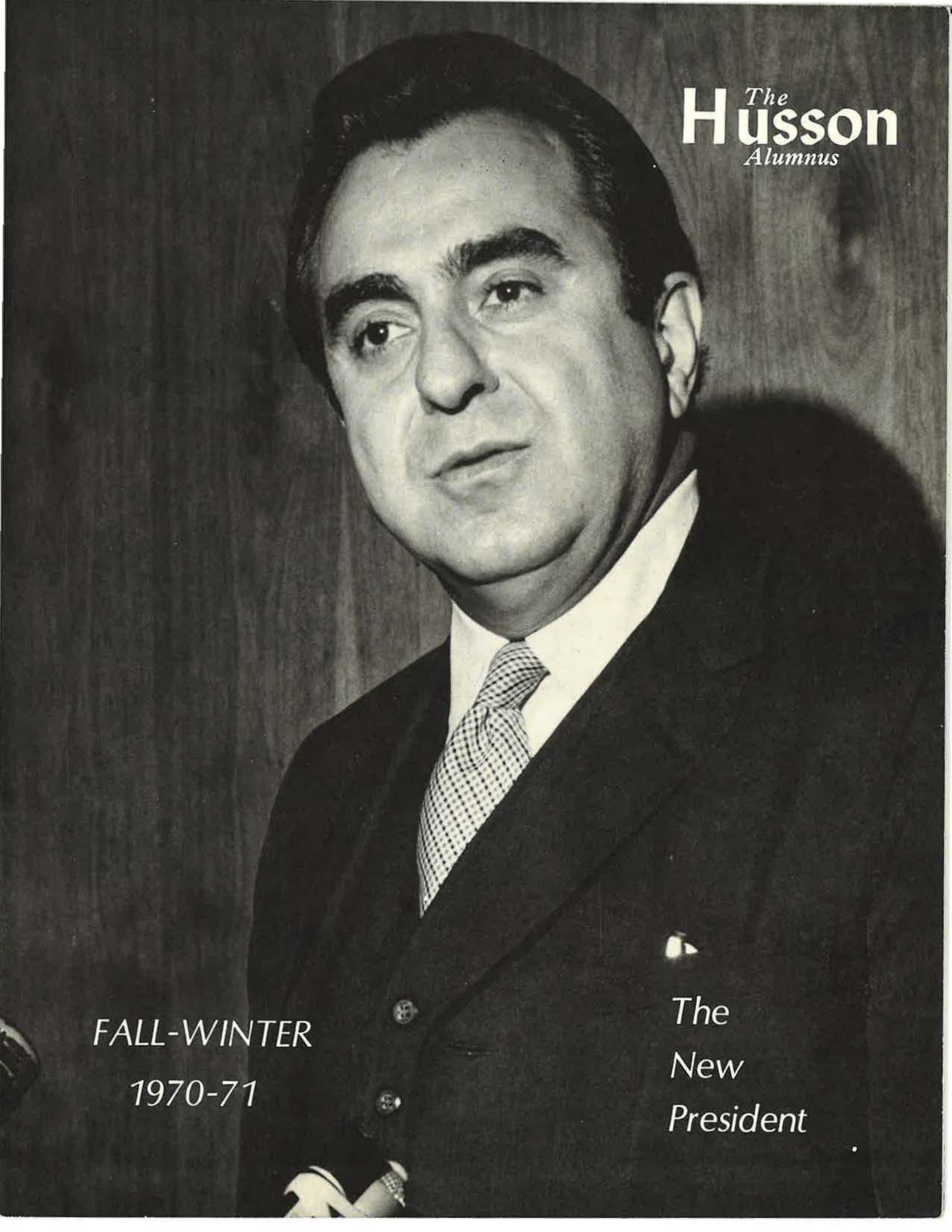


The Husson Alumnus

FALL-WINTER
1970-71

The New President

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A NEW PRESIDENT.... A NEW ERA

The Board of Trustees of Husson College have announced the election of Dr. Barkev Kibarian of Emporia, Kansas, as the second President of the College to succeed Chesley H. Husson, Sr., who retired from the post last December. The announcement came July 1, 3:00 p. m. at the College as Dr. Kibarian was introduced to members of the media during a press conference.

Doctor Kibarian, who vacates the Presidency of the College of Emporia in Kansas which he held for the past two years, assumed his duties at Husson in July. Trustees of the Bangor college selected Dr. Kibarian from among 25 candidates.

In a statement to the press, Dr. Kibarian declared that "this is a time when boards of trustees, presidents, faculties, administrators, students, alumni and the community at large must assess the role of higher education in our society and share in its planning in an atmosphere of maturity, respect and understanding.

"In this atmosphere, Husson College will help by continuing its emphasis upon academic goals and their relationship to the needs of students and the community at large.

"Husson College can reflect on an exciting heritage. Those who have been involved in its past can be rightfully proud. We intend to continue in the academic direction set for this institution, making those modifications which will satisfy immediate and future requirements. And, we intend to do this with the cooperation of the community, the alumni and all those who share in Husson College and in the future of higher education."

Insofar as the immediate future is concerned, Dr. Kibarian said that he foresees no problem in keeping enrollment at a high rate at Husson. "I don't think we will face that problem in the 70's," he declared.

He noted that by providing better service in business education, the Bangor college could maintain and increase its leadership role in such education.

The new college president said he did not believe there would be any major change away from athletics to a more academic type program at Husson. "There is an important need and role for athletics," he declared.

Dr. Kibarian said that Husson would place its emphasis upon "the whole-man concept" and this included business training with a liberal arts background and athletics. He said he felt that many institutions across the country have not stressed the "whole-man concept."

Noting that it was his belief that there was a need for both academic and athletic scholarships, Dr. Kibarian said that Husson also would continue to recruit its students from outside of Maine as well as within it. He termed such a mixture of students as "cross fertilization."

Declaring that education as an institution has been "due for a shakeup" as witnessed by student turmoil across the country, the educator declared he felt this would "be for the better," and that educators have discovered the need for some "soul searching."

He said that student involvement in college and university operations was good but it was a question of "relativity" as to the degree and areas in which they involved themselves.

Dr. Kibarian, who was chosen from a field of 25 candidates for the presidency of Husson, received his Bachelor of Science degree from the University of Rhode Island in 1950 where he was a Phi Beta Kappa honor graduate. He received his Master of Business Administration degree in 1952, and his Doctor of Philosophy degree in 1958, both from the New York University Graduate School of Business Administration.

"Husson can reflect on an exciting heritage"

"Emphasis on the whole man concept"

His fields of specialization include marketing, organization and management, corporation finance and investment, economic theory and economic history. In these areas, he has written 11 articles for national publications and has contributed material for five textbooks.

In 1966, he was recipient of a substantial Ford Foundation grant to complete a research paper entitled "The D. C. Bail Project." He also has been endorsed for research by the Foreign Service Institute of the Department of State and Commerce.

Prior to becoming president of the Kansas College, Dr. Kibarian was professor of research at the University of Missouri where he completed sponsored research during the 1967-68 academic year.

Previous to that, he had held positions at Georgetown University in Washington, and at Northeastern University in Boston.

Throughout his academic career, he has served as an economic, financial, and advertising consultant to a number of business firms, and he was a consultant to the Japanese government in 1962.

He holds professional memberships in the American Marketing Association; Society for Advancement of Management; American Finance Association; American Economic Association and the American Asociation of Independent College and University Presidents.

Dr. Kibarian and his wife, Mary Ann, and their three children, Moral, 7, Barkev, 5, and Christopher, 1, will reside in Bangor at the former Wing estate on State Street.



Mrs. Kibarian and children Christopher, Moral and Barkev



(L-R) Mr. Peabody, Dr. Elliott, Pres. Husson, Pres. Libby, Miss Swan

Honorary Degrees Conferred for the First Time

By Bob Drew, Reporter,
Bangor Daily News

A total of 266 Husson College graduates listened May 30 as Dr. Lloyd H. Elliott, president of George Washington University in Washington, D. C., said turmoil on college campuses across the nation is resulting in an erosion of public confidence in higher education.

Dr. Elliott, former president of the University of Maine, warned that the integrity of the campus is being eroded by turmoil and unless it is changed "we shall see an exodus from the American campus similar to that which took place in Nazi Germany during the Hitler regime."

Elliott said he did not know where the scholars and teachers would go but he said "they may seek refuge internally in the United States in institutions not yet created, or they may seek freedom in lands beyond our national borders."

"Lower the financial barrier"



In noting that grave doubts have been expressed about the future of colleges and universities, Dr. Elliott declared that "at this point we do not know whether the campus in the United States will become a political citadel of the Latin American kind, whether it will revert to the quiet of the 1950's or whether some restructuring will make of our college and university still a new institution in the years ahead."

Observing that some 300 campuses were disrupted during the past academic year, Dr. Elliott declared "one basic question being raised is that of the kind of legal right, if any, which a student buys when tuition is paid for an educational program. If disruptions have prevented some students from continuing their studies, what recourse may be taken? There are those who want to study and can't because of the actions of others; there are those who want to teach and can't because of the actions of others; and there are those whose life's work is destroyed because they are caught in this upheaval. Unless such behavior is stopped, all talk of rights and responsibilities will only be more polluted rhetoric.

"Academic freedom will disappear and higher education as we have known it will pass into oblivion," he declared.

A former president of the University of Maine at Orono, Dr. Elliott made four proposals which he said would "permit more flexibility in both when and how young men and women may follow their interests and assume full adult responsibilities."

He outlined these as a domestic service corps; additions to the variety of education; lowering the financial barrier to more education; and more education earlier.

Of the domestic service corps, he said, young men and women, up to the age of 25, would have the opportunity to give two years of service to any of a wide range of national programs aimed at enriching family and community life; and in more variety of education, new institutions would be created to deal exclusively in that field, and teaching institutions would be open to adults of all ages for independent study, remedial work or cultural enrichment.

In lowering financial barriers, Dr. Elliott proposed a national scholarship program for disadvantaged students; and he said far-reaching new programs of early childhood education would serve well the needs of children, many of whom have been "abandoned to the violent world of television, lacking in adult companionship and eating an imbalanced, self-selected diet."

Dr. Elliott and President Winthrop C. Libby of the University of Maine at Orono were both presented honorary degrees, the first two ever presented by the college.

Dr. Elliott received a doctor of humane letters degree, and Libby a doctor of pedagogy degree.

The honorary degree candidates were presented by senior trustee George F. Peabody, while Dr. Chesley H. Husson, Sr., retired college president and chairman of the board of trustees presented the degrees, assisted by Miss Clara L. Swan, vice president of academic affairs.

"More education earlier"

Regional Accreditation:

Top Priority for Husson

The greatest challenge currently facing Husson College is regional accreditation and new president, Dr. Barkev Kibarian, indicated this would be highest on the priority list as he addressed a Sept. 2 meeting of the Board of Directors of the Alumni Association.

Dr. Kibarian, named to the post last July, made it clear that this goal would be met in the shortest possible time as he outlined several new steps that would be instrumental toward this end.

At the same time, Dr. Kibarian stressed that the days of the autocratic president were over and that successful governance of today's colleges depends greatly upon consultation with all levels of the college community, including Alumni, and that efforts by all would be needed to assure a rapid realization of Husson's future goals.

The second major priority, as listed by Dr. Kibarian, is admissions and recruitment. In order to reach its potential, Husson College must have an enrollment near its capacity, and once again it was stressed that the role to be played by Alumni would be a vital one.

As an added impetus in reaching these goals and others, Dr. Kibarian announced the revised organizational structure of the College in several areas.

Firstly, he has named an executive committee made up of the three vice presidents, the treasurer and the director of public affairs. This body meets once a week to evaluate major issues of the college and to recommend policy change through the president to the Board of Trustees. He added that the new committee provides counsel and guidance for the functioning of the total college community.

Under the Executive Committee, is a newly formed Presidential Cabinet, which is made up of department heads, faculty, students and staff.

While not a policy making body, the cabinet will be a sounding board which provides feed-back and recommendations pertaining to policy.

Dr. Kibarian pointed out the vital importance of communication with both faculty and students, explaining that a lack of dialogue, in his judgment, was the major cause for much of the student unrest across the nation.

Other programs instituted by the president to help improve communications include meetings every other week with ten different members of the faculty. Additionally, he is meeting weekly with 50 different students for breakfast. Twice each month, Dr. Kibarian will meet for breakfast with the Board of Trustees to report his findings and recommendations to them.

In addition to these various committees and breakfasts, the president has organized additional academic committees, among these are: a committee to establish a Pure and Applied Research Center aimed at the evaluation and managerial aspects of ecology and oceanography; a committee to investigate semesters of studies out of the country such as in London, Montreal and Quebec; a committee to meet weekly to assess the college's admissions and recruitment picture.

Seven new recruiters from Arlington, Va., to Montreal will cover that area seeking prospective students, aided by letters with return cards which will be sent to community and junior colleges in that area. Eventually, counselors from high schools, junior and community colleges will be invited to come to the campus as weekend guests of the president.

Also, a new slide presentation has been introduced to be used in the homes of prospective students.

Moving toward the goal of accreditation, Dr. Kibarian outlined several steps which are being taken.

"alumni role a vital one"

"Alumni Support need not be financial"

The college will work with the Bangor Public Library to make its half million volumes available to Husson students via duplicating on microfilm. Underway is an arrangement to affiliate with both Dartmouth College and the University of Maine computer centers to afford finger-tip access to nearly limitless computer facilities.

Husson has approached the Northern Conservatory of Music to enrich the relationships between the two institutions. Dr. Kibarian stated, "We will improve the parts, thus enhancing the total offerings."

Dr. Kibarian also announced efforts to make life in the dormitory more appealing to students. Certain professors had already volunteered specific evenings during the week to visit with students in the dormitories to counsel them in any problems of a personal or academic nature. The program is labeled Professors-In-Residence.

Additionally, counselors offices have been moved into the dormitories for easier and quicker availability with the hope that the resultant rapport and good will would be a major factor in curbing unrest.

Eventually, the college hopes to offer a branch bank, barber shop, beauty shop, art and music appreciation courses for a pass-fail grade, or merely for entertainment, to be all located in the dorms.

On a long term plan, Dr. Kibarian sees the college strengthening its social and academic credentials. For example, he cited the current secretarial science course which is now identified as the Women's Executive Program. He said that today's secretary is likely to be more than just a secretary and often is regarded as an executive assistant. Eventually her studies at Husson will include certain courses abroad, plus preparation in finance, accounting and management.

In conclusion, the new president reminded board members that alumni support does not necessarily have to be interpreted as financial. He pointed out that alumni could aid the college in admissions, public relations, or an alumni-sponsored fund-raising event to benefit a local community or charity.

Husson's Finest Year in Sports

The college year which ended in June saw several Husson athletic teams attain their highest degree of success and also saw two new varsity teams appear on on the scene.

The basketball team, led by second-year coach Bruce MacGregor, posted a sensational 22-3 record and reached the District 32 playoffs of the National Intercollegiate Athletic Association (NAIA) for the first time in the history of the college. Although eliminated in the playoffs, the performance of the team, rated high in New England wire service polls for the first time, earned MacGregor three coaching awards. He was named Maine College of the Year; NAIA District 32 (New England) Coach of the Year and was selected by the United Press International as New England's Small College Coach of the Year.

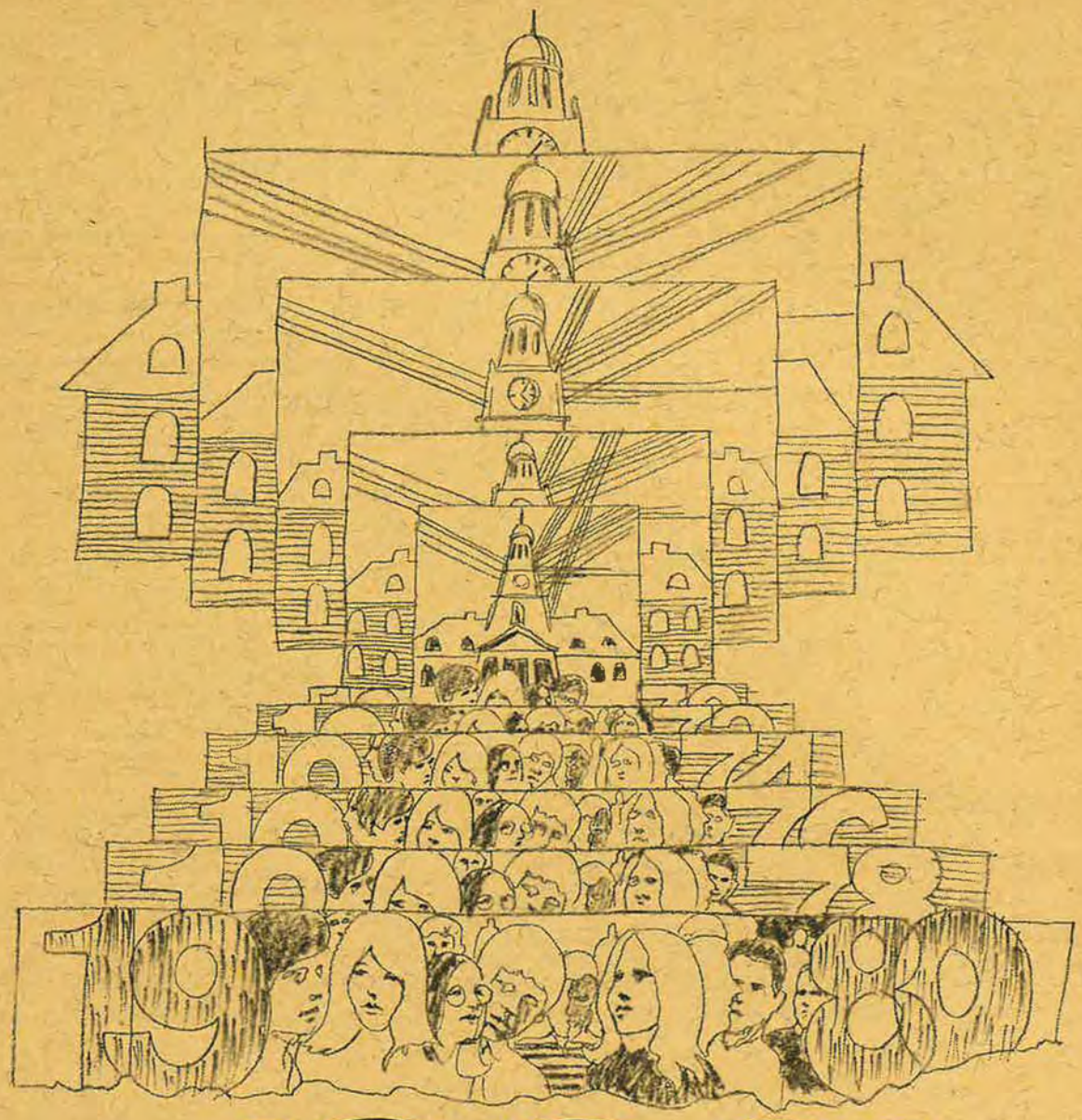
Seniors Al Caston of Chicago and Dick Giroux of Lewiston were both selected to All-Maine first team berths while Caston was also accorded the honor of becoming the first Husson player ever invited to compete in the annual Hall of Fame college all-star game in Springfield, Mass.

Wrestling and swimming both made their varsity debuts on the Husson campus, thanks largely to the outstanding facilities offered by the Newman Athletic Complex. Both teams had successful, if not winning seasons, in their first efforts.

In the spring, Coach Del Merrill's baseball unit continued to display the winning ways of the basketball team. The team, rated one of the best ever at Husson, posted a 17-3 mark against rugged competition and won an invitation to the District 32 Playoffs for the fourth time in five seasons.

John Sinclair and Tom McBean were selected in the annual pro baseball draft. McBean decided not to sign with the Chicago Cubs but to complete his studies at Husson.

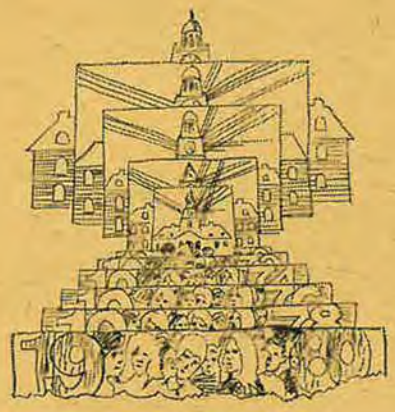
Later in the summer, catcher Jim D'Agostino was signed to a contract as a free agent by the Pittsburgh Pirates and will play for the Bradenton, Fla., farm team of the Pirates in the Gulf Coast League.



1980!

In the decade between now and then, our colleges and universities must face some large and perplexing issues

NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today's reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation's colleges and universities and those who care about them, 1980 is not so far away after all.



1980! BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

► **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.

► **More professional staff members to employ**—a projected 1.1-million, compared to 785,000 today.

► **Bigger budgets to meet**—an estimated $39-billion in uninflated, 1968-69 dollars, nearly double the number of today.

► **Larger salaries to pay**—$16,532 in 1968-69 dollars for the average full-time faculty member, compared to $11,595 last year.

► **More library books to buy**—half a billion dollars' worth, compared to $200-million last year.

► **New programs that are not yet even in existence**—with an annual cost of $4.7-*billion.*

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

1980! BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.

No newspaper reader or television viewer needs to be told why. Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Campus disruptions: a burning issue for the Seventies

Last academic year alone, the American Council on Education found that 524 of the country's 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused $8.9-million in property damage.

Last year's record	Had disruptive protests	Had violent protests
Public universities	43.0%	13.1%
Private universities	70.5%	34.4%
Public 4-yr colleges	21.7%	8.0%
Private nonsectarian 4-yr colleges	42.6%	7.3%
Protestant 4-yr colleges	17.8%	1.7%
Catholic 4-yr colleges	8.5%	2.6%
Private 2-yr colleges	0.0%	0.0%
Public 2-yr colleges	10.4%	4.5%

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (*See the table at left for the American Council on Education's breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.*)

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution's enrollment, the greater the likelihood that disruptions took place. For instance:

► Of 501 institutions with fewer than 1,000 students, only 14 per cent reported that the level of protest had increased on their campuses over the past 10 years.

► Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.

► Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

No campus in any region is really 'safe' from protest

"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

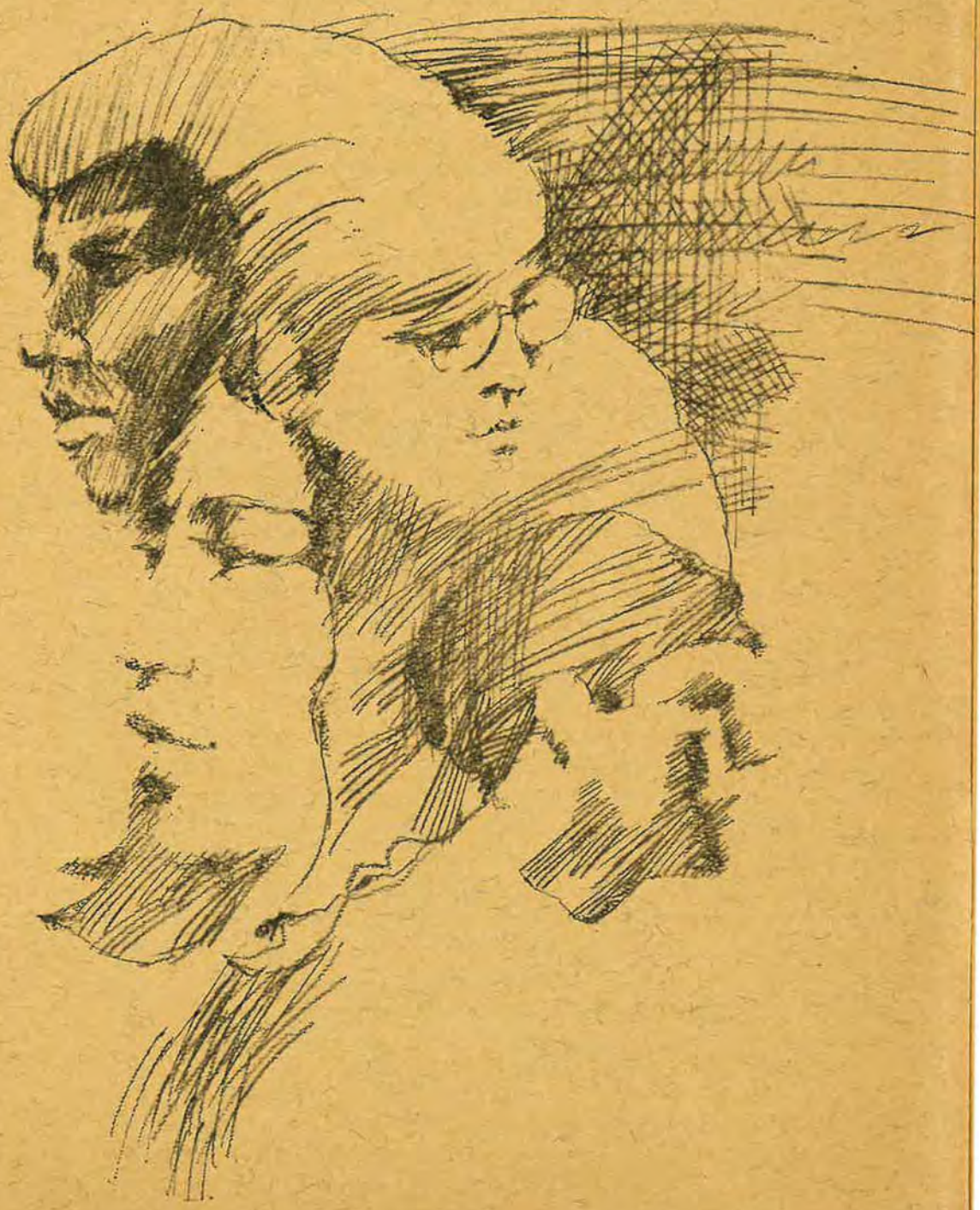
"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."



1980! WHAT WILL BE THE PICTURE by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

Some ominous reports from the high schools

On the dark side are reports from hundreds of high schools to the effect that "the colleges have seen nothing, yet." The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders "usually more precipitous,



spontaneous, and riotlike" than those in the colleges. What such rumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. "I know I may have to eat these words tomorrow," said a university official who had served with the National Commission on the Causes and Prevention of Violence, "but I think we may have turned the corner." Others echo his sentiments.

"If anything," said a dean who almost superstitiously asked that he not be identified by name, "the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

"The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more *reasoned* searches for remedies—although I still cross my fingers when saying so."

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical "Weatherman" faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen's disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been "turned off" by the extremists' violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. "I believe the violence and force will soon pass, because it has so little support within the student body," he told an interviewer. "There is very little student support for violence of any kind, even when it's directed at the university."

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. "Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship," said the master of Eliot House, Alan E. Heimert. "It's as if they were saying, 'The revolution isn't right around the corner, so I'd better find my vocation and develop myself.' "

Bruce Chalmers, master of Winthrop House, saw "a kind of antitoxin in students' blood" resulting from the 1969 disorders: "The disruptiveness, emotional intensity, and loss of time and opportunity last year," he said, "have convinced people that, whatever happens, we must avoid replaying that scenario."

A student found even more measurable evidence of the new mood: "At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all."



Despite the scare headlines, a mood of cautious optimism

1980! PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM is a feeling that many colleges and universities—which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

Many colleges have learned a lot from the disruptions

When they returned to many campuses last fall, students were greeted with what *The Chronicle of Higher Education* called "a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance."

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.



Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made *ad hoc* concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

"America's institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

"They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today's needs but will have its major thrust toward tomorrow's."

1980! IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

The need now: to work on reform, calmly, reasonably

Cornell University's vice-president for public affairs, Steven Muller ("My temperament has always been more activist than scholarly"), put it thus before the American Political Science Association:

"The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry. . . .

"It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

"Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric

of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat."

Chancellor Gould has observed:

"Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .

"But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution. . . ."

Can dissent exist in a climate of freedom and civility?

The president of the University of Minnesota, Malcolm Moos, said not long ago:

"The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .

"[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution."



1980! THAT "CLIMATE OF CIVILITY AND FREEDOM" appears to be necessary before the colleges and universities can come to grips, successfully, with many of the other major issues that will confront them in the decade.

Those issues are large and complex. They touch all parts of the college and university community—faculty, students, administrators, board members, and alumni—and they frequently involve large segments of the public, as well. Many are controversial; some are potentially explosive. Here is a sampling:

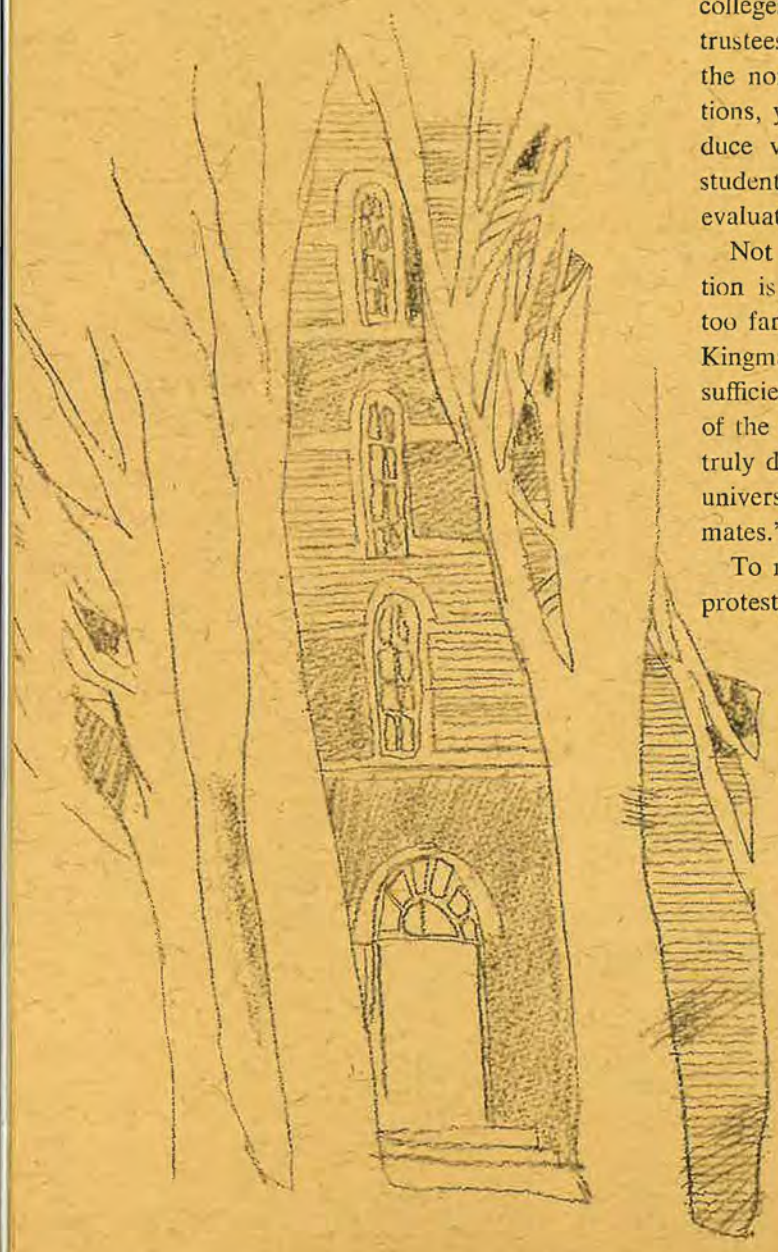
What part should students have in running a college?

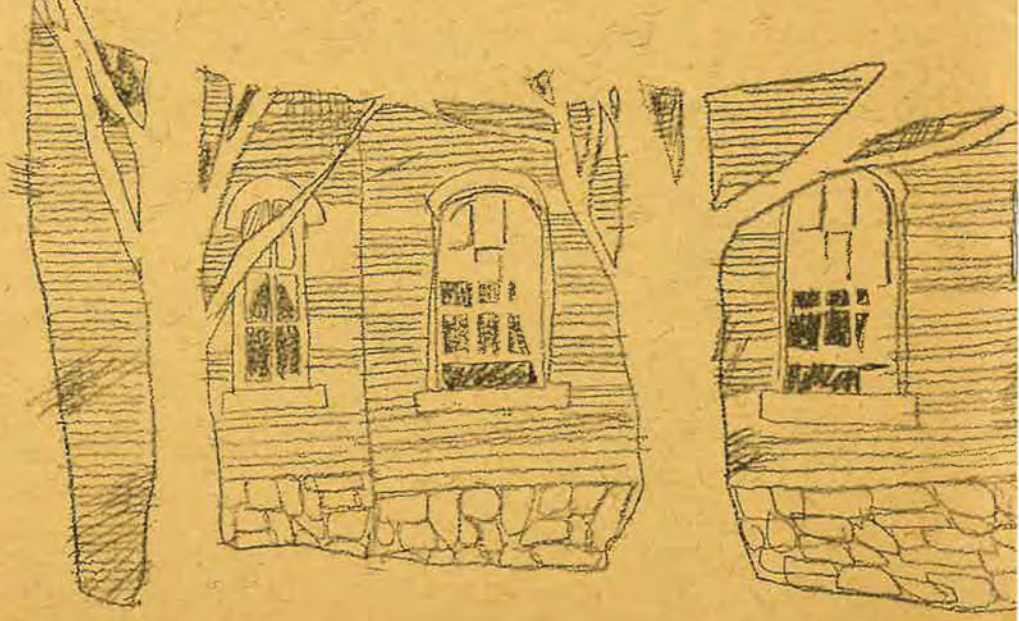
► **What is the students' rightful role in the running of a college or university?** Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

Trend: Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University, Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis





that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely." Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

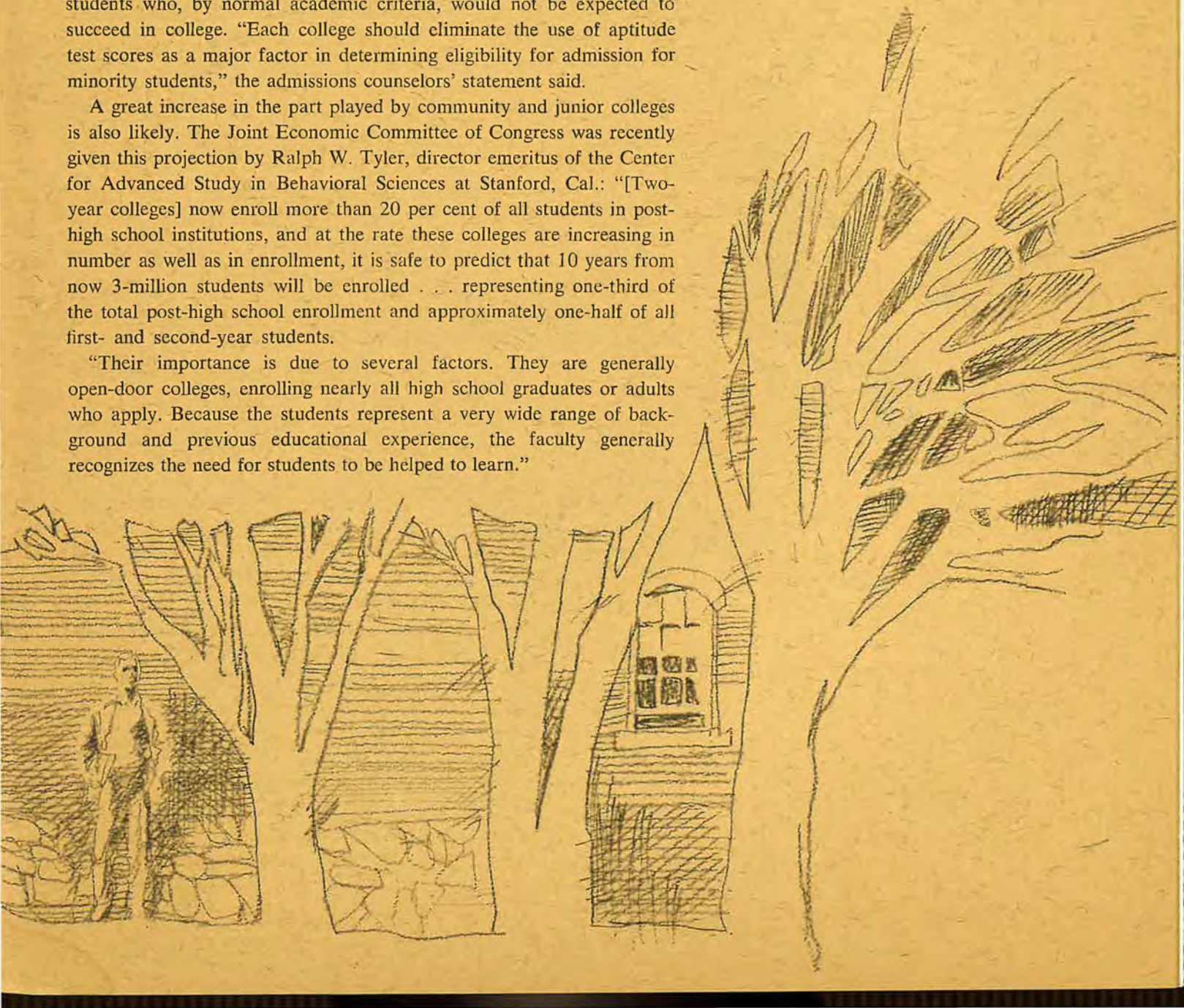
► **How can the advantages of higher education be extended to greater numbers of minority-group youths?** What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

What about the enrollment of youths from minority groups?

Trend: A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues. At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled . . . representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

"Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."



Negro institutions: what's their future in higher education?



► **What is the future of the predominantly Negro institutions of higher education?**

Trend: Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—"a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare," said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions' cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish "black studies" programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

► **How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of nonwhite students?** Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes' demands for separate dormitory facilities, student unions, and dining-hall menus?

Trend: "The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves," says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that "some forms of black studies are legitimate intellectual pursuits," in the words of one close observer, "but that generally any such program must fit the university's traditional patterns." The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

► **What should be the role of the faculty in governing an institution of higher education?** When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

Trend: In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.

But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: "Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet." Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might "bring the professors back not only to teaching but to commitment to the institution."

The faculty: what is its role in campus governance?





► **How can the quality of college teaching be improved?** In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

Can the quality of teaching be improved?

Trend: The coming decade is likely to see an intensified search for an answer to the teaching-"versus"-research dilemma. "Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country," said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new "teaching degree," putting "a direct focus upon undergraduate education."

Similar proposals are being heard in many quarters. "The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment," said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

► **What changes should be made in college and university curricula?** To place more emphasis on true learning and less on the attainment of grades, should "Pass" and "Fail" replace the customary grades of A, B, C, D, and F?

Trend: Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. "From every quarter," said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College of Columbia University, "evidence is suggesting

that the 1970's will see vastly different colleges and universities from those of the 1960's." Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

1980! BETWEEN NOW AND THE BEGINNING of the next decade, one great issue may underlie all the others —and all the others may become a part of *it*. When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

One great question will tower above all others

► **What shall be the nature of a college or university in our society?**

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as life-saving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in *Publications of the Modern Language Association,* for the "implications of its findings for society and mankind." "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued





the point thus, before the annual meeting of the American Council on Education:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a center for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner. . . .

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Should colleges and universities take ideological stands?

Needless to say, many persons disagree that the college or university should be politicized. The University of Minnesota's President Malcolm Moos stated their case not long ago:

"More difficult than the activism of violence is the activism that seeks to convert universities, as institutions, into political partisans thumping for this or that ideological position. Yet the threat of this form of activism is equally great, in that it carries with it a threat to the unique relationship between the university and external social and political institutions.

"Specifically, universities are uniquely the place where society builds its capacity to gather, organize, and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting-point of intellect, it threatens the function uniquely cherished by institutions of learning.

". . . It is still possible for members of the university community—its faculty, its students, and its administrators—to participate fully and freely as individuals or in social groups with particular political or ideological purposes. The entire concept of academic freedom, as developed on our campuses, presupposes a role for the teacher as teacher, and the scholar as scholar, and the university as a place of teaching and learning which can flourish free from external political or ideological constraints.

". . . Every scholar who is also an active and perhaps passionate citizen . . . knows the pitfalls of ideology, fervor, and *a priori* truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of choice as rigorously as he would protect his own. . . .

"Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choice or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community.

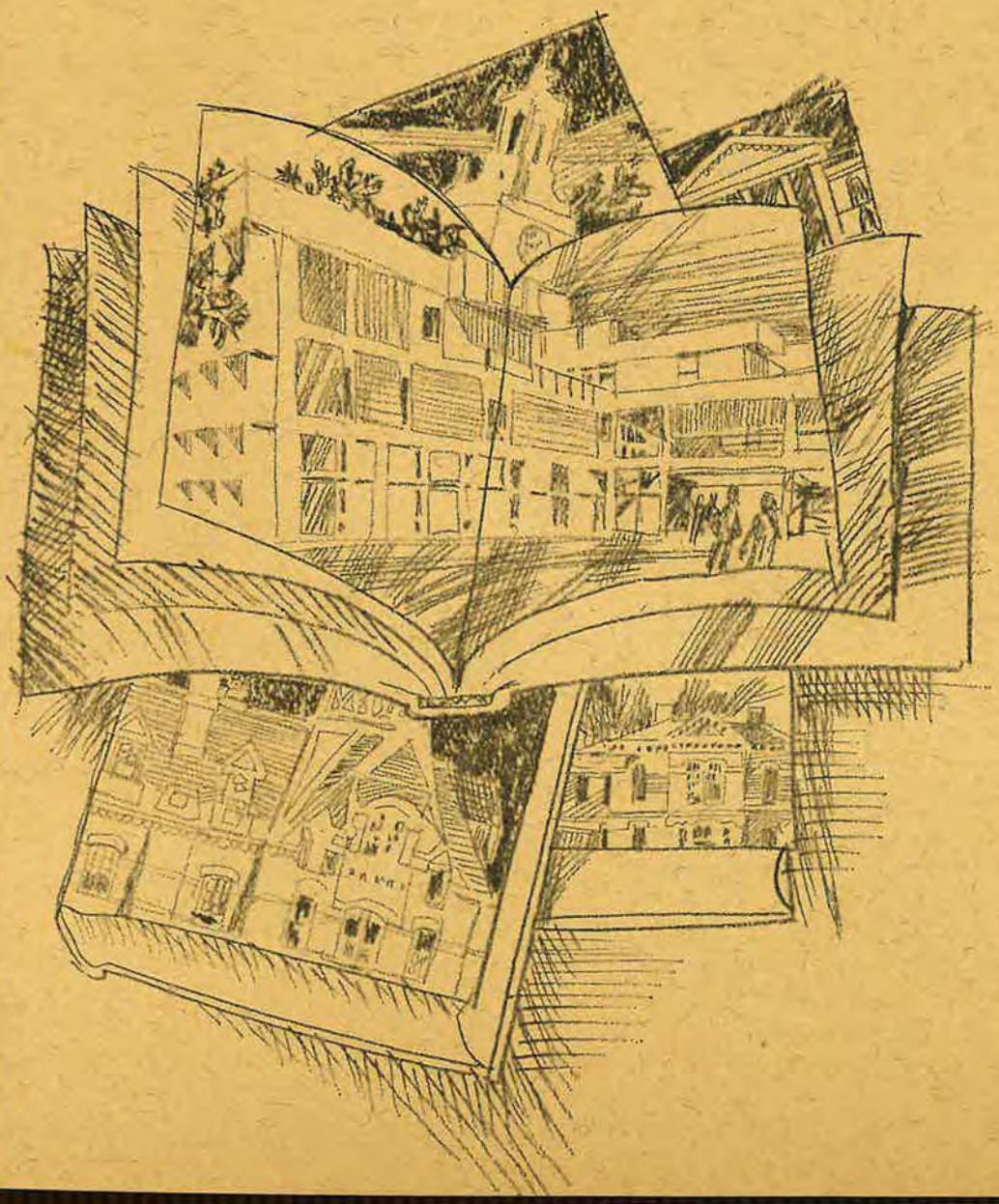


"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

1980! WHAT WILL THE COLLEGE OR UNIVERSITY be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

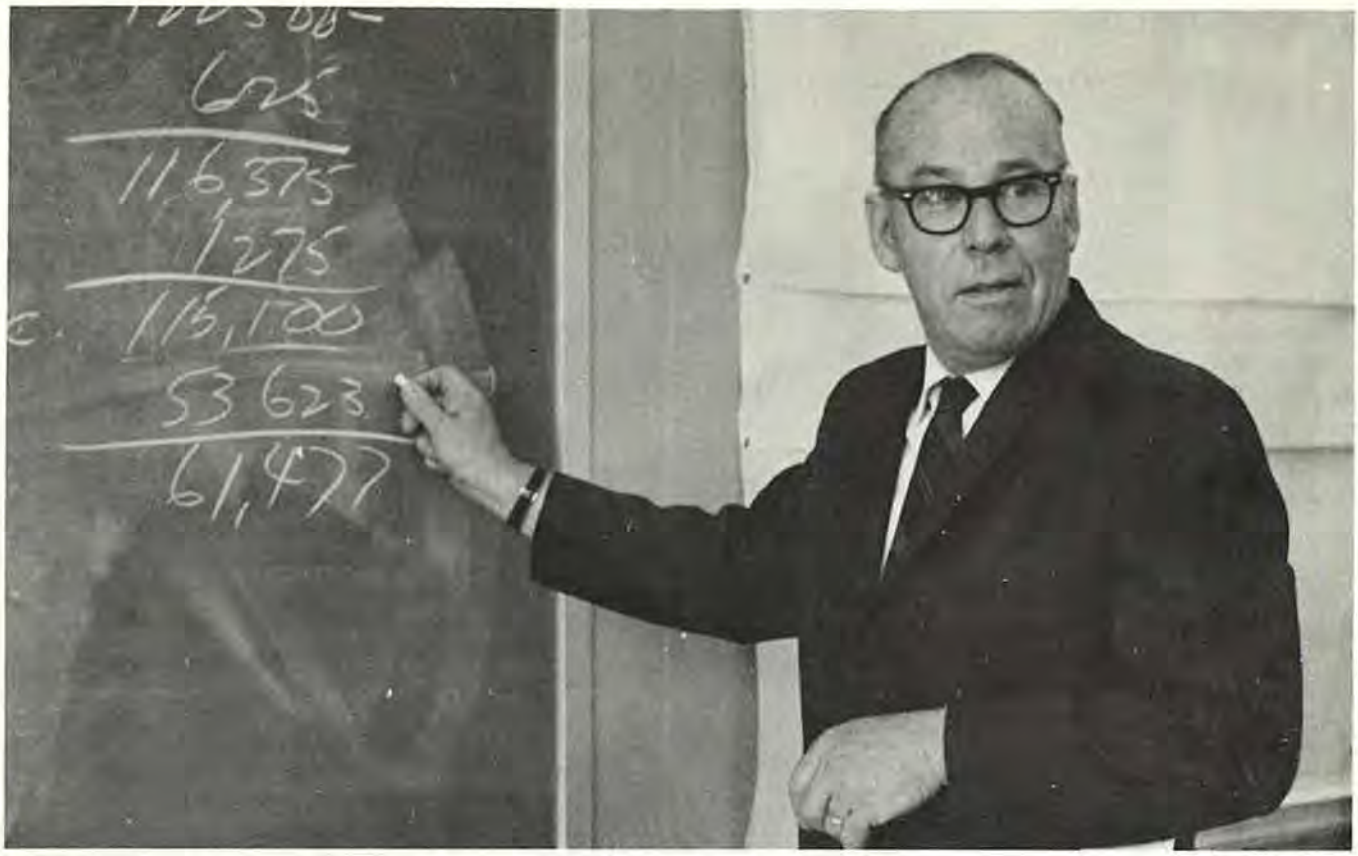
Illustrations by Jerry Dadds



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William (Bill) Donohue (1914-1970)

A Devoted, Trusted Friend is Lost

By Clara L. Swan,
Husson College Vice President

Friends, devoted faculty, and honest men are hard to come by.

On August 25, 1970, Husson College lost such a man, William H. Donahue, Jr.

Bill, or the "Great White Father" or "Debit Donahue," as he was fondly known by his associates and students, passed away quietly in his sleep after a busy day at the college.

Colleagues were shocked at the news. Their personal loss was overwhelming. No one realized the impact this man had made on the academic community in his 24 years at Husson College.

A friendly smile, a firm handshake, a definite answer, a word of encouragement are being missed by us all.

Bill and his colleagues kept the cribbage board hot every noon. So far not one has suggested cribbage—just too painful at this writing.

Bill was a man of his convictions. If he believed in a cause or a regulation, he followed it to the letter. As department head, he brought distinction to the accounting students. These men and women performed to the best of their abilities because Bill expected all his students to become A-1. These seniors were in demand before graduation. Many of his boys became CPAs.

Bill had been a member of the Husson faculty for 24 years. A graduate of Boston University with a Bachelor of Science degree in Business Administration, he held a Master of education degree from the University of Maine and was awarded a CPA in 1952.

He was a founder of the Bangor accounting firm of Donahue, Haverlock and Ronan, from which he retired three years ago. He also was a member of the American Institute of Certified Public Accountants and its Council, the American Accountant Association, the National Association of Accountants, Bangor-Waterville Chapter; the Maine Society of Public Accountants, the American Association of University Professors and the Bangor Rotary Club.

Bill's most recent honor came in September with the announcement that he had been selected to appear in the 1970 edition of Outstanding Educators of America. More than 5,000 of the nation's top educators are listed in the volume annually.

A scholarship fund has been established at Husson in Bill's name.

Dick Dyke Honored at 1970 Homecoming

Richard E. Dyke, a 1958 graduate and member of the Board of Trustees since 1965, was presented Husson College's first annual Distinguished Alumni Service Award as a highlight of the 1970 Homecoming Weekend festivities.

Dyke, a Windham businessman, was cited for "outstanding service rendered in behalf of his alma mater." The citation also stated that he has "distinguished himself as an outstanding businessman and civic leader in his community."

Dr. Barkev Kibarian, president of Husson, made the presentation during the annual alumni banquet during Homecoming weekend.

Dyke is the owner of Dyke Associates, a Portland consulting firm. He is an officer and investor in Pine Tree Pontiac in Dover, N. H.; Leviatt in Parris Inc., a Portland awning and sail-making concern; Windham Excavating Co.; Servitron Inc., an electronics firm in South Berwick, and the Admiral's Inn in Antigua, B.W.I.

He also owns several land investment companies.

President of the Maine Association for Retarded Children, Dyke is a member of the Governor's Committee on the Mentally Handicapped, a trustee of the Opportunity Farm for Boys in New Gloucester, treasurer of Abilities and Goodwill in Portland, and an incorporator of the Maine Medical Center in Portland.



Dick Dyke *Dr. Kibarian*

He is also a member of Kora Shrine Temple, Lewiston, and the Wilton Masonic Lodge.

A native of Wilton, he is married to the former Myrna Alexander, also of Wilton. They met while attending Husson College. The Dykes and their six-month-old son, Jeffrey Earl, live on Partridge Road in Windham.

Homecoming events drew nearly 200 Husson alumni from as far south as Delaware and as far north as New Brunswick. Other features of the weekend included an Alumni Association luncheon and annual meeting, during which Mrs. Ruth G. Stearns of Hampden was elected president for 1970-71.

Also elected were: Thaxter R. Trafton of Bangor, first vice president; Pat Trask of Brewer, second vice president; Dean Neal of Lincoln, director for one year; Jack Wise of Bangor, director for two years, and Lorraine Johnson of Bangor, Larry Stanchfield of Orrington and Nancy McKenney of Brewer, directors for three years.

Dr. Kibarian was principal speaker at the luncheon.

Other events included a swimming exhibition by the Bangor YWCA Flamingoes Saturday morning and a German dance, featuring Bangor's Stammtisch Band, following the banquet Saturday night.



New Alumni Association Officers
(L-R) Thaxter Tratfon, Ruth G. Stearns, Pat Trask

Alumni



CECIL WILSON, a graduate of Husson long active in college affairs, has been named to a three year term as trustee of the college. Also a director of the Alumni Association Board, Wilson will serve as liaison between the Alumni Board and Trustees.

A native of Calais, Wilson is now assistant business manager of the Bangor Daily News. He is a member of the Bangor-Waterville Chapter of the National Association of Accountants, past president of the Husson Alumni Association, past president of the Brewer Junior High PTA, and former vice president of the Bangor Kiwanis Club.

He and his wife, Pauline, have two children.

HENRY E. PREBLE ('51), has been named traffic supervisor for Cole's Express, Bangor. He was previously terminal manager at Portland.

JACK SCOTT, former Husson basketball standout, has been named head coach of basketball at Ellsworth, the high school in which he starred as a schoolboy player, leading his team to the New England Tournament in 1953 and 1954. Scott had been coach at Georges Valley High in Thomaston.

LEO M. LOISELLE ('63), has been appointed Dean of the College at Beal Business College in Bangor. He is a native of Lewiston.

JAMES D'AGOSTINO ('70), has been signed to a minor league baseball contract by the Pittsburgh Pirates. D'Agostino, a catcher at Husson, will be assigned to the Bradenton, Fla., farm team of the Pirates in the Gulf Coast League.

KENDALL GORDON ('62), is now regional supervisor of the claim department of the Waterville office of the Aetna Life and Casualty Co.

WAYNE G. KILLAM ('68), has been appointed regional classification and staffing officer of the Unemployment Insurance Commission in Moncton, N. B.

EDWARD L. HENNESSEY, JR. ('70), who graduated second in his class, has been appointed to the staff of the Machias Savings Bank.

RICHARD P. J. BERNARD ('63), is the new manager of the Beneficial Finance Company in Biddeford.

JOHN DORAN ('66), is the new head of the Department of Business Management at Beal College, Bangor.

E. RANDY GRAVA ('65), formerly of Millinocket and now a trust officer of the First National Bank in Seattle, Wash., has been elected president of the Estate Planning Council of Clark County.

BENJAMIN S. BUTLER ('63), of Farmington has been named a director of the Livermore Falls Trust Company.

KENNETH B. SPOONER ('66), is now a registered representative of Hornblower & Weeks-Hemphill Noyes at the firm's Portland office.

ALFRED E. BOSSE, corporate controller for the Eastern Company, Naugatuck, Conn., had a featured speaker's role at a meeting of the Waterbury Chapter of the National Association of Accountants.

RONALD LUSCZ ('69), is now holding a position as an auditor for the Civil Aeronautics Board in San Mateo, California.

ROBERT RONAN ('61), of Orono was elected president of the Penobscot County Chapter of the Husson College Alumni Association. He is a partner in the accounting firm of Donohue, Haverlock and Ronan of Bangor.

J. THOMAS GAVIN ('70), has been appointed as Husson College's director of purchasing, to be responsible for purchasing for all departments of the college.

JONATHAN KUNZ ('70), has accepted employment with the Shell Oil Company in Hartford, Conn., as a salesman. He is a graduate of Rangeley High School.

FRANCIS X. GLANVILLE ('70), has joined the manager training program of the Friendly Ice Cream Shop in Chicopee Falls, Mass.

FRANK BUTLER ('69), is a new member of the teaching staff for schools in the Orange-Windsor, Vt., school district.

SIMONE L. LEVESQUE ('63), a member of the Husson admissions staff since July, has been named associate director of admissions for the College. She is a former resident of Fort Kent.

In The News

WAYNE C. INGALLS ('67), was selected the outstanding member of the Southern Maine Chapter of the National Association of Accountants for 1969-70. He is a CPA with a Portland Accounting firm.

SHIRLEY C. BEAL, Ellsworth, has been named an assistant cashier at the Liberty National Bank in Ellsworth.

GEORGE J. MASSIE ('55), a detective with the Maine State Police, was one of only five law enforcement officials at state or local level selected to attend a seven-week Special Agent Training School of the Internal Revenue Service, Washington.

KENNETH WENTWORTH ('66), has joined the Kansas City Division of the Bendix Corporation as a junior production planner. The firm is a prime contractor for the Atomic Energy Commission.

GWEN BULMER ('69) is currently holding a teaching position in Saratoga Springs, N. Y.

THOMAS R. HINDLE ('67), owns and operates his own fashion and advertising photography studio, "Photography by Thom," in Los Angeles.

ANITA R. BLAKE, Belfast, was chairman of the Waldo County "Women for Erwin" in his campaign for the governorship.

ANTHONY J. PAVONE ('65), has been appointed manager of the Swift & Company district sales unit in Augusta.

RICHARD BOULET ('64), credit manager at Pioneer Plastic Corporation in Auburn, has been elected chairman of the national high pressure laminates industry credit group of the National Association of Credit Management.



JOHN SINCLAIR, a 1970 graduate of Husson, is carving out a niche for himself in the realm of professional baseball. Signed by the Boston Red Sox last summer, John was assigned to the Jamestown, N. Y., farm club of the Sox in the New York-Pennsylvania (NYP) League. As an outfielder, Sinclair, a three-sport letter-winner at Husson, led the League in batting with a .370 average and was promoted by the Red Sox to their affiliate in Winston-Salem, N. C.

RUTH P. HOPKINS ('61), has been elected secretary of the Bangor-Waterville Chapter of the National Association of Accountants.

JANICE C. PHILLIPS ('67), Bridgewater, has been reinstated as assistant county office clerk for the Farmers Home Administration in the Presque Isle District office.

EUGENE L. RICHARDSON ('68), is now employed as a sales representative for National Cash Register's Commercial-Financial Systems in Eastern Maine.

RALPH P. BUZZELL ('61), has been appointed a special agent for the Worcester, Mass., Mutual Fire Insurance Company and Guarantee Mutual Assurance Company of America. He was previously an underwriter for the Kemper Insurance Company.

LLOYD R. MOORES ('66), has been appointed corporate budget manager for the American Optical Company in Southbridge, Mass. He previously served as general accounting manager.

CLYDE H. CROMMETT ('70), has been named an internal auditor for the Great Northern Paper Company in Millinocket. He is a Marine Corps veteran.

ALBERT SMITH ('66), has joined the Wilton Police Force. He is also self-employed in the horse-racing business.

RALPH BICKFORD ('56), distributive education coordinator at Westbrook High School for the past three years, has joined the staff of the Vocational Education Bureau of the State Department of Education as a consultant for business and distributive education.

CARLTON F. SCOTT ('39), president of the Kyes Agency, Inc., has been named to the Wilton Area Board of the Depositors Trust Company.

DIANE DUNNING ALMETER ('58), was named Family Services Volunteer of the Month (April) for the 60th Air Base Group, Travis Air Force Base, California.

THOMAS A. MADSEN ('65), has been appointed to a post in group sales by the Hartford Life Insurance Company. He was previously supervisor of group sales with the Travelers Insurance Company in Boston.

Alumni in the News (cont.)

CHESTER W. POOLE III ('66), of Boothbay Harbor is now associated with Chapman and Chapman, Inc., of Bath and Damariscotta. He will specialize in life and health insurance and will serve agency offices in Bath, Damariscotta and Boothbay Harbor.

THOMAS W. KELLY ('65), formerly cost accountant for the Great Northern Paper Company at Millinocket, will now devote his time to the development of the cost accounting phase of the company's medium range profit planning program.

MRS. ARTHUR C. BRISTOL, and her husband, the Rev. Arthur C. Bristol, a well-known local voice as the pastor of the Living Waters Revival Center, which broadcasts weekly in the coastal area, have purchased the former Rockland Congregational Church Building and will start up a Pentecostal Congregation there. Mrs. Bristol, a native of Smyrna Mills, has worked as a chief bookkeeper for the Camden Community Hospital since moving there six years ago.

CLYDE O. MOODY ('59), has been appointed general office manager for Cole's Express, Bangor.

GEORGE ALBERT ('59), recently held a one-man showing of his paintings in the art room of the Millinocket Memorial Library. He is the guidance director at Stearns High School.

LAWRENCE N. EATON ('56), an associate professor of accounting at Husson College, has received a certificate of merit in the annual manuscript competition of the National Association of Accountants. Eaton's manuscript, one of nearly 600 submitted, was entitled, Equating Risk with Investment and Performance Evaluation.

PHILLIP M. KILMISTER, of Augusta is now associated with the law firm of Farris and Foley, Augusta. Former assistant attorney general for the past five years, Kilmister taught business law and economics at Husson College.

KEITH R. VEAZIE ('60), formerly associated with the Great Northern Paper Company and the Fraser Companies, Unlimited, has joined the Dead River Company as manager of computer systems.

ROMEO PARENT ('70), has accepted a position with Delta Management of Pittsburgh, Pa. He will be working at Geneva Arms, a branch located in Beaver Lake, Pa.

STEPHEN MITCHELL ('69), a member of the faculty at York High School, recently spoke on the topic of Maine Indians at a meeting of the Women's Fellowship of the First Parish Church of York.

RICHARD SEWALL ('63), formerly of Bangor, has been elected commander of the Henry J. Sweeney Post, American Legion, in Manchester, N. H. A decorated Vietnam War veteran, Sewall is a graduate of John Bapst High School.

WILLIAM L. WING ('66), won nomination as the Republican candidate for the office of County Commissioner for Androscoggin County in the June primary.

STEVEN H. FLANAGAN ('67), Rocky Hill, Conn., has been promoted to analyst in the mortgage loan department at Aetna Life and Casualty Company, Hartford.

MICHAEL E. COLERICK ('67), Bangor, a representative of the Eastern and Northern Maine general agency of National Life Insurance Company of Vermont, participated in a career school at the company's home office in Montpelier, Vt.

In The Service of Their Country

2ND LT. JAMES R. WOOD ('68) has received the Army's Combat Infantry Badge while serving near Duc Pho, Vietnam.

CAPT. LINDON F. LANE ('66), has been presented with the Air Force Medal Commendation Medal for meritorious service at Tuy Hoa AB, Vietnam.

SPEC. 4 WAYNE A. JACKSON ('68), was presented the Army Commendation Medal for heroism in action while engaged against hostile forces in Vietnam.

PVT. MAURICE A. FOURNIER ('69), Lewiston, has completed training at the Army's Military Police School in Fort Gordon, Ga.

PFC DAN LAPIERRE ('69), is stationed with the U. S. Army in Vietnam, near the Laotian Border. PFC Lapierre holds the Combat Infantryman's badge and the Bronze Star with a "V" for valor. He is slated to return home next January.

AIRMAN JOHN W. HUNT, JR. ('69), of Sanford is serving as a supply specialist for the U. S. Air Force at Suwon Air Base, South Korea.

AIRMAN RONALD E. FERRANTI, has graduated from the U. S. Air Force Passenger Specialist Course at Sheppard AFB, Texas.

JOHN B. (SPARKY) ALDEN ('65), a 1st Lt. in the U. S. Army, has been named Outstanding Lieutenant of the Year at Fort Lee, Va. While serving previously in Vietnam, he received the Air Medal with 16 Oak Leaf clusters, the "V" device for valor, the Purple Heart and the Army Commendation medal.

RICHARD D. HOMMEL ('69), an accounting and finance specialist with the Air Force's Accounting and Finance Center, has been promoted to Airman 1st Class.

SGT. EDWARD M. LEITGEB ('67) has been named Outstanding Airman of the Year in his unit at McConnell Air Force Base, Kansas.

Notes From The Class of 1969

Class Agent

Cheri Libby

61 Park Drive, Apt. #1

Boston, Mass. 02215

JIM ALLISON is living in Quincy, Mass., and is working for Sears, Roebuck and Company as manager of the sporting goods department.

ROBERT ANDERSON is a cost accountant for the American Thread Company and lives in New Britain, Conn.

NEIL ARGRAVES, his wife Andrea and their two sons live in Salem, N. H. Neil is employed in the Marketing Division of Mobil Oil Corporation.

BILL BAUM is a supervisor, Customer Accounting for the Iroquois Gas Company and lives in Buffalo, N. Y.

GERALDINE BLACK is living in Medford, Mass., and is employed as a staff accountant for Arthur Andersen & Company in Boston.

JAMES BOTTI and his wife Geraldine live in Middletown, N. Y. Jim is an Office Manager for the Times Herald Record.

GEORGE BRODT is employed by Mercer & Greenberg Management, Inc., and is a Manager, Whltehall Shoppers Mall, Nazareth, Pa.

DANNY BROOKS is living in Orland, Maine, and is employeyd as an accountant for the Bangor Hydro Electric Co.

JEAN (Holmbom) BROWN and her husband David and little daughter Kristina are living in Bangor.

CONNIE (LePlante) BURKE and her husband Roger live in Bangor. Connie is employed at Merchants National Bank in Bangor.

FRANK BUTLER and his wife Linda Jo are living in Vershire, Vermont. Frank is a business teacher at South Royal High School.

NANCY (DeMeule) BUTTS and her husband Gerald are living in South Portland, Maine. Nancy is a medical secretary at Mercy Hospital.

GORDON BUZZA and his wife Charlene live in Presque Isle. Gordon is an accountant in the Trust Department of the Northern National Bank.

JULIE CHICKERING and her husband are the proud parents of a son, Michael James, born January 10, 1970. They reside in Camden.

MELODY (Cagwin) COX, better known as Bobbie, and her husband Kerry (still attending Husson) are living in Bangor. Bobbie is a legal secretary at Blanchard & Blanchard in Bangor.

MARGARET (Boyd) DAUPHINEE and her husband Carl live in Bangor. Margaret is Secretary to the director, Audio Visual Center, University of Maine at Orono.

JIM COCHRANE (B.C. IN CHIEF FOR A DAY, 1969) is a dealer representative for Shell Oil Company. Jim is living in Brighton, Mass.

WILLIAM DAVIS, his wife Barbara and their two children Susan and Chris are living in Livermore Falls. Bill is a salesman for L. H. Wentworth.

MARIA DEHAAN is a systems accountant for the U. S. Air Force and lives in Burlington, Mass.

DOT DEMERCHANT is a secretary to the general manager of Rolph McNally, Ltd., and lives in Cooksville, Ontario, Canada.

BOB DIGENNARO is in the Executive Training Program of the Hartford National Bank and Trust. He is attending Western New England School of Law working toward his degree of Juris Doctor. He and his wife Eileen (Santa Barbara, 67) are the proud parents of a little girl, Robyn Eileen. They reside in Ellington, Conn.

SHARON DINARDI is a senior bookkeeper for the Massachusetts Forest and Park Association, New England Forestry Foundation. She is living in Burlington, Mass.

MARGIE DOMENICI is an instructor for the State of New Hampshire and is living in Goffstown, N. H.

PETER DUBROW is a management trainee for Chess King and is currrently living in West Hartford, Conn.

ELMER DYER is living in Glen Cove, Maine, and is employed by Maine Coast Seafood Corporation, subsidiary of Dead River Co. as an accountant.

FRED FAZZINA is employed at the Henry Lord Junior High School as the head of the Business Education Department, and a teacher of business math. He is living in Swansea, Mass.

JOEL FISHMAN and his wife Barbara are living in Northport, N. Y. Joel is a sales assistant for Cross Country Clothes.

GENE FITZPATRICK, his wife Carole and their children, Deanna, Eric and Janelle, are living in Homestead, N. Y. Gene is a claims representative for Reliance Insurance Company.

KEN FOSTER is a staff accountant for Brooks and Carter, CPA's in Bangor and resides in Bucksport.

WARREN GOODMAN is living in Winthrop, N. Y., and is a partner with the W. B. Goodman Agency.

SHARON (Clifford) GRAY and her husband William are living in Hamden, Conn. Sharon is a secretary in the Provost's Office, Yale University.

DOUG GROFF is employed by Kraft Foods in the sales department. He and his wife Ruth (Greenlaw) are the parents of a new daughter, Michelle. They reside in St. Lawrence, Pa.

SHARON GUERRETTE is an executive secretary to Lybrand, Ross Bros. & Montgomery, in Hartford, Conn. She is living in East Hartford, Conn.

BETTY (Rafford) HALEY and her husband Frederick are living in Ashland. Betty is a Private Secretary with Potato Service, Inc., in Presque Isle.

PATRICIA HARRIMAN is living in Richmond and is a Medical Secretary at Augusta General Hospital.

RACHEL (Trask) HARVEY and her husband Bruce are living in Stratton.

VIKI HELLGREN is a secretary at the University of Maine at Farmington and is living in Temple.

JOHN HOULIHAN, his wife Jane and their son Michael are living in New Rochelle, N. Y. John is a manager for E. F. MacDonald.

SUE BENNETT is employed as a teacher at the Skowhegan Area High School and is residing there.

DAVE ANDRUS is living in Rockland and is the manager of the Andrus Flower Shop.

GALEN HUSTON is living in Malden, Mass., and is an auditor for Arthur Andersen and Company in Boston.

JAMES ISRAEL and his wife Iris are living in Albany, N. Y. Jim is employed as a systems analyst for the Research Foundation of the State University of N. Y.

HOWARD KIRKPATRICK and his wife Pamela reside in Woolwich. Howard is the executive vice president of the Bath Fuel Company.

JUDY KOWALSKI is employed as a secretary-receptionist at the Palm Beach Mall Bank and resides in West Palm Beach, Florida.

LEO LAPLANTE is living in South Portland, where he is a controller for the Holmes Distributors, Inc. Leo plans to be married this June!

JEDDY LEVASSEUR and his wife Mary and their children Lisa and Mark, reside in Westbrook, where Jeddy is a retail accountant for Hannaford Brothers Company.

JOSEPH LOVEJOY, his wife Barbara and their daughter Lori reside in Lewiston, where Joe is a staff accountant for Peat, Marwick, Mitchell and Company.

RON LUSZOZ is employed as a field auditor for the Civil Aeronautics Board. He resides in Syracuse, N. Y.

DONNA (Swan) MACDONALD and her husband Michael are living in Bangor. Donna is employed by Husson in the Secretarial Science Department.

MICHAEL MACDONALD is living in Milford, Conn., and is attending New Haven College, working toward his MBA Degree. He is employed at Raybestos-Manhallan in the Induction Flattening Division.

(Continued next issue)

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