an assistant branch manager of the Merrill Trust Company, a commissioner of the Bureau of Indian Affairs, and a management specialist for York County, Mr. Murphy has worked in his present position for two years.

Involved extensively in community activities, Mr. Murphy is a member of the following professional organizations: Maine Municipal Association, Maine Town and City Management Association, Governor's Council on Civil Emergency Preparedness, and Maine Tax Collectors Association.

Mr. and Mrs. Murphy reside in Belfast with their four children.

JOHN G. EDGERLY '62 is Deputy City Manager, Tax Collector and Treasurer of Augusta. Responsible for budget administration, federal programs and city administration, Mr. Edgerly has been with the City of Augusta for seven years. He was previously Town Manager of Northumberland, New Hampshire.

Con'd on Page 8

The Jacques Family

Colleges and universities often attract several members of one family to attend their institutions, yet seldom are they as collectively ambitious and high-achieving as the Jacques family of Bangor.

Four members of the family have attended or are attending Husson — father, Roger Jacques, and three children, Carleen, Steve, and Kellie. Each has displayed an industriousness and dedication matched by few.

A native of Van Buren, Maine, Mr. Jacques, as son Steve tells it, came from a very poor family in which everyone had to pull their weight. Arriving in Bangor after World War II with the intent of continuing his high school background in accounting, he decided to enroll at Husson under the GI Bill.

Speaking only broken English (his family spoke only French at home) Mr. Jacques faced a very real language barrier when he came to the College. He had an understandable handicap in his English course because of this barrier, yet he graduated at the top of his class in accounting.

With a little help from "Chief Husson" after he graduated, in 1948 Mr. Jacques landed a job as an accountant and bookkeeper for Wight's Sporting Goods Store in Brewer. He subsequently progressed to part-owner in a three-way partnership, and now owns all but a fraction of the store.

Twenty years later, in 1968, daughter Carleen Jacques enrolled at Husson. Having taken the secretarial program at Bangor High School, she decided to aim for a four-year degree in Executive Secretarial Sciences at the College.

Con'd on Page 9







Alumni Notices

ALUMNI BOARD OFFICERS

Officers

President, A. Dean Neal;1st Vice President, Wayne C. Ingalls; 2nd Vice President, Richard M. Southard; Executive Secretary, Karl B. McGaw.

Directors

One year, Theodore Barber, Charles (Ned)Foster, Erwin O. Hood; two years, Robert M. Pauly, Richard M. Stolkner, James J. Picard; three years, Judy M. Watson, Dorothy Picard, Lawrence Stanchfield; Faculty Representative, Delmont Merrill; Student Representatives, Jeffrey Vermette, Deborah Fogg; Alumni Representative to the Board of Trustees, Wayne C. Ingalls.

POOL MEMBERSHIP

Many members of the Husson College family are taking advantage of the special pool membership that is offered to them. Special hours are set aside each day and on the weekends for those who hold a membership — either alumni or members of the local communities. Membership dues for an alumni member and family is $25 a year. Dues for friends of the college and their families is $35. For an application for membership, please write to the Alumni Office, Husson College, Bangor, Maine 04401.

1977 CHIEFTAIN

The 1977 Chieftain is a self-supporting publication that is entirely dependent upon student purchases, patron support, and advertising. While publication costs continue to rise, we have kept the student purchase price at a level affordable to all students. This means additional revenue must be generated from parents, alumni and friends of the College who realize the importance of the yearbook.

A donation of $5 sent to the 1977 Chieftain, Husson College, Bangor, Maine 04401 will include your name in the patron pages of the book.

Your support will be much appreciated.

OUTSTANDING ALUMNUS AWARD

Once again, the Husson Alumni Association is seeking nominations for the 1977-78 Outstanding Alumnus Award.

This year, due to a lack of participation by alumni in the nominating process, an individual was not selected to receive this distinguihing award. Therefore, the Association urges you to submit candidates for this award before April 1.

To nominate an individual, simply send the person's name, along with a short summary of their outstanding achievements in his or her professional or civic field to : Alumni Association, Husson College, Bangor, Maine 04401.



Renaud Appointed To State Committee

Delores Renaud, chairperson of the Business Teacher Education Department at Husson, and a 1962 Husson graduate, has been appointed to the state Certification Advisory Committee. To serve for a two-year term beginning in January, she was appointed by the Association of Teacher Educators in Maine (ATEIM), and will represent that group on the committee.

Composed of school superintendents, principals, elementary and secondary educators of public and private institutions, the committee is charged with reviewing and updating the guidelines for certifying individuals employed in elementary and secondary schools in Maine. The committee reports directly to the State School Board and State Board of Education.

Husson Ledger

The Husson Ledger is published through the cooperative efforts of the Development Office: Sharon Floyd, Director; William Cook, Assistant; Barbara Beers, Public Relations Coordinator; and Loraine Green, Secretary; and the Alumni Association: Karl McGaw, Executive Secretary.

For information on the college, alumni activities, or the Ledger, please contact the Development or Alumni Offices, Husson College, Bangor, Maine 04401. Information and/or suggestions are welcome.

Career Planning: Not Undergrads Only

NOT FOR UNDERGRADS ONLY

The Career Planning Office subscribes to the concept of the total development of the individual. For the undergraduate, this means coordinating academic pursuits with career interests, avocational pursuits and the individual's value system. Thus close work with Career Planning should ideally begin early in the academic career to allow maximum self-exploration, self-assessment, and planning for the optimum development of flexible skills for life pursuits.

For the alumnus, the philosophy has the same manifestations, except, of course, it must consider the individual's having already made career choices and having acted upon them. In this case, Career Planning strives to aid in the reassessment of vocation, avocation, and values as they pertain either to career development or to a change of career.

To implement this philosophy, the Career Planning Office offers testing and evaluation; a continuing series of workshops in values clarification, resume preparation, and interviewing techniques; individual counseling; and placement services. Complementing these services are a resource library housing general career information as well as information on specific companies and organizations, most of whom either recruit on campus or actively seek resumes from Husson students and alumni. In its continuing efforts to stay abreast of business trends and needs, the Career Planning Office maintains continual contact with firms throughout the state through weekly visits with Maine business people. Knowledge gained from these visits is important in maintaining a dynamic relationship between the college and the business community.

The development of the "Shadowing Program" has directly resulted from this relationship. The program allows students to spend time "shadowing" a professional established in the career in which the student is interested, thereby gaining increased insight into the nature of the job. Pilot projects have included cooperation with the *Bangor Daily News*, with a local real estate firm, and with a business consultant. Positive response from both the students and the business hosts is encouraging for continued development of the program.

Alumni can greatly assist the college by aiding in the establishment of the Alumni Network. Specifically, Career Planning is seeking to develop a mechanism through which alumni will work closely with the college in informing this office of job openings and of business trends and their relationship to student preparation. Hopefully, members of the network will also offer assistance in securing housing for persons relocating to new geographical areas.

Alumni who are seeking employment or who are seeking a change in employment are eligible for all services offered by Career Planning. Placement services require registration with the office. This process involves the following procedure:

1. Obtain a registration packet by contacting: Career Planning Office, One College Circle, Bangor, Maine 04401; (207) 945-5641, Ext. 343, 352.

2. Complete and return the packet. The contents of the packet are: instructions, registration card, student dossier, three recommendation forms (letters of recommendation should be returned to the Career Planning Office), two sample resumes (a current sample of your resume will be included in your file), needs assessment, and tentative recruiting schedule.

The establishment of or the updating of alumni files is critical to the ability of Career Planning to effectively match qualifications and interests with specific announcements. All files are confidential.

Upon registering, alumni are added to the "Career Notes" mailing list. The "notes" are published bi-weekly and include announcements of campus interview schedules, forthcoming workshops, part-time positions, and of companies requesting resumes from graduates. Alumni are also contacted individually about specific job openings.

If aspects of the services offered by this office remain unclear, do not hesitate to contact us for clarification. You are also encouraged to consider your potential role in both the Shadowing Program and in the Alumni Network. Both can offer companies excellent contact with talented candidates as well as provide students and graduates seeking assistance invaluable opportunity and service.

STANLEY WHITEHURST
Assistant Director, Career Planning



Advancements

Continued

Graduating from Husson with a B.S. degree in Marketing, Mr. Edgerly continued his education at the University of Maine at Orono, where he received a Masters in Public Administration.

Also a member of the Maine Municipal Association, the Maine Town and City Management Association, and the Maine Tax Collectors Association, Mr. Edgerly in addition is a member of the International City Management Association, the American Society for Public Administration, and the Municipal Finance Officers Association of America.

He resides in Winthrop with his wife, Mary Ellen, and their two children.

WILLIAM F. BROCKMAN, a 1973 graduate of Husson who majored in Marketing, is Town Manager of Cherryfield, Maine. In addition, he serves as town clerk, treasurer, registrar of votes, road commissioner and health officer. Joining the Town of Cherryfield in October of 1975, Mr. Brockman previously worked as an administrative intern for the Town of Dover-Foxcroft. He received a Masters of Public Administration from Eastern Kentucky University in 1974.

Residing in Dover-Foxcroft, Mr. Brockman is a member of the International City Management Association, the Maine Town and City Manager Association, and the American Society for Public Administration.

M.I.S. To Aid College Communications

Husson College, like all similar institutions of higher learning, is a highly complex organization whose lifeblood is information. To get some idea of how extensive the maintenance of information at Husson is, one must only consider that the Registrar's Office, the Controller's Office, the Financial Aid Office, the Career Planning Office and Alumni Office each maintain thousands of records.

Information which only sits in a file drawer is of little value to anyone. Consequently, the College must concern itself not only with the creation of information, but the useful flow, retrieval, and eventual disposal of information. If these functions are efficiently and effectively performed, information can be a

Con'd on Page 9

Jacques Family

Continued

Dr. Janet Kinney, chairperson of the Secretarial Science Department, characterized her as "one of those rare students who has the ability to apply her exceptional intelligence to practical experiences."

Graduating in 1971 with an amazing 4.0 accumulative average, Carleen married (she's now Carleen Jacques Booker) and began working for a construction company in New England. She subsequently accepted a job as secretary to the assistant dean of students at the University of Connecticut. Now residing in New Hampshire with her husband and their eight-month-old son, Carleen is taking some well-deserved time off while dabbling in more business-oriented courses.

Two years after Carleen graduated, brother Steve enrolled. Another 4.0 student, Steve, is majoring in accounting, like his dad, and will graduate this May.

Steve works an average of 25 to 30 hours a week at Wight's beyond his full course load at Husson, a rather amazing accomplishment since most students with work-study jobs put in only about 10 hours per week.

A member of the Circle K Club, the student Executive Committee and the Traffic Commission, Steve received a Presidential Fellowship and a Patrick Walsh Memorial Scholarship in 1973 and 1974, respectively. He has financed his other costs through summer work (51 hours a week at his father's store) and part-time during the school year.

At the moment, Steve aspires to be a certified public accountant, possibly with one of the "Big Eight" accounting firms. And he has a good chance at it — he's extremely bright, articulate, hard-working and highly motivated.

Steve cites Sylvia Noyes, an associate professor of English at Husson, as contributing extensively to his college education. He singled her out as having excellent rapport with the students, and providing strong, personal feedback on their individual course work. He added that one could not receive better training in communication skills than at Husson.

Kellie Jacques is a freshman at Husson, also majoring in accounting. A 1976 graduate of Bangor High, she is financing her college costs by working 22 hours a week as a cashier at Doug's Shop and Save. Kellie, like Steve and Carleen have done, will live at home with her parents and commute to the College.

In accounting for his family's industriousness, Steve noted that his parents have always been highly energetic, and instilled this will to exceed in their children. "My parents both came from very poor families, and had to rely upon themselves for everything they received. They transferred this attitude to us."

Management Information Systems Study

Continued

most useful management tool. While no one likes to think of an educational institution as a business *per se*, the need for sound management is no less important for a college than a business.

There are several inherent dangers in the use of institutional information. First, information may be inaccurate and may, in turn, lead to wrong decisions. Second, information may be incomplete and lead to no decision at all. And, finally, information may be too complete in the sense that redundant information is given to the decision-maker. Too much information serves only to create management confusion.

In the summer of 1975, Husson College purchased a small computer to deal with the information explosion. In its first year of operation, the computer has been used as an instructional vehicle as well as a means of analyzing the multitude of data in it. While the computer represents an efficiency in the use of information, a decision was made by the College administration to further refine its management techniques. To do this, a proposal was submitted to the U.S. Office of Education to obtain Federal funds under Title III of the Higher Education Act of 1965. Husson is now in its second year of Title III funding and the request was approved.

With the monies available, Husson has retained the services of a consulting firm, Systems for Institutional Analysis and Management (S.I.A.M.) of Azusa, California. To date these consultants have made three visits to Husson and largely identified the problems involved in the College information systems. In future visits they will assist in designing systems which will simplify the entire information process to the end that the best possible management decisions may be made.

Free Market System

Continued

A final factor is that of government legislation and philosophy. The very tax structure will decide the division of wealth between the public and private sectors. Great Britain is a case in point. Under socialism, private property and private initiative are being taxed out of existence.

I would like to give here some concluding thoughts. I certainly agree with the age-old aphorism that a people gets no better government than they deserve. Today there is a growing tendency for private business to discredit the government and for government to discredit private business. We again see capitalism on trial. Many people of good will are questioning the ability of capitalism to distribute adequately and equitably the fruits of our gross national product. If it fails, legislative grace will be removed by the people.

Much of the responsibility for lack of creditibility in our system lies with business itself. Forces that should work together appear to be working against each other. Business vs. government is really business vs. the people. There is an increasing coolness by the people against established institutions, which includes both business and government. The division between consumerism and those who produce for the consumer is a deplorable one. I would ask here, "What is the role of education in inculcating a belief in our free enterprise and democratic form of government?"

Finally, what must business do to help preserve the free enterprise system? First, it must help restore the credibility of business and other institutions including government. Second, it must carry its point of view to the public. For example, it must help make young people understand the role of profits in our free enterprise system. Third, business must be concerned with all matters affecting the business community and society in general. The present move of Congress towards divestiture in the oil industry could well lead to other industries. Such legislation, in my opinion, will bring socialism to our country. And after viewing its workings in Great Britain, I would say that socialism would be a disaster for the America which we know and which we value.

MEN'S BASKETBALL SCHEDULE
1976-1977

Jan.		
20	At Unity	7:30 p.m.
24	Thomas	7:30 p.m.
26	At U of M - Machias	7:00 p.m.
28	At Keene	8:00 p.m.
Feb.		
1	At U of M - Farmington	4:00 p.m.
3	U of M - Portland-Gorham	7:30 p.m.
5	At Framingham State College (tent)	2:00 p.m.
7	At Ricker	7:00 p.m.
9	Unity	7:30 p.m.
11	Keene	7:30 p.m.
12	U of M - Machias	2:00 p.m.
14	At Thomas	7:30 p.m.
18	At St. Joseph's College	8:00 p.m.
19	At Nasson	7:30 p.m.
21	U of M - Fort Kent	7:00 p.m.
22	U of M - Farmington	7:30 p.m.
24	U of M - Presque Isle	7:00 p.m.

WOMEN'S BASKETBALL SCHEDULE
1976-1977

Jan.		
28	At Colby	5:00 p.m.
29	U of M - Machias	1:00 p.m.
Feb.		
1	At U of M - Farmington	6:30 p.m.
3	At U of M - Portland-Gorham	6:00 p.m.
4	At Nasson	3:00 p.m.
5	At U of M - Machias	1:00 p.m.
9	At U of M - Orono	7:00 p.m.
14	At Bates	7:00 p.m.
17	Thomas	4:00 p.m.
19	At U of M - Fort Kent	3:00 p.m.
20	At U of M - Presque Isle	3:00 p.m.
22	Colby	5:00 p.m.
26	Nasson	1:00 p.m.
27	U of M - Farmington	4:00 p.m.
Mar.		
1	U of M - Orono	7:00 p.m.
11	U of M - Portland-Gorham	7:00 p.m.
15	U of M - Presque Isle	6:00 p.m.



From The Alumni President

A. Dean Neal '62

For various reasons the Outstanding Husson Alumnus Award was not presented this past year. Specifications for selecting a recipient of this award will be published soon. We are depending on you, the alumni, to submit many qualified applicants. Please give this award due consideration when the time comes.

As an alumni board, we try to organize and do those things which we *think* we should be doing. We welcome any suggestions, constructive or otherwise. Please let us hear from YOU.

Our immediate goal is to strengthen our Maine chapters and make them viable part of the alumni picture. We need your Help to accomplish this task. In other words, participation is needed and wanted. Only with your help can we make our alumni association a vital part of Husson College's growth.

From Louise B. Miller

Dear Friends:

Your thoughtful, kind remembrance of me at your Homecoming in September was truly an honor and a rare privilege. To be remembered through the years by those who made the art of teaching a real fellowship in itself is a unique tribute.

Now, I understand just what so many of you meant when you would remark in Speech Class: "I'm just plain scared." For once I "blew my cool"! The joy sincere; the honor, most significant; the award, the culmination of a lifetime of teaching.

Most Kindly,

LOUISE B. MILLER
89 Cumberland Street
Bangor, Maine

Husson Alumni Ass'n
Husson College
Bangor, Maine 04401

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