

EDITOR'S NOTE

Many readers told us they liked the "On Becoming Goldy" story in the fall *M*, but one group of loyal alums noticed a glaring omission.

The tradition of putting a person inside a Gopher suit began with the Marching Band, and from 1952 until 1990 the mascot appearing at Gopher sports events was always a band member.

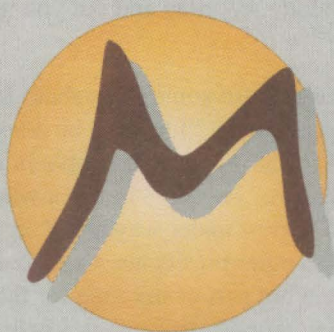
Minnesota Hats Off to Thee, the band's centennial book published in 1992, tells the story. Assistant bandmaster Jerome Glass bought a fuzzy wool suit in 1952 and asked junior Jim Anderson to climb into it. "They took the guy who couldn't march or play and put him where he wouldn't do any harm," Anderson said.

The papier-mâché head on that first suit clamped on and couldn't be removed until after the game. The 1955 Gopher, Milton Bix, wore an upgraded suit, but it was still way too hot and allowed almost no visibility. Bix began carrying a cane, seemingly as a joke, but the truth was that he needed it.

"They gave me this job to stop me from cracking jokes at rehearsals," Bix said. Another early Gopher, William Johnson in 1956 and 1957, was besieged during his first appearance by a group of young pranksters who tore his tail off. Still, he said, "I've never had so much fun in my life." Being a Gopher "doesn't take talent, just guts," Johnson claimed.

Wilbur "Gabby" Meiners, who was known for climbing the goalpost, was "the lucky guy who got to be Gopher at the two Rose Bowls" (in 1961 and 1962). Keith Randa as Goldy got to film a football commercial with Bob Hope in the fall of 1980.

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UNIVERSITY OF MINNESOTA



For Alumni & Friends

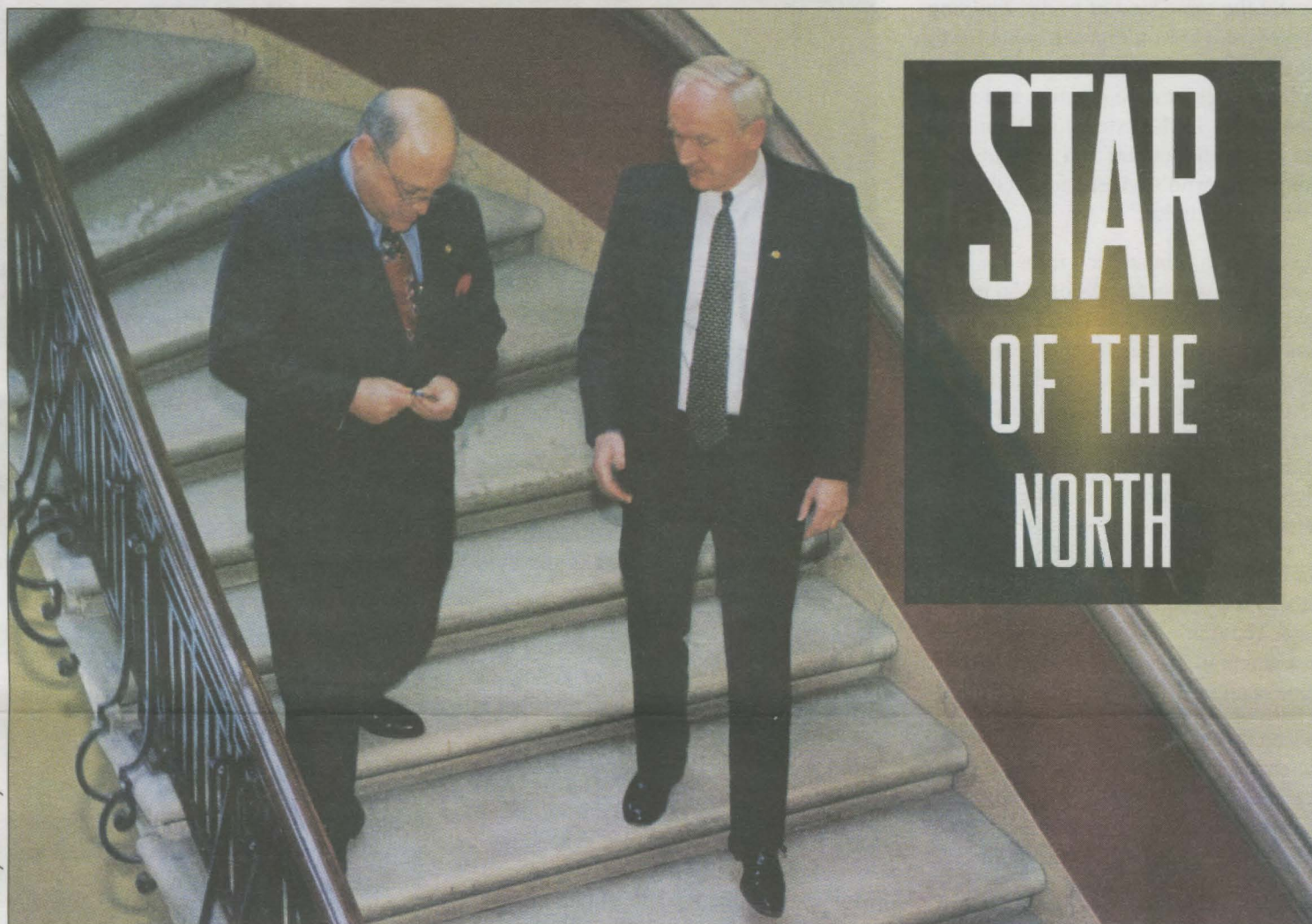


Photo by Tom Foley

Mark Yudof and Nils Hasselmo compare notes at the capitol.

STAR OF THE NORTH

As good fortune would have it, Mark Yudof still owns the khaki, fur-trimmed parka he bought in the winter of 1983, when he was a visiting professor at the University of Michigan Law School.

So when he visited the Twin Cities in mid-January with the windchill hovering several dozen degrees below zero, the parka-bundled Yudof looked positively Minnesotan. "You look like you're ready to go ice fishing," University of Minnesota president Nils Hasselmo joked with his successor.

Ready or not for the sportier side of Minnesota winters, the 52-year-old Yudof is trying to be prepared for everything else when he takes over as the University's 14th president July 1. The week-long visit in January was the first of several he plans as he gets acquainted with his new job and the people with whom he hopes to spend the next few years. And if this visit was an indication of things to come, the University is getting a politically savvy, quick-witted president who won't be intimidated by Minnesota's penchant for openness or

THE NEW PRESIDENT BEGINS HIS TRANSITION FROM TEXAS TO MINNESOTA

its populist leanings.

Yudof, provost of the University of Texas at Austin, was chosen unanimously by the Board of Regents in December, following a national search that saw the only other two finalists drop out of contention in the last days of the process. Handling the potentially awkward situation with finesse, Yudof impressed University and community constituencies alike with his candor, intelligence, and humor, qualities that have served him well in his Texas job.

"He's everyone's all-time favorite

provost," says University of Minnesota alumnus John Sampson (Law '66), a law professor at the University of Texas at Austin. Sampson has known the president-designate since Yudof came to the Austin campus from Philadelphia in 1971, and has been a friend and colleague during Yudof's rise from the Law School faculty to the

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STAR

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deanship and ultimately in 1994 to the post of executive vice president and provost.

"He could have been dean for life, as far as the faculty and bar association were concerned," Sampson says. "He built bridges with the political powers, with the bar association, and with academics. He did the same kind of bridge-building as provost. He won't have trouble fitting in; this guy will fit in anywhere. He's an idea machine—so creative and so innovative. To the extent that Minnesota can use fresh thoughts and fresh ideas from a guy who's widely admired, he's a very wise choice."

The move to Minnesota will be the third cultural transition for Yudof, who earned his law degree from the University of Pennsylvania and has spent his entire academic career in Texas. Joyce Sampson, also an alum (Education '63), says that one major difference between Texas and Minnesota is the level of emotional investment in the state's land-grant university.

"In Minnesota, it's *the U*," she says. "It's so important to everyone in the state. You don't find that same kind of investment in Texas, so there's not the same level of exposure for the president."

Indeed, Minnesota's intense interest in the choice of the new University president had been a surprise to him, Yudof says. Nevertheless, as he made his get-acquainted rounds—from faculty and staff meetings to the state capitol to a Gopher hockey game to a Martin Luther King concert—he seemed to relish the passionate relationship Minnesotans have with their University.

On the first full day of his Minnesota visit, for example, both Yudof and Hasselmo were special guests of Arne Carlson as the governor delivered his State of the State address in a legislative chamber overflowing with Minnesota's political leaders. There, the governor publicly welcomed "the gentleman from Texas" and assured him that "this administration will continue its partnership with you.... Your excellence is our excellence." The room erupted with a standing ovation, as it had done



Clockwise from top: Mark Yudof with Governor Carlson; meeting with student leaders; with Senate majority leader Roger Moe.



Regent Wendell Anderson leans over to make a point during a Gopher hockey game.

moments before when the governor had acknowledged Hasselmo. For Yudof, the meaning of the occasion was revealed in its spirit, as well as in its substance.

"I was very excited about the governor's remarks regarding higher education," he says about the address. "He echoed my own desire to put the University of Minnesota in the top five public higher education institutions in America.

"But the whole session had more of a family feel than I'm used to in Texas. Of course Texas has four times the population. But this was a friendly atmosphere. I thought it was lovely the way he recognized President Hasselmo. It felt very warm even on this chilly day."



The governor's sentiment that the state must "provide the University with the resources to foster new technologies that have and will continue to drive the economic engine of our state," could have been nothing but good news for Yudof, who has expressed his own commitment to having the University lead the nation in the use of digital technology.

But if he's keenly aware of the need for good relationships with external constituencies, Yudof also gives every indication of wanting a close connection to students. Meeting with 13 student leaders early one morning, sporting a patriotic maroon jacket while his trusty parka rested temporarily on a nearby chair, Yudof listened intently as the students relayed their concerns about issues such as tuition, the biennial budget request, space, and campus infrastructure.

Taking notes as students discussed the purpose and future of Coffman Union, Yudof asked them to set up a follow-up meeting for him on the topic so he could learn more about it. And he displayed the humor for which he has developed a reputation.

"I'm going to slip into the heating system and make sure it's working, then propose a tunnel between Eastcliff and campus," he joked. "That will mean a steep increase in tuition, but, then, it'll be a two-way tunnel."

At the same time, Yudof can be serious and thoughtful. "I do think there's been improvement in undergraduate education," he said when the students asked him about the University's stature. "Research institutions traditionally don't do well by their undergraduates. But we can't rest on our laurels. The old rules don't apply anymore. You're always in danger of becoming a medieval institution. You have to earn your stripes every day, because an inventive genius can come along any time and put you in the shade."

There were also some hints about his managerial style. "I have to be comfortable that I have the right people in the right places," he said. "I have a whole central review under way and I've talked to other presidents. Organization will be a big part of my time for the next few months. In general, I believe in delegation with accountability, not a system of countersignatures. A system like that only slows down the process—without actually bringing about accountability. As much as possible, I believe in pushing accountability down to the dean level." Then, with characteristic Yudof humor, he added, "Of course, I also like it better when the protests are done at the dean level."

In his interaction with staff, Yudof often assumed the role of focused learner who had done his homework. "I just read a report saying two thirds of the class-

rooms are not up to standards. Is that correct?" he asked at one meeting. And with the U's financial and legislative

particular point is about equity, not reciprocity."

Yudof has often expressed his belief that in spite of the cultural differences, he has learned a lot at Texas that can be applied to Minnesota. The notable exception is an understanding of hockey, which he admitted was in short supply before he attended a Saturday night Gopher game with Regent Wendell Anderson. "It's kind of intense, I know that," he said. Nevertheless, he was given the honor of dropping the first puck, and cheered mightily as the Gophers beat St. Cloud State 6-4.

"He's got a wide variety of quirks," Sampson says, including an "affection for single malt whiskey," and what Yudof himself admits is a miserable sense of direction.

"It will take me six or seven years to learn the geographics," he joked, remembering the time he was driving in Europe. "I was aiming for Switzerland and almost landed in

Czechoslovakia—which was not a friendly regime."

An unfriendly regime won't be the problem at the University—at least for a while. Yudof knows he is on a honeymoon, and appears to be enjoying it unabashedly. The impression is he'll enjoy the marriage, too, and, as he did in Texas, intends to thrive on building bridges. In that regard, Mark Yudof's sense of direction seems perfectly clear.

—Mary Shafer

+ Mark Yudof, executive vice president and provost of the University of Texas at Austin, was named December 13 as the 14th president of the University by a unanimous vote of the regents. The mood was celebratory, with standing ovations, cake, and balloons. Yudof will assume the post July 1, when President Nils Hasselmo retires.

+ Governor Arne Carlson has recommended a \$116 million increase for the University in 1997-99, a 7 percent increase. "We're very pleased with the governor's recommendation," President Hasselmo said. The University will continue to seek its full request, he said, but the governor's proposal is "a very fine start."

+ The regents took a big step toward resolving the University's tenure crisis when they voted unanimously November 7 to adopt a revised tenure code for the Law School, at that time the only unit not covered by a maintenance of status quo order because of upcoming union elections.

The Faculty Senate completed its review of the code January 23 and voted for several amendments. Regent Reagan said in December that the regents welcome further consultation with the faculty and would consider the amendments when the Faculty Senate finished its work.

+ Faculty on the Twin Cities campus were scheduled for a vote February 11-12 on whether they want to be represented by a union.

Faculty at Morris voted 69 to 37 against unionizing. The vote at Crookston was 16 to 16. A tie vote is a decision against unionizing, but some issues of who was eligible to vote have not been resolved. The Duluth faculty is already unionized.

Faculty in the Academic Health Center and the Duluth School of Medicine voted 478 to 299 against unionizing, but the Bureau of Mediation Services issued a stay of election results December 12 and reinstated a maintenance of status quo order until charges of unfair election practices have been investigated.

+ Merger of the University of Minnesota Hospital and Clinic (UMHC) and the Fairview Health System became effective January 1. The UMHG and Fairview Riverside Medical Center are now one: Fairview-University Medical Center.

+ Negotiations between the University and the federal government over alleged fund abuses in the Department of Surgery broke down in December. The University filed a lawsuit against the U.S. Department of Justice December 13, and the justice department filed suit against the University December 19.

Claims could amount to more than \$100 million. Last January in open court the federal government called the University a victim of the same conduct "for which it now demands outrageous amounts of the University's—and the taxpayers'—money," Regent Reagan said at a news conference. The federal government "should not be in the business of punishing a great university that has tried to put its house in order," President Hasselmo said. University officials say they still hope a negotiated settlement can be reached.

The first name "Goldy" seems to have appeared sometime in the 1960s. Everyone who became Goldy Gopher developed an individual personality and mystique. Dave Trembley, who was Goldy in 1976 and 1977, recalled that putting on the suit was a chance to "step into a fantasy world, with a license to do virtually anything."

Until Jill Isacson was chosen as Goldy in 1987, the position had almost always been filled by a male member of the band. Kristin Schmalz became another female Goldy and wore the suit in 1989, 1990, and 1991.

Other band members who were Gophers were DuWayne Kloos (1954), Albert Faragher (1958-59), Don Wurden (1962), Craig Shulstad (1963), James Pearson (1964), Bill Travis (1965-68), Steve Jackson (1968-69), Andy Kantar (1971-73), Mike Looby (1974-76),

Ted Leines (1978-79), Kerry Audette (1981), Chris Goffi (1982), Dan Bradway (1983), Ron Bergemann (1984), Bo Strozinsky (1985), Rich Rietow (1986), and Scott Bloom (1988).

—Maureen Smith



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staff, he was quick to ask clarifying questions: How are tuition and fees allocated? Explain that discount again. What's O and M? At what point do the regents approve? Who sets tuition?"

But he also was keenly aware of the context in which certain issues were appearing on the University's agenda. "Illinois, Washington, and Texas are dealing with the same problem," he might say. Or, about a fine point of tuition reciprocity: "Oh, I see. This par-



A tale of two presidents: Mark Yudof and Nils Hasselmo at the capitol.

A look at a single week of entertainment on the Twin Cities campus shows many things: that the U is a cultural center, that the entertainment offerings are as diverse and fascinating as the U itself, and that trying to keep up with all the events is nearly impossible.

From a jazzy new *Nutcracker* to an appearance by an Oscar-winning actress to an extraordinary student art exhibit, campus stages, screens, and galleries were busy the week of December 1-7, 1996.

Dance/ Performance

The biggest and best publicized event on campus during the week was *Harlem Nutcracker* at Northrop Auditorium, part of the show's world-premier tour. One of at least eight *Nutcrackers* performed in the Twin Cities in December, *Harlem Nutcracker* offered a jazz-flavored twist on the holiday classic. Set in Harlem in the 1920s, the show featured the music of Duke Ellington and high-energy dances in many different styles. Performers included Donald Byrd and the Group of New York, the U's Jazz Ensemble, Gospel Choirs United, and local children.



Pianist George Maurer

The show was commissioned by Northrop as part of its mission of fostering new jazz and dance works. *Northrop also offers a jazz series and a dance series. For information, call 612/624-2345.*

Brave New Works, a series of Monday night readings by University playwrights, had its final meeting of the quarter on December 2. Billed as a chance for writers, performers, and audience members to participate in cutting-edge works, the series is continuing winter quarter.

Although University Theatre had no public performances scheduled for the week, it offers a season of works on its stages in Rarig Center on the West Bank. *Call 612/624-2345 for information.*

THAT'S ENTERTAINMENT

Music

The St. Paul Chamber Orchestra stopped by campus for one of its Thursday evening performances in the Ted Mann Concert Hall on the West Bank. Part of its Casually U Series, the program of music composed between the 1920s and the 1950s was highlighted by a performance of George Gershwin's "Rhapsody in Blue."

Guest conductor and pianist Andrew Litton of the Dallas Symphony came down with pneumonia, but the last minute replacements made up for it with a rousing performance of the original dance band orchestration of the piece. Conductor David Loebel kept the jazzy program uptempo and playful, while pianist Christopher O'Riley, who has frequently appeared with the Minnesota Orchestra, gave a rhythmic and detailed performance with an exciting buildup to the final run.

The orchestra has three more shows scheduled in Ted Mann during the academic year. Call 612/224-4222 for information.

On the other end of the musical spectrum was the Saturday night Whole Music Club show of local punk-pop bands. Featuring the Strike, the bill also offered bands with names like Stray Bullets, the Kung Fools, and the Shut-Ins.

The Whole, in the basement of Coffman Memorial Union, offers a weekend venue for some of the many new bands in the area that can't be heard elsewhere, as well as some rising national acts. Cover charge is typically \$5 or less.

In which our intrepid reporter assesses one week of performances and art offered at the U

This winter the Whole is also featuring a Wednesday series of free jazz shows and a Thursday series of well-known blues performers. *Call 612/624-8638 for information.*

The last week of fall quarter classes, December 1-7, was busy for School of Music performers. The Ted Mann Concert Hall and nearby Ferguson Recital Hall were used for many performances, including the U of M Jazz Ensemble (Monday); U of M Men's and Women's Choruses (Tuesday); the U of M String Solo Gala, the Symphonic Wind Ensemble, Symphonic Band, and the University Band (Wednesday); the U of M String Chamber Ensembles (Thursday); and the Student Piano Ensemble (Friday). Most of the student performances are free and open to the public, as are faculty recitals.

A number of other musical events occurred on campus during the week, including a free Sunday performance by Ensemble Capriccio, the Weisman Art Museum's resident chamber ensemble; free shows Wednesday by Sugar Marie and Friday by Mark Stillman at the St. Paul Student Center Terrace Cafe; and Saturday concerts by the Apollo Male Chorus at Ted Mann and by jazz and new age pianist George Maurer in the Coffman Memorial Union Great Hall.

Film

The University Film Society (UFS), with its screens in the Bell Museum and Nicholson Hall auditoriums, has been providing the Twin Cities with a diverse mix of foreign films, documentaries, revivals, and quirky American films since 1962. Independent of the University, the UFS has seen both a growing interest in its type of programming as well as increased competition. To combat the competition, UFS continues to serve up what can only be described as an eclectic mix of events, as the week of December 1-7 illustrates.

On Sunday, UFS screened *Hunger*, an adaptation of the novel by Knut

Hamsun, one of Norway's greatest writers. *Hunger* was the first offering in a nine-show series of rarely screened films based on Hamsun's works.

Through the week, UFS showed its main film, *Microcosmos*, which explores the insect universe. A remarkable technical achievement, the new film shows insects close up, at ground level, as they might see each other. It's a world both of conflict (ladybirds prey on green flies, raindrops crash down like great liquid bombs) and of unusual beauty (dancing dragonflies, winged ants taking flight, two snails entwined in a mating embrace).

Thursday brought *The Day the Earth Stood Still*, a 45-year-old film about a dignified alien who comes to Earth to deliver an antinuclear warning. The film features an early appearance by Patricia Neal, who was in town for a series of appearances and came to UFS on Friday for a screening of *Hud*, a classic of 1960s cinema. Neal earned the 1963 best actress Oscar for her role opposite Paul Newman in the film. More than 450 artists—including Milos Forman, Jean-Luc Godard, Diane Keaton, and Liv Ullmann—have visited UFS over the years.

Pan, the second film in the Hamsun series, was the Saturday night feature.

UFS shows films 360 nights a year. For current film listings, call 612/627-4430.

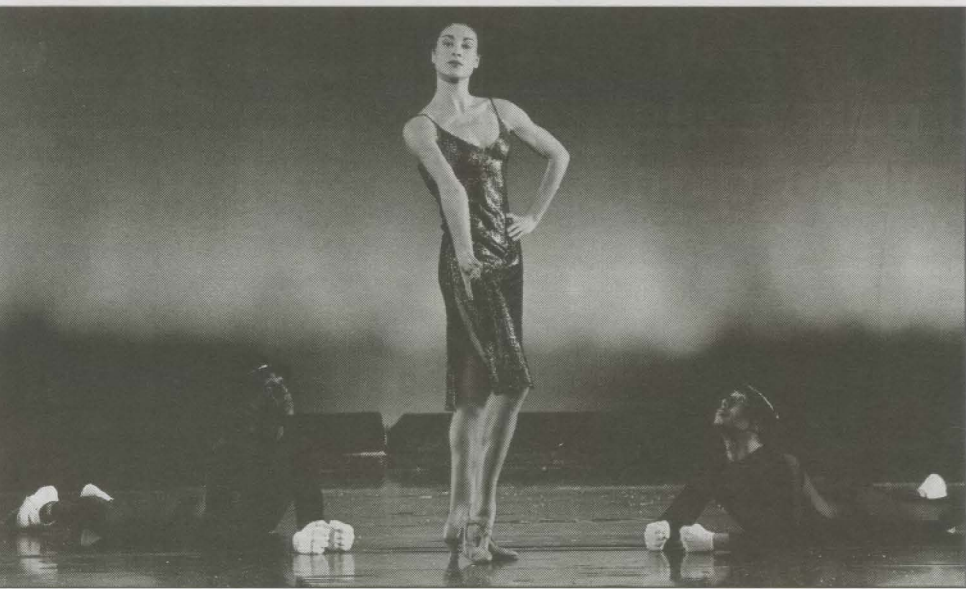
The Minneapolis Student Union brought several films to campus during the week as well, including free showings in the Coffman Theater of John Waters's *Crybaby*, the cartoon feature *The Jetsons*, and a free sneak preview of the thriller *Scream*. In Willey Hall



M.F.A./B.F.A. thesis exhibition



St. Paul Chamber Orchestra



Harlem Nutcracker

were a free preview of Tim Burton's *Mars Attacks!* and a screening of *From Dusk till Dawn*.

Art Galleries

The campus gallery scene is dominated by the Weisman Art Museum and includes a number of other galleries, all of which offer free admission.

The elaborately titled *Theatre of the Fraternity: Staging the Ritual Space of*

the Scottish Rite of Freemasonry, 1896-1929 was the main show at the Weisman. An exhibit of the colorful and ornate stages, costumes, and ritual surrounding a fraternal group, the show offered glimpses into the broader Masonic movement that peaked a century ago, when there were more than 400 fraternal groups around the world.

Other Weisman exhibits in early December included *Double Vision: Forty North America Metal Artists*,

works created by pairs of independent collaborating, jewelry artists and *Textus: An Exhibition of 20th Century Calligraphy*.

The Weisman's 13,000-piece permanent collection is best known for American art from the first decades of the 20th century, including works by Georgia O'Keeffe and Arthur Dove.

For information on the Weisman, call 612/625-9494 or visit the excellent "Weisman Wired" Web site at <http://hudson.acad.umn.edu/>. The site includes images, educational information, and schedules.

The Goldstein Gallery, in McNeal Hall on the St. Paul campus, featured *Coming Apart at the Seams: Style and Social Fabric in the 1920s*. The Goldstein maintains a 12,000-piece permanent collection of costumes, clothing, and wearable art. Call 612/624-7434 for information.

The Larson Gallery in the St. Paul Student Center offers a relaxing informal setting in which to view art. In early December an exhibit of works by students in the bachelor of fine arts (B.F.A.) degree program appeared there.

B.F.A. students and one master of fine arts student held an exhibition in the Katherine Nash Gallery in the lower level of Willey Hall. This exhibition was diverse and daring, offering everything from a series of paper and metal decorative spoons to a moving exhibit on an artist's adoption and resulting cultural bewilderment. With neatly separated exhibit areas, the Nash Gallery is a perfect space for its usual shows of student art; there's a surprise around every corner. Call 612/625-5000 for information.

That's a week of campus entertainment—not including the active theater and music scene that sits on the fringes of the campus, especially on the West Bank.

For the moment, there is no central place to get information on campus events. "Explore the Twin Cities Campus," a spot on the U's Web site—at <http://www.umn.edu/tc/alumni-visitors/explore.html>—is a place to begin that eventually leads to most of the places listed here. A central events calendar is being planned for the Web but is not yet available. If you're not on the Internet, you'll have to make phone calls and watch the newspaper to keep up with this busy cultural hub.

Despite having to work hard to find information, and certainly missing some events, our one-week slice of U entertainment proved eclectic, engrossing, exhausting, and, ultimately, satisfying. And it proved our premise—that the U really is a cultural hub.

—Chris Coughlan-Smith

For a listing of events at the U, check out the calendar on the M home page.

Student art shines at the Nash Gallery

Sometimes little gems are tucked away in most unlikely spots. In the basement of enormous Willey Hall on the U's West Bank, sits the tiny Katherine E. Nash Gallery, a showplace for U of M student art.

In early December, the Nash Gallery was home to a surprising and varied show of thesis works by one master's degree candidate and 13 undergraduates. Based on their work in this 1996 M.F.A./B.F.A. thesis exhibition, all the students earned their degrees.

The Nash Gallery feels smaller than its 9,000 square feet, mostly because much of it is neatly divided into cubicle-like alcoves with high white walls. In the first nook, Kristin Wallner's exhibit was like a skewed kitchen, with rough and vividly col-



ored tables, cups, and especially the enormous and colorful paper, metal, and found-object spoons that almost jumped off the wall.

In another niche Michael Kiresuk's white-on-white abstract paintings jutted out from the canvas. Texture—light and shadow—were literally everything. Then came Stefanie Kihn's wild metal sculptures that suggested chairs far too dangerous to sit on and lamps like trees in *The Lord of the Rings*. Then there was Jeremy Nudell Kalin's slender and graceful pottery, resembling ancient Egyptian urns, Martin Springborg's oddly cropped photos, Janet Moline's metal and stone sculptures that reflected nature themes, and Erica Jung's vivid abstract paintings.

Alcove after alcove, around every corner were surprises—both in the diversity and originality of the media and in the quality of the work.

While they aren't guaranteed to be as original and varied as the recent student exhibition, the Nash's new shows are frequent—as many as three or four a quarter featuring students, faculty, and regional artists. Forty percent of them are organized by the Visual Arts Committee of the Minneapolis Student Union and 60 percent by the Department of Art, which, judging by the 1996 M.F.A./B.F.A. thesis exhibition, is full of talented student artists and inspiring instructors.

—CCS

It's not your grandmother's Nutcracker, thank goodness

I'd never seen a *Nutcracker* performance, and I think that explains a lot. Yes, I've probably heard every second of Tchaikovsky's *Nutcracker Suite*. It appears in movies and on television and leaks from department store speakers—in versions from 101 Strings to the pan flute—from October through January. Last year I was driven from a bookstore by an unending version of "Dance of the Sugar Plum Fairies" played on what sounded like a ukulele.

I think it is all because I have no warm holiday memories—no visions of sugar plums dancing in my head—from going to the ballet with Grandma.

Any youngsters who went to the *Harlem Nutcracker* at Northrop Auditorium in early December will have few soft and fuzzy memories either. While there were a few tidbits for the kids, this *Nutcracker* was decidedly adult. And, blissfully, the score had been transformed into a Duke Ellington jazz arrangement.

Donald Bird, choreographer and leader of the New York dance company the Group, created *Harlem Nutcracker*, a version based on life as much as fantasy, but kept Grandma in mind. The main character, Clara, is the elderly matriarch of an African-American family. As Death and his minions visit her in the early portion of the play, her nutcracker, a beloved gift of her late husband, comes to life to chase away these specters. The nutcracker is revealed as her late husband, and in the second act they are whisked to a Harlem nightclub of the 1920s to watch a show featuring a diverse series of energetic dances.

Finally, Clara returns to the present, is shown some scenes from her life, and decides to concede and join her husband in death.

The music, some reworked by Ellington himself and the rest by former Ellington Orchestra member David Berger, is by turns smooth and energetic. The theme does not overpower the jazz, keeping the Tchaikovsky deep in the background, much to the relief of the non-*Nutcracker* faithful. The U of M Jazz Ensemble was sharp in its playing, and the voices of the Twin Cities Gospel Choirs United were powerful. But the music was overshadowed by the dancers. Members of the Group, as well as 21 local children (could there be a *Nutcracker* without local kids?), were up to every challenge of the wide-ranging dance styles in the show.

For me, the second act was the real winner. The nightclub show was spectacular, with dances ranging from ballet to jitterbug, from a huge Arabian harem number to a comical Asian-style dance. The huge set and vivid costumes were outdone only by the dancers themselves. While the dancing was strong throughout the show, in the nightclub it was astounding, leaving the audience bouncing in the seats, wide-eyed and cheering.

The *Harlem Nutcracker*, which was commissioned by Northrop Dance Series, may not become a favorite of the ballet faithful, but to a modern, adult audience, it was a wonderful night of entertainment. I don't know if it will become a holiday standard, although with just a little reworking it certainly could. I, for one, would love to hear a little more Duke Ellington in the elevators come next holiday season.

—CCS

To market we will go



The University seeks to balance marketing needs with academic objectives

The remodeled admissions office on the ground floor of Williamson Hall is a regular beehive of activity. Prospective students flip through brightly colored brochures, lounge in comfortable chairs, and wait patiently for their turn at the front service desk.

The service desk, directly facing the office's open double doors, is staffed by pleasant admissions personnel, most clad in maroon and gold. Prospective students' questions range from the mundane: How do I get a U card? to the philosophical: Why can't I park near my classes? but each is answered brightly, cheerfully, efficiently.

Ruffled feathers are smoothed, fears allayed, and most leave the office feeling satisfied, secure, well-served.

It wasn't always so.

The concept of customer service, of marketing the University to an audience of students and their parents, and then providing a product (admissions information, housing, class registration) to those customers in a friendly, service-driven manner, is still a relatively new idea at the University. So new that the very idea of applying marketing principles to a research university disturbs some observers.

"Our goal is to develop the best admissions office in the United States," says director of admissions Wayne Sigler. "We know that our faculty and students are among the best in the nation, and we have a highly talented and committed staff in the Office of Admissions. Underlying all our admissions and recruitment activities is a strong commitment to customer service."

Sounds laudable. So why does talk of students as customers, and the adoption of concepts like "one-stop shopping" and "customer-service performance standards" raise hackles in some quarters of the institution? Because, opponents argue, applying business-based principles to an institution of higher learning threatens to debase the student-professor relationship.

Proponents, on the other hand, say the customer-driven focus has helped increase enrollment, improve the student body, strengthen the infrastructure, and make the University more competitive in an increasingly results-oriented market. What's more, such a focus does not necessarily undermine the traditional classroom relationships—it can even strengthen them—so long as the marketing is suitably adapted to an academic setting.

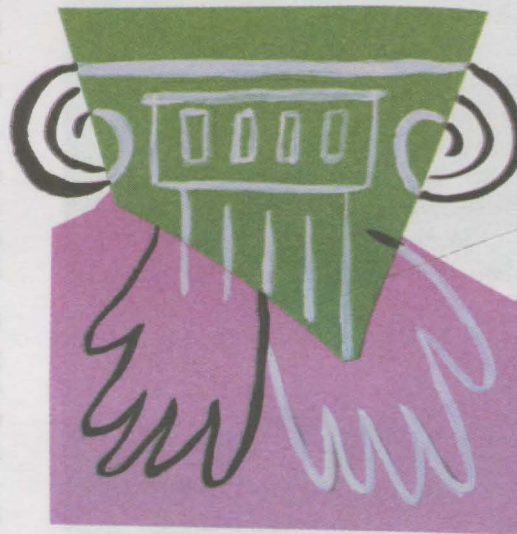
While the concentration on marketing may be of recent origin, it's important to point out that some kinds of marketing have been around at the University for a long time. In fact, Andy Van de Ven, professor of organizational innovation and change at the Carlson School of Management, has identified four types of management styles currently in use at the University—the university/system driven; the customer/market driven; the faculty/profession driven; and the student/community driven.

All four are essential to the University's continued growth and success, he says. But with so many styles working at once, conflict is inevitable.

"There is evidence of all four kinds of management strategies being used here at the University of Minnesota," Van de Ven says. "The issue is not so much which one we should be using, but rather how to integrate them without denying any one style. We need to learn to respect and encourage intellectual diversity—if we can't do that we have no business being a university."

Meanwhile, Sigler points to statistics which he says confirm that the customer focus in admissions is working. "The size of the freshman class has increased by 31 percent since 1992," he says. "The fall '96 class is the best academically prepared class in the history of the University."

Increased interest in the University is well and good, says Virginia Gray, a professor of political science at the



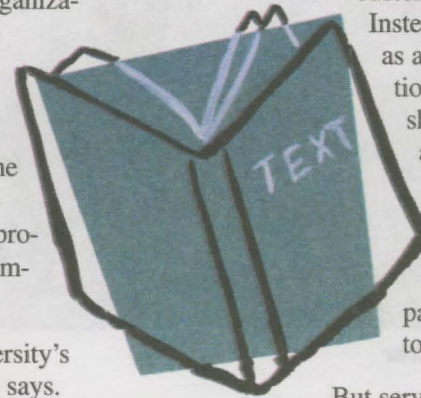
University since 1973, but the focus on student as customer is antithetical to the important student-faculty relationship.

"A number of faculty I talk to are concerned that the University administration talks in management guru terms that seep into academic endeavors, and we're uncomfortable with that," she says. "Even the term 'user friendly' is business-y ... the danger is that it debases education and makes students—if they take it seriously—look at interaction with us as just another economic exchange."

In a November 1995 opinion piece in *Kiosk*, the faculty-staff newspaper on the Twin Cities campus, Gray wrote:

"I will agree that in one sense students are customers, for if no students came to the University, there would be no need

for faculty. However, aside from this rather obvious point, there is little in the faculty-student relationship that is analogous to the relationship between seller and buyer. The business analogy really breaks down when it comes to grading: Every customer wants an A but is the customer always right?



Instead of being seen as a business relationship, ours should be seen as a professional relationship, much like that of lawyer to client, doctor to patient or minister to parishioner."

But serving students need not debase traditional relationships like those established between professors and their students, says Steve Carnes, coordinator of student services for the Undergraduate Studies Program at the Carlson School of Management.

"There's a lot of ground between customer service at a university and the kind of service a used-car salesman would provide," Carnes says. "There's nothing insidious about thinking about students as customers. If no one attended the University next year, there wouldn't be a lot of jobs at this place—universities don't exist without students. To me, when you ask, What is service? part of it is to help students get what they want from this place ... whether that's selecting the right car or the right major ... that's what service here is all about."

The fear of marketing, says University Relations associate director for marketing Tom de Ranitz, is rooted in the assumption that a student-as-customer model must follow its business roots through to the bitter end—if a student does not agree with the grade he or she receives in a specific class, for example, providing customer service does not mean that the student would get a refund.

"It's really important to define what the concept of student as customer means," he says. "The concept is ambiguous, it creates turmoil and discussion and its meaning depends on the way it is defined and the context in which it is used."

De Ranitz, whose position was created in 1994 as part of an increased departmental focus on marketing communications, says there are two key components to the student-as-customer concept that make it quite different from the marketing approach that, say, a fast food restaurant might take. "First, there is an overt, conspicuous acknowledgment that the undergraduate is valued, and second, there is a sense of accountability on the part of administration and academics to quality instruction and course availability.

"The benefit of defining the student as customer in this way is that it doesn't degrade the relationship or reduce it to a Jiffy Lube or MacDonald's level—it's important to understand the spirit in which the words are used."

Sigler also recognizes the need to maintain such distinctions. "I think the business concept of valuing and genuinely

Alex Bies 2/97

servicing customers definitely has many direct applications to the University of Minnesota," Sigler says. "The business approach, however, is not a model that can be totally adapted without the recognition that universities are different from the corporate world. There are a lot of things we can learn from the business world, but the lessons must be adapted to the mission of the University of Minnesota."

Which is how marketing is being applied by admissions, says Sigler, who points out that his office's renewed focus on students is in line with U 2000 initiatives set forth by University president Nils Hasselmo. The personal attention his office pays to each student's needs helps make a large institution feel manageable and comfortable.

Sigler, former dean of admissions at the University of Houston, says his early working life as a Pepsi truck driver gave him a grounding in the basics of customer service.

Sigler says this "practical" education, a job that helped pay his way through college, taught him some truisms that he still falls back on in his work today. "Driving a Pepsi truck, you learn pretty fast that you don't stay in business if you don't serve the customer," he says.

So, in the interest of better serving its customer base, the admissions office has made several significant changes.

Among them:

- In an effort to fit the schedules of prospective students and their parents, the admissions office is now open for expanded hours—till 6 p.m. Mondays, and till 4:30 p.m. Tuesdays through Fridays. The office is also open Saturday mornings during the regular school year.
- Individual counseling sessions are now available for all prospective students—even on a drop-in basis.
- The office has committed to a three-week turnaround on freshman application decisions.
- Parents are now offered their own orientation sessions during freshman orientation.

"Frankly," says Andrea Fulkerson, a University student enrolled in the Program for Individualized Learning, "it makes a lot of sense to me to treat students more like customers. When I started at the University, we used to have to wade through so much junk and it seemed like nobody cared.... The students are why this institution exists. It would be good to be treated like a customer for once."

Yet even Fulkerson feels that the student-as-customer equation has the potential to become troublesome when one considers the delicate relationship between students and professors. "I'm all for the atti-

tude change as long as it doesn't damage the atmosphere of mutual respect between students and their instructors," she says.

Both Wayne Sigler and Tom de Ranitz believe that getting the word out about improved student services at the University is essential to the health of the institution. Increasingly, they point out, the University of Minnesota is competing for a smaller number of top students.

"There was a long time at this institution where there was an established customer base," says de Ranitz, a 1987 University graduate. "Now we're recruiting not just students, but high-ability students."

Those high-ability students are accustomed to being courted by colleges and universities. Institutions that don't go the extra mile to attract prospective students may lose out.

"Through U 2000, we are targeting students that are better prepared academically in order to improve our retention and graduation rates," Sigler says. "We are not trying to keep people out of the University, but we're working to ensure the best fit for the student and to help ensure their success."

Because good customer service affects people on an individual level, Sigler believes helping students and their parents have a positive relationship with the University is the best advertising the institution can buy.

"Although we're working hard to be cutting edge and state of the art in our admissions recruiting approaches, the primary emphasis is not on the recruiting techniques but rather on the University itself," he says.

"We have a world-class University and our recruiting efforts are designed to help prospective students discover, in as personalized a fashion as possible, the opportunities available to them."

"I think the concern and debate about the M-word and the C-word come out of a real concern for the students here and for the quality of education they receive," de Ranitz says. "But it's important to remember that we have a common denominator, one of care for students and pride in the institution."

—Andy Steiner

For admissions information about the U, call the following: Twin Cities campus, 612/625-2008; for the Crookston campus, 218/281-8569; for the Duluth campus, 218/726-7171; for the Morris campus, 320/589-6035.

Mr. Fix-It comes to Ski-U-Mah

Glen Mason, the new Gopher football coach, has turned football programs around before, and he's "kind of a gut-feeling guy," he says. Something tells him the time is right for Minnesota.

Success starts with attitude, he says. Most important is "the unflappable belief that it is going to happen. When? You can't exactly predict that."

Mason was named coach December 14, one day after Mark Yudof was chosen as the University's new president. Both appointments brought great excitement.

"It's been unbelievable," Mason says of the response from Minnesotans. Usually after a football team has had a string of disappointing years, he says, fans become apathetic. "The attitude of the people of Minnesota is much more one of eagerness."

One sign of that eagerness has been season ticket sales. One month after Mason was named coach, the ticket office had sold 455 new season tickets, the most in recent memory. "The impact of his hiring has been just tremendous," says media relations director Marc Ryan. "Here we are in the middle of January, and people are excited. It's just going to build. It's a great time for the University of Minnesota and for Gopher football."

Men's athletic director Mark Dienhart, who made the final decision on the hire, says Mason was the first and the last coach he talked with about the job. "When we started our national search, we were looking for a proven college head coach, someone who had accomplished the types of turnarounds that we're looking for here. He's already done that at two schools."

Although Mason has an overall losing record (59-64-1), he has a reputation as a "Mr. Fix-It" of college football, based on turnarounds at Kent State and the University of Kansas.

At Kansas he took over a program in 1988 that had lost 15 straight conference games and had won only two games in the previous two seasons. His first season, the Jayhawks went 1-10. Three years later, they had a winning record. The best year was 1995, with a 10-2 record, a bowl victory, and a national top-10 ranking. In 1996 the team fell back to a disappointing 4-7.

Mason said at a news conference the day he was hired that he's proud of being a "fix-it" coach, but he's "not a rebuilding coach." Maybe more than any other comment, those words won the approval of Gopher fans.

"I don't talk about rebuilding, because the guys on the team don't want to hear that. They've heard it too long," he says. "My goal is to be the best



team we can be as fast as we can be." In his limited interaction so far with the current team, he says, "they seem to be quality kids who want to work hard and want to win."

Recruiting, coaching, team building, and mentoring are all part of the job for a college coach. "I'm a college football coach. I don't want to be a pro football coach," Mason says. "Obviously you need to recruit talent, but you also have to be able to do a very good job of coaching. It's not always just the most talented group of guys that win. It's the most talented group of guys who play together as a team."

With student athletes, he says, "I believe the number one reason they come to school is to get an education and end up with a degree. It's very important that I recruit guys who want an education. That doesn't mean they have to have straight A's.

"I was pleasantly surprised with the academic status of the team. Not that we don't have some problems, but overall we're in good shape." Another happy surprise for Mason was learning about the strength of the academic support unit, which just won a national award for excellence. "They're the national champions of academic support," he says.

Mason's biggest surprise in Minnesota is that he has "not been able to go unnoticed." Because the Twin Cities area is so much larger than Lawrence, Kansas, and the Gophers aren't the only game in town, he wasn't expecting all the attention he has received.

"I told my wife it would be nice to be unknown. I was really shocked at how many people spotted me. The second day I was here, I stopped for gas and a woman said, 'Aren't you the guy who was on TV?'"

But Mason isn't complaining. "I have to express my gratitude for how welcome I've been made to feel, and how welcome my family and my coaches have been made to feel. We've coached a lot of different places, and we've never had a warmer welcome than from the people of Minnesota.

"People say, You don't understand about Minnesota nice. They're right. I don't understand, but I like it."

—Maureen Smith

To get on the Gopher football bandwagon and order season tickets, call 612/624-8080.

LOST Worlds

The STRANGE FATE of the Menage expedition

On the ground floor of the University's Ecology Building, John Klicka takes a bird skin he has been soaking in the lab at the Bell Museum's research collection and places it on a black worktable in the middle of the room.

The inside-out skin belonged to a barred rail, a long-beaked bird

from the Philippines. As Klicka, a graduate student in biology, begins to pick over the skin with a tweezers, he explains the process of "preparing" birds like this—turning them into usable research specimens.

"Right now," he says, "I'm pulling fat off the bird. Fat is really destructive if you leave it on the skin. We have birds in the collection here that are less than 100 years old where the fat runs down the labels and gets everything sticky."

Theoretically, he explains, if all the fat is removed from a skin in the preparation process, the specimen should last indefinitely. The fat problem is worse, he adds, on older skins than on those from birds only recently collected because the old fat "turns into something really different." To demonstrate he holds up a tweezersful of waxy-looking flesh he has just peeled off the barred rail.

For this barred rail is old—more than 100 years old, in fact, part of the vast haul of birds, mammals, and invertebrates retrieved during an ill-starred expedition to the Philippines and Borneo that took place between 1890 and 1893. Led by a couple of young scientists from the University of Michigan, Dean Worcester and Frank Bourns, the Louis Menage Scientific Expedition, as it was officially called—so named for the man who funded the trip—collected upwards of 4,000 birds, 500 mammals, and barrels full of reptiles, amphibians, bugs, and coastal sea life. About a third of those specimens are in the Bell Museum's research collections.

The barred rail Klicka is working on is in the same condition it was in when Bourns and Worcester sent it back to the Minnesota Academy of Natural

Sciences, which commissioned the expedition. Today, ornithologists collecting in the field would probably freeze or freeze-dry specimens for storage and shipment—or prepare specimens on site. But in the 1890s, encamped in remote areas of the Philippine archipelago, without access to a power supply or modern chemicals, Bourns and Worcester relied on more primitive methods of preservation.

"I probably should be more careful than I am," allows Klicka. "I rinse the skins a few times before handling them. I'm trusting that they are fairly clean, but as far as I know this skin could be impregnated with arsenic. That's not an uncommon problem with old museum stuff."

Klicka's casual attitude about the possibility of absorbing arsenic through his ungloved hands belies the meticulous, indeed even obsessive, care he takes in preparing specimens.

"Other people might prepare a fresh-frozen skin in half an hour," he shrugs. "Me, it usually takes a couple of hours. It all depends on how you want to do things.

Specimens are useful even if they don't look so good, but I just have this thing about them looking good. Maybe some people would think that's silly, but I think it's important to pay attention to details."

When the skins are as old as those from the Menage collection, preparation is even more time-consuming and the results generally don't please Klicka. "Something that's been turned inside out

100 years, the skin is brittle, the feathers don't always go the way they're supposed to," he says.

So then why is Klicka mounting these century-old specimens? The answer lies in the strange and fateful story of the Menage expedition, a tale that offers an insight into the business ethics of the gilded age—and the high-tech world of modern biology.

The story of what happened to the Menage expedition begins not in 1890, when Bourns and Worcester set out, but a decade earlier, in southwest Minneapolis.

Except for the way his career ended, Louis Menage's rise to prominence and wealth could be a saga straight out of Horatio Alger. He came to Minnesota in 1871 at the urging of his doctors, who felt that the state's "bracing climate" would improve his health. After a brief spell teaching shorthand at a business college and clerking for a lumber company, he turned his talents to real estate. Purchasing land at the edge of the rapidly growing city of Minneapolis, he platted and developed blocks and lots, then sold them on the open market. He developed large portions of Minneapolis, including Prospect Park and the area

bordering Lake Calhoun and Lake Harriet.

Menage quickly emerged as one of the city's leading businessmen, a budding tycoon whose Midas touch seemed to be matched only by his piety and public spirit. Besides helping to finance the building of the

public library and encouraging Thomas Lowry to construct a streetcar line, he donated the bell that hung in the tower of the First Baptist Church.

But in 1882, Menage began to overreach himself—and ultimately his act of hubris

would cripple the expedition named for him.

That year, he entered into a deal for the Lyndale farm, 1,100 acres of unimproved land just south of the developed part of Minneapolis. He platted and subdivided the lots, brought in utilities, built homes and sold them, all for a tidy profit.

The problem was he did not have clear title to the land, which was held in trust for a New York couple who had no idea what Menage was up to. When the couple discovered what had happened to their property, they sued. In 1886 the state Supreme Court found for the plaintiffs, and Menage had to cough up \$2 million to settle their claim.

Menage had "purchased" the land through an intermediary, an agent supposedly working on behalf of the bilked couple. The court held that Menage had acted without any fraudulent intention. But the details of the case—and Menage's subsequent business dealings—strongly suggest that this pious, public-spirited man of commerce knew exactly what he was doing.

To all outward appearances, the \$2 million settlement barely ruffled the Menage fortunes, although Menage privately admitted that the suit caused him many sleepless nights and put a strain on his resources. Nonetheless, he built the first skyscraper west of Chicago, the Guaranty Loan Building, which housed, among other enterprises, Menage's Northwest Guaranty Loan Company, whose board of directors was a who's who of the early days of Minneapolis.

In 1890 he surprised the Minnesota Academy of Natural Sciences—to which he had just been elected a member—by pledging \$10,000 to underwrite the expedition proposed by Worcester and Bourns. In this era of swashbuckling tycoons, one way to purchase prestige was to demonstrate a philanthropic interest in the arts and sciences.

Isaac Atwater's *History of Minneapolis*, published in 1893, is a marvel of gaslight era writing and sensibilities—never more so than in its description of the Menage empire:

[The Guaranty Loan Company's] plan of business is unique and in some respects original, suggested by the rare financial genius of its president.



This and following pages: birds from the Menage Expedition. Above: Napoleon's Peacock Pheasant

Its debentures and securities are widely scattered, and a favorite investment in the East, where it has agencies in the principle [sic] cities and also in London and Amsterdam.

It was those widely scattered debentures that brought down Menage's house of cards—and ultimately led to the scattering of specimens collected by Bourns and Worcester.

Bourns and Worcester's interest in mounting an expedition to the Philippines was whetted when they accompanied an earlier expedition to that part of the world in the mid-1880s.



Top: Dwarf River Kingfisher; Middle: Storkbilled Kingfisher; Bottom: Deep Blue or Malaysian Kingfisher

Headed by J. B. Steere, a zoologist with the University of Michigan, that earlier expedition brought back thousands of specimens, but Bourns and Worcester believed that the jungle canopy and mountain rain forests of the Philippines and Borneo were still ripe for exploration. They were certain that the area harbored species unknown to Western science. As the dozens of "type specimens"—the first specimen of a new species—they eventually collected and returned to the United States showed, their assumption proved to be correct.

The pair left for the Philippines in September 1890. With the help of native guides and hunters, they spent the next 29 months scouring the riverbanks and more accessible reaches of 19 islands. Even now, this is a remote and sometimes dangerous pocket of the world. Robert Kennedy, a curator at the Museum of Natural History in Cincinnati, has been to the Philippines many times conducting research into biodiversity. "By and large it is extremely rugged terrain—as rugged as any place on earth that I've been to, including Peru," he confirms.

Today, in addition to rugged terrain, a field biologist visiting the region might encounter armed dissidents. In the 1890s, the problem was pirates—as well as malaria, dengue fever, yellow fever, and the possibility of running into a tribe of headhunters.

In describing the island of Mindoro, the men later wrote:

Unfortunately there are many drawbacks to offset these attractions [as a place to collect birds and mammals]. The climate is intolerably bad, rain falling in torrents much of the time during nine months of the twelve,

and not infrequently during the other three. The coasts of the island, especially the western and southern, are populated by organized bands of thieves and cutthroats ("tulisanes") who use Mindoro as a base of operations, and make piratical expeditions against the peaceable natives and Spanish planters on the neighboring islands. Several of the most fiendish deeds were perpetrated by these brutes during our stay in the island.

The interior of Mindoro is sparingly peopled by a race of almost naked savages, the "Mangyans," or "Manguyanes," who were presented to us as head hunters, cannibals, and what not, but who proved to be as harmless as children so long as they were decently treated.

One may scare the "tulisanes" without much exertion, for they are most desperate cowards, and very superstitious at that; he may easily make friends of the savages, but there is one enemy in Mindoro from which there is no escape—the pestiferous fevers bred by the decaying vegetation in the dense lowland forest, and the man who collects there can make up his mind beforehand to be ill. Mindoro has not inaptly been dubbed by the natives, "the white man's grave."

Despite these hardships, shipments of specimens started arriving in Minneapolis, all of the items carefully labeled with a date and location, indicating precisely when and where they'd been collected. The agreement Bourns and Worcester had with the academy specified that the two men would continue to receive a salary during the six months to a year they would spend in Minnesota once they returned to the States; this was the amount of time it would take them to "work up" the specimens. In short order the academy was also supposed to publish a scientific paper detailing their findings. In the meantime, the academy contracted with a taxidermist to mount specimens already on hand.

But by the time Bourns and Worcester came home, the fortunes of the academy—and of Louis Menage—had changed. The worldwide financial panic of 1893 ushered in a long and bitter business slump. And the man whose career was described by Isaac Atwater as "illustrious among the numerous ones of our country . . . achieving success without adventitious aid, with none to envy or malign, esteemed for probity, honor, and enterprise" was forced to flee to Guatemala in order to escape arrest on charges of fraud.

What happened? Well, a few years after the debacle over the Lyndale farm, Menage purchased several thousand acres of land around Puget Sound. As

was his practice, he platted the land, sold off the lots, and then sold the mortgages to investors back East and in Europe. On paper at least, the mortgages were worth some \$4 million.

When the financial markets collapsed in 1893 and those investors began calling in the Menage mortgages, they discovered that the individuals whose names appeared on the mortgages did not own the property in question or even live near Puget Sound. Menage had simply drawn names at random from the Minneapolis and St. Paul phone directories and then appended them to the mortgages, which were, in fact, worthless.

With Menage in no position to continue funding the work of the expedition, the academy tried to raise a subscription



Worcester and Bourns in pith helmets and dress whites



Plain Swamphen or Bushhen

from among its members, many of them wealthy men. But while funds were pledged, much of it proved impossible to collect. It was, as one academy official wrote to Worcester, about the hardest time he'd ever seen to raise money.

After considerable prodding by Worcester—he was worried that his work would be preempted by another naturalist who'd been in the Philippines—the academy did print a paper in 1894 listing the species the two men had collected during their trip. Later they would publish expanded accounts of their work, but not through

the academy, and Worcester would go on to be appointed to the commission charged with setting up a colonial government for the Philippines after the United States took possession of the country following the Spanish American War.

Some of their specimens, meanwhile, were traded or sold to museums. Those that stayed in Minneapolis went on display or into storage at the public library or were turned over to the University. At some point during that period, many of the original specimen labels were removed, virtually eliminating the possibility of precisely locating where Bourns and Worcester had collected the birds.

In 1929, after years of precarious financial health, the Minnesota Academy of

Natural Sciences gave up the ghost. Three years later, using money from the Depression-era Works Progress Administration, the public library paid to mount specimens still in its possession. The mounted trophies were sold or in some cases simply given away.

Which is how, shortly thereafter, a noted ornithologist named Josslyn Van Tyne came upon a mounted Menage type specimen on display in a barber-shop in Parkers Prairie, Minnesota. Van Tyne contacted the University, and his discovery led to ongoing attempts to track down the Menage specimens. But despite those efforts, a large percentage of the creatures collected by Bourns and Worcester have gone missing and will probably never be accounted for.

"What happened to the Menage collection was a major disaster for the scientific world," says Dwain Warner, who was curator of ornithology at the Bell Museum from 1947 to 1987. "The specimens were collected before the invention of DDT and other chemical agents. If collections from that era are maintained properly, they can give us insight into things like the movement of DDT around the global ecosystem. But we have to have exact data showing where

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An Aspiring Life



Photo by Ann Katzenbach

For most of us, life's defining moments are not brilliant flashes of understanding, but slow-moving transitions recognized for what they are only in retrospect. University of Minnesota alumnus Carl Nomura's life is the exception to that rule, having been marked by events that clearly illuminated a path to personal and professional success, and a remarkable relationship with the University of Minnesota.

Nomura was born in a boxcar in 1922—he's not exactly sure of the location. He knows it was in the shadows of the Rocky Mountains somewhere between Deer Lodge and Three Forks, Montana. His father worked for the railroad, laying track, supplying the sweat and muscle needed for the ongoing effort to connect the East Coast with what some still considered the Wild West. The families of railroad workers lived in boxcars, and Carl was the sixth of eight Nomura children raised on the tracks.

Five years later, in 1927, the Nomuras moved to southern California where family members worked at a variety of low-paying jobs: cleaning fish at a cannery, working on a farm, driving truck. Carl's father died in 1930, leaving the family with debts to pay and the management of a grocery store that eventually failed. For the family, it was a period of great struggle.

One of the early defining moments in Nomura's life came

in ninth grade. He was not an exceptional student at that point, and was, in fact, failing algebra.

"My teacher, Miss Wilkonson, took me aside and advised me not to take geometry next year because I would be taking a seat from a more deserving student," Nomura says. "Furthermore, I was a per-

son of limited abilities and should learn to do things with my hands. She suggested I take wood and auto shop and two hours of study hall."

Angered as much by his own lack of effort as by his teacher's remarks, Nomura vowed to himself that he would never again be considered "a person of limited abilities," and that he would not only master algebra, but excel in geometry. He pulled his grades up dramatically. Energized by his academic successes, he went on to take trigonometry, Latin, and, in an ironic twist, solid geometry from Miss Wilkonson, who gave him an A.

On the day of departure, evacuees found themselves herded into groups of about 500, mostly at railroad and bus stations. They wore numbered tags and carried hand baggage containing possessions they had packed in fear and perplexity, not knowing where they were going. They embarked on buses and trains. Some trains had blacked-out windows. Uniformed guards carrying weapons patrolled the cars.

John Armor and Peter Wright. *Manzanar.*

Less than six months after the attack on Pearl Harbor, the U.S. Army built what was euphemistically called the Manzanar War Relocation Center in the barren high desert east of California's Sierra Nevada. During a six-week period in the spring of 1942, Manzanar was transformed from a

Endowing the future

Attracting and retaining the world's best faculty members has always been a priority for the University. This effort, however, was helped dramatically during the Minnesota Campaign in the mid-1980s, and the momentum continues to this day. Thanks to alumni and friends, the campaign was a tremendous success. In 1985, the University had only 17 endowed chairs and professorships. By the end of the campaign in 1988, another 127 were added. Today, there are 241 endowed chairs and professorships at the University of Minnesota.

Hundreds of alumni like Carl Nomura have helped create these endowed positions. Private gifts provide outstanding professors with the financial help they need to become better teachers and to pursue leading-edge research. Ahmed H. Tewfik is the current holder of the Edgar F. Johnson Professorship of Electronic Communications. Tewfik has received international attention for his work in interactive multimedia systems, multiscale signal processing, and optical solutions in local area networks and imaging.

"Every donation toward an endowed position is

truly a gift to our society," says Jerry Fischer, president of the University of Minnesota Foundation, which manages and invests the endowments, as donors have specified. "The research advances made by these faculty members are immeasurable."

Chairs and professorships are about generous donors assisting the work of talented scholars and researchers. A few of these endowed faculty include Regents' Professor Benjamin Liu, holder of the Richard C. Jordan Professorship in Mechanical Engineering and one of the world's leading authorities on aerosol science; Mary Louise Fellows, holder of the Everett Fraser Chair in Law, and a nationally recognized scholar of trusts and estates, federal tax law, and feminist legal theory; and Ned Mohan, holder of the Oscar A. Schott Professorship in Power Electronics and Systems, who holds eight patents on his work to make power supplies as small and efficient as possible.

The University of Minnesota Foundation has published a booklet that describes the work and accomplishments of the University's endowed faculty members. If you would like a free copy of Endowed Chairs and Professorships at the University of Minnesota, please call 612/625-8835. To find out how endowed chairs can effect an entire department, see "New Chair in Jewish Studies" on page 15.

handful of desert dwellers and coyotes to a city of more than 10,000 people. On its perimeter were armed guards and barbed wire, not to protect its inhabitants, as the government claimed, but to keep them inside.

Carl Nomura and his family were among the 10,000 Japanese Americans from West Coast cities involuntarily relocated to Manzanar. Considered a security risk for no reason other than his ethnic heritage, Nomura spent two years in the relocation center.

One of his biggest regrets as he looks back is that he went to Manzanar willingly and did not resist. "This period was the lowest point in my life," he recalls. He was able to leave Manzanar for a short time to work in the beet fields of Idaho, but was soon on a bus heading back to the California desert. "I was taken through Reno on my way to Manzanar and saw young men in uniforms in the casinos gambling," Nomura says. "I found out these were Italian prisoners of war and it made me realize how despised I was by my own government." Again Nomura made a personal vow, this time to find a permanent way out of Manzanar and make sure that nothing like this ever happened to anyone else.

In 1944, when Nomura was allowed to leave Manzanar, he moved to Chicago where he worked as a receiving clerk. He had taken some classes at Los Angeles City College, but was now ready to put his academic preparation to the test at a national university. The war, however, still cast a shadow over his life. He applied to 20 universities around the country, but, despite having graduated from high school with excellent grades, he received rejection after rejection. The reason? He was still considered a security risk.

One university challenged the trend and accepted Nomura. The University of Minnesota had already enrolled hundreds of Japanese Americans when he began classes in the fall of 1944. "I received a wonderful acceptance letter from the University, and the admissions officer I worked with welcomed me with open arms. Not only that, they approved my request to be treated as a resident so that I could afford the tuition."

He received his B.A. in physics from the Institute of Technology in 1948, and went on to earn a Ph.D. in 1953. He fondly remembers those faculty members who helped him along the way. "During my first week on campus, Dr. Clifford N. Wall, then professor of physics, invited me to his home for dinner. I also appreciated the wonderful support and encouragement of Dr. Edward L. Hill, professor of theoretical physics, and Dr. William G. Shepherd, who even went so far as to offer to lend me money when my wife, baby, and I were living on \$111 a month."

At graduation, Nomura had his sights set on a job with Bell Laboratories, but decided to accept a position as a senior research scientist with a relatively small company called Honeywell Inc. Thirty-three years and nearly a dozen promotions later, Honeywell CEO E.W. Spencer said of Nomura, "Carl has made a greater contribution to the success of Honeywell than any other executive in the company."

Those contributions included spearheading the company's transition from electro-mechanical products to solid state devices; founding Honeywell's solid state electronics division and eventually becoming the division's senior vice president; managing the development of the Hall Sensor, which is used in the ignition system of most cars made in Europe and the U.S.; and overseeing the research and development of the autofocus electronics for single reflex cameras. Nomura received many accolades and awards as a result of his work at Honeywell, including the Distinguished Graduate/Outstanding Achievement Award from the University of Minnesota in 1988.

In 1986, Nomura retired from Honeywell, after reaching the level of corporate senior vice president. He moved from Minneapolis to Port Townsend, Washington, where he has spent the last decade growing organic garlic, writing, fishing, and devoting himself to a wide range of volunteer activities related to helping the disadvantaged.

Carl Nomura has never forgotten the people and events that changed his life. Forty years after his graduation from high school, he located Miss Wilkonson in a small Oklahoma town and wrote to her, thanking her for "straightening me out."

He also kept a special place in his heart for the University of Minnesota. In 1991, Nomura and other Japanese Americans who had been interned during World War II were sent redress payments by the U.S. government. Keeping a promise he had made to himself years earlier, Nomura donated the \$20,000 he received to the University of Minnesota. The money was applied to the Edgar F. Johnson Professorship of Electronic Communications.

"I spent 43 years in Minnesota," Nomura says. "My donation is in sheer gratitude to the faculty, administration, and the people of Minnesota for their kindness."

In an essay he wrote called, "What Should I Become When I Grow Up," Nomura thanks those who helped him over the years. "I am most pleased that our lives crossed as I made the transition from an embryonic blob to a person with aspirations."

—John Andreini

MENAGE

continued from page 9

things came from and when they were collected."

"Most of the sites where [Worcester and Bourns] collected have been denuded of their native vegetation," says Robert Kennedy, underscoring Warner's estimate of loss. "Not a specific site has been left intact."

Yet despite the collection's troubled history, it still holds valuable clues to the biodiversity of a prelapsarian rain forest teeming with wildlife. Kennedy repeatedly relies upon the notes and other publications produced by Bourns and Worcester as he goes about preparing a field guide to Philippine birds. And at the Carnegie Museum of Natural History in Pittsburgh, Kenneth Parkes, curator emeritus of birds, is trying to reconstruct the expedition's precise itinerary.

"Worcester and Bourns described a lot of new species in the paper published by the Minnesota Academy of Natural Science, but they never finished cataloging everything," he explains. "Now I'm trying to locate all the type specimens. It's taken a long time because they are scattered all over and some have been destroyed."

And at the University, Klicka goes on mounting the inside-out bird skins he and the Bell's curator of birds, Robert Zink, discovered not long ago.

"Since the return of the specimens in the 1890s," says Zink, "a small number of them—about 125 or so—were either lost or 'hidden' in our collection."

Zink hopes to raise the funds necessary to pay Klicka to finish work on the old skins. But he has far more ambitious plans for the unmounted birds, which he believes are a treasure trove of DNA.

"What's unique about these inverted specimens is that many of the bones and large pieces of tissue are still attached," he explains. "Bones and dried tissue—even if they're a hundred years old—are pretty decent sources of DNA."

"If we can take DNA samples from these

skins—which we can—then for many of the species from these islands that are now deforested, we can reconstruct what I think of as the 'ghost of biodiversity past.'"

Such information would reveal how much the genetic structure of a given species might have changed in 100 years. Or the information might be the basis for restocking bird species across their old range—or at least those parts of it that still offer suitable habitat.

Fulfilling Zink's vision would require that he and a team of researchers return to the Philippines to collect specimens whose DNA could be compared with that of



Cattle Egret

those brought back by Bourns and Worcester. The problem facing Zink is the same one that hindered his 19th-century predecessors: money.

"Once we got started, it would become clear very quickly that these specimens are a scientific gold mine," he says. "But the Catch-22 is that to get started we need seed funding in order to show the potential value of the work to agencies that might provide funding."

And so the collection that many ornithologists consider one of the most important gathered from the Philippines in the 19th century waits to be fully exploited.

"The kind of large-scale species identification that came out of the expedition," says Parkes, "simply can't happen anymore. You're not going to go off into the wilderness these days and find 35 new species of birds."

More than a century after it began, the work of Bourns and Worcester is still unfinished.

—Richard Broderick



A Menage encampment on the island of Mindoro

U proposes increased budget, asks alumni to help again

“University funding, as a percentage of state spending, has been falling for 10 years,” says Tom Swain, University vice president for Institutional Relations. “In just the last five years state funding has fallen from almost half of the University’s educational and general spending to 38.7 percent.”

Seeking to keep the U both excellent and accessible, University of Minnesota administrators have released a budget proposal that stresses increased state funding and continued University budget reallocations.

In developing their request, which includes a four-year spending plan instead of the usual two years, administrators are calling on alumni to step forward once again and tell their legislators of the vital role the University plays in the state.

The *Star Tribune* newspaper agrees that the U needs more state support. In a January 4 editorial it called on the legislature to increase University funding: “The University of Minnesota has...been left too often with leftovers and hand-me-downs.... Yet it’s been expected to do the hard work of keeping Minnesota economically competitive by cranking out the knowledge that creates jobs and the graduates to fill them.... The university has helped generate more tax dollars that then went to other uses while it struggled to get by.”

The U’s proposal asks the state to increase University funding by \$115 million in each of the next four years, about a 19 percent increase. Over the same period the U would find the same total amount—\$460 million—in internal savings and additional outside revenue to reinvest in priority areas. Tuition increases would be limited to 2.5 percent per year.

The increased revenue and internal reallocations would then go to three main areas:

Garrison Keillor encore coming to alumni annual meeting

Author and entertainer Garrison Keillor, ’67, will return for the University of Minnesota Alumni Association (UMAA) 1997 Annual Meeting June 4 in Northrop Auditorium. Keillor will present a show about the University, that’s expected to feature stories, music, visuals, and student performers. A tribute to retiring University President Nils

Hasselmo and Pat Hasselmo also will be part of the evening.

The well-known host of Minnesota Public Radio’s “A Prairie Home Companion” and “The Writer’s Almanac,” Keillor appeared at the UMAA 1992 Annual Meeting, delivering an inspirational speech about public education that called the University “one of the glories of this state.”

Call the alumni association at 624-2323 or 800-UM-ALUMS (862-5867) for details and ticket information. More information will also be available on the UMAA’s website at <http://www.umaa.umn.edu> as info becomes available.



Garrison Keillor and Goldy Gopher enjoyed themselves so much at the UMAA’s 1992 Annual Meeting that they will be back this year. For the 1997 Annual Meeting, Keillor will present a show about the U on June 4 at Northrop Auditorium.



UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

faculty compensation, improving technology, and upgrading facilities.

Faculty compensation is currently near the bottom of the 30 top American research universities, and the proposal would allocate \$120 million to move it to the midpoint. Another \$166 million would go to annual 2.5 percent inflationary increases for faculty and staff.

The technology improvements would be aimed at moving the U to the forefront in computer access and technology-assisted instruction. Facilities money would cover deferred maintenance costs and ongoing debt service.

The U’s internal cuts would include reductions in faculty and support staff through normal attrition.

According to Donna Peterson, the U’s director of state relations, the aim of the proposal is to keep the U’s current position as both one of the best schools in the country and one of the most accessible to the state’s citizens. “If you look at a chart comparing accessibility and quality, the University of Minnesota is right along the upper edge of schools that excel at both,” she says. “No school rated as highly as University of Minnesota has better access for the people of its state. This is the kind of university the state wants, and our proposal is the kind of state investment we need to keep that.”

One of the keys to making this proposal successful with the legislature is the University of Minnesota Alumni Association Legislative Network. A 2,300-member volunteer organization, the Legislative Network was credited with contributing to the U’s successful fight for capital project money during conference committee debate last year.

The network encourages alumni to meet with their legislators personally before key votes arise, so that later messages will have special impact. “The role of the network is to help alumni express their already heartfelt support,” says Les Heen, the UMAA’s public policy director. “We send out newsletters and alerts to inform volunteers about the latest happenings at the legislature, give details about proposals, and provide tips on how to simply and effectively contact legislators. We try to make it as easy as possible to say what you already feel.”

Heen, a former staff member of the Minnesota Senate Higher Education Division, says volunteer voices can make a big difference. “I have seen a few well-placed, articulate phone calls or visits really sway the direction of legislation,” he says. “Legislators do listen to voters.”

To join the network or for more information, call Les Heen or Pat Schott at 626-0913 in the Twin Cities or at 800-UM-ALUMS. Or you can reach them by e-mail at heenx002@tc.umn.edu, or by mail at the UMAA, 501 Coffman Memorial Union, 300 Washington Avenue SE, Minneapolis, MN 55455.

Other alumni advocacy efforts

The UMAA continues to work to give voice to alumni concerns and to ensure alumni representation in major University areas. The UMAA has:

- Convened a committee that recently reviewed the regent selection process, making several recommendations for new procedures.
- Placed a national board member, Tom Moe, ’60, ’63, on the committee searching for a new University president and ensured that alumni are represented on most major searches.
- Continued a regular series of meetings between alumni leaders and members of the board of regents.
- Spoken out in the local media on many topics, through open letters and as sources for alumni opinion.
- Reported on the U’s progress on meeting diversity goals in *Minnesota*, the UMAA’s members-only magazine.
- Held open forums for the public and legislators to meet regent candidates.

Hats off to our 1996 national award winners

Volunteer of the year

Eight years of quietly and effectively leading the College of Biological Sciences (CBS) Alumni Society has earned Kris Bettin the University of Minnesota Alumni Association (UMAA) 1996 Volunteer of the Year award.

Bettin's chief achievements have been increasing the college's alumni-student mentor program from fewer than 10 students to almost 60 last year, working to establish consistent guidelines for awarding alumni-sponsored scholarships, creating the society's Concerned Student Award, helping secure state money for the Ecology building, and participating in every college career fair since 1987. Bettin feels anyone with a sincere love of the University can make a big difference by getting involved with their society or chapter.

CBS Dean Robert Elde is impressed. "Kris is one of those quiet unassuming leaders who you wish you had in charge of every project," he wrote in support of her nomination to be Volunteer of the Year.

Bettin was honored, along with the other national award winners, at the UMAA's Volunteer Appreciation and Recognition Reception during Homecoming week.



The UMAA 1996 national award winners

the UMAA's Grand Rapids Area Alumni Chapter and the Northern Minnesota Citizens League;

■ The School of Public Health Alumni Society's student relations programs; and

■ The School of Journalism and Mass Communication Alumni Society's Jim Klobuchar roast.

Society of the year

■ College of Education and Human Development Alumni Society

Chapter of the year

■ Los Angeles Area Chapter

Programs extraordinaire

The UMAA annually honors a few outstanding chapter and society activities with Program Extraordinaire Awards. Programs are judged on their creativity; support of UMAA, University, and group goals; effective volunteer initiative and involvement; and their impact, visibility, and level of participation.

The 1996 Programs Extraordinaire are:

■ The College of Biological Sciences Alumni Society's work on the college's 30th anniversary celebration;

■ University President Nils Hasselmo's day-long visit to Grand Rapids last April, a joint effort of

UMAA honors top student leaders

Wanting to make a difference, meet people, and earn better grades are some of the reasons this year's University of Minnesota Alumni Association (UMAA) Outstanding Student Leadership Award winners became involved on campus.

"I was told that you are more likely to graduate and get better grades if you get involved on campus," said Larry Fonder, a junior in the Carlson School of Management majoring in finance. "As far as grades, I think it's been true. I'll find out about the graduation part over the next few years."

Matt Curry, a College of Liberal Arts (CLA) junior got involved because he wanted to change things. "I got ticked off when I saw how high my student fees were and where they were going," he says. "I decided I was going to get on that committee. Once I got in there, I had fun and found I could accomplish some things. Then I found there was always something else I wanted to help change."

The student leaders also found personal benefits by getting involved. Chi Huynh, a physiology major in CLA, knew what could happen because she had been involved in student government at Park Center High School. "It makes a big school much smaller to get involved because you get to know people," she said. "Plus, my dad is a U grad, and my sister and brother both go here, so we have a real family dedication to this place."

Fonder has found that his experience as chair of the Minneapolis Student Unions Board of Governors' Finance and Facilities Committee pays off in real-world skills. "I learned a great amount about finances when putting



Receiving their awards from UMAA President Marvin Trammel, center, and UMAA Executive Director Margaret S. Carlson, fourth from right, were, from left, Larry Fonder, André Viktora, Matthew Curry, Jennifer Wieczorek, Chi Huynh, Cori Ertz, and Kim Huynh. Not pictured is Meredith M. Musel.

together a real budget," he said. "I also learned that organizational goals have to be more than just one-year plans."

Recognizing and rewarding outstanding student leaders is one of the many ways the UMAA is working to enhance the student experience. The 1996 Outstanding Student Leadership Award winners are:

Matthew J. Curry

Junior, CLA, pre-business. Activities: Habitat for Humanity, U of M chapter. Chaplain, U College Republicans. Subcommittee chair, Student Service Fees Committee. Academic Affairs Committee chair, Minnesota Student Association (MSA). Quote: "I must speak out for what I believe. I hate it when students only complain. If I complain about something, I make a point of trying to actively change it."

Larry J. Fonder

Junior, Carlson School of Management, finance. Activities: Chair, Minneapolis Student Union Board of Governors' Finance and Facilities Committee. Vice President, Minneapolis Student Union Board of Governors. Quote: "Devoting extra time and energy to student activities and organizations greatly increases

my self-worth because I am bestowed with a great deal of responsibility and given the opportunity to exercise, practice, and improve my leadership skills."

Chi Huynh

Junior, CLA, physiology. Activities: Treasurer, CLA Student Board. Chair, CLA student art gallery committee. Quote: "I participate in student activities and organizations because I feel it is very important to find a personal niche at a large university. As a freshman, I found the University to be a very intimidating place, but once I joined student organizations the transition was much smoother."

Kim Huynh

Junior, CLA, physiology/pre-medicine. Activities: Chair, CLA Student Board Budget Committee. Vice President, CLA Student Board. Chair, University Scholars Community Service Committee. Quote: "I think alumni support, encouragement, and guidance are very important to any university system. I have been fortunate in knowing some alumni and have benefited immensely. I was given advice as to what courses to take and in what organizations to participate."

Cori Ertz

Senior, CLA, women's health policy. Activities: Counselor, New Student Weekend. University Young Women Representative to MSA. Chair, MSA Legislative Affairs Committee. Quote: "My advice to future student leaders is first, never be afraid to question leaders, or their approaches to projects or future goals. Second, never drop personal beliefs at any time as a student leader. Be true to yourself. Finally, at no time as a student leader should you forget the privilege you have [in being able] to give time to campus organizations."

Meredith Matthew Musel

Junior, University College, management/human development. Activities: President, MSA. Representative, UMAA Board of Directors. Quote: "I've come to discover ways to continue my involvement at this University [after graduation]. I will always be a vocal supporter of the University. I believe that this, along with UMAA membership, is the best support that alumni can give."

André S. Viktora

Senior, Carlson School of Management, management. Activities: President, Minneapolis Student Unions Board of Governors. Representative, 1995 Association of College Unions International Conference. Quote: "What I would say to future student leaders is you can't be a leader if you don't have the support of your followers. Surround yourself with a diverse group of people, recognize their strengths, and utilize their unique perspectives to broaden your own understanding."

Jennifer Wieczorek

Senior, College of Human Ecology, nutrition. Activities: President, Kappa Alpha Theta sorority. Peer educator, Boynton Health Service. Quote: "I am motivated to devote extra time and energy to student activities and organizations because I know they will enrich my experience at the University of Minnesota. I enjoy my involvement outside of class and work because it provides for a broader education."

For information on UMAA activities that enhance the student experience, contact the UMAA at 612/624-2323, 800-UM-ALUMS (862-5867), umalumni@tc.umn.edu, or visit the UMAA Web site at <http://www.umaa.umn.edu>

Make the mentor Connection

The University of Minnesota Alumni Association offers alumni a way to make a real difference in the life of today's college students—becoming a mentor. There are dozens of programs available with a variety of time commitments.

■ **First-Year Experience**—Alumni mentors are assigned to a group of first-year students, through their residence halls, to assist them in becoming successful academically, socially, and personally. Required time commitment is for the academic year for main volunteers, but alumni also are needed for one-time workshops and programs.

■ **Alumni-student mentor programs**—The UMAA sponsors or collaborates on mentor programs through collegiate units and with several cultural learning resource centers, other University programs, and community groups. Most programs are one-to-one matches that last for two quarters (five or six months). Mentors and students are matched according to common career interests, culture, or concerns. Time commitments are flexible.

For information call Tara Parker at 626-0425 or 800-UM-ALUMS or send her an e-mail at parke046@gold.tc.umn.edu

Need more info?

Do you want more information on something you've seen on these UMAA pages or information on how to join? There are several ways to reach us:

■ Call us at 624-2323 in the Twin Cities or 800-UM-ALUMS (862-5867) if you live outside the metro region.

■ Fax us at 612-626-8167

■ Send an e-mail to umalumni@tc.umn.edu

■ Check out our new web site at <http://www.umaa.umn.edu> Let us know what you think of what you see and what else you would like to see. We want to hear from you.

UMAA

Maroon and gold gear helps create U community for third year

Maroon and Gold Casual Fridays are spreading beyond campus. The community-building program initiated and organized by the University of Minnesota Alumni Association (UMAA), has grown into Maroon and Gold Corporate Fridays with Target joining the effort.

In January, Target announced that employees of 30 Twin Cities stores will begin Maroon and Gold Corporate Fridays in 1997 as part of their "Dress Different Days." In addition, several University-area retail stores participated during football season.

On campus, Maroon and Gold Casual Fridays are again building community spirit this school year. More than 2,000 students, staff, and faculty are participating through their departments and residence halls.

"It's been a great success in terms of showing people that the University really is a community," says Margaret S. Carlson, UMAA executive director. "Maroon and Gold are our school colors. Wearing them is showing pride in the U and in the state."

Participating departments, popular campus spots, and Target stores are visited by the Goldy Gopher Prize Patrol, which spreads good cheer and Gopher gear to those wearing their school colors. Target visits by the Goldy Gopher Prize Patrol will offer prizes to customers as well.

Contact Mark Banker (banke006@gold.tc.umn.edu) for information on participating in Maroon and Gold Casual Fridays.

Rec Center discounts offered to UMAA members

Alumni interested in joining the University's Recreation Center now have a special incentive—UMAA members receive a \$100 discount off the usual alumni annual rate of \$500.

Rec center membership includes access to two large fitness centers with treadmills, stair-stepper machines, exercise bikes, weight machines, free weights, and a staff who can provide instruction and training; the Aquatic Center and Cooke Hall swimming pools; courts for

racquet sports, basketball, and volleyball; aerobics programs; the Field House for indoor running and tennis; a fitness center, gym, and more on the St. Paul campus; and more. Most facilities have open recreation hours and most buildings are open during the week from 5:45 a.m. until 10 or 11 p.m., with shorter hours on weekends.

Continually adding new benefits is one way the UMAA is attacking its goal of reaching 40,000 members by June 1997. Current membership is about 36,000, up more than 10,000 over the past several years.

"Alumni and friends join for many reasons," explained Al Anderson, the UMAA's director of marketing and membership. "Our initiatives to maintain the quality of the University and help today's students are very important to most members, especially because they help maintain the value of a University degree. But our benefits and our social and networking programs are also an important bonus to many people."

Other benefits include a subscription to *Minnesota* magazine, discounts on campus goods and services, numerous travel discounts and tours, free collegiate alumni society membership, and a network of alumni chapters across the nation.

For information on membership and benefits, call the UMAA at 612/624-2323 in the Twin Cities or 800-UM-ALUMS, send an e-mail to umalumni@tc.umn.edu, or check the UMAA Web site at <http://www.umaa.umn.edu>

Alums helping tout changes at the U

A new series of radio ads aimed at reversing stereotypes about the U feature prominent University alumni—including radio host and public relations expert Dave Mona, '65, former Gopher and NBA basketball star Kevin McHale, composer Libby Larson, '78, and retired newspaper columnist and adventurer Jim Klobuchar, '50.

Juxtaposing alumni memories with the voices of today's students, the spots include information about the U's progress in increasing graduation rates, simplifying registration, reducing class sizes, and adding on-campus housing. Narrated by Ron Handberg, '60, the ads are airing during WCCO's Gopher basketball radio broadcasts and on other Twin Cities radio stations. The commercial spots are sponsored by friends of the University of Minnesota.

The information in the ads is taken from a brochure entitled "That Was Then, This Is Now," produced by the Department of University Relations.

For a copy of "That Was Then, This Is Now," contact the UMAA at 612/624-2323, 800-UM-ALUMS (862-5867), or umalumni@tc.umn.edu



The Goldy Gopher Prize Patrol visits Maroon and Gold Casual Friday participants each week, spreading good cheer and Gopher gear.

Photo by Jaime Chismar

Giving to the U: our "stock" answer

You have some stocks that have done pretty well in recent years, but you're wondering whether or not the time is right to sell. Hold on! Selling your stocks isn't your only option. You may be far better off financially by donating your appreciated stock to the University of Minnesota.

There are many ways alumni can give to the U of M, but few offer as many benefits to both the institution and the donor as appreciated stock. Because of this, donating stocks to the University has become a very popular way to give. Between July 1, 1996, and January 6, 1997, gifts of stocks more than doubled from \$1.9 million to \$3.4 million.

Phillip E. Hagen, a 1951 College of Pharmacy graduate, and his wife Marge, contributed appreciated stock to create a charitable remainder unitrust. "I was able to take advantage of the G.I. bill when I attended the U, and I see this as a way of paying something back. Donating appreciated stock provided my wife and I with a substantial lifetime income as well as tax advantages," says Phillip. The unitrust the Hagens established provides scholarships to African American students in the College of Pharmacy.

If the Hagens had sold their appreciated stock outright, they would have paid a tax on the capital gains. By donating that stock to the U they realized a charitable income tax deduction for the full fair market value of the asset.

If you would like to make a gift of stock to the University of Minnesota, please contact:

Judy Y. Kirk,
Vice President for Finance & Operations
University of Minnesota Foundation
1300 South Second Street, Suite 200
Minneapolis, MN 55454-1029
612/624-3333
or 800/775-2187

Board chair continues tradition of involvement

Luella Goldberg's election as the new chair of the UMF Board of Trustees is a continuation of her lifelong relationship with the University of Minnesota.

"For as long as I can remember, I heard my parents talking about the importance of the University of Minnesota and what the U meant to them," Goldberg says. "They both graduated in the class of 1925 and my Uncle Phil attended the U in the late twenties and played football on the same team with Bronko Nagurski."

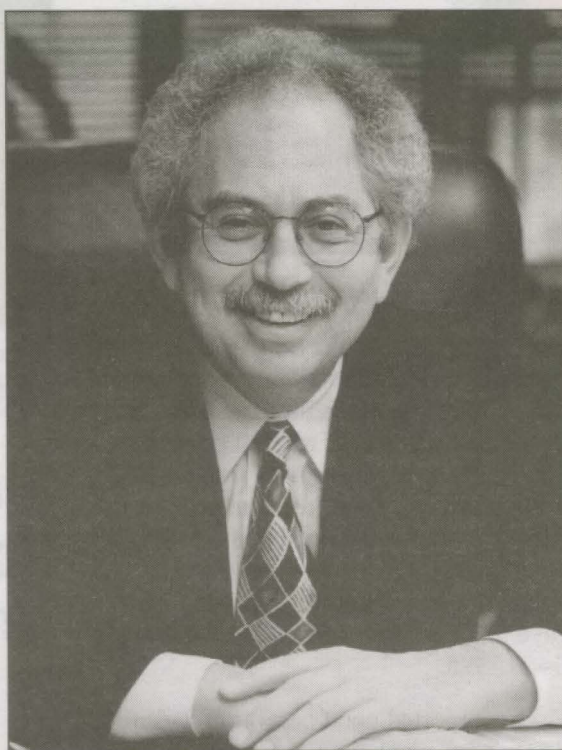
Goldberg's own involvement with the U dates back to 1975 when she became a



New chair in Jewish studies

The establishment of an endowed chair has a ripple effect that begins in the department and moves out to the entire University. A case in point is the recent gift from University alumnus Lyle Berman, chair and chief executive officer of Grand Casinos, Inc., his wife Janis, and his parents Nathan and Theresa Berman, also University alumni, to create a \$2 million endowed faculty position in Jewish studies and Hebrew Bible.

According to Professor William Malandra, chair, Classical and Near Eastern Studies, "This



Donor and alumnus Lyle Berman

endowed chair is extremely important to the department and has many ramifications. Not only will it allow us to bring in a faculty member of international stature, the chair will also help attract high caliber graduate students interested in Jewish studies. And the department can build on the strength of this chair without the apprehension that the position might disappear in the near future."

The Berman Family Chair in Jewish Studies and Hebrew Bible will enable the University to create a program in Jewish studies within the College of Liberal Arts (CLA) by enhancing the curriculum in Rabbinical literature, the Dead Sea Scrolls, biblical archaeology, and the ancient Near East.

Growing gains

The University of Minnesota continues to excel in raising private gifts. The Council for Financial Aid to Education (CFAE) in its most recent report, moved the U from 12th to 11th place in total voluntary support among all public and private universities for fiscal 1995. The University moved from 4th to 3rd in voluntary support among public institutions. Voluntary support includes private donations plus non-contractual research grants.

Ranking of Voluntary Support for Public Research Institutions

- 1 University of Wisconsin, Madison—\$164,349,458
- 2 University of Michigan 145,757,642
- 3 University of Minnesota 131,638,509
- 4 University of Washington 127,774,167
- 5 Indiana University 109,654,739
- 6 University of California, San Francisco—108,127,887
- 7 University of California, Berkeley—103,088,570

Legislators consider state tax credit

Legislation is now being considered that would give Minnesota taxpayers a tax credit for gifts they make to colleges and universities in the state.

The proposed legislation was introduced in the state legislature Jan. 28. It would allow a 50 percent tax credit for gifts up to a maximum of \$500 for individuals and \$1,000 for couples. The credit would be given for gifts to Minnesota's accredited public or pri-

vate colleges and universities.

The proposed legislation is estimated to generate credits in the first year of about \$6 million, reflecting donations in excess of \$12 million to Minnesota's colleges and universities. "The tax credit is an innovative public-private partnership to build needed support of our colleges and universities, which are the lifeblood of this state's economy," said Luella G. Goldberg, chair of the University of Minnesota Foundation.

Alumni are encouraged to contact their legislators in support of this legislation. For more information call the Foundation at 612/624-3333.

member of the Board of Trustees. She also serves on the Board of Overseers for the Carlson School of Management and the Advisory Board at the Hubert H. Humphrey Institute of Public Affairs.

"I think the U of M is the most important institution in the state. It is critically important that all constituencies throughout Minnesota be aware of the real acclaim and respect this university enjoys nationally and internationally as one of America's great research universities."

In order to reach not only Minnesota's constituents, but alumni across the nation, Goldberg will be attending regional events this spring sponsored by the UMF and the UMAA.

"One of the missions of the Foundation is to help spread the good news about the U, and there is plenty of good news to report!"



Photo: Dan Marshall

Luella Goldberg, new chair of the University of Minnesota Foundation Board of Trustees, has a long history of involvement with the University.



UNIVERSITY OF MINNESOTA

For Alumni & Friends

Another great year of fund-raising

The financial picture at the University of Minnesota Foundation is bright, according to President Jerry Fischer. "The generosity and support of alumni and friends have helped the University of Minnesota realize one of its best two years in fund-raising history," said Fischer. "Gifts received for the fiscal year ending June 30, 1996, totaled \$72 million, about equal to the prior year's record-breaking \$72.5 million. This kind of private giving is what will help ensure the University's future of becoming one of the outstanding research universities in the world."

And the good news continues. Gift activity for the first six months of fiscal year 1997 is at an all-time high of \$47.3 million compared with \$35.8 million at the

same time one year ago.

Compared with the previous year, giving from non-alumni donors in 1996 increased 62 percent to \$17.7 million, and donations from faculty and staff rose 30 percent to \$1.3 million. Alumni gave a total of \$20.5 million, a slight drop from the prior year's \$25.4 million, which included a \$13 million bequest. The largest group of U donors—corporations and foundations—gave \$32.6 million versus \$35.2 million in fiscal 1995.

Fischer reported good news for the foundation's investment performance, as well. The endowment rose 23 percent to \$429 million. Most endowments at the U are created by donors for scholarships and faculty positions, or chairs. An additional 71 scholarship endowments were created in fiscal 1996, and total giving to scholarships doubled to \$14 million. Over the last decade, support for faculty has increased the number of endowed chairs and professorships from 17 to 241.

—John Andreini



A new scholarship program for undergraduates is named for Nils and Pat Hasselmo, shown here at the December President's Club Holiday Event held in their honor.

"OF ALL THE THINGS THAT HAVE BEEN ACHIEVED UNDER MY PRESIDENCY, NOTHING GIVES ME GREATER PLEASURE THAN THE TRANSFORMATION OF UNDERGRADUATE EDUCATION."

(From University of Minnesota 1996 Annual Report)

Hasselmo scholarship program

Improving undergraduate education has been one of the crowning achievements of Nils Hasselmo's tenure as president of the University of Minnesota.

During the past ten years, the average class size has been reduced by 23 percent on the Twin Cities campus, 11 percent system-wide. Applications have risen by 24 percent in just the last two years; and the four-year graduation rate has doubled.

To honor Nils and Pat Hasselmo's dedi-

cation to undergraduate education, fundraising has begun for the Nils and Pat Hasselmo Undergraduate Scholarship Program. The scholarships will be awarded to incoming freshmen students across the University.

Alumni are invited to become part of this tribute to the Hasselmos, and, at the same time, show support for the University of Minnesota.

—John Andreini

For information on making a contribution to the Nils and Pat Hasselmo Undergraduate Scholarship Program, call Thomas Yuzer at the Foundation at 612/626-8535 for more information.

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EDITOR'S NOTE

Summer is a time of transition at the University, with one class of students graduating and incoming students arriving on campus with their parents for orientation.

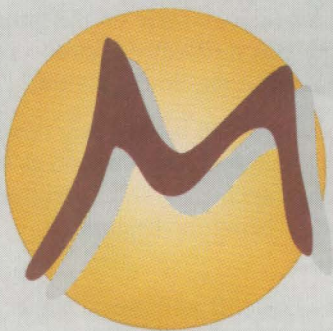
But this summer marks an even greater period of change as we say good-bye to President Nils Hasselmo and greet President-designate, Mark Yudof, who takes over in July.

In *M*'s lead story, Maureen Smith takes us through a delightful memoir of the sometimes turbulent but always fruitful Hasselmo years. A nearly 30-year veteran of the University, Maureen's seen several presidents come and go, but it's safe to say that she holds a special regard for Hasselmo, whose personal charm and graciousness are captured superbly in her article. As a fitting accompaniment to her story, Mary Shafer contributes a feature on Hasselmo's chief legacy to the University, the dramatic improvement that's taken place in the undergraduate experience.

Summer is also traditionally the time when many publications list suggestions for summertime reading. Here at *M*, we've gone one better and provided you with engaging articles to keep you occupied during the coming months.

Two of them concern a pair of top stories from the first half of this year, both of which happen to involve the University. In March, the unheralded, largely unknown (at least outside Minnesota) men's basketball team marched all the way to the Final Four of the NCAA tournament—the crown jewel of the college basketball world—the first time the team has ever advanced that far. Along the way, our Gophers won the hearts and minds of basketball fans everywhere with their superb play and string of

continued on page 3



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UNIVERSITY
OF MINNESOTA



For
Alumni &
Friends

REMEMBERING

NILS

remember the first time

I saw Nils Hasselmo after he was named University president. He was at the head of the table in a crowded meeting room in Morrill Hall, and I was in the back of the room, near the door.

I had known him and interviewed him in the early 1980s when he was vice president for planning, but since then he had been at the University of Arizona for five years as provost and senior vice president. I wasn't sure he would remember me, and I certainly wasn't expecting him to notice me in a crowd.

I was wrong. As he left the meeting and walked out the door, he looked over at me and said warmly, "Hi, Maureen."

Now that he is leaving, after eight and a half years filled with impressive achievements and tough problems, I have been reflecting on my own memories of him and asking some of my friends for theirs. An extraordinary memory for names and faces is one thing he is known for. Graciousness, kindness, and genuine caring are others.

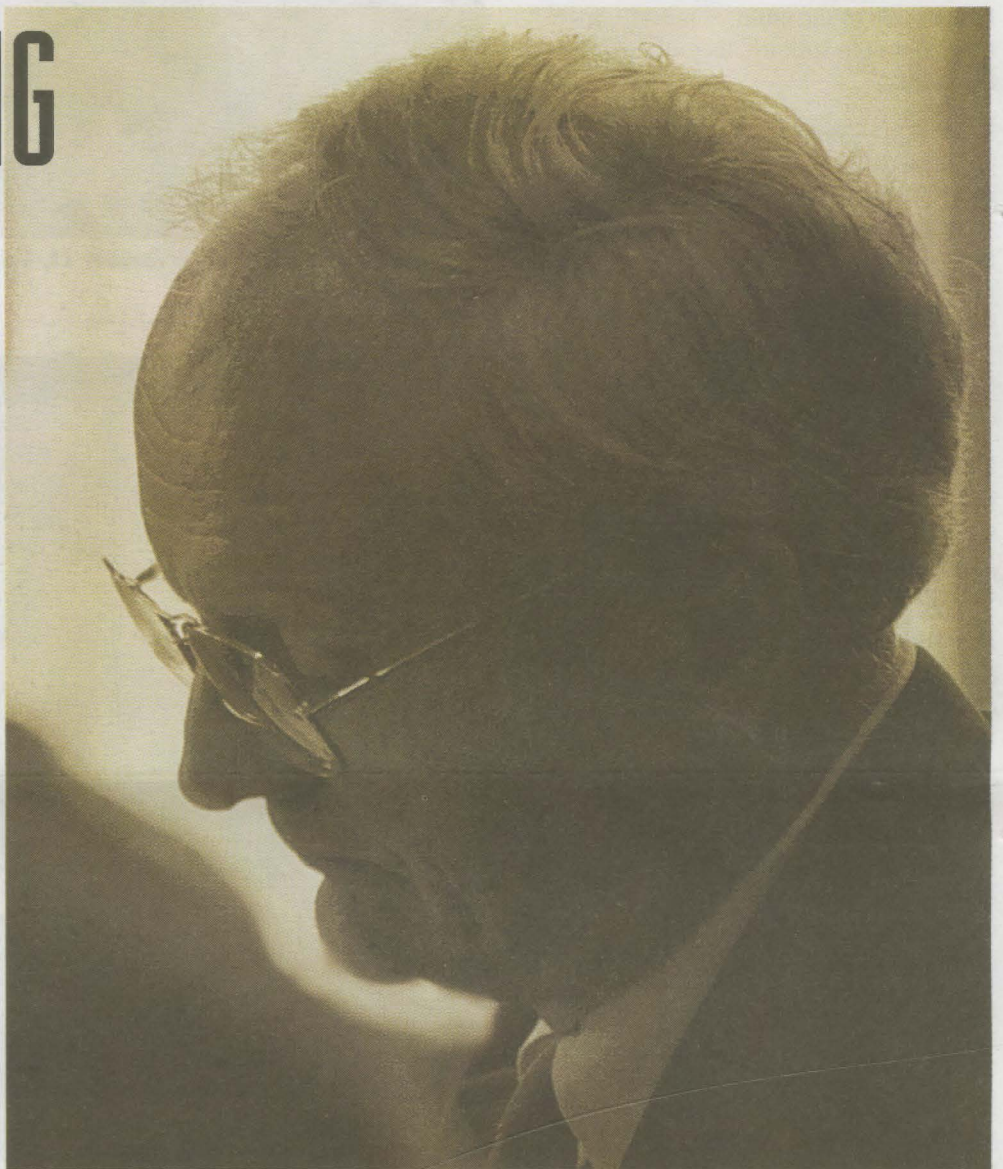


Photo by Tom Foley

Every chance he gets, he expresses appreciation for the people who work at the University, starting with his own office staff ("I can't say enough good things about them") and embracing all the rest of us. I will never forget that he came to the celebration of my 25th anniversary at the University and gave a little talk thanking me for my work.

In April I went to his office for probably my last interview with him, and we remarked upon how many times we had done this before. Some of our talk was unavoidably predictable. He knew what I was going to ask, I knew what he was going to answer.

What is he proudest of? He ticks off a long list of the accomplishments of his administration. I know what will be at the top of that list. Improvement of undergraduate education is "especially pleasing," he says, noting important changes on the Twin Cities campus and also at Crookston. He credits "the tremendous cooperation of faculty and staff, and the students themselves who have come better prepared and are graduating at an enhanced rate."

What was hardest for him? He names

three tough times. Closing the Waseca campus. Dealing with problems in the surgery department. And working through the tenure crisis of 1996.

What was his most bizarre experience as president? "I got a complaint from

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NILS

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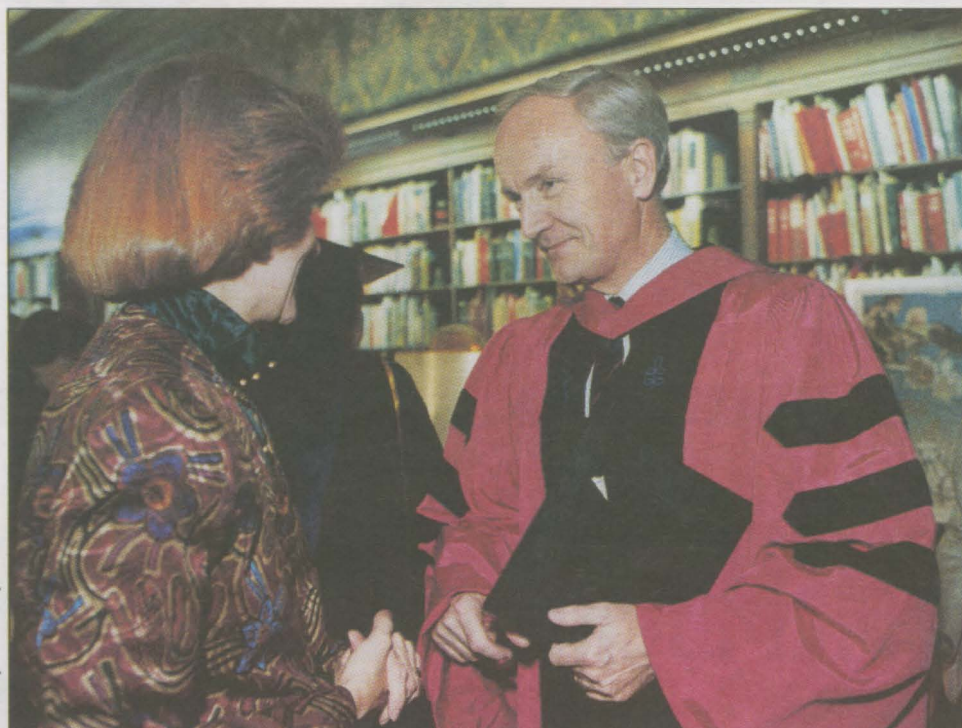


Photo by Tom Foley

Nils Hasselmo chats with former Lt. Governor Marlene Johnson at his inauguration as president.



Photo by Tom Foley

Nils Hasselmo and Regent Jean Keffeler confer an honorary degree on First Lady Hillary Rodham Clinton.

somebody that our dental school would not provide separate billing for the different teeth of the child. When the husband and wife split up, they divided up the teeth."

Hasselmo's eyes light up when he starts pointing out items in the "crazy assembly of artifacts" in his office, each one a memory. Some of his favorites remind him of times with children: a photograph from his visit to the Hans Christian Andersen School in Minneapolis, a hard hat from the day 8,000 junior high students were on campus building a huge globe.

He pulls out a book of drawings from the University's child care center. "They came in to see me one day," he says. "So you can see I have many stimulating contacts."

Day to day, he says, it is the intellectual excitement of the University and the contact with faculty, staff, and students that has kept him going. "Even the days when I have to deal with some pretty miserable problems, I have some experience that connects me with the real heart of the University. That's what does it, that's what pulls me out of discouragement."

Travels around the state have also buoyed him, when he sees the love Minnesotans have for the University. Another of my own favorite memories is of the time he came to New Ulm, when I was home visiting my mother. We went to hear him talk at a pancake breakfast, and I introduced him to her. University photographer Tom Foley took a picture of the three of us, and she displayed it proudly on her refrigerator.

When Hasselmo took office in 1988, it was after the tumultuous events that led to the resignation of Ken Keller over controversy about the cost of remodeling Eastcliff, the presidential home.

Hasselmo's first job was to restore confidence and renew hope. In some ways he succeeded, and he made accountability the theme word of his administration, but a shift had taken place that could not be reversed. Reporters now saw the University as a source of controversial stories.

In his office that day in April, I asked Hasselmo how he felt about the news media. "I enjoy working with media people," he says. "They are fine and hardworking professionals. I am sometimes disturbed by the overemphasis on controversy and conflict to the detriment of really giving a picture of what is going on, but that is the nature of the beast."

It wasn't just that reporters were looking for problems. In truth, the problems were real. "Inefficient systems made the University vulnerable to mismanagement and misconduct," Hasselmo says. "We have really dealt with those issues in a straightforward and honest way, and we've made substantial improvement in our ability to be accountable. The problems go back 20 years."

Budget cuts also hit the University hard during the Hasselmo years. "The fact that the state ended up in a financial crisis spilled over into the University," he says. "I'm glad we were wise enough in 1991 to plan so we were prepared when it hit."

As painful as all of those issues were, he says, he was able to draw encouragement when he believed that he was dealing with them to the best of his ability and trying to do the right thing.

At times during the final year of his presidency, Hasselmo must have worried what his legacy would be. The tenure crisis was potentially disastrous for the University's future, and clashes with regents were painful. Some questions

about changes in the tenure code are still to be resolved, but the furor has quieted, tenure has been protected.

The Hasselmo presidency is also ending on an upswing in state funding. At the time of the April interview, the house and senate had passed their allocation bills, with differences to be worked out in conference committee. "When you go into conference committee and the low recommendation is an increase of 14.5 percent and the high is 18.5 percent, you consider yourself rather fortunate," he says.

"I'm very pleased that a number of our efforts are beginning to pay off. People usually see the

turmoil surrounding change. I hope they're beginning to see the positive results of that change. When you can show positive results, people may think it is worth it."

When Mark Yudof takes over as president July 1, Hasselmo will go on a year's leave to retool and get ready to return to teaching. He will be in Arizona for most of that year, but then he plans to be back. He and his wife, Pat, have bought a townhouse in the Twin Cities. "The University of Minnesota is home," he says.

One thing he won't miss, he says, is arriving in his office on a winter morning and finding 183 e-mail messages asking him to close the University because it's cold.

"I try to respond to my e-mail, but some days I get so much that I have to tell my secretary to check and give me only the messages that say, 'Hi, Grandpa.'"

With two grandchildren in Philadelphia and two in Cambridge, Massachusetts, he treasures those e-mail contacts. "The

HASSELMO WILL BECOME PRESIDENT EMERITUS, THE FIRST FORMER PRESIDENT TO HOLD THE TITLE IN ANYONE'S MEMORY.

two-and-a-half-year-old just started e-mail, in code. Her father will sign her in and sign her off. She's beginning to be able to spell her name. The ten-year-old and eight-year-old send me e-mail. My seven-month-old grandson hasn't started yet."

Hasselmo will become president emeritus, the first former president to hold the title in anyone's memory. Other former presidents have left under fire or for other jobs. "It's somewhat unusual that someone reaches this high age in office," he says. "Ken Keller is back, too, in the Humphrey Institute. We will have two former presidents on the faculty. That hasn't happened in a while."

Although he has been contacted by other universities, he says, "I have assiduously refused to get involved in any searches for administrative jobs. I really do want to go back to faculty status, to reconnect with my discipline and do some teaching and reading and writing."

He will continue to be involved with higher education issues nationally, and his year's leave will include two conferences in Sweden: one on higher education in Sweden and one on the tremendous changes in northern Europe after the breakup of the Soviet Union.

Pat Hasselmo will be stepping down from practically a full-time job as the president's spouse. "She has enjoyed very much being the hostess of Eastcliff."

Leaving Eastcliff will mean "squeezing into a third or a fourth of the space we've had," he says. "We've had our fling, and now it's time for the Yudofs to enjoy it."

He says what I have heard him say more than once, that it has been a great privilege to be president of the University of Minnesota. I know he means it.

We say our goodbyes, although I will see him again before he goes on leave in July, and I wish him all the best. I mean that, too. He deserves it.

—Maureen Smith

N
ILS

Legacy

Improvements in
the undergraduate
experience are
Nils Hasselmo's
proudest
achievement

The radio spots begin with a University of Minnesota graduate reflecting on the good old days. Former U.S. Congresswoman Patricia Schroeder, Minnesota Timberwolves manager Kevin McHale, or broadcasting executive Stanley Hubbard, for example, remember their undergraduate years with affectionate irreverence as they recall endless registration lines, huge lecture rooms with microscopic-sized teaching assistants down in front, the parking nightmares that accompanied off-campus living, the head-banging frustration of finding that the one course you needed to get your degree was closed.

Then, in a screeching fast-forward to 1997, U junior Kiaora Bohlool brings the old-timers up to speed on what the U is like today: computerized registration, small classes, guaranteed four-year graduation rates, and on-campus living. "You don't need to find a place to park your Roller Blades," Bohlool laughs in one of the ads. This, concludes the U of M Foundation-sponsored radio spot, is "the new University of Minnesota."

It is a University of Minnesota where undergraduate education has become a priority. It is Nils Hasselmo's proudest achievement.

In his October 1989 inaugural address, the newly appointed President Hasselmo promised that the University of Minnesota would become "an institution for the students." Although couched in appropriately sedate inaugural language, the promise was breathtaking. To a community in which endless lines and bureaucratic snafus were the stuff of legends, Hasselmo promised that students would be treated as customers who mattered. At a time when the U was ranked the least selective school in the Big Ten, Hasselmo promised stricter admission criteria for undergraduates, who should benefit because they were at a research university, not in spite of it. And he promised they would graduate in four years if they wanted. Guaranteed.

Hasselmo's legacy is a promise kept. But making undergraduate education a key criterion for his success as a president was no small risk. In 1989 virtually no one disputed that the Twin Cities campus

was too crowded and that the quality of undergraduate education suffered as a result. In 1985, former president Ken Keller had made enrollment cuts key to his Commitment to Focus plans. The 1987 state legislature had written enrollment reduction targets into its appropriation package, and the University's regents had endorsed those targets.

But all of this was hardly a mandate. For Hasselmo also inherited widespread skepticism from many who had viewed Commitment to Focus as an elitist attempt to skim off the best students and relegate the rest to other state schools. Hasselmo's challenge, then, wasn't just about changing the numbers, but also about changing the face of the U's undergraduate education in a way that people could support.

In January of 1990—a little more than a year after he had been named president—Hasselmo proposed what he called the President's Initiative for Excellence in Undergraduate Education. In it, he

uates get more classes taught by the scholars who do the research and write the books and push the boundaries of their disciplines.

Once the least selective institution in the Big Ten, the U has become the third most selective, with 70 percent of freshmen now from the top quartile of their high school classes, a factor that may have something to do with the rise in four-year graduation rates—from 9.9 percent to nearly 20 percent.

Commuter campus? Seventy percent of new freshmen now live in residence halls. And they're likely to get a lot more attention from their advisers, since the student/adviser ratio in the lower division of CLA (the U's largest college) has been reduced by 50 percent.

Hasselmo's commitment to the undergraduate experience also meant a commitment to a broader, more diverse, more inclusive student body. Subsequently, minority student enrollment rose 35 per-

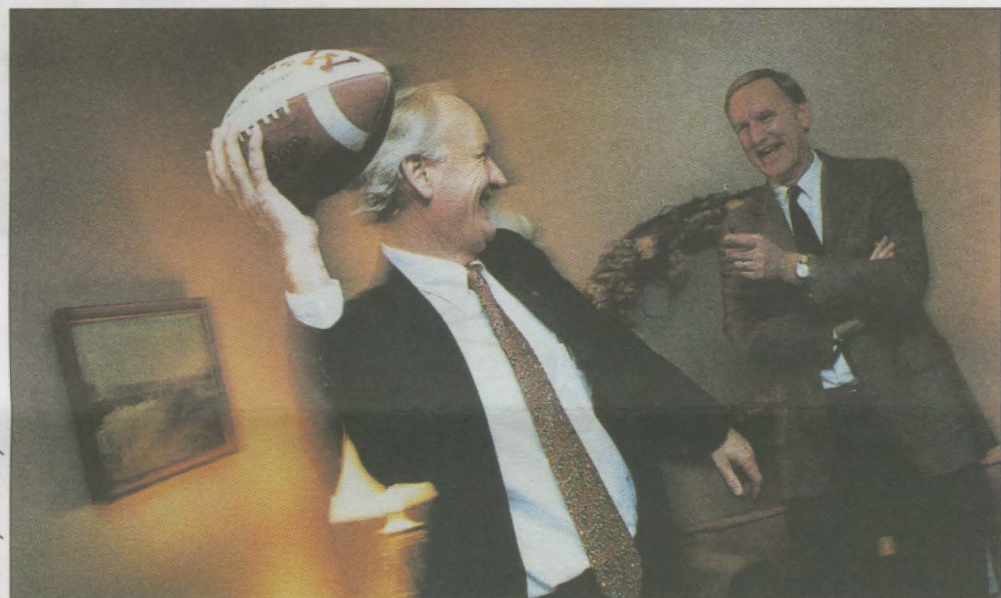


Photo by Tom Foley

Horsing around with former Gopher football coach, Jim Wacker.

acknowledged the foundation Keller and others had built over the past decade, but also declared that his would be a new initiative. To launch it, Hasselmo anchored undergraduate education at the very center of the University's mission. In that context, he said, the University's research, land-grant character ought to foster an enriching, intellectually stimulating undergraduate experience. The point wasn't just to get students in, but to help them graduate, and to make sure they were prepared for the world's diverse, global 21st century. The University would need to consider what kinds of students it sought, what the curriculum should look like, and how it could provide good advising, quality teaching, a good learning environment, and a sense of community. In June 1990, the Board of Regents approved the initiative.

Hasselmo himself could not have predicted the resulting remarkable changes. For one thing, huge classes are largely a thing of the past: The size of lower division courses on the Twin Cities campus, for example, has been reduced by an average of more than 25 percent. Students are more likely to find their courses taught by full-fledged faculty: Class hours taught by full professors have increased from 23 to 40 percent, while the number of classes taught by teaching assistants has been reduced. At the U, this means undergrad-

cent between 1989 and 1994, and another 14 percent by 1995. By fall 1995, minority students made up 10 percent of the U's total population.

Beyond the numbers, there is a qualitative change in campus character. Today's freshmen, for example, are likely to find the concept of waiting in long registration lines about as pertinent as taking lecture notes with quill pens. In one of the most dramatic system developments, students can now not only register by computer, but also review class and final exam schedules, plan their degree programs, get professors' names and addresses, get financial aid estimates and grades—all with a click of the keyboard. Instead of finding a yards-long line at the bookstore, they can flick open a screen, view the line from home—and decide to check back at a more convenient time. "I registered from home while sipping coffee and in my bathrobe," one student reports. "How much easier can it get?"

It is not a question Patricia Schroeder would have asked in her undergraduate years. But it is a question that must warm the heart of an outgoing president, who has said that, "nothing gives me greater pleasure than this transformation of undergraduate education."

It is a pleasure well-deserved. M

—Mary Shafer

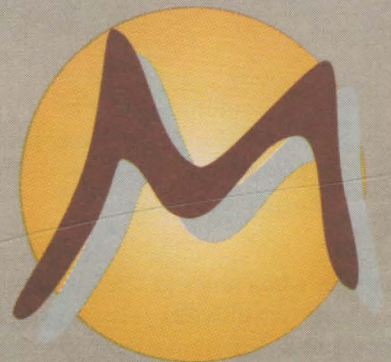
EDITOR'S NOTE

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upset wins. Chris Coughlin-Smith writes about the goodwill generated by the team's success and the University's efforts to capitalize on that goodwill to the long-term benefit of the institution.

Shortly after the Final Four, the Crookston campus found itself in the middle of the flood of the century. In our centerfold story, we offer a look at the way Crookston's faculty, staff, and students threw themselves, first, into the task of saving their city from the waters of the Red River and its tributaries, then into helping those who had to flee their homes in East Grand Forks. It's an epic story of a community being tested, and rising—as a community—to the occasion. The story also demonstrates how deeply woven the University is into the fabric of the state.

Elsewhere, you'll find, among other things, stories about graduating students preparing themselves to go out into the world, a pair of alumni faced with the demanding job of teaching art to Minnesota convicts, and much, much more. Enjoy your summer. And good reading to you all.



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Photographer.....Tom Foley

MUSE

PRISONERS OF THE

University graduates teach art to Minnesota inmates

For a moment, I have to wonder if a convict has been sent down to escort us to Bill Murray's art class.

The man who comes to fetch us at the main gate of Stillwater prison is stockily dressed in faded, monochromatic garb. He has a tattoo on one arm, dark hair slicked back from his forehead, and an edgy, cocksure air, like a cross between Jimmy Cagney and Robert DeNiro.

But there's something wrong with this picture. Surely prisoners do not joke this familiarly with guards. And would an inmate be passed so quickly through the series of gates and holding areas that lead out to the lobby where we are waiting?

No, this figure from some Martin Scorsese film is not a convict. He turns out to be Murray himself, an M.F.A. graduate from the University's art department and the self-styled "grand old man" of prison art instruction. Since 1974, Murray has been teaching some of the baddest, meanest men in the state how to draw and paint and construct artworks. And if in that time he has come to look like one of the inmates, well, that's partly a matter of protective coloration, partly because he has, he admits, a touch of con in his own makeup.

One of the reasons he was drawn to teaching in the prison, he says, was that some of his friends from the street gangs

he hung out with in the 1960s were incarcerated in Stillwater. In high school, his teachers and counselors all told him he'd end up in the same place—although they undoubtedly had a different idea of just how he'd get there. In the Coast Guard he got into drugs, almost killed a guy in a brawl, and saw a friend get his throat slit with a butcher's knife.

"I decided that I needed to do something that would turn my life in another direction," he recalls. "I was becoming the person people in school told me I was—but knew I wasn't on the inside."

The "something" that changed his life around was art. While still in the service, inspired by the example of an uncle who was an art teacher, he turned his attention to drawing. Despite his low grades in high school, the Minneapolis College of Art and Design (MCAD) accepted him into its program on the strength of his portfolio. After MCAD he went on to earn his graduate degree at the University.

"It took some severe failure on my part to turn my life around," he says. "That's why I teach here. I could easily have ended up here. A lot of students are the same kind of people I was. They are extreme. They are always pushing the limits to see what they could do or find out."

If that empathy has paid off in a special rapport with the convicts he teaches, there are certain dangers in it, too. He recalls the fight he got into with a prisoner the first year he taught at Stillwater—it's important, he believes, not to be cowed by the convicts, to demonstrate that he can and will stick up for himself.

When guards came to break up the fracas, they were dragging Murray away to the hole—solitary confinement—and wouldn't believe he was the teacher and not another unruly inmate until other students in the class vouched for him. "I remember the prisoners reluctantly confirming who I was," he recalls with a grin, "and the guards just as reluctantly coming to believe them."

Photo by Tom Foley



Courtesy of Bill Murray



Photo by Tom Foley



Top: acrylic painting by Faribault inmate Aaron Day; Middle: painting by Stillwater instructor, Bill Murray; Bottom: Faribault inmate Scott Sour with his drawing of his son.

Today Murray's domain is a large, brightly lit room filled with neat worktables, easels, and other art-making equipment—a big change from the room he conducted classes in until a few years ago, which was, he says, a “real pit.”

The prisoners this day work alone, quietly, some in watercolor or acrylic, others in pen and ink. One student has a marvelous, Rube Goldberg contraption at his work station, made of paper and consisting of an elaborate array of pistons and pinwheels. The high degree of talent and concentration is surprising, but shouldn't be.

As in other state prisons, Murray's art class is a work assignment—a highly prized one—that prisoners have to bid on. Class placement is based upon seniority and good conduct. Inmates are in the class five days a week, eight hours a day, for a whole year (minus time for the prison's regularly scheduled lockdowns). There's plenty of opportunity to work on craft and technique—and to begin to develop some of the less tangible skills associated with artistic endeavor, like patience, problem solving, and self-discipline. Indeed, it's easy to forget that the men in this room are serving sentences of from 10 years on up, and include murderers, drug dealers, and armed robbers.

“At the beginning of the course,” Murray says, “I tell my students that I'm not going to teach them just to draw or paint—anybody could do that. I'll tell them I'm going to teach them how to see and how to think. That's what art does to all of us—forces us to look at the world with new eyes.”

Except that he, too, is an artist who teaches art to prisoners, it would be hard to imagine a more striking contrast between Chris Hewitt and Bill Murray.

Hewitt, an instructor at the state's medium-security prison in Faribault, is boyish, soft-spoken, and just the slightest bit tongue-tied (“I communicate best through my art,” he says). He never intended to end up teaching in prison. Five years ago, when Hewitt was completing his University M.F.A., Nick Shank, the administrative assistant in the art department who established the Arts in Corrections program in the early '70s, told him that the Department of Corrections wanted to start a class at Faribault.

“The reason I pursued an M.F.A. rather than an education degree in art,” he

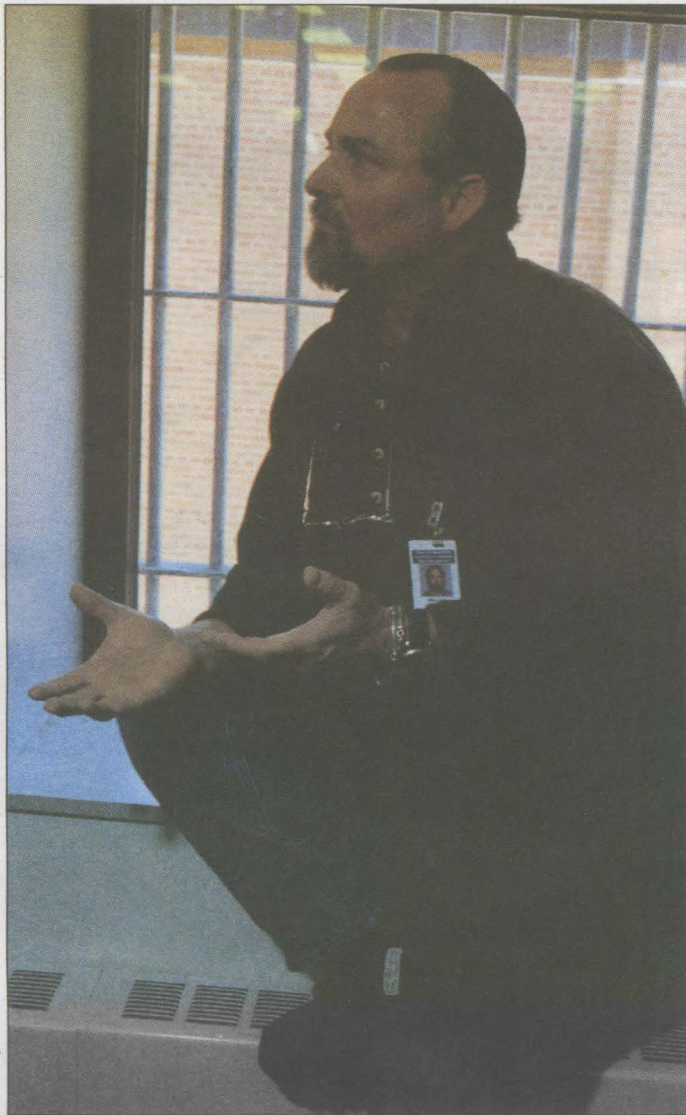


Photo by Tom Foley

Bill Murray

explains, “is that I didn't want to teach in a high school. I didn't want to deal with discipline.”

Instead, he wanted to teach in college where he assumed students would be more self-disciplined.

“So I ended up in prison,” he says with a rueful smile. “Some days it's very much like high school.”

Teaching at Faribault presents Hewitt with a multi layered challenge. In a prison's macho, highly competitive environment, he finds that he must continually establish his authority not just as a teacher but as an artist as well. “Even though [the prisoners in his class] have only been working at this a couple of months, they often have the attitude that I don't really know what I'm doing. So I have to constantly prove myself.”

That task is made more difficult for Hewitt because, unlike Murray, he works in mostly nonrepresentational art, a taste for which often requires sophistication and education—neither of which are amply distributed among the ranks of the penal system's inmate population.

Other challenges are more personal, going right to the core of Hewitt's temperament and personality.

“I am not a confrontational person,” he says. “But I have had to learn to stop, demand an ID from a prisoner, and write up a report on him. It's been a strain, but I have had to learn to separate my professional from my personal feelings.”

But then even Murray, so much more attuned to the prison environment, feels the conflict that comes about from the almost double lives he and Hewitt lead; they are artists, but also—though nei-

ther are prison employees (they work for the state's vo-tech system)—perceived by inmates and prison authorities as part of the system that keeps convicts in check.

“As an artist I am trained to be sensitive,” Murray says, “not just about the environment but about my work. When you teach here, though, there are just times when you have to shut down that sensitivity or you get hurt.”

The price for shutting down like that—and for working in proximity to the pent-up hostility and tension found in virtually any prison setting—can be high. Murray has suffered a serious heart attack and attributes the break up of his first marriage at least in part to the line of work he's been in for almost 25 years. He's remarried now—to a woman who used to work at Stillwater and so knows of the tensions peculiar to his work.

Each in his own way, Murray and Hewitt admit the limitations of what they can offer the men in their charge, yet they continue to cling to an idealistic vision of the redemptive power of art, even for the most case-hardened human beings. Both are equally disturbed by today's “hang 'em high” mentality in which, despite falling crime rates, the public seems more interested in locking people up and throwing away the key than in the idea of rehabilitation.



Photo by Tom Foley

Chris Hewitt

“Prison is everything you ever heard, only worse,” says Murray. “What I find about the current public attitude is that they think we should be here to punish prisoners. Well, I've got news for them—prison is punishment.”

“I think art instruction is very important to have in a prison,” argues Hewitt. “I mean, aside from the technical skill, these men develop skills in problem solving and critical thinking.” Time and time again, he recounts, he will be asked by a prisoner—student what to do next on a painting or woodcarving.

“I turn to them and say, ‘I don't know. What are you going to do?’”

“It's totally on them. And I think it's good for them to have a small thing like an art project that's completely under their control and whose outcome

depends on what decisions they make. They're not only learning the idea of personal responsibility with small, easily attainable successes, they're also learning how to sit still and observe the world around them.”

The prisoners in Hewitt's class agree.

While he was on the streets of Minneapolis's Phillips neighborhood, Aaron Day ran with a gang called the Native Mob. Back then, his only brush with art was in the graffiti with which he began defacing property as a young boy. Since getting sent up for receiving stolen property, the 24-year-old first-time inmate has turned serious about his drawing and painting, reveling in the fungible respect his skill earns him with other prisoners.

“Now I've got people coming to me and asking me to draw them,” he says. “I'll tell them I can't pick up a pen for less than \$10.”

Far more important, though, is where his artwork takes him internally.

“It keeps me busy,” he says. “It keeps my time from getting to me. It takes my mind away from all the bad things going on around me.”

“When I pick up a pen I get into my own little world and I can let go of all the stuff that makes me angry or stresses me out. When I get angry or stressed now, I start to draw.” In fact, Day thinks that if he'd developed his skills a few years ago, he might not be in prison today. And when he's released this summer, he hopes to use what he's learned to stay out of the can.

“When I was out there, I was gang banging, and selling weed, and robbing things,” he says. “Now, it's just different. When I get out I want to give something back to my community, put a big mural across one of the walls I might have covered in graffiti once.”

Of course, even first-time convicts quickly know enough to say what you want to hear. But just the possibility that art instruction might keep an Aaron Day and others like him on the straight-and-narrow is the most compelling argument in favor of what he does at Stillwater, Murray argues in his blunt manner.

“People don't want to hear about this stuff because they think we're coddling cons, being kind to them,” he says. “I don't think we're being kind. I think we are trying to give these guys the only tool they can use to stay out of here—and that's education.”

And very few prisoners, he points out, are in for life. Eventually almost all will be released. “So I ask people, what do you want these guys doing in here? Breaking rocks? That's not going to teach them anything. It'll just make them stronger and angrier but give them nothing they can use on the outside. And some of them are going to be living next door to you. So what would you like to see them doing in here? In an art class or some other education program? Or rotting in their cells with nothing to do?” M

—Richard Broderick

Hoop Dreams

The U looks for ways to capitalize on the basketball team's success

It was relentless, the Gopher mania that swept the state this March.

By the time the University of Minnesota played UCLA in the regional final of the NCAA men's basketball tournament, people were discussing the team in coffeehouses, newspapers were printing special sections, Gopher sweatshirts were the rule, and thousands of fans had made the trips to Kansas City and San Antonio to see the playoff games. And it wasn't even the Final Four yet.

The momentum built for weeks, as the team won tight game after tight game to rise to the top of the Big Ten for the first time in 15 years, clinching the title with a win at perennial powerhouse Michigan. The season included a perfect home-court record and wins at Purdue and

Indiana (in the latter, coming from seven points down with less than a minute to play) for the first time in coach Clem Haskin's 11 years at Minnesota.

There were celebrations upon celebrations. "For the last several weeks, it seemed like every game included something to celebrate," says Wendell Vandersluis, principal photographer for men's athletics, who followed the team to each stop on its run. "I've never seen anything like the way this built up over the weeks."

But even as the euphoria swelled, speculation grew about what the team's success could mean to the rest of the University. While arguing that the direct financial impact has been overstated, University officials and others say that there are opportunities for major long-term gains—if the U is ready to take advantage of them.

Dave Mona, a Twin Cities public relations executive and host of a radio sports show, sums up the feelings of many. "It's a perfect door opener and conversation starter," he says. "University departments and foundations can really use the team as a sort of springboard to talking about other things. The University of Minnesota has a lot of things right about it, but it doesn't always have the opportunity to talk about that. . . . In terms of spreading the word, there is just no other event that could have had this kind of impact. This spanned a lot of territory and reached a lot of people."

Tom Swain, the University's acting vice president for Institutional Relations, has seen how the team has provided openings into his conversations with Minnesota legislators. "You still have to have a good, solid message to convey, but at least you get greeted warmly and

have a chance to deliver that message," he says. "Everyone wants to talk about the team. We all kind of revel in the reflected glory. It makes you wonder, but that's the way it is."

That wondering—the long-running debate about the role and importance of athletics on campus—seems to have quieted as a result of the team's success. "It seems like the sentiment towards getting athletics off of campus has gone underground for a while," says Virginia Gray, a University political science professor and chair of the Faculty Consultative Committee. "No one I've talked to this year feels that way. People really rallied around the team and I think they see potential for long-term good out of this."

Even men's athletics director Mark Dienhart wants the team's success to have a broader impact. "I see it as part of [the University's] institutional philoso-



An estimated 8,000 people turned Indianapolis's Union Station shopping mall maroon and gold for an alumni association pep fest before the Gopher men's basketball team's first-ever Final Four appearance. Pep fests before the games were just one of the ways the alumni association helped fans express their pride and support for the U.

phy of, 'whatever we do, we want to do it well,'" he says. "I think people can be proud of this achievement without feeling it has to characterize the whole school. I don't think most people on campus want to be known as a jock school, just as we don't have to be characterized as a business school or an arts and sciences school. We want to be known as excellent at everything we do."

Meanwhile, the financial impact for the department has been "radically overstated," Dienhart adds. While teams in the NCAA men's basketball tournament earn television money for each round they reach, the funds are divided among all the teams in the school's conference and then paid out over several years.

"The NCAA's doesn't want a student-athlete at the free-throw line in a regional final game with half-a-million dollars for the school riding on one shot," he explains. "Our Final Four appearance will bring the Big Ten back to where it was two or three years ago in terms of tournament revenue. The revenue from T-shirts and most other items are split with the University and then with the women's athletics department, so the impact there is not as great as you might think, either."

Pat Forcica, assistant director of men's athletics in charge of marketing, hopes the department will be able to take advantage over the long run, however. "We're hoping that on a wider scale, corporate revenues will increase," he said, citing sources that include advertising, equipment and shoe contracts, and tickets to other Gopher sports. "We've been sold out on basketball tickets and signage in Williams Arena for two years now, but we've not been bashful about packaging our three big sports [basketball, hockey, and football] together. We'll be doing even more of it in the future."

He adds that it will take long-term success for overall revenue to increase dramatically. "During the NCAA run, there were folks who were speculating that this would translate into millions of dollars for the athletic department, but that clearly is not going to be the case," he says. "When you take a look at schools

tomor service.

Wayne Sigler, head of the University's Department of Admissions, has seen the last two classes of incoming freshmen rank among the best in University history. He hopes the basketball team, and the community spirit that rose around it,



that really have been able to maximize revenue [from souvenir and apparel sales], they have done so because they have been able to string a number of great seasons together. Michigan, Duke, and Notre Dame are schools that are doing this every year, and they are the ones in the T-shirt racks at Target."

Two areas often cited as beneficiaries of athletics success are fund-raising and student recruitment. Both have experienced record success in the past few years, but their administrators there also talk in terms of long-term opportunities, emphasizing that the U can only capitalize on athletic success if that success is backed by a solid reputation for academic excellence and cus-

tomor service. "It's difficult to quantify cause and effect, but we hope this will encourage additional students, from Minnesota and across the country, to consider the University," he says.

Immediate impact should be small, he adds. "Our application pattern for fall almost had been set before this became a really big event," he says. "We believe the attention being given the University will probably help increase the percentage of admitted freshmen who actually enroll this fall and possibly help boost freshman applications for fall 1998."

Gerald Fischer, president at the University of Minnesota Foundation, the U's main fund-raising organization, also sees this year's Final Four having a

long-term effect. "Anything that strengthens our sense of community and the emotional bonds and the pride that our alumni and friends feel about the University is going to be positive for fund-raising in the long run," he says.

"I don't think we should expect any major windfall gifts as a result of going to the Final Four, however. Our giving has been up substantially recently, but I think that is related primarily to the stock market being up 80 percent since the end of 1994 and to the University's own efforts to make people aware of the progress it is making in areas like undergraduate education, research, and outreach."

Fund-raising—specifically for the men's athletics department and its scholarships—could be one of the areas best able to take advantage of the team's success, according to Jan Unstad, the department's development director. "The impact here will be mainly in two areas," she explains. "First, those who are already donors can see tangible evidence of the kind of quality their gifts are able to produce. Second, for those who have been fans but maybe never donated, I think this provoked a renewal of pride. We can go to those people and say, 'Can you help us make it work for the next group of kids?'"

Unstad explains that the men's athletics department is self-supporting, so as tuition and costs rise, so do bills. Donations may also be specified for improving facilities, which the department also pays for.

Unstad also sees a specific long-term possibility. "I'm hoping that some of these students will be able to look back at this time and realize what a great experience it was," she says. "Paul Molitor is a good example. He was a Gopher athlete who had a great experience here and now is very generous with the department. He hopes there are other students out there who should have the opportunity to experience, through his donations, what he did."

The display of school spirit and pride that surrounded the basketball team also convinces University of Minnesota Alumni Association executive director Margaret Sughrue Carlson that alumni can make a difference for the University through volunteer efforts.

"My hope is that this magic sports moment makes people even more aware of the tremendous impact alumni involvement can have at the University of Minnesota," she says, citing alumni-student mentor programs, a volunteer legislative network, awards and scholarship programs, and other ways alumni can get involved. "Our sports triumphs are exciting, but the real work happens 365 days of the year and deserves the same type of support and enthusiasm."

Dave Mona agrees. "I think that anybody who saw what happened in Kansas City, San Antonio, and Indianapolis has a very different feeling about the University and about the way alumni and friends can come together for this place," he says. *M*

—Chris Coughlan-Smith



Gopher men's basketball players and their fans exult during the closing seconds of Minnesota's NCAA Midwest Regional Final victory over UCLA. In reaching their first Final Four, the Gophers charmed the people of Minnesota and gave hopes for long-term gains to several University departments and organizations.

After the deluge

With the Crookston campus leading the way, the U goes into gear to help this year's flood victims

Ken Myers was out walking the dikes that night when, almost as if by miracle, the waters receded.

Myers, an associate professor of hotel, restaurant, and institutional management at the University's Crookston campus (UMC), was fully expecting his own Crookston neighborhood, the Sampson addition, to be inundated that evening or shortly thereafter. The Red Lake River, which winds through the city, had been rising steadily and ominously, the waters swollen with runoff from last winter's record-breaking snows.

"We walked the dikes to look for potential areas of weakness that needed additional sandbagging," Myers explains. "We always walked in twos—it gets pretty slippery out there—and before you know it, you could be stuck in waist-deep mud." To reduce the risk, dike-walkers also wore life preservers and carried walkie-talkies—as much for personal protection as to report any weak spots in the dikes.

The river was expected to crest the weekend of April 4. For two weeks prior to that, Myers and hundreds of other staff, faculty, and students from UMC had volunteered to help shore up the city's 18-year-old clay dikes—built to withstand an earlier round of flooding. In what eventually turned into round-the-clock shifts, the volunteers filled and piled sandbags on top of the dikes, trying to build them up higher than the predicted crest.

Virtually all members of the school's athletic teams turned out; so did dozens of other students alerted to the city's needs by Crookston's student residence advisers, as well as by Crookston city council members Gary Willhite, the school's director of residential life and security services, and Sue Brorson, a UMC professor of management.

"We were told by the experts that the

Red Lake would crest at 27 feet, a good 12 to 15 feet above normal," recalls Willhite. "Our dikes had been built up to 27 feet, but they were old and we weren't sure what kind of shape they were in. In the end, we felt we needed to raise them to a minimum of 29 feet."

But with some five miles of riverbank within Crookston itself, Willhite knew saving the city "would require a tremendous amount of man and woman power." To make matters worse, in many places the city had to plow four or five feet of snow off the old dikes before the sandbagging and fortification could begin. "People thought we were crazy," he says.

They soon found out otherwise. As the water rose, the city evacuated parts of several low-lying neighborhoods and put other residents on alert. The Emergency Operations Center (EOC) readied a dozen shelters around town, including one at the Crookston campus. In preparation for the worst, Myers and his family carried everything from the basement of their house up to the first floor, and everything on the first floor up to the second.

Besides sandbagging and dike walking, Myers also worked with the security patrol guarding the entrances to endangered neighborhoods. "You had to have identification to get into those neighborhoods," he says. "There were people who'd left their home completely, others where some of the family had relocated and others stayed. People had emptied their hot water tanks and left their basement windows open—as they had been told to do—ready for the water to come in."

From the very start of the crisis, Willhite reports, he and other city and school officials identified UMC as a resource for volunteers—a large portion of that potential "man and woman power" needed to save Crookston. But with so many Crookston students hailing from other parts of the affected Red River Valley, no one knew how many would stay in town to help, how many would return to help out on their families' farms or in their hometowns.

"Let's just say that we were greatly impressed by the number of volunteers who came and helped," he says. "The school's dairy clubs, the computer club, all organized and turned out. In the end the sandbagging became a kind of competition.

"I've never seen anything like that before. This is dirty, unpleasant, and above all hard physical work, with gravel in your shoes and eyes and hair, and 40 to 80 pound sandbags being passed

along on a continual basis during a four-hour shift."

And just to make things really unpleasant, Crookston experienced a rainstorm-turned-blizzard the weekend of the crest. "That added a ruggedness of fighting the elements that gave the whole effort an epic quality," Willhite recalls.

Other students volunteered less orthodox services. One student in the school's agricultural aviation program flew out over the floodplain and reported conditions back to Crookston's KROX radio station. Others student-flyers acted as taxi-drivers for students unable to cross the river from North Dakota into Minnesota.

Meanwhile, the river was still rising, even though the ice hadn't melted. As a tributary of a northward flowing river system, the Red Lake, which feeds into the Red River at Grand Forks, North Dakota, presents special problems during springtime thaw. Unlike river systems that flow south and melt from the mouth of the system upstream toward its headwaters, the Red River melts from upstream to downstream, creating huge pools of backed-up water behind the receding ice.

"I got involved sandbagging early on," says Mark Erickson, a junior at UMC majoring in business management and the incoming president of the school's student association. "We pretty much knew what was coming. It was hard work for the students, but also kind of fun."

If Erickson, whose family lives in Fertile, about 20 miles south of the campus, and others like him stayed in Crookston to help, it may have something to do with the hometown feel of UMC. Says Erickson, "This is a small community here on campus. In three years, I've met most of the faculty and staff and a lot of students. Once we got going, it was just a matter of making a few phone calls to people I know and asking them to help."

In the end, that late blowing blizzard probably saved Crookston from real disaster, holding back the dammed water long enough to give the Red Lake a chance to move through the city without breaching the dikes. Still, it was a near thing. "Officially, the river crested here at 28 feet, five inches," says Willhite, "but I know it was higher elsewhere. So needless to say the sandbags were needed.

"All of them."

"We were fortunate in our neighborhood," says Myers. "We expected to be flooded, but then the ice broke. I'll never



forget that moment. I was out walking the dike when suddenly the water dropped a foot and a half in less than a minute." Ultimately, the only "flooding" the Myers household experienced occurred when Myers's wife did a load of laundry but forgot to remove the plug from the drain in the floor—residents had been told to put the plugs in to prevent groundwater from seeping into their basements.

Though spared the worst, Crookston had little time to relax. Within days of their break in rising water, residents learned that flooding of much greater magnitude was barreling downstream toward Grand Forks.

"When the ice broke up, we were celebrating that we didn't need the shelters we'd set up here in town," says Willhite. "But about the same time we found out that there were problems heading toward Grand Forks.

"We'd met the rise of the Red Lake successfully. We had set up evacuation procedures and shelters for Crookston. So in a sense we were ready for what was coming next."

And fortunately so, for over the course of the next two weeks Crookston would be called upon to handle another kind of flood—of refugees from East Grand Forks, which sits on the Minnesota side of the Red River.

Crookston Chancellor Donald Sargeant got the call from the EOC at 8 o'clock, the evening of April 11. "They told me the situation in the Grand Forks area looked devastating," he recalls. "Water was going over the dikes on both sides of the river. They asked that we be ready to



develop a shelter on campus.”

Sargeant went to the evacuation center that had previously been set up in the

lobby of Crookston’s new, not-yet-open high school. There, along with other volunteers, he helped set up tables, chairs, and phone lines.

He got home at two in the morning, in time to catch a little sleep before a call came through at 4 a.m. advising him that it was time to set up an on-campus shelter. Crookston’s gym, Lysaker Hall, had been earmarked for this purpose. Sargeant went over to Lysaker, turned on the lights, and called the residential assistants to tell them to enlist help from the dorms.

“At exactly the moment when volunteers started coming through the front door, three busloads of evacuees pulled up and started unloading,” he says.

Sargeant directed the student volunteers to begin setting up chairs and army cots in the gym, then contacted the school’s food, athletic, and health directors. “Minute by minute, hour by hour, we were trying to respond to something we’d never faced before,” he explains.

The evacuees were young, old, with family members or on their own, healthy, infirm, and everything in between. There was an urgent need for food and medical care but, most of all, for reassurance and one-on-one comforting for the refugees, many of whom had been working on the dikes in their community when word came through to leave. Most had no opportunity to return to their homes to gather up clothes or salvage personal effects or even save their cars. Before the day was out, the gym had filled with more than 400 people. Before the week was out, more than 8,000 individuals were served by the EOC in Crookston—a city of 8,200.

“The response by the student body and the faculty and staff—everybody—was phenomenal,” exclaims Sargeant.

Students talked to evacuees, calming them down. Two Spanish-speaking undergraduates from early childhood education volunteered to translate for the many Hispanic evacuees sheltered at the gym. Some volunteers took folks over to UMC’s dining hall for breakfast while others stayed behind to set up army cots. “Our students turned that into a kind of contest,” Sargeant recalls. Still other health care students worked with UMC staff to deal with the evacuees’ medical needs.

“We just had people come out of the woodwork to help,” says Willhite. “We had evacuees who were disoriented, who spoke no English, evacuees on medication, in need of medication, elderly people who’d lost everything and needed someone to sit and hold their hands. There was a lot of individual attention that day. I had one older woman tell me that she’d had more hugs in that one day than in the past 20 years.”

That same day, staff and students opened up UMC’s Children’s Center to offer babysitting services for evacuee parents desperately in need of rest. On Monday, an improvised daycare was set up in Lysaker, filled with donated toys and managed by student and staff volunteers.

“We ended up with a lot of children and nothing to do, even though the weather

Flooded with relief

Although the most directly affected by the floods, the Crookston campus was not the only part of the University system to spring into action.

The three other campuses—Twin Cities, Morris, and Duluth—sponsored drives to collect food, clothing, cleaning supplies, and personal items to donate to the victims of the flood.

On the Twin Cities campus, fans attending the University’s Golden Gopher spring football games April 26 and 27 were encouraged to bring their donations to the event. Anticipating the emotional aftermath of the floods, the School of Social Work organized a team of counselors to work with victims. In May, three busloads of volunteers traveled to Crookston and East Grand Forks to help with the cleanup.

Elsewhere, an entire English class this spring on the Morris campus volunteered to travel to flooded towns this summer and help with clean up. A volunteer effort was also organized on the Duluth campus. Clean up is expected to continue throughout the summer.

For decades now the Minnesota Extension Service has been helping Minnesotans, especially in outstate regions, with practical everyday concerns, and now is no different. MES has pamphlets explaining ways to clean up after the floods and has an information hotline to answer questions about dealing with everything from damaged books and clothing to testing water and repairing damaged lawns. In the Twin Cities metro area, that number is 624-2200. Outside the metro area, the number is 1/800-525-8636.

was nice,” says Tammy Buegler, an early childhood education junior and residence adviser in Skyberg Hall. “We talked among ourselves and discovered that one of our volunteers owned a number of kickballs, so she brought those in and we organized kickball games for the kids.”

The school, which is one of the most computer-advanced in the nation (all UMC students are issued laptop computers that they are expected to use for course work), also played a critical role in keeping track of the vast numbers of people coming into the shelters or calling Crookston for information about relatives and friends. When evacuees began showing up at the city’s shelters, there was already a networked computer system on hand to register them and process information.

“I used the structure from the database we use here at the school to keep track of our computers and made room on it to set up a main table for inputting information on the evacuees,” explains Tom Mulvaney, the head of UMC’s Computer Center. Evacuees were processed through the main shelter in the town’s high school where volunteers took down information on IBM Thinkpad laptops

supplied by UMC.

In the meantime, Mulvaney and his crew set up separate databases to input information about people calling in to the shelters to check on evacuees. Volunteers continued inputting names into the databases—which Mulvaney began to merge that Monday—the rest of the week. Eventually anyone who was displaced in Polk County or East Grand Forks was entered into the files.

“It was quite a week here,” Mulvaney comments dryly. “But things worked well with the resources we had on hand here.”

While most of the displaced people stayed for a day or two in the shelters, many of them were then relocated to private homes. One of those homes belonged to Ken Myers, who opened his doors not only to a family from East Grand Forks but also to a canine refugee. “It looks like a bear,” Myers says. “We think it’s part chow and part retriever. He’s a big black hairy thing about 10 months, and very sweet. My kids want him to stay with us permanently now.” Which, Myers says, is an option if no one ends up claiming the animal.

Even while UMC was responding to the needs of Crookston and East Grand Forks, it was faced with internal effects from the flooding. The bulk of the school’s students live in the Red River Valley; not a few come from North Dakota and were stranded on one side of the river or the other. Likewise, many faculty and staff members were personally affected by the flood.

To handle its internal questions, needs, and concerns, the school set up the Flood Response Center. Staffed by a pair of UMC retirees and a staff member from the University of North Dakota who found herself among the strandeers, the center processed a range of issues, from housing to financial aid to emergency funds for students and more.

“This was not what I was expecting to be doing in my retirement,” says John Bywater, who retired last June from his position as UMC’s director of admissions. “But I was happy to help out.”

“The center was a combination of things,” he says. “Primarily we acted as a clearinghouse of information and referrals. One of the first things we wanted to do was track down students and let them know that we would be continuing classes and that they should make every effort possible to contact their instructors. For some that meant working via e-mail on their laptops.”

Some students calling the response center were looking for temporary housing. Others—cut off from family and home—sought emergency funding to tide them over.

To help out, UMC offered several forms of emergency financial assistance. The school provided loans of up to \$200 to students in need of cash. It gave replacement textbooks and laptop computers to students who’d lost them in the flooding or were unable to return home to get

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Grad Fest

GRADUATION AND TODAY'S
JOB SEARCH

GRADUATES ARE FINDING THAT WHILE THE JOB MARKET LOOKS GOOD, THEY NEED TO BE BETTER PREPARED FOR THE JOB SEARCH AND FOR THAT FIRST JOB.

Tommy Watson enters the Great Hall at Coffman Memorial Union and pauses for a moment to absorb the festive atmosphere at Grad Fest '97, a one-stop event for graduating University of Minnesota students. The fifth-year housing major and 1996 Gopher running back slowly scans the maroon and gold banners and balloons and 60 decorated booths when it strikes him:

I can't believe it! I'm actually going to graduate. This confirms it.

Watson and roughly 10,800 students systemwide will receive degrees from the U of M this spring. Of the graduating students who attend school full time, 46 percent join Watson in accomplishing this in five years. But the majority of full-time students, or 52 percent, will take six years to earn their degrees.

Like many of the 3,200 students attending Grad Fest—which in its fourth year has become a University tradition—Watson moseys past booths offering graduation announcements, clothing for

grads' all-important first job interviews, college rings, and resumé-writing help. He ends up donning a black cap and gown and proudly posing for a photograph.

Again, the stocky 225-pounder has to pinch himself. Who would have thought that he, Watson, who grew up impoverished in a gang- and drug-saturated inner-city neighborhood in Denver and was twice the target of drive-by shootings, would graduate from college on a football scholarship? Indeed, who would have thought Watson, whose parents were incarcerated during his high school years, would live long enough even to attend college?

Beaming, Watson declares, "When graduation day comes, I'll be one of the happiest people in Minnesota."

And when graduation day ends, Watson, like so many of his job-hunting fellow graduates, will be one of the more anxious people in the state. In early May, he was working as an intern for the St. Paul Public Housing Agency, hoping to score a full-time position with the agency or another Twin Cities organization assisting low-income folks.

"This [job-search] situation reminds me of when I was being recruited from high school," Watson says. "You get to check out different organizations and see which

"THE BEST THING TO DO IS DEVELOP A GOOD CHEMISTRY WITH THE INTERVIEWER. IT SEEMS LIKE ONCE THAT'S ACCOMPLISHED, YOU CAN ALMOST GET AWAY WITH MURDER," CLARK SAYS, CHUCKLING.

ones are interested in you and which ones you're interested in. In that sense, it's kind of fun."

But as thousands of University alums know from first-hand experience, searching for a job can be frustrating and ego-deflating. Watson is discovering the real world isn't much like the relatively charmed life of a full-scholarship athlete.

"I have to learn not to take things personally when I get turned down for a job," he says. "I've talked to McKinley Boston [vice president for student development and athletics] and he says to be persistent and not to become frustrated because I will be rejected."

Fortunately for Watson and other U grads, they are entering the job market at one of the best times in recent memory. The state and national economies are humming, and, according to a Michigan State University research bureau, the north central region of the United States offers the best employment opportunities for new college graduates. Not surprisingly, recruiters are flooding across the Twin Cities, Crookston, Duluth, and Morris campuses.

But while the economy may be awash in new jobs, companies are still being choosy. In fact, several reports indicate employers are increasingly demanding recent grads sport some type of work or internship experience. Those heightened expectations mean students should take a minimum of two internships, says Lisa Stotlar, associate director for career and internship services at the University's College of Liberal Arts. Stotlar knows of students who have had five internships.

Underscoring the importance of internships and co-op education—where students leave school to be involved in longer term part-time and even full-time partnerships—a 1996 National Association of Colleges and Employers (NACE) survey showed six in ten college-educated new hires had internship or co-op experience; one fourth of the students involved with co-ops or internships later landed entry-level jobs at those organizations.

Stotlar also underlines the importance of working part-time jobs and performing community service work, which has grown by "leaps and bounds" in recent years, she says. Indeed, a University survey showed the number of students participating in volunteer work rose by 52 percent alone from 1981 to 1991. At least one student recruiter labeled those volunteer experiences critical for demonstrating leadership, teamwork, social, and task-completion skills.

"We're seeing more and more that experience, which may come in several forms, is critical,"



Sheri Johnson, a senior graduating from the College of Education and Human Development in elementary education, and Robin Nihart, also a senior graduating from the College of Education and Human Development in elementary education. The two best friends stopped at the Jones New York booth to check out possible clothing for their student teaching jobs next year.

Photo by Tom Foley

says Stotlar, whose office furnishes 1,200 internships for all U students and campuses. "And that is quite a change from even a decade ago."

In concert with that emphasis on experience, more students are also actively shaping their careers as early as their freshman year. Jie Mui, a 21-year-old marketing major who graduated from the Carlson School of Management in June, performed business internships after her first and second years. During the first half of this year, she worked at General Mills performing market research.

Echoing the view of Stotlar and others in career planning, Mui says, "It's good to have a career plan during your freshman year. By looking into a variety of options early on, you can eliminate the things you're not interested in. And when you eliminate these things, you become more focused. And the more focused you become, the more confident you are."

In Mui's case, her self-assurance and experience helped win her a job in a management development program at the Carlson Companies starting in July. Also aiding her were two scholarships: the University's former Early Incentives Scholarship and another scholarship from the Bloomington Scholarship Foundation. Both scholarships helped Mui financially and motivated her to hit the books even harder, she says.

While companies' expectations of graduates have changed in the past decade or so, it appears grads' expectations of their jobs have also evolved.

"Many of the graduates we hire these days want their work fitting into their overall life, as opposed to maybe 20 years ago when they were more focused on their work," says Earl Klein, a U of M Foundation Presidents Club member, 1972 alum, and partner with the Minneapolis office of the Arthur Andersen accounting firm. "They want a broad balance to their lives, integrating work with their families and outside interests."

For Mui, her first full-time professional job had to meet three criteria: it would provide an opportunity for advancement and growth; it would be interesting and pay well; and it would be in a culturally diverse company.

"I look very closely at the culture and how I fit in," says Mui, who with



Tommy Watson, fifth-year housing major and former Gopher running back, dons a cap and gown for a photograph at Grad Fest.

her parents moved from China to the United States when she was seven. "I'm not just looking for tolerance of diversity, but for a culture that encourages and values it."

Not only have employers' and graduates' job expectations changed over the years, but so has the job-seeking process. Students are still writing résumés and cover letters, calling prospective companies, and engaging in job interviews; but there are new—and more—vehicles to connect with employers today.

Kaiser Clark, 24, who graduated winter quarter with a business major and a 3.5 grade point average, broadcast his résumé on several cyberspace résumé banks—saving him lots of time and paper—and heard back from 25 companies via e-mail. He often tailors his cover letter to companies based on what

he's read about them on their Web sites. That background information helps him prepare for formal job interviews.

Clark, who won a "very helpful" \$2,000 Lee Kopp Emerging Leadership Scholarship, took advantage of the Carlson School's career services center, which regularly posts new jobs electronically. He also participated in mock videotaped interviews that were critiqued at the center.

"I found the videotaping quite helpful, especially looking at how I might change my mannerisms and gestures," says

Clark, who as of early May had rejected several job offers and was still aggressively pursuing job prospects.

For all the high-tech accoutrements of today's job search, Clark believes snaring a job often still boils down to a high-touch element: the relationship with interviewers. And that personal connection, of course, hasn't changed in decades. *M*

—Harvey Meyer

Some average starting salaries for 1996-97 graduates

(four-year degrees)

BY MAJOR	STARTING SALARY
Chemical engineering	\$41,121
Electrical engineering	38,320
Computer engineering	37,301
Mathematics	36,880
Computer science	35,902
Chemistry	34,203
Management information systems (MIS)	34,170
Economics/finance	32,224
Accounting	30,573
Marketing	27,856
Business	27,848
Liberal arts	27,209

Source: National Association of Colleges and Employers, nationwide salary survey.

A HOT MAJOR ATTRACTS A DREAM JOB

Eric Betzler had heard and read about the stratospheric beginning salaries for certain engineering majors. But the 23-year-old University of Minnesota, Duluth (UMD), electrical and computer engineering grad was still having difficulty grasping how he, along with chemical and mechanical engineers, could command \$40,000 plus per year, fresh out of college.

Until, that is, Betzler made his first foray into the market last fall—a full eight months before his June graduation from UMD. He dropped off about 50 résumés at a career fair, heard back from 30 companies via e-mail, and received 15 invitations for job interviews. Betzler winnowed the list to five companies and snagged three substantial offers.

He selected Seagate Technology, a disk drive component manufacturer with a facility in Bloomington, and its offer of an eye-popping \$42,000 starting salary. "I never thought I'd be making that kind of money when I started college," Betzler says. "When I got that first \$42,000 offer, and then another, I was blown away."

Betzler understands that business and liberal arts graduates won't have nearly as many job prospects or command nearly as much in starting pay. But he also believes in the old saw about luck being the residue of design. The Milaca native knew from age 10 that he was destined to work with computers; he wrote his first computer program at age 12.

At UMD, his aptitude and academic prowess helped land him three scholarships—two UMD engineering scholarships and a (Bob) Marchetti Engineering Scholarship. "The money was really helpful because it allowed me to spend more time on the books," he says.

And while academics came fairly easy to him—he graduated with a 3.5 grade point average—Betzler also recalls putting in long, grueling hours studying. "Over the last two years I've been so busy it's practically been impossible for me to even have a girlfriend," he says.

In the end, Betzler is certain all his work—and sacrifices—paid off. Seagate employment specialist Bill Huttner says he was impressed with Betzler's grade point average, his internship at IBM, his UMD research work, the fact that he graduated from the University, and his character.

"He's mature, presents himself well, and has a lot of enthusiasm, confidence, ambition, and eagerness to learn," says Huttner, who recruits college students from across the country. "And he is a team player with a good work ethic. In short, he's the kind of personality we're looking for."

—H.M.



UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION



Photo by Jerry Lee

Following a UMAA pep fest, thousands of Minnesota fans paraded through San Antonio in a river of maroon and gold pride. So many Gopher fans attended the first four playoff games that they felt like home-court games.

Alumni efforts support Gophers

On campus and around the state and nation, the University of Minnesota Alumni Association (UMAA) showed the Gopher men's basketball team how much their Final Four run meant. The UMAA helped fans show their support through pepfests, viewing parties, and by encouraging alumni and friends to wear maroon and gold.

Pep fests

The UMAA has long held pregame pep fests for Gopher basketball and hockey playoff games, but this year's NCAA basketball pep fests were the biggest and most memorable ever. For the Gophers' first-round games in Kansas City, a flood of Minnesotans—lured by available game tickets and a site within a day's drive—turned the town maroon and gold.

DeLoss Dodds, athletic director at the University of Texas and a member of the NCAA Men's Basketball Tournament Committee, was "very impressed" with the fan support. "Minnesota fans followed as well or better than any fans I've seen in my five years on the committee," he says. "In both Kansas City and San

Antonio they made a huge impact. As a group of people they seemed to enjoy themselves, to have a lot of spirit, and to be a really class group."

The Kansas City pep fests were held at the team hotel, the Ritz Carlton-Kansas City, several miles from the game location. "We've had pep fests in sports bars, in hotel banquet rooms, anywhere we could get the space," says Margaret Sughrie Carlson, UMAA executive director. "But we really knew we had to be a number one seed to have a pep fest at the Ritz."

About 300 people came to the Friday pep fest, held beside the hotel's outdoor pool. "We had expected warm spring weather, but there was an 11-degree windchill that morning," Carlson explains. "There was ice forming on the pool. People who were at the hotel watched from their balconies with their Gopher banners flying."

By Sunday's second game, more Minnesotans had arrived in town, more than tripling the attendance at that day's pep fest. "We also moved it inside to the ballroom," Carlson says. UMAA staff handed out the gold pom-poms that were clearly visible on the national television broadcast. As with the first pep fest, the

University pep band and cheerleaders performed, "but the highlight of that pep fest was President Nils Hasselmo getting up on stage to lead us in a new cheer: 'Lutefisk, lutefisk, lefse, lefse. Are we gonna beat 'em? Ya sure, you betcha!'"

Although the regional final games were held farther away—San Antonio, Texas—Minnesotans again flocked to the site, including many students who had finished exams. The Friday pep fest, which ended with cheers by Governor Arne Carlson, was held at the Marriott River Walk. The 2,000-strong crowd spilled out onto the street, effectively blocking a major intersection and a freeway on-ramp at rush hour. The pep fest was held about a mile from the game location, but the distance didn't deter fans from attending—or from joining an inspiring march to the Alamodome complete with police escorts. "To see 2,000 people in maroon and gold start out marching behind the band and cheerleaders, then to have them joined by more than a thousand others as it went along, literally brought tears to my eyes," Margaret Carlson says. "I have never seen anything like it. It was a river of pride more than a dozen yards wide and several blocks long. Every so often the

band and cheerleaders would stop and gather everybody up for more music and cheers. By the time we got to the arena, we were ready for that game."

Two days after the Gophers' exhilarating double-overtime win over Clemson, the scene was repeated. Again the Gopher faithful, swelling in numbers and with school pride, marched along the River Walk, to the amazement of the assembled media. "Those marches got a lot of attention from the media," Carlson says. "They were calling it an awesome display of pride."

"It was very impressive," Texas's Dodds adds. "The Minnesota fans showed what college athletics is all about."

For the Gophers' first-ever Final Four appearance, the UMAA tried something different. "We reserved the entire second floor of the Union Station shopping mall," explains Bob Burgett, the UMAA director of outreach. "When we got in there I was a little concerned by the size of the place and the fact that it looked like a shopping center. But I wish I had a time-lapse video of what happened, because the Gopher fans started to appear several hours before the event, and as the banners unfurled and the wish

cards and posters from schools were draped and the people poured in, it became a sea of maroon and gold."

As the crowd swelled to an estimated 8,000 fans, Union Station security personnel had to close off the stairs to the pep fest site to keep the crowd from overwhelming the space. Margaret Carlson and WCCO-Radio host Dave Mona welcomed dozens of guests to the stage, including Governor Carlson, President Hasselmo, U president-designate Mark Yudof, U vice president McKinley Boston, and men's athletic director Mark Deinhart.

Although the Gophers fell to Kentucky that night and didn't reach the title game, the feelings of pride and community created couldn't have been greater, says Burgett. "You can't deny that something pretty incredible happened," he says. "I met people at pep fests and other events who had this well of intense pride in the University that they were suddenly able to express. They were able to rally around a coach and student-athletes getting intense national attention for their excellence."

Viewing parties

The UMAA also helped instill spirit in those who couldn't get to the games by organizing and promoting viewing parties, both in the Twin Cities and around the country.

The biggest was at America Live, a collection of food and drink establishments located on the fourth floor of the Mall of America in Bloomington, Minnesota. Centered around America's Original Sports Bar, and spilling over into Player's Grill and Gator's, the viewing parties attracted capacity crowds of as many as 2,000 fans. As if the chance to gather with other Gopher fans to view games on 11 big-screen televisions and more than 60 television monitors weren't enough, Goldy Gopher joined the crowd for each of the games and the University of Minnesota Alumni Band performed during later round games.

The UMAA also helped set the tone by decorating the sites with pom-poms and maroon and gold decorations, and decorating fans with Gopher face tattoos.

Alumni chapters from Seattle to Florida gathered for quickly organized viewing parties at local locations, including a church fellowship hall in Fergus Falls, Minnesota. In Seattle, Puget Sound Chapter President Rick Hanson, a former president of the U of M Band Alumni Society, organized viewing parties at a sports bar near the University of Washington campus. "We had 30 or more for each of the games, plus a six-piece alumni pep band," he says. "The place we found is the headquarters for the local Minnesota Vikings contingent, so they knew how to get the Minnesota games in there for us."

Maroon and Gold Days

Dozens of Minnesota schools, companies, and organizations followed the UMAA's lead and declared Gopher game days to be Maroon and Gold Days. A takeoff on the popular on-campus Maroon and Gold Casual Fridays, the special days helped Minnesotans express their support for the hometown team by wearing the school colors.

Several participating groups were lucky enough to get a visit from Goldy Gopher

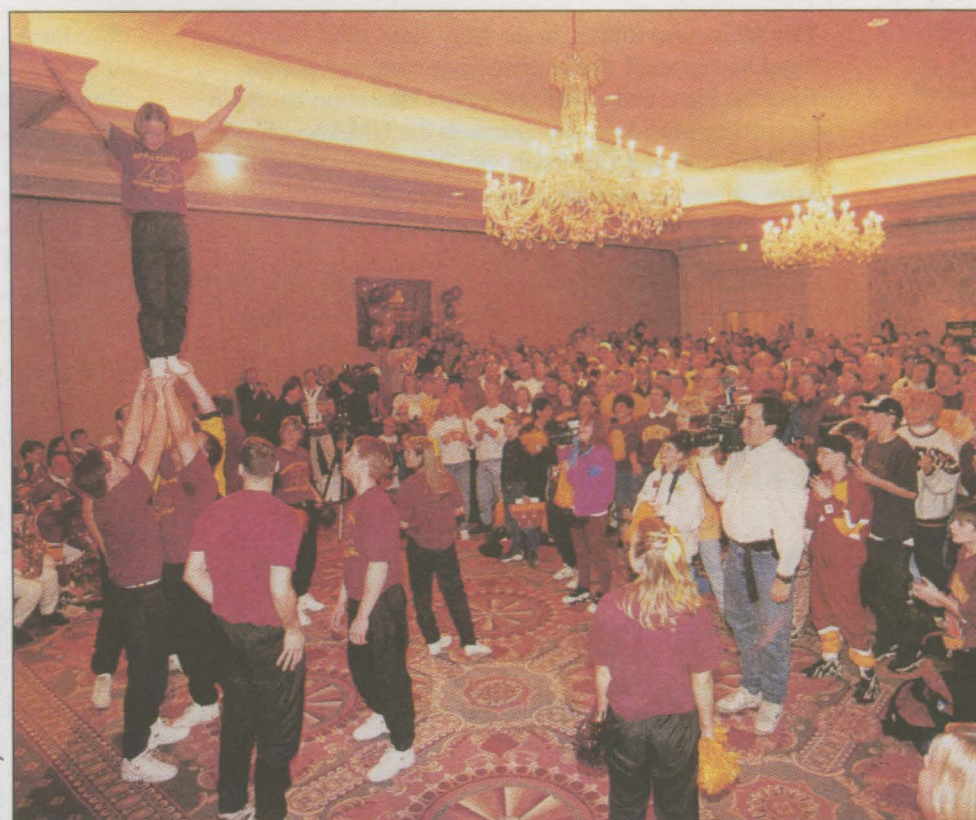


Photo by Wendell Vandersluis

The crystal chandeliers of the Ritz Carlton-Kansas City were in danger from Gopher cheerleaders during the second of the five alumni association pep fests held before Minnesota men's basketball playoff games.



Photo by Daniel Kieffer

Little Gopher fans met their hero, Goldy Gopher, during a rally at Salem Hills Elementary School in Inver Grove Heights, Minnesota.

as well. "We selected participants at random to visit," explains Elaine Cunningham, the UMAA's public relations director. "When we contacted them, they were, without exception, very enthusiastic about having us come in."

Goldy Gopher and UMAA staff visited 3M headquarters, two Target stores, Fridley city offices, the Minnesota League of Cities, American Engineering Testing, the accounting firm of McGladrey and Pullen, and Salem Hills Elementary School in Inver Grove Heights. "Everywhere we went we gave out pom-poms and face tattoos, gave away shirts as prizes for answering trivia questions, and just had a lot of fun," Cunningham adds. "But at the elementary school the excitement was beyond belief. There were 400 kids crowding into the cafeteria who were so keyed up we had to hide Goldy in the kitchen until everyone was in and settled."

Rather than just a visit to say hello and

hand out prizes, the school visit turned into a spirited event captured by local television station news crews. "We came up with a little program," Cunningham says. "But the real excitement was from the kids. They had made their own M hats and pom-poms and were chanting 'Goldy! Goldy!' before we got started."

"Then, when we were done, we sang the *Minnesota Rouser*. There were 400 kids and they all knew the words. There are a lot of little Gopher fans out there." M

For information on UMAA activities that enhance the student experience, contact the UMAA at 612/624-2323, 800-UM-ALUMS (862-5867), umalumni@tc.umn.edu, or visit the UMAA Web site at <http://www.umaa.umn.edu>.

Alumni regent proposals to be heard next year

A follow-up to an alumni association committee from a decade ago proved timely this winter. A review of the way members of the University of Minnesota Board of Regents are selected was already under way when many began calling for change, stating that the process is too political and holds no one accountable. A committee appointed by the University of Minnesota Alumni Association (UMAA) reviewed and, in January, made recommendations for improving that process.

According to Les Heen, UMAA legislative coordinator, the suggested changes were forwarded to and received support from many legislators. "Your report contains some excellent observations and recommendations," Senator LeRoy Stumpf, DFL-Thief River Falls, cochair of the senate's Children, Families, and Learning Committee, wrote to UMAA National President Marvin Trammel in April. "I have heard from many people . . . who are not satisfied with the current regent selection process."

House and senate education leaders have pledged to review the recommendations before the 1998 legislative session. They hope to reach agreement on changes that the legislature could approve in 1998. The next regular regent selection will occur during the 1999 session.

As the recommendations are studied between sessions, the UMAA again will provide lawmakers with copies of the committee report, which outlines the proposals as well as the rationale and research behind them. As it did this session, the UMAA will again offer the testimony of experts and alumni committee members, as well as any background research the committee developed in its review.

The UMAA committee reviewed the regent selection processes of other major university systems and discussed university governance with experts in the field, legislators, and former regents. The committee included 21 distinguished alumni and friends of the University, including several with long records of public service and concern for the University. Among those on the committee were former state senate minority leader Duane Benson and Mike Unger, a former student regent and ex-UMAA national president. Cochairs were John French, a former alumni association national president, and incoming UMAA national president Ann Huntrods.

The committee recommended creating a stronger citizen's committee to recruit and select a small number of regent candidates, which would then be subject to approval by the governor and forwarded to the legislature for final approval. The committee also recommended the elimination of congressional district designations for regents, arguing that a stronger board can be built by considering geography along with other qualifications that span geographic boundaries, like business and educational expertise. Currently, an advisory council selects a larger number of candidates to forward to the entire legislature, a system unlike any other in the nation.

News and Notes

Sunrayce '97 events

The University of Minnesota's Solar Vehicle Project has a record of success, finishing second in Sunrayce '95 with a car that set a record top speed of more than 50 miles per hour. The project's car also attracts positive attention to the University and large crowds wherever it is displayed.

This summer Aurora3, the U's current solar car, developed by a team of mostly Institute of Technology students under the direction of Professor Patrick Starr, can be seen in action during Sunrayce '97. The car is a favorite to finish in the top five this year and is expected to have a top speed of more than 70 miles per hour.

A series of events along the way will allow alums a chance to see the car and its student and faculty crew up close.

Alumni Association events are tentatively planned for Indianapolis on June 18, the night before the race's start, in the St. Louis area on June 20, in the Kansas City area on June 22, and at the finish in Colorado Springs on June 28. Sunrayce '97, sponsored by the United States Department of Energy, is the largest solar-car race in North America. You can learn more about the car and follow the race's progress on the Solar Vehicle Project's Website at <http://www.umn.edu/umnsvp>.

For more information on the Sunrayce events, call Mark Allen at the UMAA at 800-UM-ALUMS (862-5867) or 612/624-5419, or send him an e-mail at umalumni@tc.umn.edu.

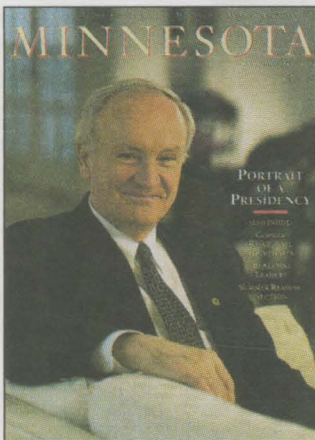
Farewells to the Hasselmos

University alumni and friends said farewell to retiring University President Nils and Pat Hasselmo in events throughout the first half of 1997 and in a special section of *Minnesota* magazine.

A series of events held in a dozen cities around the country by the University of Minnesota Alumni Association (UMAA) in collaboration with the University of Minnesota Foundation gave alums and donors the chance to hear about the state of the University and to ask questions of the U's first couple. Questions ranged from topics like tenure to the future of the football team and how the Hasselmo's met. (She enrolled in a night school Swedish class he was teaching.)

A special tribute at the 1997 UMAA annual meeting gave President Hasselmo a chance to speak to the crowd before Garrison Keillor's show, *Our University, Our Times*. Hasselmo also received formal going-away gifts at the meeting and at several of the events around the country, including numerous donations to the new Nils and Pat Hasselmo Undergraduate Scholarship Program.

At the annual meeting, the University of Minnesota Foundation donated \$100,000 toward the Hasselmo Scholarship, while the UMAA donated \$100,000 in his name to the University Gateway, a planned alumni-visitor center.



Cover photo by Brady Willente

The *Minnesota* tribute, in the May-June 1997 issue, featured background stories, reminiscences, and photos from the eight and a half years Nils Hasselmo has been University president. *Minnesota* is the UMAA's chronicle of alumni and University life that comes to alumni association members six times a year. M

A limited number of of the May-June issue, which includes the Hasselmo tribute, remain. For a free copy call the UMAA at 612/624-2323 or 800-UM-ALUMS (862-5867) or send an e-mail to umalumni@tc.umn.edu.

Admissions, alums work together to attract students to the U

When University of Minnesota Office of Admissions workers take information to students around the state, they often encounter both excitement about the U's educational opportunities and apprehension about the U's size.

To help make the University more personal to prospective students, the Office of Admissions has increasingly turned to alumni volunteers to help. "Alumni are simply invaluable in helping personalize the University of Minnesota for prospective students," says Roxanne Rockvam, the admissions office alumni coordinator. "Alumni add credibility because they have firsthand experience and because they are volunteers and satisfied customers. We find that students are encouraged by hearing alumni experiences and value the opportunity to make a local connection and to see the University's impact in their hometown."

Finding alums to volunteer for projects is not hard, says Jay Ludke, a University of Minnesota Alumni Association outreach program director. "When I meet with alumni around the state, they are always very interested in talking with prospective students," he says. "We're there to help them get involved with the U, while alumni want to help students get the correct information about this place and to share the great experiences they had. This is an ideal situation for two University branches—the alumni association and admissions—to work together to help the University attract outstanding students."

One of those alums is Sheila Kihne, '95, who, as Sheila Corbett, was Minnesota Student Association president in 1994-95. "I had such a great experience at the University," she says. "I want to tell students how strongly I feel about the quality of the education I received."

Kihne and her husband, Todd, who live in the Fargo-Moorhead area, filled out postcards inviting local high school students who had been accepted to the University to a nearby Bringing the U to You event sponsored by the admissions office in March. Sheila Kihne then met with students and parents at the event and spoke as part of a panel. "About half of the students there said they were committed to coming to the U," she says. "The other half were still making up their minds, so I felt it was a really valuable time to get out and speak to all of these students individually about the University. As a recent graduate, I spoke mostly with the students, answering their questions about everything from dormitory food to class sizes to safety on campus. I can't say for sure if I helped anyone decide to come to the U, but I definitely think the alumni and admissions officers who were there took away some myths that the students and parents might have had."

The Bringing the U to You series, which made several stops around Minnesota, is just one of the ways alumni are helping work with admissions.

"We have alums who call prospective students to invite them to events and to answer questions," Rockvam says. "Some alumni chapters have held a summer send-off for students heading to the U, and we're looking at expanding that to a few places outside Minnesota. We already have a presence outside the state with alums in Chicago writing postcards and making phone calls, and we have a wonderful volunteer in Hawaii who represented the University at a local college fair and has volunteered to do it again next year."

In the Twin Cities, she adds, alumni are needed for Campus Preview Days in the fall to help greet visiting students and parents, and to be available to answer their questions.

While the admissions office has attracted two of the best prepared freshman classes in the U's history the past two years, they are not going to rest. "It takes a whole team to highlight the many wonderful things going on at the University of Minnesota," Rockvam adds. "We are very grateful for the efforts of alumni, students, staff, and faculty in getting out and telling the University of Minnesota story. Once people hear it, they are impressed." M

For information on how to help with prospective student events in your area, call Roxanne Rockvam at 612/625-9099.

The UMAA is online!

Do you want more information on something you've seen on these UMAA pages or information on how to join? Why not stop at our World Wide Web site first?

Located at <http://www.umaa.umn.edu>, at the UMAA Web page you can

- join electronically;
- link to the radio broadcasts of Gopher games;
- link to the University events calendar;
- see the cover and table of contents of the current issue of *Minnesota*, plus a listing of upcoming features;
- learn about our many on-campus initiatives like mentoring, awards and scholarships, and college-based alumni societies as well as our community and spirit building efforts, including Maroon and Gold Casual Fridays, pep fests, and special events like the UMAA annual meeting;
- catch up on our advocacy efforts, including the 2,500-member Legislative Network, a group of volunteers who speak out on behalf of the University to their state legislators, and our recent committee that reviewed and made suggestions for changes to the regent selection process;
- see a list of our dozens of member benefits;
- find contacts and upcoming events for UMAA chapters nearest you; and
- sign or view the alumni guestbook.

Once you've had a look around, let us know what you think. What else would you like to see? We want to hear from you.

If you don't have Internet access, UMAA members can sign up for access through the University's system for one of the lowest rates around. For information on that or any other UMAA benefit or initiative, you can reach us in several other ways. M

Call us at 624-2323 in the Twin Cities or 800-UM-ALUMS (862-5867). Fax us at 612/626-8167. Send an e-mail to umalumni@tc.umn.edu.

Where There's a Will...

Most wills are created to divide and distribute assets to loved ones. For alumni Darby and Geraldine Nelson, their will was an important way for them to create a lasting legacy for an institution that influenced their lives: the University of Minnesota.

"Things have gone well for us over the years, and we owe a debt of gratitude to the U," says Darby. "We feel the need to say 'thanks' to the University and to those people who donated to the U in the past and who never knew the names of the students they were helping."



Darby, who has a bachelor's, master's, and Ph.D. from the U, is an instructor of biology at Anoka-Ramsey Community College. Geraldine was among the first graduating class of students from the College of Biological Sciences.

"The bequest made through our will is going to support the field station at Itasca," says Darby. "Geraldine and I met at Itasca as students in the '60s, so it has special meaning in our lives. And the work of students and faculty at the field station has made a tremen-



Donor and alumnus Darby Nelson, an instructor at Anoka-Ramsey Community College, and his wife, recently made a bequest through their will to support the field station at Itasca.

Matching gifts benefit U and corporations

The University of Minnesota ranked number one last year among U.S. public colleges and universities in corporate support with more than \$55.8 million in fiscal 1996. Minnesota has ranked in the top three public universities in corporate support since 1992.

One opportunity for future growth in corporate giving are matching gift programs, which last year brought in nearly \$700,000. University alum Brent G. Blackey, a partner with Arthur Andersen, L.L.P., encourages U of M grads at Andersen to give to the U and have their gifts matched. "Our company believes that supporting the schools where we recruit graduates bears directly on the quality of our new hires. We reap the benefits of those contributions every year," he says. "We believe once people start—no matter how modest the level—they're likely to sustain and increase their giving."

Blackey speaks from experience. He was recruited by Arthur Andersen upon graduating from the U's business school in 1980. He says that even when he was giving smaller contributions, it was good

1996 Top Ten Matching Gift Companies

(in corporate matching dollars and listed in alpha order)

- American Express
- Andersen Worldwide*
- Deloitte & Touche
- Exxon Education Foundation
- General Mills
- Honeywell
- IBM
- Norwest
- 3M
- US West

* Arthur Andersen, L.L.P., and Andersen Consulting

Corporate giving to the U

Year	Amount in millions
FY92	\$38.5
FY93	\$47.3
FY94	\$51.3
FY95	\$54.0
FY96	\$55.8

These figures are from the Council for Aid to Education (CAE) and represent all support of cash, in-kind gifts, and noncontractual research grants for University departments and programs.

to see the bigger impact of his gift by having his employer match it.

To find out if your employer has a matching gift program, you can contact its human resources department or call Kathleen Davis at the U of M Foundation at 612/626-8562, or 800/775-2187. M

— Gay Gonnerman

Some tips about wills

- Carefully consider the guardian, executor, and beneficiaries of your will.
- Review your will periodically and change it when conditions warrant (marriage, new baby, assets change, etc.).
- Have more than one copy of your will and keep in separate places.
- Research your state's laws regarding living wills. (It could expire.)
- Make an inventory of important documents and where they can be found.
- Talk to family members about your will and other matters to be considered after your death.

dous impact in the area of environmental research over the years.

"As a college professor and someone who served in the state legislature for six years, I know how valuable the University is. The U is Minnesota's flagship institution. It is the major economic engine of this state and it's important that it be well tended and well supported. Our bequest is one way we can help." M

— John Andreini

For a copy of the booklet Use Your Will Power, contact the Office of Trusts and Estates at the University of Minnesota Foundation by calling 612/624-3333 or 800-775-2187.

Siehl Prize Winners Give Back to the U

The University harvested a bumper crop of good news recently when the three winners of the 1997 Siehl Prize for Excellence in Agriculture—two of them University alumni—donated all or a portion of their \$50,000 cash awards to the U of M.

Winners of this year's prize were

College of Agricultural, Food, and Environmental Sciences (COAFES) professor Donald Rasmusson in the academic category; University alumnus and regent Bob Bergland for production agriculture; and Bailey Nurseries' Gordon Bailey, Jr., also an alumnus, in the agribusiness category. The award is given by COAFES every two years to leaders who have made significant contributions in the three categories. Eldon R. Siehl, a Minnesota businessman who attended the University and had a strong interest in agriculture, endowed this award. M

— Eric Hatling



Three Siehl Prize winners who shared their financial award with the U were Bailey Nurseries' Gordon Bailey, Jr., a U alumnus; U of M professor Donald Rasmusson; and U of M alumnus and regent Bob Bergland.



UNIVERSITY OF MINNESOTA

For Alumni & Friends

DELUGE

continued from page 9

Lessons in family giving

Parents are concerned today about passing on to their children values and traditions. But one tradition that's frequently overlooked is the lesson of giving.

"The most important thing parents can do to teach their kids about giving is to set an example and be visible about it," says

Teaching children to be generous

"Giving needs to be taught and nurtured and ought to be from the heart," says Marti Erickson, director of the Children, Youth, and Family Consortium and an expert on parent-child relationships. If you want to teach your children or grandchildren to be more generous, she has these suggestions.

- Show them by your actions. Make plans in front of them.
- Talk to them about where and why you are giving.
- Take them to see firsthand the impact of giving.
- Help them to budget and set aside money for a charity.

Marti Erickson, director of the Children, Youth, and Family Consortium at the U. "Parents need to talk about where they give their money or time and why. Children of all ages will learn that family



Photo by Dan Marshall

University of Minnesota alumnus and donor Linda Bachman Felker

giving is a value more than a tradition."

One family that set a U-minded example for their children is the Cowles family. "My parents by deed more than talk made it clear to us children that anyone who succeeded in the community had an obligation to pay back or help future generations," says John Cowles, Jr., a U donor.

Another example is the Bachman family. Three generations of Bachmans have attended or supported the University, helping the U of M to grow while they nurtured their family floral business. With the establishment of the Ralph and Marguerite Bachman Endowed Scholarship in 1993, the family's support for higher education will continue well into the next century.

The impetus for establishing a scholarship was their daughter, Linda Bachman Felker. A 1964 graduate of the University's College of Education, Felker taught elementary school for 21 years.

"As a teacher, I saw many deserving students pass through my classes who could not afford to go to college," she says. "The scholarship was set up to help students like those who have potential but need financial assistance.

"The necessity of a good education has been passed down through the Bachman family, and my parents impressed on us how important a college education was. I felt a scholarship at the University was the best possible way to honor them." M

— John Andreini

their own. Displaced students were given free housing on campus and a meal plan. And the financial aid office waived late fees on scheduled payments that students missed because of the emergency.

Crookston took all these steps without knowing just how the school would pay for everything. On a recent visit to the campus, President Nils Hasselmo presented UMC with a \$25,000 donation from the University of Minnesota Foundation. It didn't take long for the money to find a good home.

"We knew we were taking a risk, but felt we had to do everything we could for our students," says Dean McCleary, Crookston's vice chancellor of finance. "In that time of panic and confusion, the immediate reaction of many students was that they'd better quit school and go home. We didn't feel that was in their best interest—nor in ours." Besides helping defray expenses already incurred, McCleary explains that the foundation's \$25,000 will also be disbursed in the form of student grants.

Now the evacuees have vacated Lysaker Hall and life at UMC has returned more or less to normal. But the impact and implications of this spring's floods will be felt for years to come. Right now, says Chancellor Sergeant, "we are trying to look further and further down the road to foresee the long-term effects of the flooding."

Meanwhile, the events of this April are already a source of institutional pride for students, staff, and faculty who, faced with an epic disaster, rose as a community to meet the occasion. Amidst all the chaos, the urgent to-ing and fro-ing, Ken Myers points out that it's important to remember, "I never missed one of my classes. My colleagues and our students made every effort to maintain our academic schedule. And in the end—despite everything—UMC never closed." M

—Richard Broderick

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EDITOR'S NOTE

When you think about it, a university is a pretty amazing enterprise.

At a time of widespread cynicism and distrust of public institutions, a university is a place where scholars and scientists from widely disparate backgrounds and with widely disparate interests are drawn by the love of knowledge for its own sake and where, for the most part, they work together in collegial harmony, share ideas, and even endeavor to pass their accumulated knowledge on to the next generation.

Can anybody imagine anything—well—more *unlikely*?

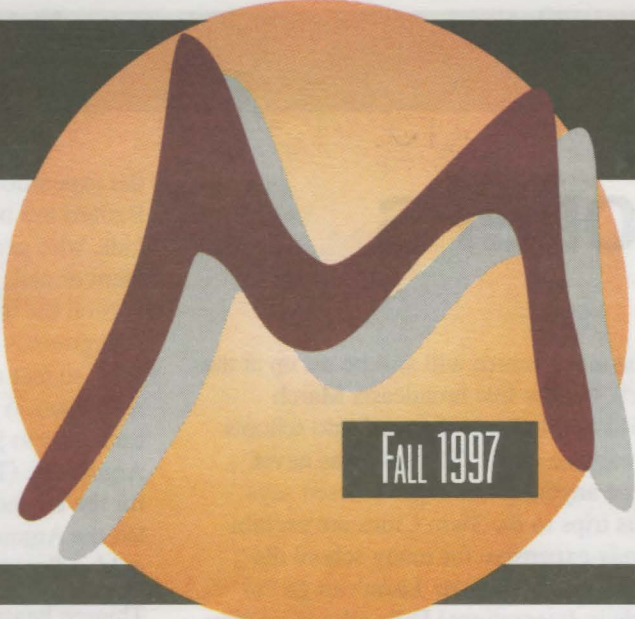
However unlikely, universities continue to thrive as they have for most of the past 1000 years. They are, in fact, perhaps the highest collective achievement of Western civilization, even more than the Western systems of law, science, medicine, or philosophy. Indeed, it's fair to say that without universities, there wouldn't be such things as Western law, science, medicine, and philosophy—at least not as we recognize them today.

As obvious as this may all be, it seems appropriate to reiterate these facts, especially now at the beginning of a new academic year, when the University of Minnesota welcomes a new class and a new president in a timeless ritual that combines the old with the new, the traditional with the thoroughly modern. It also seems appropriate because in this issue our lead story celebrates some of the fruits of the collaboration I cited above. Out of the literally thousands of choices of University programs, services, medical breakthroughs, and technologies that have improved the lives of Minnesota's children, we have selected a half-dozen to look at in detail. The story is by no means meant to be comprehensive; in-depth coverage of all those services, etc. would require a book. In fact, such a book does exist, although even it doesn't attempt to cover all the basis. Sitting in front of me right now is a notice in the newsletter from the College of Education and Human

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UNIVERSITY OF MINNESOTA

For Alumni & Friends



Photo courtesy of James Ford Bell Museum

Kids and the U

Above: Excitement at the Jason Project

Children are the future." How often have we heard that phrase? But at the U, it's more than a cliché, more than a glib observation. It's a reality that forms the background to the University's research, service, and teaching, a certainty that cuts across and informs work in dozens of disciplines.

And not just on campus, either. In addition to the 49,000 University students, the U reaches out and touches the lives of children throughout the state—and around the world—with programs, services, cur-

riculum, and medical and technological breakthroughs that directly enhance the lives of high school students, students in K-12 classrooms, pre-schoolers, toddlers, infants, even children still in their mother's wombs.

Over the past several months, the editorial staff here at M has gone out on the road to profile a small sampling of thousands of University programs and services that relate to children's welfare. We've found it an exhilarating, often touching experience. We hope you do too.

continued on page 2

Young Explorers

The Jason Project

Every spring the kids arrive on the Twin Cities campus, ready to be explorers and discoverers. All year they have been studying for the expedition in their own classrooms, and now they are ready for the live Jason Project show in the auditorium of the James Ford Bell Museum of Natural History.

The Jason Project is a high-tech distance learning program designed to excite kids about science. It combines curriculum materials, Internet activities, and live interactive satellite programs for teachers and students across the nation and world. The Bell Museum has been part of it since 1990.

In the past seven years Jason has taken students, via computers and giant TV screens, to Yellowstone National Park and Antarctica, the Great Lakes and the Everglades. This year the expedition will be Back to the Ocean, with visits in Monterey, California, and Bermuda.

Now the Jason Project in Minnesota is taking its "next huge step," and it's "very, very exciting," says Amy Thiesen, project director at the Bell. Legislative funding of \$1 million is making it possible for the Bell to take the program statewide.

The telepresence will still be set up at the Bell, but the live broadcasts March 16-27 will also be beamed into schools across the state. "The state has never done anything this big," Thiesen says. Bus trips to the Twin Cities are prohibitively expensive for many school districts, she says. Now Jason can go "to kids in International Falls who in no way could take a bus down here."

The Jason Project was started in 1989 by Robert Ballard, the scientist who found the Titanic, as a show that invited kids to watch the exploration of the ship. Ballard's idea was to show students that science is fun. That first year, though, students weren't able to do anything except watch. "It was basically an exhibit that you watched on a big screen," Thiesen says.

In 1990 Ford Bell, the grandson of James Ford Bell, brought Jason to Minnesota. "That was the year they [Ballard and his crew] went to the Great Lakes," Thiesen says, and it was the year phone line interactivity was added. An important part of the experience now is that museums are called so that kids can ask questions.

Ballard continues as the chief scientist for Jason, and he is on-site live leading

the expedition that is shown on screen. Ballard has become a celebrity for the kids, who get a thrill when he waves at them or calls them by name. Other scientists on the team are "diverse in their backgrounds and personalities," Thiesen says, so that all kinds of kids can identify with them. A few students are chosen each year to join the team as student Argonauts. (The Jason Project is named for the legendary Greek hero Jason, who led the Argonauts in the quest for the golden fleece.)

Thiesen hears all the time from teachers who say Jason has reached students they weren't able to reach before. "They'll say, 'I had one student who was failing, and he just opened up. He's getting A's and B's now.' I hear that every single year."

Teachers are given curricular materials centered around the theme for the year and written to meet national science and geography standards. Teachers can pick and choose what they want to study, she says, but "turning on the broadcast without doing the curriculum is meaningless."

Jason kids conduct their own field investigations. Last year, for a study on birds, they noted the birds they were seeing, entered the data, and compared notes with students in other parts of the United States and in Antarctica. The exchange happened the same place where a lot of Jason activities happen, on the Jason web

page at www.jasonproject.org.

For class projects students may also create exhibits, some of which go on display at the Bell. "It's a morale booster for the kids to come in and see their stuff and know that complete strangers are looking at their work," Thiesen says.

Some schools bring their kids for overnights, including a night in the Bell's Touch and See Room and a visit with scientists from the University.

With the popularity of Jason, the Bell Museum has introduced its own program, Bell Live, that highlights Minnesota research. The first year's show was on the Raptor Center, the second on wolves. Last year's was on forests, and this year's will be on fresh water.

The award-winning program goes across the country, with sites in Alaska, California, Texas, Pennsylvania, among other places. "We know we have a quality program that's being viewed by others," Thiesen says.

For both programs, the people at the Bell draw on the expertise of experts throughout the University. "We're a real research museum with a strong university behind us," Thiesen says. "We try to look for avenues for different departments to help us and help the kids. Most of them are excited when they can do it."

—Maureen Smith

4-H: Not just 'cows and cooking' anymore

In the middle of a crowded open building, some in the milling crowd stop to laugh at a rainbow-haired clown struggling with an unruly strip of wallpaper. In one corner a team of teenagers stare into computer screens, typing streams of code to create a Web page. In the opposite corner, beside a stage set as a 1950s diner, an exquisitely crafted rolltop desk earns a purple ribbon for excellence.

Welcome to a typical morning at the Minnesota State Fair's 4-H Building.

"People still think 4-H is all about cows and cooking," says Rachel Moldan, a 4-H member from Redwood County. "There are actually 70 program areas, from aerospace to zebra mussels."

That broad emphasis is intentional, according to Deborah Lande, a development officer with the Minnesota 4-H Foundation. "We have to offer activities that are relevant," she says. "4-H started around the turn of the century as a loose collection of programs aimed at keeping young people interested in agriculture and the agricultural life, so that will always be our heritage and part of 4-H. But family farms are becoming fewer, and we have to keep looking for what young people want and need within the larger context of developing future leaders and stronger communities."

4-H (4-H is the program's official name, standing for head, health, heart, and hands) is a nonprofit organization with 5.4 million participants, a national council, and branches in each state. Operating primarily through donations and volunteer help, 4-H clubs follow the national mission of building "partnerships with those who seek to involve youth in solving issues critical to their lives, their families, and society."

In Minnesota, there are about 1,500 4-H clubs with 250,000 members. The University of Minnesota Extension Service provides staffing, logistical support, and a pipeline for University research and expertise in each of Minnesota's 87 counties. The Minnesota 4-H Foundation offers fund-raising help and makes grants to pay for some of the programs. The Center for 4-H Youth Development, housed in the University's College of Education and Human Development, works to help ensure that 4-H programs have effective educational components, promote safe and healthy behaviors, and help youth feel supported and connected to their communities. Among its many roles, the center offers training sessions, does research, issues publications on effective youth development methods, and serves as an information clearinghouse.



Photo courtesy of 4-H

The Sew We Care project is typical of 4-H's emphasis on learning and service. The youth involved not only learned clothes making skills, but donated their results to women's shelters and charities.

"They try really hard to be sure there is an educational and service component in everything," says Moldan, who has been in 4-H since she was nine, the earliest age for official participation. "When projects are judged at the county fairs and the State Fair, they don't just look at how well you did it. You have to explain how you did it, what you learned, and how it served your family or community."

At 18, Moldan is one year away from 4-H's maximum age limit, but plans to continue her involvement as a volunteer once she is finished. "Most 4-H'ers who reach the state level continue to be involved as adults," she says. "I have learned so much from 4-H. I not only worked on projects, but I got involved in club leadership, working with all kinds of people from little kids to adult volunteers. Also, you have to be able to explain what you're working on. In high

school speech class, the teacher said she could tell right away who was in 4-H because they're not as afraid to speak and know how to be clear."

Although Moldan says she has remained involved with 4-H because she finds it fun and challenging, 4-H alumni say there are clear personal benefits for the future. "It was the best thing I could have done in terms of helping me grow into a responsible and confident person," says 25-year-old Lori Will. "I went from being dragged to my first meeting kicking and screaming to loving it. This was a group of friends for me and we really looked out for each other."

Will, who now works with the Minnesota 4-H Foundation, tried several different program areas as a 4-H'er. "I first got involved in making clothes, which turned out to be some good, quality mother-daughter time," she says. "Later I tried photography, child care, raising dairy animals, and finally got into leadership. I was in for 10 years, and that's a long time to keep a young person's interest. I think these young people involved now will look back in ten years and realize how much they got out of this. That's why so many stay involved as adults."

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—Chris Coughlan-Smith

Arbor Days

Planting the Parkview Center School Forest

Four years ago, classrooms along the northwest wing of Parkview Center School in Roseville had a clear view of Highway 36 and its access roads. Now, thanks to the efforts of the students themselves, they look out at a forest and gardens planted with over 450 trees and shrubs native to northern Minnesota. K-8 students at Parkview Center School in Roseville are learning firsthand about forest ecology and the environment by creating and managing their own forest on the school grounds through a partnership program with the College of Natural Resources.

To get the forest started, College of Natural Resources faculty and graduate students worked with Parkview students to establish "Green Teams," map the school grounds, learn about forest ecosystems, and plan the forest and gardens. Several local nurseries donated plants and the school held its first School Forest Planting Celebration in the spring.

A school nursery was established during the second year and every student at the school planted seedlings that would later be transplanted, either at the school or in other parts of the community. Parts of the forest have been specially designed to attract wildlife or butterflies, or to focus on native habitats. Students also set up a record-keeping system to chart the survival and growth rates of their plants, and they constructed a weather station and developed a Web site.

The forest program is now well integrated into the curriculum of Parkview Center School. In addition to the hands-on opportunities for learning about the environment and natural resources, the forest program activities have been applied by the school's teachers to curriculum in math, science,

social studies, art, music, and language arts.

Jerrilyn Thompson is a research fellow in forest resources who helped get the program started. She says that the forest program, which has now expanded to involve several other environmental and education organizations, has become a role model for other schools on how to use active learning activities to teach children about the environment. "This program was successful because of the partnerships we formed," she says. "Each organization contributed in a way that made sense for them, allowing us to expand our activities way beyond the initial scope of the project. We could not have achieved all that we did achieve without them."

The ongoing partners have been the College of Natural Resources, the U.S. Forest Service's North Central Experiment Stations, the National Park Service's Cooperative Park Studies Unit, and Twin Cities Tree Trust. Other organizations have contributed funding or in-kind gifts such as plants. A Bell Foundation grant supported three U of M interns.

The James Ford Bell Museum of Natural History is an example of other organizations that have helped with one-time projects. The museum was involved last year in helping students and teachers at Parkview Center School plan a Youth and the Environment Conference that was attended by students from 10 different elementary and middle schools in the Twin Cities metro area. A total of 265 students and 60 teachers, workshop leaders, and volunteers took part in the day-long event. In commenting on the conference, one eighth-grader wrote, "It was weird! Don't take me wrong, it was a good weird. It was wonderful! This was the first time I did this but it was fun."

"Celebrations and special events have been an important part of keeping this program fun for students," comments Thompson. "They plan the events, and it helps them assume ownership of the program. And ceremonies such as the annual tree planting are becoming a tradition for this school."

—Martha Douglas



Students and parent volunteers join hands to plant a forest.

Keeping kids from having kids

The teen pregnancy prevention center



Photo by Tom Foley

Michael Resnik

When it comes to physical health, no time is better than adolescence. With ear infections and chicken pox behind them, and with menaces like heart disease and osteoporosis still decades away, teenagers are a robust group. The biggest risk to teenage health is behavior.

For teens, smoking, violence, and homicide are bigger threats than ever. And rising teen pregnancy rates now exceed those of most developed countries. The consequences of teen pregnancy are not only physical—with health risks to both mother and baby—but social, economic, and cultural as well.

Alarmed by teen pregnancy statistics, the U.S. Congress in 1995 mandated funding for a national teen pregnancy prevention center. It would be the 14th center under the auspices of the Centers for Disease Control and Prevention (CDC), and the only one focused on a single health issue. On October 1, 1996, the grant was awarded to the University of Minnesota.

It's a distinct honor, especially given that the state "has a comparatively low teen pregnancy rate," says Michael Resnik, who directs the center. What made the University appealing, says Resnik, a professor with appointments in both pediatrics and public health, is that it could promise "strong collaborative research aimed at identifying best practices in pregnancy prevention. There are heaps of myths about what works. This is a case for an experienced interdisciplinary group that can cut through the mythology."

The U's interdisciplinary research team includes faculty from the School of Public Health, as well as the Medical School and the School of Nursing, and even an industrial engineer from the

Carlson School of Management. In the CDC's view, the University was also attractive because of its strong connection to a network of 12 community clinics linked with area and state health departments. And there's no doubt that the University's long history of adolescent research—including the largest studies done to date on abortion and adoption decision-making among teens—was a plus.

And just what is it that these researchers hope to accomplish? Identifying "best practices" is the first goal, and it may be the most overwhelming. As research has become increasingly clear that contraceptive knowledge alone doesn't prevent teen pregnancy, it has also revealed a



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complex profile of the teenager at high risk. "These girls are struggling in school, they're ambivalent about their pregnancy intentions, and they don't see many possibilities for themselves in the future," says Resnick. "We want to intervene to change their life course."

The entry point for this intervention, says Resnick, will be with the group that research says is at the greatest risk—surprisingly, teens who receive a negative pregnancy test.

"Half of these girls will come back pregnant in six months," says Robert Blum, director of the division of pediatric and adolescent health, and a member of the research team.

"Our current system of care leaps into action when someone gets a positive test," says Resnick. "They're assessed for substance use, violence, nutrition, home, and living arrangements. For them, we have a wonderful response mechanism. But we don't tend to use a negative response as a teachable moment. If a kid is ambivalent about pregnancy, a lukewarm conversation about birth control isn't going to work."

So Resnick and his colleagues want to test the most effective way to respond to this group, then educate and disseminate information to the clinics and caregivers who need it. Current field studies include testing how to ask sensitive questions about pregnancy intendedness in what Resnick calls a "respectful, appropriate, valid" way.

Beyond intervention and education—the focus of the grant—the researchers want to establish what Resnick says will be the most innovative pregnancy prevention center in the country.

"Cutting-edge intervention rests in the concept of healthy youth development," says Resnick. "We need to address academic competence, school-to-work transitions, and the kinds of knowledge and skill-building experience that will help kids feel more connected."

Resnick says it will be the only center using youth development as the model. Working with the community, the center will give kids 15 and under "meaningful opportunities to give to others by training them to be peer educators and counselors, will work with the schools to find each kid a mentor, and work with the parents to provide support," says Blum.

"We'll use this window of opportunity, then stick with them for three to five years," Blum says. "To do less is to fail."

—Mary Shafer



Photo by Tom Foley

Sheila and Austin

Motherhood

STEEP helps young women become good parents

When Sheila describes her childhood, she doesn't mince words.

"It was crummy, alcoholic, and filled with drug abuse," the 25-year-old declares. Asked where she went to school, she'll tell you, "All over—Hopkins, Forest Lake, North High, South High, California. My family was always getting evicted from places."

Given Sheila's background, the expectation would be for her to continue the cycle of parental neglect and abuse. Instead, when she discovered—to her chagrin—that she was pregnant, she resolved to do what was necessary to ensure that her baby-to-be would have a childhood very different from her own.

"I decided that what I went through I wasn't going to put my kid through," she says.

For one thing, she stopped her daily round of drinking. She also began keeping a scrapbook of everything related to the pregnancy, including the doctor's report from her pregnancy test, wanting, she explains, "to do everything that wasn't done when I was a kid."

Perhaps most important of all, she overcame her reluctance to seek outside help and called the maternal support organization recommended by a midwife at Hennepin County Medical Center. Alone, and seven-and-a-half months pregnant, Sheila contacted Sharon Mergess, a STEEP (Steps

Toward Effective Enjoyable Parenting) case manager at St. Martin's School in Minnetonka. The idea of attending twice-monthly group meetings with other mothers didn't appeal to Sheila at first, but then Mergess mentioned a program method that the young woman found overwhelmingly attractive.

Once a month after the baby was born, Mergess explained, she would come to Sheila's home and videotape the baby.

While the videotaping is primarily a tool for Mergess to review mother-baby interactions with the STEEP mothers, Sheila saw it first and foremost as a way to record her baby's development, something, she says, "that he'll really like having when he's grown up."

Her baby, a little boy named Austin, is now 15 months old, a happy, healthy toddler filled with boundless curiosity. Since his birth, STEEP has helped Sheila discover a number of important things about herself, about motherhood, and about the world at large. Like positive reinforcement—the kind she receives from Mergess as well as the eight other mothers she meets with regularly—raises her self-esteem, which, in turn, makes it easier for her to handle stress. Like ways to control her temper so that, "I'm not yelling at him all the time, the way I was all my life." Like despite her dislike for meeting new people, she would come to love the bi-weekly group meetings so much that she has emerged as one of the group's informal leaders.

The program may even be having a positive effect on her work life. She has just been promoted to head cashier at the grocery store where she's been employed for seven months—longer than any other job in her life.

Like STEEP programs elsewhere, the one at St. Martin's was designed in consultation with Martha Erickson, the head of the University's Consortium

"I DECIDED THAT WHAT I WENT THROUGH I WASN'T GOING TO PUT MY KID THROUGH"

for Children, Youth, and Families. The program is based on a research project that studied the bonding process between new mothers and their babies conducted by Erickson, Byron Egelund, and Alan Sroufe of the University's Institute for Child Development.

"STEOP is based upon the need for secure parent-infant attachment as the foundation for a person's competence and well-being later in life," says Erickson. The program differs from other parenting services because it enrolls women who, for a variety of reasons, are likely to face special challenges on the road to effective motherhood. And unlike other programs, STEOP does not charge for its services.

"There aren't a lot of positive people in the world, but there are a lot of them here," says Sheila. With the help of STEOP, she is learning how to become one of them. And in turn, that means her little boy will probably not grow up to describe his childhood as "crummy."

—Richard Broderick

Walking the Red Road to higher education

Upward Bound Vision Quest

In the counselors' office at Four Winds school in Minneapolis, Ernest Briggs and Jessica Gordon fidget and exchange jibes and carry on like typical eighth graders. Jessica wants to go to medical school after finishing college; Ernest is into "something to do with computers." Already they are focused on the academic road that lies between them and the bright future they envision for themselves.

But in another sense, they are not typical. Both come from families where no one has ever attended college. And both are American Indian—Ernest is an Ojibway, Jessica a combination of Ojibway and Prairie Island Sioux—members of what has been until now the most disadvantaged minority in the nation, with the highest high school dropout rate of any ethnic group. And both are also enrolled in Upward Bound Vision Quest, a program begun at the University more than 25 years ago—and, like other Upward Bound programs across the country, partially funded by the federal government—with the specific goal of helping Indian kids like Ernest and Jessica go on to post-secondary educational institutions.

This past summer, Ernest and Jessica got a taste of what it's like to attend college. Along with dozens of other students from Duluth and the Twin Cities, they spent six weeks living and working on the University's St. Paul campus. While there, they worked on science projects (Ernest researched Lou Gehrig's Disease, Jessica diabetes, "because it's really common among Native Americans and it runs in my family," she explains), studied Ojibway culture and language, did book reports, and learned conflict resolution skills.

Besides the social opportunities the summer program provided, Ernest and Jessica most liked the science projects. Jessica did the bulk of her research in the University libraries or on the Internet, while Ernest enjoyed the chance to burn the midnight oil while working on his project.

"They let us stay up late before our reports were due," he recalls.

Vision Quest is not just a summer program but offers academic and personal support during the regular school year as well. For students attending seventh through tenth grade, Vision Quest counselors offer tutoring, study skills instruction, and other help. For kids in 11th and 12th grade, there's also career and personal counseling. All the assistance is designed to help students graduate from high school and go on to college or other post-secondary training.

Originally, Vision Quest was designed for Native American students only. Over the past 25 years, however, the program has been expanded to help students of every color provided they meet certain income and family requirements and attend one of the target schools served by Vision Quest in the Twin Cities and Duluth.

"In my mind there are three reasons why our program is unique," says Leslie Lilligren, Vision Quest's associate program director. "First, we're the only urban Upward Bound program in the country that serves two separate major urban areas. Second, ours is the only program that works with seventh and eighth graders. Early on, the Vision Quest founders discovered that if they wanted to help Indian students get to college, they needed to start helping them before high school. And third, we're the only Upward Bound program that targets urban Indians."

That last point is important, of course, because the majority of Minnesota's American Indians live in the Twin Cities or Duluth.

Donna LaChapelle, the Vision Quest counselor at Four Winds, has been with the program for ten years. "I see kids I worked with," she says. "I run into them at powwows and I visit with them. These are kids who went on to college and are on the way to making something of their lives. I know Vision Quest worked for them."

—Richard Broderick



Jessica Gordon and Ernest Briggs

SPORTS

Face off

For the first time in history, the University of Minnesota is fielding an intercollegiate women's hockey team, becoming the only Division I school in the Midwest to do so.

When the players take to the ice at Mariucci Arena for their first game November 2 against Augsburg College, the team will revolve around a core of former high school stars like Minnesotans Brittny Ralph from Brooklyn Center and Jenny Schmidgall of Edina. Ralph helped her Minnesota Thoroughbred White club team to a pair of runner-up finishes at the U.S.A. Hockey National Championships in 1996 and 1997. Thomas was the leading scorer of the 1996 U.S. Junior National Team. She also led her Alaska Firebirds Club team to the 1996 U.S.A. Hockey national title. Both women were invited this past August to try out for the U.S. women's Olympic hockey team.

"Their selection gives our program credibility and shows that we're attracting some of the best players in the

country," says women's hockey head coach Laura Halldorson.

With 80 high school girls' hockey programs in Minnesota, Halldorson was able to do most of her recruiting close to home. Of the 15 players she has signed up so far, 10 live in the state.

For its first couple of seasons, the women's team will be sharing Mariucci Arena with the men's hockey team. A separate arena next to Mariucci is planned for the 1999 season. It will house a rink for the women's hockey team, as well as a tennis court and practice facilities for other sports.

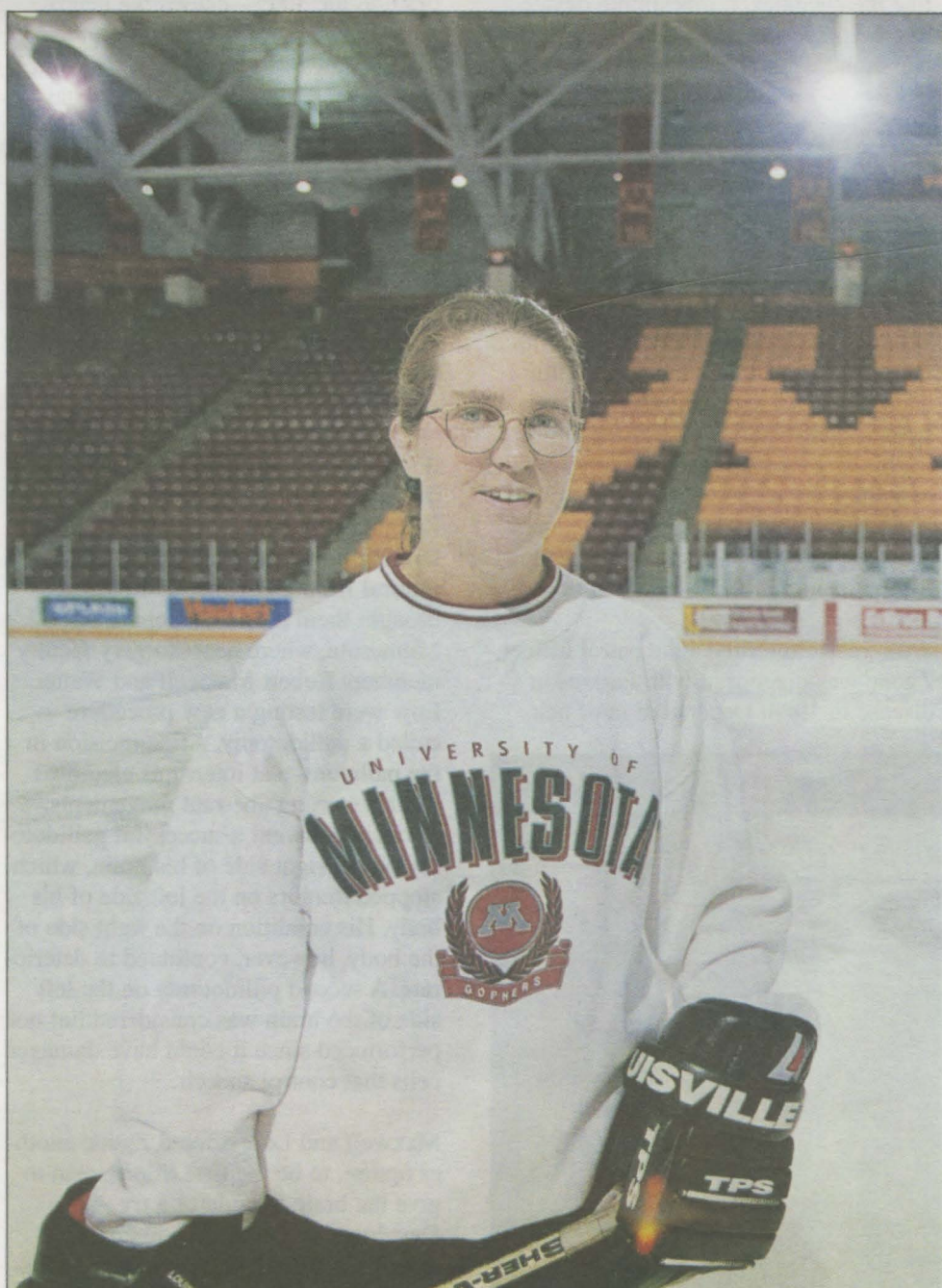
Although the women's version of hockey is essentially the same as the men's, there is one big difference: no checking. That doesn't mean there won't be any body contact on the ice, however.

"The penalty [for checking] is a judgment call on the part of the officials," says Halldorson. "The difference between it and legal contact is intent. If a player is going after the puck, you are allowed to play the body."

To Halldorson, though, the rule is a definite plus. "In the women's game there is more emphasis on skills because there isn't the same checking and grabbing you see in men's hockey," she says. "I think that makes the women's game a purer form of the sport."

The first women's hockey team game begins at 6 p.m., November 2. For tickets and information, call (612) 626-8080.

—Venita Robinson



U Women's Hockey Coach Laura Halldorson

Brainstorm

A device that stimulates a part of the brain could redefine the treatment of Parkinson's disease

A little over a year ago, Bob Zgonc (pronounced sgonce), who has had Parkinson's disease for 13 years, expected to be confined to a wheelchair by this fall. Instead, he's been hunting for partridge in the woods near his Chisholm home, raking leaves in his yard, and enjoying woodworking projects in his garage.

Last October, Zgonc became the first Minnesotan to receive an implanted, battery-powered deep brain stimulator, developed jointly by Medtronic, Inc. and University neurosurgeons. Since then, his disabling symptoms have virtually disappeared. Similar to a pacemaker, the stimulator consists of a small, battery-powered generator implanted just below the collar bone that sends electrical pulses along a wire running under the scalp and into the pallidum, a small region deep in the brain that's involved in movement. And like the pacemaker, this simple device has the potential to redefine the way a common health problem is treated.

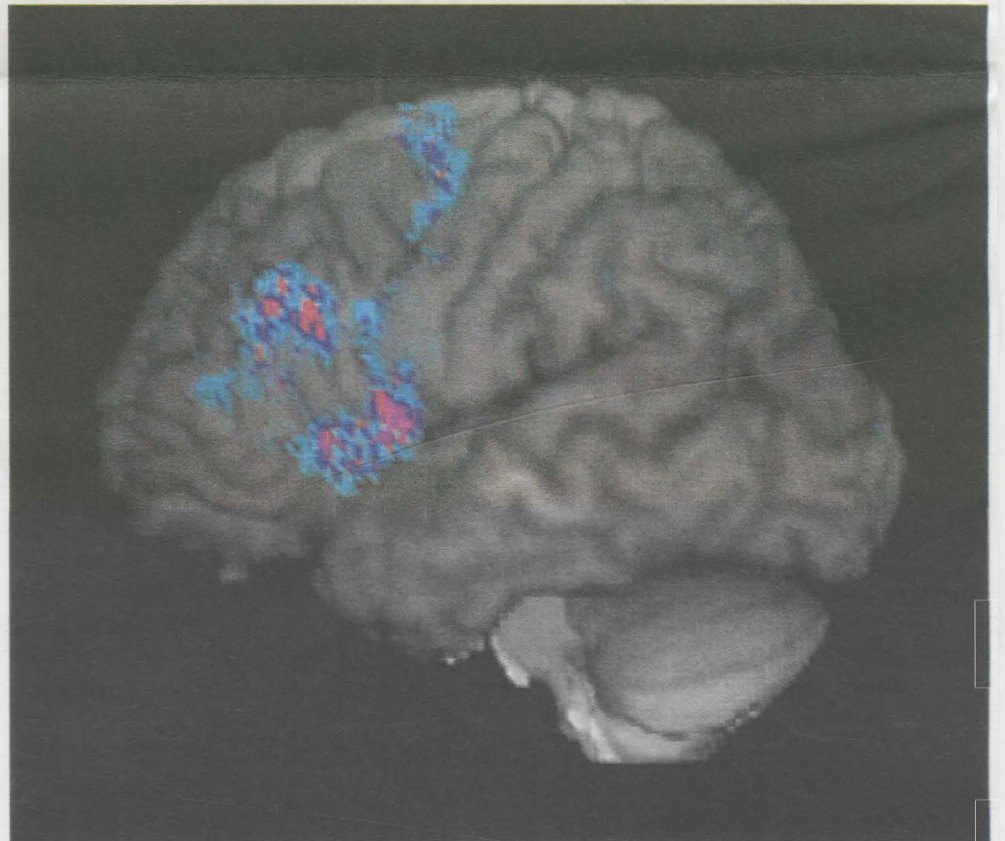
In an age when medical breakthroughs are touted daily on television news, this new treatment has made such a dramatic change in Zgonc's physical condition that it belongs in a category of its own. To watch Zgonc walk across a room with the device off and again with it on is to witness a miracle. With the stimulator off, his neck and face are contorted, his body is wracked with muscle spasms and tremors, and he can barely lift his feet to walk. After he turns the generator on by passing a magnet over it, he is a different person. His features are composed, his muscles relaxed, and his gait smooth.

A 59-year-old retired state patrol officer, Zgonc was diagnosed with Parkinson's disease in 1984. Degeneration of neu-

rons that produce dopamine—a neurochemical that relays messages from the brain to the body—causes the neuromuscular symptoms, although no one really knows why these cells die. Since the 1960s, the primary treatment has been L-Dopa, a substance that is converted by the body into dopamine, and that typically controls symptoms for several years. After that, the drug's effectiveness diminishes and it can even impede voluntary movement. For patients like Zgonc, who develop Parkinson's disease at a relatively young age, the outlook for long-term management has been grim.

A couple of years ago, after the medication began to lose its effectiveness, Zgonc and his wife, Sharon, began looking for other treatment options. A referral from a Hibbing neurologist brought them to the University of Minnesota, where neurosurgery faculty members Robert Maxwell and Walter Low were testing a new procedure called a pallidotomy, a fine incision in the pallidum, that interrupts electrical signals causing aberrant movements. Zgonc underwent a successful pallidotomy on the right side of his brain, which stopped tremors on the left side of his body. His condition on the right side of the body, however, continued to deteriorate. A second pallidotomy on the left side of the brain was considered but not performed since it could have damaged cells that control speech.

Maxwell and Low offered Zgonc another option, to be the first Minnesotan to give the brain stimulator a try. Developed by Medtronic to control pain, the device had been used successfully by French researchers to stimulate



the thalamus, another brain structure involved in movement. That application can eliminate the condition known as essential tremor as well as tremor in Parkinson's disease, but not other symptoms, such as muscle spasms, rigidity, and slow movement. The University neurosurgeons recognized the potential for using the device to achieve the same effects as a pallidotomy but without the risks of surgery. A major advantage of brain stimulation over surgery is the ability to reverse its effects by simply shutting it off.

There was no guarantee pallidal stimulation would work and a possibility that it could carry unforeseen risks.

Nevertheless, Zgonc was eager to give it a try. The only obstacle was the \$20,000 cost, which is not covered by insurance. But when Zgonc's friends and neighbors in Chisholm learned about his plight, they organized a community fund-raising effort to pay for the operation. The Zgoncs were overwhelmed by the response. One fund-raising event was a pasta dinner attended by 3,000 community members.

"Everyone in Chisholm had pasta for dinner that night," Sharon Zgonc recalls. A story in the local newspaper brought in more contributions and Bob's former fellow State Patrol officers also made a large contribution. "I got envelopes with \$50 and \$100 dollars from people I never met who didn't even give their return address so I could

thank them," he says.

On the day the stimulator was implanted, Zgonc was given a local anesthetic and remained awake for the procedure. First, Maxwell drilled a tiny hole in Zgonc's scalp and, guided by MRI and CT imaging, placed electrodes in the pallidum. Next he implanted the generator under Zgonc's collar bone, and then connected it to the electrodes by threading a wire beneath the skin on Zgonc's neck and scalp. It's relatively minor surgery that carries few risks, and once the components are in place, the system can be fine tuned to achieve the best results for each patient.

Deep brain stimulation could revolutionize the way Parkinson's disease is treated

This October, Zgonc returned to the University to have the batteries in his generator checked and undergo several days of tests to evaluate the device. By all appearances, the brain stimulator continues to be effective. Zgonc hasn't had any side effects over the past year, but says he's become a little leery of electronic detection systems. A department store security device once switched the stimulator off and Zgonc almost got picked up for shoplifting, and he has demagnetized a credit card and a hotel key card by putting them in his shirt pocket. He's not sure what an airport security system would do to the device, but so far he has avoided finding out.

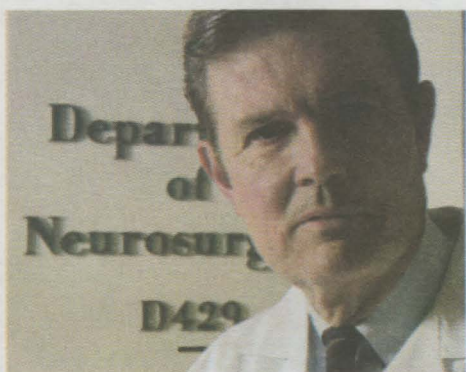
The FDA approved the thalamic stimulator in August, but getting approval for the pallidal stimulator could take a few years, says Low. Meanwhile, the U is



Walter Low

one of only four medical centers nationwide with FDA approval to use the device experimentally for pallidal stimulation. The other is the University of Kansas. Since Bob Zgonc had his stimulator implanted a year ago, two other patients have the device implanted. Maxwell and Low plan will continue the trial, adding about one new patient a month, until they have enough data to apply for FDA approval for the procedure's general use. Only patients with advanced Parkinson's disease who no longer respond to medication will be considered.

Deep brain stimulation could revolutionize the way Parkinson's disease is treated, but it will likely be several years before that is known. Even after FDA approval, insurance companies take a while to formulate policies about coverage for new procedures, Low says. And neurosurgeons must be trained to implant the system before it can be made widely available to the hundreds of thousands of people who might benefit from it. In theory, the approach also could be used to treat other neuromuscular diseases, such as dystonia, Turret's syndrome, and Huntington's disease, Low says. But no pre-clinical research has been conducted to support those applications.



Robert Maxwell

Breakthroughs for the brain

The pallidal brain stimulator is just one example of a clinical innovation that has blossomed because of the U's fertile neuroscience research program.

The largest of its kind in the U.S., and in many sub-specialties the best, this program includes more than 80 faculty, 125 post-doctoral researchers, and 50 neuroscience Ph.D. students working on three campuses, in several schools, and dozens of departments. Combined, they bring in \$25 million a year in research grants.

The program began about 20 years ago when researchers from areas as diverse as dentistry and veterinary medicine who focused on pain research sought each other out and won federal funding for an interdisciplinary program.

Today, pain research continues to be a dominant theme, although other areas of strength have emerged and a Center for the Brain is being planned.

The brain stimulator is a good example of the kind of synergy and long-term pay-off that can result from cross-discipline collaborations. It is based upon neurophysiology research dating back to the '50s and '60s, points out Robert Miller, of the physiology department, who, along with Timothy Ebner, the director of the neuroscience graduate program, alternates as head of the neuroscience research program.

Studies by U neuroscience researchers are frequently published in leading scientific journals, such as *Science* and *Nature*. Here are some recent achievements.

Glia, the other brain cells.

Glial cells got their name from the Greek word for glue because they were believed to provide passive support for neurons. But earlier this year, physiology faculty members Eric Newman and Kathleen Zahs reported that glia use chemical signals (waves of calcium) to communicate with each other and with neurons. Since glia make up half the brain's mass, this finding has very important implications for understanding normal brain function as well as abnormalities.

Regrowing spinal cord nerves.

Unlike other cells, brain and spinal cord nerves don't regenerate. That's why brain and spinal cord diseases and

injuries cause permanent damage—or so it has been. Last spring neuroscience researchers in the graduate program of neuroscience, School of Dentistry and Medical School's pharmacology department reported that they had regenerated nerve cells from spinal cord tissue taken from rats. The achievement may lead to methods to minimize spinal cord damage in the critical period directly following an injury. The researchers were Lois Kehl in dentistry, and George Wilcox, Carolyn Fairbanks, and Inna Laughlin, all in the department of pharmacology.

For Zgonc, there is no guarantee that the stimulator will continue to provide relief indefinitely, although some patients in the French trial of the thalamic stimulator have been using the device continuously for five years. As the first patient to be tested, Zgonc is blazing a trail for others to follow. But he's not anxious about the future, he's grateful for the added quality of life he's had so far.

"This has given me another summer of fishing with my sons, another hunting

A model for Alzheimer's disease.

Finding a cure for a disease begins with having an animal model for testing treatments. Karen Hsiao, associate professor of neurology, provided that model for Alzheimer's disease when she developed a genetically engineered mouse with behavioral and neuropathological symptoms of the disease. The mouse is being used by more than 100 research centers and pharmaceutical companies worldwide to study the disease and test new drugs.

New approach to pain relief.

Two years ago Patrick Mantyh and Don Simone, both faculty members in psychiatry, published their finding that pain receptors on nerve cells are internalized after exposure to a certain amount of a neurotransmitter (Substance P) that mediates pain. This process causes us to feel pain. In October of this year, they followed up with another article showing that it's possible to kill a pain cell by attaching a neurotoxin to the neurotransmitter before it is taken up by the receptor. The new finding has enormous implications for literally "killing" pain. Mantyh and Charles Schachtelle, director of the Dental Research Institute, are creating a new center for research on craniofacial pain.

The genetic cause of a neuromuscular disease.

Neuroscientist Harry Orr discovered the gene that causes spinocerebellar ataxia, a fatal, hereditary neuromuscular disease, three years ago. Publication of his finding in *Nature Genetics* brought Orr national publicity, including a front page story in the *Wall Street Journal*. The finding also shed light on other inherited neurological diseases caused by the same type of genetic mutation, a repetition of three of the four chemical bases that make up

DNA. Recently, Orr has developed a genetically engineered mouse that carries the gene.

For more information about the trial use of the pallidum stimulator, call clinical nurse coordinator Sharon Eriksen at (612) 625-4993.

—Peggy Rinard

Reducing brain damage from stroke.

Constantino Iadecola, an associate professor in neurology, has observed that stroke triggers overproduction of nitric oxide, a gas that's good for the brain in small quantities. Too much nitric oxide, however, contributes to the brain damage that follows a stroke. Using a drug that inhibits nitric oxide production, Iadecola has shown that brain damage can be reduced or reversed even when it's given as long as 12 hours after the stroke has occurred. That's important because most stroke victims seek medical care after 8 to 12 hours have elapsed.

How the brain orchestrates movement.

Every time you move your hand, neurons in your motor cortex discharge in a pattern that foreshadows the movement. Physiology professor Apostolos Georgopoulos made that discovery with a system he developed that takes electrical signals collected by microelectrodes implanted in the brain and visually interprets them on a computer screen. His images have graced the cover of *Science*. Georgopoulos, director of the U-affiliated Brain Sciences Center at the Veterans Administration Medical Center, hopes to apply this discovery to developing prosthetic limbs driven by electrical brain impulses.

Watching the brain at work.

The world got its first glimpse of the brain in action when functional Magnetic Resonance Imaging (fast MRI) was co-developed by University of Minnesota and AT&T Bell Laboratories researchers in 1992. Displaying the pattern of blood flow in the brain, the technique can produce pictures less than a second apart. Over the past few years Kamil Ugurbil, director of the U's Center for Magnetic Resonance Research, has been refining the technique to achieve better spatial and temporal resolution, which is enabling him to display brain structures no one has ever seen before. Research focuses on learning about what areas of the brain are active during different types of mental tasks, such as reading and speaking.

—P. R.

Saturday night was a busy time of the week in downtown Devils Lake, North Dakota in the 1930s. That's when the farm families from many miles around came into town to do their shopping, maybe go to a movie at the Lake Theater, or stop for a five-cent, triple-scoop sundae at the soda fountain in the Devils Lake Drug Co. First-time visitors to the store may have wondered how the boy working the counter always seemed to be in two spots at once, until they were introduced to the twins Duane and Glenn Engebretson.

"Our father had us working behind the soda fountain when we were 13," says Duane Engebretson, smiling warmly at the memory.

In the late '50s, after their father had retired and turned the store over to his sons, Duane and Glenn capitalized on being twins in a "Seeing Double" advertising campaign that shows the brothers in profile, looking very much the same, except for the ties that they wear under their white druggist's coats—one is a bow tie and one is straight. They are, actually, not identical twins, although they have a close resemblance.

The twins, who never married, have been partners all their lives—as young boys, as University of Minnesota pharmacy students from 1939 until their graduation in 1943, as store owners and town pharmacists, and now as retirees. The only significant time they spent apart was during the war, when Glenn served in the Navy and Duane in the Coast Guard.

Coming from their hometown of Devils Lake, with a population of 7,000 at the time, to go to college in the Twin Cities "was a really big deal for us," says Glenn. The University of Minnesota and the friends they made at the U are among the most important influences in their lives.

Now, the twins spend summers in Devils Lake, and the rest of the year in Sun City West, Arizona, where they play golf together almost every day, maintaining a handicap in the mid-80's. "But we don't keep score. We just play for fun," says Glenn, adding that they have never been particularly competitive with each other. "We're always debating and arguing, but we also know how to tease each other. We're a close family." In fact, the brothers lived with their mother in the family home on the edge of the lake until last summer, when she died at the age of 96. Their father died in 1966.

Their mother loved to travel, and she would go with either Glenn or Duane on trips while the other stayed home to tend the store. "Mother has seen the whole world, and Duane and I have each seen half of it," Glenn jokes. And, when asked to name the countries they've visited, every part of the world turns up on their combined lists.

For 56 years, the Engebretsons' drug store was a reliable feature of downtown Devils Lake. After Duane and Glenn remodeled it in 1949, its bright lights spilled out through solid plate glass windows onto the street on dark

winter evenings, its large, L-shaped, wooden soda fountain hovering invitingly just inside.

"Until the war, the store was open from 7 a.m. until 11 p.m., seven days of the week, and those were our Dad's working hours," says Duane, illustrating the strong work ethic that is part of North Dakota's pioneering heritage and the Engebretson family outlook. "We worked hard, but we had a barrel of fun while we were doing it." The family was also heavily involved in local affairs. The twins tell how their father, who served on the City Commission, "got pasteurized milk coming into town, and got funding for a swimming pool and a park in 1935."

When the twins' father, Elmer Engebretson, bought the store in 1916, Devils Lake was a well established commercial center halfway between Grand Forks and

Photo by Tom Foley



The Engebretson brothers with photos of their parents, Elmer and Ethel. The county museum has reconstructed their father's original pharmacy.

A double dose of memories

Alumni twins reflect on their life and their years at the U

Minot, in the sparsely populated state of North Dakota. Devils Lake, the county seat of Ramsey County, had a busy downtown several blocks long lined with stone buildings, including an opera house, a large hotel, stores, banks, a stately post office and courthouse, and a Carnegie Public Library on the adjacent street.

The town began because a military fort—Fort Totten—was built nearby in 1867, serving as vital link in the mail route between St. Paul and Montana's booming gold fields. Its soldiers patrolled a large area that extended up to the Canadian border, and were among those called to serve in Custer's Sioux Campaign in 1876. The fort and the large lake, Devils Lake, which now covers 98,000 acres, contributed to the development of a trading center for the widely dispersed settlers who were establishing farms in the territory. By the time North Dakota became a state, the town was growing rapidly and had become an important agricultural business center and a transportation hub for the wheat, barley, and rye farmers. The Burlington Northern Railway Depot

was built in 1906, and a roundhouse was constructed during the '20s to repair and maintain engines on this major western rail route.

Elmer Engebretson's parents, Norwegian immigrants, were among the pioneers who settled the Dakotas in the 1870s. "My father came from a large, poor farm family," Duane says. "But he decided he wanted to go to college—he was the only one in the family who did—and he enrolled in the Drew School of Pharmacy in Minneapolis, which was later absorbed into the University of Minnesota."

After graduation in 1904, Elmer managed several drugstores in North and South Dakota for the Northern Drug Company of Duluth, and became manager of their Devils Lake Drug Company in 1907. "When the store's building was destroyed by fire in 1916, Northern Drug decided not to rebuild it," explains Glenn, "so my father went across the street to the bank and borrowed money to purchase and rebuild the store under the same name. He was a good businessman as well as a good pharmacist."

The twins' mother, Ethel, came from a Dutch Pennsylvanian family that moved to Devils Lake in 1917 to take part in the westward expansion by establishing two new hotels in town. Their parents married in September, 1920, and the twins were born the following July.

It might seem unusual for two young men, fresh out of college and World War II, to go back to their small home town out on the prairie, but Duane says, "It seemed like the natural thing to do. Devils Lake is a close-knit community, and growing up, the store was a big part of our lives. I can't remember ever wondering what we would do when we grew up. While we were in school and afterwards during the war, we always knew that we had something to come back to."

"For two young kids from North Dakota, Minneapolis was a very exciting place, and we had a great time while we were there," says Duane. "The University of Minnesota means a lot to us."

The twins both talk at the same time when they're reminiscing about their University days, and they say they remember "everything" about it. After rooming in Pioneer Hall their first year, they joined Sigma Nu, an academic fraternity across the street from Folwell Hall. "We studied hard, and spent most of our time out of class with our fraternity brothers, at the Harvard Grille and the White Castle. Many of us are still friends."

Out-of-state tuition was \$100 a quarter at that time. Room and board at the frat house was \$48 a month. The twins' father sent them each \$12 a month

spending money, "and we always had some left over," they say. They laugh when remembering how they mailed their laundry home every week, and their mother mailed it back, neatly folded. At vacation time, they rode the train home, for \$12 round trip.

The years when the Engebretsons were at the U, between 1939 and 1943, were a time when some of the University's legendary sports figures—such as John Mariucci and Coach Bernie Bierman—were active, and the twins were there, watching them make history. "We paid \$7.50 a year for an athletic ticket, which covered every game, for every sport," explains Glenn.

With such warm feel-

WITH SUCH WARM FEELINGS TOWARDS THEIR ALMA MATER, IT WAS NATURAL FOR THE ENGBRETSONS TO THINK OF THE UNIVERSITY AS A BENEFICIARY

which names the College of Pharmacy as one of the beneficiaries, has been designated to research that would lead to the discovery and development of new drug therapies.

It makes Glenn and Duane very happy to think about how they have been able to create a legacy that will benefit the well-being of other people far into the future, and they want to encourage others to do the same. "The average per-



The old pharmacy storefront, now an electronics store on Devils Lake's main street.

ings towards their alma mater, it was also natural for the Engebretsons to think of the University as a beneficiary when they got to the point of being able to give something back to the institutions that had helped them achieve success in their lives. "We have been blessed to have had a very good life," says Duane. "In those days, pharmacy was not something that made you rich—in the early days, we mixed all of our prescriptions by hand, and the average cost of a prescription was 50 cents—but we worked hard and, since we never married or had children to raise, we were able to save a little money. We invested our savings, and, frankly, we've been quite overwhelmed by what we've been able to do in this way."

Thanks to careful investing and wise financial advice, the Engebretsons have been able to establish the Engebretson Family Charitable Unitrust. Their gift,

son does not often think that their donations will make much of a difference," Duane says. "But our experience shows that, even if you start with a small amount, and you create the circumstances for your gift to provide benefits in the way that you choose, it is just remarkable what you can do to help others. Given time, a little can do a lot. Most people don't realize this."

The Engebretson's outlook is to enjoy life and to be thankful for their blessings. "One of our greatest satisfactions in life has been the people we've lived and work with," they say. "We're very outgoing and we like being around other people who want to enjoy life." Luckily for their friends, there are two Engebretsons with this attitude, so they get a double dose.

—Martha Douglas

HIGHER ED

The measure of our success

Is the U's 17th-place ranking from U.S. News & World Report a cause for concern?

To Robert Kvavik, selecting a university on the basis of rankings is like buying a mutual fund on the *Wall Street Journal's* recommendation. "In either case, it may not be the best choice for you," says Kvavik, the University's associate vice president for planning.

So when *U.S. News & World Report* published its annual college guide in August, Kvavik was nonplused with the University's ranking among public institutions—it came in 17th—or with its position in the second tier of the nation's top 115 national universities overall.

"You can't dismiss them; they're a fact of life," Kvavik says of the rankings. "But the standards used apply to a more focused school. Our mission is broader, we carry out more programs, we invest more money in outreach, we have professional schools, and we have a relatively more open admission policy. There is no single ranking that includes all these things."

U president Mark Yudof is harsher, calling the *U.S. News* rating "voodoo social science." He's not alone. Nationwide, a number of institutions have been highly critical, not only of *U.S. News*, but of other attempts—by *Money* magazine, *Newsweek*, *Time*, and others—to rank universities in some kind of qualitative order. Last year a number of universities even launched a group that calls itself the "Forget *U.S. News & World Report* Coalition" to counter what it calls the "misleading" rankings.

U.S. News says its rankings are based on solid research: the reputational surveys it sends to 1,400 higher education leaders nationwide, as well as on 81 statistical measures that include retention rates, faculty resources, student selectivity, financial resources, value added (the school's role in its graduates' success), and alumni giving rate.

To meet those criteria, however, Kvavik says the U would need to tighten admission standards to become more elite—something many people view as a betrayal of the University's traditional accessibility. "We are not prepared to be that selective," Kvavik says. "We can't meet graduation and selectivity requirements. We can't do it."

Yudof is more specific. "The only way we can realistically move up is to cut out 5,000 students and get more coercive on four-year and five-year graduation rates," he says. Would it be worth it? "My personal view is that despite the bad publicity it would be unwise," Yudof says.

"People would be unhappy because we would have abandoned our outreach effort," says Kvavik. "The bottom line is that you have to be true to your mission and to the citizens of Minnesota."

Indeed, past attempts to focus the University's efforts have met with political disaster. No one knows that better than physics professor Charles Campbell, who nearly a decade ago chaired a task force that recommended closing the School of Dentistry and the College of Veterinary Medicine as part of an effort to streamline the University. The public outcry was deafening; the proposals were swiftly abandoned.

Says Campbell, "When you decide to focus, people will agree it's a good idea. The question is: on what? When you make choices, people are happy or unhappy; it's a political response. I would be fighting mad, too, if somebody proposed closing my department."

All of this supports Kvavik's point that to move up in the rankings—in the popular *U.S. News* rankings, at least—the University would have to move in a direction that is counter to the will of its constituents. "Our attitude is: instead of trying to meet others' criteria, we must meet our own," says Kvavik. He points out that the critical measures included in U2000 are just such an attempt to measure against self-imposed criteria, rather than against standards imposed from outside.

At the same time, President Yudof has said publicly he wants the U to rank among the nation's "top five" public universities. For that, Kvavik says, the more appropriate standards are National Research Council (NRC) ratings, which do include professional schools, though not undergraduate education. The NRC, which ranks colleges every 10 years, will issue its rankings again in 2003; in 1993, the U was ranked number 9.

Kvavik lays it out as a choice: To improve *U.S. News* rankings, we need to improve retention and graduation rates. To improve NRC rankings, we must maintain the quality of the social sciences and engineering—which have remained strong—and invest more in biological and physical sciences and in the humanities—which have, in fact, slipped in recent years.

"As much as we're irritated by this 'football ratings' mentality, they're a fact of life," says Campbell, "and I think we're going to see them more and more. The debate that may be going on is whether we should use those rankings as indices of how we're doing."

For now, at least, the U will use indices more akin to its own mission and values. Says Yudof, "We need to do what we think is right and what faculty think is right, and then take our hits."

—Mary Shafer

Home

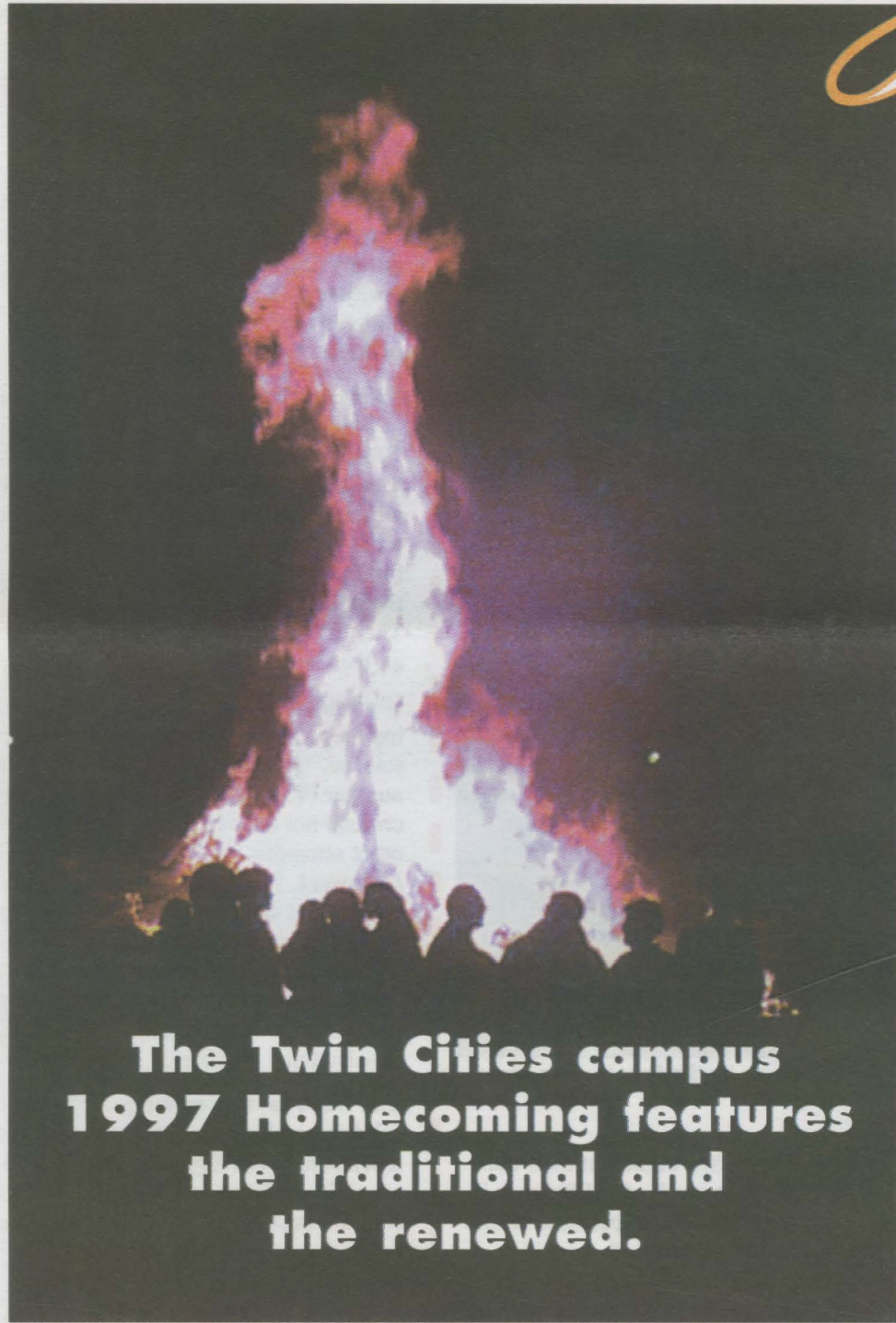
Coming

Renewing tradition. That's the aim of several new events for Homecoming 1997 on the University of Minnesota Twin Cities campus.

Opening the week leading up to the Saturday, November 8, football game against the Ohio State University Buckeyes is Unparalleled Minds, a showcase of premier research, scholarly, and artistic achievement by University of Minnesota faculty. Based on past exhibitions, Unparalleled Minds will be open to the public from noon to 3 p.m., Monday, November 3, in the Great Hall of Coffman Memorial Union. The Graduate School is sponsoring the exhibition of work by some of the University's most outstanding faculty members: the McKnight Land-Grant Professors and the Distinguished McKnight University Professors. Faculty will use posters, computers, VCRs, and other means to display and discuss their research one-on-one with visitors. Opening remarks will be made by University President Mark Yudof.

Dennis Clayton, director of the Graduate School's Office of Equal Opportunities in Graduate Studies, helped organize Unparalleled Minds. "This is similar to events that used to be held on campus each year," he explains. "It seemed an appropriate time now, after not having them for seven or eight years, to start it up again. It's a way to demonstrate the importance of research in the everyday life of Minnesotans and to focus on one of the missions of the University."

Another new event seeking to renew tradition is the Coffman Alumni Ball, set for 8 p.m., Saturday, November 8, in the Great Hall. Karen Lyons, marketing director for the Minneapolis Student Unions, said the idea to recreate the alumni balls came out of the new Coffman Memorial Union Alumni Group, a new branch of the University of Minnesota Alumni Association. "A



The Twin Cities campus 1997 Homecoming features the traditional and the renewed.

lot of the people in that group remember the balls in the Great Hall during the 40s, 50s, and 60s," Lyons said. "We've been looking for ways to recreate some of the history of the building, and this does that and also serves as a mini-alumni reunion."

Lyons said the event, to feature a 1940s style big band, will be open to alumni, students, and the general public. "We're expecting up to 1,000 people," she said. "We've had very strong interest."

Friday, November 7, includes groundbreaking for the University of Minnesota Gateway, an alumni-visitor center that will, among other roles, serve to preserve University history in its heritage galleries. (For details see

the alumni association section on pages 12-14.)

One traditional event is now in its third-year of renewal. The St. Paul Campus Homecoming, set for Saturday morning, will include a Farmer's Share Breakfast, in which diners eat a full breakfast and pay the share a farmer would receive (about \$.50), and the Little Red Oil Can Awards, which recognize outstanding contributions to campus wide spirit in St. Paul. Those events will be inside the St. Paul Student Center from 7:30 to 11:00 a.m.

The St. Paul campus also will host the traditional bonfire, pepfest, and Homecoming royalty coronation. The event was moved there last year

because of construction on the former site near Sanford Hall in Minneapolis. It proved to be so successful that it returns to the same location behind the St. Paul Student Center beginning at 7 p.m., Friday, November 7.

In other traditional happenings, the parade along University Avenue begins at 11 a.m., the pepfest at the Metrodome Plaza begins at 1 p.m., and the football game at 3 p.m.

A number of alternatives include numerous cultural and sporting events on campus that weekend.

Cultural events include Friday evening performances by the University Symphony Orchestra at Ted Mann Concert Hall and the Lyon Opera Ballet in Northrop Auditorium (also Saturday evening) and the University Theatre performance of Angels in America, Part One: The Millennium Approaches, in Rarig Center, (also Saturday afternoon).

Big sporting events for the week include the first-ever game for the Gopher women's hockey program Sunday, November 2, in Mariucci Arena against Augsburg College and the women's hockey All-America Classic from Thursday through Saturday. The women's volleyball and swimming and diving teams also have home contests over the weekend and the men's basketball team kicks off its season with an exhibition game Thursday night. An off-campus sports event is the Big Ten Women's Soccer Championships running Thursday through Sunday at the National Sports Center in Blaine.

For details on events, visit the University Events Calendar at events.tc.umn.edu or call the number listed for the event.

Homecoming schedule

Sunday, November 2

6 p.m. Inaugural Women's Hockey Game—Mariucci Arena, Gophers vs. Augsburg College. Call Women's Athletics at 612-624-8000 for information.

Monday, November 3

Noon-3 p.m. Unparalleled Minds, faculty research exhibition in the Coffman Memorial Union Great Hall.

Thursday, November 6

Big Ten Women's Soccer Championships—Continues through Sunday at National Sports Center in Blaine. Pairings and times to be determined. Call Women's Athletics at 612-624-8000 for information.

7 p.m. Women's Hockey—All-American Classic, Minnesota vs. Harvard. Call Women's Athletics at 612-624-8000 for information.

7 p.m. Men's Basketball—Season opening exhibition game, Williams Arena. Call Men's Athletics at 612-625-4838 for information.

Friday, November 7

10 a.m. Guided Tour of Winterthur Campbell Soup Tureen Display, Goldstein Gallery. Also Saturday at 1:30 p.m.

2 p.m. University of Minnesota Gateway Groundbreaking Ceremony—Oak Street between University and Washington avenues. Call 612-624-2323 for information.

6 p.m. Women's Swimming and Diving—vs. Michigan/North Carolina/Northwestern, at University Aquatics Center. Continues 11 a.m. Saturday. Call Women's Athletics at 612-624-8000 for information.

7 p.m. Bonfire/Pepfest/Homecoming Royalty Coronation—"The Pit" behind St. Paul Student Center, St. Paul Campus.

7 p.m. Women's Volleyball—vs. Penn State at the Sports Pavilion. Call Women's Athletics at 612-624-8000 for information.

8 p.m. Lyon Opera Ballet—Northrop Auditorium. Also Saturday at 8 p.m. Call 612-624-2345 for tickets.

8 p.m. University Theatre—Angels in America, Part One: The Millennium Approaches, Rarig Center. Also Sunday at 2 p.m. Call 612-624-2345 for tickets.

8 p.m. University Symphony Orchestra—Ted Mann Concert Hall. Call 612-626-8742 for information.

Saturday, November 8

7:30 to 11:00 a.m. Farmer's Share Breakfast, Meet the Deans, Little Red Oil Can Awards—St. Paul Student Center.

9 a.m. 5K Run & Walk—Mpls-St. Paul Transitway.

11 a.m. Parade—Begins at Sanford Hall, continues east down University Avenue.

11 a.m. Women's Hockey—All-American Classic, Minnesota vs. British Columbia. Call Women's Athletics at 612-624-8000 for information.

1 p.m. Pepfest at Metrodome Plaza.

3 p.m. Football—vs. Ohio State, Metrodome. Call 612-624-8080 for tickets.

7 p.m. Women's Volleyball—vs. Indiana at the Sports Pavilion. Call Women's Athletics at 612-624-8000 for information.

8 p.m. Coffman Alumni Ball—1940s Big Band at CMU Great Hall. Call 612-625-0981 for information and tickets.



STUDENT LIFE

Over the top

The U's new guaranteed housing program works better than anyone expected

When the University began its guaranteed housing program a few years ago, it hoped to encourage more incoming students to live on campus—at least their freshman year.

The guarantee ran counter to a decline in on-campus living as more and more students, including freshman, chose to commute from home or live in off-campus rental units. By the end of the '80s, less than 50 percent of incoming freshmen at the Twin Cities campus were choosing to live in one of the University's residency halls.

Officials were convinced that one way to increase student satisfaction—and boost retention and four-year graduation rates—was to reverse this trend. And the guaranteed housing program succeeded in doing just that. Boy, did it ever.

In the fall of 1995, Mary Ann Ryan, the new director of residential housing, arrived at her job to discover about 150 freshmen on the Twin Cities campus living either in converted lounge areas in the residency halls or at a nearby motel, courtesy of the University.

"That was the first year we guaranteed housing to all freshman who submitted housing applications by May 1," she recalls. While everyone expected the guarantee to have an impact on housing, no one could have predicted the overwhelming response.

After that first year, the University evaluated its response and decided to place all of that fall's surplus of freshmen into residency hall lounges that were refitted with furnishings to house up to four students. The lounge doors were also fitted with keys for use by the new residents.

This year, Ryan is counting on a combination of no-shows and contract cancellations to move students initially housed in lounges into permanent accommodations by this month.

"We have a room capacity for 4,623 students in the system with an additional 194 spaces in the lounges," she says.

Over the past three years, the guarantee program has worked in combination with another success story—the University's efforts to raise the percentage of freshmen in the total number of undergraduates. In 1991, incoming freshman numbered 3,262. This year, the figure is more than 4,300. As a result, says admissions director Wayne Sigler, "We are in the happy situation of being one of the few schools in the country that finds itself in the position of needing to build additional on-campus housing!"

Both the housing guarantee and the rise in freshman enrollment are part of a U2000 program designed to change the face of the University's student body. Although the backgrounds of Twin Cities campus undergraduates resemble

those at other so-called "flagship" public universities around the country—that is, they tend to be the best and brightest products of the public high school system—they have behaved more like students at commuter universities—a high percentage of them work, live off campus, and take more than four years to graduate.

The reason for this discrepancy isn't hard to find: the University of Minnesota is the only land-grant university located in a major urban area.

"We want our students to connect more with campus life, to get through school faster, take higher credit loads, be more involved in student activities, and generally behave more like traditional college students," explains Ronald Matross, associate director of the Office of Planning and Analysis.

"In short," he says, "we are trying to encourage our students to become more fully engaged in the role of studenthood. We know from our own surveys and research that on-campus living, higher

OVER THE PAST THREE YEARS, THE GUARANTEE PROGRAM HAS WORKED IN COMBINATION WITH ANOTHER SUCCESS STORY—THE UNIVERSITY'S EFFORTS TO RAISE THE PERCENTAGE OF FRESHMEN IN THE TOTAL NUMBER OF UNDERGRADUATES

credit loads, involvement in school activities, and quicker graduation all contribute to a more rewarding undergraduate experience."

Toward that end, the University is now also offering other kinds of campus living arrangements. Probably the best known is the Residential College, a program in which more than 100 students from the liberal arts and the Institute of Technology live together, take classes together, and meet regularly with faculty mentors. But the University also offers new honors and biology residency programs, as well as a four-year graduation guarantee in which students are promised that, if they take a minimum of 15 credit hours each quarter and meet other requirements, the University will make sure the classes they need to graduate will be available when they need to take them. So far, about 800 undergraduates have signed up for this program.

Last fall's crop of incoming freshman was the best prepared of any incoming class in the history of the University, thanks to enhanced admissions standards and recruiting efforts aimed at high school students in the top 25 percent of their class. "This year's class looks equally stellar," says Sigler.

And every one of this year's freshmen has the opportunity to live on campus, if he or she wants to.

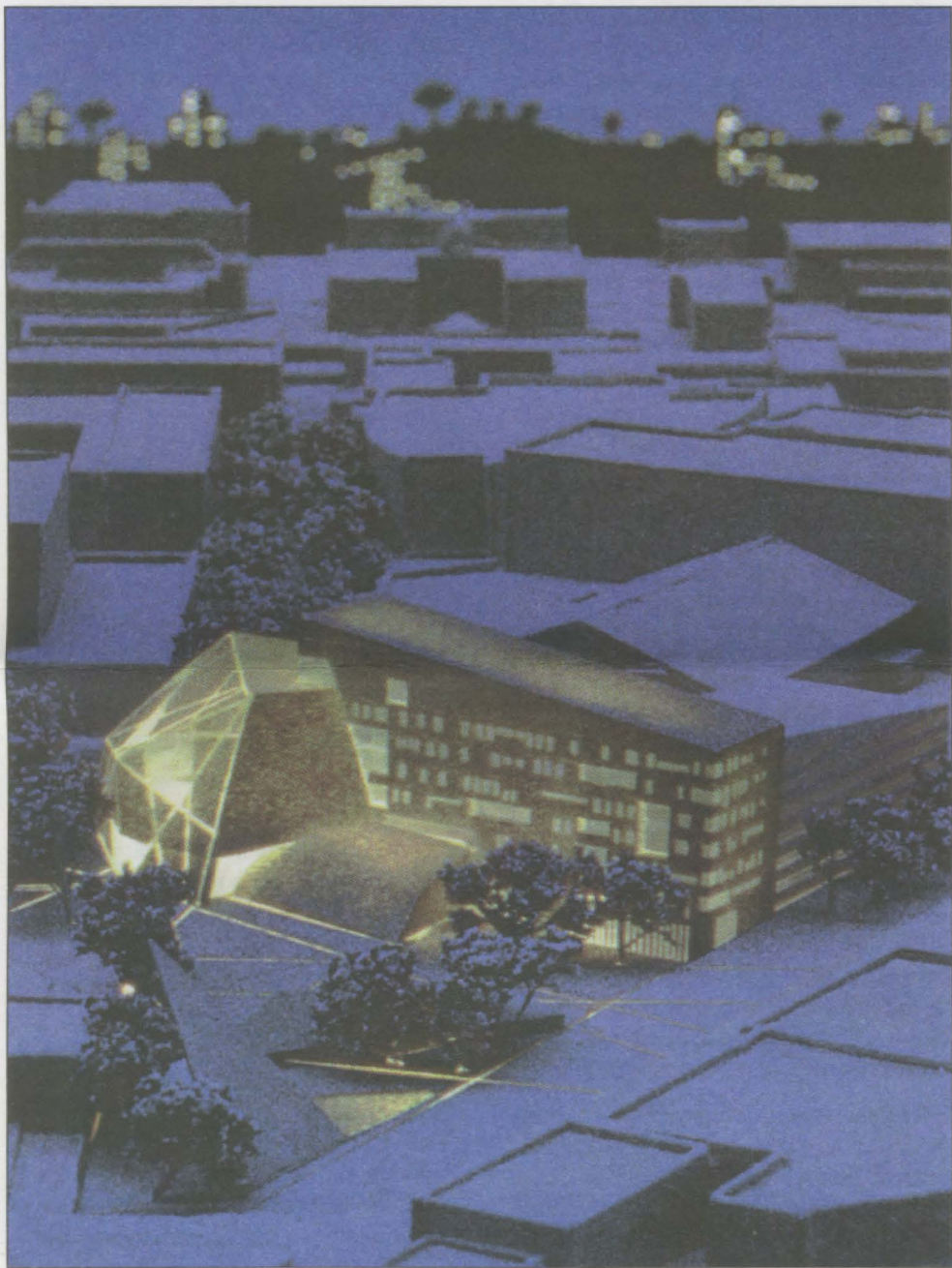
—Richard Broderick



UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

Gateway

groundbreaking to be a historic moment



A model of the University of Minnesota Gateway shows how it might look at night, with light projecting from its geode-shaped "knuckle" in this view from the east.

A historic moment for the University of Minnesota and its alumni will occur during Homecoming along Oak Street between University and Washington Avenues. After more than three decades of discussion and planning, construction on the University of Minnesota Gateway, an alumni-visitor center, is about to get started.

University alumni and friends are invited to join in the groundbreaking ceremony for the University Gateway at 2:00 p.m., Friday, November 7. Models and drawings of the building design will be on display and new University President Mark Yudof and Gateway designer Antoine Predock, an internationally known architect, will attend.

The need for an alumni-visitor center and permanent home for the University of Minnesota Alumni Association (UMAA) was first recognized in 1962. In the 1980s, a plan for an alumni center was prepared but never completed.

When Larry Laukka, '58, joined the UMAA National Board of Directors a decade ago, he brought with him more than 20 years of real estate development experience. Soon, the board adopted building an alumni-visitor center as a formal goal.

Laukka eventually rose to become president of the UMAA board, using his visibility and position to help put together a team that gave the project new momentum. When

the University of Minnesota Foundation (UMF) and Minnesota Medical Foundation (MMF) joined the Gateway effort; they brought the fund-raising ability to make the project happen.

The University Gateway will be a 230,000-square-foot building to be built on the approximate site of Memorial Stadium, promising to be a landmark on the University of Minnesota campus. It will be a place where returning alumni, visitors, and students and their families can begin their visits.

The building will include heritage galleries, a great room, a memorabilia shop, meeting space and adjacent parking. It will be a place for the University to tell its stories of great achievement and to honor its greatest teachers, researchers, alumni, artists, athletes, philanthropists, and leaders. The Memorial Stadium Processional Arch, which was preserved when the stadium was demolished in 1992, will be incorporated into the Gateway Memorial Hall to honor Minnesota veterans once again.

It also will be the home to the UMAA, UMF, MMF, and the University of Minnesota Board of Regents.

With its placement at Oak Street near University Avenue and with its architectural distinctiveness, the University Gateway will make a memorable impression on visitors to the University. The design features two parallel bar-shaped office buildings to be clad in flat seam copper, and a geode-shaped "knuckle" of Lake Superior green granite.

As proposed, the entire Gateway project will cost about \$35 million, a portion of which will be raised by private donations to begin construction. The remainder is being financed through bonds to be repaid through rents from the primary owners and leased portions of the building. The University of Minnesota is donating the land upon which the Gateway will be built, but no state tax money, tuition, or student fees will be used to pay for the project.

Construction is expected to start in December, with completion 18 to 22 months later.

More Gateway design details will be outlined in the November-December issue of *Minnesota*, the UMAA's members-only magazine.

To join the alumni association, call 612-624-2323 in the metro area or 800-UM-ALUMS (862-5867) or send an e-mail to umalumni@tc.umn.edu.



Larry Laukka, left, chair of the committee that helped bring the University Gateway to the groundbreaking stage, views a model of the building held by project architect Antoine Predock.

CLA mentor program seeks 10,000 Gophers

Seeking to make their mentor program easier and more valuable to both alums and students, members of the College of Liberal Arts (CLA) Alumni Society set themselves an ambitious goal.

The 10,000 Gophers program is seeking to link 5,000 alumni and friends with 5,000 students in an ongoing mentor relationship. "We have the most alumni of any college, so our expectations are high, and I think our students' expectations are high," says Clay Tenquist, CLA alumni programs director. "We believe we have that many alumni who want to get involved."

The program will make the mentor's time commitment more manageable, explains Jane Berg, '91, chair of the CLA Alumni Society's communications committee. "There will be no events and kickoffs and training sessions," she says. "We'll let the student and the mentor work out their own schedule right from the start."

Students also will get to choose their own mentors from an anonymous database indicating the major, career, interests, and expertise of all mentors who sign up. "In the past there were staff people matching students to alumni mentors," Berg explains. "This way, the mentor knows they'll be helping a student who is looking for what they have to give, while a student can pick someone they feel will help them with what they need."

Tenquist says alumni will be entered into the database as they sign up.

New students will enter the program with an orientation session each quarter, according to Tenquist, while mentors can join at any time. "We'll tell them what the expectations are and be a support network for them, but how it works and how much time is spent is really up to the student and the mentor," he says. Unlike past years, the length of the mentor relationship also is left open-ended. "It could be a quarter or four years," Tenquist said. "It's up to the student and mentor."

Berg, who has been a mentor to two CLA students, says that in past years the relationships were too short. "By the time you got everything set up and felt like you really got going with the students, it was formally over," she said. "I'm really looking forward to this structure because I enjoy showing students that the professional world doesn't have to be intimidating. It's a great feeling to help someone who is just getting started. That feeling is something I want other alums to find out about. It's a great return for a very small amount of time."

For information on CLA's 10,000 Gophers program, call Clay Tenquist at 612-625-4325 or send him an e-mail at Clayton.D.Tenquist-1@tc.umn.edu.

UMAA

Long-time mentor finds he still gets more than he gives

When Paul Stembler advises new alumni mentors on their roles he emphasizes one thing: Do it for yourself.

"You have to be in it because you want to be in it," he says. "Don't get in because you think you are going to save [a student's] soul, because you'll

job, which entails buying "essentially everything" used by state government. "But one of the most valuable things alumni can show students is that the reality of work and what they are being taught are not necessarily the same thing."

In public affairs, for example, he says many students assume that they will be formulating policy for elected officials upon graduation, when in fact they end up working on assignments "that people care about, like making sure potholes get filled." He advises many of the students he works with to get a job, internship, or volunteer position in city or county government working directly with citizens. "That is what government is really about," he explains. "Once students really see what is involved in try-



Photo by Jaime Chismar

Paul Stembler has been a mentor for 11 years through the Hubert H. Humphrey Institute of Public Affairs Alumni Society.

never know if you did."

Stembler has been a mentor for 11 years with the Hubert H. Humphrey (HHH) Institute of Public Affairs Alumni Society's mentor program, one of the dozens of alumni-student programs organized under the University of Minnesota Alumni Association's Mentor Connection.

"I get enough out of it that it's worth coming back every year," he says. "I have contact back with the Institute and with my fellow public affairs alums, which gives me an ever-changing set of eyes with which to do my job. Plus, in the contact with students, I get asked to explain how I do certain things and why I do them the way I do. That's very challenging, but very important, for me as a professional."

Stembler came to Minnesota to attend the University, earning a master's degree in public affairs and library science in 1976. About 10 years later, he received a letter from the HHH Institute asking him to get involved in their new mentor program. "I recognized that it would be worthwhile," he says. "And it has been."

Stembler is currently business manager in the Materials Management Division of the Minnesota Department of Administration. "It's not the sort of work a person goes into public affairs thinking they will do," he says of his

ing to get a group of people headed down a road together to get something done, they understand how broader policy has to take people into account. Otherwise it's an academic exercise."

Over the years, his time with students has ranged from occasional telephone calls to frequent face-to-face meetings. The students have been interested in everything from tips for job hunting and résumés to hearing about the specifics of his job to working with him on state auctions, one of his former job duties. "The relationships vary greatly," he says. "It's difficult to predict how it will go. All you can do is say, 'I'm here.' If they don't want a lot of involvement, that's up to them. They know how much is right and you have to be ready to give them whatever they need. You provide a reality check, a place to circle back and test what they have learned."

Alumni mentor programs offer something for all interests

With more than 25 alumni-student mentor programs under the umbrella of the University of Minnesota Alumni Association (UMAA) Mentor Connection, participants almost certainly can find something to fit their interests.

"We have programs in several different types of areas," explains Tara Parker, UMAA director of student relations. "Within those areas there are students looking for many different kinds of help."

The UMAA Mentor Connection helps organize programs within academic departments, cultural learning resource centers and other student groups, residence halls, and in community-based organizations. According to Parker, mentors can:

- Work with students by major or career goals through colleges, schools, and departments and through student organizations;
- Help new students adjust to college both academically and socially through efforts like the First-Year Experience Program organized in residence halls;
- Offer direction to undecided students by indicating interest in that on the mentor sign-up form;
- Assist high school students investigate academic and career choices through some of the community programs.

"Mentors can express their interest in helping students with anything from résumé preparation and interviewing skills to helping them choose a major," Parker says. "Just indicate on the application form how you want to help and we'll have a student looking for what you have to offer. We want to make our programs as valuable for alumni as they are for students."

For information or a mentor program guide and application, call Tara Parker at 612-624-2323 or send her an e-mail at umalumni@tc.umn.edu. Check for a list of affiliated mentor programs in the "Making a Difference" section of the UMAA Web site at www.umaa.umn.edu.

Legislative Network gets behind preservation proposal

Briefing set for January 27

Fresh off helping the University get its largest-ever appropriation from the Minnesota Legislature, the University of Minnesota Alumni Association (UMAA) Legislative Network is preparing for a new legislative session.

This session, the focus will be on supporting the University's push for improvement and preservation of some of its most famous buildings.

University President Mark Yudof recently announced a four-year, \$733 million program to improve those buildings, including most along Northrop Mall and many on "the Knoll" area of the East Bank campus. The overall plan will affect all four University of Minnesota campuses and seeks not only to preserve historic buildings, but also to alleviate fire and safety problems and modernize classrooms and laboratories on the Twin Cities and Crookston campuses. A new library is proposed for Duluth and a new math and science center for the Morris campus.

The plan meets two of Yudof's strongest goals for the University: preserving its physical heritage and beautifying the campus in time for the 150th anniversary in 2001.

The University will find almost half of the \$733 million internally and seek to raise another \$53 million through private donations.



Buildings along the University's historic Northrop Mall will be updated under the University's improvement and preservation proposal going to the Minnesota Legislature in the coming session.

UMAA

Minnesota Governor Arne Carlson has endorsed a \$249 million bonding request that will go to the Minnesota Legislature next year. The University plans to ask legislature to authorize another \$204 million in 2000.

That's where the Legislative Network comes in, according to Les Heen, the UMAA's public policy and network director. "President Yudof is working to build support for this proposal as we lead up to the session," Heen said. "The Legislative Network's members will hear from the president why this is such an important priority and get details of the request at our annual Legislative Briefing. When alumni hear details of the plan, I think they will enthusiastically support it with their legislators."

The Legislative Briefing, to be held in Coffman Memorial Union at 6:00 p.m. on January 27, will include a presentation from Yudof and other administrators and a panel of legislators discussing the request and how to make effective legislative contacts. All current network volunteers, now numbering more than 2,500, will receive an invitation to the briefing.

If you are interested in attending or becoming a Legislative Network volunteer, call Les Heen at 612-626-0913 in the Twin Cities or at 800-UM-ALUMS (862-5867) in Greater Minnesota or send him an e-mail at umalumni@tc.umn.edu. For more on the Legislative Network, check the "Making a Difference" section of the UMAA Web site at www.umaa.umn.edu.

News and Notes

Bean Bag Gophers a popular new premium

In signing up new members, the University of Minnesota Alumni Association (UMAA), like other nonprofit groups, has often turned to premiums such as T-shirts, coffee mugs, or umbrellas.

This fall, the UMAA has found one of its most-popular premiums ever: a beanbag gopher. The Goldy Gopher replica is approximately eight-inches tall and led to almost 1,000 new members in the first three weeks of September.

Despite the demand—from people buying them as gifts or to add to their own collections—the UMAA will be able to keep up. The gophers will be available only through December 31, 1997, or while supplies last, however.

Current members interested in buying a beanbag gopher can see page 99 of the Fall Preview Issue of *Minnesota* or call or write for information.

For information on joining the UMAA and getting your own beanbag gopher, call the UMAA at 612-624-2323 in the Twin Cities or 800-UM-ALUMS (862-5867) or send an e-mail to umalumni@tc.umn.edu. When you call or write, please ask for a "BeanBag Gopher Membership Brochure."

New Benefit: University Club of St. Paul

The University of Minnesota Alumni Association (UMAA) and the University Club of St. Paul have announced a partnership that allows association members to join the historic club at a discount.

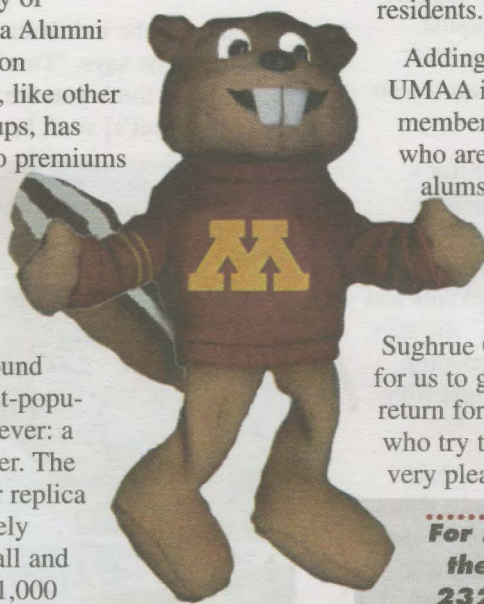
Modeled after the great city clubs of London, University Club membership is open to graduates of accredited colleges and universities and their families. It has two clubhouses, one in the heart of St. Paul's downtown business district

and the other in the magnificent original club on historic Summit Avenue. For those with business or social ties in the Twin Cities but who live outside the area, it's an ideal place for a business lunch, a meeting, or to find a temporary office.

Under the partnership with the UMAA, members in the Twin Cities get a 15 percent dues reduction, dining privileges at some of the area's finest facilities, reciprocal agreements with more than 1,200 specially selected clubs around the world, private dining at the St. Paul clubhouse overlooking downtown and the Mississippi River Valley, a fitness center filled with fresh air and sun overlooking the valley and downtown, business services including fax and modem hookups. Special rates are available for non-Twin-Cities residents.

Adding new benefits is one way the UMAA is working to attract new members and to add value for those who are already members. "Most alumni join the UMAA to support the University and our initiatives," says UMAA Executive Director Margaret Sughrue Carlson. "But it is important for us to give members something in return for that support. I think people who try the University Club will be very pleased with this opportunity."

For more information, call the UMAA at 612-624-2323 or 800-UM-ALUMS (862-5867).



UMAA is your Connection

Connecting alumni to the University, its students, and fellow alumni is one of the reasons the University of Minnesota Alumni Association exists.

Membership lets you:

- Connect with students through one of our dozens of alumni-student mentor programs.
- Connect with what's new at the University through *Minnesota* magazine, our members-only chronicle of University and alumni life.
- Connect with your college or school through free membership in one of our alumni societies.
- Connect with the University spirit and your fellow alumni through our special events, both on campus and across the country.
- Connect with campus again through our benefits, including low-cost Internet access and discounts on University merchandise and events.

Make the connection. Join the UMAA.

For more information or a membership application, call us at 624-2323 in the Twin Cities or 800-UM-ALUMS (862-5867), send an e-mail to umalumni@tc.umn.edu, or visit our Web site at www.umaa.umn.edu.

Yudof Puts Out the Call to Alumni

President Mark Yudof has joined students this year to ask alumni and friends for their support for the U during the University of Minnesota Annual Fund Drive. With his enthusiastic support of the annual appeal, it was only natural for the



If you missed sending your Gopher Gram, or would like to send another one, check out the Annual Fund section of the Foundation's Web site at www.foundation.umn.edu. You may also call 612-624-3333 or 800-775-2187.

News Briefs

■ The University of Minnesota had another record-breaking year of fund-raising in 1996-97, with new gifts, pledges and deferred gift commitments totaling a projected \$107 million, and exceeding last year's total by 25 percent. The University received 78,816 gifts from 56,951 donors, of which 30 percent were alumni, up from 28 percent last year. Gerald Fischer, President of the University of Minnesota Foundation, says, "The healthy economy and outstanding stock market performance of the previous year was unusually favorable for philanthropy, and people have responded by increasing their contributions to causes, such as the University, that are important to them." The Foundation's 1997 Annual Report, available in early November, gives the details on private support to the U during the past year. If you would like a copy, please call the Foundation at 612-624-3333 or 800-775-2187.

■ The Campaign for Mechanical Engineering, a public/private campaign to fund a much-needed new facility for the Department of Mechanical Engineering, is now at \$5.6 million toward a goal of \$9 million. Major corporate donors of \$250,000 or more are 3M and 3M employees, ADC Telecommunications, General Mills, Donaldson Co., MTS Systems and MTS employees, and TSI, Inc. These gifts will augment the \$13 million appropriated by the state legislature in 1994.

■ The Biomedical Engineering Institute (BMEI) Campaign has nearly reached its goal of \$12 million to support biomedical engineering research and education. BMEI programs bring together researchers from the Medical School and the Institute of Technology, and attract top students from around the world. The BMEI works in partnership with Minnesota's biomedical business community to develop breakthrough advances for the patients who need them. Examples of medical innovations now being developed are replacement tissues for bones, nerves, and eyes; an artificial liver; and a new generation of molecular drugs.

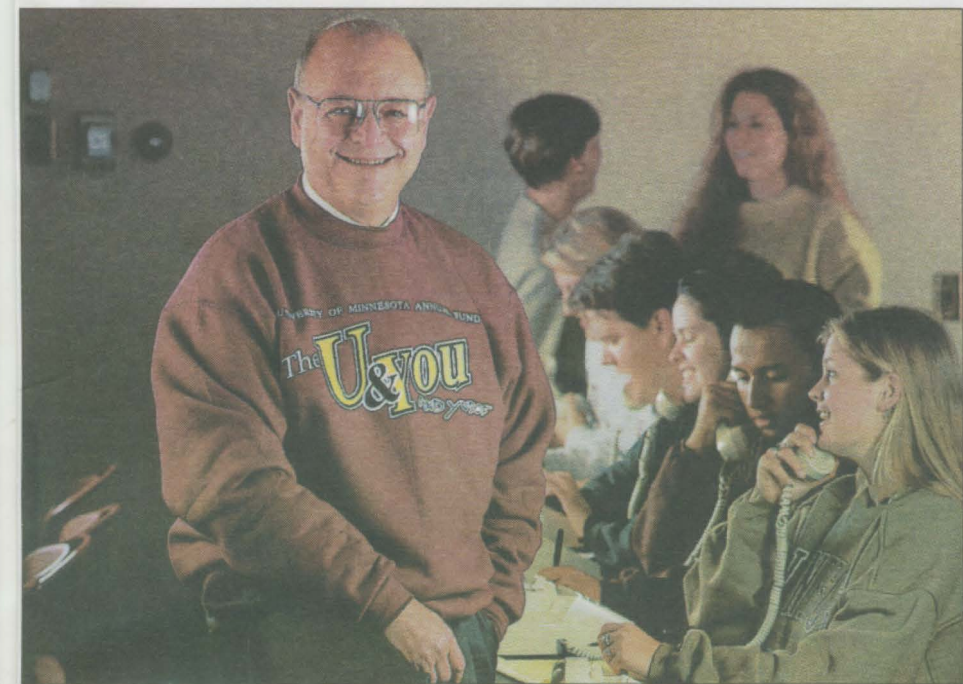


Photo by Steve Niedorf

President Mark Yudof is reaching out to alumni this fall and asking for their support, making the theme for this year's Annual Fund "The U and You and Yudof."

theme to expand this year and become "The U and You and Yudof."

"The reasons I came to the University are among the reasons alumni and friends need to invest in this state treasure," says Yudof. "Over the years, private gifts have been critical in building the state's greatest center of creativity. The annual fund drive gives us an opportunity every year to move the U of M forward into new areas of excellence."

Almost 250,000 University of Minnesota graduates can expect to receive a letter from President Yudof this fall asking for their support, or to receive a follow-up call from a student. It's one of the easiest and most convenient ways of giving back to the University and its colleges. Alumni may designate their gifts to their favorite college or program, putting needed resources on the front lines of the University. By responding quickly to the mailing or to a caller, these gifts will go to work immediately to support scholarships, research, and academic programs.

Last year's annual fund campaign raised more than \$1.1 million, from 20,500 alumni. The size of gifts to the annual fund has been increasing each year, and last year's average gift was about \$56.

The annual fund mailing also includes a Gopher Gram, which gives alumni a chance to send their comments or thanks to someone at the U.

Education Grad Sends Her Thanks

Judi Gabrielson Kampinen, a 1970 graduate of the College of Education, sent a Gopher Gram with her annual fund gift last year, thanking Dr. Harlan Hansen for making a difference in her career as an elementary school teacher. Kampinen wrote, "I have been teaching for over 25 years now and still look forward to my days with the children and parents. I still sing the songs you taught us."



Photo by Steve Niedorf

Last year Kampinen (left) and Hansen (right) were reunited in the classroom for the first time since Kampinen's graduation.

■ This is an excellent time to join the Presidents Club, which now recognizes donors who give or pledge at least \$10,000 over 10 years. Beginning July 1, 1998, changes in the Presidents Club will require a minimum lifetime gift of \$25,000. A new giving club—the Maroon and Gold Club—will be created to recognize annual giving at the \$1,000 and above level. You may join the Presidents Club through June 30, 1998 at the current level of \$10,000 or a pledge of \$1,000 a year for 10 years. You can make your gift or pledge through the Annual Fund, or by calling 612-624-3333 or 800-775-2187 to request a giving form. All gifts to the Foundation may be designated to your favorite program or college.

■ The Taxpayer Relief Act of 1997 contains good news for donors. Most of the changes affect planned gifts or gifts of property and security—gifts that often provide a number of benefits to both the donor and the University. For more information, call the Foundation's Planned Giving Office at 612-624-1397.

■ The University of Minnesota ranked number one in fiscal year 1996 among U.S. public colleges and universities in voluntary corporate support, with more than \$55.8 million raised in fiscal 1996. Voluntary corporate support includes private donations and non-contractual research grants. An important part of this giving is matching gifts, in which corporations match employees' gifts to their designated University college or program. To double the value of a gift to the University, pick up a matching gift form from your employer, and send it along with your gift. The Foundation will complete the necessary paperwork.

Faculty and Staff Increase their Giving to the U

University of Minnesota faculty and staff make up an important portion of donors to the University, and their giving has increased significantly. During the past fiscal year, 3,167 faculty and staff contributed \$1,641,302—almost a 30-percent increase in both the number of donors and the total amount of their gifts.

Faculty-Staff Giving

Year	Number of Donors	Total Amount of Gifts
1994	2,616	\$ 976,946
1995	2,556	\$ 985,379
1996	2,445	\$1,279,299
1997	3,167	\$1,641,302



UNIVERSITY
OF MINNESOTA

For Alumni & Friends

Meet Mark and Judy Yudof

During the first few months of his presidency, Mark Yudof and his wife Judy have spent a good part of their time visiting communities across the state, to meet Minnesotans and listen to their expectations of the University. This winter, alumni in Florida, Arizona and California also will have an opportunity to meet Yudofs at events sponsored by the University of Minnesota Foundation and the University of Minnesota Alumni Association. Invitations will be sent to alumni and friends who live in each area.

If you would like an invitation, please call Nancy Vitoff at 612-626-8533 or 800-775-2187. The schedule is:

- Thursday, January 22—Naples, Florida**
- Friday, February 20—Sun City, Arizona**
- Saturday, February 21—Scottsdale, Arizona**
- Monday, February 23—Palm Springs, California**

EDITOR'S NOTE

continued from page 1

Development about a compendium called *Youth & U*, which lists some 330 University services and resources available for infants and children throughout the state (*Youth & U* is available both in print form and on the Web on the Center for Applied Research and Educational Improvement (CAREI) site—carei.coled.umn.edu/K12).

Elsewhere this issue, Peggy Rinard, who works in the Academic Health Center, contributes an article about some of the breakthroughs in brain research taking place at the U, including an exciting prospect in combatting the effects of Parkinson's disease. Martha Douglas reports from Devils Lake, North Dakota, on a couple of alumni Norwegian bachelor pharmacists who are also University benefactors. And Chris Coughlin-Smith checks in with an update on next week's Homecoming celebrations.

Good reading!



Brushing up for the Inauguration

President Mark Yudof lends a hand to painting the Washington Avenue Bridge on the Twin Cities campus. The bridge painting kicked off a week of celebration that culminated in Yudof's inauguration October 17.



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