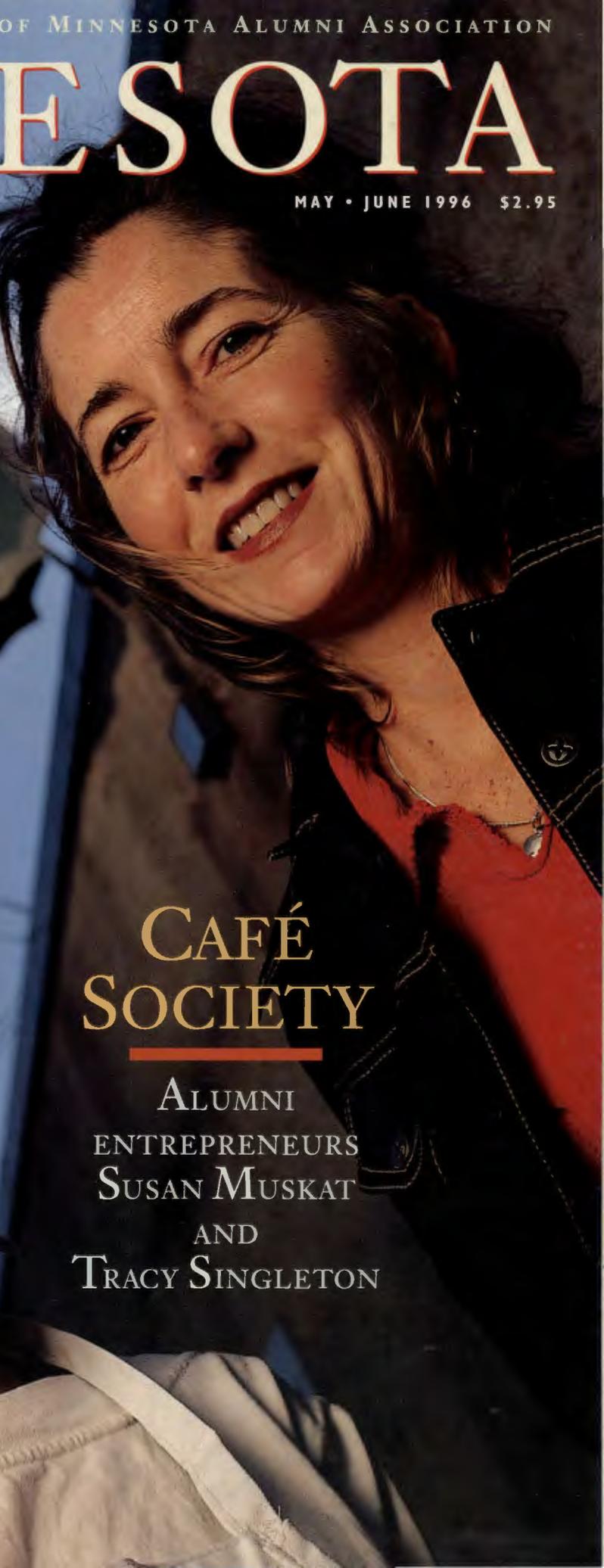


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# MINNESOTA

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*By Barbara Knox*

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*By Karen Roach*

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*By Teresa Scalzo and Theresa Dzubak*

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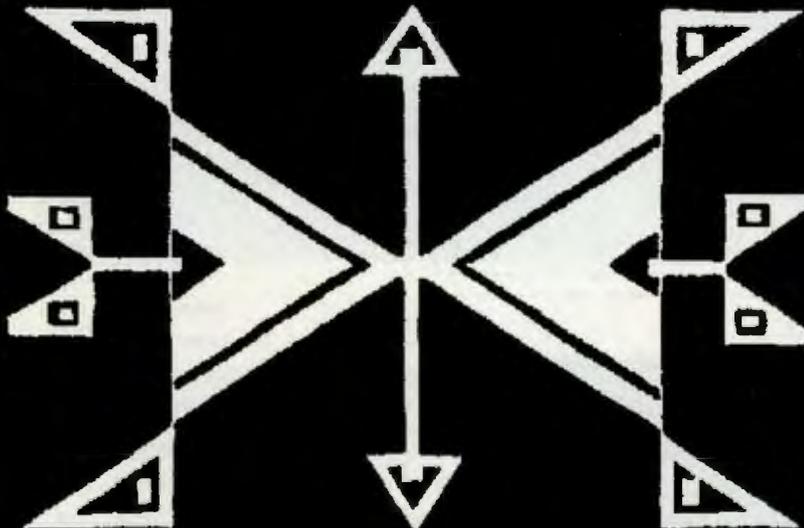
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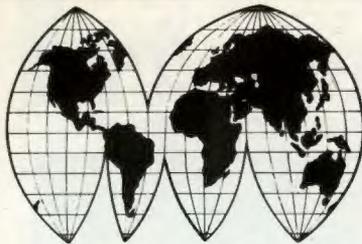
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## In Focus

# Defining Moments

**H**ow do you define yourself? Is it primarily by skin color, by age, by gender, by income, by life experience, or by all of the above?

Our answers shade our feelings on a variety of issues. Perspectives can vary greatly. Just ponder a few recent headlines:

- House Overhauls Immigration Laws
- Court Strikes Down Affirmative Action at University of Texas
- Minority Population to More than Double by 2020 Says State Demographer
- Income Gap Separating U.S. Rich & Poor Widens
- Minority Leaders Criticize Proposal to Shut Down General College at "U"

Those headlines, and the filters through which each person views them, serve as the broader context for our May/June edition. This issue of *Minnesota* marks our fifth annual report on diversity at the University of Minnesota.



Tom Garrison

The picture that emerges has two parts. Specifically, systemwide minority enrollment at the U is up—to 11 percent of total enrollment in fall 1995—and has surpassed the University's established goal of 10 percent. In a state not nearly as racially diverse as Illinois, Ohio, or Michigan, the University of Minnesota ranks fifth in the Big Ten in its percentage of minority undergraduate enrollment.

Yes, students of color are choosing to attend the University of Minnesota. That's one part of the picture. What's troubling, however, is the number of those students who leave before they graduate. The latest figures for students who started in fall

1990 show that 59 percent of minority students dropped out within five years and only 21 percent graduated.

The numbers suggest a need to better understand why minority students leave and what appropriate support systems are required. In our defining moments, we must also find out why other minority students not only exceed, but excel.

Efforts to keep minority students in school and advancing toward a degree are key. That's why this year our annual report on diversity (page 34) focuses on the staff members and others on the Twin Cities campus who are working to improve the academic experience for students of color and other underrepresented populations.

When you're thinking about a university's role in creating opportunity and diversity, think too about other values educators are being asked to teach. Reading through our list of 50 fabulous entrepreneurs on page 18, I was struck by how many of our business and professional alumni cited "honesty and integrity" as important values they learned or that were reinforced at the University of Minnesota. Will tomorrow's graduates cite the same core virtues as life lessons they learned here?

I still can't say exactly how I define myself, and maybe you can't either. Including those three enduring values—honesty, integrity, diversity—in our own self-definitions would be a pretty good start.

**I still can't say  
exactly how  
I define myself,  
and maybe  
you can't  
either. . . .  
Honesty,  
integrity,  
and diversity,  
would be  
a pretty  
good start.**

—The Editor



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*a*s a high school student I was told I'd never make it in college.

Receiving a Nolte Scholarship was the first indication in my life that I was capable of academic success."

Today Patricia Bungert has been accepted into a Ph.D. program in the College of Natural Resources at the University of Minnesota. With the support and encouragement of her daughter Nicole, Patricia recently finished her undergraduate studies through Continuing Education and Extension. Her major was International Relations with an environmental emphasis.



**Jim Campbell, '64**  
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## Contributors

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Terry Andrews

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Chris Coughlan-Smith

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Sal Skog

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Kristie McPhail

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**Dan Vogel** specializes in product, industry, and portrait photography.



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# Campus Digest

A compendium of news from around the University—research, promotions, program developments, faculty honors

BY TERESA SCALZO  
AND THERESA DZUBAK

## Coke It Is

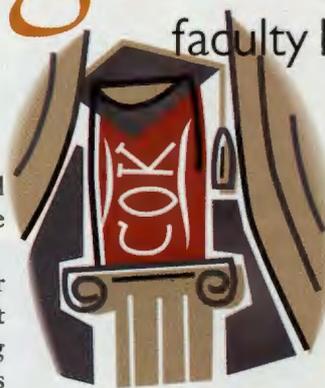
The University of Minnesota has emerged victorious from its own version of the cola wars.

Under a record \$28 million, 10-year agreement signed last fall, Coke's soft drinks, fruit juices, and sports drinks began replacing Pepsi products in more than 300 vending machines and soda fountains on the Twin Cities campus this spring. The switch began in April and will be complete by the end of June.

The deal is by far the largest beverage contract ever signed by a university, easily exceeding the \$15 million, 10-year deal Pepsi signed recently with Penn State University.

Of the \$28 million, \$6 million will be paid up front and deposited in an endowment for scholarships, tutoring programs, minority business initiatives, and athletic gender equity efforts such as the women's hockey program, which is scheduled to join the varsity sports lineup in 1997.

The University will earn approximately \$240,000 in each year of the contract, according to Ron Campbell, associate vice president for student development and athletics, who led the team that negotiated the deal for the U. Future payments largely will be put back into University food operations, Campbell says, with a por-



tion going toward "campus life initiatives." A committee will be formed to determine what those initiatives will be.

The Coke logo has popped up in University sports facilities and will appear on promotional materials for jointly sponsored events. Since Coke also holds exclusive rights at the University of Wisconsin's Madison campus, some Coke-sponsored border battles are anticipated.

The deal is not simply a contract for service, but a partnership between the company and the University. "Coca-Cola will not just be providing us with soft drinks," Campbell says. "We've asked them to consider [helping] us with programs that are aimed at improving campus life. We're also asking for access to their business expertise, internship opportunities, scholarships, and a whole range of things. . . . We [have] built this relationship based on where the University is going, not just as a service contract."

The deal also illustrates the collective power of University units working together, he says. "The separate units—athletics, food service, and so on—could not individually have come up with this deal. This is a model for the success we can achieve when departments work together."

## Gateway to Campus

The University of Minnesota has never had a visitor center—a place where alumni, prospective students, donors, and friends are welcomed to the Twin Cities campus.

For more than 30 years, alumni, administrators, and faculty have discussed the need for such a building. In April the Board of Regents brought this dream closer to reality by endorsing the plan to build a University Gateway/Alumni Center on Oak Street between University and Washington Avenues.

The Gateway/Alumni Center will serve as a symbolic point of entry to the campus. It will be a gift to the University from alumni, constructed with private donations. To be located on the site of the old Memorial Stadium, it will incorporate the stadium's ceremonial arch. Tenants will include the University of Minnesota Alumni Association, the University of Minnesota Foundation, and the Minnesota Medical Foundation. Heritage galleries will salute the University's past and honor its present by recognizing



Artist's rendering of Gateway/Alumni Center

student, alumni, and faculty achievements; a great hall will accommodate academic ceremonies and other important gatherings; and there will be space for meetings and conferences.

The proposal endorsed by the regents includes an addition that will provide space for other University offices. The entire project calls for a horseshoe-shaped 230,000-

square-foot building that will cost about \$27.4 million, a portion of which will be raised in private donations to begin construction. Additional financing and maintenance funds will come from rents received from the building's occupants. The facility will be constructed on University property, but will be owned and maintained by the alumni association and the two foundations.

The Gateway/Alumni Center project is consistent with the University's master plan, which recommends a mix of commercial and office space and student housing for the stretch of Oak Street between University and Washington Avenues.

## Get Caught in the Web

A visit to the University of Minnesota campuses has never been easier. If you have Internet access, you can stop by a variety of University sites without leaving your home or office. Here are a few suggestions on where to begin. Most of these sites include links to other University and educational sites. All of the sites are specific to the Twin Cities campus unless otherwise noted.



- 1 The University of Minnesota Home Page (<http://www.umn.edu/>) is a good place to start. There are links to the Twin Cities, Duluth, Morris, and Crookston campus pages.
- 2 The registrar's office site (<http://www.umn.edu/registrar>) allows you to view the Class Schedule and Course Guide for the upcoming quarter, provides an interactive course planner, and links to the bookstore, department home pages, building maps, and the staff directory.
- 3 The Office of Admissions (<http://admissions.tc.umn.edu/>) page opens with an animated Goldy Gopher running through the grass. It offers information on campus tours, special information sessions, tuition and financial aid, and links to the Graduate School home page.
- 4 A site jointly maintained by the University's Department of Soil, Water, and Climate, the Minnesota Extension Service, and the state Department of Natural Resources (<http://www.soils.agri.umn.edu/research/climatology/>) includes climate data and summaries, National Weather Service forecasts and current conditions, spring flood outlooks or snowmobile trail information (depending on the season), and Minnesota Public Radio commentator Mark Seely's weather reports.
- 5 The Institute of International Studies and Programs (<http://www.isp.acad.umn.edu>) has a new site that links to all of the institute's units, including the International Study and Travel Center, which has numerous resources for travelers.
- 6 The Department of Astronomy (<http://astl.spa.umn.edu/>) site links to a page about a comet and other astronomical Web sites.
- 7 The School of Nursing (<http://www.nursing.umn.edu>) site offers photographs and information about the school, its faculty, and research, and links to the University's Academic Health Center page, where you can view a list of Minnesota medical firsts in procedures, devices, and health care. It also links to pages about the cities of Minneapolis and St. Paul.
- 8 The Biomedical Engineering Center (<http://pro.med.umn.edu/bmec/bmec.html>) offers information on the center and a lengthy list of biomedical engineering hotlinks, including the National Institutes of Health, Yahoo, and the Franklin Institute Science Museum.
- 9 Web66 (<http://web66.coled.umn.edu/>) is a good place to start looking for general educational materials. Maintained by the University's College of Education and Human Development, it links to many other educational sites and provides basic information about the Web, details on constructing networks, and sharepages you can download.
- 10 The Frederick R. Weisman Art Museum (<http://hudson.acad.umn.edu/>) offers photos of the museum, samples of its permanent collection, and information on exhibitions and current events.

## EVENSONG

"There he is" he learns to say  
when we glimpse the great sun burning down  
toward the hill, and "There she is"  
when we spot the pale enormous moon  
floating low above the pines;  
and over and over, swiveling his head,  
he says it as I drive them both,  
daughter and son, around the roads  
until they sleep, so I can have  
dinner and an hour alone with their mother.

Ahead in the shadows, two deer.  
A little further, metal abandoned  
in somebody's yard, auto parts  
and ancient appliances, that later  
the moon will make into something,  
that same skilled stranger keeping us  
company beyond the branches.

He wants to know why they share the sky,  
and all I can tell him is it's a secret  
we have to guess at as we go;  
and "There he is" he says once more  
as the hill prepares to swallow fire,  
and "There she is" as she climbs the air,  
and murmurs and murmurs until he sleeps  
(and she already is sleeping).

—Michael Dennis Browne



Michael Dennis Browne  
with his daughter Mary

Michael Dennis Browne is a professor of English language and literature on the Twin Cities campus. "Evensong" is based in the landscape of greater Minnesota, our cabin near Walker," he says. "[I like] the substance and the music of the piece." "Evensong" is included in *You Won't Remember This*, a collection of Browne's poetry published in 1992 by Carnegie Mellon University Press.

## FACULTY RESEARCH:

### A look at recent University of Minnesota studies, research, discoveries, and rankings

**D**o all girls play house? Is every pretend cop or robber a boy? Amy Sheldon, an associate professor of speech-communication, wants to know if children's imagination is gendered. To find out, Sheldon watched children at play in different settings. She observed that when boys are in a domestic setting with dolls and kitchen toys, they often transform these items to create scenarios filled with excitement and adventure. A broom, for example, might become a sword to fight a warrior. In the same surroundings, Sheldon watched girls make fewer transformations and keep a domestic theme for their pretend play. Some boys did put dolls to bed and some girls added elements of adventure to their play in this setting, but Sheldon found that these ideas were less developed. It's a matter of degree, not a matter of girls behave this way and boys behave that way, says Sheldon.



■ University of Minnesota psychologist Laurie Rudman has some information for women climbing the corporate ladder. Rudman's research has shown that neither male nor female bosses favor assertive women, but a man will promote a strong woman if he has something to gain, while female bosses almost always favor meek candidates.

■ Teenage women have more compassion, are less materialistic, and have stronger religious and social values than teenage men, according to a recent University of Minnesota survey of 13,000 teenagers. Ann Beutel, a research assistant in the Department of Sociology, found the largest gap occurred when both sexes were asked whether they agree or disagree with this statement: "I get very upset when I see people treated unfairly." Almost 70 percent of teenage women agreed with this statement compared to only 41 percent of teenage men.

## CAMPUS LANDMARK: The Coffman Fountain



From Florence, Italy, to Wayzata, Minnesota, to the University of Minnesota campus—that's the route traveled by the grand marble fountain that has stood on the plaza behind Coffman Memorial Union for more than 30 years. Peter Bell presented the fountain to the University in the 1960s in memory of his grandfather, James Ford Bell, once a member of the Board of Regents. The fountain was made in Florence in 1620 by Italian artist Pietro Tacca. Hundreds of years later, it traveled to the Bell estate in Wayzata before being moved to Coffman, where it is a popular meeting place for University students and staff.

## A Greek Lesson

**A** visit to Marcy Open School in southeast Minneapolis yields a flurry of activity. One young Marcy student learns how to solve a word problem with the help of a University of Minnesota student. Another U student leads a group of third graders in a discussion about a reading lesson. Outside, a University sophomore boards a bus for a field trip with the second grade class, while a group of kids plays basketball with the college student who comes to help their class each week.

Through Adopt-A-School, a nationwide philanthropic effort that has been embraced by University of Minnesota fraternities and sororities, between 65 and 75 Greeks help the Marcy students with their schoolwork, participate in activities with the children, and assist the teachers. This is the first year that University sororities and fraternities have participated in the program.

Jan Kilton, parent-community liaison for Marcy Open School, says the grade schoolers are excited about having older students in the classroom. The college students act as a bridge between the kids and the adults, she says.

Kathleen Dressel, vice president of the Panhellenic Council, says the council wants to attract even more volunteers to the Adopt-A-School program and branch out to other area schools.

"Everybody I know who [participates] in the program really has enjoyed it," says Dressel. The key to the program's success, she says, is that the volunteers and the kids enjoy their time together.

And who knows? Working one on one with college students may entice some of these grade schoolers to enroll at the University ten years down the road.



## A Fight to the Finish

As an associate editor at the *Minnesota Daily*, the Twin Cities campus student newspaper, Michele Ames earned the nickname Ma because of her nurturing oversight and keen interest in the progress of her reporters. When she became editor of the *Daily* in the summer of 1995, she planned to “make a few improvements, empower the staff, and give them some respect for their jobs.”

She had no idea what she was in for.

In October 1993 an antiracist rally in front of Coffman Memorial Union erupted into a brawl between alleged white supremacist Daniel Simmer and Kieran Frazier Knutson, a security guard protecting the demonstrators. When Knutson clubbed Simmer with a heavy metal flashlight, *Daily* reporters and photographers were there, furiously taking statements and photographs. The story hit the front page, then haunted the paper for the next two years.

The felony assault trial against Knutson got under way during Ames's tenure as editor in chief. Knutson pleaded not guilty, claiming that Simmer was holding brass knuckles, so he acted in self-defense. Hennepin County prosecutor Mike Freeman wanted Ames to turn over the *Daily's* unpublished photos to determine whether or not Simmer actually was holding something in his hand when Knutson hit him. Ames refused to release the photographs, citing protection under the First Amendment. After a string of appellate decisions, the courts ruled in Freeman's favor.

But Ames had other ideas. On January 25, 1996, Hennepin County District Court Judge John Stanoch ordered her to surrender the photos. She “respectfully declined,” risking jail time and fines. Stanoch found her in contempt of court and imposed a \$250 per day fine until the jury began deliberations.

Knutson's trial concluded the following day without the photos. After deliberating over the weekend, the jury voted for acquittal. Freeman was not pleased.

“I think she [Ames] is a principled person,” he says. “I disagree with her about the need for the photographs. More importantly, I disagree with her willingness to disobey a judge's decisions.”

As time passed, Ames became more of a news item than the case itself. When the media came calling, she spoke directly to the issues, always touting freedom of the press. Even the brief images on the television news captured her intensity.

The case forced Ames to confront two important values. She worried that surrendering the unpublished photos would make the newspaper an arm of law enforcement, thereby tempering its independence and jeopardizing its ability to gather information. Yet if she refused, she would risk the wrath of a judge, which “goes against everything she was raised to believe in small-town Ohio,” says William Huntzicker, a lecturer in the University's journalism school and the *Daily's* editorial adviser.

The tug of war nearly tore her in half. Ames tried to maintain



Michele Ames

control, but “I lost it a few times at the office,” she says. Besieged with anxiety, she lost 15 pounds, smoked heavily, belted coffee, and suffered from insomnia.

“There wasn't a hearing,” she says of her experience with the court system. “Nobody asked me any questions and I didn't get a chance to speak about what was going on. I would just sit by the fax machine and wait for a ruling saying ‘You're going to be in contempt of court’ or ‘You're not going to be in contempt of court.’ It was horrible.”

A few weeks after the trial ended, Ames sat in a smoky coffee shop and reflected on the experience. “There are times in your life when you do a lot of soul searching,” she says. “I've never looked as hard and as long at myself and at my decisions as I have over the past couple of months. I'll never be the same.”

As an undergraduate, Ames attended Wittenberg University, about an hour from her childhood home in Waynesville, Ohio, a

small farming community. “I wanted to be available to work on the farm because my parents needed me,” she says. But “I knew after not too much time at the university that I had no idea what was going on in the world.”

After graduating at age 20 with a degree in English literature and political science, she packed her car and headed west to see the world. She looked for work along the way, and eventually arrived at a Catholic mission on Pine Ridge Reservation in South Dakota. She stayed for more than two years, driving a school bus and teaching kindergarten and elementary classes at Red Cloud Indian School. As a volunteer, she received only food and lodging for her efforts, so to supplement her income, Ames worked as a freelance reporter for *The Lakota Times*, now *Indian Country Today*.

“I don't know that I'll ever truly capture what it was about my time on the reservation that changed me,” she says. “I met these people with this incredible history and this incredible story to tell. I realized that there's a value trying to tell those stories through journalism.”

She also knew that she needed more training. So she came to the University of Minnesota to get a master's degree in journalism, went to work for the campus newspaper, inherited the photo problem, and got caught up in a maelstrom of politics and power with the county prosecutor.

“I never intended to get wrapped up in this stuff,” she says. “I never intended to become [the media figure] that I've become.”

Despite those intentions, Ames continues to be recognized for her efforts. The Minnesota Newspaper Association, an organization of mostly small newspapers, showed its support for Ames's actions last winter when it presented her and the *Daily* staff with an award for not surrendering the photos. Ames was called up on stage. People started clapping. By the time she made it to the stage, the crowd had risen to a standing ovation.

“It made me feel really good,” she says. “I feel like we really did something for them.”

—Contributed by Herman Gueterslob

# SUCCESS STORIES

MEET 50 ALUMNI ENTREPRENEURS

WHO HAVE CREATED SUCCESSFUL BUSINESSES  
WITH INGENUITY AND SWEAT EQUITY

BY TERRY ANDREWS AND KARIN MILLER • BIOGRAPHIES BY KRISTIE MCPHAIL

**S**TOP IN at the Birchwood Cafe in south Minneapolis and you'll find an interesting and varied clientele: Faculty members from the nearby University campus, neighborhood families, and businesspeople all frequent the open, airy cafe. Little white holiday lights twinkle throughout. A small sign reads "Please. We make the food. You bus the dishes."

And what food it is! The menu changes weekly, but you can choose from a couple of homemade soups (maybe tomato and carrot topped with yogurt), a variety of salads (pasta with lime and coconut dressing), two hot meal specials (perhaps squash stuffed with wild rice), sandwiches, and pizza topped with things like artichoke hearts and smoked provolone. Most meals are served with heavenly homemade bread (made of barley and sunflower nuts, on one recent visit). Save room for dessert, which might be coconut cream pie or peach raspberry crisp with whipped cream.

You'll also find owners Tracy Singleton, '94, and Susan Muskat hard at work. The pair met when they were working at Lucia's, a popular Minneapolis restaurant.

Muskat, 35, who will finish a degree in



women's studies at the University this fall, says that it has been her goal for several years to have a café. She found the place she wanted—a former neighborhood grocery store in south Minneapolis—but the store was being sold with the house next door and she already owned a house. Singleton was looking for a house, and thus the partnership was formed.

They bought the property in October 1994 and opened for business a year later. In the intervening months, they worked

with friends and a contractor to gut and rehab the building.

"I always thought it would be neat to have my own business," says Singleton, 30. "But I never took any steps to make that happen. It was circumstantial and situational when this location became available."

Singleton also gained an easy commute—just 10 steps—to work. It's such an easy transition that she doesn't keep track of her work hours. Nor does she have to cook or shop for groceries since she eats all of her meals at the café. "Everything is

homemade from fresh ingredients. The food is really good."

Muskat is head cook and baker; Singleton is in charge of business and administrative duties. Singleton, who has a political science degree, had planned to go to law school. But she has put that aside for a tastier choice: owning and operating the Birchwood Cafe.

"We've been really successful so far," Muskat says of their growing clientele. "It feels good to be working for ourselves."



**T**ERRY RANDOLPH, '74, does not consider himself an entrepreneur, but he has been instrumental in creating an international business worth millions of dollars. His product: musician and composer Yanni.

Thirteen years ago Randolph started T. Randolph Communications, a public relations firm based in Eden Prairie, Minnesota. Then, in 1989, a mutual friend asked Randolph to help promote Yanni Chryssomallis, also a University of Minnesota alumnus. A native of Greece, Yanni had played for several years in a Twin Cities bar band called Chameleon and was interested in a solo career. "I started doing news releases," Randolph says. "I wrote a bio for him. I made some press kits. His career started taking off."

Catapulted into the limelight by his 1994 PBS concert special, *Yanni Live at the Acropolis*, the artist now boasts an international following. Some 200,000 fans receive his free four-color quarterly newsletter, edited by Randolph, who has a bachelor's degree in journalism. "It gives me a chance to travel overseas," Randolph says of the publication. "I've been to Australia, Hong Kong, and the Philippines on his world tour. I shoot a lot of the photos [for the newsletter] and I do some of the writing."

Back home in the Twin Cities, the 49-year-old Randolph focuses on local events. "I'm best known," he says, "for tying a yellow ribbon around the Foshay Tower"—a show of support for the hostages in Iran. He orchestrated the event in 1981, just before the Ayatollah Khomeini released

the hostages, and it was covered by newspapers and television news shows nationwide.

He also created New Year's at the River, the Times Square-like celebration on New Year's Eve at Riverplace, which he staged for several years. He also "opened" Gaviidae Common in Minneapolis and Galtier Plaza in St. Paul, handling the festive promotions when the shopping areas were launched. "If you can't own the skyline, it sure is fun to mess around with it," he says.

Randolph grew up in southeast Minneapolis, in the shadow of the University campus. "It was my playground," he recalls, "especially the zoology building. It had cool things—stuffed animals, insects, skeletons. I loved it. It opened my eyes to the world. I always planned to go the U."

## MARK ANDREW

'73 College of Liberal Arts



**Age:** 45 • **Credits:**

Hennepin County commissioner; DFL party chair; founding officer and first president, Minnesota Public

Interest Research Group; owner, S'mores and The World's Greatest French Fries booths, Minnesota State Fair

**What was your first entrepreneurial venture?** As a teenager looking to make money, I scheduled dances and musical events at venues around Minneapolis and St. Paul. In 1972 I began selling S'mores at the Minnesota State Fair. Shortly thereafter, I opened The World's Greatest French Fries booth just down the street. Business has been booming ever since.

## SCOTT D. AUGUSTINE

'75 College of Liberal Arts;  
'79 Medical School



**Age:** 42 • **Credits:**

Chair and chief executive officer, Augustine Medical Inc. (medical instruments) • **Location:** Eden Prairie, Minnesota

**Which historical person do you most identify with?** Thomas Edison

**What is your motto?** Those aren't bumps in the road—that is the road.

**Describe yourself in five words or less.** Optimistic. Self-confident. Willing to try.

## GENE BRIM

'54 School of Public Health



**Age:** 65 • **Credits:**

Chair, chief executive officer, and founder, Brim Inc. (health care management) • **Location:** Portland, Oregon

**What is your most marked characteristic?** I believe that entrepreneurs create products and services and do not pursue profits per se.

**What is your greatest accomplishment?** Building an organization that owns and manages rural hospitals and retirement centers nationwide.

**What trait do you most value in others?** Integrity.

**Which historical figure do you most identify with?** My hobby is military history, but in general I admire people who have changed history by overcoming adversity.



**W**HEN LISA ESTES Broaden lost her mother to heart disease earlier this year, she was reminded of the importance of her business—a chain of Hallmark stores. “Receiving cards really made a difference,” she says. “It actually means something because I know people are thinking about me.”

Broaden, 33, has worked at Estes Hallmark Card & Gift, opened in 1978 by her parents, Fred and Earline Estes, ever since she was 14. Today, the Estes family owns six Hallmark stores in the Twin Cities and a gift shop at the airport and employs 75 people. Broaden has worked her way up from sales associate to vice president of marketing.

Prior to this retail venture, Fred Estes worked as a senior administrative officer at the University of Minnesota Medical School. He had wanted to run his own business ever since he and his mother sold their farm's bottled milk to miners in Kansas.

“I appreciate what he's done and want to be able to do as well,” says Lisa. “Hopefully, my brother, Frederic [also a vice president], and I have acquired some of the knowledge he has and will continue that. It's like a legacy.”

At the University of Minnesota, Broaden majored in child psychology, but she never veered from working at Estes Hallmark. “I worked there all through college—every day except during midquarters and finals,” she says.

Her first professional challenge came after she graduated in 1987 when she began managing the new Estes Gift and News on the airport's Blue Concourse.

Today, Broaden's challenges include ever-improving customer service, expanding the stores' presence in the community, increasing the number of retail outlets (“We're always looking for good locations to grow the business,” she says), and ensuring that the products suit customers' needs.

Broaden enjoys being her own boss. She recommends that entrepreneur wannabes start out with a solid business plan, good financing, and a clear understanding of the tasks ahead.

“And whatever it is, it needs to be something you like to do,” Broaden says emphatically, “because you're going to have to work long and hard. If you're not doing something that gives you pleasure, it's just not satisfying.”



## THE OLD GUARD

With all due respect, we refer to this special group of entrepreneurs as the Old Guard—not because of their age, but because of their staying power and because when people talk about entrepreneurs who are University of Minnesota alumni, these seven people are among the vanguard. Left to right: **FRANK MULLANEY**, 73, '43 Institute of Technology, Co-founder of Cray Research and Control Data Corporation, Mendota Heights, Minnesota; **GLADYS SINCLAIR BROOKS**, 82, '36 College of Liberal Arts, President, Brooks/Ridder and Associates, Minneapolis; **ROMAN ARNOLDY**, 84, '33 Institute of Technology, Founder and chair, Triten Corporation, Houston, Texas; **CURTIS L. CARLSON**, 81, '37 College of Liberal Arts, Chair and founder, Carlson Companies Inc., Minneapolis; **EARL BAKKEN**, 71, '48 Institute of Technology, Founder and director emeritus, Medtronic Inc., Minneapolis; **ALAN (BUD) RUVELSON**, 80, '36 Carlson School of Management, President, First Midwest Ventures; chair, First Midwest Financial, St. Paul; **JOSEPH JURAN**, 91, '24 Institute of Technology, Founder and chair (emeritus 1987), Juran Institute Inc.; founder and chair, Juran Foundation Inc., Wilton, Connecticut.

## JUDITH CORSON

'65 College of Liberal Arts



**Age:** 53 • Partner and co-founder, Custom Research Inc. (market research) • **Location:** Minneapolis

**What do you consider your greatest achievement?**

Living an ethical life.

**What is your motto?** Never be satisfied with the way things are and always try to do better.

**Who or what is your greatest influence?** My parents.

## JOHN DAYTON

'68 University of Minnesota, Morris



**Age:** 50 • **Credits:** Partner, Cuisine Concepts, Goodfellows, Tejas, and Franklin Street Bakery (restaurants) • **Location:**

Minneapolis

**What qualities do you most admire in others?** Honesty, commitment, creativity.

**What is your motto?** Life is too short to drink bad wine.

## DAVID DEETZ

'84 College of Biological Sciences



**Age:** 39 • **Credits:** Founder and president, MultiLogics, St. Paul; Founder, Diametrics Medical • **Location:** Roseville, Minnesota

**What is your motto?** Do what's right first; do what's right for the company second.

**What trait do you most admire in others?** Tolerance.

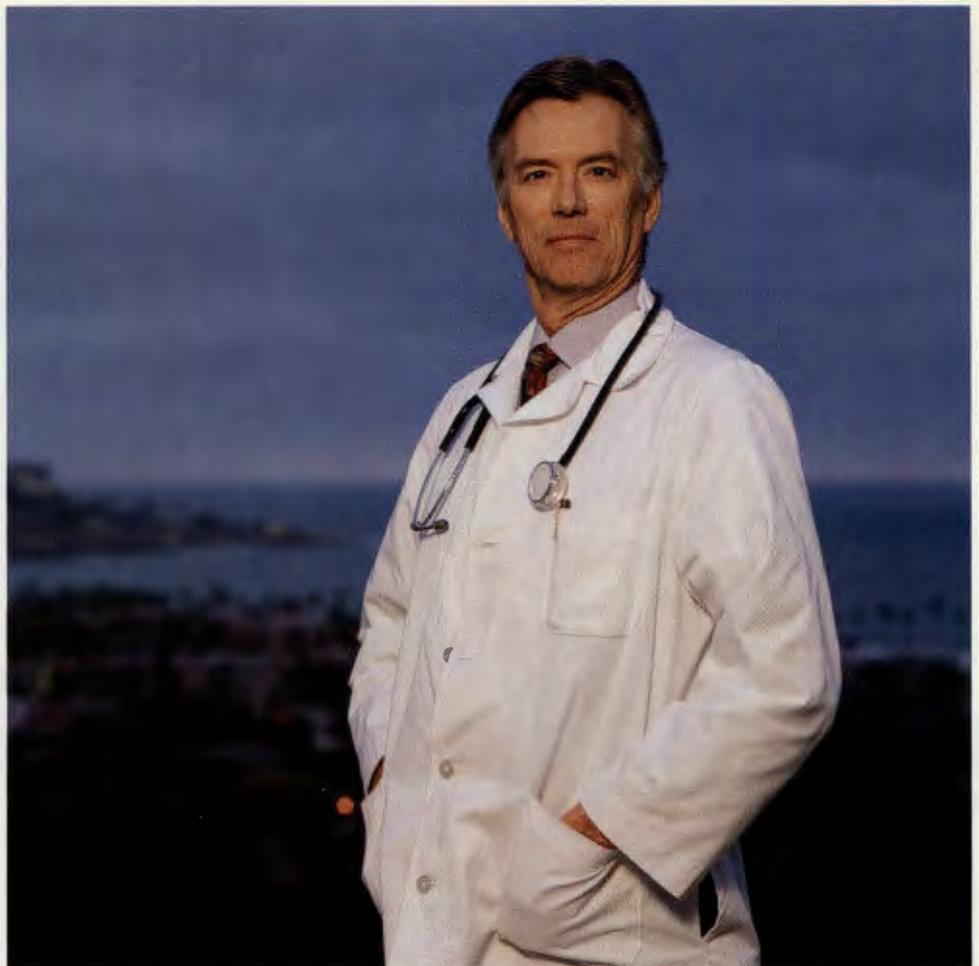
## DINA FESLER

'86 College of Human Ecology



**Age:** 31 • **Credits:** President, designer, and founder, Emperor's New Clothes (clothing) • **Location:** Minneapolis

**What is your greatest success and your greatest failure?** My greatest success is that I'm still in business after four years [considering] the current retail environment. It's hard to say what my greatest failure would be. Bad times force creativity. Something good always comes out of it. I can't think of one thing that I should have tried and didn't.



**R**ICHARD STENNES takes a savvy business approach to emergency medicine.

Stennes graduated with a medical degree from the University of Minnesota in 1969, a decade before emergency medicine was recognized as a board-certified specialty. He didn't know then that eventually he would lead several emergency-medicine associations and also found a handful of emergency-medicine companies that see patients as customers who deserve the very best.

Today Stennes, 52, is president and founder of Emergency Management Systems, which primarily supplies doctors and nurses to correctional facilities in San Diego County and marketing services for industrial medicine to hospitals; president of Associated Emergency Physicians Medical Group, which contracts with various hospitals to provide emergency physicians; and president and founder of the Primary and Specialty Medical Group, which staffs a family-practice office and is working to develop in-house critical-care specialists who work in hospitals. Stennes also founded a company, which he eventually sold, specifically designed to do billing for emergency physi-

cians; today it is among the largest in the country. And he created a widely implemented approach to emergency care known as Total Patient Satisfaction, or TPS.

While you might guess that he heard the call to emergency medicine in Vietnam, where he was a battalion surgeon in the bush, Stennes says he actually developed an affinity for emergency care while he was working as an intern at St. Mary's Hospital in Duluth, Minnesota.

Later, when he returned to the States from Vietnam, Stennes was moonlighting at San Diego area emergency rooms while he served at a naval hospital. When his commission ended, Stennes joined the staff of Paradise Valley Hospital in National City, California, as the hospital's first director of emergency services—a position, one among many, that he still holds.

As for the future, Stennes is not resting on his lengthy curriculum vitae. He plans to earn a master's degree in health policy and he dreams of many more ways to improve emergency room care.

His business philosophy? "Try to remain the indispensable commodity. Anticipate what the needs will be."

STENNES PHOTOGRAPHED BY HAROLD SWEET



**F**IVE YEARS after she finished college, Rondi Erickson, '69, founded one of the first environmental service firms in the country.

Based in Duluth, Minnesota, Bay West specializes in environmental cleanup and rode the wave of significant new federal legislation. "The Environmental Protection Agency had been founded in 1970," Erickson says. "The Clean Water Act was passed in 1972." Bay West was set up to help companies comply with new laws.

Erickson eventually brought her brother into the business and opened a Twin Cities branch. As Bay West's president, she guided the company to \$8 million in annual revenues and oversaw a staff of 70.

Last year, after 21 years at the helm, Erickson sold her stock in the company to her brother and took over as head of Bay West's analytical lab in St. Paul. The business was incorporated and renamed American Science Corporation. "My goal now is to grow and expand in areas unrelated to the environment," she says. "I'm just having a ball with the new business. I'm in the start-up scrabble mode. I was ready for new challenges."

ERICKSON PHOTOGRAPHED BY DOUG KNUTSON

American Science provides analytical laboratory services to environmental, food, and pharmaceutical industries. Recently the company handled the manufacture of a new prescription drug for canker sores, its first pharmaceutical contract.

Erickson, 48, originally planned to get a Ph.D. in English, but after pursuing a master's degree and working as a teaching assistant, she realized that academic life was not for her. "It was unfortunate that I [didn't complete my graduate degree], but it was not a mistake to change tracks," she says.

She now speaks frequently to liberal arts majors about business careers and to women about science careers. She urges students not to disdain science and math, as she did. "Few of us fall into a career with our first job," she notes. "You need to acquire a variety of skills and experience along the way.

"I owe my success to my liberal arts education," she says. "It teaches you how to be a good thinker and critical problem solver, and to be a good communicator.

"That background gives you a perspective different from [that of] the scientists and engineers I've employed. It allows you to see twists and solutions they might not see."

## ARCHIE GIVENS JR.

'66 College of Liberal Arts;  
'68 School of Public Health



**Age:** 51 • **Credits:** Chief executive officer, Legacy Management & Development Corp. (real estate); director, Givens Foundation for

African American Literature (promotes African American literature and history through exhibitions, media productions, and education programs) • **Location:** Edina, Minnesota

**Who or what is your greatest influence?** Both of my parents, especially my father, Archie Givens Sr., who was a successful entrepreneur, trailblazer, and mentor. My years at the University of Minnesota balancing athletics and academics had a great influence on my life.

**What is your idea of perfect happiness?** A world of equal opportunity for all [and one that] values the importance of literature and reading and the power they have in personal and community growth.

## LILLIAN GLASS

'78 Graduate School



**Age:** "ageless" • **Credits:** President and chief executive officer, Your Total Image Inc. (speech therapy) • **Location:** Beverly Hills, California, and New York City

**Who or what is your greatest influence?** Robert J. Gorlin [Regents' Professor Emeritus of Oral Pathology and Genetics]. He is one of the greatest communicators of all times. Not only was he brilliant academically, but he showed respect and kindness to everyone. That's what I took away from the University of Minnesota.

## L. STEVEN GOLDSTEIN

'73 College of Liberal Arts



**Age:** 45 • **Credits:** President, Colfax Communications (radio stations) • **Location:** Minneapolis

**What traits do you admire in yourself?** Honesty and creativity.

**What traits do you admire in others?** Vision and courage.

**Who are your heroes?** Walter Cronkite and Chuck Yeager.

## RICK HAASE

'86 College of Human Ecology



**Age:** 31 • **Credits:** Owner, Patina (retail)  
• **Location:** Two stores in Minneapolis  
**Which historical figure do you most**

**identify with?** I don't look to the past. I look to the present.

**Who or what is your greatest influence?** The people I meet and work with on a day-to-day basis. My role models are the people I meet along the way.

## GLENN HASSE

'63, Carlson School of Management



**Age:** 54 • **Credits:** President and chief executive officer, Ryt-Way Industries Inc. • **Location:** Northfield, Minnesota

**Who or what is your greatest influence?** The Bible.

**What is your greatest success?** Building Ryt-Way from the beginning.

**Describe yourself in five words or less?** Eternal optimist.

## KAREN HOULE

'84 College of Liberal Arts



**Age:** 33 • **Credits:** President and founder, University Language Center (language instruction) • **Location:** Minneapolis

**Who or what is your greatest influence?** My mother is a role model for activism outside of my profession, and my father is one for business ownership.

**Describe yourself in five words or less.** I'm passionate about [the role of] small businesses [in the economy].

## RICHARD HUEMPFNER

'81 Graduate School



**Age:** 53 • **Credits:** Co-founder, Advanced Telemetry Systems Inc. (wildlife tracking equipment for scientific studies) • **Location:**

Isanti, Minnesota

**Describe yourself in five words or less.** Aggressive. Detailed. Total honesty.



**D**ANIEL WEISS went to Brazil in 1993 in search of volunteer opportunities. He found work as an English teacher for an organization that brings health care professionals to South America to do volunteer work. And he saw firsthand the challenges of matching volunteers with community organizers to solve the problems created by poverty. He suggested to the organization's executive director that the group expand its services to include other professionals. The director declined but suggested that Weiss start such a program.

Having just enrolled at the University to work on a Ph.D. in educational policy, "I didn't give much thought to his suggestion," Weiss recalls. But then a woman who had heard of his interest in forming a nonprofit volunteer organization contacted him and said that she wanted to volunteer.

That was the push he needed. He founded Amizade (Portuguese for *friendship*), and his first volunteers arrived in Santarém, Brazil, in the summer of 1995. They built a workshop for a Brazilian nonprofit group that makes orthopedic footwear—expensive and hard to come by in Brazil—for low-income handicapped children.

Amizade's next projects, also in Brazil, include a vocational training center for street children and a children's health clinic. "I work with existing community organizations [on] the projects they want," says Weiss, who is now 28. "For the training center project, I'm collaborating with a group that works with street children."

Amizade operates on a shoestring budget. Weiss finished his Ph.D. in January and hopes to make his position—now unsalaried—full time, which means writing grants and raising money to cover costs and fund projects.

"I always had a notion of wanting to save the world," Weiss says. "The only question was *how*. This is how I can help."

Living with relatives and working odd jobs to make ends meet are among the sacrifices Weiss has made in order to pursue his dream. He credits the University's College of Education and Human Development with offering remarkable support. Several professors, he says, were "true mentors. They showed me what to do by example."

For information on Amizade, write to 1334 Dartmouth Lane, Deerfield, IL 60015, or call 847-945-9402.



**W**ISE ENTREPRENEURS know that combining vocational know-how with a passionately pursued avocation often creates a remarkable business. Robert Pond has accomplished this twice.

As chair and chief executive officer of Advance Machine for 24 years and an employee of the company for 42 years, Pond watched the firm grow from a \$200,000-per-year machine shop to a \$100 million-per-year international manufacturer of commercial floor- and carpet-cleaning machines. What created the tremendous growth? In many respects, it was Pond's love of flying.

A U.S. Navy pilot in World War II, Pond joined Advanced Machine, the Minneapolis company his father founded in 1924, as its eighth employee in 1948. Pond had worked earlier as "probably the best janitor the company ever had" in his teens and then as a shipping clerk while he studied business administration at the University of Minnesota.

It wasn't long before Pond introduced the company to aviation as its secret marketing weapon. "We could travel the whole country with single-engine airplanes flown by pilot salespeople," he says, admitting that it

was a bit unorthodox at the time. Air travel allowed Advance Machine to gain a competitive edge by keeping in personal contact with clients and distributors nationwide.

What held his entrepreneurial interest throughout the years? "The main thing was the opportunity to move the company in the direction you chose," he says, offering as an example the company's early international inroads. He sold the company to Norwest Venture Capital in 1989.

Since his retirement in 1990, Pond has shifted his attention from business to hobby as his two museums, Planes of Fame East in Eden Prairie, Minnesota, and Palm Springs Air Museum, located in its namesake city in California, have taken shape.

Today, visitors to the two museums, which developed from Pond's private collection, may see a B-17 bomber, a P-38 Lightning twin-engine fighter, and most of the navy aircraft employed during World War II. But what sets these two aircraft museums apart is that their 30 or so planes are actually flown in air shows throughout the country by six pilots, including Pond.

Once again, he has successfully combined his business expertise and his love of flight.

## BOB KIERLIN

'62 Institute of Technology;  
'64 Carlson School  
of Management



**Age:** 56 • **Credits:** President, Fastener Company (fasteners and construction supplies distributor) • **Location:** Winona, Minnesota

**What is your motto?** Believe in people and in free markets.

**What do you consider your greatest achievement?** Co-raising two daughters.

**Describe yourself in five words or less.** Analytical.

## JULIE KIRIHARA

'81 College of Biological  
Sciences; '88 Graduate School



**Age:** 39 • **Credits:** President, ATG Laboratories Inc. (contract recombinant DNA research and gene cloning services) • **Location:** Eden Prairie, Minnesota

**What do you consider your greatest achievement?** My children are probably my most satisfying achievement.

**What is your motto?** Be honest and have a lot of integrity.

## ELAINE AND THEODORE KVASNIK

'72 College of Human Ecology,  
'73 Carlson School of  
Management, respectively



**Ages:** 47 and 46, respectively • **Credits:** Co-founders, secretary/treasurer and president,

respectively, Sew What! Corp. (tailoring) • **Location:** St. Paul, Minnesota, and 23 Twin Cities locations

**What is your motto?** If it's sewn, we do it. Our key is simply to say yes. In our heads, we imagine that we can do anything.

**Who or what is your greatest influence?** We're baby boomers and a product of the era that we grew up in. Watching how hard our parents worked rubbed off on us. But it's not a hard task to put in long hours when you own a business.

## LARRY LAUKKA

'58 College of Liberal Arts



**Age:** 60 • **Credits:** President and owner, Laukka Development Company (real estate development) • **Location:** Edina, Minnesota

**What is your most marked characteristic?** Tenacity. In the development industry you have to win a lot of political and market approvals.

**What is your greatest extravagance?** My interest in aviation.

**Describe yourself in five words or less.** I love this community and it's reflected in my 30 years of volunteerism. That's more than five words.

## MARGARET "PEGGY" LUCAS

'63 College of Liberal Arts;  
'76 School of Social Work



**Age:** 55 • **Credits:** Partner, Brighton Development Corporation (housing development) • **Location:** Minneapolis

**What has been your most meaningful experience?** Serving as a Peace Corps volunteer in Shiraz, Iran. I worked in the Red Lion and Sun Orphanage and taught in the Nemazee Hospital School of Nursing.

## HARVEY MACKAY

'54 College of Liberal Arts



**Age:** 63 • **Credits:** Chair and chief executive officer, Mackay Envelope Corporation • **Location:** Minneapolis

**Which historical person do you most identify with?** Two people come to mind. Hubert Humphrey because he told it like it is. He stood up for his principles and he helped the common man. Curt Carlson is another. He's a true Horatio Alger.

**What is your motto?** He who rides the tiger can't dismount.

**What traits do you most admire in others?** Integrity should always be a given. In sales, I look for three things: hungry fighter, hungry fighter, and hungry fighter.



**I**T'S NEVER TOO LATE to become an entrepreneur.

Juanita Erickson, better known as Nita, proved that at age 81 when she began selling her homemade Nita's Love Cakes to friends, associates, and Florida Sam's Clubs, the warehouse stores begun by Sam Walton of Wal-Mart fame.

Erickson, now 88, had sent the discount-retail magnate a coffee cake when she heard of his cancer. "He wrote a nice letter back to me," she says, "saying he'd like to market them." Eventually, Erickson "saw the boys in marketing" and soon she was baking, freezing, and packaging 40 cakes per day in her home, rising at 4:00 a.m. and finally turning in at 10:00 p.m.

But creating delicious cakes was only the latest venture cooked up by Erickson, who began her diverse career at age 18 as a trumpet player in Waiman's Debutantes, a 10-piece all-girl touring orchestra. She tells of working with comic duo Burns and Allen and with the O'Connor Dancers, including best-known Donald, then only six years old.

After a few years of performing, Erickson pursued a degree in music, now concentrating on the French horn, at the University of

Minnesota. After graduating in 1931, she began a second career as a music teacher. She returned to the University for a master's degree, which she finished in 1946.

Eventually Erickson moved to Florida, where she taught in an all-black school before desegregation, made many friends, and helped to create a literacy program.

When she wasn't teaching, Erickson was embarking on yet another career—selling real estate. She was honored recently by the Venice (Florida) Board of Realtors for her 50 years in the field.

Which brings us back to Nita's Love Cakes. After agreeing to sell the cakes to Sam's Club, Erickson hired friend and artist Les Kouba of Ducks Unlimited to design her logo. "I asked what I owed him," she says, chuckling. "He said fifteen hundred. I said, 'You'll take it in trade, brother.'"

After several years of tasty success, Erickson decided that she just couldn't keep up; she pulled her cakes from Sam's Club but continues to sell to favorite customers.

These days she's working on her memoirs. Her philosophy: "You have to be daring. You try something and if that doesn't work, you try something else."



**D**ANITA MONNESS, '93, admits that she's a clothes-horse—but it's good for business: Her attention-grabbing outfits are her own creations.

"When I tell people that I design western wear, they always ask if I'm wearing something I made, so I don't dare wear store-bought clothes," says Monness, who launched her Danita label in 1990.

With a fashion degree from the University of Minnesota under her belt and an unflappable belief in her skills, Monness moved to Nashville two years ago to break

into the western wear market. In the past year she's designed shirts and jackets for Garth Brooks, Forerunner, and Brooks & Dunn. Katie Haas, host of *Wildhorse Saloon*, a Nashville-based dance show that airs weekdays at 4:00 p.m. on the TNN cable network, also wears Monness's designs.

A country music fan who also likes classical music, Monness admits the music industry is hard for a newcomer to penetrate. "I've got a long way to go, but I'm starting to meet the right people," she says.

Monness, 39, came to the University when she was 31. "I had just gone through

a divorce, and I'd never gone to college," she says. She pursued a career in fashion design because she had designed and sewn all of her own clothes for years. And because she trains and shows horses, she decided to specialize in western wear.

"I was western before western was hip," she says. "The key to success today is getting your name out there."

And she does. She wears her jeans—with the Danita label "stuck right on the butt"—everywhere. "People say, 'Where'd you get those?' and I say, 'I made them, and I can make some for you.'"

## WILLIAM "BILL" MARVIN

'39, College of Agriculture,  
Food, and Environmental  
Sciences

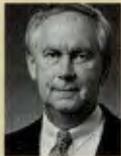


**Age: 78 • Credits:** Chair and chief executive officer, Marvin Lumber & Cedar • **Location:** Warroad, Minnesota

**What do you consider your greatest achievement?** Providing gainful employment for the people of northwestern Minnesota as well as enhancing the quality of life in the Warroad area. **Describe yourself in five words or less.** Integrity, vision, strong work ethic.

## DENNIS MCGRATH

'63 College of Liberal Arts



**Age: 59 • Credits:** Managing director, Shandwick USA (public relations) • **Location:** Bloomington, Minnesota

**What trait do you most admire in others?** Passion—as evidenced by the energy and commitment one brings to an endeavor. **What is your idea of perfect happiness?** Spending time with my wife, children, and grandchildren all together.

## RAYMOND MITHUN

'30 College of Liberal Arts



**Age: 87 • Credits:** Founder and former president, Campbell-Mithun Esty (advertising) • **Location:** Minneapolis

**What is your motto?** The job is the boss.

## DAVID MONA

'65 College of Liberal Arts



**Age: 52 • Credits:** Managing director, Shandwick USA (public relations) • **Location:** Bloomington, Minnesota

**What is your greatest extravagance?** My collection of approximately 4 million baseball cards. **Which person do you most identify with?** My mother, who died far too young in 1964 and who would have enjoyed seeing how everything turned out.



**S**UCCESS WAS IN THE CARDS when Lyle Berman bet \$3 million on Grand Casinos, a venture whose goal it was to manage two Native American-owned casinos in rural Minnesota.

"We had absolutely no idea Grand Casinos would get so big," says Berman, a high-stakes tournament poker player.

Today, Berman is chair of the board and chief executive officer (CEO) of Grand Casinos, which operates gaming resorts in Minnesota, Mississippi, and Louisiana; CEO of Stratosphere, Las Vegas's newest casino resort, which boasts the tallest freestanding observation tower in the United States at 135 stories; and chair of the board of International Gaming Corporation of America, which manufactures gaming machines.

Berman, 54, has spent most of his life working for himself. After graduating in 1964 from the University of Minnesota with a degree in business administration, he went to work for his family's business, Berman's, the Leather Experts.

When Melville Corporation bought the leather store business in 1988, Berman had developed it from a single retail outfit to a

200-store chain.

At that point, "my goal was to retire," he says, "but the opportunity came to get into the gaming business. It was fate. I didn't make a conscious decision to get into gaming."

The same holds true for another wildly successful business venture of Berman's: Rainforest Cafe. About two years ago, he and a couple of other investors decided to open a restaurant with a rain forest theme in the Mall of America in Bloomington, Minnesota. The restaurant boasts a jungle of animals—both live and mechanical—huge fish tanks, casual food served in large portions, and periodic thunderstorms complete with lightning.

Quickly, they all realized, says Berman, who serves as chair of the board and CEO, that the "public loved this *eatertainment* and that it was profitable." The partners opened a second restaurant in Schaumburg, Illinois; five are under construction, and many more are in the works nationwide.

"The biggest appeal to being an entrepreneur," says Berman, "is to do what you want and to reap the rewards or lack thereof."

In his case, you can bet on success.



# Urban Design

THREE YOUNG ARCHITECTS

MAKE THEIR HOME AND

PLY THEIR CRAFT IN THE CITY

**A**S A RESIDENT of Manhattan's Upper West Side, where he lives with his wife and two young children, University of Minnesota alumnus Peter Cavaluzzi is concerned with the issues of urban living. As an architect, he spends his days addressing those issues through his work.

"My interests in urban design and historic preservation are certainly reflected in the work we do at this firm," says Cavaluzzi, senior designer with Ehrenkrantz & Eckstut, a New York-based architecture firm with offices in Washington, D.C., and Los Angeles. "While we do a wide variety of projects, many of them involve large-scale urban design and historic preservation programs like museums, housing, and waterfront master plans."

**Peter Cavaluzzi, left, tosses into the air a model of a proposed 2.5 million-square-foot development for midtown Manhattan.**

In fact, Cavaluzzi has been drawn to architecture since his first exposure to it in a Milwaukee high school course. "I've always enjoyed making things, building things," says Cavaluzzi. "So when it came time to answer that question 'What are you going to be?' I guess 'an architect' was the natural response." He chose the University of Minnesota for his undergraduate work, in part because of the leadership of Ralph Rapson, then head of the School of Architecture. "Ralph Rapson represented a certain approach to architecture, a strong design approach, that influenced me greatly," says Cavaluzzi. "It was an excellent program." Cavaluzzi completed his bachelor's degree in 1983 and spent two years working in Minneapolis—for BRBW Architects and Hammel Green and Abrahamson—before heading east to earn a master's degree at Columbia University in New York. There he found a new home.

"My exposure to New York has been wonderful in the sense that living in a city this large frees you up. It connects you to a wider audience and keeps you thinking about larger issues," he says.

His interest in the "larger issues" of architec-

BY BARBARA KNOX

ture and urban design shows itself clearly in his portfolio of recently completed projects, as well as in the work he submits for various architecture competitions. In January, Cavaluzzi won the Ralph Rapson Traveling Fellowship, a \$10,000 prize bestowed every two years on the winner of a competition sponsored by the Minnesota Architect's Foundation, for his design for a new City Hall in Farmington, Minnesota. Meant to be used for travel, the prize will allow Cavaluzzi to explore his theme of "urban retail."

"Does that sound mundane?" asks Cavaluzzi, laughing. "In truth, most of the architectural invention in our society is happening around retail. We started out with Main Street, then branched out and away from downtowns with [indoor shopping] malls, and now we're coming back full circle by creating 'destination' malls in downtown areas." Cavaluzzi is not reticent about offering an opinion on typical urban design issues, Minneapolis's a case in point. On City Center: "It's awful. It does not fit in with the rest of Minneapolis at all." On the Nicollet Mall: "Bring back the traffic. When you take away traffic, you take away activity." On parking: "Why not institute angled parking, which conveys a 'drive right up' sense of convenience that brings people downtown?"

Cavaluzzi's solution for one urban retail problem, bringing large-footprint retailers found in suburban malls into the heart of the city, is currently on display at New York's Municipal Arts Society, which is exhibiting the work of 16 teams that submitted plans for a competition entitled "Beyond the Box."

Cavaluzzi also brought home another major award recently, this one for his work on the Baltimore Inner Harbor East project, a new waterfront neighborhood development including a hotel and office, residential, and retail space smack in the middle of Baltimore's inner harbor. The project was singled out in 1995 for the prestigious Honor Award, given to just a handful of projects annually by the American Institute of Architects.

These days, a project in Kansas City, Missouri, has Cavaluzzi's full attention. The city's old Union Station, the third-largest railroad station in the country and what Cavaluzzi calls "a huge architectural resource," is being transformed into the Union Station Science Museum. "We're bringing together a large-scale historic preservation program with a reuse/mixed-use program," Cavaluzzi explains. "It's a tremendously exciting project."

What else is on the boards? In the short term, it's Cavaluzzi's ongoing work at Ehrenkrantz & Eckstut; his work at home, where he and his wife, Angela, tend to their three-year-old daughter, Caroline, and their ten-month-old son, Andrew; and his teaching at the Pratt Institute in New York. And down the road? "I wouldn't preclude the idea of having my own firm one day," he says. "I think every architect dreams of pursuing his own path."

**H**OW DID a Brooklyn-born woman who left home to study communications and filmmaking, first at Antioch University in Ohio and later at the Sorbonne in Paris, end up becoming a Minnesota architect?

"It was all happenstance," says Sara Rothholz Weiner, who recently was named architectural director of the new interior architecture group at The Leonard Parker Associates Architects (TLPA), a notable Minneapolis firm. "I was living in New York and was lured to Minneapolis for a weekend visit to do a lecture on semiology and structuralism in filmmaking at the Minneapolis College of Art and Design, and I ended up staying through the



**The Kansas City Union Station—the third-largest railroad station in the country—is “a huge architectural resource,” according to Peter Cavaluzzi, who is transforming the building into the Union Station Science Museum.**

summer.” While she was living in a loft near the Mississippi River in downtown Minneapolis, Weiner fell under the spell of the local landscape. “I had never experienced anything like it,” she recalls. “The grain elevators, St. Anthony Falls, the historic quality of the buildings. I got so excited, I wanted to understand it, to round out my knowledge base, so I ended up enrolling in the [University of Minnesota] architecture program.”

While she was completing her master's degree in architecture, which she received in 1992, Weiner began working with Bill Morrish, who had just arrived in Minnesota from California to head the University's Design Center for American Urban Landscape. “Bill has an amazing way of engaging the population in thinking about architecture,” says Weiner. “I learned a lot from him, not just about designing but also about thinking, about creating a clear field for thinking about the issues associated with design. I learned that you don't create the solution to the problem straightaway.”

Now at TLPA, Weiner is working on the new Federal Building and U.S. Courthouse in downtown Minneapolis, several hotels in South Korea, the Duluth Technical College, and other projects. Two recently completed projects—the new Rochester, Minnesota, public library and the refurbished Walker Community Library in Minneapolis's Uptown area—typify the kind of work that Weiner most enjoys.

“I love doing urban, public projects,” she says. “In the public realm, you have such a great responsibility to the client, to the public. But you have such wonderful opportunities, too.” She delights, for example, in anecdotes about parents and children enjoying the newly created kids' area in the Walker Library. And she talks enthusiastically about her longtime interest in public art, which led her to create such pieces as the massive Hiawatha gateway mural in Minneapolis. The mural depicts historical scenes and universal perspectives of the earth and moon across a number



**Sara Rothholz Weiner, above, in front of the Walker Community Library in Minneapolis. Weiner worked on the recent renovation of the library as well as the design for the new public library in Rochester, Minnesota. The Rochester library, pictured at left, is designed around a glass-encased rotunda with views of the Zumbro River.**



of grain elevators. Making the connection between art and community is where Weiner's work really comes together.

"When the project leaves the hands of the creator and enters the realm of the community, that's when the work begins to mean something," Weiner says. "I believe that people are looking to support community-based art, and when the gateway mural was finished, the community felt that they owned it. And that's the way it should be." After receiving the commission for the mural from the Minneapolis Arts Commission, Weiner went on to win both a Neighborhood Pride Award and an Honor Award for the project from the Minneapolis Committee for Urban Environment.

Her intense interest in public art and urban design has led Weiner to work with a number of Twin Cities community groups, and to serving on neighborhood boards, the governor's design team for Little Falls, Minnesota, and the Citizen's Advisory Committee to the Minneapolis Park and Recreation Board.

Some of her many community activities may have to go by the wayside, if only temporarily, as Weiner and her husband, architect

Janci Curiskis, tackle their latest endeavor: caring for their infant son, Artis. Weiner, clearly enamored with her new role as a mother, has been engaged in a classic juggling of job and family since Artis's arrival. But she is full of praise for both her employer, TLPA, and the University's College of Architecture and Landscape Architecture, where she is an adjunct faculty member.

"I have gotten such great support from both places," says Weiner, "that it has increased my level of commitment to both organizations. We hear a lot about 'family values' these days, and that's what we're talking about here. The people in my professional life have just reached out incredibly with support for my family." So what with tending to Artis at home in Minneapolis's Seward neighborhood, leading a new department at TLPA, and teaching at the University, it's not surprising that, come the weekend, Weiner and family head for a 40-acre getaway in Wisconsin that they have dubbed Camp Pretend.

"There's really little more than a barn and a shack that we call a cottage right now, but one day ..." says Weiner. "It's a field for fun and for exploration, and one day I see it dot-

ted with small structures that will be a retreat for our community of friends."

**I**T'S NO SURPRISE to those who know him that Bill Blanski was awarded the much-prized 1995 Young Architects Citation from the American Institute of Architects (AIA). Says Ellis Bullock, chancellor of the AIA College of Fellows: "Blanski's award-winning work, widely published, is varied in scope and type. His design solutions, rich and beautiful ... make life better for all people."

Heady stuff for a 35-year-old who has spent fewer than 10 years practicing architecture (a requirement for the citation). But sit down with Blanski to discuss his work and you'll leave with no doubts about the commitment he brings to the profession.

Philosophically, Blanski refers to himself as an architect who is "striving to remain a generalist in a firm that's highly segmented." Hammel Green and Abrahamson (HGA), where Blanski has worked since 1987 as a senior designer and associate vice presi-

dent, is known for health care, cultural, and education facilities. Blanski, on the other hand, is less interested in the product than in the process. In the increasingly specialized world of architecture, Blanski relentlessly bucks the trend.

"I get kidded about it," says Blanski, unfazed. "I hear it all the time: 'OK, Bill, when are you going to decide what kind of work you really want to do?'"

What Blanski wants to do, it seems, is everything. In the recent past, he has designed or contributed to such disparate projects as the Weesner Family Amphitheater at the Minnesota Zoological Garden in Apple Valley, a new 3M divisional headquarters building in Minneapolis, and the remodeling of the landmark Guthrie Theater in Minneapolis. He speaks of an abiding interest in residential design and has put his talents to work in that area, too. And his work has earned him numerous awards.

All of this is not to say that Blanski is a man without a focus. Quite the contrary.

When he talks about his interest in the process of design, he also talks about his love of drawing. He learned to love drawing as a grade-schooler, and he has doggedly pursued that interest over the years.

"I was actually born at the U," says Blanski, whose parents were living in University of Minnesota student housing when he came along in 1960. "My grandfather was a janitor at the U, my father graduated in business administration the year after I was born.... Where else would I go to school?"

After a brief break from the University to earn a master's degree at Yale, Blanski is back on campus as an adjunct faculty member teaching design and drawing at the College of Architecture and Landscape Architecture, where he hopes to "pass the spark" to a new generation of architects, much as he received it from such University mentors as Minneapolis architect and University adjunct professor Dale Mulfinger, '67.



**Bill Blanski, above, won the much-prized Young Architects Citation from the American Institute of Architects in 1995. He recently designed the Weesner Family Amphitheater, left, at the Minnesota Zoological Garden in Apple Valley.**

"I'm really pursuing the discipline of practice," Blanski explains. "I give my students daily drawing exercises, which harks back to my early influences from the old school, the school that believed so strongly in drawing. This exercise is about doing it. Every day. In this competitive era, drawing is so important. This is my personal quest, I guess, to explore the relationship between the discipline of drawing and the discipline of practice." While he recognizes that his work at the University ultimately limits his time as a practitioner, Blanski doesn't foresee a time when he'll give up teaching. "I thoroughly enjoy being over here," he says of his time on campus. "And HGA has been very amenable to my role at the University."

In his quest to pass the spark, Blanski isn't waiting for college students to come to him. He also volunteers at local grade schools, speaking to youngsters about his love of architecture. And it's a sure bet that Blanski is not missing the opportunity to pass along his passion to his own brood—Tyler, 12, Alex, 10, and Britta, 7. He and his wife, Nancy, live with the three kids in what he calls a "modest single-family house" in St. Louis Park.

For Blanski, architecture isn't a nine-to-five stint in an office; it's about "creating ideas, bringing them to life, and making the places of our world better for people." ■

# Minnesota Salutes the 1995 AIA Minnesota Honor Award Winners

IN 1995 THE AMERICAN INSTITUTE OF ARCHITECTS MINNESOTA honored seven architectural projects for outstanding designs. University of Minnesota alumni, identified here by year of graduation, were on the teams that created five of them. Frederick Bland, FAIA, a partner with Beyer Blinder Belle in New York; Laurie Hawkinson, a principal with Smith-Miller + Hawkinson Architects in New York; and Mark Mack, founder of MACK Architects in Venice, California, selected the winners from a pool of 97 submissions.



## ORIGEN CENTER

Menomonie, Wisconsin

**Client:** Phillips Plastics Corporation

**Firm:** James/Snow Architects

**Principal-in-charge:** Julie Snow

**Project team:** Douglas Coffler, Paul Gates, Paul Yaggie, James R. Larson, Michael Sheridan, '95, Nancy Blankfard, Nathan Knutson, '95, Vincent James



## CARLSON OUTBUILDINGS

Lake Nebagamon, Wisconsin

**Client:** Mark and Mary Del Carlson

**Firm:** Salmela Architect

**Principal-in-charge:** David Salmela



## LEAMINGTON MUNICIPAL TRANSIT HUB

Minneapolis

**Client:** City of Minneapolis

**Firm:** Ellerbe Becket

**Principal-in-charge:** Richard Varda, '77

**Project team:** Dex Merolt, Greg Nook, '81, Pat Bougie, Mark Wentzell, '77, Bruce Paulson



## COWLES FARMHOUSE

Shafer, Minnesota

**Client:** Sage and John Cowles Jr.

**Firm:** Meyer, Scherer & Rockcastle

**Principal-in-charge:** Tom Meyer

**Project team:** Marc Asmus, '91, Herb Baldwin, Lynn Barnhouse, Barry Petit, '74

## CONCEPTUAL RIVER CORRIDOR PLAN:

A Neighborhood-Based Plan for the Upper River Corridor

Mississippi River, Minneapolis

**Client:** Mississippi Corridor Neighborhood Coalition

**Firm:** Scott Wende Architects

**Principal-in-charge:** Scott Wende

**Consultants:** Citizens for a Better Environment



## KNOX GARDEN

Minneapolis

**Client:** Sustainable Resources Center

**Firm:** Loom

**Principal-in-charge:** Ralph Nelson

**Project team:** Ralph Nelson, Raveevam Choksombatchai, Ben Awes, Dean Johnson, '74, Don Myers, '95, Ann Maki, Paul Pavlak, '95



## MINNESOTA CHILDREN'S MUSEUM

St. Paul

**Client:** Minnesota Children's Museum

**Firm:** The Alliance and James/Snow Architects

**Principal-in-charge:** Thomas DeAngelo, '78 (The Alliance)

**Design principal:** Vincent James (James/Snow Architects)

**Project team:** Doug Coffler, Jerry Hagen, '80, Maria Hanft, '77, Yinsze Lam, '89, Michael Sheridan, Krista Shieb, Julie Snow, Joan Soranno

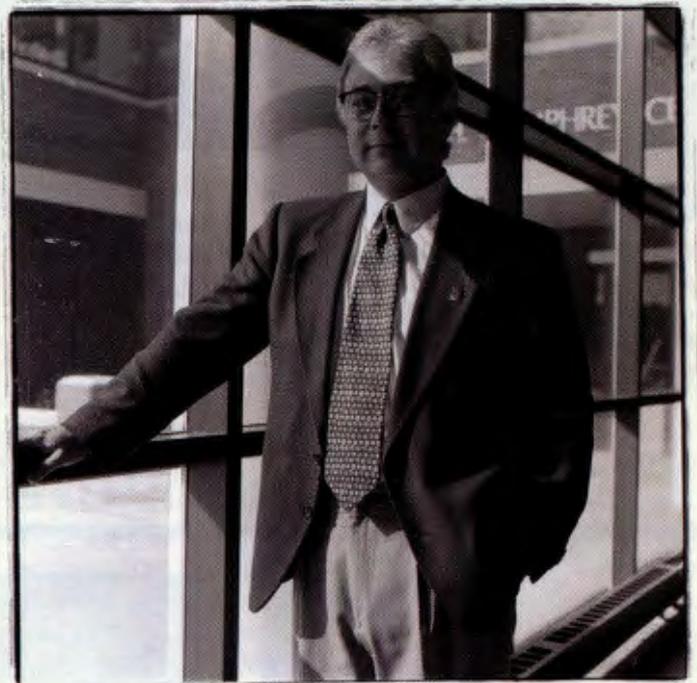
# Friends in Deed

These eight staff members  
are committed to making  
the University of Minnesota  
a better place for all students

By Karen Roach

Photographs by Melissa Cooperman

**I**N 1989 University President Nils Hasselmo and his administrators set three five-year diversity goals: to double minority faculty hires, to increase minority enrollment to 10 percent of the systemwide total, and to improve by 50 percent the five-year graduation rate of undergraduate students of color. ¶ At the urging of the University of Minnesota Alumni Association national board, *Minnesota* has reported once a year for the past four years on the University's efforts, accomplishments, and shortcomings as it has worked to meet these goals. ¶ In 1992 we presented an overview of diversity at the University of Minnesota. In 1993 we profiled Josie Johnson, then new associate vice president for academic affairs and associate provost with special responsibility for minority affairs, and we reported on the administrative decision that efforts to support and encourage diversity would be a criterion in future budget processes. In 1994 we examined the climate for students of color on the Twin Cities campus and reported what administrators were doing to improve it. Last year, for the first time, we asked a writer of color—instead of our all-white magazine staff—to come to campus to talk with people about the University's diversity efforts, and then prepare our report. ¶ When administrators announced to the Board of Regents last year that the University had met the three diversity goals, *Minnesota* decided that this year we would profile some of the staff members who have worked to help the University meet its goals and make the campus a better place for the students, staff, and faculty who work and study here. ¶ And as we have each year, we've included an up-to-date statistical comparison of the recruitment and retention of minority students and faculty on all four University campuses.



Candelario Zuniga

## FIELD OF DREAMS

**W**HEN CANDELARIO ZUNIGA was a young boy working in the farm fields of the Yakima Valley in Washington, he occasionally complained to his parents about the hard work. "If you don't like this," his father would say, "you better stay in school."

The first person in his immediate family to graduate from high school, Zuniga decided to attend Washington State University. He soon found himself on academic probation at an institution with no support services for students of color.

When a relative who was attending the University of Minnesota came back to Washington for a visit, he talked to Zuniga



**Candace Morningsky**

about Minnesota. Zuniga applied to both the University and Macalester College in St. Paul. Macalester offered better financial aid, so he went to and eventually graduated from Mac. "I made a decision on the spur of the moment to move to Minnesota," says Zuniga, "and it changed my life."

Today, Zuniga provides students at the University of Minnesota with the help he couldn't find at Washington State. As minority program coordinator for the Carlson School of Management, he relates well to all students of color. "The comfort level is there," he explains. "They may see me as from a different race or another culture; but we're in the same boat. We need to educate the nonminority population, but we also have to educate ourselves so we don't carry these stereotypes in our heads."

Zuniga thinks of his students as extended family. He's been invited to graduation parties and weddings, and when his son was born during finals week two years ago, six students greeted him in the waiting area. "I was floored," he recalls. "They saw my son when he was 15 minutes old."

Zuniga also manages the merit-based Carlson Advantage Scholarship program. Each fall, he hosts a reception for the scholars that features a keynote speech by an alumnus. Zuniga is concerned because the number of students who receive the scholarship has decreased slightly as tuition costs have increased. When it comes to offering attractive financial packages to recruit top-notch students of color, the University can't always compete. Some stu-

dents choose the Carlson School anyway because of its reputation, and though the financial support may be lacking, Zuniga is there to provide academic and emotional support.

### **RESOURCEFUL LEARNING**

**W**HEN SHE'S NOT in her office, a message recorded in Spanish and English greets callers trying to reach Gayle Woodruff at the University of Minnesota. An academic counselor in the Chicano/Latino Learning Resource Center, Woodruff estimates that about a quarter of her students—and even more of their parents—respond in Spanish. Many comment that the recording makes them feel welcome. "Every once in a while, even my colleagues will attempt to brush up on their old high school Spanish," she chuckles.

Only about half of the University's Chicano/Latino students speak Spanish. Some have bilingual parents who encouraged their children to speak English because of assimilation concerns; they come to the University yearning to learn more about their culture and her-

itage, and they enroll in beginning Spanish.

Cultural and ethical issues, academic progress, career development, financial aid, and personal support are some of the challenges faced daily by Woodruff and her colleagues in the Twin Cities campus learning resource centers (LRCs). Administered through the Office for Minority and Special Student Affairs, the four LRCs—African American, American Indian, Asian/Pacific American, and Chicano/Latino—share an overall goal of recruiting and retaining students of color. The centers collaborate on a summer institute for incoming freshmen but otherwise operate fairly independently. The LRC counselors, however, experience similar frustrations and concerns, as well as joys and rewards.

Each of the centers employs between one and three full-time counselors. In addition to helping students with their studies, the counselors deal with many nonacademic variables: housing and financial problems, personal and family emergencies, racism, discrimination. They all regret their inability to reach all of the students who could benefit from their services.

"If we're looking at a quality model in education, we're understaffed," says Woodruff, who is assisted by one graduate teaching assistant. "I try to get to know students on a first-name basis and to know their career interests. I've been blessed with a good memory, but it's challenging. Something will come across my desk—an internship posting—and if I knew my students better, I could forward it to more people."

Tony Diggs, '93, has been a counselor in the African American LRC for the past five years. He is seeing more parents come in with new students—a change for the better, even if it sometimes demands more time from him. “We need to do whatever it takes to get students into the University and to help them feel comfortable here,” he says.

As an African American professional who has earned some success and enjoys his job, Diggs feels a responsibility to serve as a role model. He enjoys talking to students about their options and helping them devise strategies to succeed in and out of the classroom.

Consider the young man who was majoring in engineering but struggling with his choice. “We sat down and talked about what he really wanted to do and brainstormed some options,” says Diggs. The student took some courses in other colleges, transferred to the applied economics program in the College of Agricultural, Food, and Environmental Sciences, and began to excel academically. “It was a wonderful turn of events for him,” Diggs says.

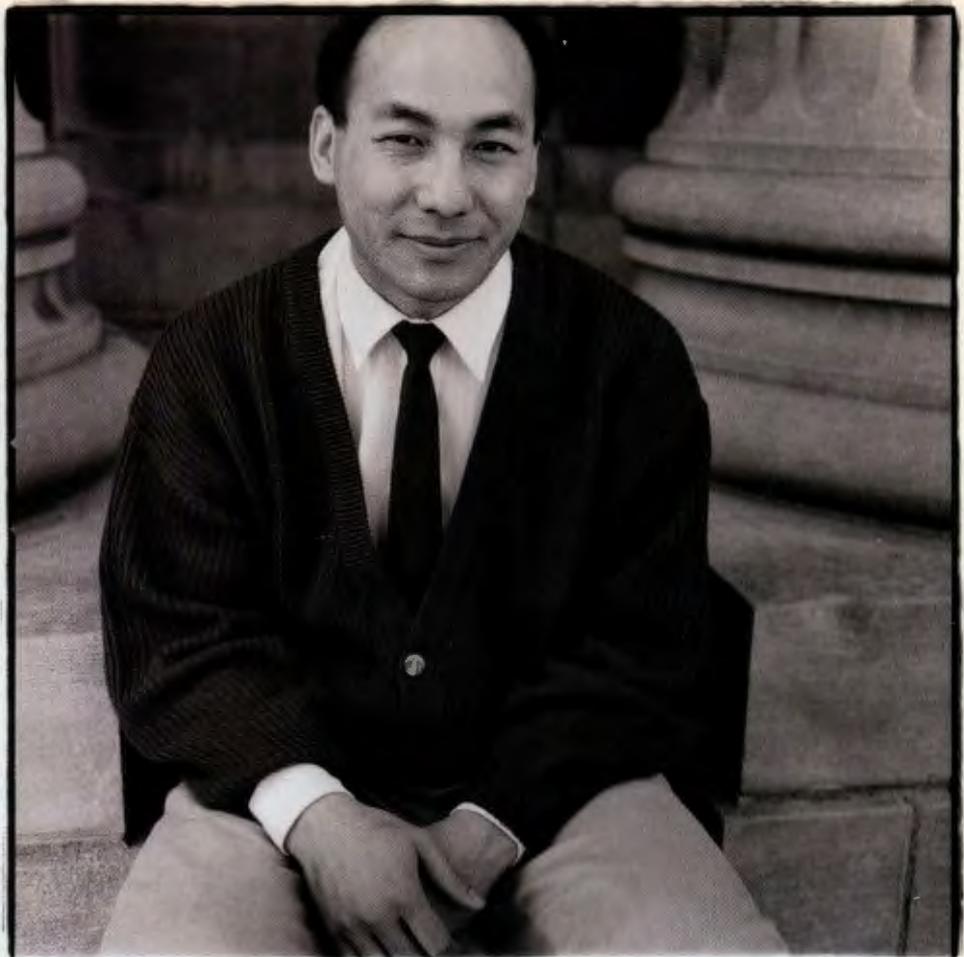
For students to be successful, they have to feel comfortable, he says. “Let’s say you have a single parent who can’t get to school because she doesn’t have bus fare or have a place for her baby to go. Disproportionately, students of color have to deal with those issues before they even get to the classroom.”

Coming to the University can be a difficult time for many students, echoes Candace Morningsky, one of two counselors from the American Indian LRC, who estimates that she sees between one and seven students each day, for between ten minutes and four hours.

“They’re young people, trying to [discover] who they are,” she says. “About half of our students come from small communities and reservations where communication styles are different. They walk in two worlds, trying to keep their cultural identity and practice their customs and traditions in a society that doesn’t always recognize them. We try to create a bridge or a safe holding place where they can stop, take a rest, and talk.”

Morningsky recalls a young Lakota woman who came to the University from a small town and a family with slim financial means. “She cried for the first two weeks she was here. I was concerned she wouldn’t stay,” Morningsky says.

But with the support of academic and personal counseling, the woman is now a University senior and a representative to the Board of Regents, and she is considering law school. “She really stands out,” says Morningsky. “She listens to people, and students see her as a leader. She’s a very sound and beautiful person.”



**Yung Lee**



**Tony Diggs**



Yvette Haskins

"Our services are especially beneficial for those at the top, who stop by more often, and for those at the bottom, who are really in trouble," says Vang Lee, one of three academic counselors in the Asian/Pacific LRC, but "many average students fall through the cracks."

Lee says some people wrongly perceive all Asian American students as strong academically, but some are struggling. Students are put on probation if they don't maintain the minimum requirements of 12 credits per quarter and a 2.0 grade point average. Each quarter, as many as 120 Asian American students may be placed on probation, and the LRC counselors schedule time to tutor them.

The LRC also suffers from a bit of an identity crisis. It serves students from many different ethnic groups, including students with Laotian, Hmong, Cambodian, Chinese, and Japanese backgrounds. "For some [scholarship] programs, Asian is not considered a minority," he says. "Well, what is Asian?"

Lee says many students also face pressure because of their cultural background and family expectations. "We listen to their stories, and they can get rather personal," he says. "Some cry right in front of me. Parents can expect a lot and sometimes they expect [their children] to be something other than what they want to be," he says.

People in the Twin Cities community—many of them University alumni—play an important role in the learning resource centers. The American Indian Council of Elders, a group of community volunteers, assists students with their questions about cultural identity. The Chicano/Latino LRC worked with the Uni-

versity of Minnesota Alumni Association (UMAA) last year to establish a mentor program that paired about 55 freshmen with alumni. "It's made a world of difference with retention," says Woodruff.

The program is clamoring for more alumni mentors. If you can help, or would like more information on the UMAA mentor program, call Tara Parker at the alumni association at 612-624-2323.

### NO PLACE LIKE HOME

**Y**VETTE HASKINS holds the honorary job title of mom away from home to the Gopher men's basketball team. Her husband, Clem Haskins, has coached the team for 10 years.

"We bring a lot of people from different backgrounds into one setting and we have to provide them with some cohesiveness," she says. The players "need a sense of family and belonging. They have to get along with and understand each other."

Clem and Yvette regularly invite student athletes to their home for dinner and take them shopping and to church. "The problem is that they get so used to my cooking, they don't want to go back to [eating at the dorm]," says Haskins with a laugh. Her specialties include burgers and barbecued ribs on the grill, candied yams and greens, and

Coca-Cola cake or banana pudding for dessert. "Sometimes I'll have them over for a big breakfast, too," she says.

The couple has formed lasting bonds with several players from both the men's and women's basketball programs. Crystal Flint, an assistant coach for the Gopher women's basketball team, was a guard for the team she now coaches from 1990 to 1994. She met Clem and Yvette through their daughter, Clemette, who was then an assistant coach for the Gophers. A Massachusetts native, Flint appreciated the family's efforts to help her adjust to being at a college far from home. When she hurt her knee during a game, Yvette came down from the stands to lend her support.

When the Haskins family arrived in Minnesota, they discovered some animosity toward the basketball team and the men's athletic department in the wake of the arrest and trial of three players who were accused of raping a woman following a game in Madison, Wisconsin. The players were subsequently acquitted, but the team's image suffered.

"Since we've been here, we've had a number of players with good people skills who can relate to other students, and they have helped bridge that gap," says Haskins. "It took some winning seasons and people realizing that Clem makes sure the players go to class, get their degrees, and play basketball to the best of their ability."

The most rewarding part of being involved with the University is the people, says Haskins. "Minnesota as a whole [is populated with] warm and open-minded people who care about the welfare of others"—a place where people like Yvette and Clem feel right at home.

## PLANT THERAPY

**J**EAN LARSON describes herself as a “physical learner.”

“I can’t learn from textbooks. I have to get out in the field to touch and see what I’m [studying],” says Larson, who has dyslexia and is committed to making learning and teaching more interactive, experiential, and fun for others.

As coordinator of therapeutic horticulture at the University’s Minnesota Landscape Arboretum, Larson works with more than 3,000 people a year who range in age and ability. Some have developmental disabilities, and others are recovering from strokes or traumatic brain injuries. Therapeutic horticulture promotes health and wellness through plants.

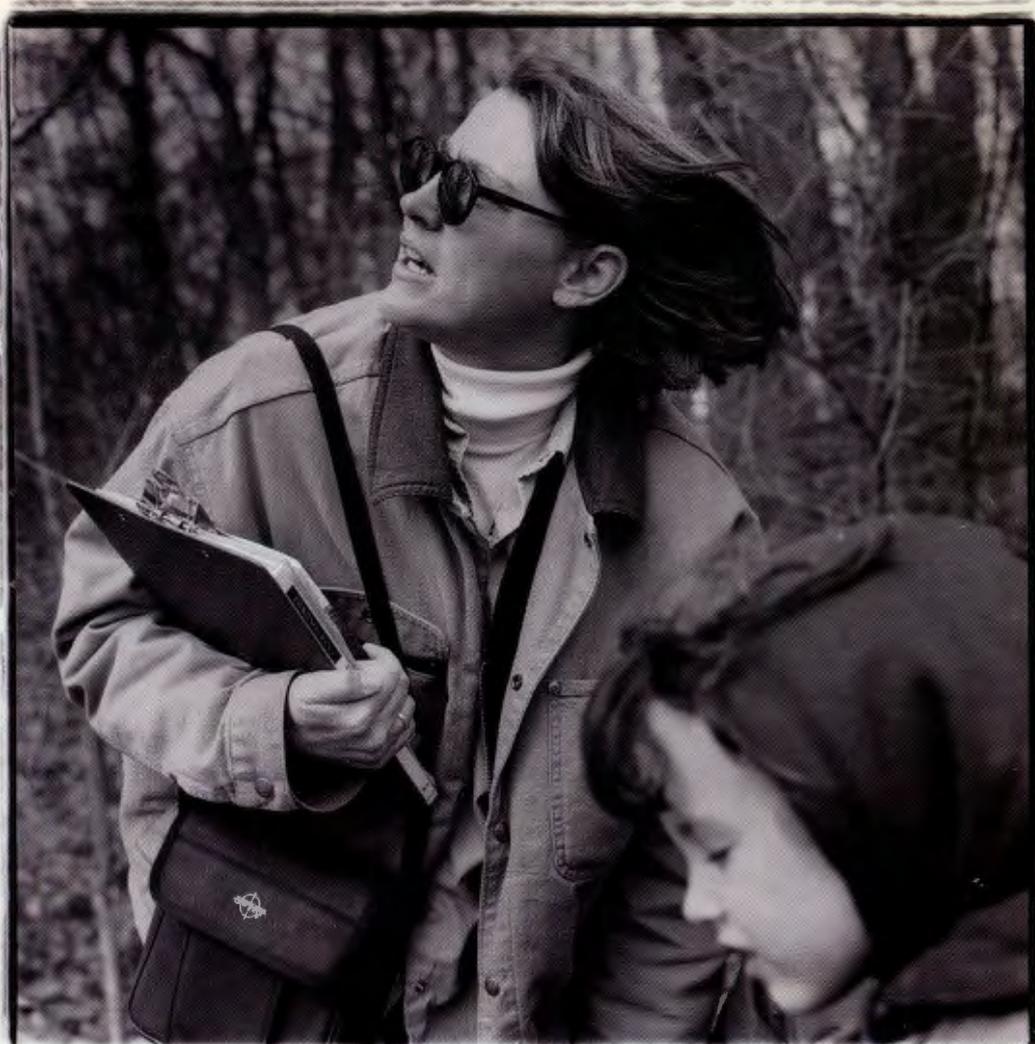
The therapeutic benefits of horticulture lie in four distinct domains. Not surprisingly, Larson uses an example to illustrate how horticultural therapy can work: Two people work side by side (social) to plant seeds (physical), learn about the plants (cognitive), and nurture them to full growth (psychological). A fifth component is spiritual—a benefit of gardening that Larson says “ties us to each other and to the earth.”

Although many arboretums and botanical gardens in the United States have a therapeutic horticulture program, only Kansas State University offers a degree in the subject. Larson says Minnesota’s program is unique in that it is community-based rather than medical-based.

“We are not concerned with working with the body to ‘cure’ something,” she says. “We are interested in how plants benefit the whole person, the whole community. For example, people might express their cultural identity by planting a garden in their neighborhood.”

In one of the arboretum’s contracted therapeutic horticulture programs, children and elders work together year round to learn new physical skills, bone up on horticulture information, and build self-esteem. Larson, who serves as facilitator, says the intergenerational program builds alliances between young and old. An elder who tends to be shy and introverted lights up when she works with a child; the youngster explores his connection to living things and learns from his partner, who ultimately becomes a surrogate grandparent.

Larson also teaches therapeutic horticulture to others, creating what she calls a “ripple effect.” She trains occupational and physical therapists, nursing home staff, teachers, master gardeners, social workers, community leaders—anyone who is interested in promoting health and wellness through plants.



Jean Larson

## THE POWER OF SONG

- Music Teacher: Where do they speak Hebrew?  
Child One: Everyone in the Bible speaks Hebrew.  
Child Two: You mean Jesus spoke Hebrew?  
Child Three: No, everyone knows Jesus spoke English.

**T**HE CONVERSATION stems from a rehearsal of children singing a Hebrew folk song. Their pronunciation is terrible, prompting the director to say, “This might sound like gobbledygook to you, but it’s a language. It’s Hebrew. To people who speak this language, it’s disrespectful to pronounce it wrong. In fact, English might sound like gobbledygook to them.”

This is CitiSongs, a youth, family, and community development program that aims to combat racism with song. Youth and teen choirs perform throughout the Twin Cities at events as small as ice cream socials to venues as grand as the Basilica of St. Mary. Before every performance, the children are briefed about the event and tour the facility where they are performing. “We’re very big on seizing teachable moments,” says Helen Kivnick, who is executive director of CitiSongs.

The program is a celebration of diversity. The kids and the staff are diverse, as is the musical repertoire. The choirs have sung in Spanish, Italian, Latin, Zulu, Swahili, and American Sign Language and in genres that include gospel, classical, traditional folk,

### Minority Tenured and Tenure-Track Faculty

American Indian	Minority Faculty	Percentage of all Faculty
October 1988	6	.2%
October 1994	12	.4%
October 1995	11	.4%
<b>African American</b>		
October 1988	25	.8%
October 1994	39	1.3%
October 1995	42	1.4%
<b>Chicano/Latino</b>		
October 1988	35	1.1%
October 1994	39	1.3%
October 1995	38	1.3%
<b>Asian/Pacific American</b>		
October 1988	146	4.5%
October 1994	193	6.2%
October 1995	198	6.7%
<b>All Minority</b>		
October 1988	212	6.6%
October 1994	283	9.1%
October 1995	289	9.8%
<b>Total Faculty</b>		
October 1988	3,228	100%
October 1994	3,102	100%
October 1995	2,961	100%

Note: The tenured and tenure-track faculty data include professors, associate professors, assistant professors, instructors, and Regents' Professors systemwide. Source: Human Resources Information System, Counts of Regular Faculty by Sex and Race

and contemporary. They've even written their own songs. "They did a medieval madrigal," says Kivnick. "They didn't particularly like it, but they did it."

CitiSongs is Kivnick's vision, inspired in part by her research on song and struggle in South Africa in the mid-1980s. In the midst of apartheid, she was moved by "the incredible power of singing and culture in the survival of the spirit."

When she joined the University's School of Social Work in the early 1990s as an associate professor, Kivnick began to talk with everyone she met about starting a project like CitiSongs. Although she insists that "nothing results from one person alone," Kivnick undeniably is the program's driving force. CitiSongs officially employs Kivnick 10 hours a week, and she volunteers 30 hours more. She also teaches classes on life-cycle development, conducts research on healthy aging, advises students, serves on University committees, and does "all those things a faculty member is supposed to do."

CitiSongs is linked to the University in other ways. The choirs have worked with undergraduate student interns and are invited to sing at University events. "That's enormously valuable for our kids," says Kivnick. "In the same way that kids who get read to become readers, kids who have contact with colleges and universities while they are growing up are much more likely to go to college."

"They know that CitiSongs is a University project so that, in some ways, they're a part of the University right now, and that the University could be a part of their lives in other ways later." ■

### Minority Student Enrollment

American Indian	Enrollment	Percentage of Total Enrollment
Fall 1988*	377	.7%
Fall 1994	442	.9%
Fall 1995	472	1.0%
<b>Chicano/Latino</b>		
Fall 1988*	534	1.0%
Fall 1994	698	1.5%
Fall 1995	735	1.5%
<b>African American</b>		
Fall 1988*	956	1.7%
Fall 1994	1,235	2.6%
Fall 1995	1,303	2.7%
<b>Asian/Pacific</b>		
Fall 1988*	1,803	3.3%
Fall 1994	2,632	5.5%
Fall 1995	2,799	5.8%
<b>All Minority</b>		
Fall 1988*	3,670	6.7%
Fall 1994	5,007	10.5%
Fall 1995	5,309	11.0%

\* Includes University of Minnesota, Waseca

Note: The data include all full-time and part-time minority undergraduate, graduate, professional, and unclassified students, and exclude international students systemwide. Source: Office of the Registrar

### Minority Undergraduate Enrollment and Minority Recipients of Bachelor's Degrees, Twin Cities Campus

American Indian	Number	Percentage of Total
Enrollment	169	.5%
Graduates	19	.2%
<b>Chicano/Latino</b>		
Enrollment	415	1.1%
Graduates	70	.8%
<b>African American</b>		
Enrollment	793	2.1%
Graduates	77	.9%
<b>Asian/Pacific</b>		
Enrollment	1,868	5.1%
Graduates	259	2.9%
<b>All Minority</b>		
Enrollment	3,245	8.8%
Graduates	425	4.8%
<b>Total Undergraduate</b>		
Enrollment	23,238	62.8%
Graduates	5,162	58.6%
<b>Total Enrollment</b>		
Enrollment	36,995	100%
Graduates (all degrees)	8,804	100%

Note: Latest figures available include enrollment for fall 1994 and bachelor's degree recipients during academic year 1994-95.

Source: Office of the Registrar

# I Will Give You This

Writer and teacher Alexs Pate creates a legacy

for African Americans in his work

As told to Vicki Stavig

**M**y mother fed me books like chocolate. She poured books on me. My writing was fueled by that. Until I was 10 or 12, all I did was stay home and read. ☾ I went to an inner-city school in north Philadelphia, where a lot of the students were reading a grade or two below their level. I went to a high school that was predominantly white. Only two other kids from the neighborhood went there. During adolescence, I was pretty rambunctious. I continued reading but hung out with the kids in the neighborhood. I didn't want to be seen as smart.

At 13 and 14, when I was hanging out with friends on the corner, I was reciting poems and incurring their wrath. It was mostly stuff I made up. Today I might have been a rapper. If you're a young kid in the city today, there are so few role models, all you would think about is rap. As far as contemporary African American poetry, there's not much out there today; it's in the recording studios. I don't think my mother saw my talent in poetry. I didn't share it much at home. I didn't take it seriously at the time, either.

I don't know if I can say what my dreams were as a kid. I don't think I really wanted to do anything but be a writer, to be known as someone who was creative. I have tried my hand at photography and always was interested in the arts. I think when your head is full of stories, you want to get them out. In high school, I read all the Greek and Roman mythology and was totally enamored of Shakespeare. I also liked William Saroyan and Anne Sexton. Karl Shapiro blew me away.

One of the things my mother was really spectacular about was making sure I knew black writers as well, the poets of the 1920s and earlier. I always had things to say and was so caught up in the whole idea of stories and imagination that I have never felt comfortable doing anything else. When you read, you believe you can do anything. You get the full breadth of the human spirit and the potential of the human spirit.

I went into the navy after high school and spent the better part of two and a half years on two different ships, traveling to Europe, the North Atlantic, and the Caribbean. While I was in the navy, I started writing in earnest. I had seen enough stupidity in my life by then to know I wouldn't get to do what I wanted to do unless I studied. I took it seriously and enrolled at Temple University in Philadelphia.

Believe it or not, I wanted to work on political campaigns. I wanted to study journalism and political science. In the first semester, I got into a black writer's workshop with young African American students. I never looked back from that time on. It was a great time, the height of the black art movement.

At Temple, I was really a good student. I threw myself into it. By the time I left, I had already written a novel called *The Dragon's Blood*. It was never published, but someone at Random House did look at it and almost published it. It really knocked me off my mark, because I had done what I set out to do: write a novel.

I still have remnants of *The Dragon's Blood*. I was so upset when it wasn't published that I think I burned parts of it. I don't think I could recreate it because it had the fire and recklessness of youth. It was about a man trapped in a mental hospital, who dreamed every night that he was fighting dragons.

After Temple, I applied to the Columbia master of fine arts program in writing and fiction but didn't think I'd get in. I was offered a job with a consulting firm, Human Resources Network (HRN), and took it. Then I got accepted at Columbia but stayed with HRN and spent about 15 years in business. At HRN I edited a publication for Fortune 500 companies that dealt with social and private issues. Six years later I was made vice president of the firm. One of our clients was Control Data, which offered me a job working for City Ventures. I was there for four years. When I made the choice to leave the business world and become a writer, it was a choice to put words over money and to leave a legacy.

When I was in Philadelphia, I had written op-ed articles for the *Philadelphia Inquirer* and done performance work. I was always looking for a way to get my work out there. When I moved to the Twin Cities, I did a column for *CityBusiness* and kept writing fiction. I have been writing nonstop. I also started teaching at the Loft. I loved teaching and was pretty good at it. I taught at the Loft for a few years, then started teaching at the University of Minnesota and at Macalester. I teach intermediate fiction at the University. At Macalester, I teach intermediate fiction and a class on the fiction of African American men and the Harlem Renaissance.

Teaching is the best way I know to learn. It keeps me vibrant and vital. My goal is to help my students do what they want to do with their work and to develop the confidence that, if they keep doing it, they will be successful. I like the energy young people



Alex Pate

have to learn how to do the thing that will make them the strongest, which is to tell some part of the story they have to tell.

I had a student who had his first short story published in the *New Yorker*. It was pretty amazing. I am proud of the number of students who have left my class and gone on to graduate school, those who have their own dreams and goals and are working hard to make them come true. It's gratifying to have some impact on people's careers.

As far as writing, it's like they say: Many are called, few are chosen. It's a kind of conditioning you have to prepare yourself for, to lay yourself bare to yourself and to the public, to expose your vulnerabilities, weaknesses, and sorrows. The thing about writing that is the most frightening is telling who you are: your morals, weaknesses, fears, ethics. You reveal your disappointments indirectly. You can go into your dark space and expose it to the light.

In the throes of writing, it's very painful, but as you find your clarity and seek your truth, it's very rewarding. You find out so many other people have experienced the same things—love, the loss of a parent—and you get energy and power from that. On one level, it seems very selfish but, when your story is out there, it's a gift to you and to others whose stories need to be told. That is the reward; it's the reward of service.

*Losing Absalom* was published in 1994 and won the 1995 Minnesota Book Award for Best Fiction and was voted Best First Novel by the Black Caucus of the American Library Association. For me to win my first real literary award from a group of black librarians was probably the most amazing thing that ever happened to me. On my book tour, I read from it at the Black History Museum in Philadelphia. My family was there to hear me. I can't imagine being more proud.

*Losing Absalom* was sort of a tribute to my father. He died in 1988, and I realized after he was gone that there weren't any images of men like my father in books and films, of real strong family men who worked themselves to death and were uncelebrated. I wanted to display the qualities of a sensitive, fair-minded man against the images of black men portrayed in society today. Because my father worked so hard, I was able to get where I wanted. I wanted to bring him into history, which is what writers do.

The moment I finished *Losing Absalom*, even though I've always been terrified of death, I said, "OK, now I can die," because it was something I had dreamed of doing for so long. Then I thought, "Kill me now before I have another idea!"

*For Children with Missing Fathers* will be published this year. This book is about the relationship between a father and daughter, about the struggle of black family men in contemporary settings in which family is disintegrating. It's obviously very relevant. I'm interested in the souls and minds of black men, not what gets into the everyday press. I'm excited and apprehensive about the book.

I love to rewrite. I literally hate to be done with a story. When *For Children* went into production, it made me sad because I couldn't do anything more to it. I'd rather stay with the people I know. For me to rewrite a story, I have to reinvent it; that's how

I get a different texture. Every time I rewrite a story, I really start over. I attempt to get as close to the truth in both aesthetics and the story as I possibly can. Sometimes I might think I'm there, but six months later I might see that I can say it better.

I think my poetry is more direct and a little edgier than my fiction. My fiction is a little softer, more like a seduction in that the goal is to draw people in and make the fiction real. I would say I'm more proficient at fiction than at any other thing I do. My thought process is slower for fiction; things develop slower from life. My poetry is more a short burst.

Poetry to me is more scary. I hold poets in more esteem than fiction writers, because specificity and precision is so demanding in poetry. I'm kind of waiting for a publisher to ask me for my poetry, but I have not sent it out. I would need to spend more time rewriting it. I'm not confident in my poetry. It will take someone snatching it out of my hands to publish it. I understand better what I'm doing with fiction right now.

I try to write every day. I have another book I'm very near completing, a book I started writing at Temple. It's called *West of Rehoboth*. Rehoboth Beach is a resort town in Delaware where I spent a lot of time. It's a coming-of-age book about a boy and an old man. I hope to have it published next year.

How would I like to be remembered? In some ways, I feel my work will speak for itself. The books will be here. I'm trying my hardest to validate for me and for men who are like me that we have much work to do inside ourselves, that dealing with social and political issues is great, but what is going on inside you while that is happening? *Losing Absalom* is like a first salvo. The men I know are too proud, strong, sweet, and smart to be put down by a system in such a way that we are personally wounded. ■

# Summer Reading List

Minnesota presents a compendium of recently published books written by alumni and faculty. This year, we've included excerpts from several of these books—which run the gamut from art to politics—to whet your appetite.

Edited by Teresa Scalzo and Theresa Dzubak

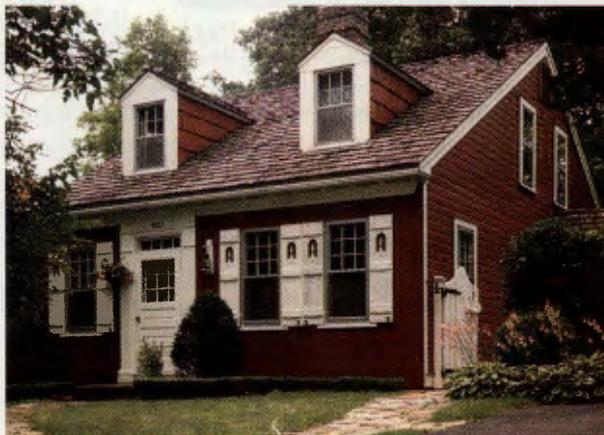
## The Architecture of Edwin Lundie

—Dale Mulfinger, '67, Adjunct professor of architecture  
Minnesota Historical Society Press

FOR ROUGHLY FIFTY YEARS Edwin Lundie practiced architecture in Minnesota under his own name. Working for a clientele that he categorized as the “aristocracy of good taste,” Lundie honed his design ideas over the course of some three hundred projects. Yet from the time of one of his earliest houses, the Stakman house, until his final project of the Landscape Arboretum, there is a consistency in the ideas that form the underpinnings of his structures. His interest in simple, vernacular forms, evident in the Stakman design, was retained throughout his career. Whether gleaning his references from New England, the French countryside, rural England, or agrarian Scandinavia, he consistently drew from the vernacular forms that connected him to his clients' tastes.

Lundie acknowledged that Cass Gilbert's influence “shaped my attitude and my entire outlook toward my work.” Interestingly, however, whereas Lundie adopted the common Beaux-Arts model of quoting a design's source, he apparently rejected Gilbert's Beaux-Arts images and search for grand projects. Rather, Lundie appeared to prefer the small, modest, and intimate. Indeed, his larger houses are an assemblage of small structures, and his doorways so low that even he might have stooped to go through them. Lundie exhibited a humility in his work, showing greater concern for detail, scale, proportion, and craftsmanship than for Beaux-Arts grandeur.

Lundie's reasons for focusing on these particular designs is open to speculation. Possibly his humble upbringing propelled him not to fame but rather to service, as in a job well done, for



Edwin Lundie's own house, which he remodeled in 1922

Lundie certainly excelled in the craft of making a house and detailing its parts. He appeared comfortable with the scope and scale of residential projects and was content to live in his own modest house, which he remodeled, for more than fifty years.

As his career evolved through a steady stream of residential commissions, his execution through detail became the particular signature in his work. He never stopped drawing, producing designs for floor patterns, hardware, light fixtures, moldings, and carved ornament.

Carpenters noted that pieces of his cabins went together like those of a fine piece of furniture, and it is in this area that his work achieved special recognition. His imagination was fueled at an early age, as he noted later in life:

I think I attribute my enjoyment in this profession to the fact that my grandparents and my parents fed me all of the romantic fiction of that age which was good. It was a high order of thing, it was very imaginative, I think sometimes to the point of exaggeration and I think that's been true with me in my architecture. You can always land with a dull thud if you have gotten up there in the clouds too far. I think mastery of line and mass and scale and proportion is important; it is part of the working tools. Knowledge of the materials and crafts you're working is infinitely important. We're talking about design detail now and there are certain attributes of materials that call for different treatments, of doing things much finer, on a finer scale with some than with others.

# Minnesota, the Spirit of the Land

—Douglas Wood ♦ Photographs by Greg Ryan, '70  
Published by Voyageur Press



*White water lilies on Big Rice Lake in late summer, Chippewa National Forest*



*Maple leaves dusted with snow, Lake Superior highlands, Tettegouche State Park*

HERE ARE TWO WAYS to smell the astonishing sweetness of a fragrant white water lily. One way is to paddle your canoe up as close as possible. Then, taking care not to tip over, lean . . . way out . . . until your nose is only an inch or two from the blossom. Ahhh. . . This takes some doing. The other way is, of course, to just fall out of the canoe. Either way works. Either is worth the trouble.

THE FIRST LIGHT SNOW of late autumn falls like a benediction on a world littered with fallen leaves and needles, a world spent from the reckless extravagance of summer, the last fiery displays of autumn. Time now for summing up and acceptance, the hush of anticipation.

All the North Woods waits as if holding its breath, the only sound the barely audible rustling of snow crystals, whispering as they descend.

# Beyond the Burning Cross

—Beyond the Burning Cross: A Landmark Case of Race, Censorship, and the First Amendment

Edward J. Cleary, '77  
Random House, 1994

AS WE ENTERED the Supreme Court building and walked through the metal detector, among the first spectators I saw were Russell and Laura Jones, the couple on whose lawn the cross was burned. My sister had flown in on the same plane with the Joneses, so I had known they would be present at the argument. I wanted to walk over and introduce myself and tell them that I hoped they understood our position. Reporters who had interviewed the Joneses had told me that though they understood that we did not condone racial hatred, they found it difficult to understand why we had fought so hard. I wanted to tell them that the guarantee of freedom of expression was essential to the protection of the powerless. I wanted to say that what they had gone through was needless because there were other laws that could have punished the alleged conduct in a tough but constitutional manner, but mostly I wanted to tell them that I was sorry that it had happened and sorry that the appeal was necessary. I was not surprised, however, that they merely glanced at me and turned toward other members of the crowd. I wanted them to understand me and not to hate me. Perhaps we had that in common.

We saw some friends and family down the hall who greeted us with a wave. Ramsey County Attorney Tom Foley stood with his father, and I envied him. Judge Foley turned and, greeting me, told me that he had known my father. He reminded me that his son and I were getting an opportunity that very few lawyers had in their lifetime and mentioned that he had recently retired without ever having had the opportunity to argue before the Court. Then a television reporter for WCCO, the CBS affiliate in Minneapolis-St. Paul, approached me. The commencement of the oral argument was less than twenty minutes away. He introduced himself and asked me whether or not I had any thoughts about my father. Since he was unaccompanied by a cameraman, I believed that he was sincere and did not mean this as an invasion of privacy minutes before the argument. I smiled and told him that I did in fact have thoughts about my father, that I was sorry that he was not present, but that I was Irish enough to believe that maybe he was there after all. [Cleary's father, also named Edward, began his career as a criminal defense attorney and then became a prosecutor in the Ramsey County attorney's office. He died in 1991.]

I left my briefcase with Mike, excused myself and went down the hallway to the men's room. I splashed some water on my face, straightened my tie, and stared in the mirror as I thought of my father. Walking back down the hallway, I saw that the



lawyers were being led through the back hallway to the office. I grabbed my briefcase and Mike and I went into the clerk's office along with Tom Foley and others. Mr. Suter, the clerk of court, gave us some last-minute advice. I couldn't help thinking that he sounded much like a trainer counseling a prizefighter; he told us to keep our chin up, answer the questions, and avoid being evasive with our answers. He reminded us that several attorneys had failed to heed this advice earlier in the week and had suffered the wrath of the Chief Justice as a result. Both Foley and I had seen the argument to which he referred, and nodded.

We were issued identification cards and started up the back stairway to the Court entrance. I glanced down the hallway and saw that there were folding chairs packed into an area normally not used by spectators. Separated from the Court chamber by curtains, those sitting there would be able to hear the arguments but would not be able to see the participants. I am sure that all of the attorneys who have argued before the Court have felt the excitement of appearing before the most powerful judicial body in the world. We were no exception. The mood in the room was electric. Since this was the day chosen for taking the official portrait of the Rehnquist Court for the 1991-92 term, many of the wives and some of the children of the justices were present to observe the argument. My sister sat next to Clarence Thomas's wife, who with her husband had been through a great deal of emotional trauma in the last several months. Thomas had come of age in the Deep South during particularly intolerant times, and since he was married to a white woman, I could only assume that they had both been subjected to racial slurs. This case was bound to affect them.

*Editor's note: In 1990 Edward J. Cleary, an attorney in the Ramsey County public defender's office, was assigned the case of a 17-year-old boy who was charged with "bias disorderly conduct" for burning a cross on the lawn of a black family in St. Paul. Cleary, who agrees that cross-burning should be punished, nonetheless objected to the city ordinance under which the boy was charged, arguing that it "chilled the speech, both verbal and symbolic, of large numbers of protesting citizens." The U.S. Supreme Court agreed.*

*On June 22, 1992—201 days after Cleary argued this case before the Court—it ruled in his favor. Justice Antonin Scalia said, "St. Paul has sufficient means at its disposal to prevent such behavior without adding the First Amendment to the fire."*

## Ballad Painting the Winter

—From *Water Lilies: Flores del agua*

An anthology of Spanish women writers  
from the fifteenth through the nineteenth centuries

Amy Katz Kaminsky, editor  
Professor of women's studies

University of Minnesota Press, 1996



**N**OW THREATENED is the countryside  
by December's anger,  
who, blowing gusts into the air  
scorches it with snow.

The trees, forewarned and ready,  
are naked of their leaves,  
for the obstacle of prison  
hinders not the brave.

The clouds are shooting fragments  
from their celestial walls,  
making now a battlefield  
of what once was sheltered bower.

Crystal bullets scatter  
o'er the floral carpet,  
target of their deadly aim  
despite flutterings of green.

The north wind waves its banners,  
the plants all shake and shudder;  
for though this is the way of winds,  
weakness fears and dreads it.

The streams and fountains, frozen,  
would confess their terror,  
if they did not wish to learn  
what the flowers knew, and killed them.

March a truce proposes,  
and April offers succor,  
with armies of red flowers  
and squadrons of musk roses.

## Gentle Warriors

—*Gentle Warriors: Clara Ueland and the  
Minnesota Struggle for Woman Suffrage*  
Barbara Stuhler, '52

Retired executive associate dean  
of Continuing Education and Extension  
Minnesota Historical Society Press, 1995

**I**N WHAT WAS probably Clara Ueland's most personalized and comprehensive statement on behalf of equal suffrage, she, too, made the case on the basis of both justice and the special contribution that women could make to polity. She began by saying:

"One of the most impressive chapters in the development of the Anglo Saxon man is his emergence from a state of bondage and serfdom to a position of freedom, and, little by little, to the attainment of self government. Not less impressive is the emergence . . . of woman from a state of ignorance and a position of dependence to the modern woman, who is just now taking the last step in her development—the demand for political independence."



Clara Ueland

She observed that the "hardest lesson in this one thousand years—and one not completely learned yet—is that it is not safe to leave government in the hands of one man or a group of men, and that one class can not judge wisely or decide fairly for the whole." Her argument also rested on the assertion that vital human resources were being wasted: "No one can tell what the world has lost because of the idea that girls were inferior beings to their brothers. How many aspiring girls have been disheartened and discouraged by the public sentiment that they were not good enough or fine enough to do the things their immortal souls craved to do."

Clara tied the enfranchisement of women to progressive themes, arguing that suffrage would make elected officials more attentive to housing, pure-food laws, clean streets and the disposal of garbage, hours of labor for working women, and sanitary conditions in the workplace. As mothers, women were concerned with the care of their children, most particularly with better food, safer shelter, more education, beauty, opportunity—all of which provided a more abundant life: "This intensive concern for home should be expressed in government." The interests of men, whose primary preoccupation was with business, should be balanced by the interests of women in the home and family. Fairness, justice, compassion—these were the virtues that Clara Ueland attached to the idea of equal suffrage.



Women's Suffrage Club, Hamline University

## Authors List

### Art

Deanna Bendix, '92, *Diabolical Designs: Paintings, Interiors and Exhibitions of James McNeill Whistler*. (Smithsonian Institution Press, 1995)

### Autobiography/Biography

Janet Panger, '67, editor, *Reflections of a Schoolmistress* by Nora Frye (1867-1946). A look at life in America and Europe during the late 19th and early 20th centuries through the eyes of a schoolteacher, including an essay about Maria Sanford, Frye's teacher and mentor at the University of Minnesota, from which she graduated in 1891. (Aurinko, 1994)

Daniel N. Wiener, '50, *B. F. Skinner: The Benign Anarchist*. Skinner in all his complexity. Working with Skinner's cooperation during the last years of his life, Wiener was able to include previously unpublished correspondence. (Allyn and Bacon, 1996)

### Business

Stephen Befort, '74, professor of law, and Karen Schanfield, *Minnesota Employment Law and Practice*. This source for all Minnesota employment-related statutes provides information on legal issues that arise daily in the workplace, including sexual harassment, drug use, and leaves of absence. (West, 1995)

G. J. Meyer, '63, *Executive Blues: Down and Out in Corporate America*. Meyer describes his own experience of job loss and job search in the corporate world. (Franklin Square, 1995)

Harvey Robbins, '47, and Michael Finley, '72, *Why Teams Don't Work: What Went Wrong and How to Make It Right*. Packed with questions and answers about work teams, this book identifies the obstacles that keep them from achieving their potential and suggests ways to remove them. (Peterson's/Pacesetter, 1995)

### Children's Fiction

Catherine Friend, '81, illustrator, *My Head Is Full of Colors* by Kiki Oberstenfeld de Suarez. Each morning when Maria wakes, she finds that her hair is full of colors, books, animals, or people. Children's fiction. (Hyperion, 1994)

Isabel Marvin, '64, illustrator, *A Bride for Anna's Papa* by Kay Sather. In 1907, 13-year-old Anna tries to find a bride for her father, who works in the iron mines of northern Minnesota. Children's fiction. (Milkweed, 1994)

Peggy Rathmann, '77, *Good Night, Gorilla*. An unobservant zookeeper is followed home by all the animals he thinks he has left behind in the zoo. Children's fiction. (Putnam, 1994)

### Computers

Michael Finley, '72, *Techno-Crazed: The Businessperson's Guide to Controlling Technology—Before It Controls You*. Finley explains how to acquire "techno wisdom" in order to find an appropriate level of involvement with computers and software. (Peterson's/Pacesetter, 1995)

Baird Peterson, '77, and Richard Patten, '61, *The Ergonomic PC: Creating a Healthy Computing Environment*. Peterson and Patten offer expert advice on how to reduce computer-related hazards and boost employee productivity. (McGraw-Hill, 1995)

### Ecology

Craig Packer, professor of ecology, evolution, and behavior, *Into Africa*. Packer's latest trip to Africa provides a framework for his insights into the lives of lions and chimpanzees. (University of Chicago Press, 1994)

Stan Tekiela, '94, and Karen Shanberg, '85, *Nature Smart: A Family Guide to Nature*. With a question-and-answer format, field guide, and color illustrations, *Nature Smart* is for families of all ages. (Adventure Publications, 1995)



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John R. Tester, professor of ecology, evolution, and behavior, *Minnesota's Natural Heritage: An Ecological Perspective*. This guide includes analyses of the state's geologic history and climate and examines major ecosystems including lakes, farmlands, and prairies. (University of Minnesota Press, 1995)

#### Education

F. R. P. Akehurst, '86, professor of French, and Judith M. Davis, editors, *A Handbook of the Troubadours*. For teachers and students, a look at the fundamental issues of the prime poets and composers of the 12th and 13th centuries in the south of France. (University of California Press, 1995)

Mary Beth Doyle, '89, Jennifer Lowell-York, associate professor, and Robi M. Kronberg, *Creating Inclusive School Communities*. A six-part development book series designed to assist educators. (Paul H. Brookes, 1995)

Janet O. Hagberg, '72, *Wrestling with Your Angels: A Spiritual Journey to Great Writing*. Hagberg offers essays and exercises to help writers develop soul in their work. (Adams, 1995)

#### Fiction

Robert E. Enlow, '48, *Whetstones*. A novel about frontier family life based on historical situations, stemming from several years of genealogical research about Enlow's family. (Routledge, 1996)

Mary Rockcastle, '80, *Rainy Lake: a novel*. All the ingredients of an American classic: young people falling in love, families falling apart, tragedy, survival. (Graywolf, 1994)

Corinne Holt Sawyer, '45, *Murder Has No Calories*. When a staff member at a California fat farm is murdered, sleuths Angela Benbow and Caledonia Wingate check in at the Time-Out Inn to investigate. Fifth in a series of mystery novels. (Donald I. Fine, 1994)

David Weimer, '54, *The Sicilian Hoard*. "A literate thriller about the world of international coin dealings." (Colossus, 1996)

#### Health

Michael J. Norden, '76, *Beyond Prozac*. Brain-toxic lifestyles, natural

antidotes, and new-generation antidepressants. (Regan, 1995)

#### History

Glen J. Ames, '87, *Colbert, Mercantilism, and the French Quest for Asian Trade*. Ames analyzes France's attempt to establish a mercantile empire in the East during the reign of Louis XIV. (Northern Illinois University Press, 1996)

James William Park, '58, *Latin American Underdevelopment: A History of Perspectives in the United States, 1870-1965*. A history of how Americans explained Latin American underdevelopment from 1870 to John F. Kennedy's implementation of the Alliance for Progress in 1961. (Louisiana State University Press, 1995)

#### Politics

David Garnham, '71, and Mark Tessler, editors, *Democracy, War, and Peace in the Middle East*. Arab, Israeli, and American scholars explore issues involving democracy through inquiries, reports on research, and case studies. (Indiana University Press, 1995)

Robert Hariman, '79, *Political Style: The Artistry of Power*. An examination of various political styles, including Machiavelli's Realist Style, Ryszard Kapuscinski's Courty Style, Cicero's Republican Style, and Franz Kafka's Bureaucratic Style. (University of Chicago Press, 1995)

#### Research

C. L. Barney Dews, '94, and Carolyn Leste Law, editors, *This Fine Place So Far from Home: Voices of Academics from the Working Class*. Personal essays by a diverse group of professors and graduate students from working-class families reveal an academic world in which "blue-collar work is invisible." (Temple University Press, 1995)

Elaine Tyler May, professor of American studies, *Barren in the Promised Land: Childless Americans and the Pursuit of Happiness*. May's research takes the reader on a journey of neglected social history and popular culture as she explores the American preoccupation with reproduction. (Basic Books, 1995) ■

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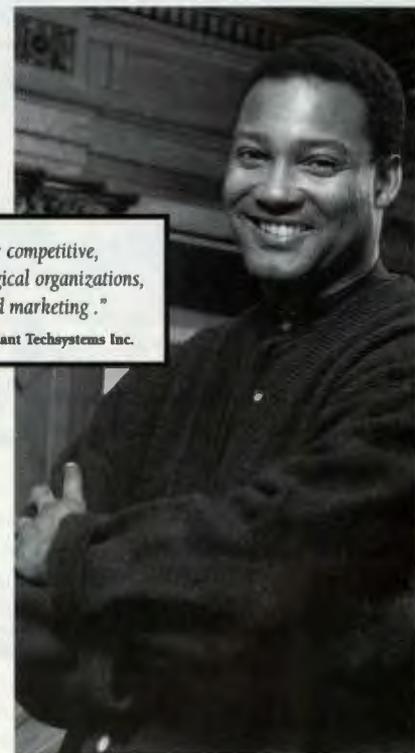
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# Comeback Kids

Minnesota's softball team has left the tough times behind

BY CHRIS COUGHLAN-SMITH

**I**n the world of clichés, facing adversity brings many things: strength, unity, success. For the Gopher softball team, adversity has brought all that and more. This year's team streaked to an 18-3 record, won two tournaments, and rose to 16th in the national rankings by the end of winter quarter, about one-third of the way through the 1996 season.

Two years ago, though, injuries claimed the team's two best pitchers and then its star hitter. Three freshmen ended up pitching, and several more first-year players were thrust into the starting lineup. Big Ten teams ran up big scores against the inexperienced Gophers, who ended the season 4-24 in the conference and 17-40 overall.

"We had our right fielder pitching, we had the second baseman pitching," says coach Lisa Bernstein, now in her fifth year. "I'm so pleased for these players now. They persevered and now they're getting into some good times.

"From the day we started fall practice this was a different group," she adds, ticking off the reasons. "They're very focused. They have a lot of internal drive. They have more heart than any team I've ever coached."

Everything worked for the junior-dominated team early in 1996—the team batting average was .388, the defense was solid, the earned run average was 1.89, an amazing number in the hitting-happy game of softball.

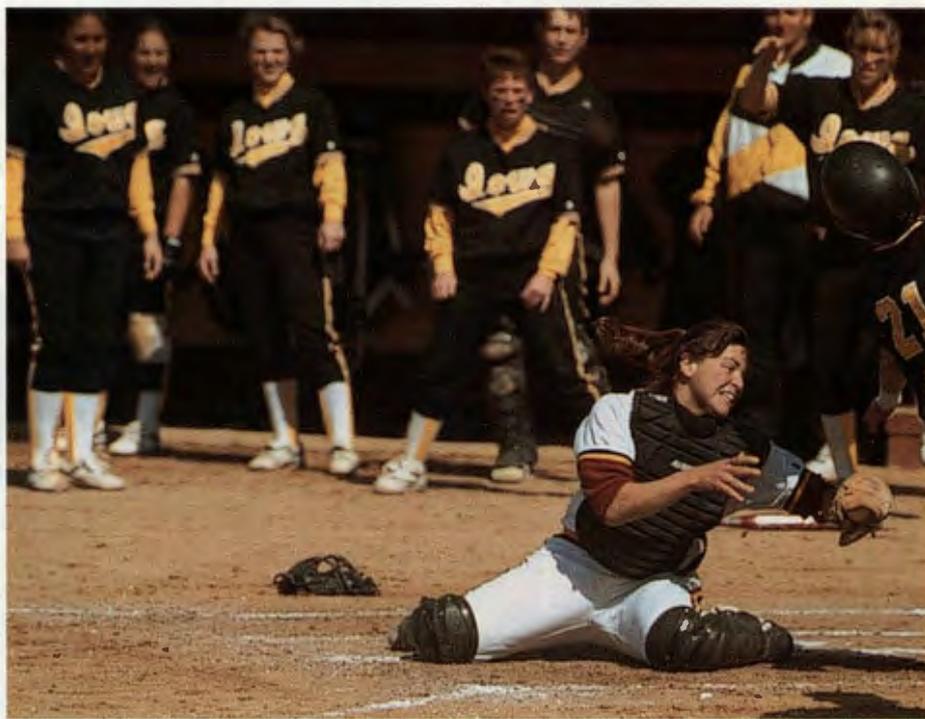
Rachel Nelson, a junior center fielder who was named to the all-America third team last year, isn't surprised. "In the fall I could see that we were going to have a good team," she says. "We have a lot of experience, and I could see that our freshmen were going to contribute right away. We have strong hitters one through nine. There are no gaps.

"After practicing indoors all winter, we really came out stomping in our first tour-

nament. I don't think our first opponents had any idea what they were getting into."

The Gophers whipped that first team, the University of Texas-Arlington, 5-1 and 8-5 in a doubleheader February 15, and kept right on stomping. Bernstein thinks the team will keep on rolling into the Big Ten and NCAA playoffs in mid-May.

recruited as an outfielder. "I had pitched some in high school, but there were times I felt helpless pitching to players this good. . . . It was something I had to deal with. I was ready to do anything that year to help out. I never thought I'd made a mistake coming [to the University], because I knew it would come around."



**Junior catcher Ann Bartholmey anchors the always-tough Minnesota softball defense. This year the pitching and hitting also are excellent, taking the team from last place in the Big Ten two years ago to legitimate title contenders this season.**

"This is an aggressive, intense team," Bernstein says. "They understand the game and play hard. But they also have a lot of class on the field. Rachel really sets that tone. She's a great all-around person, but on the field she's an aggressive, get-in-your-face leader."

As many as six juniors start for the Gophers, most for the second or third year. Some were pressed into service as freshmen, sometimes in unexpected places.

"When I ended up pitching, it was kind of startling," says Nelson, who had been

Nelson's team-first attitude is shared by her teammates. "We really play as a team," says junior catcher Ann Bartholmey. "It was an adventure two years ago, but I always believed in this team. We were gaining experience together and I knew it would get better."

Bartholmey anchors Minnesota's always-tough defense. "She calls a great game, moves the infield and outfield around, and does a lot of things you can't see on paper," Bernstein said after the team's first 21 games. "Our defense is

always so good it's hard to single out players, but Rachel Nelson hasn't had an error this year and Shannon Beeler, our frosh shortstop, has a great arm. All of our pitchers are good fielders, and you don't always see that. Jodi Halvorson is playing great at third base, especially since the NCAA is allowing new metal in the bats this year and using more lively balls. The hot corner [third base] has really been hot this year."

Minnesota has ranked as one of the four best-fielding teams in the country in nearly every one of Bernstein's years at the U, which she attributes to indoor practice. "The players learn the fundamentals on a good, even surface," she says. "They learn to stay in front of the ball. Then, if there are tricky hops in a game, they're in the right position to still make the play."

Juniors in the starting lineup include Bartholmey, a three-year starter out of Austin, Minnesota, who was hitting .341; Nelson, who grew up in Good Thunder, Minnesota, and was hitting over .500 after 21 games; Halvorson, of Richfield, Minnesota, who returned at third base and was hitting almost .400; Renee Sbrocco, a right fielder from Rochester, Minnesota, who

**"It was an adventure two years ago, but I always believed in this team. We were gaining experience together and I knew it would get better."**

had raised her .208 sophomore batting average to .460 through the first 14 games; Jennifer Johnson, a redshirted junior from Diamond Bar, California, who is the veteran of the pitching staff; Jennifer Fox of Austin, Minnesota, who is the team's designated player (in addition to hitting for the pitcher, the designated player can also play defensively); and Jenny Bauer of Cottage Grove, Minnesota, who plays first base when sophomore Wendy Logue pitches and is also the team's fourth pitcher.

Sophomore starters are Logue, of Milan, Illinois, who plays first base and pitches; outfielder Amber Hegland of Farmington, Minnesota, who can play several positions and is the team's most powerful hitter; and Laura Peters of Cottage Grove, Minnesota, at second base. Chantell Jernell of Minnetonka, Minnesota, is a top reserve and occasional starter.

There is no drop-off in the squad's freshmen. Beeler, of Shelton, Washington, starts at shortstop after winning a gold medal in the 1995 Junior Olympics softball competition. Pitcher Steph Klaviter came to Minnesota after compiling 89 wins, 19 no-hitters, and 988 strikeouts at New Ulm (Minnesota) Cathedral High School. Through the first weeks of the season she had an 8-1 record for the Gophers.

The Gophers will be strong in 1997, with every starter expected to return, but no one is looking ahead. "Our goal this year is to win the Big Ten and get to the College World Series," Nelson says. "Michigan and Iowa are always tough and Indiana is ranked in the top 25, but we're going to come after them this year.

"This is a team that never thinks we're going to lose. When we were down 8-1 against Kansas [at the Troy Cox Invitational in Las Cruces, New Mexico, in March], we looked around and said, 'We better get going.' We strung some hits together and started getting excited and came back to win in extra innings. That is so typical of this team. We don't think there's anything that can stop us." ■



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# In Brief

University faculty, staff,  
administrative,  
and department news

EDITED BY MAUREEN SMITH

**J**ohn Najarian was acquitted February 21 on all 15 remaining counts against him; Judge Richard Kyle had earlier dismissed the six counts relating to the drug ALG. Najarian said that he felt "vindicated" and that "I don't think I ever did anything dishonest or criminal." Najarian is no longer a University faculty member, but continues to practice surgery at the University Hospital and Clinic.

University President Nils Hasselmo said at a news conference after the acquittal that the University did not take Najarian to court; the federal government did. "The verdict does not mean that he was acquitted of academic misconduct or of violating the rules that protect human subjects in research," Hasselmo said.

Two independent faculty committees within the University had found earlier that Najarian had violated academic standards. The Institutional Review Board withdrew his privilege to do research involving human subjects, and an academic misconduct panel recommended that his faculty status be revoked. Najarian subsequently announced that he was resigning from the faculty.

The University incurred legal and accounting expenses of \$7.1 million related to ALG and Najarian, including \$2.6 million for responding to multiple federal grand jury subpoenas.

Academic Health Center provost **William Brody** has accepted the presidency of Johns Hopkins University. Brody will serve as special assistant to the president until he departs for Johns Hopkins at the end of August.

**Frank Cerra**, dean of the University's Medical School, was named provost of the Academic Health Center effective April 15. Cerra, a University faculty member since 1981, was named dean last year and holds appointments in clinical pharmacy, biomedical engineering, and food science and nutrition. "Dr. Cerra is internationally respected as an educator, researcher, and surgeon who has remained in touch with students, patients, and faculty," said Hasselmo. "We are thankful and pleased to have him assume leadership of the Academic Health Center at this critical time."

Faculty leaders told the regents about proposals to change the **tenure code** to improve clarity, flexibility, accountability, and efficiency. Among them are adding an interpretation of what is meant by "reasonably assigned duties," clarifying rules for reassigning faculty to new duties when programmatic change reduces unit size, establishing a post-tenure review system, and expanding the range of consequences when unsatisfactory performance is identified.

Regent Jean Keffeler said the proposed changes are necessary but "may be insufficient." The regents asked for more discussion of unit-based tenure and separating salary from tenure. The



timetable calls for two Faculty Senate meetings for action in May and a proposed code to go to the regents June 14.

An international consulting firm has been retained to help in the selection of a **successor to President Hasselmo**, Regent Tom Reagan said at the March meeting of the Board of Regents. The first step is to develop a statement of desired leadership characteristics. The board will hold public meetings on all four campuses over the next few months. Recruitment will begin this summer with selection anticipated early next year, about three or four months before Hasselmo retires in June 1997.

The regents also heard about the **Fairview partnership** and its impact on the Medical

School. Much funding of medical education has come from clinical revenue, Frank Cerra said, and with the loss of revenue, the school faces serious financial problems. The Fairview partnership would not solve all the problems but would help by providing access to patients, he said.

Success of the Fairview venture is not assured, and general counsel Mark Rotenberg said there will be an "exit strategy" to get out of the deal if necessary, but that would not be a desirable outcome. William Brody said the only alternative to a Fairview deal would be to take back the assets and close University Hospital.

A major challenge in **human resources** is to "balance the rights and responsibilities of the institution and its funders with the rights and responsibilities of the workforce," Chuck Denny said in presenting a report from the task force on human resources that he chairs. Denny, retired chair of the board of ADC Telecommunications, is volunteering his time to the University.

With about 75 percent of the University's operations and maintenance budget going for compensation, "you are about as people-intensive an institution as you will ever get," Denny said. "A highly motivated, enthusiastic, well-trained, well-compensated workforce will probably give you a minimum of 25 percent more results."

An ambitious project to **redesign student systems** also was described to the regents at the March meeting. Instead of just replacing a computer system, the project team chose to "build a new vision first," said Roberta Armstrong, director of Student and Office Systems Support. The idea is to create systems for the convenience of students, not for the convenience of administrators.

Interim dean **Edith Leyasmeyer** has been named dean of the School of Public Health. "She has been doing a deanly job for a long, long time," Vice President Ettore "Jim" Infante told the regents. ■



# Report

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

## National President

### Making a Pitch

**W**hile I was standing on the pitcher's mound, my only thought as I looked in at the Twins catcher was not to bounce the ball before it crossed home plate.

A month earlier, as my husband attended the Twins Fantasy Camp in Florida, I sought the advice of future Hall of Famer Bert

Blyleven. I wanted to know how to keep from embarrassing myself as I represented the University of Minnesota Alumni Association (UMAA) in throwing out the first ball in a Twins exhibition game against the Boston Red Sox.

Following Blyleven's formula of balance, pivot, extension, and follow-through, I managed to throw the ball directly into the catcher's waiting glove—a called strike, in my mind.



Linda Mona, '67

And so another milestone in my year as alumni association president had passed, but not without comment. At a banquet that night I received a backhanded compliment from one of the men, who told the crowd, "She threw it over the plate and she didn't even throw like a girl."

"That's the way girls throw these days," I quickly reminded him.

My March trip to Florida and my trip to Arizona a week earlier served as vivid reminders of how many active alumni association (and potential alumni association) members currently live or spend part of the year away from Minnesota.

Alumni gatherings in Phoenix, Sun City, and Tucson, and in Tampa, Naples, and Fort Lauderdale, provided an opportunity for alumni to meet with University officials and each other to discuss their favorite subject—the University of Minnesota. They wanted to know about changes in the faculty, the success of various sports teams, plans for presidential succession, legislative support, capital campaigns, and building projects.

As much as they wanted to know about the University, they also wanted to know about one another. Meetings like the ones I was privileged to attend can happen anywhere there is an interest.

Currently, there are more than 40 official UMAA chapters.

Fifteen are in Minnesota, including Rochester, Red Wing, Austin/Albert Lea, and Fargo/Moorhead, and 27 are outside Minnesota. The association will help alumni who are interested in starting a chapter in their area.

What does it take to start a UMAA chapter?

First, you'll need a handful of interested alumni and volunteer officers who are willing to get together at least three times a year under the maroon and gold banner. You can tailor these meetings to whatever interests you and your friends share. For example, alumni chapters in several cities meet regularly at sports bars where they can convince friendly proprietors to tune a television set to a University of Minnesota sports event. With the advent of satellite transmission, it's getting easier all the time to see Gopher football, basketball, and hockey games from virtually any spot in the country.

Next, contact the alumni association. Staff members will generate a list of University alumni who live in your area. This is why it's important that UMAA members who maintain summer and winter residences in different cities notify the association of both addresses—so that they can be included in alumni events at both locations. At the chapter meetings I attended recently in Arizona and Florida, many snowbirds mixed with members who live in these states year round.

UMAA staff will work with active chapters to schedule a University speaker—a faculty member or key administrator—for one meeting a year. The association will work with chapter officers to share programming ideas and current University news.

Getting involved with or starting an alumni chapter in your area is the best way to stay connected with the University of Minnesota, regardless of how many years or miles separate you from your alma mater. In my travels this year, I have seen firsthand the warmth and affection alumni feel for this university everywhere from Arizona and Florida to Korea and China.

If you live outside Minnesota and would like to get involved with an existing chapter or get more information on starting one in your area, call the UMAA office at 800-UM-ALUMS or write to 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455.

*"That's the way girls throw these days."*



**Taking the Lead** Running-horse Livingston, one of the eight winners of the 1995-96 University of Minnesota Alumni Association (UMAA) Student Leadership Awards, got involved on campus for two reasons.

"As a freshman, I went to the American Indian Cultural Center to study in a comfortable setting," explains Livingston, now a sophomore majoring in pre-architecture. "A couple of people there brought me to student government meetings and I met a lot of people who asked me to get involved. I did it because it helped me get to know people and to make the University a smaller place. And also because I'm trying to set an example and to make things better for American Indians who will come to the U in the future."

A member of the Red Lake Band of Chippewa, Livingston has served as president of the American Indian Student Association, co-chair of the President's Twin Cities American Indian Advisory Committee, and a member of the Minnesota Student Association (MSA) Executive Committee. He was also involved in the American Indian Learning Resource Center's mentor program.

Livingston grew up in Minnesota and Wisconsin, and he narrowed his college choices to the U and the University of Wisconsin's Madison campus. His final decision was influenced by two important contacts.

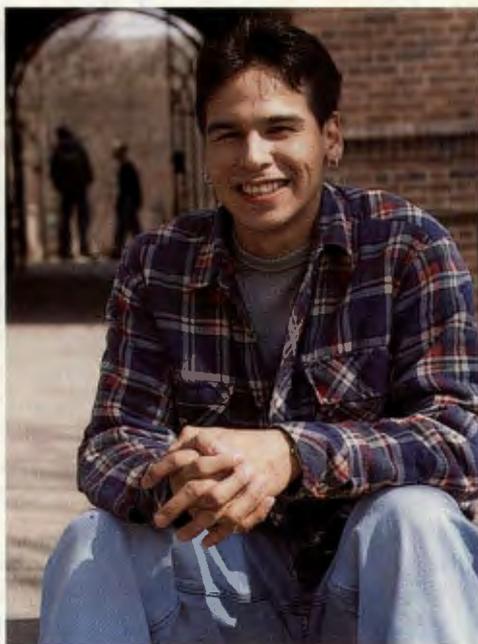
When he was 15 his younger sister had a successful liver transplant at the University of Minnesota Hospital and Clinic, and the family spent a lot of time on the campus. Then he came to the Summer Institute run by the Office of Minority and Special Student Affairs. "I learned about the support here and it just made me feel comfortable," he says.

Although he has given up some of his leadership roles this year to concentrate on his studies, Livingston is still active in the MSA and chairs the President's Twin Cities American Indian Advisory Committee. "The committee is a strong voice to administration and alumni," he says. "This year we have the privilege of setting the guidelines for distributing the new scholarships for American Indian freshmen [created by a \$1 million gift last year]."

His involvement with the University will continue after he graduates. "I view alumni as guides because they have experienced basic downfalls and uplifts," he says. "Like elders of a tribe, alumni should be there to suggest ideas."

The UMAA Student Leadership Awards are given annually to eight students based on their leadership accomplishments. Winners are chosen by an alumni association committee and receive \$500. Other 1995-96 award winners are:

- Tanya Battista, a senior in the College of Liberal Arts (CLA) majoring in Spanish and international relations.
- Edward Beckmann, a senior in CLA majoring in political science.
- Mark Carlson, a CLA senior majoring in economics.



Runninghorse Livingston

- James Delker, a fourth-year student in the College of Veterinary Medicine.

- Denise May, a senior in the College of Education and Human Development majoring in agricultural education.

- Todd Nemoir, a senior in computer science in the Institute of Technology.

- Ellen Sassenberg, a CLA senior majoring in Latin and English.

**Dial U for You** With spring comes one of the great passions of Minnesota life: gardening. Plus a lot of questions.

What kind of perennial is best for that dry spot under the eaves that gets only morning sun? What's the matter with my ash tree? What the heck is eating my asters?

There's no better place to get your gardening questions answered than the University of Minnesota—an institution full of experts.

A new UMAA member benefit is a discount on access to that accumulated wisdom through Dial U, the Minnesota Extension Service's comprehensive plant and insect control service.

Mark Ascerno, professor and head of entomology, says Dial U can answer callers' questions on a wide range of topics. "We have master-level experts in insects, plant diseases, horticulture, and wildlife," he says. "We can give advice on appropriate plant varieties, indoor plant care, and options for treating diseases and insects—and information on everything from bats to snakes to mice.

"We're proud of the fact that this is research-based information. We use the expertise that is here at the University. Also, as part of the Minnesota Extension Service, we have access to experts statewide who can help us identify local conditions."

Dial U grew out of the demand of Minnesota gardeners. "In the 1960s the University realized that there were quite a number of people calling the various departments for information," Ascerno says. "Through word of mouth, the volume really increased, and separate clinics were created to give out this information."

As budgets tightened in the 1970s, it was no longer feasible to operate free clinics. The small per-call charge did not stem the tide of calls, and in 1982 the clinics were combined into Dial U. The single clinic brings experts in all disciplines together. "The information actually goes both ways," Ascerno says. "We glean valuable information from callers, too. These people are observant and notice unusual occurrences. They call us and we get to work on the problem."

Dial U operates year round. The current charge is a flat \$2.99 per call, with unrelated questions counted as separate calls. UMAA members can get five calls for \$10—a 33 percent discount—when they buy in advance. Call 612-624-5353 for information.

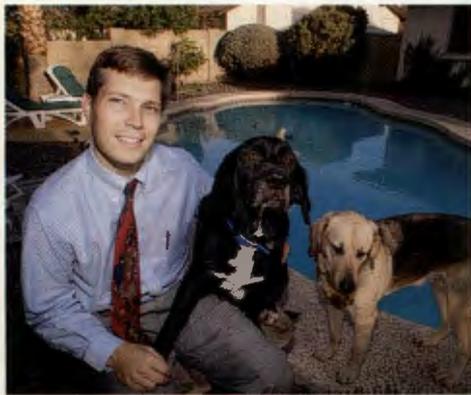




# Chapter and Verse

## Meet the Volunteers: Loren Strelow

Loren Strelow, '87, has always liked simple, tangible, concrete results—something he can build, achieve, or make better than before. That's why he constructed sand castles and dog houses as



Loren Strelow, '87, with, left to right, Hooch and Ethel

a child, that's why he is in sales today, and that's what makes this young volunteer want to involve more University of Minnesota grads in alumni activities in the Phoenix area.

Originally from Cambridge, Minnesota, Strelow graduated from the University of Minnesota with a degree in urban studies, which combined his interests in architecture and design. His love for effecting "real physical change" ultimately became his avocation. In his spare time he and his wife, Cindy, enjoy renovating homes. They are on their third restoration project in five years.

Strelow, 31, moved to Arizona not really knowing anyone. He had no idea what to expect when he attended his first UMAA chapter meeting in Phoenix five years ago, but he found the activities a great way to learn about his new surroundings and to meet people who share a common bond—Minnesota. Because many Phoenix residents are "from somewhere else," Strelow says, alumni activities can play a crucial role in building relationships in a new home town.

Asked to sum up his personal philosophy, Strelow says he is a lot like Tim Allen on TV's *Home Improvement* in that "getting deep" is out of character for him. But he does have a few words he tries to live by, whether he is planning another house renovation, meet-

ing new sales goals, or helping to organize chapter activities. "Simplicity," a boss once told him, "is the ultimate sophistication."

Simply put, Loren Strelow is one special volunteer.

## Wherever Two Gopher Fans Shall Meet

David Youngquist, '90, an alumnus who lives in Dayton, Ohio, sent this story to our office last fall. We thought *Minnesota* readers would enjoy it.

"Will Kingdon, '91, and I were at Tony Veerkamp's, '90, '94, house with some people on Saturday night playing cards. I asked Will if he wanted to try to pick up WCCO on the car radio so we could listen to the Minnesota/Purdue football game. He said, 'Sure. Let's try.'

"We came in during the third quarter and the Gophers had just tied the score. We decided to go inside and come out later. We came back as Minnesota was driving in the fourth quarter. Then the station went out. We drove around Dayton for miles until we picked up WCCO again in the Cub Foods parking lot—just as Purdue was lining up for the winning field goal.

"When Purdue missed the field goal, Will and I jumped up and down in the parking lot and sang the 'Minnesota Rouser.'

"What a great game. What a great school."



*Editor's note: The Gophers defeated Purdue 39-38.*

*How do you show your loyalty to the University of Minnesota and the Golden Gophers? Mail your favorite stories to Minnesota, 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455, or fax them to 612-626-8167.*

## On the Road

**Poetic License** Hope Lund, '59, a member of the UMAA's Raleigh/Durham, North Carolina, chapter, has personalized license plates on her gold Saturn. The plates, a recent birthday gift from Lund's daughter, read MN AUN GO4. Can you translate? Here's a clue: Think of the periodic tables you studied in chemistry class. Give up? It's Minnesota Golden Gopher.



If you've got a University- or Gopher-related license plate, send us a photo: *Minnesota*, 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455.

**Hockey Mountain High** More than 50 people turned out for an alumni event sponsored by the Mile High chapter in Denver. The group teamed up in January to watch as the Gopher men's hockey team defeated Denver University 3-2. This revitalized chapter is off to a high-flying start. Congratulations!

**Celebrating Women's History** Members of the UMAA St. Cloud chapter and the American Association of University Women gathered in March to hear University of Minnesota history professor Sara Evans discuss the century-long struggle that resulted in women's suffrage. The event was held to commemorate Women's History Month.



# The Societies Page

## Meet the Volunteers: Patrick Mendis

For Patrick Mendis, '86 M.A., '89 Ph.D., the road from rural Sri Lanka to the Twin Cities wound through a Buddhist horoscope and a Lutheran pancake breakfast. Now he is a member of the alumni board of the Hubert H. Humphrey Institute of Public Affairs and its representative on the UMAA National Board of Directors.

Mendis was born in 1960 in Sri Lanka, a large island in the Indian Ocean just south of India, to a Buddhist mother and a Catholic father. Very ill as an infant, he was raised by his paternal grandparents on the advice of his Buddhist horoscope, which predicted that otherwise he would die.

His grandparents, who lived on a farm—three acres of rice and 13 water buffalo—hosted two 4-H exchange students from the United States for a month each when Mendis was young. An excellent student himself, Mendis participated in United Nations-sponsored speech contests in school. "These events made me realize there was a world outside of my village," he says. "This was a big part in my wanting to learn about as much of the world as I could."

In high school, Mendis was chosen as an exchange student "on an experimental basis," he says, "because I did not speak English and I was being sent to northern Minnesota. You can imagine my first few weeks there, not speaking the language, coming from a Buddhist high school, and being used to rice and curry. . . . But I was blessed with some teachers who took a special interest in me. They spent a lot of their own time teaching me English."

Naturally friendly and athletic, Mendis made many friends at Perham High School during the 1978-79 academic year, then returned to Sri Lanka for college. "I was very fortunate because fewer than 1 percent of the people in Sri Lanka go to college," he says.

When riots broke out in his country in July 1983, his host family in Perham worked to help him return to Minnesota. "Many people and organizations and clubs helped me," he says. "The biggest part of my airplane ticket came from a Lutheran church pancake breakfast fund-raiser."

Armed with a degree in business administration with first class

honors from the University of Sri Lanka, Mendis went to work for the Minnesota Legislature. There he met John Brandl, then a state legislator and a professor at the Humphrey Institute, who recruited Mendis to the University of Minnesota.

While Mendis was working on his master's degree in international development and foreign affairs, he met the man he now considers his mentor—Harlan Cleveland, the founding dean of the Humphrey Institute and president of the World Academy of Art and Science, an organization of scholars, artists, and scientists dedicated to the idea that the "creations of the mind" should foster world understanding. Through Cleveland and the World Academy, Mendis refined his own belief "that the entire human community is one," he says.



Patrick Mendis, '86 M.A., '89 Ph.D.

His own diverse background has prepared him to embrace this ideal and shown him its value, Mendis says. "I was raised in a Catholic family, went to a Buddhist high school, had many Muslim friends, and have met and worked with people from

all over the world."

Mendis's accomplishments are impressive. He earned his Ph.D. in geography with an emphasis in agricultural and applied economics at the University in 1989. He has written several books and scholarly articles and has led international seminars and conferences for the United Nations, the Russian Economic Reform Foundation, the U.S. Department of State, and other groups. He teaches currently at the University of Minnesota and has taught at Augsburg College and the University of St. Thomas. He is an officer for several international organizations, including the World Academy of Art and Science and the Society for International Development.

With the royalties from his books, he has endowed two scholarships at the University of Sri Lanka. Serving as an alumni association volunteer is "a way I can say 'thank you' to the Humphrey Institute and to the University," says Mendis. "I was privileged to receive this tremendous education. I think all alumni should do their part, make an extra effort, stick around instead of just leaving when your education is done. We need to say 'thank you.'"

## Around Campus

**Young Fun** Young alumni from the College of Agriculture met at a Minneapolis restaurant in February to socialize and to watch the Gopher-Purdue men's basketball

game on big-screen TV. The Gophers lost, but the alumni—all of whom graduated in the 1990s—exchanged business cards, renewed friendships, and went home with door prizes. Thanks to Michael Busch, '92, Curt Droogsma, '94, Christine Kidrowski Soltau, '94, Kindra Rott, '95, and Dana Allan, '96, for planning the event.

**Mayo Day** Several School of Public Health students participated in a day-long educational program focusing on the health care delivery system of Mayo Clinic in Rochester, Minnesota, including how the clinic measures and responds to health care reform, rural health care, public/private collaborations, and other issues specific to Olmsted County. Students met in January with more than 15 University alumni—all Mayo Clinic or Olmsted County health care professionals—toured Mayo Medical Center, and participated in two roundtable discussions.



## Executive Director

# Without a Song

**T**he program chair at Minneapolis Rotary acknowledged that he had lived in many cities across the country where there were fine universities. "The University of Minnesota is the only institution that refers to itself simply as 'the U,'" he chided gently. "Isn't this a bit narcissistic?"

Thirty minutes later Vern Sutton, director of the School of Music at "the U," finished his presentation to a standing ovation.



Margaret Sughrue Carlson, '83 Ph.D.

It was apparent to me that for most of the 200 business and professional people in the audience that the University of Minnesota *is* in a class of one with respect to higher education in Minnesota.

Sutton, a regular guest for 13 years on public radio's *Prairie Home Companion* show starring Garrison Keillor, shared his thoughts about the importance of art to everyday life and the contributions of our faculty and alumni to the world of music. In rich tenor tones, he set the mood with

"Without a Song," acknowledging that "without a song, without Shakespeare, without Martha Graham, without Duke Ellington, without Monet, without Frank Lloyd Wright, without Placido Domingo, our world would be a dehumanized and bleak environment."

The University makes the local news on a daily basis. Given the nature of news, said Sutton, a lot of what the public hears is bad, but the School of Music is one of the greatest continuing sources of good news about the University. Sutton highlighted changes at the school since 1960. Thirty-six years ago, we had:

- one large symphonic chorus that performed with the Minneapolis Symphony Orchestra, and today we have four choruses;
- two bands now grown to three;
- no orchestra, and today we have two orchestras and two chamber orchestras;
- a small opera workshop that has grown into a major opera theater program with three full productions annually; and
- 65 annual performances in comparison to 312 last year, not including the numerous appearances of our athletic bands at sports events on campus and across the country.

The music program used to share quarters in Scott Hall and in the basement of Northrop Auditorium. But the *digs*—to use Sutton's term—have certainly improved right along with the program. Today the music school has its own building, Ferguson Hall, plus the new Ted Mann Concert Hall. Besides being beautiful, with a three-story glass lobby that offers a spectacular view of the Mississippi River, the Mann Concert Hall has "unques-

tionably the best acoustics of any hall in the Upper Midwest," said Sutton. Building committees visit regularly to see and hear what has become *the* national standard in university performance halls.

But the hallmark of the program is its alumni. Without seeming to take a breath, Sutton reeled off 66 institutions—national and internationally—where our former students are making their mark. The list of schools where our alumni teach or perform stretch from the Sorbonne in Paris to the Conservatorio di Santa Cecilia in Rome; it includes universities from Toronto to Texas. What's more, added Sutton, "the music programs in Minnesota's K-12 system would be in really bad shape without our graduates, hundreds of whom work in classrooms and administrative areas all over the state."

If the alumni are the high notes, the faculty members are the crescendo. Last year the Federated Music Clubs of America gave the school first prize among all public universities for programming and promotion of American music. Faculty members have received a Pulitzer Prize, a Grammy, membership in the National Academy of the Arts, Guggenheims, Fulbrights, the McCullin Prize, the Pauline Alderman Award, and annual American Society of Composers, Authors, and Publishers (ASCAP) awards.

A rosy scenario if ever there was one? Not entirely. "Our past success does not mean we are not challenged by the future . . . [because of] national unrest about government support both for higher education and for the arts. Those of us in arts education get a double whammy of concerns," said Sutton.

The School of Music needs more scholarship money for students. It has the smallest scholarship endowment in the Big Ten. Iowa and Wisconsin, whose programs are smaller, have endowments three times as large. Music endowments at Michigan and Illinois are five times the size of Minnesota's total music scholarships.

Sutton has been trying to persuade foundations, corporations, and individuals to sponsor performance scholarships for a string or vocal quartet, or a brass, woodwind, or jazz quintet. For \$10,000 to \$20,000 per year, students receive help with their tuition and the group will perform year round under the donor's name, including at a board meeting or holiday party.

Currently the University has one such group, the Liberace Trio sponsored by the Liberace Foundation of Las Vegas. Sutton would like to see more. He hopes that local companies will see both the educational and the public relations value of this kind of gift and sponsor some of our excellent students.

As one person put it, "We need both C notes [♯] and C notes [♮]."

Yes, there are 62 other public postsecondary campuses in the state. There is only one U—only one Big Ten university in Minnesota—and all of us must find ways to sound its high notes. ■

There is only one U—and all of us must sound its high notes.

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Haugen's Pianos proudly supports the University of Minnesota School of Music. Its students regularly demonstrate excellence and its graduates are world renowned.



Piano performance majors Amy and Sara Hamann have played since the ages of five and four and recently placed ninth out of 194 teams from 35 countries in the Murray Dranoff International Two-Piano Competition.

The Russian-born Elkina twins have won piano competitions and critical acclaim from Italy to Florida. The doctor of musical arts students also appear regularly on public radio's *A Prairie Home Companion*.

The tradition continues.

Haugen's salutes four talented students—two sets of sisters. Irena and Julia Elkina and Amy and Sara Hamann are but four of the 500 reasons University of Minnesota School of Music students are noted for their success.

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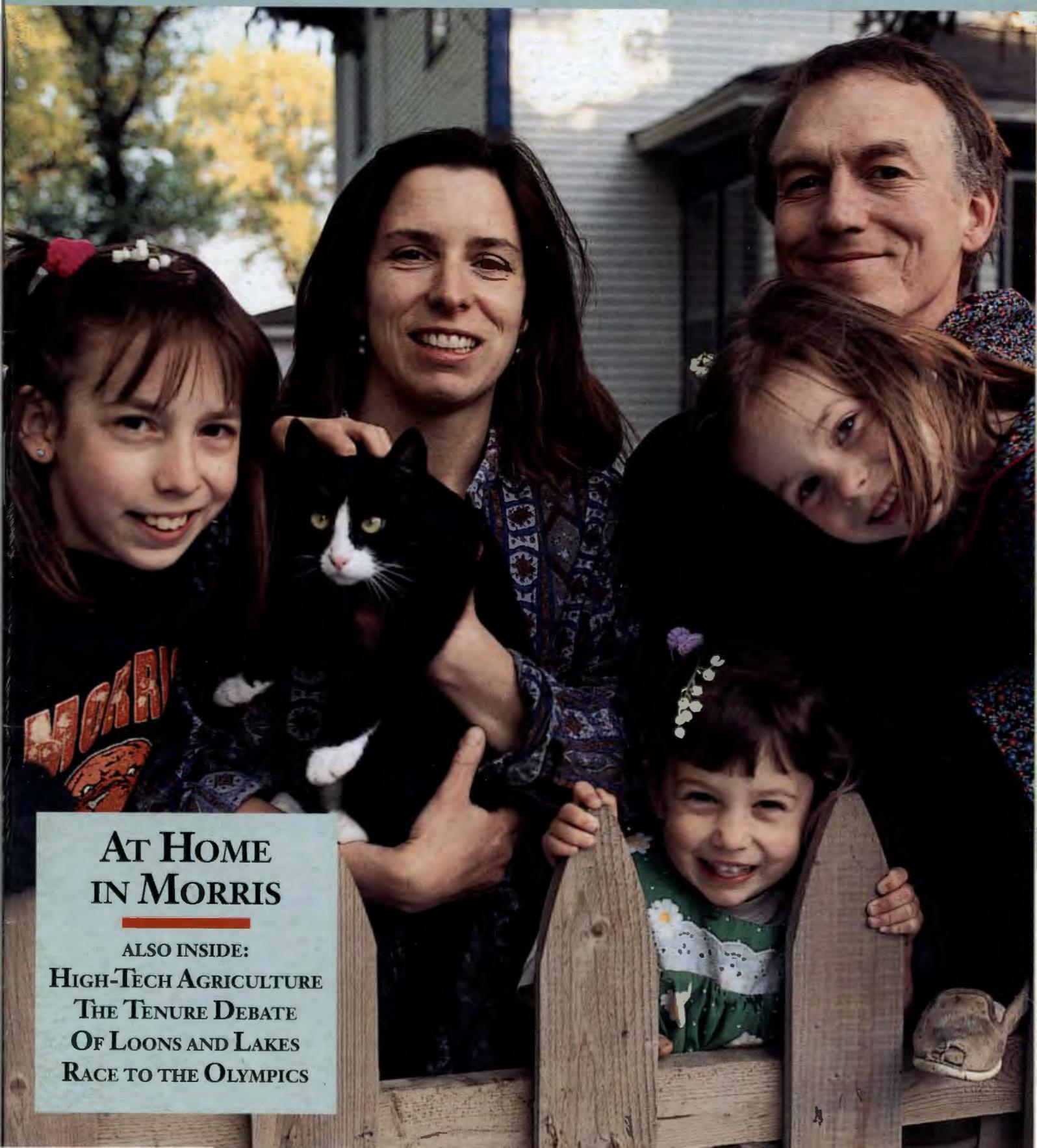
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THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

# MINNESOTA

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THE TENURE DEBATE  
OF LOONS AND LAKES  
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# MINNESOTA

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

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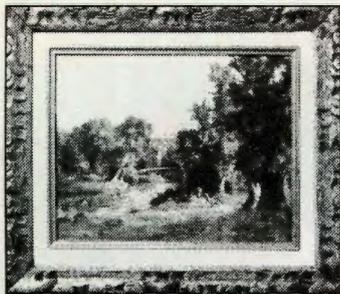
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## In Focus

# It's a Small World

Not long ago I received e-mail messages from University of Minnesota alumni who live and work as far away as Singapore and Norway. I was delighted. Communications from halfway around the world may seem old hat to those of you in international business, but they were exciting to me.

As *Minnesota's* new editor, I am interested in what our alumni think, and getting messages electronically from Europe and Asia reminds us that it is, indeed, a small world.

In recent years, the trite way of saying much the same thing is that we are part of a global village. The reminders are everywhere—this summer's Olympic Games, faxes from overseas, even those television commercials in foreign languages with the English subtitles.

There is a similar worldly theme to this issue of *Minnesota*—a story of global sports competition, a feature on World Wide Web technology and other developments at the College of Agricultural, Food, and Environmental Sciences, and information on how alumni across the globe can communicate with us directly about what you would like to see in *your* magazine.



Tom Garrison

World-class competition awaits runner Bob Kempainen in the 1996 Summer Olympics in Atlanta—if he can only get there. Kempainen is America's best hope for a medal in the marathon. He's a Minnesotan and a recent U of M Medical School grad. Unfortunately, after qualifying for the U.S. team this spring, he was unable to train because of an aggravating case of tendinitis in both knees. Read about this quietly intense competitor on page 36. Despite the setbacks, he has diligently taken on two of the toughest tasks imag-

inable: becoming a doctor and qualifying to run in the Olympics. Whatever happens this summer, Kempainen is a *Minnesota* success story.

Anyone who explores the Internet knows how much information is to be found there. Our story on high-tech agriculture (page 18) shows how World Wide Web sites created at the University of Minnesota are changing the way some farmers farm. Other exciting research and technology could increase our food supply and improve its freshness on grocery store shelves.

Now *you* can help us make it a smaller world, too. Send your story suggestions and reactions electronically to the University of Minnesota Alumni Association's e-mail address ([umalumni@maroon.tc.umn.edu](mailto:umalumni@maroon.tc.umn.edu)). As Margaret Churchill, '92, told me recently, "It's nice to be asked." We're asking: We want to hear from you.

Finally, I urge you to learn about a most important subject that *Minnesota* tackles in this edition. Tenure and the debate over tenure reform have become hot issues—on college campuses and off—around the country. In a world with a short-term focus but long-term problems, does tenure provide the last safe harbor for freedom of thought and discovery? Or has it become an archaic academic institution in need of overhaul? This is a complicated issue with compelling arguments on both sides.

Final regents action awaits the tenure code amendments already proposed by faculty and the administration. Our story concentrates on the philosophical arguments that are key to understanding whether specific reforms go too far or not far enough.

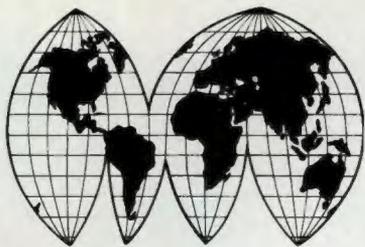
While tenure code reviews reportedly are going on at several other universities—including Arizona, Florida, and South Carolina—read why Minnesota's tenure debate has become perhaps the most public.

—The Editor



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- June Alaska Gold Rush
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- Aug. Educational "Tuscany"
- Aug. Scand/Russia/Baltic Sea
- Sept. Educational "Switzerland"
- Sept. Canada/New England
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- Oct. Nile (Egypt)
- Oct. N. Calif / Napa Valley
- Oct. Autumn in Provence
- Nov. Trans-Panama Canal

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## Contributors

**Maggi Aitkens, '85**, is a freelance writer in Minneapolis and the author of several books concerning social issues and business-related topics.



Maggi Aitkens

**Chris Coughlan-Smith, '86**, is a writer and editor for the University of Minnesota Alumni Association. "I'm a fan of running, so writing about Olympic marathoner Bob Kempainen was like a dream come true," he says. "I've run four marathons, although in my best I would have finished about six miles behind Bob."



Martha Everson

**John Cross, '74**, is a senior photographer for the *Mankato Free Press*. Photographing farmer Don Bot and his high-tech equipment was made more difficult because of the wet, cold spring. "We had to deal with the vagaries of weather, to make sure they would actually be in the fields working on the day I got there," Cross says. "If it was raining, it was no go, so driving from Mankato to Cottonwood was sort of an act of faith, assuming it wouldn't be raining by the time I got there."

**Martha Everson** is a Boston photographer who shoots ad campaigns and annual reports for numerous companies nationwide.

**Doug Knutson** has taken photographs for *Adweek*, *Sports Illustrated*, and *Business Week*.

**Camille LeFevre, '81**, is a St. Paul freelance writer and essayist. Her dance criticism is broadcast on Minnesota Public Radio and published nationally. Her articles on ecology, land use, gardening, and family appear in regional and national publications.



Camille LeFevre



Sal Skog

**Sal Skog** is a Twin Cities photographer specializing in portraiture and corporate photography.

**John Noltner** has worked as both a newspaper and an advertising photographer. His photos have appeared in *CityBusiness*, *Twin Cities Business Monthly*, *Mpls.-St. Paul*, *Twin Cities Reader*, and *Outdoor Action*. "I was born and raised in a small town like Morris and have always appreciated the pace of life away from the big city," he says of his assignment to photograph residents of that town. "Morris is still the kind of place where you don't lock your car door when you run into the store and where everybody knows everybody else. It seems we gain a lot when we live in big cities, but we give up a lot, too."



John Noltner

**Vicki Stavig** is *Minnesota's* contributing editor. She edits *Art of the West* and produces newsletters for corporate clients.

**Dan Vogel** specializes in product, industry, and portrait photography.

**James Walsh** has spent nearly seven years as a staff writer at the *Star Tribune* in Minneapolis. He currently is the agriculture and food reporter. "Writing about technology in agriculture, it can be easy to forget that some folks still aren't that far removed from having horses pull their plows," he says. "While trying to find farmers who make computers, satellite technology, and digital mapping systems part of their daily operations, I came upon a farmer in northwestern Minnesota who reminded me that such progress still comes a little slower to the farm. 'I don't think all that new stuff will come along too fast,' he told me. 'My dad still had the outhouse till a few years ago.'"

UNIVERSITY OF MINNESOTA

# Campus Spotlight

An Update on Outstanding Programs and People at the 'U'

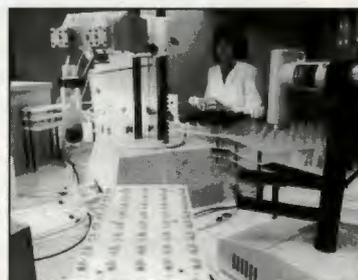
April 17, 1996

This Month's Feature:

## College of Agricultural, Food, and Environmental Sciences

### Did you know...

- Agricultural Sciences program at the U of M consistently ranked in the top five programs in the country *Science Watch and Scientist Magazine*
- Applied Economics M.S. program ranked **#1** in the nation *1994 Review of Agricultural Economics*
- Plant Pathology department ranked in the top five in the country *1995 CSREES*
- Nationally recognized advising program connects students with world-class faculty immediately in their freshman year
- Student teams in Food Science and Nutrition have won three consecutive national championships in product development competitions
- U of M Rhetoric students selected by Apple, Inc. to work on an international team dealing with technology and community-building issues; U of M is one of only 10 schools worldwide chosen to participate



Faculty in the College of Agricultural, Food, and Environmental Sciences use state-of-the-art technology to solve environmental problems. This robot, developed by LeEtta Jarvis, helps analyze the movement of pesticides through soil. For her work, Ms. Jarvis received the international *Pioneer in Laboratory Robotics Award*.

### U of M Fact:

**Crop varieties developed at the U of M add millions of dollars to the state's economy. Soybean and malting barley varieties alone generate \$55 million in added farmer income per year in Minnesota**

based on Agricultural Experiment Station figures.

# Campus Digest

A compendium of news from around the University—research, promotions, program developments, faculty honors

BY TERESA SCALZO  
AND THERESA DZUBAK

## Faculty Research

■ Humans are “arguably the most important geomorphic agent currently shaping the surface of the earth,” says University geology professor Roger Hooke. Hooke estimates that about 7.6 billion tons of earth are displaced in the United States each year by real estate development, road construction, and mineral production. We could fill the Grand Canyon with this material in fewer than 400 years—or about one ten-thousandth of the time that it took the Colorado River to excavate the canyon.

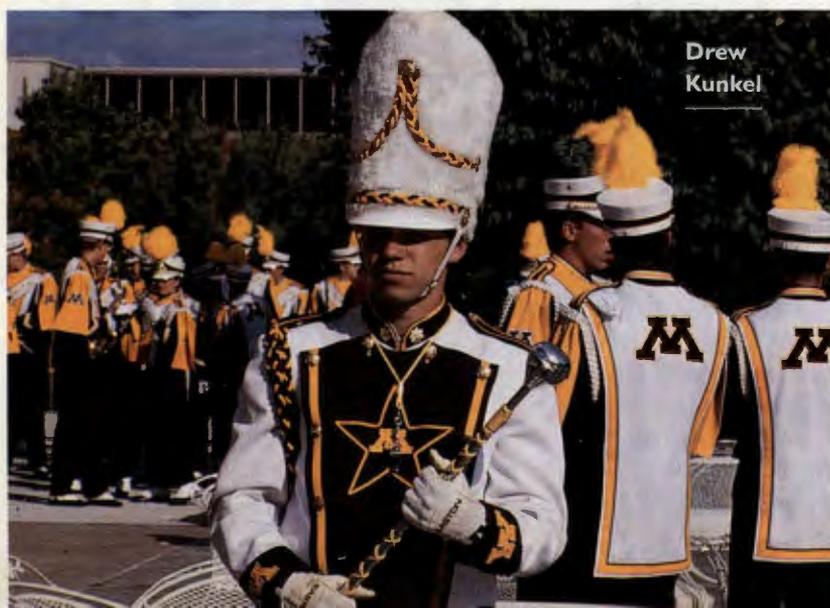
■ Conservative thinkers tell us that teenage pregnancy leads to higher welfare spending. A recent University study of census data from 1960 to 1990, however, shows that states that spent more per capita on Aid to Families with Dependent Children (AFDC) actually had lower teen-pregnancy rates. The study, led by Shirley Zimmerman, a family social scientist, controlled for other factors such as poverty, education, divorce rates, age, and race.

A look at recent University of Minnesota studies, research, discoveries, and rankings

BY KRISTIE McPHAIL

Zimmerman says the study shows that “we are becoming more disengaged from what teen pregnancy represents” and that politicians should be looking at the facts about teen pregnancy before dismantling the social welfare system.

■ University Law School students John Dragseth and Leslie Van Leeuwen teamed up to win the Giles Sutherland Rich Intellectual Property Moot Court Competition in Washington, D.C., recently. Dragseth, a native of Crookston, Minnesota, and Van Leeuwen, a native of Tonawanda, New York, are both third-year law students and the first University of Minnesota contestants to win regional and national intellectual property moot court titles.



## Step It Up

Traditionally, Eric Becher hesitates a moment to let the drama build before announcing the winner of the competition to serve as the band's drum major. Last fall, however, Becher, who is associate director of the University of Minnesota Marching Band, didn't skip a beat before announcing that Drew Kunkel would high-step in front of the band for the 1995-96 season.

“When he said my name, I really thought I was imagining it,” says Kunkel, a sophomore majoring

ILLUSTRATED BY JIM O'BRIEN



## A Research Opportunity

Their research varies from Eurasian water milfoil to William Shakespeare, from mother-daughter relationships to X-ray microanalysis, and from superantigens to the effects of sexist language. They are experts in their fields, but they are not professors or graduate students. Some 375 undergraduate students on all four University of Minnesota campuses gain hands-on experience each year in the Undergraduate Research Opportunities Program (UROP).

UROP offers financial support—a stipend of up to \$950 for time spent working on a project and an expense allowance of up to \$250—for research, scholarly projects, and creative activities undertaken in partnership with a faculty member. Students submit a project proposal, a recommendation from a faculty sponsor, and budget information to the UROP coordinator within their college. Coordinators and faculty committees review the applications and forward their recommenda-

tions to the UROP office.

Among the many benefits of this program is that it provides students and faculty members with a context for collaboration so students are not just a name on a class roster, says UROP coordinator Vicki Munro. Another is that “these students are earning money for [conducting research] in their field, not flipping burgers,” Munro says. “Graduate schools are beginning to require research experience, and this is an excellent opportunity for students to get their foot in the door.”

A research fair every February on the Twin Cities campus gives UROP participants an opportunity to present their work to the University community and the campus community a chance to see how “amazing these projects are,” Munro says.

The University also sends a contingent to the National Conference for Undergraduate Research (NCUR) each spring. This year 45 students and 24 faculty mem-

bers went to the University of North Carolina at Asheville to present their projects and learn more about the research of other students around the country.

One UROP participant, Dana Jung, a senior in the College of Architecture and Landscape Architecture, studied the relationship between landscaping and community improvement by obtaining local residents’ responses to the noise barrier along Hiawatha Avenue in south Minneapolis.

“I had never conducted surveys or statistical analysis before,” Jung says. “I learned how detailed and correct scientific study really is.”

The subjects of Jung’s research also benefited. “They felt happy that they could finally express their thoughts about the newly installed noise barrier,” she says. “UROP is a good opportunity for anyone who wants to learn more about something. It took a lot of time and energy, but it was a great accomplishment.”

in music education. “It took a while to realize that this big dream was coming true.”

Because of his experience as a high school drum major in Bloomington, Minnesota, Kunkel decided to try out for the University spot. He was aware of the solid competition because he had been practicing for several months with the six other candidates. Marching Band staff narrowed the field to three, and then the almost-200-member band voted for its new drum major—a practice initiated three years ago by Becher.

Kunkel, the youngest student ever to hold the position, says

he doesn’t worry about leading the band onto the field of the Hubert H. Humphrey Metrodome before 50,000 Gopher football fans.

“I don’t usually get nervous because of the crowd,” he says. “I am proud to be in front of [the band]. I am more nervous about fulfilling the band’s expectations.” He has applied to be drum major again next season, and he would like to high-step in front of the band until he graduates.

And then? “I’d like to teach music to high school students,” he says.

## A Classroom in Cyberspace

The Internet has permeated life at the University of Minnesota. Students communicate with faculty and other students via e-mail, and teachers and students apply information gleaned from the World Wide Web to their classwork.



Paul Brady

And now the University offers its first course taught exclusively in cyberspace.

Paul Brady, assistant professor of food science and nutrition, teaches *Internetting for Biologists and Others*, which is administered through the Department of Independent Study. As in other independent study courses, students complete the work at their own pace, but must finish the course within 12 months of the date they enrolled.

The goal of the three-credit course is to promote the Internet

as a viable communication tool by teaching the students various applications, Brady says. Ten course topics range from learning e-mail techniques to creating a home page on the World Wide Web. Each topic has an assignment—or “field trip,” as Brady calls them—that students must complete and report on before they can proceed to the next topic.

University graduate and undergraduate students, K-12 teachers, and retirees are enrolled in the course. Most of them are Minnesotans, but others live around the country and as far away as Antarctica.

“I love teaching this course. It’s really a riot,” says Brady. “Part of the fun for me [is that it’s] such a varied group. It’s fun to watch the students solve problems and share experiences with one another.”

“I’m surprised at how interactive it is. A lot of the barriers come down under these circumstances, and students have no problem keeping up a dialogue. If I were up front lecturing, they would be less likely to ask questions,” he says.

Brady predicts a profusion of Internet applications within the next year. “And by jove, I’m going to do everything I can to help,” he says. “I am truly an Internet evangelist.”

For more information about this and other courses, visit the Independent Study home page at <http://www.cee.umn.edu/dis/>.

## Peering out a Virtual Porthole

Upstairs at the Bell Museum of Natural History, children proudly lead family members through the FantaSea exhibit they created as part of their schools’ participation in the award-winning scientific JASON Project.

“We can’t touch the coral or it dies,” a young girl lectures her curious entourage, although the coral she points to is neon-orange Styrofoam, not living marine polyps. Along the way, faux crocodiles and alligators grin out from the wall, sculpted fish hang from the ceiling, and photos of manatees delight and amuse.

Downstairs, hundreds of students pack the museum’s auditorium, preparing for a live one-hour broadcast—really an electronic field trip—from the coast of Florida, where they will tag sharks; explore shipwrecks; dive up to 3,000 feet in a U.S. Navy submarine; tour an underwater research facility; perhaps drive JASON, a remotely operated vehicle, or ROV; and see other kids their age working alongside scientists.

“Ten, nine, eight . . .” the children chant excitedly as the seconds count down to the culmination of four months of hard work on this year’s JASON Project, titled *Adapting to a Changing Sea*.

By the end of JASON’s annual two-week spring expedition, approximately a million students in grades four through ten had viewed the broadcasts at more than 25 network sites in the United States, Canada, Mexico, and England. The Bell Museum is the only location in Minnesota where children can participate in the JASON Project, and Minnesota is the only Big Ten University that participates in the program.

JASON’s goal is to inspire and motivate students and teachers through hands-on, “real” science. When Dr. Robert Ballard, who discovered and began to explore the wreck of the *Titanic* in 1985,



got home from that expedition, he found roughly 16,000 letters from excited schoolchildren and was inspired to establish the JASON Project. Ballard named his project JASON, after the ROV that traveled inside the *Titanic* on his expedition, and after the Greek mythological character who was leader of the Argonauts and went in search of the Golden Fleece.

Ballard felt sure that if children were invited along on scientific adventures, the experiences would have a lasting impact on their educational pursuits, career choices, and, indeed, their lives. “Let’s take them with us on our next adventure,” Ballard said. “Let’s show them the excitement of driving along the bottom of the ocean and stumbling onto thousands of exotic tube worms, eight and nine feet tall, wiggling like hula dancers.”

Today, JASON’s corporate sponsors, among them Kodak, the National Geographic Society, and U.S. Sprint, allow the project to accomplish that mission in four interactive ways: in the classroom, where students pursue a curriculum developed by the JASON Foundation and approved by the National Science Teachers Association; on the Internet, through the JASON home page

## That's A Fine Reaction

Using a gauze of fine platinum wires as a catalyst, University of Minnesota chemical engineers have found a way to make useful chemicals from butane and related liquids found in natural gas deposits. The process uses a new combination of catalytic and noncatalytic combustion to produce formaldehyde and other commercially valuable products about 1,000 times faster than current technology.

Chemical engineering professor Lanny Schmidt and graduate student Duane Goetsch found that when they passed butane through a mesh of platinum wires at about 800 degrees centigrade, the platinum began a series of chemical reactions that continued as the material swept past the mesh. They had expected those reactions to yield mostly carbon monoxide and unsaturated hydrocarbons. Instead, they found about 75 percent of the butane was converted to butylene and aldehydes, especially formaldehyde, which is used extensively in plywood and other wood products.

They were surprised by the yield because the butane should have been converted to useful products only during the short time it was in contact with the platinum catalyst. Instead, the



Front to back, graduate student Paul Witt, professor Lanny Schmidt, and graduate student Duane Goetsch

chemical transformation of the butane feedstock continued beyond the mesh and produced valuable products.

"Usually, catalysts give you useful chemicals, and combustion just produces useless carbon dioxide and water," says Schmidt. "But this process combines catalytic chemistry with combustion in a way that hasn't been done before."

The new work replaces a slow, multistep process with a one-step process that runs a thousand times faster and so can be done with inexpensive and simpler equipment. The process will work not only with butane, but also with other natural gas liquids such as ethane and propane, all of which occur in natural gas deposits.

—Contributed by Deane Morrison



Hands-on experience that motivates school children to pursue science careers is the goal of the Bell Museum's JASON Project. Left to right, volunteer Glen Jacobsen from the Minnesota Herpetological Society helps Girls Scouts learn about an iguana; a member of troop 2041 holds a live Madagascar hissing cockroach; and Dr. Carla Bruenig helps children take each other's blood pressure.

(<http://aquarius.eds.com>), the world's first underwater Web site; through live broadcasts during which students interact with scientists; and, for a lucky few, through actually accompanying scientists on their journeys. Student and teacher argonauts must complete an intensive application and interview process to be considered for one of the eight teacher positions or the 24 positions for high-school students.

"To be able to communicate with students about the wonders of science was one of the highlights of my life," says D.C. Randle, a special education teacher from St. Francis, Minnesota, and one of only six teacher argonauts chosen internationally in 1994

to accompany a rainforest expedition to Belize.

This year, JASON focused on the natural cycles that occur along a coastline. Fifth graders at Little Mountain Elementary in Monticello, Minnesota, for example, made their classroom into a coral reef with colorful paper and paints; toured the underwater exhibits at the Minnesota Zoo in Apple Valley; conducted experiments about sonar technology and ROVs; studied satellite communications and fiber optics; saw "Search for the Great Sharks" at the Omnitheater; and played games related to the food chain, aquifers, and the Everglades.

"We learned to think about plants and animals before we do anything to nature," says Little Mountain fifth grader Glen Johnson.

Their most challenging and exciting project was working with staff at Nev County Park in Wright County, where they analyzed water temperature, sediment, and oxygen and pH levels, and then shared their data on the Internet.

"I can't say enough about what this project means for students," says Kathy Mishler, one of 14 Little Mountain teachers active in JASON. She praises the project for its ability to excite all students, no matter their level of academic ability, and for its curriculum, which integrates science, math, reading, language, social studies, and art.

Past JASON adventures have included examining an ancient Roman shipwreck in the Mediterranean Sea; studying animal, bird, and marine species on the Galapagos Islands; and exploring the world's most active volcano, Kilauea, in Hawaii. Next year, JASON will travel to Iceland to study volcanology, glaciers, bird migration, and arctic foxes.

No matter where JASON travels, its scientific studies and its cutting-edge technologies will continue to inspire students by bringing the excitement of science to the classroom.

—Contributed by Karin Miller

# Another Tool in the Shed

New technologies speed  
the evolution of agriculture

by James Walsh

**I**N SO MANY WAYS, IT'S STILL FARMING. Farmers plant crops, their eyes turned to the skies and the markets. They raise animals, clean stalls, buy feed. Wind, rain, soil, seeds, hopes, fears, success, and failure—all are as integral to agriculture today as they were when Grandpa tilled his fields with a horse-drawn plow and collected milk in steel cans.

But in other ways it isn't the same at all.

Now tractors are outfitted with computers that read detailed soil maps, automatically adjust fertilizer application and seed-planting rates, and use a satellite to tell the farmer exactly what patch of ground the tractor is rolling over. Where once farmers gathered in small-town coffee shops to talk business, a small but growing number now are tuning in to electronic coffee shops on the Internet. They chat with new "neighbors," perhaps thousands of miles away, over glowing video screens in their home offices. While farmers continue to feed and fret over beef cattle, dairy cows, pigs, and chickens, more are also turning to science to map and manipulate genes.

Technology is accelerating the evolution of farming.

Some farmers find technology daunting, intimidating. Others—including Don Bot, a farmer near Cottonwood, Minnesota, and a 1976 graduate of the College of Agricultural, Food, and Environmental Sciences—believe that adapting to new technology is critical to the future of farming. "These things have a lot of potential for those who understand them and adopt them," Bot says.

Crookston-area farmer Gary Wagner says technology is "just another tool."

Here is a glimpse at four ways Minnesota farmers and University of Minnesota researchers are using sophisticated new tools to produce and improve the food we eat.



## Farming at more than 20,000 feet

If it all works right—if all the hours of planning, mapping, soil testing, calibrating, and tinkering do what they're supposed to do—Don Bot has only one thing to do when he plants his corn and soybeans: Steer the tractor.

Inside the cab, in front of the steering wheel, a computer monitor shows a detailed map of Bot's field. Guided by a satellite 20,000 miles above Earth, it pinpoints Bot's exact location at all times. Reading that soil map, which includes layers of information about soil fertility, soil type, topography, and past yields, the computer automatically adjusts how much fertilizer is applied here, what variety of seed is planted there.

"It isn't just taking a bag of seed, dumping it in the planter, and heading out to the field—the same as all farmers did it," Bot says. "There are a thousand things that jibe together here."

Welcome to precision agriculture, a new realm of farming in which researchers seek to learn all they can about each farm's fields



**Cottonwood farmer Don Bot, '76, left, practices precision agriculture—a new kind of farming that uses computers and satellite technology to improve farm yields. Above, an antenna on top of Bot's tractor receives satellite transmissions.**

and yields and respond to its individual needs. While much attention has been paid to precision agriculture's dizzying new array of costly high-tech gadgetry and growing competition among entrepreneurs trying to capitalize on it, the idea is really very simple, says soil scientist Pierre Robert, who directs the University's new Precision Agriculture Center.

Robert and other University of Minnesota researchers were among the first to adjust farming practices by soil type, making digital maps of fields. In the mid-1980s they mounted a computer in a tractor and developed equipment that varies fertilizer rates.

"Since that time, we've discovered it's much more complex," Robert says. "What we are talking about here is really a massive use of information for more precise applications." It is learning how soil, water, seeds, and chemicals interact in each part of a field

to produce high yields and optimum profit while reducing fertilizers and other chemicals that go into groundwater, Robert says. Look at the nitrate levels found in the waters of the Minnesota River Valley, at tainted wells in the Anoka Sand Plain, at the speed with which contamination moves through the karst topography of southeastern Minnesota. The need for more precise farming is painfully clear.

"In the past, they had one crop, one rate, and one seed variety for the whole field," Robert says. "Now, everything can be adapted, from area to area and year to year."

Researchers at University experiment stations in Lamberton, Crookston, Waseca, Morris, and Baker are exploring the potential impact of precision agriculture on the profitability of wheat, sugar beets, potatoes, corn, and soybeans. A \$150,000 grant from the U.S. Department of Agriculture will pay for a University-led study to determine whether precision agriculture can control the movement of chemicals and nutrients through soil and into groundwater.

The Precision Agriculture Center will seek to create partnerships with companies—John Deere, Rockwell International, Pioneer, Cargill, Ag-Chem, and others—speeding into the realm of

site-specific farming. A goal is to offer graduate and undergraduate degree programs in precision agriculture and to serve as a meeting place for researchers.

Interest in precision agriculture is expanding, Robert says. The National Academy of Sciences has formed a committee to look at the potential of precision farming. Robert has been a consultant to the committee and provided research data. The Precision Agriculture Center and the Potash and Phosphate Institute held the Third International Conference on Precision Agriculture in June. The first conference, in 1992, drew 150 participants and the second, in 1994, more than 400. This year's conference attracted about 1,000 researchers, agribusiness leaders, and farmers.

But it is the research being done in the fields, on individual farms, that will be the most telling, Robert says. Over the next several years, farms from the Red River Valley to the Cotton Belt will be the laboratories. For the past three years, Bot's farm has served as a precision agriculture test site. All 1,800 acres of it.

This fall Bot will collect data on yields from fields where precision agriculture techniques were used and compare them to data on fields that were farmed the traditional way.

"We're still going to need several years of data, and we'll have to develop systems that can analyze that data," he says. "But that will come."

Several studies, including research conducted on the University's Crookston campus, show that precision agriculture can have a significant impact on sugar beet production. Sugar beets require precise applications of nitrogen to attain just the right balance of yield and sugar content. Three different studies have shown that a combination of soil testing and variable rate chemical application resulted in net gains of \$48 to \$72 per acre over conventional farming methods.

While this is the fourth year that Gary Wagner has used a computer to record yields across his fields, last year was the first time he had intensive soil sampling and prescription fertilizer application. Wagner says he is no technophile, attracted to the glitz of new gizmos. "We're not totally convinced this is absolutely the way to go yet," he says. But he finds the information, and the early results, intriguing.

He is not alone. Last fall, farmers had more than 100,000 acres tested. Case-IH and John Deere now offer yield monitors in every combine they build.

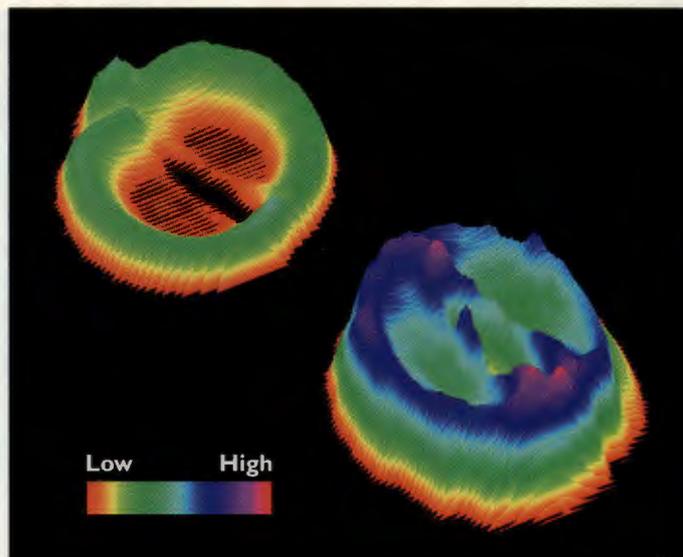
Centrol, a crop consulting company, is conducting research on about 600 farms in the Red River Valley region, using varying degrees of technology with each.

In the end, Robert says, that research will determine whether precision agriculture will be truly useful to farmers. "Much work remains to be done," he says.

## In search of a crisp crust

Why do the raisins in raisin bran get hard? And why does the crust on frozen pizzas get soggy?

Using borrowed medical equipment and working on borrowed laboratory time, University of Minnesota food researchers are revving up magnetic resonance imaging machines, differential scanning calorimetry, and dynamic mechanical thermal analyzers to unlock these and other perplexing mysteries dogging modern society.



To the food industry, learning how to make food store longer, look yummier, and taste better is a multi-million-dollar proposition. And perhaps nothing affects the taste, shelf life, and consistency of food more than water. Water leaves the raisins and jumps into the bran. Water forms ice crystals in ice cream, ruining the taste. Water migrates from the pizza sauce to the crust.

Multinational food companies and even the Pentagon have turned to researchers Roger Ruan, Ted Labuza, and a team of University sleuths to find out what makes water move around in food. To do that without slicing open every jelly roll or crumbling boxfuls of crackers, they have turned to scanning technology more commonly used in health care.

"These new processes can monitor these things microscopically," Ruan says. "If I can monitor it without changing it, then the mystery is clear. I see it. I know what's going on."

It's not as if scientists never had a clue, says Labuza, a professor of food science and technology on the St. Paul campus. If you filled a room with raisins, added a humidity gauge, and then sealed the room, the room would soon show about 60 percent relative humidity, Labuza says. If you filled the same sealed room with bran flakes, the gauge would show about 11 percent relative humidity.

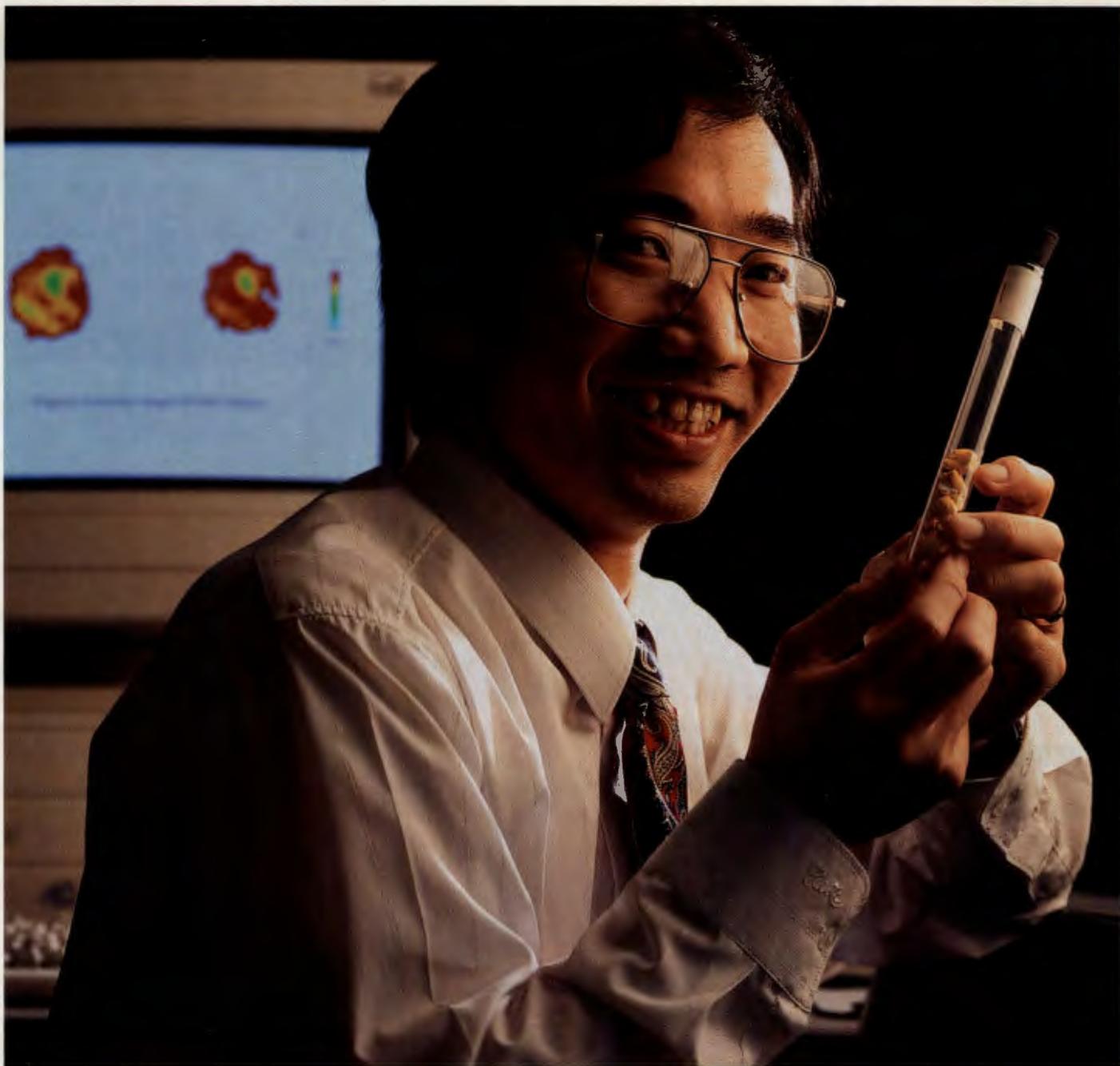
Moisture leaves the raisins in a box of raisin bran in search of equilibrium, he says. Hence, the raisins turn to marbles and the flakes are fine—"because you have more flakes than raisins," he says.

Scientists know that's what happens, but until now they haven't been able to watch the process, Ruan says. With scanning technology, they can see and record water moving through food, track exactly where it's coming from, and determine what energies are actually causing it to migrate.

"What's different now is that we have the tools to understand why," Labuza says. Magnetic resonance imaging—more commonly used to scan the human body—is one way scientists are beginning to track how moisture moves through food. They are scanning ice cream, french fries, breaded fish, pizza, bakery goods, breakfast cereals, grain products, seeds, potatoes, and even the military's Meals Ready-to-Eat. "The chemistry and physics of water are related to all these products," says Ruan.

Privacy agreements prompted by intense competition in the

### Another Tool in the Shed



food industry don't allow Ruan to name the companies he's doing research for, but the project's total budget is about \$800,000 for the next four years. The military alone is paying \$103,000 for two years, he says.

Differential scanning calorimetry measures energy changes related to moisture content, helping to explain things like why some batches of cookie dough roll out really flat and others become sticky and unwieldy, Labuza says.

The dynamic mechanical thermal analyzer measures the elastic properties of food, which Ruan and Labuza hope to use to pinpoint where changes in food moisture occur. Are there additives that could keep crackers and cookies fresh?

Magnetic resonance imaging allows researchers to "see actual molecules moving," Labuza says. A nuclear magnetic resonance device, specifically developed to explore the vibrational frequencies of water molecules, could help explain how and why bread goes stale, he says.

But don't expect to see a cool new lab at the College of Agricultural, Food, and Environmental Sciences featuring fancy scanners humming over a cornucopia of food. The National Science Foundation turned down a grant proposal, forcing the researchers to take their work to the University's Center for Magnetic Resonance Research on the Minneapolis campus. Because much of the center's work is dedicated to medical research, lab time there is limited, Labuza says. "And they laugh when we come over with a piece of bread."

Adds Ruan: "Sometimes they're happy to see us because we bring good food."

**University researcher Roger Ruan works to unlock the secret to keeping food fresh. Above left, magnetic resonance images of a bean kernel taken at early and late stages of cooking show how moisture enters and distributes in the kernel.**



## Information gravel roads

Norman Kolstad wanted to find out whether clipping his cows' tails would be a good idea. He'd heard that "docking" tails helps dairy farmers keep their animals cleaner, but he wasn't sure.

A few years ago, the Underwood, Minnesota, dairy farmer might have called an extension educator, knocked on his neighbor's door, or visited the coffee shop in town to find out what his fellow farmers thought.

Instead, Kolstad sat down at his personal computer and surfed the Internet. Through an expanding network of computer user groups, electronic bulletin boards, on-line publications, and a seemingly endless number of university, government, and personal home pages on the World Wide Web, Kolstad has discovered that agriculture is big on the Net.

"It's all about information," he says. "This gives us access to information we didn't have before."

While experts say the number of farmers who use the Internet and its graphics-rich World Wide Web is small compared to other users, the sheer volume of information and discussion devoted to agriculture indicates that a growing number of folks in farming are dialing in and downloading.

Sites and articles on the Internet devoted to precision agriculture have proliferated, says David Mulla, professor of soil and water resources. Agriculture Online, an Internet version of *Successful Farming* magazine, provides a wide array of interest areas, complete with bulletin board discussions and links to other sites.

Dairy-L, a bulletin board subscriber service, allows dairy farmers and others in the industry to talk to people thousands of miles away with the click of a mouse and some taps on a keyboard. Farm-

ers and agribusiness salespeople debate and discuss which auto manufacturer produces the best pickup truck, how to find new markets for agricultural products, and results of the latest on-farm research.

The U.S. Department of Agriculture, the Environmental Working Group, the National FFA, the National 4-H, the Minnesota Department of Agriculture, and the University's College of Agricultural, Food, and Environmental Sciences all boast home pages on the World Wide Web. And, Mulla says, farmers are taking advantage of this unprecedented opportunity to talk to each other. At a time when rural communities are losing people, the connections are welcome.

"Computer technology opens a whole new avenue for communication," he says. "A producer with a question about an issue can post it with a chat line, and people from all over the country can respond—university professors, agribusiness, other farmers. It opens a whole new realm of expertise."

Gary Wagner has used the Internet to distribute and glean information on precision agriculture. He tunes in to the University of Minnesota's Precision Agriculture list service, a bulletin board featuring information on site-specific farming. And he is one of several people in the Red River Valley working, with the help of a USDA grant, to help northwest Minnesota and North Dakota farmers find affordable ways to use the Internet.

"We're supposed to go out there and find what is good for us, and [determine] what is not out there, and encourage businesses to get on the Internet," says Wagner, who raises sugar beets and wheat with his two brothers. Project participants are also putting research data on sugar beets on the Internet.

Lack of affordable access is a significant hurdle to getting more farmers on the Net. The problem is basic: Many rural Internet



**Gary Wagner, left, maps weed conditions on his sugar beet farm near Crookston. Above, left to right, University researchers William Dayton, Marcia Hathaway, and Mike White, are studying methods to produce meat more efficiently.**

"I use it all the time, but it's a tough sell for others at some of those prices," he says.

A growing number of Internet destinations offer a storehouse of valuable information, Mulla says. Most of the Minnesota Extension Service offices around the state are equipped to distribute extension information on the Internet.

In February the *St. Paul Pioneer Press* named the University Department of Soil, Water, and Climate's World Wide Web page on the Minnesota River basin—developed by Mulla and Ananda Mallawatantri, along with the state climatology office and the Minnesota Department of Agriculture—one of the "hot sites" on the Internet.

County planners, students, farmers, scientists, and educators from across the country and as far away as Norway, Italy, New Zealand, the Netherlands, and Japan are among the more than 1,000 visitors to the site, which was launched in December 1995.

The site offers research data on tillage and nutrient management in the river basin that is not available in library databases. Users can also find reams of information on nonpoint source pollution. There is detailed information on weather, soil types, slope, drainage practices, land use, sediment, and stream flow.

"We have information on the nature of pollutants in the water; we have information on how standards are set," Mulla says.

He warns users to be wary of the reliability of the information floating around out there—after all, anybody can put stuff on the Internet. "But you also see lots more discussion on issues from people with dissenting opinions," he says.

users have to pay long-distance telephone charges in addition to fees charged by access providers. This has retarded use of the Internet in rural areas.

Terry Gjersvik, who recently joined his family's 1,500-acre corn and soybean operation near Albert Lea, had to call through Mankato and Rochester and pay about \$18 an hour when he first started using the Internet. Now a long-distance service provider will make access more affordable, Gjersvik says, by providing a toll-free access number and cheaper rates.

### Another Tool in the Shed

## Arnold Schwarzenecattle?

It is not their intention to produce some kind of super steer or humongous hog, say University of Minnesota researchers Mike White, Marcia Hathaway, and William Dayton. Yet, they admit, their attempts to find the secrets of greater muscle mass in livestock may give that impression.

What they are really trying to do, says Dayton, is to allow livestock producers to transform the feed they give steers and hogs into meat more efficiently and effectively.

"We want to reduce fat, increase leanness, and maybe do it with less feed," says Dayton. "From a health standpoint, we assume the consumer would benefit, too."

Their work is concentrating on two fronts: to build muscle mass in beef cattle by discovering the link between steroids and muscle growth; and to build muscle mass in hogs by finding the genetic regulators that turn developing embryonic cells into muscle (as opposed to organs or ligaments or fat) and unlock the door to creating more muscle.

White says that approximately 95 percent of all U.S. beef cattle are treated with anabolic steroids to replace the hormones steers lose at castration and to build the muscle demanded by the beef industry. Steroids have been used—and have worked—for upwards of 40 years, he says. "But nobody really knows how they work."

While that may be scary for some beef eaters, research has shown that the steroids simply replace the hormones lost when steers are castrated. The animals' resulting hormone levels are no different from those of bulls or cows, White says.

Still, it's important to learn more. Researchers have discovered that steroids trigger an increase in levels of Insulin-like Growth Factor (IGF-1) in the animals' bloodstream, and that IGF-1 in turn stimulates "satellite" muscle cells that are attached to muscle fiber cells. As IGF-1 levels increase, these satellite cells fuse with the muscle fiber cells, helping to increase muscle growth. Since animals are born with a finite number of muscle fiber cells, the fusion of these satellite cells into muscle fibers is key to muscle growth.

What researchers don't know, Dayton says, is how the steroids are linked to increased IGF-1. Finding that link would help producers use steroids more efficiently—or might lead to other ways to stimulate muscle growth without using steroids at all.

"That would be a positive," Dayton says. "We could be doing a lot of things we don't need to do."

The team is a good example of how researchers from different disciplines work together for a specific purpose. Dayton's background is in biochemistry, Hathaway's work has been in nutrition, and White's expertise is in cell biology.

Their work is intended to put biotechnology to practical use—for an industry and for consumers, Hathaway says. Conducting the research at the University, instead of within private industry, allows them to explore new discoveries without the pressure to produce immediate—and money-making—results.

Steroids already provide a 15 to 20 percent increase in profits by spurring faster growth with less feed.

Population trends show that we will need to produce two and a half to three times the food we now have to feed people in the coming decades, so the research is timely, White says. "We're not talking about Arnold Schwarzenecattle. This isn't about giant animals. It's about helping them grow more efficiently." ■

# Raising the World's Grain

An Iowa farm boy grows up

to have a major impact on international agriculture

*As told to Vicki Stavig*

**I** grew up on a small farm in Iowa and am the product of a one-room country school. My grandfather, my father, my two sisters, and I all studied there. I did what most small boys on a rural farm in the Midwest do. Besides daily work, I liked to hunt and fish and play sports, especially baseball. In high school, I played all kinds of sports: football, baseball, and wrestling.

My ambition after high school was to become a high school science teacher and athletic coach. I graduated from high school in 1932 and had no money, so I stayed home for a year, but I had made arrangements to go to Iowa State Teachers College. In late August or early September of 1933, George Champlin, a little halfback at the University of Minnesota, stopped by. We didn't know each other, but our fathers were friends. He said, "Go get your bag and ride up to Minneapolis with me; I'm going up to early football practice. My father has been telling me about you and I want you to look at the University of Minnesota."

I said I would go if my friend Irv Upton could go, too. We both went with Champlin, and the next day Irv and I had jobs at the University coffee shop. We didn't have junior high schools in Iowa, so the University wouldn't count my ninth grade and said I was four units short. They said, "The only way you can get in is to take a special exam," which I did. I flunked it beautifully; Upton passed it. I think I would have gone back home except I was too embarrassed.

Champlin was a pretty aggressive guy and took me over to the General College, which was just opening. He knew the assistant dean there and explained what had happened to me. He said, "This guy isn't that bad; what can you do for him?" The dean signed me up for General College and, by my third quarter, he said, "You can transfer to any college you want to," so I transferred to forestry.

I also wrestled at the University. During my first year of intercollegiate competition, I think I won eight out of nine bouts, so I looked like a hot shot. When I arrived in the 1930s, there was no high school wrestling in Minnesota, except in Austin and Rochester. My University coach retired, and my former high school coach from Iowa was brought in. He wanted to start a high school wrestling program and would send me and another wrestler around the state to meet with parents and teachers and tell them what wrestling was and to demonstrate it. By the time I was in graduate school, we had high school wrestling started in Minnesota. I was assistant coach at the University when I was in graduate school and was inducted into the National Collegiate Wrestling Hall of Fame in 1993, along with several other people, including Norman Schwarzkopf.

During the fall quarter of '37, I attended a lecture by Dr. E. C.

Stakman, head of plant pathology at the University, and was fascinated by the world he painted. I thought, if I ever have a chance to go to graduate school, I would like to study under him. I got my degree in forestry on December 18 that year. I passed the civil service exam and was scheduled to go to work on January 15 for the Forest Service in Idaho, where I had worked on and off over the years.

But, just after the first of the year, I got a note from the forest supervisor saying they had budget problems and asking if I could come June 1 instead. So I started graduate school and that changed the whole thing. I got my master's degree in plant pathology in 1940 and my Ph.D. in 1942, then went to work for DuPont until 1944.

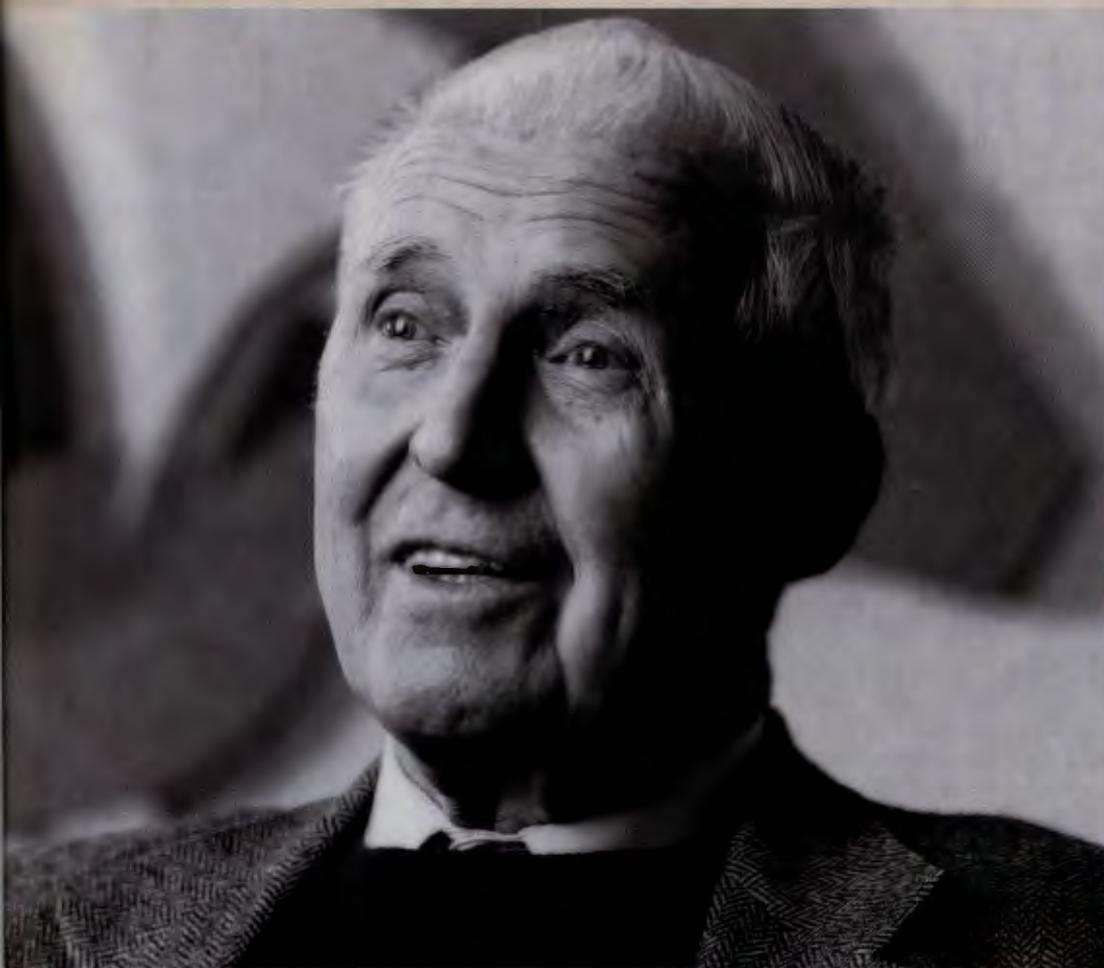
I went to Mexico in 1944 and worked with the Cooperative Mexican Government-Rockefeller Foundation Agricultural Program until it was terminated in 1960 and the responsibility was transferred to Mexicans trained in that technology, quite a few of them with degrees from the University of Minnesota.

In 1964 I became director of the wheat program of the International Maize and Wheat Improvement Center, called CIMMYT, a Spanish acronym. I retired in 1979, but I'm still a consultant to that program. For the past 10 years, I also have been a professor of international agriculture at Texas A & M.

From January until September each year, I operate out of my office at CIMMYT, outside Mexico City. I work for Sasakawa-Global 2000, which is financed by a Japanese foundation, trying to get agricultural production going in African countries south of the sub-Saharan. We've been working for ten years in nine countries to see what can be done in the near term to change production.

The population of those African countries has been growing at about 3 percent per year for the last three decades, while agriculture is growing at only about 2 percent, so they're losing ground each year. To make matters worse, somewhere between 75 and 80 percent of the people are living in rural areas on small plots of land. The only way that can be changed is by having these people produce more than they consume so they can begin to buy some of the essentials for life, to make life a little less glum.

Over these past ten years, we must have supported more than 300,000 one-acre demonstration plots comparing the best pack-



NORMAN BORLAUG

age of technology: improved seeds; the proper use of fertilizers; control of weeds, disease, and insects; and the demonstration of this process by well-trained government extension workers. Farmers who have grown these plots now know it is possible to double and triple yields. To continue they need the right kind of fertilizer available at the village level on time, access to production credit, and a fair price at harvest that is close to the international price. Generally, it's half the world price.

The work we began in Mexico in the 1940s started this change. Changes in economic policy allowed the people there to use modern technology, and that Mexican food crops research program became the model for a series of international agricultural research institutes that have been established around the world. Today there are 17 of those centers.

To give you some measure of what has happened as a result of these international research efforts, wheat production in India is 63 million tons today versus 11 million in 1965. The new rices also came in, and India became self-sufficient in cereal grains. That's the impact.

I won the Nobel Peace Prize in 1970. I was out in the field, about 35 miles from Mexico City, harvesting wheat in the mud. It had rained the night before and we were behind schedule. I saw the office car drive up, and my wife, Margaret, and her friend got out. I thought one of my parents had died.

Margaret said someone had called from Oslo and said I won the Nobel Peace Prize. I thought it was a joke. Margaret left, and

about an hour and a half later, here comes another car. Out climbed a man who had filmed a couple movies about our work and a *Christian Science Monitor* writer. They said, "You won the Nobel Peace Prize." I said, "What makes you think so?" The writer then reached into his pocket and pulled out all this ticker tape announcing it.

Margaret and I have been married for 59 years. I found her at the University; we both worked at the University coffee shop. She lived outside the country with me until 10 years ago. When I started teaching at Texas A & M 10 years ago, we bought

a house in Dallas near my daughter, Jeanie, and my son, Billy, and rented an apartment near A & M. We live in the apartment when I'm teaching, but when I go to Mexico, Margaret goes to Dallas. My children grew up in Mexico, and we started Mexico's first Little League. I was proud of it. I had one team that won 30 games in a row; they were mean. The program is still going on.

I have returned to the University of Minnesota from time to time. I taught here in 1980. Borlaug Hall [on the St. Paul campus] was dedicated in 1988 and I came back for it a day early and missed the big earthquake in Mexico. Two years ago, I came back to be inducted into the University of Minnesota Hall of Fame, and last year I came back when Patty Berg and I were selected to get Big Ten Conference Centennial Scholar-Athlete Medals. I was grand marshal at the Homecoming parade last year.

What makes me happy? To see progress, to see excellence, in any activity. It doesn't make any difference whether it's excellence in science, business, athletics, music, or literature, but I hope it's also got a good, healthy mixture of ethics.

When I was back in that one-room country school, one of my teachers insisted we learn parts of several poems. I always liked Rudyard Kipling's "If." It's still a part of me:

If you can walk with crowds and keep your virtue,  
Or walk with Kings and not lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much . . . ■

# Discovering MORRIS

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As major players in agriculture and liberal arts, the University of Minnesota and its alumni have a big impact in this small town

By Teresa Scalzo ■ Photographs by John Noltner

**A**T FIRST GLANCE, Morris, Minnesota, looks like any number of Midwestern prairie towns. Its main street offers a mix of retail shops—Ben Franklin, a small department store, a minimall. On the outskirts of town are fast food restaurants, a Pamida discount store, and a few hotels and motels. You might pass through without a second look. That would be unfortunate, because Morris is no typical small town.

Founded in 1871 and named after Charles F. Morris, chief engineer of the St. Paul and Pacific Railroad, Morris is a rural community (population 5,600) with a lot of urban pluses.

Most notably, the University of Minnesota has maintained a campus there since 1960. Often called the “jewel in the University’s crown,” the four-year liberal arts college is recognized regularly as a “public ivy” by *U.S. News and World Report*, *Changing Times*, and *Money* magazines. In addition to being the town’s largest employer (about 400 jobs), the University provides a variety of cultural and educational opportunities: theater, music, and dance productions; art exhibits; workshops, seminars, and lectures.

“Townsppeople think it’s a good thing to have here because it makes this area more appealing,” says Holly Witt, ’83, executive director of the Morris Chamber of Commerce. “It lends stability to the community and a little diversity, too, which is a really wonderful thing for this area, where people tend to be so much the same.”



**The University of Minnesota campus at Morris.**

The University plays an important role in local agriculture as well. Its West Central Experiment Station evaluates new techniques to assist farmers, home gardeners, and businesses in raising beef and dairy cattle, sheep, swine, and crops; in monitoring soil and water quality; and in determining horticultural practices. And the Minnesota Extension Service is involved with a wide range of youth and family programs, agriculture, and environmental education.

“Agriculture is a major industry here,” says Witt. Indeed,



**Holly Witt, '83, is executive director of the Morris Chamber of Commerce.**

Stevens County has about 540 farms that average 530 acres and boast annual sales of more than \$13 million.

The USDA North Central Soil Conservation Research Laboratory, a federally funded facility that conducts agricultural water quality and soil conservation research, is located in Morris. One of its researchers, Bob Young, developed a computerized mapping system that can trace the source of river contaminants. Used worldwide, the system recently helped Minneapolis officials identify the source of nitrogen found in the Mississippi River: chemically treated lawns.

Morris also is a hub for manufacturers that sell their products worldwide and are among the town's major employers. They include Hancock Concrete, Klepsie Tank (metal tank fabricators), and Superior Industries (conveyor equipment). Together, they employ about 250 people. "All of these businesses are home grown," says Witt, "started by local people."

Other top employers are the Morris Public Schools (160 employees); the Villa of St. Francis, a nonprofit group that operates the town's nursing home and area group homes (160 employees); and Stevens Community Medical Center (130 employees).

According to the Minnesota Department of Trade and Economic Development, the annual average unemployment rate in Morris is 4.7 percent and the per-capita county income is \$17,192.

As executive director of the Chamber of Commerce, Witt works with more than 200 business members planning events that include Prairie Pioneer Days, Morris's annual summer festival;

holiday and back-to-school retail promotions; town beautification projects; and educational workshops and seminars.

Other chamber activities are targeted at University students: a fall ice cream social to welcome students to campus and a fair during freshman orientation at which chamber members set up booths on campus to provide students and their parents with information about the business community.

Witt is optimistic about another city/University collaboration. This year, the Morris campus received money from the Minnesota Legislature to begin planning a much-needed addition to its Science Building. To make room for the addition, the University will tear down its Physical Education Annex, which is used currently for student activities and intramural sports. Town leaders have been meeting with University officials to discuss building a community center and swimming pool that could be used jointly by University students and Morris residents. "It's just in the planning stages," says Witt, "but this is a cost-saving way to do one project that will benefit both the University and the community."

Another of Morris's claims to fame, in addition to the U of M campus, is this: It is located only 20 miles from Herman, Minnesota—the town that became famous a few years ago when several of its bachelors received national attention for their efforts to attract single women to their community. "People looked at a map, saw that Morris was a bigger town [than Herman], and called the chamber office to request information on the area," says Witt. "It was amazing how many people called—from the East Coast, the West Coast."

For all these reasons, we have chosen to feature Morris in the third installment of *Minnesota's* series on communities where University alumni are making a difference. Meet several alumni—and a couple of faculty members—who help keep Morris at the top of the ratings.

## All in a Day's Work

ON A RECENT DAY, physician John Stock was at the Stevens Community Medical Center by 7:30 a.m. preparing to operate on a 79-year-old man who was in cardiac arrest and needed a pacemaker inserted right away.

Following surgery, Stock saw patients at his clinic, West Central Internal Medicine, located next door to the hospital. At noon he was in the hospital's intensive care unit stabilizing three patients: the pacemaker recipient, an 84-year-old woman who had been admitted two nights earlier in respiratory failure, and an 83-year-old man who had undergone surgery to remove a small obstruction in his bowel. Stock completed hospital rounds, visiting his patients in the regular ward (he specializes in internal medicine), then returned to the clinic for 15 appointments.

It was a pretty typical day in the life of a busy rural physician, he says.

Born on a dairy farm in Kensington, Minnesota, 17 miles north-east of Morris, Stock attended classes for three years on the University's Morris campus before transferring to its Medical School in the Twin Cities. He graduated in 1972 and was scheduled to report for active duty in Vietnam with the air force six weeks later. He decided to spend the intervening time with his parents, and

he asked local physician Raymond Rossberg if he could help out at the Morris hospital. Rossberg leaped at the opportunity.

"My very first day in practice, I saw 42 patients," says Stock. "They were very short-staffed at that time."

So short-staffed that the Stevens County commissioners decided to sue the air force to release Stock on the grounds that he was essential to the community. The court ruled in Morris's favor and Stock has practiced medicine in the town ever since—except for two years in the late 1970s when he completed his internal medicine residency through the University of Minnesota Hospital and Clinics.

Stock made up his mind to be a doctor when he was 16. His father was a veterinarian, and Stock learned early how to assess medical situations quickly. He says he chose human medicine because his father advised him to "get out of the manure."

The family farm—where Stock still lives today and raises 50 head of dairy cattle and 800 acres of barley, corn, wheat, soybeans, and alfalfa—has been in his family since 1880, when his grandparents bought the land from the Union Pacific railroad. And Stock, who often wears western shirts and cowboy boots, looks like he'd be at home in a barn or in an operating room. Acknowledging his dual role, Stock says with a grin, "I usually say I'm a farmer who has a few other skills."

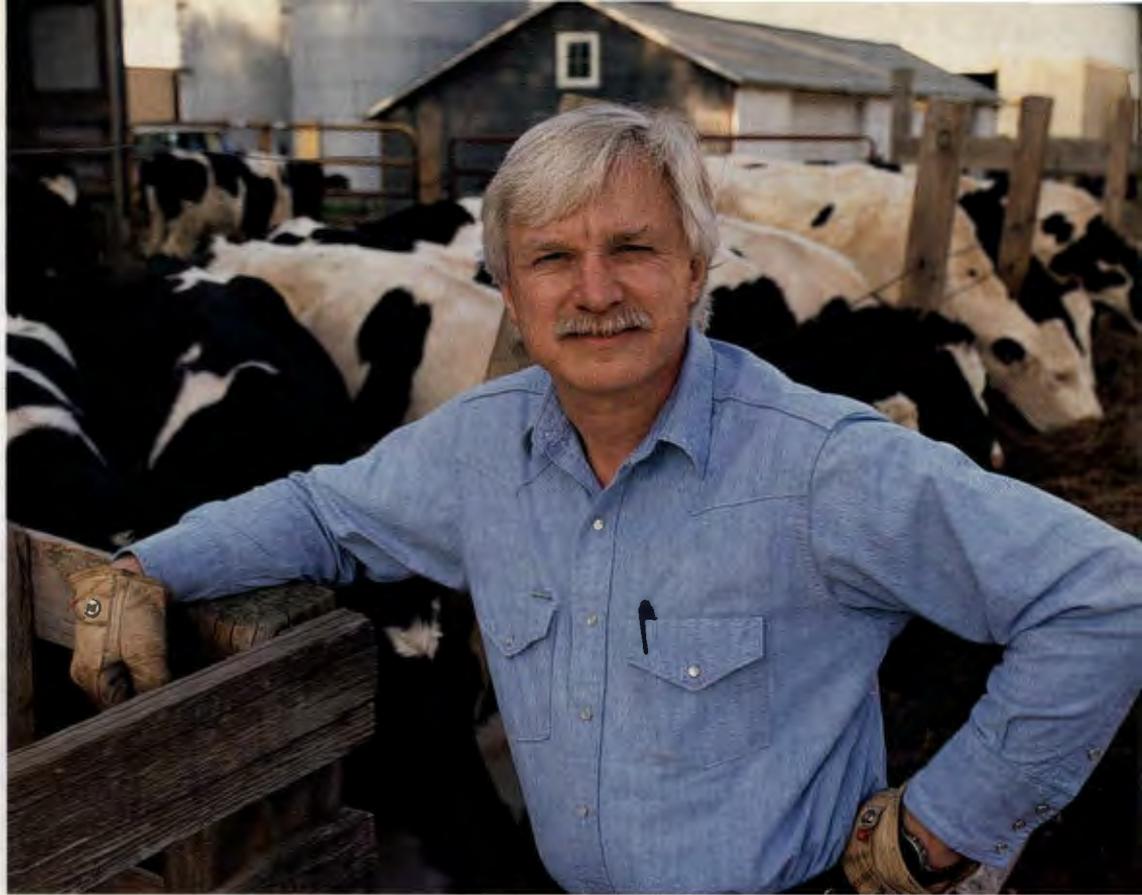
On one wall of his clinic hangs a plaque commemorating the patent he received for an instrument he designed to excise polyps from the gastrointestinal tract. Although a local company has manufactured the instrument, Stock doesn't have any plans to market it. "I invented the instrument in 1990 to make a colonoscopy go faster so I would have time for a coffee break," he says.

On another wall is a framed *Star Tribune* article that tells the story of a nine-year-old Russian girl who came to the United States for surgery in June 1994—thanks to Stock.

Stock met the girl indirectly through the Morris high school's exchange program with the Russian town of Chelyabinsk. In January 1994 Stock traveled to Chelyabinsk because its hospital was interested in buying U.S. medical equipment and the Morris hospital had some to sell.

While Stock was there, a woman asked for his help. With the help of a translator, Stock learned that the woman's daughter had a tumor on the base of her brain. Touched by the woman's story, Stock returned to the United States and began to raise money to bring the girl to Minnesota for surgery. Several people and institutions contributed, including many Morris residents.

In June 1994 the girl underwent surgery at Abbott North-



## John Stock

'70, '72, physician and farmer

**Who was your favorite professor at Morris?**

**Joe Latterell in the chemistry department. When I was an analytic chemistry student, I got the top grade in Latterell's class, but missed the cut off for an A by a few points. A couple of guys asked me what I thought. I said, "The very first day he told us his standards and I didn't meet them, so I think that's fair. With more studying, I could have gotten the A." As soon as I moved back to Morris, he looked me up to be his doctor. I thought that was neat.**

western Hospital in Minneapolis and spent three months recuperating in Morris. Now she is back in Russia and doing well.

Stock is divorced and has two daughters, Jaci, 11, and Jennifer, 13, who live with their mother in the Twin Cities. His hobbies include flying his Bonanza B-36 plane. Stock has been flying for 22 years and is an aviation medical examiner, which involves certifying that pilots meet the medical standards necessary for flying and, "unfortunately," he says, "sometimes I have to investigate aircraft accidents if they occur within a reasonable distance from Morris and just until the FAA [Federal Aviation Administration] inspectors arrive."

Stock also serves as a volunteer lobbyist for the North Central Soil Conservation Research Laboratory, a federally funded office that has been located in Morris since 1963. The lab researches agricultural problems such as pests, weeds, compacted soil, and pollution.



## Kevin and Judy Flicker

**Kevin:** '74, Potter and studio arts research technician,

*University of Minnesota, Morris*

**Judy:** '74, Teacher, early childhood special education program,

*Morris and surrounding areas*

**Who was your favorite professor at Morris?**

**Judy:** Ernie Kemble in the psychology department. His classes were small and of very high caliber. As psych majors, we were constantly hearing, and I believe it, that the courses we were taking were equal to graduate-level work.

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## The House That Kevin and Judy Built

ALMOST EVERYONE IN MORRIS knows Kevin and Judy Flicker's house.

"It's the nicest house in town," one resident says simply.

"Isn't that house fabulous?" asks another.

Indeed it is. A striking three-story cedar-shingled structure with numerous south-facing windows, the house overlooks a small lake on the west side of town. But it's inside that the charm of the house—and Kevin's remarkable talent as its primary builder—really comes through. Working over the past three years, Kevin used a variety of wood throughout the house: ash cabinets in the kitchen, cedar in the upstairs bathroom, fir timbers, and oak flooring that was recycled from an old church.

"There are a lot of recycled materials in this house—quite a few from the University," says Kevin, gesturing around the living room, which affords gorgeous views both of the lake and of his handiwork. "These fir timbers came from a barn north of Starbuck [Minnesota] that a friend was tearing down. The stone on the hearth comes from a remodeling job at the University—a bathroom in the old Vincent Hall. The slate [floor tiles are] from old blackboards at the University. I laid it upside down so the rough surface is up. And the light fixtures in the bathroom are from Edson Hall."

The University has played a major role in the Flickers' life

The soil laboratory, the University of Minnesota campus, and the University's North Central Experiment Station are terrific assets to the community, Stock says, "not just because they provide good-paying jobs, but because they bring in a good mix of well-educated people who tend to be civic-minded and do things to make this town and area better."

It's almost 7:30 p.m.—12 hours since Stock arrived at the hospital—and he's on his way back to the intensive care unit to check his patients once more before he goes home. He credits the "very good herdsman who milks the cows and takes care of the farm, but I do some of the work," he says, "as time permits."



since they moved to Morris as students 20 years ago. A native of St. Paul, Judy attended Macalester College for one year. "I liked Macalester, but I never really felt that I fit," she says. "I visited a friend who was going here and found that Morris had all the qualities of a small, private liberal arts college without the expense."

"I came here because I wanted to go to a school with a good reputation in a small-town environment," says Kevin, who grew up in Rochester, Minnesota.

Once they got to Morris, the couple seemed destined to meet. They lived in the same residence hall, both were double majors in psychology and English, and one of Kevin's friends was dating one of Judy's.

They began dating, but after Judy graduated, she moved back to St. Paul and worked as a house parent at a home for delinquent children. A year later, "I decided that I wanted to move back to Morris because Kevin was here," she says.

Kevin had accepted a position as coordinator of the campus drug information center. "I started in September 1974 and stayed for eight years—until, as a result of Reaganomics, prevention-oriented drug education programs were given the ax. At the time, though, I was ready to get out."

During his time at the center, Kevin took a ceramics class and "immediately fell in love with it," he says. "The first time I saw my first teacher throw a pot, I knew that I wanted to learn how to

do that well. But I had been told at an early age that you shouldn't be an artist because you can't make a living at it. And I believed that at that time."

So Kevin became a carpenter for a local contractor. For three years he worked grueling 12- to 14-hour days outdoors in all temperatures.

"It was fun for a while, but it became not fun pretty quickly," he says. "Although I have no regrets because I wanted to learn how to build a house and I did that. And as a result, I was able to build this house."

In 1985 Kevin read an article in the *Star Tribune* about Richard Bresnahan, a potter at St. John's University who used a wood kiln and local clay. That fit with Kevin's personal aesthetic about his work, so he drove to St. John's to meet Bresnahan, who later accepted Kevin as an apprentice for the summer.

"At that point, I had been working with clay for ten-plus years, but I felt like I was starting over again," says Kevin. "Richard started me out on a potter's wheel throwing some very simple shapes. I went through what he had gone through in Japan—a very rigorous traditional apprenticeship where you start out making a simple shape over and over again, filling up a five-foot board with these little things week after week until your teacher says you're ready to go on to the next step. And then you take that simple shape and maybe you open it up. And you make more of them

## Dave Johnson and Theresa O'Halloran-Johnson

**Dave:** '84, '91, English and drama teacher and director of alternative programs, Morris Area Public High School

**Theresa:** attended 1982-84, 1988-91, day-care provider and chair, Family Services Collaborative, Morris

**Who was your favorite professor at Morris?**

**Dave:** I loved Iftikhar Khan. He's since retired, but he was a longtime English professor who still loved to teach freshman composition. I had him for freshman comp and several other classes, too. He really impressed me as someone who cared and who just loved to teach. He loved to give people a hard time, too.

over and over again, and go on to the next step. It's a kind of discipline that some people would not find appealing and would get frustrated and quit in disgust or anger. But I guess I'm a real disciplined person. I stuck with it and I actually enjoyed it."

The next year Kevin got a job in the University's studio arts department putting up and taking down gallery shows, firing kilns, and teaching ceramics classes through continuing education. "I love my job and I love being associated with the University," he says. "I really enjoy interacting with students and with other faculty."

Judy, on the other hand, stayed closer to the psychology field. For the past 20 years, she has worked in early childhood special education, specifically with children from birth to age six who suffer from a variety of mental and physical disabilities. She works with the children, their families, and other social services and public health agencies. "That's one of the reasons I like it," she says. "It's always changing and the children and their families are always happy to have someone there to help them. I feel really lucky."

Judy shares her husband's passion for art, but her talents lie in painting. Her work, which hangs throughout the house, ranges from portraits to still lifes. One of her favorite pieces is a large canvas that hangs in the entryway and features the couple's children, Joe and Tressa, now 17 and 13.

Although Kevin and Judy didn't make a conscious decision to stay in Morris until they began building their house three years ago, they like small-town life. "I don't like a lot of distractions," says Kevin. "I don't like waiting in lines. I don't like driving on the interstate. Most of my daily business can be conducted on a bicycle—unless it's 20 below."

"Morris is different from a small town without a university because there are always cultural and educational things happening here," says Judy. "There's an element of interest that is missing from other small towns. Sometimes I'm amazed at how much people know about everyone in town and what they keep track of, yet I don't feel negative about it. I feel like we're a part of Morris, but being connected to the University gives us a little more leeway to be eccentric artists."

## Community Counts

WHEN DAVE JOHNSON and Theresa O'Halloran-Johnson moved back to Morris from Colorado after being away from town for two years, they had a semitrailer full of their belongings.

"Suddenly, there were about 20 people helping us unload," says Dave. "Nobody was helping us load up in Colorado. There's a real sense of community here. People look out for each other."

Morris just keeps calling the Johnsons back. In the 1980s they were drawn to the University campus, where Dave majored in English, German, and theater arts. After he graduated in 1984, the couple moved to the Twin Cities and Dave worked in theater as a stage manager, mechanical director, and performer. They got jobs at Mill City Bakery in St. Paul—Dave as a baker and Theresa as retail manager—and toyed with the idea of opening their own bakery, but decided instead that Dave would go back to school and get his teaching certificate.

"Once we decided that, it was an easy decision to come back to Morris because living is so much easier here," says Dave, who grew up on a dairy farm in Eagle Bend, Minnesota.

Dave got his certificate in 1991 and took a teaching job in a resort community in Colorado. The high cost of living and town leaders' indifference to anything other than tourism convinced the Johnsons to move back to Morris in 1993, when Dave was hired to revitalize the theater department at the local high school. He had developed an alternative program in Colorado and he offered to do the same in Morris.

The program, now in its second year, serves students who are not successful in a regular classroom setting. Some students suffer from depression or attention deficit disorder. Others have to work and simply need permission to attend school only part time.

Currently, 14 students are enrolled in the program, but Dave expects that number to grow next year when students from nearby school districts are admitted.

"This year there are 45,000 kids in Minnesota in alternative programs and learning centers," says Dave. "The philosophy is to really pay attention to what they need and to find out why they are not being successful. It's not a matter of making things more entertaining for students, but [of] learning to address students' individual needs."

Staffed currently by only Dave and one other person, the program draws often on the University's talent pool. Students majoring in education serve as tutors, and Dave hopes that the education division will agree to become more of a partner in the program. His goal is to hire someone next year to teach math and science classes, and to find resources to purchase computers and other equipment.

"We're looking to apply for some grants that would really enable us to get the program off the ground, maybe get in our own space," says Dave. "The school district is real supportive of this and they're committed to keeping it going."

A native of St. Paul, Theresa runs a day-care center out of the couple's home—a traditional foursquare house just outside of downtown Morris that they are in the process of renovating—and chairs the Stevens County Family Services Collaborative,





formed to foster collaboration between county public health and social services agencies.

The Johnsons have three daughters, Anna, 10, Fiona, 5, and Celestine, 3. Although they enjoyed the years they lived in the Twin Cities and in Colorado, they are happy to be raising their daughters in a "small, secure community like Morris," says Theresa. "Many of our friends have stayed in Morris and they're assets to the community. They are college-educated. They work hard, and they are active in the community. The University is a resource in so many ways. This week we're taking our daughters to campus to see the ballet. That's something we probably couldn't do if we lived in the Twin Cities."

"We're grateful to have the U here," says Dave. "I don't think I'd live in a town without a university."

## Reinventing Betty Crocker

OVER THE YEARS, John Stuart Ingle, an art professor on the University's Morris campus, has quietly established his reputation as a still-life watercolorist.

The "quietly" part of his reputation changed earlier this year when the Betty Crocker 75th anniversary portrait was unveiled, garnering national attention for its creator: Ingle.

Ingle used a computer-generated composite portrait of 75 North American women and the previous portrait to create the new Betty—the fictional General Mills representative created in 1921 as the signature for responding to customers' questions. The women were chosen from thousands of entrants on the basis of essays and nominations sent in by family, friends, and co-workers.



**John Stuart Ingle, left, and his 75th anniversary portrait of Betty Crocker, above.**

The first Betty Crocker portrait was created in 1936, and there have been seven since.

"Painting the portrait of Betty Crocker was a daunting task, but these women and their heartwarming stories truly inspired me," says Ingle, who lists cooking and baking among his hobbies. "I've portrayed a woman who is exceptionally knowledgeable yet eminently approachable and genuinely caring."

A native of Evansville, Indiana, Ingle has exhibited his work at the Metropolitan Museum of Art in New York and other top museums, established himself as a leading American still life watercolorist, and has now become recognized as a prominent portrait artist as well. He has taught beginning and advanced painting courses at Morris since 1966.

A General Mills spokesperson says the company chose Ingle to paint the Betty Crocker portrait because of his reputation as an artist, his commitment to education, and his love of cooking and baking.

Ingle's portrait was displayed publicly for the first time at the Frederick R. Weisman Art Museum on the University's Twin Cities campus in May.

—Contributed by Chris Coughlan-Smith



## A Tradition of Excellence

ONCE ONE OF MINNESOTA'S best-kept higher education secrets, the University's Morris campus is now being touted as a less expensive, high-quality option to private liberal arts colleges.

It's a small school, but a branch of a land-grant research institution. The combination has begun to bring high praise nationally.

Consider these headlines from national magazines over the past ten years:

- "One of the 13 gems in higher education."
- "One of ten public colleges with an Ivy twist."
- "The #1 best buy among regional liberal arts colleges."
- "The 4th best buy among public colleges in the U.S."

Although the University of Minnesota, Morris (UMM), was officially established only 36 years ago, the campus itself reaches back more than 100 years.

An American Indian boarding school was established on the site in 1887 by the Sisters of Mercy, a Catholic order, for students primarily from the Turtle Mountain Chippewa Reservation in North Dakota. Although the school was noted for its fine academics, financial pressures forced its closing in 1893.

In 1897 the U.S. government purchased the property and reopened the school as a federal Indian school with a three-year program for students mostly from the White Earth Chippewa and Dakota tribes.

Enrollment at off-reservation boarding schools fell early in the century, and Minnesota congressional members passed legislation that turned the campus over to the state in 1909 on the condition that "Indian pupils shall at all times be admitted to such school free of charge for tuition and on terms of equality with white pupils."

The West Central School of Agriculture (WCSA) took over the campus in 1910 and opened a boarding school for rural youth. The WCSA offered a three-year program in agriculture, overseen by the University of Minnesota's Institute of Agriculture, to students 14 and over who had completed eighth grade. A fourth year of study qualified students to apply to a college or university.

Although the school was popular, changing demands in higher education convinced the Board of Regents to establish UMM and to eliminate the agricultural school. UMM enrolled its first students in fall 1960, overlapping the phaseout of WCSA, which continued until 1963.

UMM was conceived from the outset as a four-year liberal arts college, and its guiding principles of selective admission, controlled growth, and academic excellence have not changed for three and a half decades.

The campus features almost 30 buildings on its 130 acres, including five residence halls.

The majority of students live in on-campus housing, creating a strong sense of community. The setting is pastoral: the streets are lined with trees, and horses graze in a small pasture on one end of campus. Office and classroom buildings surround a new student center in the middle of the campus square.

The commitment to undergraduate education is evident in the 16 to 1 student-faculty ratio (1994 enrollment was 1,924 students with 120 faculty members) and the fact that 18 Morris professors have won the University's prestigious Horace T. Morse-University of Minnesota Alumni Association Award for Outstanding Undergraduate Education.

The campus attracts 88 percent of its students from Minnesota, with about 30 percent coming from the seven-county Twin Cities area. Students also come from 26 other states and 16 foreign countries. More than 50 percent of entering freshmen rank in the top 10 percent of their high school class.

Although it is now a liberal arts college, the campus does not ignore its past. The saddle-club horse barns, the seed house belonging to the nearby West Central Experiment Station, and other facilities recall the school's agricultural history. Exhibits in the new student center honor the Indian school, and, as Congress required, American Indian students who meet the entrance requirements receive free tuition.

As one student told *Newsweek* last year, "I'm here because I couldn't afford Yale, Stanford, or Harvard. That was hard. But I wouldn't trade Morris for anything."

—Contributed by Chris Coughlan-Smith

# Olympic Balancing

How did a University  
of Minnesota  
Medical School student  
find the time to become  
America's best marathoner?  
It's all a matter of focus  
by **Chris Coughlan-Smith**

**G**raduating from medical school at a major U.S. university and qualifying for the Olympic marathon are two of the toughest tasks imaginable. Bob Kempainen, with a devotion so persistent and single-minded that it excludes almost everything else, simultaneously has accomplished both.

Now he faces an even tougher task, one that no amount of hard work can accomplish—waiting for his legs to heal enough to let him train. Just two months before he hopes to run out of the Olympic Stadium and onto the streets of Atlanta as the United States' best hope for its first marathon medal in 20 years, Kempainen was unable to run because of tendinitis in his knees that has turned into strains in his leg muscles.

In June Kempainen received his diploma at the University of Minnesota Medical School commencement, less than four months after winning the U.S. Olympic Trials marathon.

Kempainen, who grew up in Minnetonka, Minnesota, graduated from Hopkins High School and went to Dartmouth College. He also competed in the 1992 Olympics in Barcelona, where he placed 17th.

He wants to improve on that finish. "I suppose some people are just happy to be there, but coming home with a medal—I'll take any color—is my ultimate goal," Kempainen said before his injuries struck. "But it would be a big breakthrough for me to be anywhere in the top ten."

Considering the long U.S. drought in the Olympic marathon, the injuries that all but halted Kempainen's training, and the unpredictability of his competition, winning a medal would certainly be an upset. "You never know what to expect in the Olympics," he says. "At the U.S. trials, everyone knows everyone and every-



one knows who to watch. At the Olympics, you have no idea what kind of shape other people are in or even who some of these people are. You look at 1992 and no one could have predicted the top three in that race. No one."

Still, Kempainen has been America's best marathoner for the past four years, set the American marathon record in 1994, and has done it while he was working toward a medical degree.

"There are other medical students who have serious outside activities, but nothing at this level," says Peter Hanson, Kempainen's roommate and a fellow medical student who is finishing his first year of residency. "For most of us, just being a medical student is hard enough."

Hanson, who grew up in Minneapolis and ran with Kempainen at Dartmouth, has seen enough to know Kempainen's secret: "He's

# Act



As both a student and a runner, Bob Kempainen has reached the highest levels: he graduated from the U's Medical School while he was qualifying first for the Olympic marathon.

an unbelievably focused person," Hanson says. "He works very hard at everything he does. He studies really hard [and] he has the same determination in his running."

Kempainen is a reserved person who keeps his intensity under wraps. Despite his accomplishments, he is careful to act and sound unremarkable, claiming that balancing the two demands is not as difficult as it sounds. "I just keep focused on whatever is right in front of me, either in racing or in school," he says. "I have to let one go a little when I need to concentrate on the other. I don't race as often as some runners because I need to concentrate on school for extended periods. On the other hand, I took a leave of absence before the 1992 Olympics and then took three years to do rotations that usually take two years."

The rotations—medical work and observation on various hospital wards—were too demanding to allow for hard training, so he took three months off before each of his four marathons in those three years. "When you're on your feet for 80 hours a week, you just can't get in the training you need," he explains. "But [rotations] are distinct units that you pick up as you can, so that lent itself to taking time off. . . . After the races I'd come back and get some of the harder rotations done. The school has been unbelievably flexible with me. That has been great."

The shifting of focus has had both good and bad consequences for Kempainen. "In some ways it's been good because I feel like if running was my sole thing in life, it would be hard for me mentally," he says. "I can rally for a marathon and really just focus on training for three or four months, but then I'm fried on it and I like to do something else."

"But in other ways school has been tough because I feel like I forget a lot when I'm gone. I get out of the pattern of thinking [like a medical student], so that part is suboptimal. But when I come back, I'm usually pretty psyched to be back in the hospital working."

**H**is running career, like his path to becoming a doctor, has developed slowly and deliberately. "Never was there a point early on where I thought I was that much better than anyone around me," Kempainen says. "I've kept improving just enough to keep going to the next step. I felt like I'll pursue this as far as I can take it, assessing things as I go along."

The feats of his older brothers inspired his own athletic efforts. Todd, seven years his senior, was a member of the 1980 Olympic cross-country skiing team. Steve, two years older, won the state title in the 3,200-meter (two-mile) run in 1982 at Hopkins High School.

Bob and all four of his siblings have a determination and a work ethic they learned from their father. "I worked for Minnegasco for 35 years until I retired seven years ago," says Ralph Kempainen. "But I still go down and help out when they get busy."

While Bob has gained more attention than his other children, Ralph thinks they all have the same drive. "Is Bob different? No, they're all pretty much like that," he says. "We're very proud of Bob, of course. He's worked hard for all this."

Kempainen has inherited his father's down-to-earth personality. Despite his success, a contract paying him "six figures" a year to run for Nike, and earning \$100,000 for winning the Olympic Trials, he lives modestly. He rents a room in Hanson's small south Min-



neapolis home, which is full of mismatched but comfortable furniture and foot-tall stacks of medical journals. He drives a Volkswagen. He favors jeans and sweatshirts outside the hospital. And he is uncomfortable with publicity.

He intentionally avoided much of the hype after the Olympic Trials by scheduling a weeklong vacation immediately afterward. "This is probably the most attention I've had," he says. "It's something I look at like I'm going to have to put up with this for X amount of time."

**K**empainen was a good runner right from the start, but nothing indicated what was in store. "I was good enough in high school that I definitely wanted to run in college," he says. "Then, by the time I graduated from college I was running fast enough that I wanted to try running after college. I kept doing well enough to want to keep going."

Kempainen repeated his brother's 3,200-meter high school title in 1984 and was an all-American in college. He stayed in the Dartmouth area—Hanover, New Hampshire—for two years after graduation, worked in a research laboratory, and ran. He won the national cross country title in 1990, a prestigious but low-profile accomplishment, then entered medical school that fall. "I knew I wanted to shoot for the Olympics," he recalls, "but I didn't want to put off medical school any longer either. That was very important, too."

As a biochemistry graduate, he had completed all of his premed requirements with the grades necessary to get into the University. "Initially I didn't think I was going to come back to Minnesota," he says. "Then I narrowed down the schools and this is a place I felt comfortable coming to."

During his first year of medical school, he made the decision that would lead to his becoming America's best marathoner. "My coach and I were going back and forth on whether to concentrate on the 10K [6.2 miles] or the marathon for the '92 [Olympic] trials," he recalls. "I ran the Twin Cities [marathon] in 1991 as a test and it went pretty well." Actually, it went very well. He took second and turned in one of the fastest qualifying times for the Olympic Trials, which were held seven months later.

Some writers have characterized his 17th-place Olympic finish as a disappointment, but Kempainen disagrees. "For me, top 20 in the world isn't something I'm going to say, 'Oh, I stunk it up and I hope I don't embarrass myself again this time.'" He pauses. "You can get defensive. People are looking for a medal or nothing."

After the Olympics, Kempainen returned to the University, finished his classroom work in spring 1993, then filled in his rotations and exams and completed them in April of this year.

Also during those years, and although he doesn't mention it, Kempainen set the current American marathon record of 2:08:47 at the 1994 Boston Marathon. Going into the 1996 trials, he was considered the favorite, both because of that record race and because of his consistency.

The trials will go down in running lore for one reason: Kempainen began to throw up two miles from the finish line, and although he continued to vomit, he still managed to pull away and win.

"At 18 miles there were twice as many people there [in the lead pack] as I would have liked to have seen," he says. Kempainen began pushing the pace to try to get rid of some of the fast finishers who might outspurt him at the end. Only two other runners kept up. "I think by 21 miles we'd at least gotten a 15-second lead over fourth place," he says. The first three finishers go to the Olympics.

"By the last water stop at 24 miles my stomach was already feeling bad so I just skipped it and I was surprised because I suddenly opened up a pretty good lead. Once I got out there I started pushing it even more."

Suddenly, he vomited. He slowed down for a few steps. "When I was throwing up I was worried that if I inhaled any of it I would go into a coughing fit and I would have to stop," he recalls. "So I was a little worried about that. . . . In between throwing up I felt good, I felt real strong, but if I pushed it too hard I would throw up again. I was basically running as hard as I could without throwing up."

He won by more than 30 seconds, in 2:12:45.

"He must be the toughest human being on the face of the earth," third-place finisher Keith Brantly told *Runner's World* magazine. "If that had been me I would have started crying and dropped out."

"It was pretty hard to watch," says Ralph Kempainen of the tape-delayed race broadcast. "I'm sure glad he called us and told us he'd won before I watched it."

The episode also raised a question that Kempainen often hears: Does a medical student have any special insight into what is hap-

pening to a runner's body?

"I get that a lot," Kempainen says. "But there's no advantage. There's an instinct that runners who put in that many miles are going to have, whether they have a medical background or not. Runners know how they're feeling and what they can try to run through and what not to."

Kempainen does think the mental traits of a medical student and a runner are similar. "You have to be disciplined to do the work in both," he says. "But attempts to bring my life into this cosmic whole don't work. They're pretty separate things and I guess I like it like that."

**I**f he runs, the Olympic marathon will be his last for a while, he says. Kempainen plans to begin his residency in internal medicine at a Minneapolis hospital in September. "I don't want to be coming and going, spreading residency out," he says. "At a certain point I feel like it's important for me to put it all together and actually make sure I know what I'm doing as a doctor. So for at least two years school will be the focus and running will have to be a smaller priority.

"At that point if I feel like I want to give racing another go, I'll worry about it then," he says. That is his plan, whether or not he is able to race in Atlanta.

Kempainen had hoped to head for Colorado in April to begin serious training, but he was still in Minnesota in early June, healing. He seems perplexed by the injuries, uncertain how to approach something he can't control. "It's so far removed from normal training that it's hard to say what I'll do," he says. He ordinarily follows an 11- or 12-week training cycle before each marathon, but in June was already within 8 weeks and still not into a regimen. "I'll just have to see what I can do on each day. I've been trying cross training [biking, working on a ski machine, and running against a current in a pool], but I'm trying to find something that won't aggravate the injury."

Kempainen won't run in Atlanta just for the sake of being there. "I technically don't have to decide until just a few weeks before," he says. "But there's no point in my taking a spot [on the U.S. team] when there's someone else who could potentially have a better chance. [The alternate on the U.S. marathon team is new Minnesota cross country coach and former Gopher track great Steve Plasencia.] I mean, I could go out and run 26 miles right now, but I won't go just to slog through in three hours."

If he goes, Kempainen plans to travel to the opening ceremonies on July 19 (he skipped the 1992 opening ceremonies to train, which he regrets), then go to the U.S. Olympic track and field training center in Chapel Hill, North Carolina, to prepare for the heat that's expected for the marathon 15 days later. "I've been told you adapt to the heat 90 to 95 percent within two weeks," he says. "I don't want to go someplace really hot and try to train all summer because I think it would just wear you down to the point where it would be counterproductive. I'll try to strike a balance between being adapted and not being exhausted. If the heat is anything like they expect, people will just be trying to keep pushing. I think it will be kind of a survival race."

Whether or not he "survives" to win a medal, he is still a tremendous success story. "With his determination and focus," Hanson says, "Bob will easily shift from being a great runner to being a great doctor. I have no doubt at all." ■



Training in Minnesota winters prepared Bob Kempainen for February's U.S. Olympic Trials, above. The heat and humidity of Atlanta, he says, will make the Olympic marathon a "survival race."

# The Trials and Tribulations of TENURE

Faculty, administrators, and regents are struggling to revise the University's tenure code. Can they please everyone?

by Maggi Aitkens • Photographs by Sal Skog

**G** Edward Schuh, dean of the Hubert H. Humphrey Institute of Public Affairs, is certain he would have been out of a job at least five times if not for the protection of tenure. State legislators, a former governor, and even a major donor to the University have all called for Schuh's resignation or asked that he be fired because his perspective on certain issues—agricultural policy and ethanol fuel—did not coincide with their interests.

"I was opposed to the use of ethanol because it is such a highly subsidized economic activity," says Schuh. "I just don't think we can afford that kind of economic wastage anymore. It turned out that some state legislators were ethanol proponents, and they didn't want somebody like me speaking out on this issue.

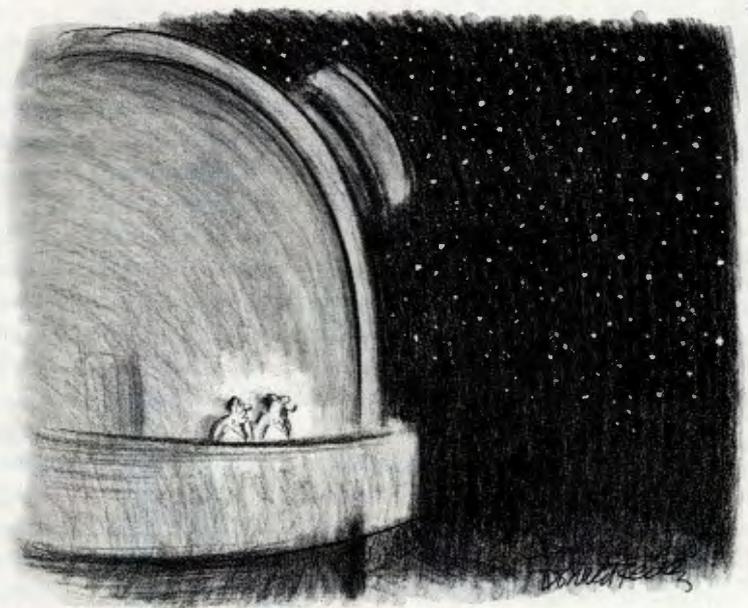
"Later, when a former governor went to the University president to seek my dismissal over my views on agricultural policy, the president looked at him and said, 'We can't fire Ed. He has tenure.' And that was the end of the discussion."

## Why the Tenure Debate?

**M**ost basically, tenure is the time-honored right to academic freedom—free inquiry, freely pursued. It also has become known as a virtual lifetime guarantee of employment. In an era of shrinking financial resources for education, many observers fear these two basic facets of tenure may be on an inevitable collision course.

Tenure, which has existed for more than 350 years, is highly prized by university faculty members everywhere, and indeed it has become a key tool in recruiting and retaining top faculty members.

While much has been written nationally about whether the



*"I do wonder, sometimes, what other galaxies have done about tenure."*

job security tenure guarantees is still viable, few large universities have opened their doors to discussion of this topic as widely as the University of Minnesota has.

The door was nudged open during the spring of 1995 when Jean Keffeler, then chair of the University's Board of Regents, proposed an in-depth discussion about tenure issues in conjunction with the board's analysis of human resources policies. The intent was to review the University's tenure code and determine if it could be reshaped to meet current and future needs more effectively and to improve institutional flexibility in light of constraints on resources.

The review initially was led by a six-member faculty and administrative group called the Tenure Working Group, but members



*"I don't believe the solution is to be found in making significant changes in the tenure code. I think we have to evolve into a situation where [fewer] faculty have tenure."*

**G. Edward Schuh,**  
dean of the Hubert  
H. Humphrey Institute  
of Public Affairs

of the Faculty Senate last spring voted 119 to 9 to disband the group and turn the review over to the University's three faculty governance committees: the Tenure Subcommittee, the Judicial Committee, and the Senate Committee on Faculty Affairs. Faculty members were concerned that their voice was being compromised in the debate and that the administration and the regents were out to abolish tenure.

University President Nils Hasselmo says that is not the case: "Tenure is an absolutely indispensable part of a university. [Nobody] seriously engaged in the review of our tenure code has proposed trying to end tenure. We have to protect scholarly work and the freedom of teaching while maintaining the flexibility of the institution [regarding personnel decisions]."

Faculty deliberations resulted in the forwarding of about a dozen amendments to the Regents in June with endorsement by President Hasselmo. The tenure proposals which regents can accept, reject, or send back for further study would streamline processes, clarify intent, and instigate some long-awaited changes, such as the implementation of a post-tenure review.

But what prompted the tenure review and the ensuing debate is not specific to the University of Minnesota. Universities and colleges across the country face shrinking budgets, increased costs, more demand on resources, and mandates from legislators and the public to align education with current needs.

Almost everyone working in academia today agrees that something needs to change, and some say that tenure limits an insti-

tution's flexibility to downsize or to shift faculty resources around. What's more, they say, institutions can't remove deadwood—unproductive faculty members—when employment has been guaranteed for life.

Proponents of tenure offer one good reason why it should remain unfettered: It's the system that protects the open and free inquiry that is essential to the pursuit of knowledge. Without job security, they argue, faculty members would be reduced to pursuing only safe, uncontroversial research topics, and the result would be an educational system that perpetuates mediocrity and intellectual stagnation for society at large.

#### **The Economic Backdrop**

**I**N SOME RESPECTS, the debate on tenure at the University of Minnesota began in the Academic Health Center (AHC). The onset of managed-care economics has resulted in a sharp decline in AHC patients, in private-practice income (a share of which used to be collected by the University), and in hospital revenues.

The result is that the AHC desperately needs to revamp its operations in order to compete effectively in a tightened health care marketplace. Because many of the clinical positions in the center are tenured, rapid downsizing is not an option.

When individuals are granted tenure, the University undertakes a contractual obligation to pay their base salaries until they either resign or retire—without the assurance of adequate future

*“If you can’t cut your costs because they emanate to a large degree from nonremovable expenses—namely, tenured faculty with no mandatory retirement provision—then it’s a short walk from there to the conclusion that you can’t renew the institution.”*

**Jean Keffeler,**  
current member and former chair  
of the University’s Board of Regents



income to cover the contract. The bottom line increased significantly in January 1995, when the Age Discrimination and Employment Act eliminated a mandatory retirement age for most professions. Professors are included, so tenure effectively is a lifetime employment contract.

According to Regent Keffeler, the financial woes of the Academic Health Center foreshadow the situation the rest of the University eventually will face in these tougher economic times.

Minnesota legislator Becky Kelso (DFL-Shakopee) believes that the time is already here. “The challenges that the Academic Health Center faces parallel those facing the University at large,” she recently told the *St. Paul Pioneer Press*. “The University is on a financial course that cannot continue.

“Documented . . . trends include 15 percent biennial increases in tuition, \$58 million in budget cuts last year, [a reported] \$900 million in deferred maintenance on the physical plant, and faculty salaries that are not competitive with [those of] comparable research institutions. In addition, there is every likelihood that federal funding for the University will be decreasing and that state funding will, at best, remain stagnant. The University obviously has no choice but to judiciously downsize in light of these harsh realities.

“The University’s tenure code ensures employment even if there is no longer a purposeful job for the tenured employee,” Kelso continued. “The University cannot lay off tenured faculty members even if their specialty is no longer needed, their department no longer exists, or their campus is closed. Such inflexibility in dealing with such highly compensated employees inevitably leaves the lower-paid employees the victims of ongoing budget reductions.”

While Kelso and Keffeler may not agree on the timing of this financial crisis, they do agree on a possible solution. “What do you do in business if you can’t finance your operations and deliver the return your shareholders demand?” asks Keffeler. “You either increase the price to the consumer—namely, tuition—if the market permits it, or you cut your costs. But if

#### University of Minnesota Employees

	No. of faculty	Percent of faculty	No. of employees	Percent of all employees
All faculty			3,874	11
Tenured faculty	2,578	67		
Tenure-track faculty	508	13		
Other faculty	788	20		
Professional/administrative			3,090	9
Student academic			7,386	22
Civil service/bargaining unit			20,088	58
<b>Total</b>			<b>34,438</b>	<b>100</b>

Source: University of Minnesota Department of Human Resources

#### Workload for Full-Time Faculty Members at Public Research Institutions Nationwide

Type of work	Tenure	Tenure track	Not on tenure track	Tenure not offered at institution
Articles completed (past two years)	5.2	4.4	2.8	3.7
Books and chapters completed (past two years)	2.7	1.9	1.5	1.8
Committees	7.9	4.4	1.3	0.5
Number of classes per week	2.0	1.9	1.4	0.9
Scheduled office hours per week	7.3	6.7	10.6	9.7

Source: 1993 National Study of Postsecondary Faculty, National Center for Education Statistics, U.S. Department of Education

you can't cut your costs because they emanate to a large degree from nonremovable expenses—namely, tenured faculty with no mandatory retirement provision—then it's a short walk from there to the conclusion that you can't renew the institution.

"Obviously, tenure is not the only issue here; changes in this area will do little unless we simultaneously take steps to enhance our processes, management training, and organizational culture," Keffeler continues. "Nonetheless, it's hard to ignore the fact that upward of 80 percent of our costs are personnel-related. The amount of our budget driven by tenured faculty costs very much determines the overall degrees of freedom we have to reshape our programs to best fit with the changing needs of society and optimize our resources within current constraints."

According to these and other sources who fall on the economic side of this debate, it's time to revamp the tenure system to increase institutional flexibility.

### Sizing Up Downsizing

**I**N RESPONSE to the assertion that the University needs to change the tenure code so that it can cut its personnel costs, proponents of the tenure code ask why—particularly since the tenure code already allows the University to let tenured faculty members go in times of financial difficulty.

The financial exigency or fiscal emergency clause of the current tenure code permits the University to "suspend or abolish positions, or even entire departments, divisions, or other administrative units, if faced with the necessity of drastic reduction in the University budget."

So where's the problem?

Before eliminating faculty positions, the University must first "consider reductions of nonfaculty staff, allowing nonregular appointments to lapse in accordance with their terms, and reductions in other expenses. [The University must] also consider increases in tuition, sales of assets, and borrowing." Finally, the University must "propose the temporary reduction or postponement of faculty compensation for a predetermined period, not to exceed one year." Only then can the University eliminate or suspend the appointments of tenured faculty members.

"Before it can declare financial exigency, the University has to examine all aspects of the budget," explains law professor Fred Morrison, who drafted the tenure regulations adopted in 1995. "The University can't keep an overstaffed civil service or administrative staff, for example, and terminate faculty. It has to show that it has first looked at other alternatives."

While some argue that the process for declaring financial exigency is just too cumbersome, others see the clause as fair and just. Faculty members argue that tenured and tenure-track positions constitute less than 9 percent of the University of Minnesota workforce (while civil service and bargaining unit employees constitute 58 percent). What's more, last year alone the faculty brought \$293 million to the University in the form of grants.

"In addition to the grants and contracts, it is the tenured faculty who are largely responsible for the academic reputation of the University, which in turn is largely responsible for students coming here and for the tuition revenues," says Regents' Professor of Psychology Ellen Berscheid. "It's also the tenured faculty who do the teaching and the lion's share of the service and committee work at this University.

"Frankly, I believe that were the faculty fully informed and if

the sacrifices were made fairly and equitably, the faculty would enthusiastically participate in any changes we needed to make to survive as a first-class research institution."

### Reassessing Reassignment

**W**hen it comes to matters of retraining and reassigning faculty and generally reengineering the University, proponents of the tenure code likewise contend that tenure is not the problem.

"Some people believe that the tenure rules at the University create severe obstacles to managerial flexibility in the use of faculty personnel," says Professor John Adams, who holds a joint appointment in the Department of Geography and the Humphrey Institute of Public Affairs and who served as chair of the now-dissolved Tenure Working Group. "They believe academic tenure means that no one can direct a faculty member in his or her work. This belief has encouraged the view that unless you change the tenure code, we're not going to be able to realign faculty efforts with the University's mission."

In fact, "the tenure code permits and encourages programmatic change," says Morrison. "It says that people can be transferred to [and] retrained for new jobs and expected to work in those circumstances."

### Proposed Tenure Code Changes

**I**n June the Faculty Senate, through its subcommittee on tenure and other committees, proposed 12 amendments to the University of Minnesota tenure code. The amendments include:

- Creating precise steps for annual performance reviews after tenure is granted
- Making outreach efforts a criteria for awarding tenure
- Defining categories in which fixed-duration contracts are more appropriate than granting tenure (e.g., faculty who do primarily clinical work)
- Extending the probationary period for tenure-track faculty to no more than nine years
- Clarifying procedures for reassigning faculty
- Clarifying that tenure protects base salary (not clinical practice funds, for example)
- Defining instances where salary reductions are possible (e.g., fiscal emergencies, disciplinary reasons, and poor performance)
- Including language that emphasizes the importance of academic freedom

The faculty presented the proposals in June to the Board of Regents, which ultimately will have final say in enacting revisions to the tenure code.

At least one state legislator, Representative Becky Kelso (DFL-Shakopee), says that the proposed revisions, while a good start, do not go far enough. Kelso says that the amendments do not allow the University to layoff faculty members if their specialty is no longer needed or their department is closed, and that the University needs more flexibility to make tough financial decisions.

## The Evolution of Free Inquiry

When Galileo dropped two objects of different weights from the Leaning Tower of Pisa to disprove Aristotle's belief that the speed of fall is proportional to weight, his contract as a professor of mathematics at Pisa was not renewed. When he proclaimed in the early 1600s that the Earth does indeed move, his work was condemned as heretical. He was summoned to Rome to stand trial for "grave suspicion of heresy," sentenced to permanent house arrest, and his publications ordered burned.

Galileo's greatest victory outside of his scientific accomplishments, however, may have been his efforts to instill the concept of academic freedom in Western Civilization—a concept later enlarged by English philosophers John Locke and Thomas Hobbes. They believed that free inquiry, unrestricted from philosophical, political, or theological preconceptions, is essential to the pursuit of knowledge.

While academic freedom has long been protected in Western universities (the first being the German universities of Halle and Göttingen in 1694 and 1737, respectively), recent history has shown that the need for such protection is not a thing of the past.

This century alone offers numerous examples of infringements on academic freedom. Professors in Italy, for example, were forced to pledge support to the Fascist regime in the early part of this century, while the teaching of racist theories in some fields [was] enforced in German universities under the name of national socialism. In the Soviet Union, instruction and research was conformed to Communist doctrines in all fields. [More recently], in South Africa and China, educators have been dismissed, harassed, or imprisoned because their teachings were deemed objectionable to the government.

The United States is not immune to such infringements. In Tennessee, a high school teacher was accused and convicted of violating a state law that forbade the teaching of evolution in public schools in 1925, and following World War II, a number of teachers throughout the country were dismissed for "violating professional ethics" solely because of their supposed affiliations with the Communist party. In the early 1950s, the right of the United States Congress to question educators about their membership in the Communist party was upheld by the U.S. Supreme Court.

As recently as the 1960s and early 1970s, professors at some institutions were dismissed or arrested for protesting American participation in the Vietnam war, and in the 1980s, the U.S. government imposed severe restraints on the dissemination of research results in the name of national security.

Some suggest that one of the greatest violations of academic freedom is just now taking place—the proliferation of non-tenured faculty appointments at universities. This cost-cutting measure, they argue, has created a virtual underclass of teachers who lack the employment security necessary for the exercise of academic freedom.

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"The fact that the tenure code permits the assignment and reassignment of work is clear," Adams says. "The fact that this has not been done is not a problem with the tenure code; it's a problem with the orientation and training of unit leaders and deans.

"The deans and department heads either don't know they have the authority to assign and reassign faculty, or they don't know how to use that authority, or they're reluctant to use it. We have a long tradition in some departments of letting faculty members teach what they want, when they want, which doesn't always aggregate into what needs to be done. And, until we fix middle management, we're going to continue to have serious problems across the board; it's going to be difficult to realign the work of the units with the changing mission of our institution."

## Who Gets Tenure?

The standard six-year tenure probationary period and the review process that follows before a faculty member is granted tenure is grueling. Candidates for tenure are judged on effectiveness in teaching, professional distinction in research, and outstanding discipline-related service and outreach contributions. They endure an intensive internal and external review of their work. And in some respects, this is only half the battle. For every tenure-track position available at the University of Minnesota, roughly 200 to 300 candidates apply. Only the best ever get in the door.

In spite of this, some people believe that the only response to changing economic times is to reduce the number of people who actually receive tenure—which does not necessitate revision of the tenure code.

"I don't believe the solution is to be found in making significant changes in the tenure code," says Schuh. "I think we have to evolve into a situation where [fewer] faculty have tenure, which is what we've done at the Humphrey Institute through our non-tenured senior fellows. These individuals are given rolling appointments that last as long as they continue to receive funding for their projects.

"While I don't know what the proportion of tenured faculty ought to be, I suspect it should be around 50 percent. This would ensure the integrity of the University while giving it sufficient flexibility. At the same time, it ensures that members of the professional staff work on relevant problems. If they work on problems that aren't relevant to society, they won't receive the funding they need to maintain their employment."

Indeed, the University of Minnesota's percentage of tenured and tenure-track faculty is higher than the national average: 67 percent (2,578) of faculty members are tenured and 13 percent (508) hold tenure-track positions, for a combined total of 80 percent of the faculty.

Nationally, 53 percent of full-time college and university faculty members are tenured and 21 percent are on tenure track, for a total of 74 percent, according to a study of 900,000 faculty members conducted by the U.S. Department of Education in 1993. (When part-time faculty members are considered in the equation, only 50 percent of the faculty is tenured or on tenure track.) The percentages at some of the most prestigious universities, such as Harvard, run even lower—between 30 and 45 percent—according to Keffeler.

Schuh is sensitive to the argument that reducing the percentage of tenured faculty members also reduces the number whose free

pursuit of inquiry is protected. Yet, he says, "not many people realize how the economics of higher education has changed. At the Humphrey Institute, for example, only 12 percent of our total budget comes from legislatively appropriated funds; 10 percent comes from our endowment income, and the rest—78 percent—comes from gifts, grants, and contracts. One has to face the economic realities of the world that we live in today, which dictate that we become more sensitive to this need to be able to retrench and reallocate people."

### What about Deadwood?

**N**o one disputes the fact that tenured faculty members can be fired for cause—that is, for inadequate performance. What is in dispute is whether revising or eliminating tenure will improve matters.

While administrators say the removal process is too cumbersome to effect, others say the problem lies in poor personnel management practices.

In a recent interview with the *St. Paul Pioneer Press*, Al Sullivan, dean of the College of Natural Resources, said: "Even though

tenured professors can be fired for not doing their jobs, they seldom are because it is such an arduous process for the administration—one that can consume you and your staff for months or even years."

"The processes themselves, including the related grievance and disciplinary procedures that are not in the [tenure] code, sap the energy of everyone involved," adds Keffeler. "They are cumbersome and take a long time to enforce. I suspect that what you'd hear from most deans is that it's in the just-too-hard category in terms of energy, time, and even expenses involved."

Maybe it's not "just too hard" but a result of the fact that, as some say, faculty members are trained as professors, not business managers.

"Personnel management questions are among the harder tasks people can assume," says Adams. "Faculty, by virtue of their experience and personalities, often lack what it would take to be an effective manager or a strong leader of a unit."

Even Keffeler agrees that confusing administrative processes and poorly trained academic administrators may be more at fault than the tenure code.

## GUEST OPINION

### Revising the Code: Not Leaving it to the Technocrats by David Ward

**I**t's a time-honored maxim that there are two ways to do things at the University of Minnesota: the right way and the University way. This statement has been reaffirmed in the recent debate over tenure.

Before the Board of Regents and central administration hired an outside consulting firm called CSC Index, noted for its strategies to downsize corporations, and before it authorized four lawyers, including the University's general counsel, to redraft the tenure code, few departmental administrators or faculty members would have disagreed that we need new methods to evaluate and improve faculty performance. In an unprecedented vote of no confidence in the efforts of central administration and in its own faculty representatives to the Tenure Working Group, the University Faculty Senate members took over the task of revising the tenure code.

The most obvious problem was what to do about the handful of tenured professors who no longer put forth the effort or are incompetent. Tenure rules, not unlike civil service systems, can keep in place university employees who no longer serve the public. This, combined with interpretations of faculty contracts that have limited the authority of supervisors to take disciplinary action against employees, has institutionalized continued poor performance.

These few faculty members assert that chairs, even deans, cannot cut their pay or force them to take on alternative assignments; they know that their salaries and their retirement and health benefits will continue irrespective of their performance until they retire or die because there is no mandatory retirement age.

Increasing the teaching load of professors who have stopped doing research, writing, and publishing is often not an option since the absence of scholarly production in these cases is often

accompanied by equally poor work in the classroom. When counseling and other corrective methods fail to improve a faculty member's performance, departmental administrators need the authority to take other steps. These could include retraining, reassignments of duty, followed by—if teaching and research are still not improved—temporary salary reductions. The point is, there are management methods other than revoking tenure to clear out what some have called "the deadwood."

As former chair of the Senate Judicial Committee, which conducts evidentiary hearings based on complaints in the rare cases in which professors are being fired, I support a change in the code that would specify certain areas of conduct that constitute "unprofessional conduct"—the basis for terminating the contract of a tenured professor. For example, the tenure code should not allow a professor to remain on the job and on the payroll for a year or more while the Judicial Committee conducts lengthy hearings to determine whether two convictions for first-degree criminal sexual conduct, or conviction of massive civil fraud, or holding two full-time jobs at two universities at the same time constitutes unprofessional conduct.

In June the faculty senate demonstrated that it can make responsible proposals for change, but harder decisions lie ahead if the regents and legislators do not perceive the tenure reforms proposed by faculty to be sufficient. If that happens, then faculty members should expect their careers to be placed back in the hands of corporate technocrats and lawyers for whom the fun of drafting a new tenure code is more important than faculty morale, academic freedom, scholarly inquiry, and the University's ability to compete with other world-class universities.

*David Ward is a professor of sociology in the College of Liberal Arts on the Twin Cities campus.*

*"Don't let anyone ever tell you that academic freedom is not an issue today.*

*We face it every day in our work."*

**Ellen Berscheid,  
Regents' Professor  
of Psychology**



Still others contend that "nothing's broke"—the grueling process involved in achieving tenure doesn't leave much deadwood to be found in the forest—and therefore nothing needs to be fixed.

Ed Fogelman, chair of the political science department and of the Faculty Judicial Committee, which hears cases regarding faculty dismissals, says, "Whether you're talking about management or the process being the problem, the presumption of both arguments is that there are large numbers of people around here who need to be terminated, which just isn't the case. Most departments are not in a position where they have to get rid of any people. There's such a careful review before people are granted tenure that cases [in which a tenured faculty member should be fired] are few and far between indeed."

Nationwide, out of approximately 900,000 tenured professors in this country, only about 50 are dismissed each year for cause. Likewise, the suspicion that faculty members do not work as hard once they attain tenure is not supported by the data. According to the 1993 *National Study of Postsecondary Faculty* conducted by the U.S. Department of Education, tenured faculty members publish more, teach more classes, and serve on more committees than tenure-track and non-tenure-track faculty.

Modifying or eliminating tenure regulations would prove devastating, says Fogelman. "While it's sometimes said that if not for

tenure, the University could get rid of a lot of deadwood, if you get rid of tenure, in five to ten years, there will be no one left here *except* deadwood because those who can leave will leave, and it will be impossible to recruit people who have other options."

#### **Academic Freedom Isn't Free**

**I**n a world without tenure, administrators would have greater flexibility in managing budgets and programs in accordance with changing resources and needs.

In some respects, the faculty might even gain from having more flexibility. There's little doubt that the institution of tenure limits mobility—and possibly career growth—by emphasizing security and locking faculty members into their jobs. Without tenure or with modified tenure, they would have the opportunity to change jobs, change careers, or even take time off to raise a family or pursue other interests.

An increasing number of scholars work in think tanks where there is no tenure. *Forbes* magazine opined last year that "the research coming out of these think tanks is at least as independent as that coming out of universities operating under the stultifying conformity of political correctness." What's more, there are already enormous constraints on what someone can choose as a research topic—namely, what's fundable and what's publishable.

Professor James O'Toole of the University of Southern California, who renounces tenure, writes in an article titled "Tenure: A Conscientious Objection": "Academic freedom is guaranteed not by the tenure system, but by a thousand years of Anglo-American tradition. . . . The true source of academic freedom from Socrates to Scopes has been the courage of individual scholars to face would-be despots and book burners on school boards, in state legislatures, and in academic deanships and 'spit 'em in the eye.'"

And if spit won't get 'em, what about the First Amendment? Hasn't society sufficiently evolved since the 17th century, when the concept of academic freedom was first introduced into academia?

Ask any faculty member at any large university that question and you'll hear a resounding *no!*

"Don't let anyone ever tell you that academic freedom is not an issue today," says Berscheid. "We face it every day in our work. I was attacked in 1976 by a U.S. senator who was head of the Senate Appropriations Committee for the National Science Foundation for my research on interpersonal attraction and relationships because he was persuaded that I should not be investigating things he felt people did not want to know. I had tenure, so I knew my job was secure.

"To be a major research institution, you must have scholars who are on the cutting edge of their fields. This means that what they're doing is by definition going to be controversial. Someone is not going to like that, and that someone is going to go after their jobs. That's why no self-respecting scholar is ever going to affiliate with an institution that does not have a strong tenure code that protects academic freedom. It would be the end of their scholarly careers."

For this reason, proponents of tenure say, whatever the alleged benefits of doing away with the tenure code, the damage in terms of recruiting and retaining distinguished faculty would be devastating.

"It is tenure that keeps people here and allows them to invest their lives in the University," says Berscheid. "Without it, that's the end of the University's pretensions of being a major research university. . . . Nobody will come here, and the good ones will leave."

**A**s everyone knows, there's no free lunch. Academic freedom comes at a cost. The question is, is it worth the price, especially when others are paying the bill?

"What would we lose if tenure were eliminated? . . . The very best educational system in the world," says James Perley, professor of biology at the College of Wooster in Ohio. He described tenure in a recent essay as "a system in which it is possible to raise the difficult and controversial question and not worry about being fired because of the asking. A system that has produced minds that are not mere mimickers of their mentors. A system in which individuals have obligations not only to their chairs or administrators, but to their disciplines and their professions. In short, [if tenure were abolished] we would lose the very features that permit us to look at the outrageous and see in it beauty, that allow us to try the experiment that others consider foolish, or to produce a play which in its acid criticism catches us short of breath and makes us think."

Says Schuh, "I really can't think of anything outside of tenure that might serve to guarantee academic freedom. Tenure is not about ensuring job security; it's about ensuring the institution's credibility and integrity." ■

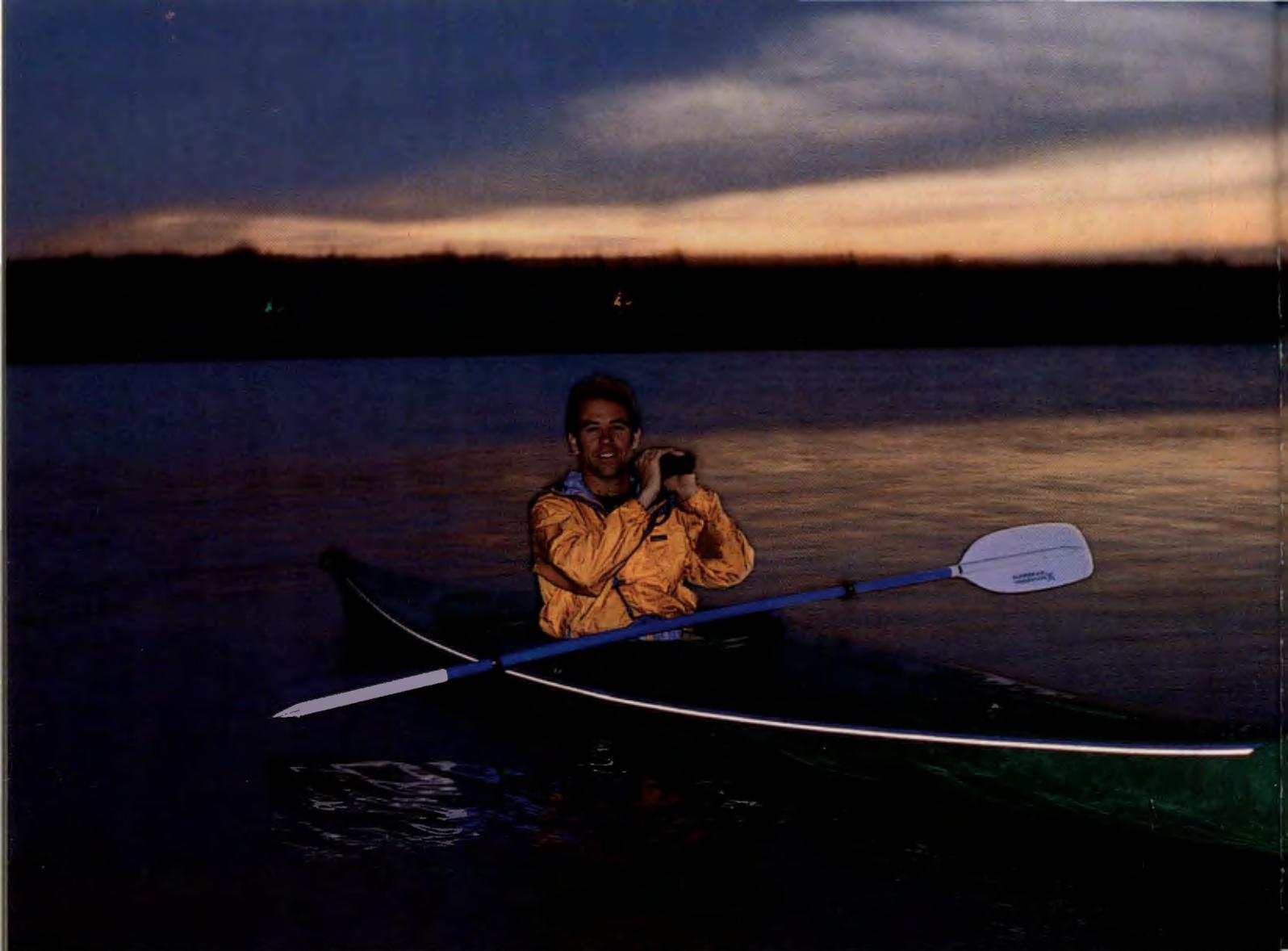
## Tenure: Indispensable or Undesirable?

### Pro-tenure

- Tenure protects academic freedom—the right of teachers and researchers to conduct research and express their views without fear of restraint or dismissal.
- Tenure allows faculty to pursue cutting-edge and controversial research, which distinguishes major research universities like the University of Minnesota from other academic institutions.
- Tenure attracts distinguished faculty members.
- Tenure ensures an institution's credibility and integrity.
- Tenure promotes career growth by allowing faculty to conduct in-depth, time-consuming research.
- Tenure offsets low-paying academic careers and is necessary to attract and hold qualified individuals.
- The University of Minnesota tenure code allows for the dismissal of tenured faculty in the case of inadequate performance or budget constraints and for the reassignment of tenured faculty to new positions.

### Anti-tenure

- Tenure is unnecessary because the U.S. legal system provides due process for employees who lose their jobs.
- Tenure restricts academic freedom: If tenure-track faculty deviate from the established lines of their discipline, they risk being denied tenure.
- Tenure creates a two-career-track system that requires years of sacrifice and leads either to job security or to nontenured jobs that usually pay poorly and offer few or no benefits.
- Tenure is biased against women because faculty typically are granted tenure at age 35 or 36—peak childbearing and -rearing years. (Women currently represent one-third of the full-time faculty nationwide, but less than one-fourth of those with tenure.)
- Tenure may limit the quality of research by prompting young scholars to pursue easy research that produces numerous articles quickly versus more profound and time-consuming research.
- Tenure limits faculty mobility—and possibly career growth—by emphasizing security and locking people into their jobs.
- Tenure makes it difficult to dismiss faculty members who are not performing adequately, to reassign faculty who are mismatched in their current positions, or to downsize in times of financial difficulty.



THINGS YOU SHOULD KNOW

# In the Company

Researcher **Dave Evers** has perfected a capture technique that lets him get close to these previously **elusive** and always **fascinating birds** by Camille LeFevre

**A**S A YOUNGSTER, Dave Evers roamed the woods of his native Michigan “being into nature,” as he puts it. His when-I-grow-up dream of being a wildlife biologist was matched only by that every-boy fantasy of becoming a baseball player. No need to guess which path Evers followed.

Now a conservation biologist earning his Ph.D. at the University of Minnesota, Evers is cofounder of BioDiversity Inc., a research company that focuses on piscivores (fish-eating birds) and contaminants. The company’s primary project—which also happens to be part of Evers’s dissertation—is the loon biomonitoring program, a nationwide research effort that hinges on being able to capture adult breeding loons.

The key word here is *capture*. Evers is the first (documented) person to devise a consistent technique for capturing loons. He wasn’t the first to try. Many agencies have funded individuals bent on discovering such a technique, resulting in reams of research



# of LOONS

reports and many hours of fieldwork but ultimately no bird in hand. Loons are wild and wily. When they're alarmed, they dive instantly to depths as great as 180 feet, then swim forcefully with wings tucked and webbed feet propelling them laterally like oars, only to pop up on the lake surface hundreds of feet away—in the direction opposite the one in which you're looking.

So how do you catch one? Evers discovered a way by chance. In 1989 he was a graduate student at Western Michigan University in Kalamazoo, trying to find a project "that would make a difference with an endangered species," he says, "and in that area of Michigan, loons were rare." His loon-research projects kept falling through, until he took a call from a refuge biologist in northern Michigan. "Say, how would you like to come up here for a couple of weeks and try to catch a loon?" the biologist queried.

For several weeks, Evers and his colleagues attempted to capture a common loon at the Seney National Wildlife Refuge. Night after

night they fine-tuned techniques tried by other researchers: approaching the birds slowly and quietly, training spotlights on them, playing recordings of loon calls, trying bigger nets with longer handles. Two nights before Evers was scheduled to return to school, he still hadn't caught a bird. "I just felt like giving up," he remembers.

At 3:00 a.m. the crew was—once again—almost within netting distance of the loon: "We're bearing down on this bird. We've got the net. We've got the spotlights out. Everything's going right. I'm hanging over the boat. We're coming in." Evers relates the story with relish. "I've been through this process so many times before without it quite working, and then it strikes me that [the bird's] chick is making a peenting [high-pitched, whistling] call. So I call back to the chick. And as soon as I do, the adult loon perks up. She comes straight at us and I catch it, and that's it.

**Dave Evers's study of the wild and wily loon has taken him from Alaska to Maine.**

"We got back to shore with the bird and I was just shaking. Wow, I thought, I just caught a loon!"

The next night, Evers captured four loons "just like that," he says. "This is it, I thought. Other people have caught loons accidentally, but this is the first replicable way to catch them." Since that night, Evers and his team have caught 1,200 loons.

After capturing a loon, Evers fits it with color-band combinations and U.S. Fish and Wildlife leg bands; sexes it by weight (males are usually heavier, but it helps that most of the males yodel, he says); and extracts a blood sample and two feather samples to test for contaminants and perform genetic, parasitic, and physiological analysis. He is also quantifying toxicological effects through measures of behavior, productivity, and survivorship. The loon biomonitoring program has focused on common loons, but a 1995 sampling included Pacific and red-throated loons.

Since 1989, the program has expanded from the Great Lakes area to New Hampshire, Maine, Florida, and Alaska. It has grown to incorporate 20 collaborators, including the Smithsonian Institution, Cornell University, Tufts University, and Michigan State University; the Wisconsin and Washington state natural resources departments; and the U.S. Fish and Wildlife Service and Forest Service. BioDiversity Inc. serves as the project's logistical center.

Evers and the loon biomonitoring program ended up at the University of Minnesota through the urging of his adviser, Francesca Cuthbert, associate professor of fisheries and wildlife.

"I encouraged Dave to come to Minnesota for graduate school because our program has the structure, opportunities, and people to help him round out his professional development," says Cuthbert. "I was excited about working with him because of his focus on an important ecosystem-level problem in the Great Lakes region. Dave is the type of graduate student faculty hope to attract to a program. He came to Minnesota with a strong record of publications, grants, and endless energy and enthusiasm."

The objectives of the loon biomonitoring program are ambitious. One is to create a model for the common loon's life history by gathering information on mating strategy, breeding intervals, reproductive success, site fidelity, migratory movements, life span, and survivorship.

Evers's findings thus far have dispelled one widely held belief about loons: that they mate for life. "Mate fidelity is very high," says Evers, "but over a loon's lifetime, it's going to switch mates." Evers has found that 80 percent of the loons studied each year are monogamous. But within a given year, 15 to 20 percent will switch mates if a partner dies or a nest fails. "This makes evolutionary sense," Evers says. "It's a reproductive strategy."

Loons are not 100 percent faithful to nesting sites either, Evers discovered. Eight out of ten loons return to the same lake after wintering in the Gulf of Mexico and near the Atlantic coast, Evers says. Of the other 20 percent, 12 percent move to other territories—and territory switching is higher on larger lakes.

"Nobody had a clue, of course" about another finding, Evers says: that young loons return to their original nesting area in three to four years, first nesting at the age of five and not more than 15 miles away. Adult common loons from the Great Lakes area, after migrating back in late April, establish their territories. When the subadults (nonbreeding loons) return after molting, they are forced

out of these territories, often onto the Great Lakes. In Lake Michigan, Evers adds, 400 to 500 subadult loons die every year after getting caught in commercial fishing nets—a mortality rate that is affecting replenishment of the loon population in Michigan's eastern Upper Peninsula.

Another objective of the project is to determine the source and effects of chemical contaminants, especially mercury, on the common loon in freshwater lakes where breeding occurs and in ocean wintering areas. Because loons live in aquatic systems, which are reservoirs for atmospherically deposited contaminants like mercury, they are sensitive indicators of environmental quality, says Evers. Currently, he is testing whether loons will accept wearing satellite transmitters, which would allow a continuous sampling of data regardless of the birds' location. "It doesn't matter what we're doing in Michigan if all our loons are dying in the ocean," Evers says.

The blood samples Evers draws show a loon's mercury uptake in the past three months, and the contamination site thus can be traced to specific breeding areas. Feather samples show mercury uptake within the past year or more. While other studies haven't shown a gender difference for mercury in loons, Evers says he found that males have higher feather mercury. This may be attributable to size—males are on average 21 percent bigger than females—or to the fact that males eat larger fish with higher mercury concentrations. On the other hand, females may shed mercury through their eggs. "We're going to get at the reason soon," Evers says.

Evers's research also has shown that loon mercury-bioaccumulation rates are 10 percent each year. "This is an important number," he says. "It proves that the older a loon gets the more likely it's going to die from mercury, which also cuts its productivity short." Demonstrating the effects of mercury on loons is difficult, he says: "If mercury, a neurotoxin, is affecting their systems, it's going to affect behavior first and that's the hardest to see." Studies of mercury's effect on loon productivity, chick growth, and survival will follow.

So far, Evers has logged about 6,000 hours of observation, in one case documenting a male loon's uncharacteristic refusal to sit on a nest while his mate was feeding. The nest failed, the female sought another mate, and the male was later recovered, dead, with liver mercury values of 400 to 500 ppm (the mean is 1.5) and a feather mercury of 37 ppm (the mean is 12).

The loon biomonitoring program will continue its study of mercury and its effects on loons on a long-term basis, Evers says. His research has focused largely on breeding loons because of his capture technique, but "we're trying to work around this because our sampling rate right now is very biased toward healthy, productive individuals," he says. "We could be missing mercury problems if the mercury's affecting adults and they're not producing young, and we're not looking at them." Evers has held some loons up to eight times and is beginning to recognize individuals. "They're not just subjects," he says. "They have individual personalities. I never get burned out because there's so much variability. Every time I think I know exactly what's going on, something different throws me. Loons get my interest and blood going. I don't have a goal, actually. It's more just a continuation of my curiosity and the hope that I'm making a difference—for the loons' sake, but also for our environmental integrity." ■

To follow loon migration and other migrations over the Internet, visit the Journey North home page at <http://www.learner.org/k12>. Report your loon sightings to Journey North at [jnorth@learner.org](mailto:jnorth@learner.org).

# Sweet Success

After only three years, women's soccer scores big

BY CHRIS COUGHLAN-SMITH

**S**occer is a game of patience—of ball control, positioning, a handful of good shots on goal per game. Building a successful college athletic program also takes patience: to rally institutional and fan support, achieve enough success to begin attracting top players, earn the respect of other top teams.

Yet in just three years the University of Minnesota women's soccer team already has won the Big Ten regular season and playoff titles and played in the NCAA tournament. This fall, with most starters returning and yet another excellent recruiting class, the Gophers are poised to attack their goal of becoming one of the premier programs in the country.

How does a team go so far in such a short time? Several elements came together: a supportive department, an enthusiastic and experienced coach, good timing, a group of outstanding Minnesotans who grew up playing the game, and players who know how to win and work as a team.

The soccer program sprang up so quickly that Chris Voelz, director of women's athletics, and Donna Olson, senior associate athletic director, were recruiting players themselves while they were still interviewing potential coaches.

"They did an unbelievable job of getting us started right," says head coach Sue Montagne. "When I decided to interview for the job, I didn't know if I was interested. But the support and organization was so overwhelming that I left here saying, 'I want that job.'"

Montagne, who had been an assistant coach at Colorado College and the University of Maryland after a standout playing career at the University of Massachusetts, was thrown right into the recruiting whirlwind. "When I arrived on campus in March 1992, I had ten recruiting visits lined up for the first weekend. Nine of them ended up coming here."

One was Jennifer Walek, who had just completed a standout career at North St. Paul High School. "I had been talking with Chris Voelz and I was very happy they were starting a program here because I wanted to stay near home," Walek says. "I had visited some other schools, but when I came for my visit my first impressions were very good. [Montagne] has a good personality, she was



With 10 of 11 starters returning, including sophomore Vanessa Tousek, the Gopher soccer team hopes to repeat last year's Big Ten title and go further in the NCAA playoffs.

a great player herself, and she was very enthusiastic about starting a program."

The timing was perfect. "We were on the forefront of a wave of programs starting," Montagne says. "There have been about 50 new programs [nationwide] in the past few years." Minnesota started its program a year before soccer became an official Big Ten sport.

Powered by a large freshman class and several Minnesota players who transferred from other colleges, the Gophers ran up a 13-6 record in 1993.

The second year—1994—was its first year of Big Ten competition. Another strong Minnesota recruiting class was led by Jennifer McElmury of White Bear Lake, who has become the team's "quarterback" at the playmaking midfield position.

"Family is very, very important to Minnesota kids," Montagne says. "Having their families be able to watch their games is very important. As a result, we have the best fans in the Big Ten."

The team averages 500 to 600 fans at its games on the St. Paul campus, with more than 800 turning out for big games. "When we played at Indiana last year we had more fans there than the home team, and that's a long drive," Montagne says. "Our fans are unbelievable."

Although the Gophers finished in the middle of the regular-season pack in 1994, they knocked off 13th-ranked Wisconsin at home and later reached the finals of the first Big Ten tournament before falling to the Badgers. Overall the team finished 10-6-4, but, Montagne

says, "they fought until the last second of the last game."

That year also brought a change in the recruiting class. For the first time, players from outside the state were becoming interested in the program. "It can be hard to recruit players from the coasts to come to a new program," Montagne says. "Although we want to keep the Minnesota kids home, we need to get a few top players from outside the state to help us get to the next level."

The Gophers found two such players at the same Virginia high

school. "Barb [Wickstrand, the assistant coach] spotted these two players at a tournament out there and we worked her connections to get them to come visit."

"I really had no intention of coming here, but I thought I'd just take the trip to say I'd been here," says Vanessa Tousey. "But the program and the coaches attracted me. I saw a lot of potential and felt good about the team-oriented approach."

Tousey and her high school teammate Corrine Bolder decided independently to come to Minnesota. "We thought we were

each going to go somewhere else, but we both were so impressed," recalls Tousey.

When the freshmen of 1995 arrived on campus, Montagne knew the team was in for a good year. "For the first time we had real competition at every position," she says. "Plus we had so many experienced players coming back and we had a team leader in Gretchen Brandt"—the team's only 1995 senior.

The team set lofty goals and met them. The Gophers went 16-5-2 overall and 5-1-1 in the Big Ten to take the regular season

title. Minnesota then beat Michigan, Indiana, and Wisconsin to win the tournament title and reach the NCAA tournament for the first time. Wisconsin got revenge on the Gophers, knocking them out of the tournament in a thrilling 1-0 game.

Many Gophers earned individual honors as well. Walek was named Big Ten player of the year and made the all-conference team for the second time. Montagne was named conference coach of the year. McElmury repeated as an all-Big Ten first teamer, and Michealene Denney was named to the all-Big Ten second team for the second year. Bolder, a high-scoring forward, and Erin Hussey, a midfielder from Plymouth, Minnesota, also were second team selections.

All of those players are coming back. "I'm looking at our freshman class and thinking that they're as good as last year's, only now there really isn't any place to put them," Montagne says. "We have 17 of our top players returning. We're going to have the luxury of having top subs and of having players play more than one position to get playing time."

Montagne looks for Bolder, a sophomore, and Walek, a senior, to lead the front line, with McElmury, a junior, running the middle. The defense will be anchored by Tousey, a sophomore, and Denney, a senior. Hussey, also a senior, will play everywhere from forward to defense.

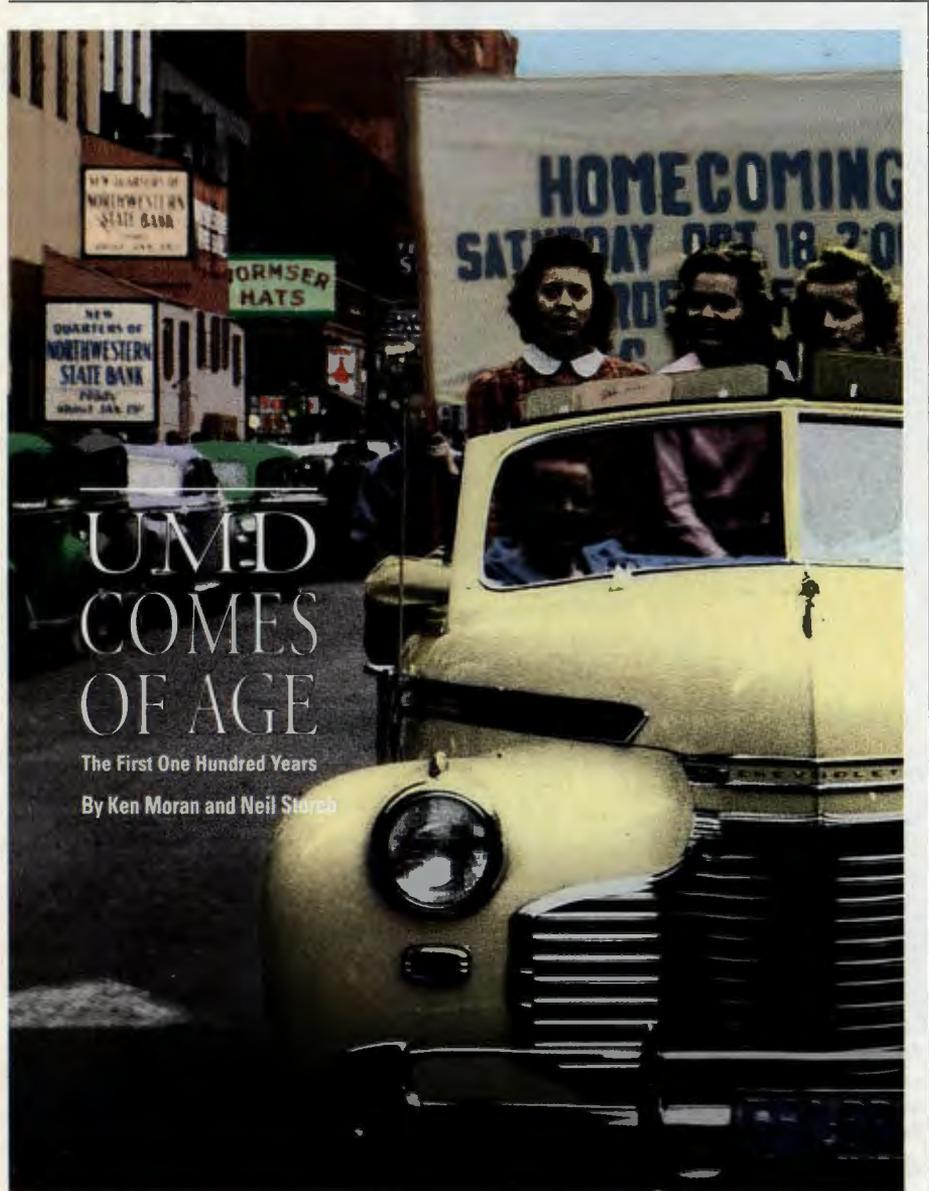
With all that quality returning, the team has set its sights high. "We want to win the Big Ten again and go farther into the NCAA tournament," says Walek.

"We want to get into the tournament and show people what a good program we are," Tousey adds. "We want to get known around the country as a top team."

The team's success is not going unnoticed, Montagne says. "A lot of people sat back and waited to see what Minnesota was going to do. For the first few years we almost had to beg to schedule good teams. Now they're calling us."

In 1996 the Gophers will play two of last year's NCAA Final Four teams—the University of North Carolina and Portland State—but the Minnesota players are not intimidated. "I'm very excited," Tousey says. "We want to be one of the best, and competing against top teams will push everyone to work that much harder."

For the women's soccer schedule, call 612-626-1320. ■



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# In Brief

University faculty, staff,  
administrative,  
and department news

EDITED BY MAUREEN SMITH

The Board of Regents approved **next year's budget** May 10, after defeating an amendment that would have reduced the tuition increase from 7.5 percent to 5 percent. The need to raise tuition is "deplorable," President Nils Hasselmo said, but the University has been forced into it. "For the first time in history, we get more money from federal and private sources than from the state," he said.

As a result of **improvements in undergraduate education**, "students are voting with their feet," Hasselmo said. Applications to the Twin Cities campus for fall quarter are up 20 percent, for example, and students are "beginning to flock to Crookston." Faculty Consultative Committee chair Carl Adams said the University has made a 180-degree turnaround on undergraduate education. "That is a landmark contribution of the Hasselmo administration," he said.

**Ettore "Jim" Infante**, senior vice president for academic affairs, will leave his position when his current appointment ends June 30. Infante, also a mathematics professor, has served as senior vice president since 1991; he was dean of the Institute of Technology from 1984 to 1991. "Jim has been an invaluable member of my management team, and his dedicated leadership will be missed," President Hasselmo said.

**Marvin Marshak**, head of the Department of Physics and Astronomy on the Twin Cities campus, has been named acting senior vice president for academic affairs.

**Alfred Michael**, Regents Professor and chair of the pediatrics department, has been named interim dean of the Medical School. Michael took over the role of dean in June and will hold the position during a national search for a permanent replacement for Frank Cerra, who became provost of the University's Academic Health Center in April.

The regents directed the administration in April to stop the process aimed at **closing General College (GC)** and to "restart an inquiry of how best to serve the needs of underprepared students." At an emotional rally in front of Morrill Hall, David Taylor, GC dean, introduced as "the man who refused to say die," spoke of "a marvelous turning point" for the University. Lisa Albrecht spoke as "a proud faculty member" and said to current and former GC students, "You are our hope."

The Faculty Senate began its **review of the tenure code** May 2. The goal was to complete its work on a set of proposed amendments June 6. At its April 19 meeting, the senate voted overwhelmingly to disband the ad hoc Tenure Working Group and turn the review of tenure over to three faculty governance committees. The vote was 119 to 9. Judicial Committee chair Ed Fogelman said it was important "that the faculty clearly assert its own voice," because "that voice has somehow been compromised."

Regents Tom Reagan, Jean Keffeler, Patricia Spence, and Julie Bleyhl met with the Faculty Consultative Committee April 25 to discuss tenure issues. Reagan said that if faculty, in changing the tenure code, "come a little short of where the regents think we have to be," the board will not take final action without giving faculty a chance to respond.

The 1996 legislature approved **\$93.8 million for capital projects** at the University. The largest amount is \$38.5 million for the Minnesota library access center.

The **School of Journalism and Mass Communication** was approved for full accreditation by the Accrediting Council on Education in Journalism and Mass Communication at its May meeting in San Francisco. The action supersedes the provisional accreditation that has been in effect since January 1995. "The students are being well educated and are proving themselves in the field and in the classroom," the report says. "There is an excellent faculty in place, including a number of world-class scholars and some of the leading researchers in the field." ■



Artist Harriet Bart, top, assembles books for her four-ton sculpture on the east side of the University's Weisman Art Museum. Art student Doris Loes, middle, adds color to her weather vane by applying heat and a copper nitrate solution to the metal. University senior Mitsunobo Hirno perfects the infrastructure of his sculpture *Dragon*.

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## Letters

### In Search of Compassion

I was quite shook up after reading your January/February 1996 cover article. [U.S. Representative] John Linder, with his “quiet, thoughtful demeanor” and his “well-founded conservative views” that have “an intellectual underpinning” would deny welfare to children of unwed mothers under [age] 18 and mothers already [receiving] welfare. His views are apparently totally devoid of any underpinnings of compassion.

Furthermore, it is egregious for someone who has lived more than 50 years in this society with open eyes and ears to take the position that “blacks and women who are not poor are not disadvantaged.”

I hope that your journalistic integrity will lead you to feature in a subsequent issue another achieving alum who holds views of a more compassionate and understanding bent.

*John Greenman, '47  
Mendota Heights, Minnesota*

### No Fishwrap Here

Just when I really begin to get the feel for the vastly improved *Minnesota* magazine, I read the letter from Peter Strzok of Minneapolis (“So Much Fishwrap,” Letters, March/April 1996).

I can't believe that he and I are reading the same publication. Your excellent magazine shows depth of inquiry, clarity of presentation, and diversity of opinion. Hang in there. Such challenges as the U2000 initiative and the Academic Health Center [reengineering effort] will make the future A-OK.

*Thomas E. Millbam, '39 D.D.S.  
Oxnard, California*

### Dumb Like a Fox

Law professor Suzanna Sherry asks the question “How . . . can a democratic nation tolerate a Senate in which the largest state has more than 65 times the population of the smallest and yet each has two senators?” (“Boy Was That Dumb,” Campus Digest, March/April 1996).

The reason for the cited provision is historical. In July 1787 the Constitutional Convention was hopelessly deadlocked over the composition of the upper house. All parties were agreed that there would be two houses, and most agreed that the lower would be elected by the people. Obviously, the larger states would have more representation in that body than the smaller states—a matter of great concern to the smaller states. The impasse ended with the compromise that guaranteed that the small states would have equal representation in the upper house and that its members would be chosen by the states through their respective state leg-

islatures. The latter provision endured until 1913 when the Seventeenth Amendment, specifying that senators also would be popularly elected, was ratified.

My guess is that many citizens—perhaps including Professor Sherry—are quite satisfied that for the past two years the U.S. Senate, which is not fairly apportioned, has been deep-sixing the legislation of the House, which is fairly apportioned.

*Thomas E. Collins, '59 J.D.  
McLean, Virginia*

### Bargains and Technicalities

As an alumnus and a golfer, I feel compelled to write regarding your recent article on Minnesota golf [“Minnesota's Course Guide,” March/April 1996]. One question went unasked: What is the best area golfing value?

The answer is our own University of Minnesota course. When I was a poor law student, the student green fee of \$6.50 (at that time) was the difference between playing and watching the game on TV. While prices have risen, the U course still provides an excellent value and a substantial test to any player's game.

Second, I must point out that, *officially*, Scott Higgins (the student who was struck by lightning while scoring an ace) has not had a hole-in-one. According to the rules of golf, a player must complete the round in order for the accomplishments within it to be “official.” While I calculate that the odds for his feat are approximately 1 in 100 million, he loses on a technicality.

*Thomas R. Werlein, '89 J.D.  
Bloomington, Minnesota*

*Editor's note: We did ask survey respondents to identify the best golfing value, but we omitted their answers because of space constraints. They did indeed choose the University course as the best bargain. Wedgewood Golf Club in Woodbury, Minnesota, came in second.*

### Corrections

Pine and Partners (“Success Stories,” May/June 1996) should have been identified as specializing in corporate history and corporate culture programs. A photo of Arnold Chang was used with the biography of Stone K. Shih.

Loom architect Raveevarn Choksombatchai's name was spelled incorrectly (“Minnesota Salutes the 1995 AIA Minnesota Honor Award Winners,” May/June 1996). Loom architect Dean Johnson did not graduate from the University of Minnesota.

We regret the errors.

*Letters may be edited for style, length, and clarity. Send your letters to the editor to: Minnesota, 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455-0396.*



# Report

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

## National President

### A Dream Come True

**T**he University Gateway/Alumni Center will soon be a reality. With a belief that the center was needed and a determination that was not going to let a decades-old dream die, volunteers received approval for construction from the University of Minnesota Board of Regents in April.

Turning the dream into reality has been a joint effort of many committed individuals on the University of Minnesota Alumni Association (UMAA) board, the University of Minnesota Foundation (UMF) board, and the combined Gateway Steering Committee. Several years ago the steering committee decided to focus its energies on getting timely approval from the University Master Planning Committee and, ultimately, endorsement by the regents.

Under the leadership of Larry Laukka, '58, the committee has been working diligently to ensure that this much-needed facility gets built. Larry credits the work of many others, including University President Nils Hasselmo, who helped pave the way for approval of the project; Fred Friswold, '58, who initiated the concerted push for an alumni center in the 1980s; and longtime supporter Dale Olseth, '52, who now leads the fund-raising efforts.

The Gateway, to be located on the Minneapolis campus on Oak Street between University and Washington Avenues, will be a front door to the University—a gathering place for alumni, visitors, donors, and prospective and



**The Memorial Stadium arch will figure prominently in the design for the new Gateway Center.**

current students. It will be easy for prospective students and their families to locate a port of entry to campus and to get directions to the admissions office and other points of interest. Alumni and other guests will be able to shop for University mementos. Heritage galleries will display the inventions and memorabilia of the University's prestigious faculty and alumni.

Three University partners—the UMAA, the UMF, and the Minnesota Medical Foundation—are working together on the project. The organizations will have their own office and meeting space, and will share meeting rooms and underground parking, in the building. The Gateway Center will solve some space shortages on campus by leasing office space to other University departments.

The Memorial Stadium arch, preserved piece by piece when the stadium was demolished in 1992, will be featured prominently on the grounds. The arch will be restored with funds earmarked by the regents and money raised at the Class of 1942's 50th reunion.

Construction begins in spring 1997, and we hope to move in during the summer of 1998. Total development costs are estimated at \$27 million. The foundations and the UMAA will undertake an aggressive fund-raising campaign to minimize the amount that needs to be financed.

A dream can only be achieved with energy, drive, and determination. In pursuing this dream, we never gave up hope. It's time to join with us to turn the dream into reality. The Gateway project will provide an opportunity for broad participation by alumni and friends. Donate to the Gateway/Alumni Center and feel pride when you step inside the University's new front door.



**Linda Mona, '67**



## Professors of Distinction

Some of the University's best teachers turned the Ted Mann Concert Hall into a living hall of fame for the presentation of the 1995-96 Horace T. Morse-University of Minnesota Alumni Association Awards in April.

This year University administrators invited past winners to attend the awards ceremony, and 81 of the 240 faculty who have received the award since its inception in 1965 attended.

"The more public and focused ceremony was very important," says Warren Ibele, a mechanical engineering professor in the Institute of Technology and a 1990-91 Morse-Alumni winner. "The public [often hears] that the University is solely a research institution, and that's not true. Whatever occasions [arise] to recognize and award teaching help set the record straight. . . . One of the success stories of the recent past has been the substantial improvement in the undergraduate program. That couldn't have happened if there were not a cadre of splendid teachers."

Given for "outstanding contributions to undergraduate education," the Morse-Alumni Award is the University's most prestigious systemwide teaching award. Examples of winning contributions include classroom teaching, advising, development of curricular materials and instructional methods, research and supervision of research, and contributions in informal and innovative instructional settings. The Amoco Foundation funded the award with the University for the first 22 years. The University of Minnesota Alumni Association (UMAA) stepped in after that to help continue the tradition.

This year's 10 winners each receive a sculpture, a commemorative plaque, and \$1,500 a year for as long as they remain at the University. Their respective departments receive \$2,500 a year for use by the recipient.

At the awards ceremony, 71 past winners joined this year's 10 winners onstage, where they were recognized individually. The event was moved to a larger location this year and expanded to include more than 200 guests.

"The Morse-Alumni Awards and the higher profile of this event directly tie in with the U2000 goal of improving the undergraduate experience by recognizing those who are making a difference," says Margaret Carlson, UMAA executive director.

Alan G. Hunter, a professor of animal science in the College of Agricultural, Food, and Environmental Sciences, says that receiving the Morse-Alumni Award "[means] that somebody is paying attention. You know the



students appreciate what's being done, but colleagues and administrators get busy and don't always tell you."

At the awards ceremony, University President Nils Hasselmo reminded the present and past winners that "You are the heart and soul of this great institution."

UMAA national president Linda Mona put the importance of great teachers into a broader

perspective, reminding the audience and the winners that professors can instill a love of learning in students, and that often it is professors more than anything else that alumni remember from their days as students.

Patrick Starr, 1995-96 award winner and a professor of mechanical engineering, said in closing, "It's very unusual to have the opportunity to get to do the things you love to do, do them passionately, and have someone pat you on the back and say, 'That was really good.'"

### The 1995-96 winners are:

- Terence H. Cooper, professor of soil, water, and climate, College of Agricultural, Food, and Environmental Sciences (CAFES)
- Gary R. Gray, professor of chemistry, Institute of Technology (IT)
- Alan G. Hunter, professor of animal science, CAFES
- Virginia Katz, associate professor of communications, College of Liberal Arts, Duluth
- Willard L. Koukkari, professor of plant biology, College of Biological Sciences
- Judith A. Martin, associate professor of geography and director of the urban studies program, College of Liberal Arts (CLA)
- Jennifred G. Nellis, professor of studio arts, Morris
- Angelita D. Reyes, associate professor of women's studies, CLA
- Steven S. Smith, professor of political science, CLA
- Patrick J. Starr, professor of mechanical engineering, IT

Morse-Alumni winners past and present were honored at a ceremony and reception in April.

Among those recognized were (from top) 1972-73 winner Joinn Lee; 1995-96 recipient Angelita Reyes; 1973-74 winner Roger Clemence, left, and 1980-81 winner Peter Rosko; 1966-67 winner Roxana Ford; and 1995-96 recipient Terence Cooper.



# The Societies Page

## Meet the Volunteers: Doris Mold

Doris Mold, '85 B.S., '94 M.S., knows the University of Minnesota. As an undergraduate student, a graduate student, a staff member, and an alumni volunteer, Mold has enjoyed her varied experiences here, which is why she became involved with the College of Agriculture Alumni Society.



Doris Mold

"When people found out I was going to the University of Minnesota," Mold recalls, "they would say it was too big, that I would be just a number here. But I never found that to be true. I took time to know my professors and they took time to know me. I've had great campus experiences."

Mold's volunteer career began when she was a student involved in 13 or 14 different organizations. Now, as president

of the College of Agriculture Alumni Society, Mold feels she is giving something back to the university that provided her with a quality education and the opportunity to be involved in so many diverse organizations.

"Having a degree from the University of Minnesota has helped me professionally because it is a very respected institution," says Mold, who is an agricultural economist in the College of Veterinary Medicine. "When I first graduated, people were impressed when they discovered I received my education at a Big Ten university. As a student and a staff member, I have been exposed to some great educators and researchers."

Mold is proud of the alumni society, and especially its mentoring and scholarship programs for students. She has set an ambitious agenda for the next year, including helping the society increase the number of activities and events it offers to alumni, broadening its networking and social activities, expanding St. Paul campus homecoming activities, initiating new fund-raising efforts for scholarships, continuing to build the mentoring program, and increasing volunteerism.

"We do lots of different things," says Mold, "and I want people to know about them."

## Around Campus

### Roasting Klobuchar



Jim Klobuchar

Popular *Star Tribune* columnist and University alumnus Jim Klobuchar, '50 B.A., was the target of the wry wit and good-natured teasing of his fellow journalists, family, and friends as part of the "Klobuchar Roast of Distinction" held in April. Sponsored by the School of Journalism and Mass Communication Alumni Society, the roast was held in honor of Klobuchar's retirement after 40-plus years in journalism. Proceeds from the event went to the Joe Kane Memorial Scholarship Fund.

### Dual Retirements

As its last official act, the Bachelor of Science in Nurse Anesthesia Alumni Society sponsored a retirement buffet for longtime nursing faculty member Shirley Bell in March. Bell, a member of the University of Minnesota Alumni Association's Teachers Hall of Fame, retired this spring. Nurse anesthesia alumni will continue to participate in activities sponsored through the Society of Allied Health Professionals. The society leaders donated the remaining funds in their treasury—\$1,500—to the Gateway/Alumni Center building project in Bell's honor.



Ann Bancroft

**Quest for Gold** Members of the University of Minnesota School of Public Health Alumni Society and the Minnesota Public Health Association learned how to exceed their personal and professional best at their annual May conference, this year titled "Striving for Excellence: Public Health's Quest for the Gold." The keynote speaker was Ann Bancroft, noted adventurer, lecturer, and educator, perhaps best known as the only female member of the 1986 Steger International Polar Expedition.

Bancroft said she's not braver than others—she's just comfortable in an unusual environment.



Left to right: Tom LaSalle, Shirley Bell, and Concha Brown



# Chapter and Verse

## Meet the Volunteers: Jody Seltzer

Jody Seltzer's goal as an educator and as a founding member of a new University of Minnesota Alumni Association (UMAA) chapter is to get people to join in. By encouraging others to participate in the activity at hand, Seltzer, '91, expands their horizons.

At the Alameda County Library in California, Seltzer coordinates Learn A Lot, a reading and tutoring program for children in kindergarten through fourth grade. To get the kids interested in reading, she uses playacting, music, and letter writing. And it works. "We are successful in a field where a lot of people spend a lot of time and money and are not successful," says Seltzer.

As a published poet and a writing instructor, Seltzer welcomes any opportunity to introduce friends and students to the joys of writing. "I've taught creative writing in lots of different and interesting contexts," she says. Recently, a friend of hers who is a medical resident invited her to teach a writing workshop at a party he threw for several of his medical colleagues. Seltzer first had the group tell a story together, each person contributing only one word at a time. "The exercise always works," says Seltzer. "Even people who don't think they can write can say one word. It gets the group going so when they do write on their own it's less scary. And it is truly a communal experience, so it fits with my value system."

By the end of the party, the medical students were writing freely and thanking Seltzer for the new experience. "These are left brain people and I got them into their right brains," says Seltzer. "And they wrote beautiful things."

A St. Paul native, Seltzer attended the University of Minnesota shortly after graduating from high school in the 1970s, but before she finished she moved to Berkeley, where she has lived for almost 10 years. She continued to work on her degree through independent study courses, but her last class, Introduction to Judaism, had to be taken on campus, so she moved back to the Twin Cities temporarily. "It was hard to go back," she



Jody Seltzer

says, "but everything about it was really rewarding." Coincidentally, her instructor was a professor she had taken a course from as a freshman almost 20 years earlier and she was pleased to discover that he remembered her, too.

Recently, Seltzer became a founding member of the UMAA chapter in the Bay Area. Why? "Because I love Minnesotans and I wanted to meet some," she says with a laugh. And she did. At the chapter's first event last fall—a picnic held, appropriately enough, on the shores of a lake and attended by 100 people—Seltzer ran into a woman who had lived near her in Sanford Hall in the 1970s.

Ever the one to make sure people are joining in, Seltzer organized a game of Bingo at the picnic. She designed playing cards whose 24 squares featured Minnesota or University attributes: "lived at Comstock Hall," "worked for the *Minnesota Daily*," "loves Jell-O."

"People were just sitting with their families when the picnic began," says Seltzer. "But once we played the game, everyone met everyone else there. That was my contribution."

## On the Road

**A Rousing Reception** Being invited to an embassy party might sound like something that happens only in the movies, but UMAA members in the Washington, D.C., area got invitations to a May reception at the Moroccan Embassy. The reception was hosted by Ambassador Mohamed Benaissa, a 1964 graduate of the University's School of Journalism and Mass Communication, to celebrate long-standing ties between Morocco and Minnesota, particularly the U's College of Agricultural, Food, and Environmental Sciences. When Washington alumni chapter president Barbara Eck presented Ambassador Benaissa with a U of M T-shirt at the reception, he was so moved that he broke out in song—the *Minnesota Rouser*, of course!

**Minnesota Meets Arizona** About 120 University alumni and friends met at the University of Arizona in

February to cheer on the Gopher baseball team. The Gophers lost, but the fans had a great time anyway. Jerry Kindall, '59, '68, a member of the Gopher baseball Hall of Fame and current



Left to right: Jerry Kindall, President Nils Hasselmo, Mark Dienhart, John Anderson

University of Arizona baseball coach, cohosted a reception after the game with Minnesota baseball coach John Anderson, '77. Also on hand were University President Nils Hasselmo, men's athletics director Mark Dienhart, and UMAA national president Linda Mona. For information on Tucson chapter events, contact Susan Quinn, '91, at 520-575-1647.



## Executive Director

# Summer Reading

Given a choice between reading a pithy historical novel or the 1996 Accreditation Self-Study of the Twin Cities Campus of the University of Minnesota this summer, most of you probably would opt for the colorful characters and events of the past. But what a surprise awaits if you decide to read the report to be found at World Wide Web site <http://www.opa.pres.umn.edu/specproj/accred/study.htm>. With



Margaret S. Carlson,  
'83 Ph.D.

facts and figures galore and a clear and concise narrative on everything from research to finances to faculty to the infrastructure, this 482-page, single-spaced document is a great read.

The report was prepared for a 14-member accreditation team that visited the Twin Cities campus for three days in May. About every ten years since the University's first review in 1913, faculty and staff take the pulse of the institution, prepare a self-study, and then open the doors to a review team from the North Central Association for the Accreditation of Colleges and Schools and the Commission on Institutions of Higher Education. The most recent report presented to the accreditors is a treasure trove of information.

As alumni and lifetime stakeholders in this institution, you will be amazed at just how much has changed at the University of Minnesota in the past ten years. Consider this:

- Number of freshman applications: 9,386 then vs. 13,271 now
- Students receiving some assistance (both need-based and merit-based): 48 percent vs. 69 percent
- Undergraduates from Minnesota: 88 percent vs. 74 percent
- Currently enrolled graduate students from Minnesota: 50 percent vs. 52 percent
- Class hours taught by full professors: 23 percent vs. 40 percent
- Estimated computer workstations (staff and students): few vs. 20,000
- E-mail messages sent per week: none vs. 2 million
- Percentage of classrooms below University standards: not available vs. 66 percent (116 buildings have serious safety deficiencies)
- Percent of University budget supported by state funds: 31.0 percent then vs. 26.6 percent now
- University's share of state and local tax revenues: 4.5 percent vs. 4.0 percent.

Other figures in the accreditation self-study will catch your eye as well. In the late 1980s, only about half of entering freshmen

lived in residence halls. Last year that figure topped 70 percent. In 1985 almost 75 percent of undergraduates worked while they were going to school. By 1991 that number reached an estimated 83 percent. Consider these findings too:

- The percentage of graduating seniors with a 3.5 grade point average or above has significantly increased since 1987.
- The mean age of faculty is now 50 years, compared to 44 a decade ago.
- The student/adviser ratio in the College of Liberal Arts lower division has improved nearly 50 percent (577:1 then vs. 275:1 now).
- Almost half of last year's incoming freshmen ranked in the upper 25 percent of their high school class.
- Minnesotans around the state borrowed nearly a quarter million items from University libraries in the past year.
- The number of undergraduate students of color on campus has increased almost 55 percent in the past ten years, but the number of international students has stayed about the same.
- Research funding from all sources has more than doubled from \$123 million in 1983 to \$294 million in 1995.
  - The total number of University patents has tripled in ten years.
  - There are 5,000 more parking spaces on campus today than there were ten years ago (19,000 now).
  - Finally, the number of alumni chapters nationwide has grown more than fivefold (there were 11 then versus 60 now) in ten years, and alumni association membership has grown by 5,000 to more than 35,000 people.

I hope that in 2006, when the next accreditation study is done, we will have more than 50,000 members and 100 geographical chapters worldwide.

The data indicate that genuine progress has been made in the last decade. Why? The University is

changing for the better because it is measuring its results, comparing itself with comparable schools, and insisting on continuous improvement.

Of course, the numbers show there are still problems, too. As alumni, however, we need to focus on the positive achievements of this institution. We need to insist on excellence. We need to realize that we are the primary stakeholders of this University, and that the value of our degrees is tied to its reputation.

The authors of the self-study summed up their report simply but eloquently. They quoted alumnus and author Garrison Keillor, who said at the alumni association's annual meeting in 1992: "The University is one of the glories of this state and has been since territorial days. More than any other single institution, it represents the great intellectual aspirations of the people of this state."

One visit to this Web site will convince you that Keillor was right. ■

**The recent report presented to the accreditors is a treasure trove of information**



*Long after the toys of childhood are gone,  
the gift of music remains.*

**YAMAHA PIANOS**

*Haugen's*  
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