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MAINE

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Novelist
A. Manette Ansay '87



25 UMaine Alumni
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Making an Impact

Giving ... and Receiving



“I want to encourage others to look at charitable giving as an estate planning option. A charitable remainder trust is an excellent way to give and a good way to receive income from existing assets.”

~Dr. Robert D. Buchanan '44

Dr. Robert D. Buchanan '44 and his wife Pearlee Buchanan at Reunion '99

Dr. Robert D. Buchanan '44 has always been grateful for the education he received at the University of Maine. He wants to make certain that future generations of students have the educational opportunities that he had.

With help from his financial advisor, Dr. Buchanan established a charitable remainder unitrust with appreciated assets. It is smart money -- a gift

arrangement that provides a lifetime income and, upon his death, creates a scholarship fund.

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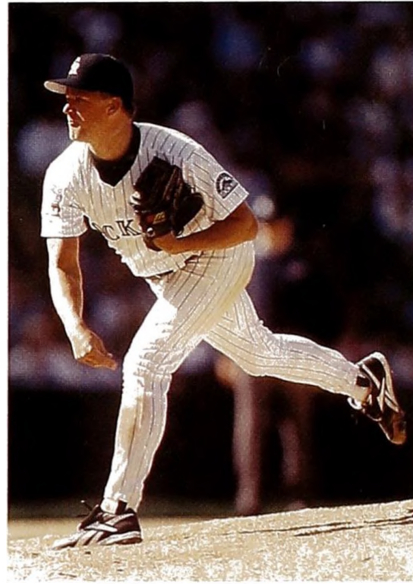
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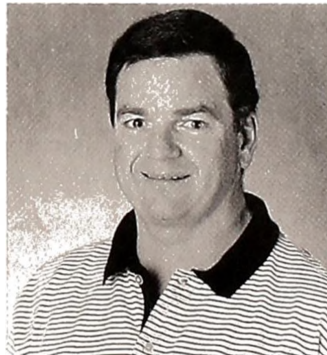
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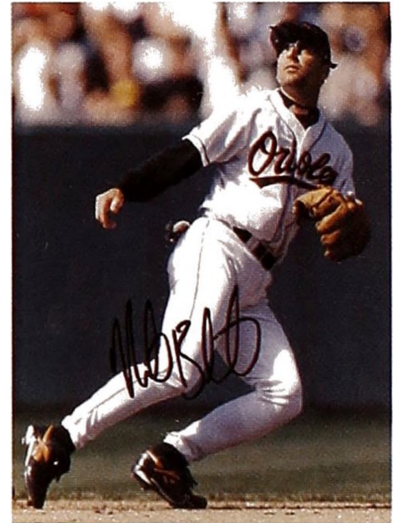
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"Hey, I made a contribution to the university, how come I don't get all the alumni publications?"

Yes, we know it's a bit confusing, and for that we apologize. Let's see if we can clear things up.

The Alumni Association is independent and self-funded. Its dual purpose is to serve you, our alumni, and to support the University of Maine.

To meet those goals we run a membership program and an Annual Alumni Fund. The two programs are distinct and necessary, because of the restrictions of our tax laws and our not-for-profit status. But that distinction, which is clear to us, can seem blurry to folks not involved with the AA. Here's a simple explanation that might help.

You become an alumni association member by sending in a completed membership form along with your \$30 nontax-deductible dues. That money goes to support many services like alumni activities, advocacy work on behalf of the university, publications, student groups, etc. With your membership dues you get lots of benefits, including three issues of our classnotes publication, *Mainely People*, and all three issues of *MAINE* magazine. The IRS says that payment for benefits and services can't be tax-deductible.

A donation to the Annual Alumni Fund is tax-deductible. It goes to support academics, athletics, and the arts at UMaine. A donation can be designated to a certain area of the university, or undesignated, in which case it will go where the need is greatest. With your donation you'll receive just two publications—the fall and summer issues of *MAINE* magazine. Such a limited token of appreciation falls within IRS guidelines.

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The College in Action

The College is working collaboratively to address major challenges in K-12 and higher education, such as:

The transformation of teaching as child development and learning research constantly informs us and as technology changes the dynamics of instruction. The collaboration between higher education, the private sector and public schools essential to preparing the next generation of teachers and ensuring continuing professional development. The growing teacher shortage, particularly in the crucial fields of mathematics, the physical sciences, technology, foreign languages and special education.

The economic reality of inadequate teaching salaries and almost non-existent scholarship incentives for aspiring teachers.

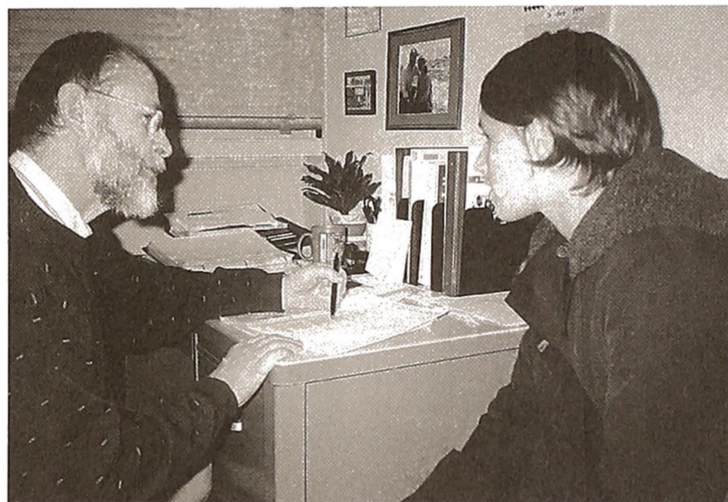
This newsletter focuses on some of the primary issues in K-12 education and teacher development – recruitment, retention, resources and research. These resources drive what we are able to accomplish and what we can invest in the development of human capital. Remarkably, we have generated \$4.4 million in internal funding for 2000. These designated funds will help us continue

support professional development

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In The Know

About Education & Human Development



John Pickering advises a student in the College's new Advising Center.

Advising Center has Answers

The College's new Advising Center offers a personal, accessible support system for first- and second-year students. Located in Shibles Hall and open daily, the Center is staffed by career educators and adjunct faculty members Mary Ann McGarry

and John Pickering.

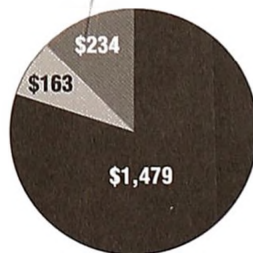
The two-tier advising system is designed to correspond with the requirements of the teacher preparation program, meet the various needs of Education majors and support their professional growth.

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Starting Salary for Maine Teachers

BA/BS=\$22,513 (\$1,876/month)

- Monthly minimum living wage
- Monthly student loan payment
- Monthly remaining income (pre-tax)



The above figures are based on Maine average starting salaries of \$22,513 for teachers with a bachelor's degree, average loan debt of \$12,000 for undergraduates at public institutions and a minimum "getting by" annual salary of \$23,732 for a single parent with one child. For teachers with a master's degree, beginning salary of \$24,962 and average loan of \$18,250, the remaining monthly, pre-tax income is a deficit of \$148. (Center for Research and Evaluation, University of Maine).

Education in 2000

by Robert Cobb, *Dean*

Maine education enters the new century with a growing list of achievements and as a leading force for change. The College is excited to play an active role in the educational policy and practice that results in top scores on national and international tests, the distinction of being the leading state in meeting the National Education Goals, and indeed, of being the best state for raising children. This is incredibly good news, but only hints at the headway we must make over the coming decade.

Maine is among the nation's most highly regarded states in terms of student achievement -- the ultimate indicator of teacher quality. But we must work harder to raise the achievement of all students, strengthen the strategies, incentives and professional development necessary to attract and retain the best teachers, and model strong, equitable reform.

As a College, we have worked hard to merit our reputation for leadership in tackling and promoting the toughest educational issues, such as the shaping and implementation of the Maine Learning Results,

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A New Role in an Exciting College

by Herman Weller, *Association Dean for Instruction*



Herman Weller

(Herman Weller, associate professor of Science Education, became the College's new associate dean on Jan. 3, 2000. He earned his B.S. degree in physical science from Stanford, M.S. in biophysics and MAT in physics from Michigan State, and his Ed.D. in curriculum and instruction from Virginia Tech. He joined the UMaine faculty in 1993.)

While freezing winds brought snowstorm after snowstorm to central Maine this winter, I stayed indoors -- in Shibles, Merrill and Lengyel Halls -- watching the College's administrators, faculty, staff and students working together in their various campus locations. Enterprising and creative, they

on targeted areas of teaching and learning, standards and assessment.

While waves of items in the local, state and national media alternatively praised and blamed educators for various perceived achievements and problems in the American society and economy, I observed the PREP: PDN educators maintain an even keel. With experience and expertise in all the issues, they steadily kept their sights on helping students prepare for the teaching profession and practicing educators to improve their skills.

The rapid societal and economic changes of the early 21st century forecast the many challenges and opportunities for our College. We will be asked frequently to re-examine our roles in a country that looks to its schools both as an agent of change and a factor of stability. For example, an important task will be to help Maine educators in urban and rural schools prepare students for careers involving more and more information technology, while also accommodating the pressure to preserve the American ideal of providing an equitable education for everyone. And, as the scientific understanding of nature and the physical world

and state policymakers, and employers and consumers -- is essential to advance the innovation and reality that are defining and driving educational reform.

Here are a few examples of the enterprising ways College faculty are seeking and obtaining resources to help K-12 schools meet the challenges and opportunities of the new century:

- Plans are being finalized for a Collaboratives in Excellence in Teacher Preparation project, funded by a \$4 million National Science Foundation grant. The project involves the Maine Math and Science Alliance, our College, the University of Southern Maine and the University of Maine at Farmington in a cooperative effort to support and improve the recruitment and teacher preparation of students with strong interests in math, science and technology. The goals are to increase the number and quality of grade 7-12 math and science teachers and to support novice, in-service math and science teachers.
- A \$166,000 U.S. Department of Education



Students do some collaborative problem solving in the College's Computer Lab.

classroom in Shibles has been equipped with technology equipment that represents and demonstrates future classroom use of computers and wireless technology.

- A \$100,000 grant from the Bell Atlantic Foundation is expanding the College's capacity to model the best use of technology in its own instruction and to prepare technologically competent teachers. The grant is targeted at developing educator expertise in distance learning technology, particularly the broadband, interactive ATM network
- The UMaine Upward Bound program and Microsoft have renewed the r so

rience and to distribute to schools served by Upward Bound, a federally funded academic and career development program for economically disadvantaged high school students. UMaine's program, administered by the College, serves as the software distributor for New England. The estimated fair market value of the 2000 software donation, which UMaine Upward Bound will oversee, is \$333,980.

- College faculty played a major collaborative role with the State Department of Education's successful \$4 million Reading Excellence Act Program grant. College literacy faculty members

KPE Faculty and Students Measure Up

The expertise of the College's Kinesiology and Physical Education faculty is as varied as the complex workings of the human body. Each area of specialty is essential in understanding and promoting the physiological processes of health and fitness and in effective teaching and coaching. The KPE faculty's skills and scholarship are highly complementary, all taking a different approach to the overall goal of educating about the importance of physical activity for everyone.

For instance, Glenn Reiff works to increase the effectiveness of PE teachers in K-12 schools, while Nellie Orr looks at how the K-12 experience affects lifelong habits and corporate fitness for adults. Stephen Butterfield works with special populations, examining how activity can benefit people with various disabilities; Eilene Fox is the basic skills person, making sure students understand the techniques of various sports and activities; Walter Abbott is the recognized authority in Maine coaching education and the teaching of leadership for coaches; and Robert Lehnhard and Orr are the physiologists who bridge the gap from theory to application.

the Hula-Hoop dance measures agility.

"This gives us an idea of whether students understand and can match components and skills," says Reiff.

Peer assessment is another example of measuring performance. Students take turns observing, evaluating and performing tasks.

Six of eight students in Reiff's master's cohort are also focusing on the Learning Results in their final projects. They are designing curriculum for their individual schools that center on the assessment issue. These teachers and coaches have been attending classes together one night a week for four years. They will graduate in May and represent the third master's cohort to complete the program.

Grant Initiatives

- This year Steve Butterfield passed the \$1 million mark in grant funding. Most notably is the National Youth Sports Program (NYSP) funded by the National Collegiate Athletic Association. Since its inception at UMaine in 1993, this summer project has provided sports and academic instruction to nearly 2,000 low-income children, ages 10-16, from



which provides individualized instruction in motor and aquatics for area children and adults with disabilities. They will be glad to know that the lab is going strong and to date has served nearly 1,000 individuals.

Advocacy

- Nellie Orr doggedly tracks the roots of chronic disease that contribute to premature disability and death and takes her case for change to the highest levels. Armed with research about the increasing physical and economic toll of obesity and inactivity, she advocates for more attention and resources for fitness education and programs throughout the lifespan.

In testimony before the State Legislature and professional organizations around the coun-

- Steve Butterfield and Glenn Reiff deliver physical education to children with severe emotional problems through a contract with Kid's Peace of New England.
- Steve Butterfield, Robert Lehnhard and Nellie Orr oversee a contract to deliver personal training to the employees of MBNA. This contract provides funding for two full-time graduate students majoring in exercise science.
- Walter Abbott calls on the rugged beauty and unpredictability of the Maine wilderness to prepare students for leadership and teaching roles beyond the classroom setting. Students journey with Abbott in the northern Maine woods and the whitewater rapids, learn personal and group

Education in 2000

from page 1

performance-based assessment for students and teachers, and rigorous, performance-based certification standards. We have helped spearhead Maine's work as a Partnership State in responding to the National Commission on Teaching and America's Future recommendations for overhauling teacher education and educational policy. We have redesigned our undergraduate teacher preparation and Master of Arts in Teaching programs in conjunction with national standards and in close collaboration with area school systems.

On campus, we have steadfastly advocated for a more centralized institutional role in the University's recruitment, preparation and retention of quality teachers and in its connections to K-12 schools. As a result, the College of Liberal Arts and Sciences now participates in our work with the Penobscot River Educational Partnership, a professional development network of K-12 schools and the University to collaboratively guide and improve teacher development and student learning. Education majors do the majority of their academic work in other UMaine colleges, which makes this expanded campus representation fundamental to their education.



Walter McIntire

Data Master Leaves Legacy and Challenge

Some people like products. Walter McIntire likes process. He views the world from constantly shifting points of inquiry and analysis. His passion for data is legend and has changed the way educational policy is perceived, shaped and used in Maine.

Beginning his career in the fervent wake of the sputnik era, McIntire recognized early on that the future needs, expectations and demands of American education would require much more than intuition.

"Historically, a lot of educational policy is based on expert opinion about what's happening in other places rather than evaluating our own experiences to make decisions that affect our schools and communities," he says.

The respected researcher and ardent advocate of data to inform decisions and constantly raise new questions to explore will begin processing a new era

work smarter, serve children better, understand trends and forecast future needs and opportunities," says College Dean Robert Cobb. "He's a constant agent for positive change and also a champion of Maine's rural tradition that defines the state and its quality of life."

Research and Resources

The tremendous needs and limited resources of the public schools create a challenge for colleges of education in Maine and across the country, McIntire and Cobb concur. With very limited resources themselves, colleges are pulled between responding to the academic and social crises of daily school operation and finding time and resources for on-going systematic inquiry, analyses, program development and assessment.

Maine public education – K-12 and higher education – represents an annual investment of more than \$2 billion. For an enterprise that size, McIntire

approximately 220,000 K-12 students could make a major difference in the time researchers could spend working with principals and teachers, collecting and analyzing information and providing data and studies to improve educational quality and experiences in Maine schools.

The Major Challenge

The biggest single challenge in educational research is that we're just beginning to understand how people learn," says McIntire. "We know a lot about teaching, but what we will learn about the human brain over the next 25 years will totally reconstruct the teaching and learning pieces of our world."

In terms of human learning, reflects McIntire, we are at the point where medicine was at the turn of the century "Doctors could look at a person and guess what was going on inside," he says. "We had only the most primitive level of understanding of how the human body functioned, let alone how diseases and infection occurred."

Today, we know that there are tremendous variations in how individual children learn, but until we have the tools to understand why, we continue to use strategies from which most kids will learn, McIntire points out. When science better understands the biochemistry of the brain and learning and educa-

hope we have been able to do."

McIntire's passion for data is equaled only by the pleasure he takes in the ambition and success of his former students, advisees and research associates. Over the past 27 years, they have taught him a great lesson, which he passes on as sound, proven advice: "Hire bright young people, give them some latitude and support and protect

them. They will make you look good. Share the blame for their mistakes, as well as credit for their accomplishments. Then, they will dare to take risks and make decisions."

McIntire indicates that he will spend the first six months of his retirement reflecting on how he wants to continue to be active in the education policy research community. ■

"I have a strong caring relationship with at least one adult."



Females are more likely to report that they have a strong caring relationship with at least one adult.

Student Views on Future

Maine students are optimistic, think hard work is essential to success and view their parents as strong, positive influences in their lives, according to a College-initiated survey of more than 40,000 sixth through 12th graders representing 218 schools and every county in the state. The data also suggest that student perceptions of their schools, teachers, peers and social experiences are less positive and that there is an increasing disconnection between parents and schools as students advance in grade.

The survey, "Students Speak: My Education and My Future," was designed as a diagnostic tool to help schools assess the conditions, behaviors and attitudes that affect student aspirations and the total learning environment from the student perspective.

Reflections



Colin Lemont is a 1996 graduate of the UMaine College of Education and Human Development. He shares his views, experiences and advice for beginning teachers in the following letter.

Dear Beginning Teacher:

I am in my fourth year of teaching, and thought that I might offer some insights into getting started and staying in education. But first, I think it's important for you to know a little bit about me, so you can better understand my perspectives on education.

I think I am a typical teacher in an average position. I have a wife, Joellen, who also graduated from the University of Maine in education, a two-year-old daughter, Arianna, and another baby on the way. I graduated with a degree in Elementary Education and a concentration in social studies.

My first job was teaching middle school mathematics at Whitefield Elementary School. I taught math to all of the sixth, seventh and eighth graders. After one year, I took the position I am in now.

\$45,000, and my first job paid \$19,000. I took the job that I am in now primarily for the pay increase. Two years ago, I traveled to Memphis, Tenn., to interview for a math teaching position. Again, the opportunity for more pay was the primary draw. In the end I decided to stay in Maine.

There are other struggles new teachers face that are more classroom related. No one ever tells you just how draining, physically and mentally, it is to be a teacher. You have to get on-the-job training about what to do when you find out one of your eighth grade students is pregnant or that one of your students has murdered someone, has been murdered, or has been arrested for molesting young children.

All of these things have happened in my short teaching career. What do you do when

Lemont, I really did learn something last year. It makes a big difference for me now. Thanks."

I get re-energized when I see students sitting there with a puzzled look on their faces, then suddenly the light bulb goes on and they start to write frantically with that "I got it" grin. Believe it or not, these experiences outweigh all the reasons not to be a teacher by leaps and bounds. They tip the scales against so many reasons not to teach. Seeing students learn and grow as people makes all the difference. The boost I need comes when a student having trouble finally "gets it." This doesn't make the job easy, or even fun most of the time, but it is definitely worth all of the junk that comes with being a teacher.

There are some things that you can do to make things easier and sustain your energy for the long haul. The first is to have good classroom management. You have to run your classroom, not the students. We all want students to like us, but that takes second seat to their learning. You're not their buddy, you're their teacher. Students will respect you if you are consistent in this approach



Alumni Keep Us All Connected

By Brenda Power, *Professor of Literacy Education*
1999 Distinguished Maine Professor
University of Maine General Alumni Association

I often make connections between my experience as a mom and as a teacher. Each year, I take my six-year-old daughter in for a check-up with her pediatrician. The dialogue is pleasant, but also intense. She is the expert on children's growth and health. I am the expert on my daughter. I tell stories from my daughter's life and look for patterns. The doctor links those stories to research and general insights about child development. We respect each other, and value each other's ideas. Our time is short, so we make the most of it.

I try to imagine what the examination would be like if I weren't allowed to speak, or even attend. What kinds of judgments would the doctor make with only partial information? What would I lose by not being able to ask questions about her decisions? Though it's difficult to imagine this scenario, one thing is clear—my daughter would not get the full benefit of care she deserves.

I think we're in the midst of a similar situation with education reform at the national level. Many policymakers have decided that almost all schools are failing, and politicians use education reform as a battle cry to get elected. What worries me is that important voices aren't being heard in these debates—those of the teachers who work with students every day, and have the best sense of how complex the learning process is.

We have the opportunity and obligation in Maine to be different. One of the reasons we have been so successful nationally in terms of academic achievement and support for children is that professors and policymakers work hard to enlist teachers as full partners in reform efforts. Many of the

Please Keep in Touch

We want to hear from our graduates. Let us know where you are and what you are doing. Send this form and any other information and ideas you would like to provide to:

Communications Coordinator, College of Education and Human Development, 5766 Shibles Hall, University of Maine, Orono, ME 04469-5766.

Name: _____

Address: _____

Occupation: _____

Year Graduated: _____

Degree(s) Earned: _____

Home Town: _____

Grant Carries Ambitious Goals

by Anna Lyon
*University trainer for the
Literacy Collaborative*

The College is playing a key role in the \$4.7 million Reading Excellence Act grant awarded to the Maine State Department of Education's Office of Compensatory Education and the University of Maine. Maine was one of 17 states to receive the competitive federal grant. In Maine, it will fund three two-year Reading Improvement programs in small rural schools, and two in larger, more urban schools. An independent agency is evaluating

and document evidence of program quality, and provide formative and summative evaluation services on a regular basis.

The Reading Excellence Act focuses on the following goals:

- Teach every child to read by the end of third grade
- Provide children in early childhood with the readiness skills and support to learn to read once they enter school
- Expand the number of high-quality family literacy programs
- Provide early intervention to children at risk of being inappropriately identified for special education
- Base instruction, including tutoring, on scientifically based reading research

Funds from the grant will be used to expand or develop fam-

be assisted in improving classroom instruction through the training and on-going support of a professional development coordinator. The coordinator will teach in a primary classroom for approximately half the school day and spend the remaining time modeling lessons and coaching other teachers. The coordinator will also provide a three-credit course entitled "What does every K-3 teacher in Maine need to know in order to teach comprehensive, research-based reading instruction" to the school faculty and staff.

School-based management teams will be formed, and an intervention specialist will be hired to work with children experiencing difficulty. Tutors and transitional kindergarten



Professor Makes Lasting Impact

Gerald Work, who joined UMaine's counselor education faculty in 1967 and shepherded the Student

Development in Higher Education program, will retire in June. He is fondly recalled by students as a traditional, eccentric and very positive professor.

Work's impeccable demeanor and sometime bombastic attitude effectively communicated the high standards he expected, according to students. His academic demands were matched only by his support of students as he helped them explore themselves as they probed theory, an exercise they now see as essential to understanding how people develop, say current students Tracey Reza and Tedd Cogar. "You definitely have a sense of accomplishment when you complete a course with Dr. Work," they say.

Work's former graduate students can be found working throughout Maine and the nation at all levels of higher education, from student affairs, to institutional research, to faculty and all levels of administration, including the presidency.

In addition to teaching, Work was active in campus political issues and academic activities, serving and holding leadership positions including president of the Associated Faculties of the University of Maine System. He chaired the Martin Luther King Memorial Committee in 1968-70, which called for a greater response to disadvantaged students and played a role in the creation of the Onward Program, which provides academic, personal support and networking services for students with special needs or who are returning to school later in their careers.

Examples of Work's state and national level involvement include serving on the 113th Legislature's special commission to study teacher training and on the Appeals Board of the National Council for Accreditation of Teacher Accreditation.

But Work describes teaching as "the core" of his enthusiasm and vitality and as "the most stimulating and satisfying" of all his professional activities.

and the Center for Adult Learning and Literacy at the College are coordinating professional development activities to meet the goals of the grant. A project evaluation will be conducted by the College's Center for Research and Evaluation, which will collect

cracy instruction, parent time together and parent education programs, all in addition to the existing seven federal Even Start and 10 Maine Family Literacy projects.

The Center for Early Literacy will deliver services to schools receiving awards. Schools will

munities the opportunity to fund programs and positions and to enhance classroom instruction, family literacy services and intervention. The children of Maine deserve no less. ■

thrown off-balance to really learn and change," she says. "Now, I see that it's true. The biggest growth comes when you are the most challenged." She also recalls Work as a strong believer in people's power to make their own decisions. "He was always encouraging us to develop a strong sense of direction. He wanted us to tell him where we wanted to go."

Work's advocacy of the higher education program for several decades has helped maintain its national visibility and assured consistency with national standards, according to Sue Estler, associate professor of Educational Leadership. "He cares about students and their success," she says. "And, as a highly skilled furniture maker, he has served as a role model in demonstrating the importance of both balance in our lives and a commitment to excellence extending beyond the boundaries of the classroom." ■

Back in the Classroom

from page 5

"relocation counselors," helping families to decide which community to move to. Given what they had learned, and given some information about three hypothetical families, the students, including those receiving special services in reading, were able to make the correct matches of each family with the city that would best meet that family's needs, and they could support their choices with facts about each city.

So what have I learned so far from these experiences?

First, my confidence in the prospects for all students achieving the guiding principles of the Learning Results has increased, though it remains to be seen whether all the standards are achievable. I have seen third graders of very different abilities processing information and using what they have learned to make decisions.

Second, I have concluded that the "Designing for Understanding" template asks all the right questions, and most importantly it asks them in the right sequence. It does matter that teachers be clear on their goals and assessments for

student learning before they engage in detailed lesson planning. But I am well aware of the substantial amount of planning time we have put into the units we have done so far. To the extent that existing materials, including textbooks, do not support such teaching, I am concerned about how much planning time will be required.

Third, I have gained some confidence in the usefulness of performance tasks as one means of assessing student learning. The tasks that Jim and I have developed have much more similarity to real-world tasks than paper-and-pencil tests.

Such decision-making tasks are a first step toward making thoughtful decisions based on factual information as adolescents and adults.

In addition to giving me some still-tentative answers to the questions I began with, these experiences have had some unintended consequences as well. My own planning skills have improved. I have learned a

good deal about using computers for instruction. I have (re)learned what children are capable of in third grade, especially in relation to the kinds of concepts included in the Learning Results. And perhaps most importantly, I've revisited the reasons why I got into teaching and teacher education in the first place--the joys of working with children! ■

Advisory Center

from page 1

During the first two years, students must successfully complete 60 credit hours, including University-wide General Education Requirements, and self-initiated educational field experiences. They must also compile a portfolio documenting their academic and professional growth.

After meeting academic and professional development requirements and going through a rigorous review process, students are admitted to Teacher Candidacy. At this time, they begin working with faculty advisors in various areas of specialization. Teacher Candidacy consists of upper-level education courses, intensive school-based work with practicing teachers and University faculty, and student teaching. ■

Upward Bound Seeks "Friends"

A new organization is being formed to reach former students, family members, staff and others who were involved in UMaine's Classic Upward Bound and Upward Bound Regional Math-Science Center programs. These College of Education and Human Development programs have assisted over 1,000 youth from disadvantaged backgrounds to enter and succeed in higher education. The intent of the new "Friends of Upward Bound" is to help those interested keep in touch and to provide much-needed mentoring and other kinds of support to current and future UB students.

You can learn more and sign in at the website: <http://www.ume.maine.edu/classub/>, then click on Upward Bound Forums; or contact a member of "Friends," Alan Parks, at: alan.parks@umit.maine.edu. ■

teaching major and have a

strong math background.

Now, I would like to share some of the reasons that being a new teacher has been difficult. Probably the biggest challenge for me as a new teacher has been the pay. My wife stays home with our daughter, so we are living on my income. We all say, "teachers don't do it for the money," but this takes on a whole new meaning when you have to find a second job to pay your basic bills. I am not talking about a summer job. I do that as well. I am talking about working in the evenings and on weekends just to make ends meet.

It is hard when my friends in other majors start out at

professors discussed what kind of an impact these things have on teachers.

When you add these realities to many of the other issues that we knew were coming like large class sizes, small budgets, long hours, poor support from the community, vicious parents, new standards, etc., you ask yourself *why*. Why in the world did I decide to become a teacher, and now that I know what I do, *why* would I continue teaching? That answer is actually quite simple. We do it for the students.

Something else my professors failed to tell me about was the feeling I would get when a student came back to my class after moving on to eighth grade and said, "Wow, Mr.

Jim that you have something to offer him or her. Talk to the people around you. My principal and colleagues have been the cement that kept me together when it seemed like things were crumbling. For me this was primarily Blayne Frost, the seventh grade team leader, and Suzanne Olson my building administrator. Be enthusiastic about what you are doing and it will be contagious. When the students are energized, you gain strength from them. Everyday I look out at the faces of my students and I know I made the right choice.

Your Colleague,
Colin Lemont, *Teacher*
Hall-Dale Middle School

Back in the Classroom

by John Maddaus
Associate Professor of Education

State standards. Backward planning of units. Performance assessments. I've been a university-based teacher educator for over 12 years, and a doctoral student, legislative aide and researcher before that; it's been a long time since I was a classroom teacher. I've begun using standards and new forms of assessment in higher education. But I want to know, are such changes feasible in K-12?

What can I tell my teacher-education students about what they might encounter?

Since last September, I have team-taught social studies for 11 weeks with Jim Verrill, a third-grade teacher at Asa Adams School in Orono. I've also been a member of the Orono K-12 social studies curriculum committee, on which Jim is the Asa Adams representative. Last fall, members of this committee attended three workshops run by the Maine Department of Education, at which curriculum teams have learned to use the "Designing for Understanding" curriculum unit planning template.

Jim and I have collaborated on two social studies units using this template.

At the Augusta workshops, Jim and I worked with Ruey Yehle, Orono curriculum coordinator. We developed a unit plan with goals addressing Learning Results standards in geography, civics and economics. This unit replaced the "maps and globes" geography unit Jim had taught in the past. The children learned about three cities, including information in each of these social studies fields. The performance task asked them to think of themselves as

continued on page 6

most crucial reforms in our teacher preparation program has been the movement of some of our courses to public school sites. University faculty work side by side with veteran teachers to raise up the next generation of Maine teachers. Professors are forced to make our course content more relevant to teachers, and teachers are pushed to see their curricular decisions in broader theoretical and practical terms. It's an energizing time for everyone involved. I realize more and more that my own work stands on the shoulders of generations of alums. They have generously given time and energy back to our program by mentoring university students who aspire to teach.

University-school connections are complicated. They vary enormously from class to class, school to school, as we try to match university resources with individual school needs. But I am certain in the long term that these relationships of mutual respect and need are what will transform our profession.

My point is this—teachers need a strong voice in developing any reform program. Real change will come from the connections we can build between policymakers, universities, public school teachers and kids. It is the plain, garden variety approaches to school reform that are making a difference in our new Professional Development Network, the Penobscot River Educational Partnership.

The alums I work with in the partnership are a daily source of inspiration and insight. I invite you to get involved—volunteer to work with us in the network if you are locally based, or call and write us if you have ideas for improving the partnership beyond the local region. We share the same goal—to make a difference in the lives of Maine children. ■

In The Know

About Education & Human Development

Published by the College of Education & Human Development, University of Maine

Dean Robert Cobb

Publications Editor Kay Hyatt

Designed by Valerie Williams

U. Maine Department of Marketing

In complying with the letter and spirit of applicable laws and in pursuing its own goals of pluralism, the University of Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University.

Evaluation at the College of Education and Human Development, McIntire has advanced UMaine and the state to national recognition for effectively gathering, managing and applying data to address educational issues and program evaluation needs.

As a professor of education, he has been a role model and mentor for graduate students who today are helping keep Maine at the forefront of educational instruction, administration and policy.

"Walt McIntire's work has enlightened and enabled Maine schools and communities to

ty and attitude he wants to change.

Consistent research and evaluation is fundamental to educational reform, but it requires resources. The state of Maine currently spends about 42 cents per K-12 child annually on educational research, and this is mostly on policy issues, not direct student or instructional issues, says McIntire. And at most universities across the nation, educational research is a low priority, if acknowledged at all, on institutional agendas, he adds.

McIntire suggests that funding just \$1 per child for Maine's

-- geared to individualized diagnosis and learning pattern-based instruction.

Educational research units need entrepreneurs at the helm to accommodate for the lack of institutional support, says McIntire. "It's easy for motivated people to get their own grants and do their own research, but to generate funding and do research for the greater good takes a different approach and institutional commitment. Someone has to invest energy in the process of bringing the empirical perspective to the public schools and communities they serve. That's what I

experiencing conditions and consequences stemming from a society perceived as becoming less civil, more tolerant of disruptive and disrespectful behavior and less accountable for the common good and needs of others. Boys seem particularly vulnerable in most categories examined in the survey.

Sixty-seven percent of juniors and 68 percent of seniors think they need to go to college to get a good job, and 33 percent of that group say they need to move out of the state to be successful. Younger students tend to be more optimistic in all areas, including finding opportunities in their home state. Only 15 percent of sixth graders indicate that they need to leave Maine to be successful in life, but that number increases in each grade.

The free, voluntary survey represents the first major phase of the multi-year Maine Aspirations Benchmarking Initiative. The unprecedented research project is funded by Webber Energy Fuels, directed by the University of Maine/Maine Principals' Association Research Partnership and is being spearheaded by the Center for Research and Evaluation and the National Center for Student Aspirations, both located within the College.

Statewide summary results of the Students Speak survey are available from the Center for Research and Evaluation (207) 581-2493. ■

What People Say

"Perhaps more than any other single individual in Maine, it was Walter McIntire's vision and initiative that helped legislators and educators alike begin to understand and ultimately value the grounding of new education policy development in research and data analysis."

— J. Duke Albanese, *Maine Commissioner of Education*

"Although working in the abstract can be thought provoking and fun, applying new learning to old is hard work, Walt McIntire never faltered at doing this difficult task exceedingly well. He is the kind of mentor that only comes along once in your lifetime."

— Eric Haley, *Principal, Waterville High School*

"When superintendents and other administrators speak of people whom they trust for advice, Dr. McIntire is most often at the top of the list."

— Dale A. Douglass, *Executive Director, Maine School Management Association*

"The inspiration, guidance and encouragement which Walt McIntire provided during my master's and individualized Ph.D. programs have served as a model in my own teaching and mentoring of students over the past 20 years."

— Carol Lynn Davis, *Associate Professor of Education and Human Development, University of Southern Maine*

Research Journals

Robert Milardo, UMaine professor of human development, has served as editor of the *Journal of Marriage and the Family* since 1995, which brings the editorial offices of the national publication to UMaine. Editors are appointed by the Board of the National Council on Family Relations for four-year terms. Milardo's term was extended for two additional years. He is responsible for publication of 24 issues (four per year), approximately 480 articles, and a book reviewing the field of family studies over the last century. *The Decade in Review: Understanding Families into the New Millennium*, will be published later this year by Allen Press. Marc Baronowski, UMaine associate professor of human development, has served as book review editor for the journal for this entire period.

The College is also the permanent home of the *Journal of Research in Rural Education*, established in 1982 by Professor Walter McIntire and edited by Professor Theodore Coladarci. Published three times a year, this national Journal has helped distinguish UMaine as a center for rural education research. ■

K-12 Education

Students will be able to. Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component. (Excerpt from the Maine Learning Results Health & Physical Education section, Middle Grades 5-8)

- Most days, Glenn Reif can be found in K-12 schools, working with educators and his own students to design curriculum, instruction and assessments to meet the Maine Learning Results and measure student performance in those standards.

How do we know that students are really learning something in PE?

Reif, teachers in the field and KPE students are brainstorming and testing ideas. For example, to measure the above standard, they set up 20 different "teaching stations" around a school gym. Fifth through eighth graders spend a minute and a half at each station, doing tasks such as jumping rope or jumping in and out of a Hula-Hoop on the floor. After each exercise, they explain to the teacher which component was involved. The correct answers: Jumping rope measures cardio-vascular endurance;

measuring participating children. UMaine's NYSP is recognized as one of the best in the country. It received the Meritorious Program award from the NCAA in 1994 and 1999, and a first-year commendation award.

Butterfield's Special Project in Adapted Physical Education, funded by the Maine Department of Education, provides in-service training in instruction and assessment methods used with special populations of individuals. During the past 12 years, over 300 teachers and occupational and physical therapists completed this specialized training. Butterfield's current research includes: a nine-year longitudinal study of the motor development of children ages 5 to 14; a kinematic analysis of balance performance by children who were deaf; an examination of upper body strength of children from urban and rural environments; and a study of the factors influencing motor and fitness development of children ages 5-8.

Butterfield currently serves on the Board of Directors of the Adapted Physical Education National Standards project. He is further involved with Maine Department of Education's efforts to develop standards for motor and fitness assessment.

KPE alumni may remember his Developmental Motor and Aquatics Clinic ("the lab")

all health care dollars are spent to treat obesity-related diseases, such as cardiovascular problems, diabetes and hypertension. Maine citizens have the fourth highest death rate due to chronic disease and the highest rates of obese and overweight people in New England.

While chronic disease problems tend to manifest in mid-life, the core goes back to the lack of knowledge and appreciation for physical activity in the younger years, particularly in childhood when lifestyle habits are formed, says Orr. In her teaching and research, leadership roles and corporate contacts, she is working to help people of all ages develop and maintain good health and to understand how their choices affect physiological functioning.

In Short...

- Eilene Fox represents the College and teacher training on the Maine Coordinated School advisory Committee, an initiative for the development and promotion of K-12 school health programs. The project is funded by the U.S. Center for Disease Control and Prevention and the Division of Adolescent and School Health. Maine is one of 15 states participating.
- Glenn Reif is co-editor of the Learning Cues Section of PE Central, a national Web site for teachers.

an Olympic athlete, recognizing Abbott's decades of educational and coaching leadership, honored him with its Contribution to Amateur Football Award in 1998.

- Nellie Orr is president-elect of the Maine Association for Physical Education, Health, Recreation and Dance. She serves as the State of Maine representative for the American College of Sports Medicine; as an independent evaluator for the state's Tobacco-Free Maine smoking cessation program; and on the board of the community-based fitness program, Move and Improve, which last year received the Governor's Council on Physical Fitness and Sports Award. ■

spotlight and also under the microscope. The College welcomes this scrutiny and debate, concern and energy that propel education to the top of the public agenda. That is exactly where it should be.

We are grateful that this newsletter will reach thousands of our graduates through a cooperative mailing with the Maine General Alumni Association and hope that we can renew many relationships. Education thrives on the ideas, critiques and involvement of people who recognize that the future is being forged every day in our public schools and here in the College of Education and Human Development. ■

Partners in Education

The Penobscot River Educational Partnership: A Professional Development Network is a collaborative effort to enhance the learning of K-12 students by continually improving teaching and the educational experience. Partners include: school districts in Brewer, Bucksport, Old Town, SAD 22 (Hampden, Newburg, Winterport), Union 87 (Orono, Veazie), Union 90 (Alton, Bradley, Greenbush, Milford), the Indian Island School and the University of Maine. The College and PREP are members of the Holmes Partnership, a collaboration with key national professional associations to create high-quality professional development and significant school renewal. ■

and administrators from the seven school districts and the College that make up the Penobscot River Educational Partnership (PREP: PDN), a professional development school network. Within this partnership, educators work together to improve pre-service teacher preparation and professional development, share resources, and conduct research

As associate dean, I perceive my two major roles as "facilitator of instructional goal achievement" and "linker of people, programs and instructional ideas." The College is the hub of activity, expertise and connections to anticipate and address the challenges and opportunities of the 21st century. Every link -- our faculty, K-12 educators, alumni, local

use of technology to pre-service teachers. Teams of educators representing K-12 teachers from four PREP: PDN sites and College and other UMaine faculty are working together to develop instructional units that integrate the latest technology in materials preparation and instruction. To support this effort, a

our programs around country for use in the summer campus residential expe-

selected Maine schools and communities. ■

College in Action

from page 1

- Increase technology capacity and use
- Improve literacy skills statewide
- Help address teacher shortage areas
- Provide direct services to Maine children
- Fund educational research and evaluation

An infusion of discretionary funds is needed to address other crucial needs, mainly: scholarship incentives to attract outstanding students to the teaching profession; and enterprise capital to creatively explore emerging issues and opportunities in effective teacher education and student learning.

The low salaries and limited career incentives that characterize teaching cannot compete

with the financial and advancement rewards attracting highly capable young people into today's lucrative marketplace. The meager, restricted scholarships available to aspiring teachers cannot compete with generous alumni- and industry-based endowments accessible to students in high-tech fields.

The lack of scholarship assistance also greatly exacerbates the debt load of students.

At UMaine, it is not unusual for Education majors to graduate with \$30,000 in college loans and to take teaching

jobs that pay \$20,000 per year. On the other hand, scholarship assistance allows Engineering graduates to leave school with little or no debt and step into salaries at least double those of new teachers.

Our goal is to build support for teacher preparation commensurate with that for Engineering. We believe strongly that our teachers and K-12 education provide the essential foundation for Engineering and every other profession. ■

UMaine College-based scholarship money available for 2000-01

Engineering	\$1 million plus
Natural Sciences, Forestry, and Agriculture	\$660,000
Liberal Arts and Sciences	\$330,000
Business, Public Policy and Health	\$96,000
Education and Human Development	\$44,000

Position Changes Hands

Walter Harris, associate dean for instruction in the College of Education and Human Development for nearly 15 years, is spending the year pursuing research in his field of behavior disorders in special education. He will rejoin the faculty as professor of special education in January 2001.

Working with committed educators to define and develop a collaborative university-public school partnership to improve teaching and learning at all levels was among the highlights of his administrative tenure, according to Harris. He was instrumental in the formation and early development of the Penobscot River Educational Partnership: A Professional Development Network. ■

The College of Education and Human Development

Nationally accredited, state-approved teacher education programs

*National Council for Accreditation of Teacher Education
Maine Department of Education*

Nationally certified Child Development and Family Relations curriculum

*Certified Family Life Educator designation
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Chantelle Haltizer

Student Makes Connections on the Job

Chantelle Haltizer says she has the perfect job for a graduate student — one that challenges her academically, provides extraordinary professional networking and resume-building opportunities and fits her personality. As assistant editor of the *Journal of Marriage and the Family*, she works closely with Human Development Professor Robert Milardo, her advisor and current editor of the quarterly publication of the National Council on Family Relations (NCFR).

The 1995 Gorham High School honors graduate earned her bachelor's degree at UMaine last year and immediately began working on her master's in human development. At Milardo's suggestion, she applied for and landed the job with the journal, which she has enthusiastically and efficiently handled for the past year. The NCFR is headquartered in Minneapolis, but its editorial office is currently located at UMaine under Milardo's editorship.

Haltizer is involved in almost every stage of the editorial process. Manuscripts, submitted by researchers across the nation and other countries, receive her full attention. She reads the abstracts, searches her data-

base for appropriate reviewers, keeps authors apprised and everyone on deadline. Not only does she have the opportunity to work directly with some of the top researchers in the field, she is gaining valuable first-hand experience about what to look for and avoid in her own research and writing. "It's a real learning experience to see Professor Milardo's red pencil marks all over the work of internationally known researchers," she says.

It's also exciting to be reading an assigned book by a distinguished scholar and have a manuscript from the same person cross your desk, she explains. "I'm really beginning to understand the scope of the people I study and of my field."

A highlight of her job is seeing a journal article picked up by the popular media. "These authors are studying what people's lives are like. It's wonderful to see their research get out to the general population in newspapers or magazines or on news talk shows," she says. The journal, according to Haltizer, is one of the University's many hidden gems.

While Haltizer is in the early stages of shaping her own thesis, she is certain of her research and career direction. She will enter the helping professions, and if she obtains her goal, she will work in the growing field of animal-assisted therapy. She began studying the benefits of such therapy for both humans and pets while in high school and is fascinated by the results and potential. "Research has shown that people with pets live longer, have lower blood pressure and tend to be happier in general," she says, adding that there's growing evidence about the connection between animal abuse and abuse of humans. She would like for her work to also include rehabilitation for animals by creating an environment where they are received positively and appreciated. "If you

fight for the lowest of the low, you are going to help those higher on the chain she surmises.

Inspired by her high school history teacher, UMaine alumnus Michael C Haltizer entered UMaine as a second education social studies major. "I wanted to be a history teacher just like Mr. Carter," she says. "He was so good at getting us to think." But her growing interest in counseling and pet-assisted therapy, her greater level of comfort in working one-on-one or with small groups rather than a classroom full of students led her to a sociology major and history minor.

However, she hopes to have the same inspiration and lasting impact on her clients and society as outstanding teachers do. The greatest influence teachers can have is to make a connection with their students, she says. "When you become that person who really makes a difference students will notice."

Haltizer's academic and leadership record in high school and as an undergraduate offered her a choice of careers with higher compensation than either teaching or counseling, but she never considered other options. "You don't go into the helping professions for the money. You do it to make a difference. The pay comes in other forms of satisfaction," she says. For Haltizer, that satisfaction is helping people help themselves. "It's the thought of helping others that drives me and will keep me in the profession," she says. "My interest is too high to be lured away." ■

(More information about the *Journal of Marriage and the Family* appears on page 4).

Special 125th Anniversary Issue

Alumni on the move, making an impact

MAINE

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Cover photograph of A. Manette Ansay by Devon Cass

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Student investment fund reaches new milestone

The market has been very good to the Student Portfolio Investment Fund of the University of Maine Foundation (SPIFFY).

The SPIFFY portfolio reached a new high of \$820,000, up from \$650,000 in February 1999. The student-run fund was started in the fall of 1993 with an initial investment of \$200,000 from the University of Maine Foundation. An additional \$150,000 was added two years later.

Robert Strong, professor of finance at UMaine and SPIFFY's faculty advisor, says the current value of the portfolio reflects the overall growth of the stock market in recent years. Troy Dean, a senior business major in the UMaine Business School and SPIFFY's new chair, says the group hopes this growth will continue.

"SPIFFY had a great year and we look forward to the months and years ahead," says Dean. He says the group currently has about 40 members, with weekly attendance at approximately 25 SPIFFY is open to all students on campus.

Dean says he has been a member of SPIFFY since his sophomore year at UMaine.

"The thing that interested me most about SPIFFY

was the opportunity to learn more about investments and the market," says Dean. "SPIFFY was the chance to get some hands-on experience and apply what was learned to real world situations."

Members of the group meet each week to discuss the portfolio, which includes companies such as Pixar, Microsoft, and Viacom. At the meetings, each member of the group is free to suggest a stock to add to the portfolio.

UMaine selects new provost

Robert A. Kennedy, a plant scientist who has served as vice president for research

and associate provost for graduate studies at Texas A & M University since 1992, has been named vice president for academic affairs and provost at the University of Maine.

Within the UMaine administration, the vice president for academic affairs and provost is second only to the president in the nature and breadth of authority. Kennedy will oversee all academic areas of the university and will assume a leading role in the integration of the university's teaching, research, and outreach missions. The appointment was made by UMaine president Peter S. Hoff following a national search. Kennedy will start work at UMaine on July 1, 2000.

"Dr. Kennedy is a wonderful fit for the University of Maine," Hoff says. "He has impressive credentials and has accomplished much as Texas A & M's vice president for research."

Kennedy has held a variety of administrative, teaching, and research positions in an academic career which began at the University of Iowa in 1974. He has also taught at Washington State University, the Ohio State University, and the University of Maryland. Kennedy's other administrative jobs included serving as vice president for research in the Maryland Institute for Agriculture and Agricultural Experiment Station, both at the University of Maryland. He has also held

Ad in student newspaper stirs debate

On October 4, 1999, the *Maine Campus*, the independent, student-operated newspaper, ran an ad questioning the truthfulness of Holocaust survivors. The decision to run the ad set off a campus debate that carried over to the spring semester.

The ad was submitted by the Committee for Open Debate on the Holocaust. It asserted that Holocaust survivors "gave false testimony about gas chambers and a great many other matters."

At the center of the debate was the question of free speech, and whether or not the student editors of the paper had the obligation to present other viewpoints, even if those viewpoints are of questionable validity.

In an editorial running four days after the advertisement appeared, the *Campus* stated:

"To not run an advertisement because its content might offend would be...irresponsible in a country where free speech must be protected to be preserved."

But many in the UMaine community strongly disagreed.

"Journalists and editors make decisions all the time on what to include and what not to, and who's a credible source and who isn't," assistant professor of political science Amy Fried told the *Bangor Daily News*. She emphasized that the First Amendment does not provide the right to print "malicious lies."

Fried and other professors said they would have had less problem with the ad if the *Campus* had expressed their strong disagreement with its content.

A forum discussing Holocaust denial and free speech issues was held on campus in February.

high-ranking posts at the National Science Foundation, Ohio State, and Washington State.

Kennedy earned a bachelor's degree from the University of Minnesota in 1968 and a Ph.D from the University of California-Berkeley in 1974

Sensors test fruit ripeness

A new sensor research project at the University of Maine has students and faculty going bananas. In their effort to develop a fruit ripeness sensor that could be useful for growers and food processors, they are monitoring bananas for natural emissions of ethylene gas.

John Vetelino, a professor in the department of electrical and computer engineering (ECE), says that ethylene is an indicator of the ripening process in many fruits and vegetables. A sensor that detects minute quantities of the tell-tale gas could save the food products industry money by providing precise information about the best time to pick, store, and process produce. Vetelino is a pioneer of UMaine's sensor program in the Laboratory for Surface Science and Technology (LASST).

"This is a pilot project to determine if the technology will work for this purpose," he says. The project is funded by a \$49,918



Monty Rand photo

UMaine student working on a fruit ripeness sensor.

grant from the U. S. Department of Agriculture. Vetelino is working with Al Bushway '68 of the UMaine Department of Food Science and Human Nutrition, Bruce Segee '85, '89G of ECE, and three electrical engineering students: Jeremy Thiele, a sophomore from Hollis, Maine; Jie Zhou, a master's student from Wuhan, People's Republic of China; and Stephanie Pitcher, a junior at the University of Colorado from Colorado Springs.

"The benefit to industry would be having a non-destructive way to monitor food quality," says Bush-

way. "The end result will be better products for the consumer."

A ripeness sensor could be a boon to growers by indicating when crops are ready to pick. Ideally, harvesting should be done at the peak of ripeness. However, large commercial farms must often pick early, just as produce begins to ripen. There is a danger, however. If they pick too early, the produce may not ripen at all.

"As fruits and vegetables start ripening, they emit very small concentrations of ethylene, in the parts per million range," says Vetelino. "Our sensors

have to be sensitive enough to detect that level."

Food processors face similar issues, he adds. As produce is held in storage, peak ripeness occurs as ethylene concentrations reach a maximum. For most purposes, that is the ideal time to begin processing.

"If processors wait too long, you get fermentation and alcohols and other compounds that are generally undesirable," says Vetelino.

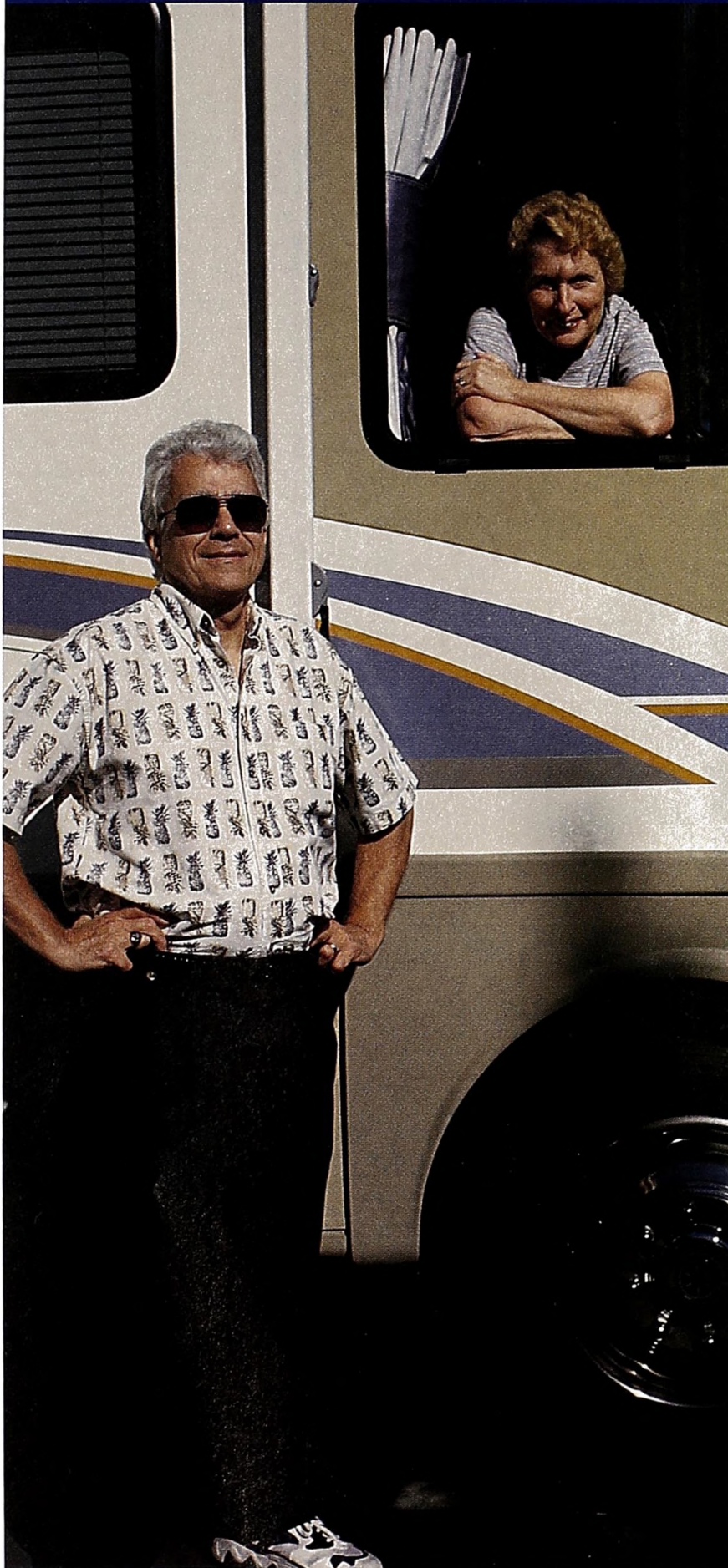
Joanne Palombo leaves Maine for Michigan State

After leading the Maine women's basketball team to unprecedented success in the past eight years, head coach Joanne Palombo-McCallie is leaving the program to take over the reins at Michigan State.

Palombo said that she felt she had taken the UMaine program as far as she could and was looking for a new challenge in what she expected to be a more competitive basketball environment. She also noted that her five-year contract with the Spartans is more lucrative than what she could expect at UMaine.

At the University of Maine she compiled a 167-73 record which included six straight appearances in the NCAA Tournament and four AMERICA EAST titles.

University Credit Union



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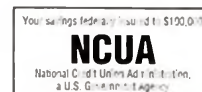


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On the Move, Making an Impact

When the University of Maine celebrated its 125th Anniversary in 1991, *MAINE* magazine ran a special issue profiling 125 of its most outstanding graduates.

Nine years later we celebrate the 125th Anniversary of the University of Maine Alumni Association. For this occasion, and to welcome in the new century and millennium, we look to the present and the future. In this special issue we profile 25 post-1980 UMaine alums who are currently making an impact, or who are poised to make an impact in their particular fields. This is by no means a definitive list. We know there are lots more “rising stars” among our alumni body. Those appearing in this issue are simply representative of the talent, vision, and commitment the University of Maine experience has helped to foster in the last two decades.

The new century is full of both opportunity and challenge for humanity. As you will see in the following pages, UMaine graduates are taking advantage of the opportunities and facing the challenges.

The Impact of Oprah

Novelist Manette Ansay '87 has always received critical acclaim for her novels. Now a lot of people are buying them.

It was a phone call Manette Ansay '87 will never forget. It came while she was eating dinner during her stay at the MacDowell Colony for writers and artists in New Hampshire last year. In order to keep the residents from being distracted or disturbed, the colony keeps just one unlisted public telephone near the dining facility.

"Someone came in and said I had a call and I thought it must be from my husband since he was the only one who had the number," Ansay remembers. "But when I picked up the phone, the voice on the other end said, 'Hello, this is Oprah Winfrey.' She told me she had just read my novel and said that she wanted it to be

an Oprah Book Club book and to feature it on her television show."

There was one catch. Ansay couldn't let anyone know for two weeks. She returned to the dining hall full of emotion—wanting to blurt out the good news to her new friends. But as difficult as it was, she kept her promise.

"They all wanted to know what happened," she says. "I told them I had a fight with my husband."

Now Ansay doesn't even own a TV, and although she certainly knew about Oprah Winfrey, she wasn't very familiar with her show or with the Oprah Book Club. She soon found out, however, what an impact the popular television host has on the book market.

The Ansay book that was chosen was her first novel, *Vinegar Hill*, the story of a woman coming to terms with dark family secrets. At the time Oprah called, *Vinegar Hill* had 18,000 copies in print. There are now over one million in print.

"That's the impact," Ansay says. "I had no idea at the time. I remember saying to my husband, 'Do you think maybe I'll sell 100,000 copies?'"

The appearance on the Oprah show also made her something of an instant celebrity.

"For a few months, I was recognized every time I went to an airport," she says. "People came up to me and said, 'Oh, you're an Oprah writer, can I have your autograph?'"

Even her father was getting recognized. During the most touching segment of the Oprah show, Ansay paid tribute to her dad.

"That was really special," she says. "I got to stand up on national television and say, 'Thanks, Mom and Dad'"

Indeed, the thanks were heartfelt. Her mother helped type transcripts. And when she was trying to gener-

ate interest in *Vinegar Hill*, her father began a personal distribution campaign to bookstores.

Ansay says that the Oprah show was absolutely one of the best things that can happen for a writer. First, because of all the attention you get while it's happening. But more importantly, because all the attention soon goes away.

"As soon as the next Oprah book is announced, the pack chases that writer," she says. "I was a celebrity for two months, but then, it's all gone and life is back to normal. That's the best part. Your book keeps the momentum from being selected by the club, but the celebrity status goes away."

Ansay had certainly achieved her share of artistic success before Oprah. She has earned favorable reviews for all of her works, and was recently nominated for the prestigious National Book Critics Circle Award. She was called one of the top 10 "new faces of fiction—novelists who are changing the way we see the world" by the *Utne Reader*.

What the Oprah selection did was give her marketability and some financial security. That's important to Ansay because she suffers from a chronic, undiagnosed nerve disorder which makes it difficult for her to both read and work at the computer. She now can afford to hire someone to read to her.

It was Ansay's illness, in part, which led her to writing as a career. Her childhood goal was to be a concert pianist. That dream faded when, at 17, her hands began to ache. The pain spread, but doctors were unable to discover the cause. At the University of Maine her illness continued to worsen. She was forced to take a year's medical leave and when she returned to UMaine, she was in a wheelchair.

At that time she was an anthropology major, but after being inspired by the poems of Alden Nowlen, she discovered a love for litera-

ture and realized that being a writer would be a career she could manage "sitting down."

Ansay finished her anthropology degree, but right after graduation she began developing her skills by writing three hours a day. She earned a scholarship to graduate school at Cornell and soon after she completed *Vinegar Hill*.

Ansay spent time teaching at several universities. *Vinegar Hill* went unpublished until she was chosen for a National Endowment for the Arts grant. The day after receiving the grant, *Vinegar Hill* was accepted by Viking Press and Ansay's professional writing career began.

Ansay's works since *Vinegar Hill* (*River Angel*, *Sister*, and *Midnight Champagne*) all reflect her interest in family relationships as well as her love of gothic literature.

"I guess my novels arise out of the tension between the stories we're supposed to tell, and the ones that we all know are true," she says.

Right now, Ansay is straying from fiction and working on a memoir which will be titled *Limbo*.

"It's about how an atheist living with a chronic long-term, undiagnosed illness, and all the uncertainty that involves, still finds joy and mystery in life," Ansay says.

A big part of the joy she has found has been through her writing.

"When you write, you bring about closure that perhaps isn't there in real life," she says. "You can make art out of broken pieces and I find that very satisfying."

She also enjoys a job where every day is different and you never stop learning.

"I feel like the best thing about writing is that it's elusive—I'll never reach a dead end," she says. "You keep walking further and further into the darkness and reaching out saying, 'I've almost got it. I've almost got it.' But you really never quite have it."

Photograph by Devon Cass

DONALD HOLDER '80

Lighting it up on Broadway

Lighting designer Don Holder's career can be divided into two distinct periods: before *The Lion King* and after *The Lion King*.

Prior to being selected to light the phenomenally successful musical, Holder '80 had achieved recognition and accolades for his work. But his work had all been "uptown." He was not in that elite group of designers who get the call from Broadway producers.

Now, with a Tony Award in hand for his ground-breaking lighting design, Holder is in great demand.

"I feel very fortunate to be part of *The Lion King*. It's definitely opened doors for me," Holder says. "I've been in the business long enough that people were aware of the quality of my work. But now, I think there is an acknowledgement that I can take on any kind of project people have for me. There's a very limited number of people who would even get considered for a multi-million dollar Broadway musical. The success of *The Lion King* has put me into that small group."

Perhaps even more important to Holder was the personal feeling of accomplishment he has derived from taking on one of the most complex lighting projects in the history of theater.

"The recognition has been won-

derful, but what is most important is knowing I could do work at that level and do it without making any compromises," he said in a *MAINE* profile in 1998. "I'm very proud of this work. It's one of those things that if I had to do all over again, I



Michael C. Lisnet photo

really wouldn't change anything."

Holder also noted that his achievement with *The Lion King* has brought him a level of peace.

"I always felt I had to get to the next level, and I've achieved it. Now I'm more relaxed," he said.

Maybe more relaxed, but his current work schedule still seems exhausting. Holder is involved with the lighting for all the many *Lion King* productions around the world. Japan, London, Los Angeles, and Toronto. He's also working on the theater adaptation of *Thoroughly Modern Millie*, another musical called *The Boy From Oz*, a new play

by August Wilson, and a play that is being directed by his wife, Evan Yionoulis. Oh yes, then there is the upcoming musical by composer/songwriter Randy Newman set to open in California.

If that isn't enough, Holder also has his architectural and museum lighting business which is also doing quite well, thank you. Last year he did new lighting for the TWA baggage claim facility at JFK Airport, the lighting for a new AT&T center in New Jersey, and the lighting for a new exhibition at the Jewish Museum in New York.

As Holder reflects on the phenomenon that *The Lion King* has become, he sometimes thinks back on his days at UMaine, and in particular his mentor, the late Al Cyrus. He credits Cyrus with laying the foundation for his basic philosophy of lighting.

"From Al Cyrus, I learned about the subliminal movement of light and about the power of lighting," he said.

Holder, who also earned a master's degree from Yale, credits UMaine with giving him the opportunity to develop his creative abilities.

"I was interested in forestry (his major), I was interested in music, and I was interested in theater," he said. "I was able to pursue all those things at UMaine."

Holder realizes that *The Lion King* may have been a once-in-a-lifetime opportunity in terms of the unprecedented technical challenges it presented and the level of artistic and commercial success it achieved. But, ever the professional, he says that's not a problem in terms of finding motivation.

"I'm not trying to further my career anymore," he says. "My goal is just to do very good work."

CHRISTINA DEHOFF '95

Making Art Accessible

Christina DeHoff '95 realizes that she was handed a dream opportunity on a silver platter. When she was 25 and working in an upscale art gallery in Aspen, Colorado, some friends called from Maine to ask if she wanted to open and direct an art gallery at 357 Main Street in Rockland, not far from her hometown of Camden. Those friends, Keith '65 and Carolyn May, would provide financial backing. She could fulfill her own vision for the gallery.

As excited as she was about the opportunity, DeHoff knew that making a go of an art gallery would be a challenge. But she also knew that her location, directly across from the Farnsworth Museum, gave her a tremendous advantage.

After three years in operation, she says the gallery is still evolving.

"My vision is to have a really approachable, accessible gallery for people," she says. "I don't want to have only works that certain people can afford. And, although there is a place for tourist-oriented art, I didn't want to go that route either. So what I've done is, in addition to paintings, I have a lot of really fine pottery, and things that are considered to be more in the craft world. Although they are very high level work, there are some things that are in more accessible price ranges. A lot of fine art galleries haven't made that crossover."

DeHoff also wanted to create an environment that was warm and



Photo courtesy of the *Bangor Daily News*

welcoming. An unintimidating place where folks who didn't know a lot about art would feel free to ask questions.

"That was a big goal for me," she says. "I suppose that is the art education major in me. And so far, I've had the response that I wanted. People are comfortable asking me questions."

Another part of DeHoff's vision was to exhibit only Maine-based artists, or at least artists who spend a significant part of the year in Maine. One thing that she did early on was to exhibit some of the works of her former UMaine professors—Michael Lewis, James Linehan, and Nina Jerome.

All three were impressed with DeHoff's gallery and her work on the exhibit. Linehan, who says DeHoff was one of his best students, thinks she is one of the real rising stars of the UMaine art department.

In addition to the gallery responsibilities, DeHoff is a serious painter in her own right. And she sees one of her biggest challenges as having to balance Christina DeHoff, the art-

ist, with Christina DeHoff, the businesswoman.

"That is a challenge," she says. "Sometimes I'm moved by a piece or I want to show something that is a little bit 'out there.' But I just can't take that kind of financial risk right now. I do choose work based on the energy that I see in it, but the saleability has to be a factor. I hate that, but it's the reality of it. What I'm hoping is that once we get more established and develop a strong clientele, I can start hanging pieces that might not be fantastic sells, but I think should be shown."

Having her own gallery also gives DeHoff a chance to show her own paintings. And the success of her first exhibit far exceeded her expectations. She sold 25 paintings.

Her goals are to keep developing as both an artist and as a gallery director. She and her husband Scott McPherson, Class of '93, are also committed to staying and becoming more involved in the community. As part of that commitment, she sponsors an art exhibit by local high school students every winter.

FRANK HACKETT '89

On the Education Fast Track

When people first meet Frank Hackett '89, 93G, some are a bit apprehensive about the idea of a school superintendent being so young. That apprehension quickly goes away, however, when they get to talk to him or see him in action.

"Certainly the age question has come up occasionally," Hackett says. "It was probably somewhat of a concern for the hiring committees in both my superintendent positions, first in East Millinocket and now Camden-Rockport. But it's funny, after a few months, I didn't really hear much about it. It really hasn't had any impact on me in terms of doing my job."

Hackett, at age 33, already has more than three years experience as a superintendent, and another six years of experience as a school principal.

But it's more than an impressive resumé that earns Frank Hackett respect—it's his leadership abilities and his quiet but effective style of working with all kinds of people. It's also a commitment to raising the educational aspirations of the students and the communities he serves.

His leadership abilities were very evident as superintendent in East Millinocket. It was a time when jobs were being cut at the paper mill and resources were tight. Through a con-



solidation plan, Hackett helped save on costs. He put those savings into new reading programs and an industrial technology program. His efforts earned the praise of town leaders.

"He has raised the level of expectation and shown us we don't have to accept a second-rate education," Medway school board chairman Steven Federico told the *Bangor Daily News* when Hackett announced he was moving on to Camden-Rock-

port.

All this from someone who, when he entered UMaine in the mid-80s, had no thoughts about becoming a teacher, never mind a school superintendent. He had grown up in a family of educators (including another UMaine alum, father Al Hackett '53, '59G). He originally decided on a business major with the idea of becoming a banker. He was also a member of the Black Bear baseball team and it was the result



Photograph by Nick Leadley

of a baseball injury that he eventually found his calling in education.

"I hurt my shoulder and wasn't able to play ball, so I started helping out the coaches at Orono High School," Hackett says "I found that I really liked working with the kids. Not long after that, I switched my major to education."

Ironically, as his success has led him up the administrative ladder, he finds himself further removed from the very thing that got him involved

in education in the first place—working with students.

"I was pretty fortunate when I was a principal to be able to maintain pretty close contact with students," he says. "But it's been a lot more difficult as a superintendent. And I really don't like contact with students that is artificial or just ceremonial. I like it to be for a purpose. When I have the chance to get involved with students, I want it to be in a meaningful way."

Part of the reason there isn't more time to be with students, of course, are the demands on Hackett's time. Although he deals with budgets, curriculum issues, and now in Camden-Rockport a new school building, he says the most difficult decisions he has to make are those that involve humans.

And Hackett says that one of the biggest human issues public education in Maine faces is the shortage of teachers.

"There's no question that is the biggest challenge we face," he says. "We are already starting to feel the effect of a small pool of applicants in our teaching fields, especially in specialty areas like math, science, and foreign languages. And within the next five to ten years, we're going to see significant numbers of teachers and administrators retiring."

Hackett says that salary is not the only issue in attracting more teachers, but he thinks it is a significant one.

"People chose professions for a lot of reasons besides money," he says. "But when I look right around here (Camden), it's hard to ignore the fact that MBNA is starting people out at \$24,000-\$25,000 a year with benefit packages we just can't match. It's a huge challenge. There will always be people who go into teaching for a variety of other reasons, but from a salary/benefits standpoint, it's going to be difficult to make the strides we'll need to

make to attract the number of people we need to the profession "

Another challenge is the ability of schools to keep up with the tremendous change in the world that is being driven by new technologies. Hackett thinks Maine has done very well on that score so far, but the test for the future will be to integrate technology into everything schools do. That said, he won't go as far as to endorse the laptop for every seventh grader plan being proposed by Governor Angus King. He appreciates the spirit of the proposal, but thinks there are more important priorities such as school repairs and renovations.

Still, he emphasizes, public education must keep pace with a changing world

"The biggest part of education today is trying to keep up with all the change, and realizing that it is an ongoing process. It used to be that something would come along and cause changes. You'd adjust, change with it, and that would be it. Now we're just continually looking at ways that we can change and grow."

Change is likely to be part of Frank Hackett's career. Next year, while staying in his Camden/Rockport position, he'll start a UMaine Ph.D. program. In the longer term he has no definite goals, but folks who know him well expect him to move on to even bigger things.

"Frank has been on the fast track in K to 12 education and for good reason," says UMaine education dean Robert Cobb. "He has outstanding communication skills, clear goals, vision, integrity, and a genuine understanding of Maine people. And he's blessed with another true leadership quality—a quick, self-effacing wit that reflects his balanced perspective as well as his priorities. Maybe most important, he has a deep commitment to Maine youth and to providing the high quality education that will shape their future."

KIMBERLY STROM-GOTTFRIED '80

Always a Social Worker

When Kim Strom-Gottfried '80 was a student at the University of Maine, the social work school was not yet accredited. But there was a lot of energy and enthusiasm being put into getting the program reorganized and re-established. That enthusiasm caught her attention.

"I was a sociology major, and I hadn't really thought that much about social work," she remembers. "I became interested, and I also had the opportunity to work on a crisis hotline in Bangor. That gave me a chance to apply what I was learning in my classes—to see how meaningful it is to help people in need."

She says that UMaine faculty members were major factors in raising her aspirations.

"They really helped me see that I could do something bigger," she says. "Their interest in me, their time, and their wisdom had a huge impact on me."

Those first experiences at UMaine have turned into a lifelong commitment to social work—first as a practitioner and now as a college professor teaching and mentoring future social workers.

Inspired by her UMaine professors, Strom-Gottfried went right to a master's of social work (MSW) program through Adelphi University. With her MSW in hand, she returned to Maine and worked for four years at the Aroostook Mental



Health Center. She then took a position with the Maine Department of Mental Health and Mental Retardation in southern Maine. Her abilities and hard work were recognized in 1990 when she was named Maine's Social Worker of the Year.

It was also about this time that she got her first teaching experience—a short-term position at the University of Southern Maine. She liked it so much that she decided to go on for a Ph.D. (Case Western Reserve) and to have an impact on the world of social work through teaching. But though her career took a new direction, her professional identification remained the same.

"I'm a social worker who teaches," declares Strom-Gottfried.

She honed her teaching skills at Case Western Reserve where in 1993 she was named Outstanding Teacher of the Year at the Mandel School of Applied Social Sciences. Later, as an assistant professor at the University of Minnesota, she won the McFarland Creative Teaching Award. Last year she moved to the University of North Carolina, where in addition to teaching, she is an associate dean.

Strom-Gottfried's areas of re-

search are in ethics and managed care. She recently served on a national ethics committee for social workers. Last year she also completed a textbook for teaching social work and has several more textbooks planned.

Social workers are a group that seem very underpaid for the level of education that is required and the heavy caseloads they carry. Still, Strom-Gottfried says that enough dedicated, young people are entering the field.

That's fortunate, she adds, because social workers are doing more for society than ever before.

"It's really as much a calling as a career," she says. "People are going to do it regardless of the financial rewards."

But she worries about burnout due to a lack of resources, an enormous workload, and a lack of respect and understanding for the work.

"People are given complex cases, often with very poor resources to resolve them," Strom-Gottfried says. "Managed care is a problem—there are all types of constraints today. 'Show us outcomes' is what we hear all the time. But the people who come to us often have a long history of difficulties that can't be resolved quickly."

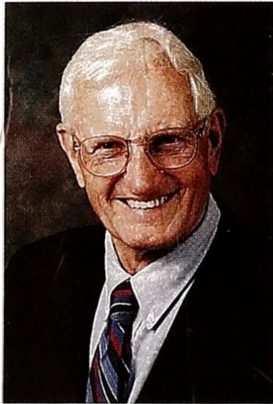
She believes that if the public understood how diverse and widespread social work is, it would get more of the support and the resources it needs.

"The perception changes when people are personally touched by our work," she explains. "Many people don't realize that we are the major provider of mental health services in our society."

CAMPAIGN UPDATE

UNIVERSITY OF MAINE

ANNUAL ♦ ALUMNI ♦ FUND



*Perry Hunter '52
Annual Alumni Fund Chair*

The Annual Alumni Fund Your Connection to the University of Maine

THE UNIVERSITY OF MAINE ALUMNI ASSOCIATION has an ambitious goal this year: Raise \$2 million from 12,000 alumni. We're off to a good start, but we can't make it without your help.

Here are some facts you should know about the Annual Alumni Fund:

1. It is run by the UMaine Alumni Association.
2. The Association's Board of Directors decides how the undesignated dollars are allocated.
3. FY 99's undesignated dollars supported:
 - Scholarships to students
 - Financial assistance to individual students and student groups
 - Programs and services for alumni
 - Advocacy for the University of Maine
4. 100 percent of the designated dollars received by the Alumni Association are given to the area of the university to which they are designated.

Your personal commitment to the Annual Alumni Fund ensures the Alumni Association remains a strong, independent advocate for MAINE. Your personal commitment to MAINE helps to make it an even greater institution.

If you have already made your annual gift, I thank you for supporting the University of Maine. If you haven't yet made a gift, please consider doing so today. Your support will allow us to reach our goal and guarantee a strong University.

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HEATHER BLEASE '86

Leading Maine's Emergence into the New Economy

In 1995, Heather Deveau Blease '86 was managing a group of computer support technicians at Digital Equipment's Augusta manufacturing facility when the company announced plans to sell the plant.

"I wasn't sure what was going to happen to my small group," she said.

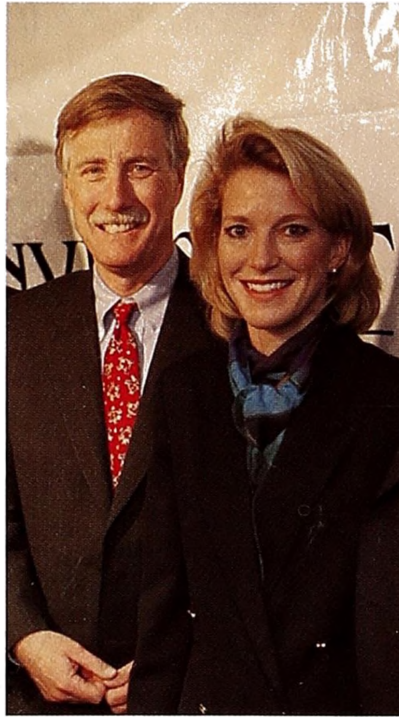
Blease had been researching other companies that contracted with software and equipment manufacturers to provide technical support. She saw a future in the business. She seized the opportunity.

"I thought, if there was a time to do it, it was now," she said.

And so EnvisioNet was born. Today, with industry leaders like Microsoft Network, Prodigy Internet, Kmart E-Commerce, and Grolier Interactive on the client list, and a 300 percent growth rate, it's not surprising that the company has become something of a poster child for Maine's emergence into the new economy. EnvisioNet revenues are expected to reach \$40 million in time for its fifth birthday.

Back in 1995 there was no assurance that things would go so well. It was a big leap to take for someone with a successful career and a stable family life. When Blease quit her job and sold the family's home to fund her new venture, she knew the stakes were high. Her company would have to start small and grow exponentially, or it couldn't compete.

"It felt strange sitting at my computer with nothing and making



Heather Blease with Maine Governor Angus King.

these grand plans," she said.

Her husband Dwight Blease '83, a podiatrist, took the risk in stride. "He would joke with me back then and say, 'This is an expensive hobby of yours,'" she said with a laugh.

Blease's engineering background gave her courage. She had chosen the field and pursued an electrical engineering degree based on her father's advice. And her extensive experience at Digital had boosted her confidence.

"Solving problems for four years gave me the confidence to tackle whatever situation or problem that came up," she said.

But Blease's technical career

hadn't prepared her for the networking required for getting a new business off the ground.

"I was very disconnected from the business environment in the state. Though I'm from Maine, I came in as an outsider," she said.

So Blease attended the Chamber of Commerce breakfasts, she met with the bankers, and she made lots of calls—working on what she refers to as her "on-the-job MBA."

Fellow Brunswick resident Governor Angus King often leads the cheers for EnvisioNet's achievements.

"The story of what she's done is phenomenal, and it demonstrates that we don't have to import our entrepreneurs," he told the *Bangor Daily News*. "She has the two things you need as an entrepreneur: vision and persistence."

EnvisioNet was founded in Brunswick with just three employees. Blease added a couple of people at a time over the first year, as the company's service focus began to attract small clients.

Then, at the end of 1996, the fledgling company marked its entry into the technical support world when it landed an account with Prodigy, a national Internet service provider.

EnvisioNet more than quadrupled in size to meet the new clients' expectations, investing thousands of dollars in phone lines, hardware, and software. "All of a sudden, we were going from a very little company to one that was very sophisticated, and a player in the industry,"

Blease said.

Then in October 1999 came an even bigger announcement. EnvisioNet signed a technical support contract with software giant Microsoft. To meet the workload, the company began plans to expand to more than 1,000 employees.

Blease had downplayed the company's Maine base at first, but later realized that EnvisioNet's Maine location was a tremendous asset. With employees that serve as "the human face of the Internet," and a comprehensive training program, EnvisioNet is drawing the kings of information technology, such as Microsoft, to Maine.

"We can do business anywhere we choose. We chose Maine," said Greg Gilkeson of Microsoft in a recent *Bangor Daily News* story.

The region's legendary work ethic coupled with an innovative employee training program designed by EnvisioNet and the Maine Quality Centers built a skilled and stable workforce. A technology trade publication estimated EnvisioNet's rate of employee turnover to be between 15 and 20 percent—as compared to a national turnover for call center workers that can be 100 percent.

Today, at EnvisioNet's Brunswick headquarters, the innovation required to accomplish 300 percent growth per year is evi-

dent in the space-age plastic temporary structure that employees affectionately refer to as "the bubble." From conception to habitation, the Epcot-style expansion that houses dozens of work spaces took just a few weeks to complete.



EnvisioNet's offices in Brunswick, Augusta, and Winthrop have expanded to full capacity. To meet the company's continued growth, Blease recently announced the construction of a new Orono EnvisioNet site. The 50,000 square-foot facility at the Maine Technology Park should be operational by fall, eventually employing more than 1,000 additional people.

The Orono location has Blease excited about the prospect of visiting and working with her alma mater.

"We're interested in using very innovative tools to help us provide support for our customers. Being at the doorstep of UMaine, there's room for us to try to interest areas of the university in helping with that development, as well as providing opportunities for students in technical programs. I hope that we can develop some real win-win relationships," she said.

It's likely that EnvisioNet will be making more big moves in the near future.

First, Blease expects to be expanding out of state, possibly even to Europe.

Second, she will eventually be taking the company public. And with EnvisioNet's amazing record of growth, that prospect has a lot of eager investors excited.

Photo by Nick Leadley

BLAIR LACORTE '85

The Master Strategist

As Blair LaCorte '85 tells it, he got into the world of high technology totally by accident. And what a fortunate accident it turned out to be

His career began on the hardware side of high tech with Sun Microsystems, where he eventually became the head of world wide field operations strategy. Then LaCorte moved into the software world with Autodesk. At Autodesk, he started up a geographic information systems division based on the company's highly successful AutoCad design program. He also started up divisions in data management and electronic publishing. Looking for new challenges, he later moved to a position with CADIS. In 1996, he was named one of America's top 10 business marketers by *Advertising Age*.

LaCorte has continued to be on the leading edge of high technology, getting in on the start with the venture capital company called Internet Capital Group (ICG), where he was an executive in residence. It was the first venture company focusing exclusively on what is called business to business (B to B) Internet commerce to go public. Historically, such venture capital companies had been private.

"It actually revolutionized the way that venture capital is being done because in the past only wealthy individuals got to invest," he explains. "You could only have a small number of investors. By going public, we opened it up, we allowed almost anyone to invest."

And that's good for smaller investors, LaCorte says, because busi-

ness to business Internet stocks are the hottest sector in the stock market right now.

"We were the first out there, we created the sector," LaCorte says. "If you look at what's happened since then, there's been \$500 billion worth of wealth created in B to B." And he says that's just the beginning.

Business to business is really all about linking the old economy and the new economy.



"We call it a hybrid," LaCorte says. "We believe you've got to put the physical industry with the electronic. Here's an example. You have a factory and you want to get rid of some old machines. You go to a broker and ask him to sell it. The average broker charges 50 to 60 percent margin to find a buyer. But using the Internet you could put it on the market and all kinds of potential buyers will see it instantly. And you

don't have to pay a broker."

The future of business to business Internet commerce is even more promising, LaCorte says, because soon it will be moving into integrating delivery and financing of purchased goods.

As an ICG executive in residence, LaCorte was working on strategy and new opportunities, waiting to find a company he wanted to go to. He found that company in VerticalNet, which focuses exclusively on the needs of industrial clients. He is now that company's senior vice president of strategy and electronic commerce.

VerticalNet has gone from \$3 million in revenues, just before LaCorte joined the company, to a prediction of \$800 million in FY 2000. It has gone from 100 employees to 1200 employees in that same time frame.

Last year VerticalNet was the number three initial public offering in the country. The number one IPO? Internet Capital Group.

LaCorte sees the current period of dramatic change eventually slowing down. He compares it to 100 years ago when people realized how much money was going to be made in the oil industry. After a wild flurry of activity, there was a period of mergers and buyouts of companies as the dust settled.

LaCorte is now in a position to pick and choose what he wants to do. He says his career reflects changing attitudes in the world of business.

"People would judge stability in the old world by how long you stayed with one company," he says. "The way people judge stability these days is different. It's not one job but one career—the way you treat people, what kind of deals you make, the ability to win. What I do today I couldn't have done 15 or 20 years ago."

JOHN COLEMAN '85

Guides for the New Frontier

The Internet is rapidly changing the world of commerce. And John Coleman '85 is helping companies take advantage of the opportunities this new technology affords them. His Portland-based company, ViA Marketing and Design, works with huge multinational corporations as well as with small emerging Internet companies—re-engineering and re-tooling their businesses to be strong players in the new economy. ViA may be labeled as a marketing company, but as Coleman explains, it's really much more than that.

"We have programmers, web developers, and interactive architects who know how to build web sites and Internet infrastructure," he says. "We also have the ability to help create brands and build market communications programs—initiatives that help companies communicate exactly what they are trying to do and get people to react to it."

Coleman uses a colorful metaphor to describe his company's mission.

"This is the Wild West today," he says. "And we're the somewhat savvy guides who can help the pioneers navigate through all the challenges that will bring them to the new frontier, with all its opportunity and promise."

From the impressive growth that ViA has enjoyed, it's obvious that they are guiding their clients very well. In 1998, the company was list-



Photo by Diane Hudson

ed by *INC.* magazine as the 287th fastest growing private company in America. From its modest beginning in 1993 (10 employees), ViA has grown to 60 workers with offices in Ohio, San Francisco, New York City, and Switzerland. And Coleman sees no end to the growth, expecting the company to triple in size in the next three years.

He founded ViA with Rich Rico and fellow UMaine alum David Puelle '86. Puelle and Rico are the creative directors and Coleman serves as the company's president. Coleman and Puelle go back a long way—they were roommates and friends at UMaine.

Now, being president of a marketing company is not exactly what you might have expected from someone with a mechanical engineering degree. But to Coleman, it all makes perfect sense.

"I thought that engineering would be a good general background for problem solving," he

says. "And it was. At UMaine I had a great overall experience—I really learned a great deal. In addition to the engineering, I also had the opportunity to bring out my creative side by studying viola with Dan Rains."

Coleman says he was able to nurture both the analytical and creative abilities that he inherited from his parents Richard '53 and Jackie Knapp Coleman '55, both UMaine alums.

With his UMaine degree in hand, Coleman began to think he was more suited to marketing than engineering. After working for a while, he returned to school to earn an MBA. He then worked for the huge multinational corporation ABB for several years, before deciding to strike out on his own—and return to Maine.

"I always wanted to do something entrepreneurial," he says. "I've always had that passion and I've always felt that my favorite challenges were creating something from nothing."

As his company continues to thrive and grow, Coleman wants to devote some of his time to helping Maine's economic growth. He was recently asked by Governor King to help with ideas to make Maine a vibrant player in the new economy.

"The things that we've learned at ViA, dealing with fast change, complex change in the world of business, can help in the public sector and other arenas," he says. "I want to be part of that. Those rewards are pretty special."

What we have to remember, Coleman says, is that in the new economy, the market is unforgiving.

"With the evolving technology and the competitiveness of industries, you have to be willing to change in order to thrive and grow. The mantra of ViA is that we'll help you find ways to change most effectively. It's a requirement in today's world."

ANDREW FRAWLEY '84

Rapid Growth Guru

As we enter the new century, the key phrase in the corporate world is rapid growth. The stock market and corporate boards seem intolerant of anything less. That's why many major companies are enlisting the services of XChange, Inc., founded and led by Andy Frawley '84.

"We take the very simple perspective that if you want to grow your business, you have to grow your customers," Frawley says. "That means doing more with the ones you have and acquiring new ones. Our whole philosophy revolves around creating rapid growth in business."

XChange, Inc. has been doing just that for the past five years through what is referred to as customer relationship management. The focus of the company from the beginning was to give large Fortune 500 companies the ability to manage and optimize customers. It does that, Frawley says, by helping companies figure out which customers are really valuable and which ones could be more valuable in the future.

"We use direct mail, e-mail, telemarketing, and web site content," he says. "We can drive all those communications and then, very importantly, we have the ability to measure what works and what doesn't work."

Emerging technologies—new powerful software as well as the Internet—made Frawley think it was

the right time to start XChange, Inc. back in 1995. And although he was able to line up some big time clients such as Federal Express and Key Bank early on, he also remembers experiencing growing pains.

"There were days when it wasn't clear if it was going to work," he



says.

Unlike many start-up companies today, Frawley, who earned an MBA from Babson College, didn't look for venture capital to leverage his new enterprise.

"We did it the old fashioned way," he says. "We financed the company through bootstrapping and by doing consulting. But the company went public very quickly, so we have been able to grow fast."

XChange, Inc. has among its clients both new Internet companies, which he calls "click and mortar," and older established companies, which have traditionally been "bricks and mortar."

"Many of those established companies are making the transition to click and mortar—integrating online services," he says.

In a similar vein, Frawley sees the Internet companies integrating some good old bricks and mortar into their business. And he thinks all of this transition is the wave of the future.

"Our viewpoint on the new economy versus the old economy is that in a couple of years there's going to be just one economy," he says. "We see it now with companies like Merrill Lynch and Staples moving to the click and mortar environment. But we also see the pure dot coms going the other way."

In the long run, Frawley believes a company such as Barnes and Noble is better positioned than Amazon.com because most of us won't want to do business exclusively on the web.

"I think this is borne out by some of the facts you see, like Amazon.com's inability to actually become profitable," he says. "The fact is, we as customers want to talk to someone on the phone sometimes—we want to be able to go to a store and touch things."

And so we see this convergence to where the real winners are the companies using the Internet effectively but who also have an integrated strategy utilizing new and traditional service and distribution channels. The ones who don't do that effectively won't survive."

Frawley was demonstrating his leadership skills back as a UMaine student. He served as president of the Beta Theta Pi Fraternity and was an officer in the Interfraternity Council. He split his major between computer science and business which, he says, has worked very well for him. He also met his wife Julie Hung '85 at the university.

A PLACE TO CALL HOME

MAINE'S ALUMNI HOUSE CAMPAIGN

SPRING 2000

A HOME FOR THE NEW MILLENNIUM

BUILDING RELATIONSHIPS - KEY TO A STRONG FUTURE FOR UMAINE

Perhaps more than any building added to the campus in recent decades, the University of Maine's new Buchanan Alumni House will prepare the state's flagship university for the educational challenges and opportunities ahead. Designed to last well into the new millennium, Alumni House will be a state of the art facility with a mission to celebrate and promote the world-class education offered by MAINE.

"Alumni House will honor the success and contributions of our alumni and inspire Maine's young people as they contemplate their future," says Jeffery N. Mills '83, Ph.D., president of the Alumni Association. "It will strengthen the University's ability to respond to the challenges and opportunities of the 21st century."

"A high quality education is widely recognized as the best investment we can make for future

success," notes Amos E. Orcutt '64, president of the University of Maine Foundation, the Alumni Association's partner in this project. "Private support for education is key to academic excellence, and strong relationships with alumni and friends are critical to earning their support. Alumni House will raise all of our aspirations, to the benefit of many generations of future students."

*"Private support
for education is
key to academic
excellence..."*

Thousands of MAINE alumni and friends have already demonstrated their support for the Buchanan Alumni House. Over 13,500 have contributed to the project, making "A Place to Call Home: MAINE's Alumni House Campaign" one of the University's most successful fundraising initiatives ever. Over \$6.4 million has been contributed to the campaign, including a generous endowment fund.

continued on page 4 - see House

A GIFT IN THEIR HONOR...



JANE S. AND HARMON D. HARVEY '54 '54

In the following letter, Steven R. Harvey '79 shares his family's close ties to UMAINE and his reasons for honoring his parents with a leadership gift to Alumni House.

"The University of Maine has been an important part of my parents' lives for the past 50 years. Their University of Maine degrees were the starting point for two successful and rewarding careers. Dad spent his entire career as a dedicated public servant in the Maine Department of Human Services. Mom made her public contribution in the education arena ending her career as a member of the University of Maine faculty. Both Mom and Dad used their University of Maine degrees as entry qualifications en route to future master's degrees.

"In addition to my parents, five of the six Harvey children graduated from the University of Maine system. Six for six Maine degrees would have been a certainty had it not been for the absence of a University of Maine

continued on page 4 - see Harvey

BUCHANAN ALUMNI HOUSE DONORS

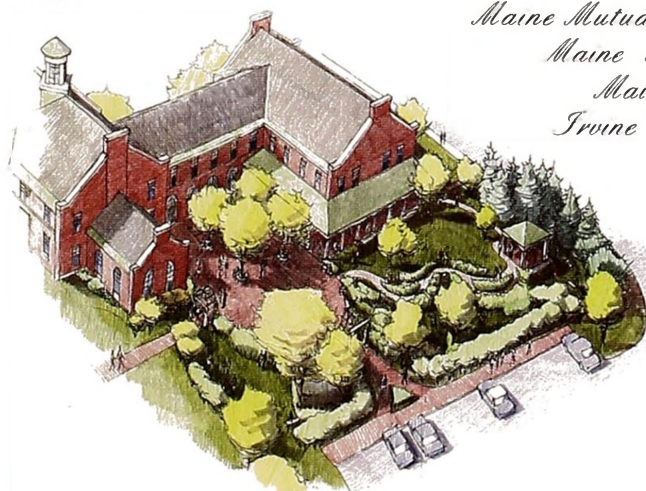
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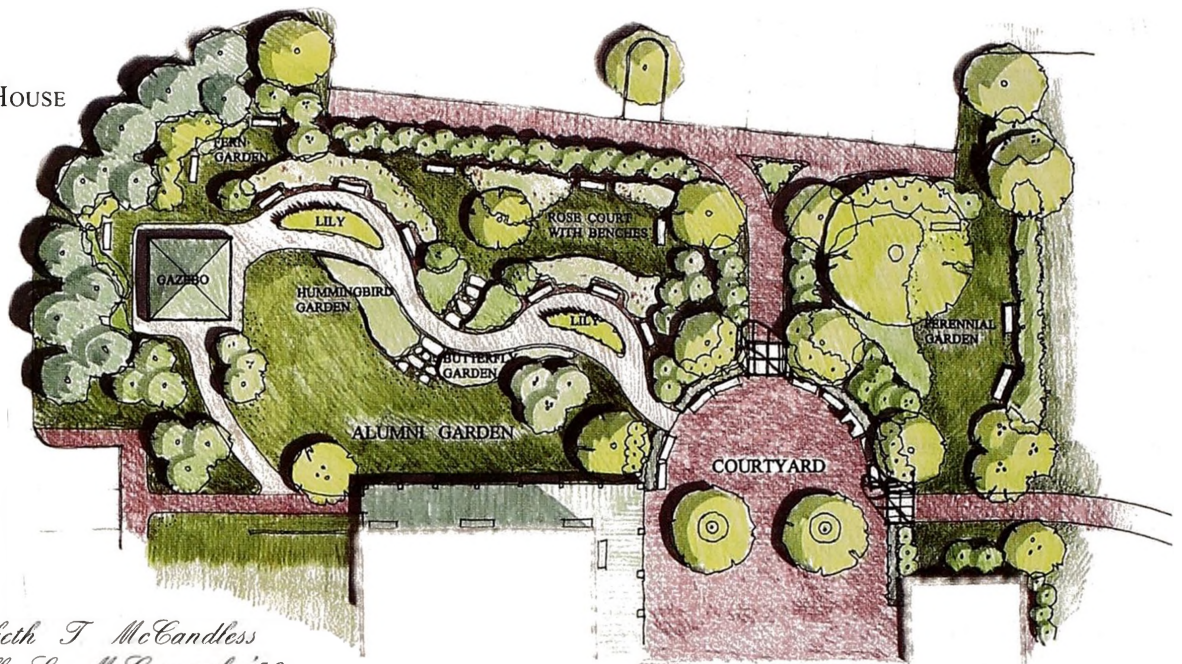
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BUCHANAN ALUMNI HOUSE
COURTYARD AND GARDENS



BUCHANAN ALUMNI HOUSE
GARDEN PLAN



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 Class of 1934
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DONORS WHO HAVE MADE GIFTS OF \$1,000 AND OVER
 TO THEIR CLASS REUNION FUNDS WILL BE RECOGNIZED
 FOR THEIR GENEROSITY WITH THEIR CLASS IN THE NEW
 BUCHANAN ALUMNI HOUSE.

GIFTS AND PLEDGES FROM
 REUNION CLASSES
 CURRENTLY TOTAL OVER
 \$1.7 MILLION!

Classically-designed to complement the University's handsome 19th century architecture, Alumni House will look right at home on College Avenue. Its red brick facade, white cupola, courtyard, and landscaped gardens will warmly welcome alumni and friends to our beautiful campus.

Ground-breaking is scheduled for the spring of 2001.



pharmacy program. These University of Maine degrees were springboards to two future Ph.D. degrees, a Registered Nurse (R.N.) certification, a Licensed Social Worker (L.S.W.) certification, and a Professional Engineer (P.E.) registration.

"In our immediate family, seven Harvey careers (two completed and five in progress) are traced directly back to a University of Maine degree. My — mother's father, David H. Stevens '28, and my father uncle, Roy G. Sands '08, started the tradition of University of Maine attendance and graduation.

"My parents have remained active in University of Maine alumni activities with Mom serving on several committees in the past. I am often unclear if a University of Maine sporting event like the recent women's basketball game at the Augusta Civic Center is an alumni event or an opportunity for a Harvey family reunion. It seems to me that the further my parents get from their University of Maine graduation date, the more important the University of Maine becomes.

"Given the University's presence in Harvey family life, a contribution to the Alumni House Campaign was a natural for me. The opportunity to honor my parents with a truly meaningful gift simply made a good decision better.

"The first rule of investing is to put your money where it will bring you the greatest return. Ultimately, it was this principle that led us to honor my parents with an investment in the future of the University of Maine. For us, the return is entirely intrinsic; but it has been immediate and gets better with time. A great cause, giving back, and perpetuity are strong fundamentals for an investment in the University of Maine. What this investment brings you in return is intensely satisfying."

An Invitation

*The University of Maine Alumni Association
and
The University of Maine Foundation
cordially invite you to an
English Garden Tea
to celebrate the
Buchanan Alumni House Campaign
and to recognize
William W. Treat '40
Alumni House National Campaign Chair
on his 60th Reunion*

*Friday, June 2, 2000
Three o'clock in the afternoon
at the future site of Alumni House
on College Avenue
(in the beautiful white tent and canopy)*

**For more information on
MAINE'S ALUMNI HOUSE CAMPAIGN
please contact:**

JEFFERY N. MILLS '83, PH.D., PRESIDENT
UNIVERSITY OF MAINE ALUMNI ASSOCIATION
P.O. BOX 550, ORONO, MAINE 04473-0550
TELEPHONE: 207-581-2586 OR 1-800-934-2586

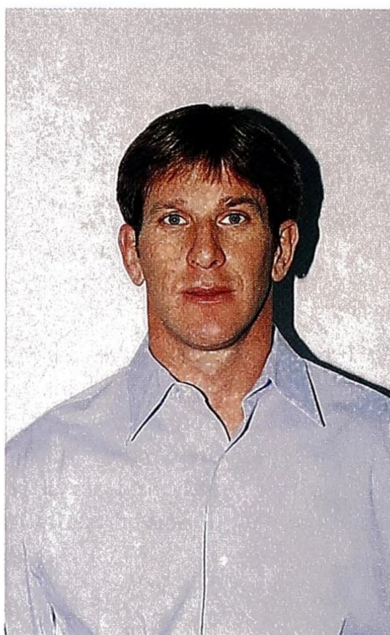
AMOS E. ORCUTT '64, PRESIDENT
UNIVERSITY OF MAINE FOUNDATION
80 EXCHANGE STREET, FLEET CENTER
P.O. BOX 2220, BANGOR, MAINE 04402-2220
TELEPHONE: 207-947-5100 OR 1-800-982-8503

Steven R. Harvey '79 is a graduate of the University of Maine with a B.S. in Civil Engineering. He has been employed at Contech Construction Products Inc. for 21 years and is currently the Regional Manager. Steve has been married to Sandra L. Harvey for 16 years. They have twin sons.

KEVIN MANN '86

The Ice Man

Demand for skating rinks has Advanced Arenas in the growth mode.



Most of us have heard the hockey horror stories from a friend. Getting up in the wee hours to drive a son or daughter to an ice arena an hour away for a 5 a.m. practice. And those stories are likely to become more common. The tremendous expansion in the National Hockey League has caused a surge of interest in youth hockey in America. And as evidenced from television ratings, figure skating is more popular than ever.

All this has created a demand for ice arenas, and UMaine alumnus Kevin Mann '86 has capitalized on that demand. His fast-growing company, Advanced Arenas, is trying to bring more communities their own well-managed ice facilities.

Advanced Arenas was conceived in 1992. It was originally known as Kevin Mann Hockey, but Mann decided to change the name for a very practical reason.

"People would call the office and want to talk to Kevin Mann," he says. "If they couldn't talk to me, they thought they were getting the level B guy. We didn't want that."

The company started off as a small instructional hockey business

based in Barrington, Illinois. Then in 1995, it expanded into ownership by purchasing the Barrington Ice Arena. Soon after, Mann was asked by a group in Chicago to become involved in helping to build a rink in the city. He became a consultant on that project and when it was completed, he was contracted to manage it. After that, the business just seemed to take off.

"It started to have a life of its own," Mann says.

By 1997, Mann's company owned an ice rink and managed three others. It was serving as a development consultant to several ice arenas, and ran hockey clinics and camps, as well as youth and adult hockey leagues and tournaments. Realizing he needed an infusion of capital to expand the business any further, he sold 50 percent of the company to his current partner, Leon Lekai.

And expand it did. Advanced Arenas now operates eight separate divisions. It has between 250 and 300 employees in all its locations. Much of the company's success stems from its ability to offer soup to nuts service—arena design consultation, complete management of programs, instruction, quality control, pro

shops, and even concession stands.

Mann says that complete service is especially appealing to communities that are thinking of taking over or building an ice rink.

"We can do everything for them," he says. "We're a total team. We operate it, staff it, everything. And our management fees are based on a base fee—incentives are all based on our performance. Our attitude is that we want to come in and make this thing profitable for all involved." With all his many responsibilities, one of the aspects of the business he likes best is that he still gets to coach a youth hockey team. Coaching is what he thought he'd be doing when he left UMaine in 1986 (he captained the Black Bear hockey team during his senior year) and enrolled in a sports management master's program at Bowling Green.

"I never thought I'd be doing this," he says. "I thought I'd be coaching hockey."

Mann says that things are moving and growing so fast, that sometimes he just has to sit back, catch his breath, and try to figure out where he's headed. Ultimately, he knows he wants to become one of the strongest ice facility management companies in the country. He feels Advanced Arenas is just about at that point now in Chicago.

When Mann is catching his breath, he sometimes reflects back on his days at UMaine.

"The University of Maine was one of the best experiences of my life—without a doubt," he says. "I think about the place an awful lot. I come back for the hockey reunions and I follow the team's success. I have great respect for Shawn (Walsh) and Jack Semler, who was my first-year coach. I knew the minute Shawn walked into our first meeting in my sophomore year that he was the right guy. He's still a real mentor for me."

JOHN BRIER '88

Changing the Way We Get Entertainment

It's the biggest game of the season. The UMaine ice hockey team is facing rival New Hampshire at Alford Arena. All of a sudden, your boss says you have to travel to see a client in Virginia. There's no way you're going to get to see or hear the game. You probably won't even get the score in the morning paper.

Not to worry. Thanks to Internet entrepreneur and UMaine alumnus John Brier '88, you can now just turn on your laptop, log on to the Internet, and not miss a minute of Black Bear action.

Brier's new company, BroadcastAmerica.com, is helping to change the way America gets its entertainment. In addition to sports, its fully integrated channels are dedicated to talk radio, music, news, film, TV, and weather.

Most recently, BroadcastAmerica has teamed up with Dick Clark's United Stations Radio Network (the country's largest independent radio network). Under that agreement, Brier's company will carry more than 30 USRN shows—shows that reach 87 million listeners per week.

BroadcastAmerica's rapid growth is reflective of the dot.com world in general. Just 15 months ago the company had two employees. Today, the staff is approaching 70 with offices in Minneapolis, Berlin, and Glasgow, in addition to the main office in Portland, Maine.

Brier's first venture into cyberspace involved developing a feder-

ally funded, comprehensive web site for a nationwide community justice program. He then moved on to found GlobalStore.com, an online store selling goods and services. Along the way he served a stint in



Nicholas Leadley Photo

the Army and received his master's degree from Thomas College.

The idea for the Internet company began when Brier was discussing the idea of starting an online record shop with a friend in (appropriately enough) a web chat room. It was that friend who introduced Brier to his future partner, Alex Lauchlan, a retired Scottish businessman.

In October 1998, Brier began doing some research into the radio industry with the idea of building an online entertainment network to complement his plan for an online music store. While doing that research, he became acquainted with

John Garabedian, host of the popular and nationally syndicated radio show, "John Garabedian Open House Party." The two men struck a deal—Brier agreed to broadcast the show for free in exchange for on-air advertising and promotions.

Brier now realized he had a tremendous opportunity with Garabedian's program. Internet technology could allow the "Open House Party" to greatly expand its listener base. He proceeded to contract with some other Maine radio stations. In the meantime, Lauchlan agreed to find investors for the new venture.

The partners opened their Congress Street office in January 1999 with \$1.2 million in backing and 100 contracts with radio stations around the country.

Now with the Dick Clark connection and a recent agreement with Citadel Communications, Brier and Lauchlan are well on their way to achieving their goal of becoming the world's leading Internet entertainment network.

Both men admit that part of the thrill is exploring the unknown territory ahead—of making up the game plan as they go along.

One of the biggest challenges is getting people to think of the Internet as a deliverer of

broadcast services. Surveys indicate that only 30 percent of the public are aware of the service. But what Brier finds encouraging is that of that 30 percent who are aware, 70 percent are regular users. As with the Internet world in general, it is potential that is driving the growth.

"Everything has happened so quickly, there's hardly time to stop and reflect," Brier said. "I think the most rewarding aspect of my job is the knowledge that we are building something that will be valued and enjoyed by millions of people around the world."

MATTHEW KENNEY '88

Creating is the Thing

When MAINE magazine did a feature article on Matthew Kenney '88 back in 1995 we were pretty impressed. Only six years out of UMaine, Kenney had opened his own gourmet restaurant in the Trump Plaza building on New York's East Side. Matthew's, specializing in Mediterranean cuisine with a "Casablanca" atmosphere, received excellent reviews and quickly became a success.

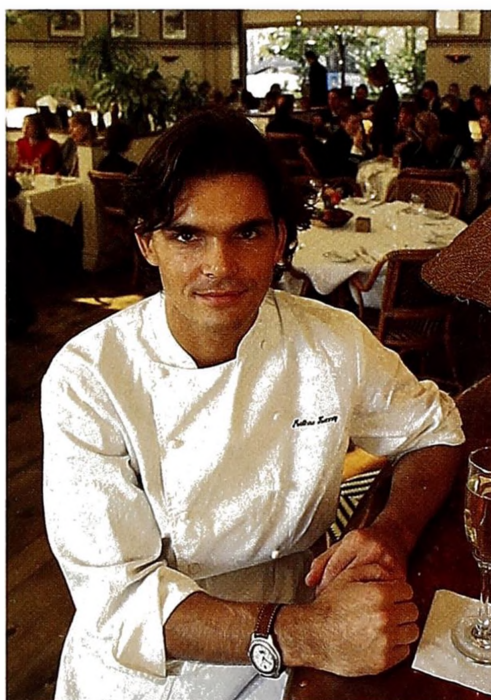
At that time Kenney expressed a desire to open several other restaurants in the city in the coming years. He's exceeded his goals.

At last count, Kenney has opened a total of six restaurants in New York (he's sold two of those) since 1995. In addition to Matthew's, there is another uptown eatery called Mezze which Kenney calls a retail takeout and café. More recently he opened Canteen in Soho, specializing in solid American fare with a spiced-up Kenney touch.

And his latest venture is Commune, which will feature a wine bar with an extensive choice of cheeses, spit roasting, and fresh produce. "It will be driven by the food of the season—a celebration of fresh produce," he says.

In addition to the restaurants, Kenney started his own catering business, Matthew Kenney Catering, and now has his own management company just down the street from Matthew's.

"I had to build a management company to run all this chaos," he says.



As if all of this wasn't impressive enough, Kenney also has written his own cookbook, *Matthew Kenney's Mediterranean Cooking*, and is working on a second.

Now Kenney is planning to expand his enterprise into his native state of Maine. He recently purchased the Nickerson Tavern in Searsport (his hometown) and he is looking for a location for a new restaurant in Portland next year.

Why so much, so fast?

To understand that you have to understand how much Kenney loves getting new ideas and ventures off the ground. He says that kind of energy can't be put into an existing successful restaurant like Matthew's or he'd lose his customers.

"I like to create and change things," he says. "I like the start-up aspect—the creativity and energy that goes into opening a restaurant."

Kenney is involved in every aspect of his new ventures—picking the location, the concept and design, developing the menu, even choosing the right music.

Despite the busy schedule, he still finds time to cook at his various restaurants on a regular basis.

So far, Kenney's keen instincts have kept him a step ahead of what New York diners are looking for.

"The success is a combination of very hard work and instincts for this industry," Kenney says. "I seem to have ideas that sell well. I'm lucky that way. I'm also lucky to have had very good people to work with."

It might seem odd that a shy kid from Searsport, who later studied prelaw at UMaine, would have developed a flair for anticipating the trends of the New York City restaurant industry.

In fact, when Kenney landed in New York, a culinary career was not on his mind. That is, until he started eating at some of the city's better restaurants.

"The food here is just so great," he said. "I realized right away that I eventually wanted my own restaurant. That vision was definitely inspired by dining out in New York City."

Hard work, some good luck, and an education at the French Culinary Institute brought Kenney quickly into the forefront as a chef, then into a partnership at Matthew's.

Now Kenney's creative energy is driving an even broader vision.

"I think it's pretty clear where we're going," he says. "We want to develop restaurants that are brands, that can be developed and located in other areas. These will be specific concepts that can be placed in other markets. That's our growth strategy. But we're not diversifying, we're staying only in the restaurant business."

It's a pretty good bet that Kenney's success on the competitive New York City scene will transfer to other parts of the country. How does that song go: "If you can make it there, you can make it anywhere."

PETER BROOKS '88

In Search of the Ultimate Thrill

Sky diving, scuba diving, hang gliding—Peter Brooks '88 seeks thrills in life. But he hopes his biggest thrill will be finding a cure for cancer. The Bangor-born graduate of the Maine Central Institute in Pittsfield made big news in the mid-90s when his work on a technique for shrinking tumors made international headlines. Since then, Vitaxin, a drug based on his work, has gone through phase one clinical trials, and his research has expanded into another promising anti-tumor strategy.

After high school, Brooks briefly pursued his passion for basketball at a small Massachusetts college and later attended Unity College before enrolling at UMaine. After receiving his Ph.D. in cellular and developmental biology from the State University of New York at Stony Brook, Brooks worked as a post-doctoral fellow and then as a senior research associate at the Scripps Research Institute in La Jolla, California. In 1997, he became an assistant professor of biochemistry at the Norris Cancer Center, University of Southern California in Los Angeles.

"Most therapies attack tumor cells directly," he says. "Our approach is different. We target the microenvironment around the tumor. The work that was publicized in 1994 was directed at blood vessel development." That drug has been licensed to MedImmune, a biotechnology company in Maryland, and is now in phase two clinical trials.

In 1994, Brooks was the lead author on papers in two highly influential journals, *Science* and *Cell*. The article in *Science* described work on integrin, a cell surface molecule that

is abundant in proliferating blood vessels. Based on that research, the *Cell* article announced that an injection of a synthetic protein or a monoclonal antibody destroyed newly sprouting blood vessels and appeared to be non-toxic to surrounding tissues. The authors described the results not as a cure but as potentially leading to a useful cancer therapy.

Brooks' research was based on concepts advanced by Judah Folkman, a scientist who first proposed attacking a tumor's blood supply. Stories appeared in popular and scientific media such as the *International Herald Tribune*, the *Los Angeles Times*, *Environmental Health Perspectives*, and *Genetic Engineering News*. Despite his recent success, Brooks emphasizes that drugs take a long time to reach the market. Although Vitaxin appears to stop many kinds of tumors in their tracks, it may pose risks for pregnant women and people healing from wounds.

Vitaxin works by interrupting a process called angiogenesis, the development of new blood vessels. Although it is a necessary part of biological development, uncontrolled angiogenesis can contribute to a variety of diseases including diabetic retinopathy, rheumatoid arthritis, tumor growth, and metastasis. Controlling the process requires a delicate balance of growth factors and inhibitors.

As they grow, tumors need to build their own blood supply. Without it, they die. Tumor cells take the first step by secreting a protein that sends a signal to cells that stimulate blood vessels. In response, blood vessel cells begin to build small

branches to supply the tumor.

"It's still early in the clinical trial process, and I don't want to raise expectations unnecessarily. It will be a long time before these therapies are available to patients. With the newest approach, we've seen excellent progress in animal trials, but it's a huge jump to go from animals to humans."

The new work targets the "scaffolding" that tumors build around themselves out of collagen. "Type one collagen makes up a huge proportion of protein in the body," Brooks says. "In their microenvironment, tumors remodel collagen into another form. The molecule is like a three-stranded rope, and during the remodeling process, it unwinds. At that step, we were able to withdraw information about the structure of the molecule and find a key that blocks the process."

In animal trials, the reduction in tumor growth has been "dramatic," he says. The drug has no impact on healthy collagen.

Brooks has been recognized with numerous awards including the Stop Cancer Research Career Development Award and the Wilson S. Stone Memorial Award presented at the 50th Annual Symposium on Fundamental Cancer, where he shared the stage with Judah Folkman. His work has been supported by the National Cancer Institute in the National Institutes for Health, numerous foundations, and businesses.

In addition to his research, Brooks conducts seminars for private companies, gives frequent conference presentations, and manages a lab staffed by graduate students and several post-doctoral scientists.



JEFFREY JACKSON '88

Mapping Out a Vision

When Jeff Jackson '88, '90G began working for California-based Environmental Systems Research Institute (ESRI), their flagship product was called ArcInfo. It was the most widely-used geographic information systems (GIS) software, but it was expensive and not very easy to use.

Jackson had a vision for a new software that would open the door for a much broader use of GIS as a decision-making tool. He collaborated with another ESRI employee, Michael Waltuch, to design a product called ArcView.

There are now an estimated 500,000 users of ArcView. Its sales have surpassed ArcInfo sales. Jackson likes to tell the story of when he knew his vision for ArcView had been realized.

"I was taking a plane back to Maine for a vacation," he says (he grew up in Cape Elizabeth). "It was maybe a year after we had released the first version of ArcView. I was walking down the aisle of the plane and noticed a person running ArcView on a laptop. I just stopped and had a good feeling. It was kind of cool."

The vision that eventually became ArcView actually started to form while Jackson was a student at the University of Maine. When he was finishing his undergraduate studies, the program in spatial information sciences and engineering was emerging and the university was about to become the National Center for Geographic Information and Analysis

(NCGIA). He decided to stay and earn his master's degree.

It was the ideas in his master's thesis that eventually landed him his position with ESRI.

"The spring I got my master's degree, I was asked to give a presentation to the NCGIA board of directors who were meeting at



UMaine," Jackson remembers. "The presentation was basically a summary of my master's thesis. This guy came up to me afterward and wanted to talk. Now it was a beautiful Friday afternoon and all I wanted to do was go to the beach. Anyway, he told me this was really interesting stuff and that he had friends in California who were doing some similar things. He asked if I wanted to talk to them and I said 'sure, whatever.' Well it turned out that it was Jack Dangermond, the

founder and president of ESRI, the world leader in GIS. He had me on a plane to California two days later and I've been with the company ever since."

The GIS field has experienced tremendous growth since Jackson joined ESRI almost 10 years ago. As a computer-based tool for mapping and analyzing things that exist and events that happen on the earth, it is increasingly being used in local, state, and federal governments for such purposes as managing land records and managing and protecting forests. It is also being used widely by private industry to streamline customer service and reduce land acquisition costs through better analysis.

And geographic information systems are sure to be an increasingly important tool in dealing with world problems such as overpopulation, pollution, global warming, deforestation, and natural disasters.

Right now, Jackson says GIS is going in a lot of different directions at once.

"ESRI is really pushing to make GIS very prevalent on the Internet," he says. "Another thing that is coming on fast is the hand-held GIS—the palmtop kind of thing. This will also expand GIS use a good deal."

Jackson's own interest right now is the Internet, specifically in revising ArcView so that it will be easy for users to connect to the web and get GIS data.

"We have something on the way called the Geography Network," he says. "The basic idea is that people who have invested in geographic databases can reference them in a centralized location and then make them available to all sorts of users. You'll just be able to go online and find this stuff. That's pretty awesome, because when I started in GIS it was impossible to find data."

NICOLE KIMBALL '94

Managing Our Fish Resource

As a fisheries analyst for the North Pacific Fishery Management Council in Anchorage, Alaska, Nicole Kimball '94 knows how difficult it is to find fairness in natural resource management issues. While she usually begins a project with information from annual stock assessments and surveys, she quickly finds herself immersed in environmental concerns and the economic and social aspects of fishing communities.

"Our council meetings last eight days at a time, five times a year. It's a very public process—one established by the Magnuson-Stevens Act," she says. "More than 150 people testified at the recent hearings on a halibut allocation issue. As more people become knowledgeable about the issues and fight for their rights to these public resources, the whole process gets more complex."

In the last year, Kimball, who earned a master's in environmental policy from Tufts, has been involved in analyses to manage halibut, pollock (Alaska's largest fishery worth about \$1 billion annually), and the Pacific cod. The council is also becoming heavily involved with issues related to ecosystem management and marine mammal interactions, specifically the Steller sea lion, which is endangered in part of its range. The sea lions feed on pollock and thus compete with the growing commercial fishery.

"We are focusing more closely on the impacts of our management



plans on local coastal and native communities," she says. "The process starts with an estimate of the allowable harvest reached by scientists. From that we need to determine how to allocate those fish to different sectors. We take a percentage right off the top for fish taken incidentally in other fisheries (by-catch), personal use, sportfishing, and subsistence for native communities. The rest is allocated to the different gear sectors in the commercial fleet. And we have to do each analysis within a short time frame, six to eight weeks, as opposed to more than a year that is typical for a full cost-benefit analysis."

Among commercial fishers, Kimball hears from people who specialize in different types of gear such as longlines, trawlers, gill netters, and pot fishermen.

"Most of the world's fisheries are overfished and overcapitalized," she says. "Ending the race to fish would allow fishermen to take fewer risks: fish more safely, more efficiently. I'm

a conservationist at heart, and I've learned to balance conservation with the views of people who want to fully develop the resource."

Kimball believes that in the future we'll depend more on market-based measures, and that fishermen will be more involved in regulating themselves.

"Fishermen and other stakeholders, such as processors and the communities that depend on the resource, should be at the center of the process, not on the out-

skirts," she explains.

Kimball also thinks that fisheries management will move closer to focusing on whole ecosystems rather than single species.

"It's so difficult to manage that way," she says, "but we recognize that the health of noncommercial species is critical to maintaining a healthy commercial harvest."

When she isn't studying fisheries models and working on environmental analyses, Kimball paints and draws. She exhibited her work at an Anchorage art show for the first time in March.

"It keeps me in balance, and the show has encouraged me to get more involved in the art community," she adds.

Kimball is originally from Alaska. She chose to attend UMaine in part to play soccer. She was captain of the soccer team in both her junior and senior years and was also a scholar athlete, achieving one of the highest grade point averages ever in the natural resources program.

KATHLEEN WYNNE '81G

Helping to Protect Our Marine Mammals

Working with marine mammals can have its moments. As the marine mammal specialist for the University of Alaska Sea Grant Marine Advisory Program, Kate Wynne (M.S. '81, wildlife management) has cut open the bellies of dead killer whales to examine their stomach contents and flown high over Alaska's spectacular coastline in a helicopter to study sea lions and their diets. Most of her work is a little more mundane. She talks with fishing groups about marine mammal protection strategies and answers e-mail from students who want to know why the Steller sea lion is endangered throughout much of its range.

"About half of my time is spent on research, but I view myself as a communicator, a bridge between researchers who are answering very specific questions about marine science, and a public that also has questions and some answers," she says. "I know I've made a difference when people stop and say, 'I hadn't thought about that before.' People have their own views, and everyone gets on a track. It helps to step back and get a broader view."

Harbor seals and

Steller sea lions have declined by more than 80 percent in parts of Alaska for reasons that are still unclear. Although the fishing industry targets fish species that are eaten by both species, it is unclear what role humans may have played in the declines. Marine systems are too complex for simple answers, says Wynne, and environmental factors



Photograph by Dave Brenner

are also at work. Casting the issue in terms of humans versus marine mammals doesn't do justice to what scientists know about the system or lead to productive dialogue among interest groups.

After she received her master's, Wynne worked at the University of Maine on a study of the growing harbor seal population and marine mammal-fishery interactions along the Maine coast with James Gilbert, professor of wildlife ecology. She was impressed with the knowledge and dedication of fishers who work on the water every day and often have practical solutions to marine resource conflicts. She took that lesson to Alaska in 1987 when she went to work for Sea Grant.

She returned briefly to New England in 1997 to help develop outreach materials related to the right whale take-reduction efforts and to produce a new field guide to marine mammals and turtles in U.S. Atlantic waters.

In the future, Wynne hopes that scientists, the fishing industry, and other groups will take a more holistic perspective in managing discrete areas of the oceans. "Ecosystem management has been talked about for years, but it hasn't really happened. I think it's because people don't communicate well or collaborate. We have to look at the whole system, to connect things," she says.

Outside the office and her field work, Wynne is an avid skater. She owns a small skate and hockey shop, teaches in-line skating, and plays ice and in-line hockey.

LINDEN McCLURE '89

In Search of Faster Computers

The big news in the computer world these days is speed. Faster technologies continue to push the edges of circuit design and material science. As a research and development engineer at Hewlett-Packard Company in Colorado, Linden H. McClure '89, '90 is at the heart of that trend—designing technical workstations as well as chipsets for next generation microprocessors.

"Our primary customers are those who buy computer systems for mechanical and electrical computer-aided design and for digital content creation," he says.

"We're pushing the technology into ultra-high frequencies that are at the edge of what's been explored. The question we face is how fast can we make circuits run. Dissipating the heat is already a challenge and will become more of one."

Other challenges include reducing the development time of products and designing systems with higher levels of chip complexity. That means engineering chips with extremely small feature sizes and large numbers of signals, and finding ways to improve chip packaging technologies.

"Faster speeds will benefit designers, engineers, and other people who handle large amounts of data on a daily basis," McClure says. "Our machines are used by Ford, Boeing, Jaguar, Airbus, and other manufacturers. The faster we can make this technology, the more ef-



fectively they can do their jobs. Benefits for the general public include more product features and better designs at a lower cost."

In addition to working on the latest microprocessors, McClure has also contributed expertise to space missions for the National Aeronautics and Space Administration (NASA). He was the lead engineer on embedded systems for a Space Shuttle payload and assisted the Jet Propulsion Laboratory with a simulated mission operations system for the proposed Pluto Express project.

After receiving bachelor's degrees in both electrical and computer engineering from UMaine, McClure earned his master's and Ph.D. at the University of Colorado in Boulder. He recently re-entered the academic world as an adjunct professor at the university and teaches a course he developed on "embedded system design."

Embedded systems are small, specialized computer systems that reside within a larger system. A new car may have more than 60 of them for everything from anti-lock brakes to stereos. They're also in cell

phones, microwave ovens, and other commonly used machines.

"I came back to an academic environment because I enjoy teaching," McClure says. "I wanted to bring what I had learned in industry to the students and to show them why they need to learn the things that are taught in electrical engineering courses."

McClure says the use of embedded systems has exploded in the last five years, and this trend is bound to continue as intelligence is added to more and more devices used in everyday life.

"My hopes and expectations are that the fields of communication and medicine will continue to benefit greatly from advances in computer technology, and that this will improve the quality of life for people all over the world," he says.

McClure returns to Maine two or three times per year to work on the family tree farm he still owns in his native Kingfield. When he isn't pruning trees or working on the latest computer technology, he enjoys playing sports and music (piano, guitar, and drums) as well as traveling.

RICHARD LONDRVILLE '89

Probing Some Basic Questions in Biology



Passion for fish fat and a hormone has led Richard Londraville (M.S. Zoology '89, Ph.D. Zoology '94) to one of the frontiers of biology. Currently an assistant professor of biology at the University of Akron near Cleveland, Ohio, Londraville studies the mechanisms responsible for fat metabolism with a special interest in how they have evolved from more primitive organisms

Research in this field may help answer fundamental biological questions ranging from how animals developed warm-blooded characteristics to how birds prepare to migrate. Medical science may also benefit from a better understanding of how humans store and use fat.

At the center of Londraville's search is leptin, a hormone identified by other researchers as a potential fat switch that affects appetite, reproduction, and other functions.

"At one time, people thought that leptin was the one key signal that controls appetite and body fat," he says. "Now it turns out there are at least 20 key signals. Which one is most important? How do they relate to each other? We don't know because the most basic biology hasn't been worked out yet."

"I'm a big proponent of basic research. I believe that applied stud-

ies survive on the back of basic research. The basic mechanisms that control leptin are virtually unstudied. We could answer a lot of important questions if we understood how those mechanisms evolved."

As a graduate student at UMaine, Londraville participated in ongoing studies led by Bruce Sidell, currently chair of the School of Marine Sciences, on the physiology of Antarctic icefish. After graduation, he went on to a post-doctoral position at Stanford University before accepting the Akron post in 1996.

"Even if you're not interested in obesity, studying leptin makes sense for a lot of other reasons. It is involved in reproductive development, immune defense, capillary growth, and bone density. If we learn the sequence of leptin from lower vertebrates like fish, we may be able to manipulate these variables. That leads to other issues in ecology and natural selection."

Londraville teaches ichthyology, introductory biology, and advanced cell biology. For his research animals, he does what other local fishers do. He takes his boat and his fishing pole to a lake in the university's preserve. Common bluegill are his usual target, but in 1998, he went to South Africa to collect blood samples from great white sharks.

"It's not as dangerous as it sounds," he says. "I worked with people who have a lot of experience with great whites. I had absolute trust in them. It probably wasn't any more dangerous than driving on a back country Maine road during mud season."

In South Africa, Londraville worked on the possibility that leptin might provide clues to the sharks' reproductive cycle. Great whites have never been held successfully in captivity, and scientists don't know when they reproduce in the wild.

Ultimately, he did not find leptin in the sharks. However, he did find several other reproductive hormones in their blood and he is currently seeking funding to complete the study.

The study of fat metabolism in fish has also attracted the attention of the aquaculture industry. If scientists could learn to monitor and regulate fat content in fish, says Londraville, they could offer the industry a production and marketing tool. Fatty acids in fish are promoted for reducing the risks of heart disease and as a good source of vitamin E.

Londraville's research has been featured in *Outside* magazine, *The Learning Channel*, *The Scientist*, and other media.

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JOHN BALDACCI '86

Mr. Popularity

Congressman John Baldacci's huge election victories have people talking about him as the next Maine governor.

In an age of cynicism about our elected officials, it's hard to find anyone who questions the motives or trustworthiness of Maine's Second District congressman John Baldacci '86. It would also be difficult to find a politician who is more popular. In recent elections, Baldacci has overwhelmed opponents by receiving over 70 percent of the vote.

The trust factor is a big part of Baldacci's tremendous popularity. And it all comes from family.

"I received my values from my parents," Baldacci says. "My father told me, 'John, just be yourself, tell the truth, and work hard.' It's simple, but I think that's good advice for anybody, anytime."

Baldacci's father, Robert, was deeply committed to community service and very active in Democratic Party politics. His restaurant, Momma Baldacci's, became a gathering place for local political figures, and an important stop for visiting state and national leaders (including 1960 presidential candidate John F. Kennedy). There were daily discussions on the issues of the day and the passion for politics rubbed off on

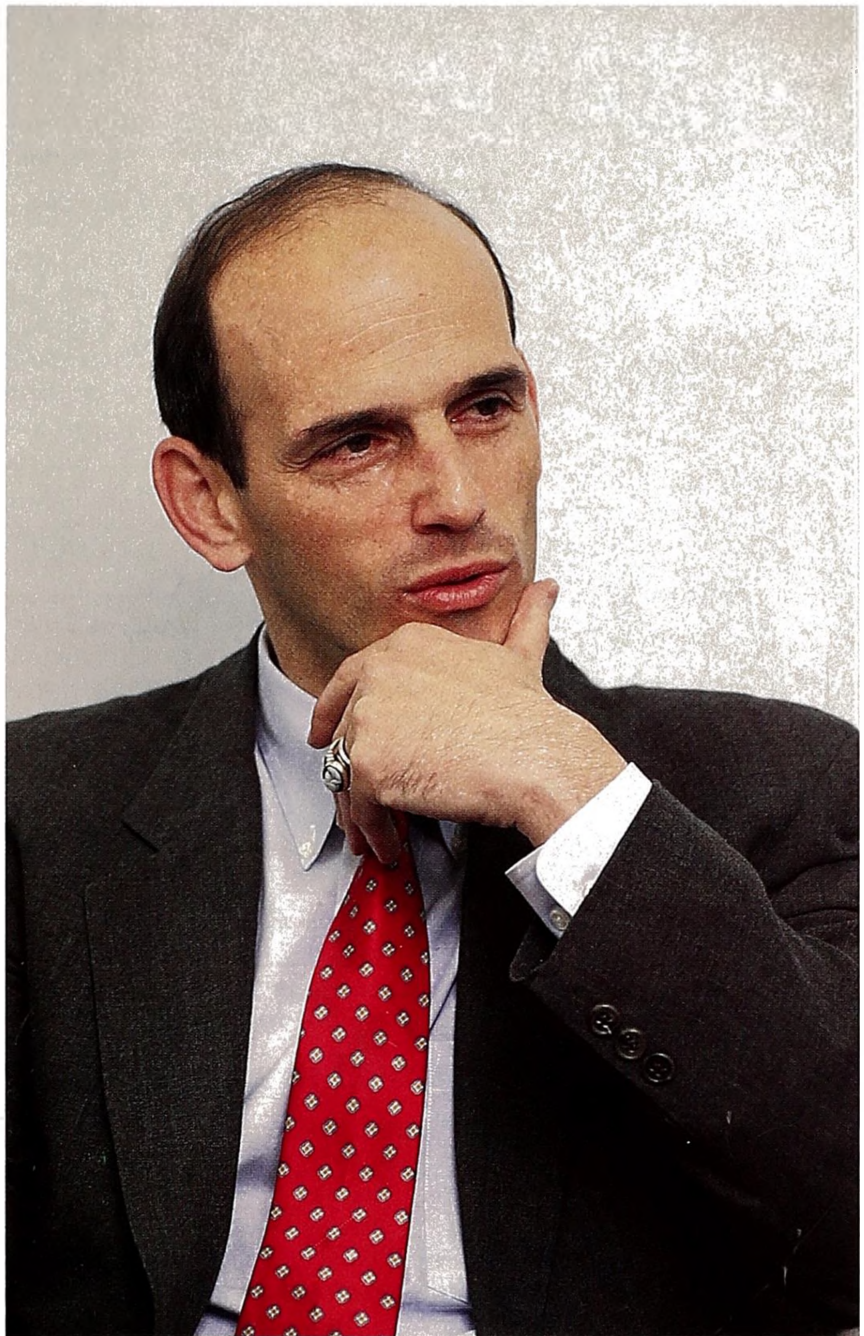


Photo by Kathy Rice '83

all eight Baldacci children.

The Baldacci children have another thing in common. Seven of the eight are University of Maine graduates (so is John's wife, Karen Weston '83). And they all worked at the restaurant to help save for college.

"The University of Maine was an important factor in our family," he says. "It was important to Mom and Dad that each of us get an education. Having the University of Maine here made that education available and

affordable for us."

Robert Baldacci also instilled a sense of the purpose of politics that has influenced his son's career.

"It's a philosophy of reaching out to the people you serve," he once explained. "It doesn't matter if you're a Republican, a Democrat, or an Independent, if you're in my district, then I owe you my service."

That approach is also evident in Baldacci's working relations with members of the other party. He's

proud of the reputation he earned for working with Republicans in the Maine Senate. And as a student of history, he is well aware of the standard of independence set by former Second District congressmen such as William Cohen and Olympia Snowe '69.

"We work together in Maine," he says. "That's a feature I like and one that you don't see enough in Washington."

Another part of the Baldacci appeal is his down-to-earth, unassuming manner. He's not a lawyer, he's not rich, and when he's in the capital, he doesn't forget where he's come from. Heck, on weekends in Bangor, you can still see him washing dishes or waiting tables at the family restaurant.

"Whether as a city councilor, a state legislator, or a congressman, a big part of John's success is his unassuming approach to his job," says former legislative majority leader and current UMaine public affairs director, John Diamond '77, '89G, who has known Baldacci since junior high school. "John sees himself as a people's advocate in Congress. He understands the importance of personal attention—prompt and strong constituency work, frequent personal appearances even at low key events, community service, and loyalty to his supporters. He keeps the focus on what's in it for Maine. And he's a very good listener."

It was a result of listening to a constituent that he started his now famous spaghetti dinners around the district as fundraisers. In contrast to the big money influence concerning voters around the country, John Baldacci took a low-key, grassroots approach.

"I started doing the spaghetti dinners because I was approached

by somebody who was lamenting the fact that he was a hard-working person who wanted to be part of the political process, but didn't have the \$100 or more to go to a fundraiser," Baldacci explains. "So I've tried to make everybody a part of the process—to give everyone the opportunity to get involved."

He is a strong supporter of finance reform in Washington—and he's pleased that the State of Maine has taken the lead with public financing of campaigns. He says that people want assurance that their elected officials are working for them, not for special interests or big donors. Baldacci's record on that score seems solid. After he was first elected to Congress, he even returned a congratulatory cake that was sent to him by a major corporation.

"John sees himself as a
people's advocate in
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Maine."

Another thing Maine's Second District likes about its congressman is his frugality. He does not do the usual self-promoting congressional newsletters and mass mailings. As a result, in his six years in Congress, he's returned almost \$300,000 back to the treasury.

"We try to be frugal," he says. "Maine is a frugal state. People don't like waste, and I try to reflect that as their congressman."

And that's really the story of John

Baldacci. He's Maine through and through. When you talk to him about his job, the topic invariably comes back to what he can do for his home state.

"The most rewarding part of the job is when you see some of the things you've worked on come to pass here at home," he says. "When I came back and watched that Pan Am jet pulling up to the gate at Bangor Airport, signaling the beginning of better jet service to the area. When I come home and see improvements in the roads. When I visit Maine schools and see more teachers and smaller classes which result in test scores going up. That's what's rewarding. I like seeing results."

And all that focus on Maine and his extraordinary popularity have people throughout the state speculating that John Baldacci could well be Maine's next governor. When asked directly about his political ambitions, he doesn't avoid the topic, but he does revert back to some good common sense espoused by his parents.

"Sure, I'd love to be governor," Baldacci says. "But that election isn't until 2002. It's not in front of me right now. The one I'm concerned with is my reelection to the House for a fourth term. The best advice my parents gave me was simply to do your job well and you will have opportunities. So I will do my job well, representing the people of the Second District and if I do, there will be opportunities. The message is not to look too far down the road because then you're not paying attention to the job at hand."

Baldacci might not want to look down the road too far, but just about every political speculator in the state does. And just about all of them agree that John Baldacci has a very bright future in the State of Maine.

ROBERT TYRER '87

Quiet Influence

Bob Tyrer '87 had a recipe for success in his early days as a congressional aide: chocolate doughnuts and Dr. Pepper for breakfast, plus a quick wit and a lion-sized work ethic.

More than 20 years later, Tyrer says he has "evolved nutritionally." But he still uses the other parts of the recipe that helped take him from a small U.S. Senate district office in Bangor all the way to the Pentagon.

As chief of staff to Defense Secretary William S. Cohen, Tyrer is one of the most influential men in Washington. He is one of those behind-the-scenes characters most people have never heard of but whose influence is felt from the shipyards of Bath Iron Works to Kosovo.

"I think the central premise you have to focus on for my job to do a good job is making sure that [Cohen] is worrying about the stuff he needs to be worrying about and not worrying about the other stuff," said the Orchard Lake, Michigan, native.

That's enough work to keep Tyrer at the office about six and a half days a week 14 hours a day, he said. "Through the wind and rain he delivers not only the mail but the office," said Cohen, who was in his first term as a U.S. representative when he hired Tyrer in 1974 as an unpaid intern in his Washington office.

Except for a brief stint as a report-

er in Kentucky in 1987, Tyrer has always worked with Cohen, mirroring the Bangor politician's rise from the House to the Senate to the Defense Department. Clinton administration officials say Tyrer has been a critical player in a multitude of military and diplomatic crises.

"He is sort of my alter ego," said Cohen. "I'm almost like a father [to him]. We are really close friends... couldn't get any closer."

U.S. Senator Susan Collins, who met Tyrer when they worked for Cohen together in the 1970s, said his loyalty was evident even then. As



Rick Kozak photo

was Tyrer's unusual diet. He had four food groups back then, she said. Chocolate doughnuts, ketchup, liverwurst, and Dr. Pepper.

As a very young man, Tyrer had been impressed with Cohen's courage during the impeachment hearing against Richard Nixon. Several months after first hearing about Cohen, Tyrer enrolled as a student at George Washington University in Washington. He was still a freshman when he sent a letter requesting an internship in Cohen's office.

The young man from Michigan got the position and soon was running errands and answering phone

calls in Cohen's office. Tom Daffron, Cohen's former chief of staff, still jokes about Tyrer's amazing rise from "bun manager" at a Michigan McDonald's where he worked in high school to the Pentagon.

Daffron said that as an intern, Tyrer spent about two days a week in the office while still going to class.

"I became gradually more interested in doing that and gradually less interested in going to class," Tyrer said. After Tyrer helped Cohen during his successful 1978 bid for the Senate, he was assigned to run Cohen's Bangor office. While there, he finished college at the University of Maine. Tyrer changed hats again in 1981 and became press secretary for then-Senator Cohen.

But when Cohen asked him in 1988 to come back to Washington to be his chief of staff to replace the departing Daffron, Tyrer couldn't refuse. The two haven't parted, with Cohen also taking Tyrer along with him to the Pentagon in 1996.

He has traveled to more than 40 countries and spends a third of the year in foreign countries. Besides his love of reading, Tyrer is an avid, almost addicted golfer. Cohen claims Tyrer can hit a ball farther than Tiger Woods. But Cohen hasn't kept him around for his golf game.

Tyrer came to the aid of another Mainer in 1996. He took over Collins' Senate campaign and helped get his old friend from Cohen's early days elected. Thurgood Marshall Jr. said Tyrer would never employ the political dirty tricks that a lot of politicians do so quickly. But "when it comes to a hard-fought political battle I don't think he's sparing a quarter."

By Jill Carroll, States News Service for the *Bangor Daily News*.

All in the Family

When Kassie Stevens '93, '98G walked into the Maine State House in 1992 as a 22-year-old first term legislator, she had no problem finding her way around. In fact, she knew just about nook and cranny in the place. When Stevens was growing up, her mother, Patricia Mills Stevens '65, who served 10 years in the Maine Legislature, often brought her young children to work with her.

"I used to go there all the time," Stevens says. "As children we kind of cut our teeth in the state house because my mother was a legislator and a mom, and there were times she had to bring us to work. We'd run all around and hang out in the law library. I even served as a page."

Stevens attributes much of her interest and success in politics to her mother and her father, Bangor lawyer Winfred Stevens '65.

"I had a lot of family help from my parents and my sisters," Stevens says. "My mom was especially instrumental in my decision to run for the legislature. She's my role model, she's my hero."

Stevens had always dreamed of following in her mother's footsteps and entering politics. When her friend John O'Dea '91 decided to leave his House seat to run for the Maine Senate, Stevens seized the opportunity. She entered the Democratic primary and became that party's candidate for the district that represents UMaine.

Since that time, Stevens has won an unprecedented four straight elections.



Perhaps more importantly, she has ascended to increasingly important and powerful positions in the House—positions which have allowed her to help bring greater support for the University of Maine.

Stevens was fortunate enough to get appointed to the education committee in her first term. Education was and continues to be the issue closest to her heart. Having been a UMaine student in the early 1990s when budgets were being slashed made her even more focused on the subject.

"In 1991 alone, UMaine's budget was cut by \$11 million," she remembers. "I was an English major at the time and I couldn't even get in the classes I needed. When I got on the education committee, I learned about funding issues and I was able to help the university as it came out of those dark days. Things have really turned around now."

One of the concrete accomplishments, early on, was to introduce a bill for special University of Maine plates that would raise money for student scholarships.

Stevens was able to wield even greater influence in her third term when she was appointed to the all-important appropriations committee. She is now the ranking member

of the committee, and that position has allowed her to help bring increased support for UMaine.

Stevens receives rave reviews from folks on the inside for her political leadership abilities.

"She is hard working, intelligent, and she knows how to get things done," says first-term legislator Danny Williams '91. "She is definitely a rising star in the Democratic party—in fact, she's already a star."

One roadblock in Stevens' short-term political future is the fact that she will be forced

out of office at the end of the year by the state's term limit law—a law which she strongly opposes. She is not sure what her next political move might be, but she says she will be back in politics soon.

"I love politics," she says. "I enjoy everything about it. Especially the feeling I get when I'm able to come back from Augusta with support for the University of Maine."

In the meantime, Stevens is finishing her first year at the University of Maine Law School. By the time she completes her law degree in 2002, she might consider running again for her old seat. Or she might wait until 2004 when term limits will open the Orono area Senate seat now held by Mary Cathcart.

She definitely wants Orono to be her home base, and a big part of that is her feeling for her alma mater. The University of Maine is a Stevens family affair. In addition to her parents, both of Stevens' sisters, Amy Stevens Brook '94 and Sara Stevens '96, '99G, are UMaine alums. Oh yes, then there is the person who started the legacy, Kassie's grandmother, Mittie Downs Stevens '63.

"UMaine is very important to my family," she says. "We all went there. It's the best thing that ever happened to me."

PAUL KARIYA '96

Growing Into Superstardom

Although people have been comparing him to Wayne Gretzky for years, Anaheim Mighty Ducks star Paul Kariya '96 makes it clear that he does not consider himself in the same league with "The Great One." Maybe not, but Kariya is on most experts' list as one of the top four or five hockey players in the world today.

Since he was a teenager, everyone who saw Paul Kariya knew he was a natural on the ice—but most hockey people just thought he was too darn small to compete at the higher levels of the game.

When UMaine assistant coach Grant Standbrook was recruiting the future Black Bear star, he too admits to fleeting concerns about size. At the time, Kariya weighed in at less than 140 pounds.

But everything else Standbrook saw made him forget about the young man's physical stature.

"He may have weighed 140, but his brain made him play like he weighed 200," Standbrook says. "He had exceptional skills. He was intelligent, elusive, and poised. He played tough in his own way—nothing deterred him."

Standbrook and head coach Shawn Walsh both knew Kariya would be a gifted college player. But even they were surprised by just how rapidly he became college hockey's most dominant player. Black Bear fans all know the story: the 100-point season, the only freshman to ever win the Hobey Baker Award, the laser sharp passes to Jim Montgomery '93 that resulted in the national championship.

And beyond that unforgettable 1992-1993 season, Paul Kariya

started a UMaine family legacy that has given the Black Bears top athletes for a decade. Brother Steve '99 (currently with the Vancouver Canucks) helped lead the Bears to their second national title, and youngest sibling Martin '03 is starting to make an impact on the current UMaine hockey team. In addition, sister Noriko '01 is a leading scorer in UMaine field hockey.

The family ties keep Paul in close contact with the university.

"Maine means a lot to him," Standbrook says. "He follows the team, he still lives Maine hockey. In fact, prior to our quarterfinal NCAA game, he sent us a beautiful letter which we read to the team."

As he did in the college game, Kariya made an instant impact when he left UMaine to go to the Olympics, where he helped Canada win the silver medal in 1994. And it took him no time to become a star in the National Hockey League when he signed with the Mighty Ducks. He led Anaheim in scoring in his rookie season. Since then, he has consistently been among the NHL's scoring leaders and an almost automatic selection to the all-star team.

Several severe injuries as well as two contract disputes have kept Kariya from compiling even more impressive statistics.

Kariya's prowess as a goal scorer might have come as a surprise for fans who remember him more for his dazzling passing ability and skating speed at Maine. But when the Mighty Ducks asked him to score goals, that's what he turned his focus toward. So much so that last year, Kariya had 429 shots-on-goal, the second highest in NHL history

and 86 more than any other player in the league.

As Kariya has emerged into stardom and now superstardom, he has not always seemed comfortable with the role.

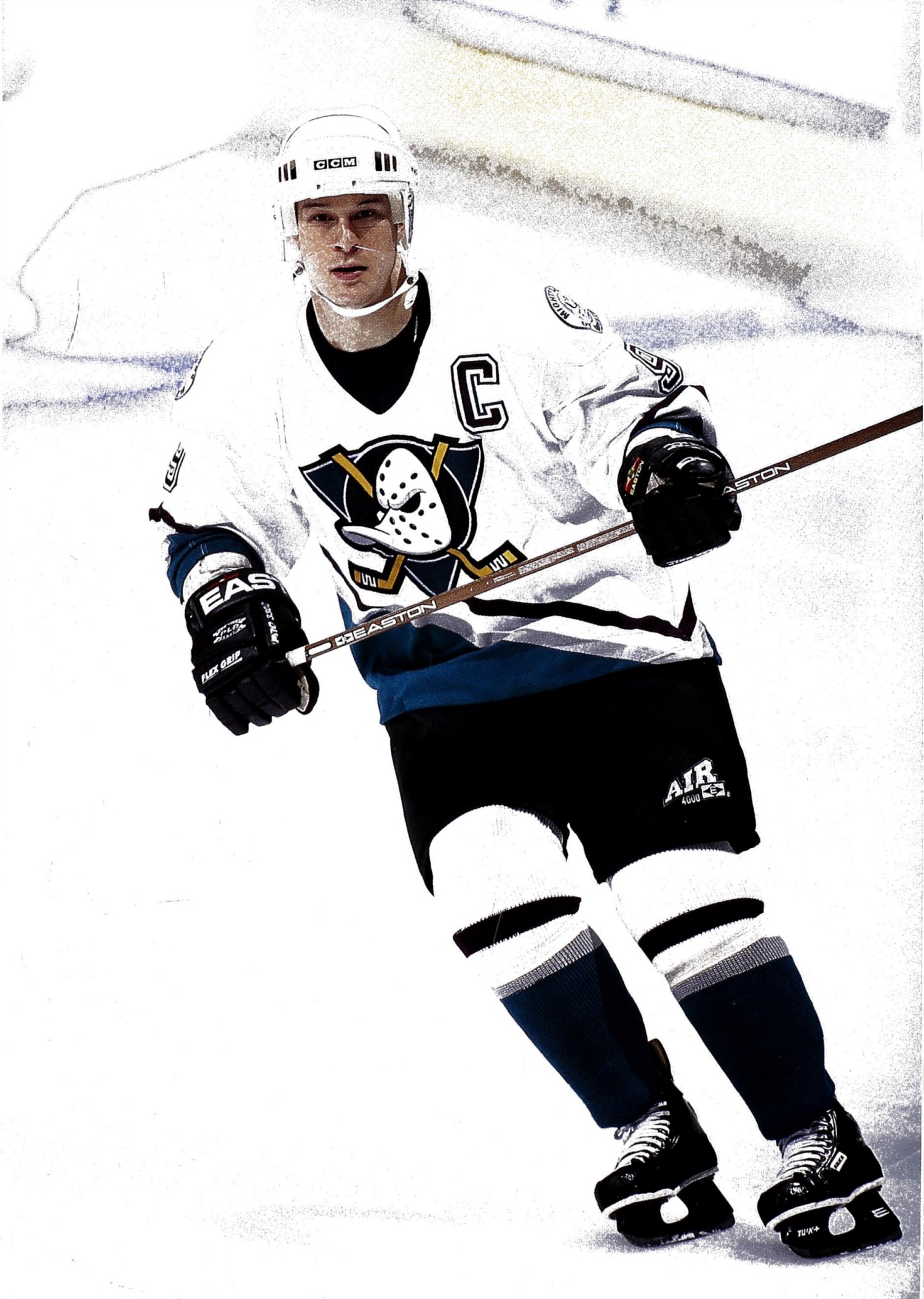
"I've discussed that with him, and his agent has too," says Standbrook. "We've tried to make Paul realize that he is more than just a great hockey player. Being so articulate and intelligent, he can be a great ambassador for the game. But he's been reluctant to take that role. He's so focused on his game, he didn't want to hear about all the other stuff. But that's changing. He's realized the importance of his off-ice responsibilities, and he's doing it. He's signing autographs and he's talking to the media."

Standbrook thinks that Kariya is so exceptionally intelligent and has such an in-depth understanding of contracts and player/management relations that he could very well someday be the NHL players' association president.

And just how much better a hockey player can Kariya become? Both Standbrook and Walsh say that his work ethic and intelligence can carry him to greater heights.

"Paul plays the game at a cerebral level higher than any player I've ever coached," Walsh says. "He also has the greatest desire to improve."

"Paul has an underlying base of skill that could never be attained by 90 percent of players in the NHL," Standbrook says. "But his work ethic is just as exceptional as his skill level. He never lets down for one minute. He works out every single day. He's possessed by being in top shape, doing the right thing, being the best he can be at all times."



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JAMES BOYLEN '87

Got to be in the Game



Fear That's what first got Jim Boylen '87 of the NBA's Houston Rockets into coaching. For much of his childhood his life had centered around basketball. It

continued at the University of Maine where he captained Skip Chappelle's Black Bears in his junior and senior years and was an all-conference first team selection in 1986-87. Then at graduation, the fear set in.

"I realized I didn't want to be without basketball in my life," he says. "I had a degree in business, but I knew that wasn't what I wanted to do. I wasn't motivated by making money. There was a void in my life. I realized how much I loved being part of 12 guys trying to accomplish something together."

Boylen returned to his native Michigan. He thought maybe he could get back in the game if he went on to graduate school and tried to land a position as a graduate assistant for a college team. He applied for that position at five schools. They all turned him down.

"I didn't know what to do," he remembers. "I decided to give Michigan State a call to see if I could get anywhere. One of the assistant coaches told me they had reconsidered, that they might be hiring a

graduate assistant, and that they would like to talk to me."

Coach Judd Heathcoate at Michigan State knew Boylen because he had recruited one of his high school teammates. It also just so happened that the Boylen-captained Black Bears had upset the Spartans at Bangor Auditorium the previous fall. He got the job. Jim Boylen was back in the huddle, back in the game.

He spent four years as an assistant at Michigan State. It was a comfortable job, but he realized he was missing the decision-making experience.

"When you're an assistant, you do assistant-type things. You have input, but you don't make decisions. Most college assistants have been high school or even junior high head coaches, but I'd never had that experience. I felt it was something I needed to do."

He got a lucky break and was hired to coach a pro team in the Los Angeles summer league. He borrowed some money and headed west.

"That experience made me realize that I really enjoyed the pro game," he says.

He started looking for a job in the professional ranks and found one with the Rockets. His first job was preparing video game tapes and scouting. But much to Boylen's benefit, head coach Rudy Tomjanovich always involved the assistants in all aspects of the game.

When Boylen joined the Rockets, the team was on the upswing. Then Michael Jordan announced his first retirement and the door opened for some other team to win the NBA championship. That team was the Houston Rockets.

"That first championship season was unbelievable," he says (the Rockets also took the NBA crown the next year). "I'm very thankful to have been a part of that. It's like going to the mountain top and seeing

the world from there—you never forget it."

Now, Boylen is a full-fledged assistant coach. He works with the Rocket guards, is responsible for the team's defensive game plan, and also works on scouting the players the Rockets will select in the draft.

Boylen gets a month break in the summer. The rest of the year his life is largely consumed by basketball. Eighty-two regular season games and eight pre-season games leave little time for anything else.

"When the season is over, it's kind of nice to just have a Friday night at home," he says. "But I actually love the lifestyle. I love the fact that we play a lot of games. I even love the travel. And I'm lucky, my wife is very supportive."

Boylen's ultimate goal is to become a head coach, but he's not in a hurry.

"I've never been one to say I've got to do this or that by a certain time in my life," he says. "Rudy just signed a four-year contract as head coach. That means he'll be here for five more years and if I stay with him that will mean 13 years with the Rockets. That's a heck of a run in the pros. And I'd only be 40. Right now, I love my job, I love who I work for, and I'm still learning something everyday."

In other words, he says, he's not sending out any resumes, but he is keeping his options open.

"Yes, someday I'd love to be a head coach—to give it a shot and see if I can do it."

Boylen gives much of the credit for his success and his bright future to his experience at the University of Maine.

"I'd never change where I went to school," he says. "Maine was a great place, with great people. And Skip (Chappelle '62) taught us a lot about the game—eight guys from my senior team are now coaching basketball."

RICHARD CARLISLE '83

Ready for The Next Level

Three years ago, highly respected NBA assistant coach Rick Carlisle '83 was pondering several attractive job offers. His former boss, Chuck Daly, wanted him to go to Orlando to help coach the Magic. Meanwhile, Danny Ainge, a former teammate with the Boston Celtics, wanted him to be his assistant with the Phoenix Suns.

But in the end it was another Celtics teammate, Larry Bird, who won Carlisle's services. Soon after Bird became head coach of the Indiana Pacers, he gave his former teammate a call and asked him to be his assistant. Carlisle couldn't pass up the opportunity to work with an NBA legend, and a friend.

Now after three years of success with Bird's Pacers, and a total of 16 years in professional basketball (five as a player), Carlisle is regarded as one of basketball's top head coaching prospects. And with Larry Bird's announcement that this will be his last year, there is a good deal of speculation that Carlisle might become Indiana's next head coach.

Carlisle has withdrawn his name from other head coaching searches, but the Pacers job appeals to him.

"This job is of great interest to me," he says. "I have three years invested in the team. It's appealing for a lot of reasons. We have very strong ownership here with the Simon Brothers and we have a president, Donny Walsh, who's one of the best in the league. We also have a nice



Rick Carlisle with Indiana Pacers head coach Larry Bird

mixture of veteran guys who know how to win and young talented guys who are eager to step in. And Indianapolis is a terrific city. I'm hopeful that things will work out—I'm optimistic about it."

Carlisle's current basketball fortunes seem far removed from when he was a senior in high school. He knew he could play Division I college basketball, but no schools made a scholarship offer. Then Black Bear coach Skip Chappelle '62 came along. He saw something in the high school student he liked. He presented Carlisle with his only college scholarship offer.

"I was not an athletic player," Carlisle says. "But I had skill—I could shoot the ball and I had a passion for the game. I think Skip looked at me and saw a player who was a little similar to himself. I was very fortunate to have Skip and as-

sistant coach Peter Gavett '73 give me the opportunity."

It didn't take Carlisle long to prove Chappelle's instinct correct. He starred at Maine in his freshman and sophomore years before taking advantage of the opportunity to transfer to a higher profile program at the University of Virginia. At Virginia, he co-captained the Cavalier's NCAA Final Four team in 1984.

Although he didn't graduate from UMaine, Carlisle is grateful for his experiences as a Black Bear. And he still stays somewhat connected. Just last year he helped out UMaine coach John Giannini by talking to one of his players

about the value of finishing out his college career rather than leaving early to play pro ball in Europe.

"I told him not to be in a rush to leave college and get out into the real world," he says. "I told him these are fun years. I was in college for five years because I transferred, but I wish I could have been there for seven or eight!"

Now, Carlisle is in the middle of the very real and demanding world of coaching NBA basketball. And after working and "studying" under some of the best—Chuck Daly, Bill Fitch, P. J. Carlesimo, and now Larry Bird—Rick Carlisle seems poised for the next big step. And if his past record of success is any indication, someday his own name might be added to that list of head coaching greats.

DAVID NONIS '88

A Front Office View

Dave Nonis '88, '93G was UMaine hockey coach Shawn Walsh's very first recruit in 1984. Walsh was looking for young leaders to try to build the fledgling Black Bear program and he knew he found one in Nonis.

"I knew right away he was a quality guy," Walsh remembers. "I said to myself, 'This kid is a future captain,' and he was."

And after four years with the UMaine program, the Black Bear coach says he also knew that Nonis would be successful in whatever he did in life. Once again, his assessment was right on the mark.

Nonis has steadily risen up the management ladder in the National Hockey League and now holds the position of senior vice president and director of hockey operations for the Vancouver Canucks. In that job he runs the entire hockey department, overseeing the scouting, the budgeting process, and the team's minor league affiliate in Syracuse.

He also has the important job of negotiating player contracts. That is an area where he gained a lot of experience when he worked for the NHL front office in New York in the mid-1990s. While there, he developed a vast knowledge of the league's collective bargaining agreement and helped draft the latest edition of that document in the 1994-95 season.

In New York and now again in Vancouver, Nonis has worked with the man who gave him his first

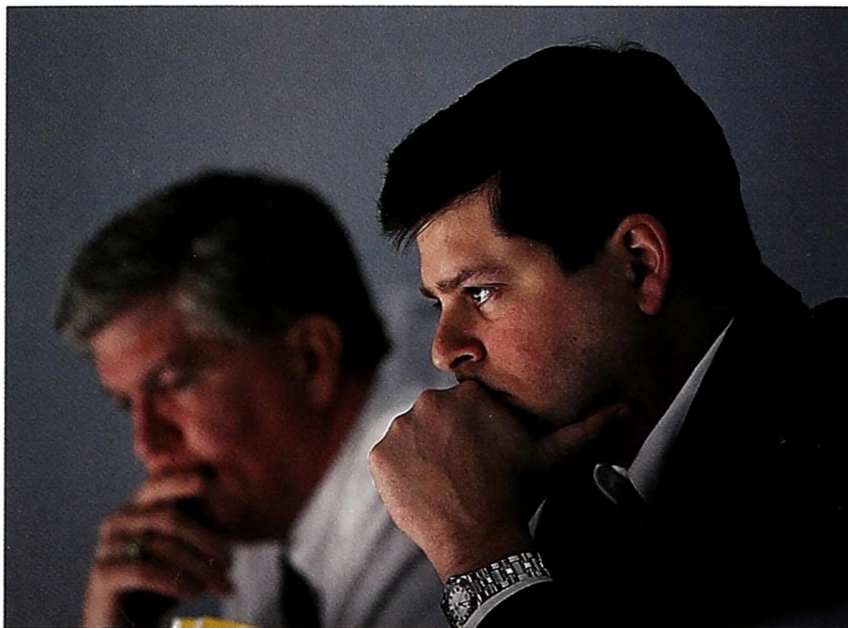


Photo by Jeff Vinnick/Vancouver Canucks

break in the league, Canucks president Brian Burke.

Nonis says that player contracts present one of the biggest challenges to his job.

"Player contracts are obviously something that's come to the forefront in professional hockey today because of the huge dollars involved," he says. "The challenge is to pay a player fairly, and make sure that you're treating him with respect. On the other side, you have to be sure that you are not overspending on a player—that you are not putting your team or the league in financial jeopardy."

Scouting is also an ongoing challenge, and although the Canucks are in a rebuilding mode right now, Nonis is optimistic about the future of the team.

"The challenge is to restock the cupboard, so to speak, so that your team can remain competitive on an ongoing basis," he says. "It's definitely been a challenge for me, but it's also the most positive part of my job. I think we've put the team back on an even playing field with some of the better teams in the league."

Among the places from where Nonis and the Canucks have drawn

their talent is the University of Maine.

In addition to veteran goal tender Garth Snow '92, '94G, Vancouver picked up two additional Black Bears, Alfie Michaud '00 and Steve Kariya '99, last year.

"I was there. I know the type of players that come to the University of Maine," Nonis says. "I know that Shawn and Grant Standbrook bring in quality people—with character."

Nonis says that his own years at UMaine were "the most important, personally and academically in my life."

Nonis' optimism for the Canucks carries over to the NHL in general.

"The key to our growth is turning around some of the markets—generating interest in the new markets, particularly in the U.S.," he says. "That involves getting people to see a game firsthand. Once you've seen an NHL game, or even a minor league or college game, I think you get hooked. It's the fastest, most exciting sport, nothing's even close. I'm very optimistic, but we do have to make changes to have things work out financially."

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