

THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

MINNESOTA


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Cabin Fever

Doug Ohman's photos of the icons of summer



ony Dundy, Gentleman and Champion • Public TV's Campus Roots • Anxiety or Intuition? An Essay



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UNIVERSITY OF MINNESOTA
CHILDREN'S HOSPITAL

 FAIRVIEW

> uofmchildrenshospital.org

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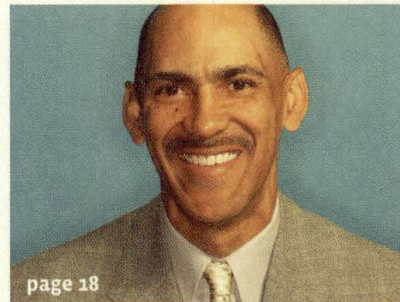
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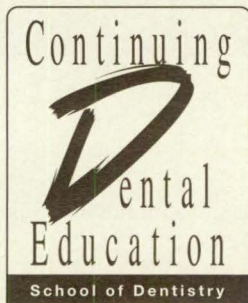
Above: A 1916 cabin on Spider Island on Lake Mille Lacs

Cover photograph of a door to a cabin on Lake Alexander in Morrison County by Doug Ohman



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Shelly Fling

Managing Editor
Cynthia Scott

Copy Editor
Susan Maas

Contributing Writers

Sarah Barker,
Tim Brady, Chris Coughlan-Smith,
Sheila Mulrooney Eldred, Jim Foti,
Sarah Gorvin, Danny LaChance,
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Doug Ohman, Karen Olson,
John Rosengren

Design
Barbara Koster Design

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612-624-2323

800-UM-ALUMS (862-5867)
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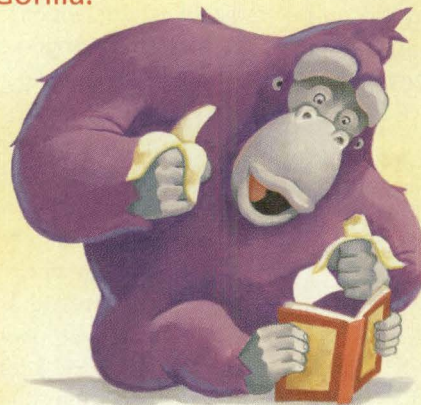
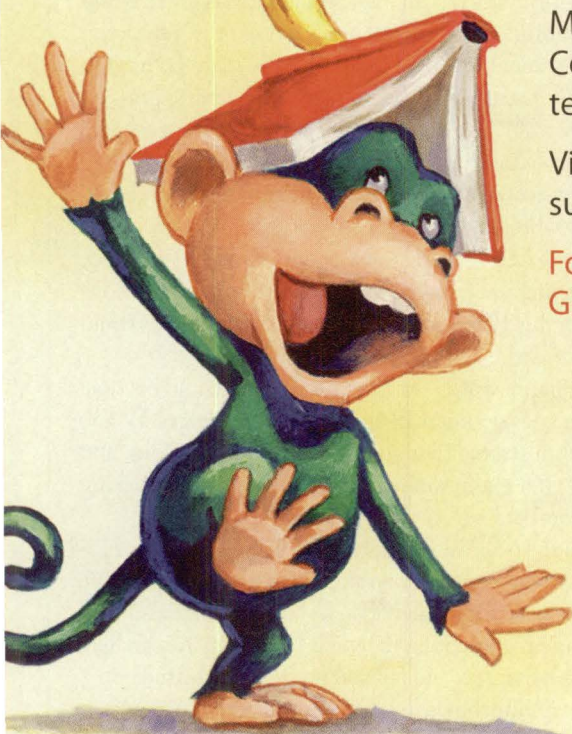


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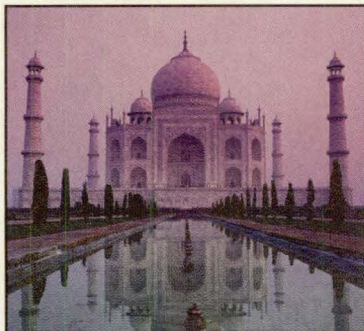
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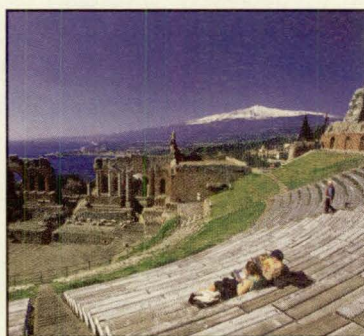


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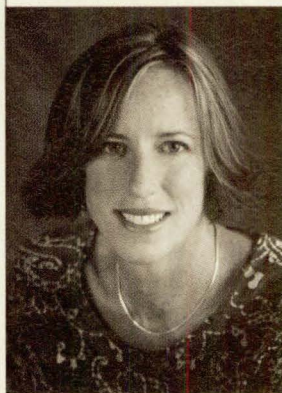
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Fueling the Discussion

In early spring, the winter-whitened stubble of cornstalks litters the wet, black fields in southwest Minnesota. In a couple of months, farmers will fertilize and plant, much of it with corn. The highway curves, and into view comes one of the newest skyscrapers on the prairie: an ethanol plant. Plumes of white rise from the structure and drift over a tree break. Inside, a distillery turns the fruits of the fields into an additive to the fuel propelling both our vehicle down the highway and the economy of this region.



Shelly Fling

In seconds, the scene is behind us, replaced by acres more of stubbled, sleeping fields. When we come this way again, for a family reunion in late June, these fields will be verdant with rows of corn.

I imagine that the opinions surrounding our recent story "Five Reasons Corn Ethanol Won't Save the Planet" (January–February) would outnumber the kernels on a single ear. After the issue hit the mail, letters, e-mails, and phone calls began coming in. I didn't anticipate the passionate response but was thrilled the story was getting attention.

One person called the story disrespectful, someone else courageous. Another said it was needlessly negative, another that it was much-needed. The story was taken up by a *Star Tribune* blogger and discussed on the Minnesota Environmental Partnership Web site. It became the catalyst for an apparent

write-in campaign to support further scrutiny of biofuels and prompted letters and calls to University of Minnesota administrators from corn ethanol interests.

The story was based on the work of University researchers on the various impacts and aspects—including environmental, economic, and practical—of relying on a monocrop that competes as a food source as a replacement for fossil fuels. And the story pointed to studies by U researchers on alternative biofuels, namely from biodiverse prairie grass, as potentially more viable. But it admittedly wasn't the entire, or final, word on corn ethanol and alternative biofuels. (The conversation continues in Letters, page 8.)

Our story didn't mention that, while everyone seeks a fix for our foreign oil dependence, corn ethanol was never intended to be a wholesale replacement for gasoline. Our planet couldn't sustain such a plan. According to Lester Brown, president of the Earth Policy Institute in Washington, D.C., and a recent guest speaker on campus, the amount of corn ethanol required for our round trip from the Twin Cities to southwest Minnesota would be enough to feed one person for an entire year.

But as an additive to gasoline, corn ethanol works—and its production could become more environmentally friendly with further development of biomass energy sources. What's more, the corn ethanol industry has demonstrated that governments, corporations, and private individuals have the ingenuity to offer a solution to one of the world's most vexing problems: finding a sustainable energy source.

Not every U authority is convinced of the promise of prairie grass as an alternative bio-fuel. It hasn't been widely tested, is decades behind corn ethanol, and faces some of the same challenges as corn, such as overcoming the need for fossil fuels in its harvest and transportation. But that is part of the beauty of academic freedom, in which University researchers study problems, test solutions, discuss and disagree, and fail and succeed unobstructed.

Farther down the highway, a row of wind turbines towers over the corn and soybean fields. One point that perhaps all could agree on is that the answers to our energy problems lie here, in rural America. We should also be able to find consensus regarding energy conservation—a practice we all can lead. ■

Shelly Fling can be reached at fling003@umn.edu.



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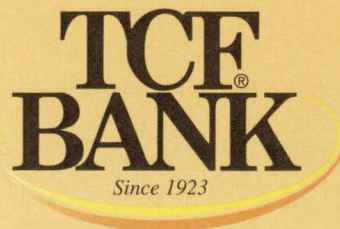


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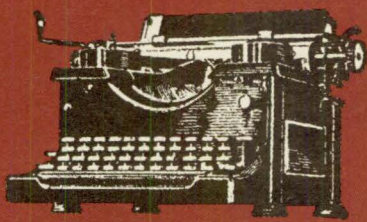


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Our ninth-annual fiction contest is open to all University of Minnesota alumni and students

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- The winner will receive \$1,500, and the winning story will be published in the March-April 2008 issue of *Minnesota* magazine and on the magazine's Web site. The author of the winning entry will be notified in early January but won't be announced until publication. The editors reserve the right not to name a winner.

Submissions must be postmarked by December 3, 2007. Send to:

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Letters

ANOTHER VIEW OF CORN ETHANOL

As a Midwest corn grower, [I want to] answer the confusing and very one-sided article in the January–February 2007 issue concerning the five reasons corn ethanol won't save the planet, by Greg Breining.

Corn growers wish that writers who bring forth such doom and gloom about the future of ethanol in America would contact corn growers themselves and receive a much different viewpoint. We wonder if Mr. Breining has visited an ethanol plant in person, or does he gather his facts from some learned source who has a completely one-sided opinion about ethanol? Let us hope they are not under the influence of the power brokers in the energy industry.

Any attack on ethanol has to be suspect of loyalties to those whose financial future is threatened if ethanol ever becomes the major replacement of fossil fuels. It would be logical from reading the quotes from so-called experts with long degrees that they are under some kind of spell from giant powerful forces opposing energy grown from mother earth's bounty.

The day is coming for Americans to decide how we will separate ourselves from dependence on foreign oil from unstable societies who want our dollars and yet hate us for what we stand for—and know we can afford the shameful blackmail they practice on us. Maybe we will have to resort to using these biofuels that are so berated at the moment but could end up being our salvation.

Mr. Breining could have spent more time on what America will do if we don't use biodiesel or ethanol as our source of energy. It is always easier to lament the development but pretty hard to offer sound alternate solutions.

Gerald Krueger
Aberdeen, South Dakota

FIRST CONSERVE

Thank you for taking up the politically explosive issue of biofuels. I am a lifelong farmer in western Minnesota and have taken a diversified livestock approach featuring grazing and pasture production.

One concern with ethanol is what it's doing to feed prices. Our costs have shot up by 15 percent already. We face tough times ahead, and it is easy to see red when someone else gets the subsidy. I understand the farmer feeling on this, as it often seems we do not get in on any opportunity until someone else has all the profit. It's just that

I have trouble seeing great promise here. Some of the science community has reservations, and we need to listen to those before we give out the keys to the state's treasury, especially to corporations.

Much more importantly, there is a worry with the production of so much corn. Corn cannot be grown organically in a rotation of much less than five years. It is difficult to cut that down with any kind of sustainable practice, and whatever we do in agriculture, we must be as sustainable as possible if we are to safeguard the bounty of land and our resources into the future. Corn is a pig for nitrogen, opens the soil to erosion, doesn't do well in a drought, and takes a lot of fuel to plant, till, harvest, store, and move.

The conventional pro-ethanol arguments assume that corn can safely be grown in an every-other-year rotation, or possibly as a continuous crop. It cannot, in my view. We grow it one year in five, and half our cropping land is in hay at any given time. This farm is on the flat western Minnesota wet prairie and it can take a lot of abuse. But if I drive 50 miles north to the glacial moraine area I can see soil running down the hills out of cornfields after any rain all summer. Much of this land is in [conservation reserve programs]. What happens when it comes out?

Why does the first solution to the energy problem have to be such a major investment? The first answer to the energy problem is not a major change in the processing sector. It is rather that we would look at our habits and develop more conservative behavior in all avenues, including farming.

Jim Van Der Pol (B.A. '70)
Kerkhoven, Minnesota

SUPPORT ALL STEM CELL RESEARCH

We support stem cell research at the University of Minnesota. Our daughter was diagnosed with diabetes at age 7, and embryonic stem cell research is one of the potential paths from which a cure and improved treatment may evolve.

The University is a pioneer in stem cell research. Stem cell research of all types shows promise in alleviating and curing many diseases. Adult stem cells are currently being used in treating leukemias, cancers, and other blood disorders, while embryonic stem cells show promise in alleviating and curing genetic diseases, tissue injuries, and degenerative diseases, specifically, spinal cord injury, Parkinson's disease, stroke, dia-

betes, liver disease, and heart disease.

We disagree with a previous letter writer ["Bad Science, Bad Public Policy," January–February]. It is good science, it is good policy, and it aids the University in moving toward its goal of becoming one of the top research institutions in the country. Ask your legislators to support the Minnesota Biomedical Sciences Research Facilities Authority. Minnesota needs this financing tool so the University can make strategic investments in biomedical research for our long-term future.

Graydon Page (B.A. '72, M.D. '76)
Shelley Page (B.S. '73, M.S. '76)
White Bear Lake, Minnesota

DON'T BLAME NCAA SANCTIONS

Sports Notebook [January–February 2007] reports that "severe recruiting and scholarship restrictions from the NCAA were lifted only last October" [from the Gopher men's basketball program].

I've seen this reported elsewhere as well, in the context of helping to explain the team's relatively poor recent performance in the Big Ten. Details of the NCAA sanctions based on news articles I've seen from 2000 and more recently are: loss of three scholarships during two seasons beginning 2000–01; loss of five additional scholarships to be spread among three seasons beginning with 2001–02; deletion of the Gopher men's post-season records from the late 1990s and other "recruiting restrictions"; and probation.

So by the fall of 2004, scholarships were back to the full 13 allowed by the NCAA. What continued until October 2006 were probation and some kind of recruiting restrictions. We need to look elsewhere than the NCAA sanctions to find reasons for the 9th- and 10th-place finishes in the Big Ten the past two seasons.

Jim Riehle (B.S. '66)
Anchorage, Alaska

KEEPING DREAMS ALIVE

We just wanted to let you know how much we enjoyed your Editor's Note in the March–April issue ["Poking Through the Rubble"]. It touched all of our hearts and it is a very special story. We celebrated Martin Luther King this year in a big way at our stores and asked children to bring in their dreams. Several were for peace and not war, and we sent all the dreams to the White House. It was so touching to be reminded of their innocence and what meaning we bring as adults. We salute you!


Roberta Bonoff (B.S. '81)
CEO and President, Creative Kidstuff
Minneapolis

CORRECTION

Two sentences were omitted from the column "Our U Is Changing—for the Better" [March–April] by UMAA national president Denny Schulstad (B.A. '66). The text should have included the sentences set here in italics: "While the volume of applicants to the U has increased dramatically in recent years, the number of highly qualified applicants has exploded. [Vice provost of student affairs Jerry] Rinehart dispelled the myth that a high percentage of students come from other states and nations. In reality, 65 percent of U students are Minnesotans. *Approximately 24 percent*

come from Wisconsin (which has a reciprocity agreement with the U of M, so many Minnesotans also attend the University of Wisconsin–Madison), and about 2 percent each are from North Dakota and South Dakota. Only 6 percent are from states without reciprocity, and 1 percent are international students."

Letters reflect the opinion of the author and do not represent the views of the University or the alumni association. To submit a letter, go to www.alumni.umn.edu/opinion or write to Letter to the Editor, Minnesota Magazine, McNamara Alumni Center, 200 Oak St. SE, Suite 200, Minneapolis, MN 55455. Letters will be edited for length, style, and clarity. Full guidelines are at the Web address above.



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Try to Control Yourself



PHOTOGRAPH BY MARK LUINENBURG

Why do people cave in to temptation? Kathleen Vohs, assistant professor of marketing in the Carlson School of Management, has a few ideas. With a Ph.D. in psychological and brain science from Dartmouth College, Vohs's areas of expertise include impulsive spending and eating, feeling duped, the psychological effects of money, and failing at self-control.

Vohs is a 2007 recipient of the prestigious McKnight Land-Grant Professorship, awarded to the University's most promising junior faculty members whose work demonstrates imagination and innovation, among other criteria. She finally caved in and talked to *Minnesota* about her latest research.

Q: What drew you to the topic of self-control?

A: Overeating, alcoholism, overspending, and divorce can all be seen, in part, as a failure to exert self-control. The ability to control responses and modify behavior in order to achieve a goal is an essential component of mental and physical health, as

well as of relationship success. Managing consumption at the individual level—that is, consumers managing their food intake or their spending—is at the heart of both self-control issues and business concerns. A lot is riding on understanding self-control as it relates to these social crises and their implications for modern life.

Q: You see self-control as a limited resource. How does one replenish it?

A: We studied over 9,000 people and found that self-control, like a muscle, becomes exhausted with continuous use. Taking time away from self-regulating will replenish your supply of self-control. If a dieter is sitting at a table with a piece of chocolate cake, every minute the cake is there he is exercising self-control. Over time, his self-control becomes exhausted and he may give in and eat the cake. If the cake is taken away, phew, he can take a break from self-regulating, replenishment occurs, and he can again use self-control when the need arises.

Q: Are people born with different amounts of self-control?

A: It's part nature and part nurture. Like athletic ability, we can learn to harness this resource and get more out of ourselves. We all have self-control; some choose not to use it. Building self-control is two steps forward, one step back.

Q: Why is it valuable to study this?

A: My goal is not necessarily to help people. At the end of the day, I'm just a basic scientist. I have a duty to identify the circumstances in which people fail at self-control and how to facilitate its replenishment. I hope that this will set the stage for others to create an intervention model or an outreach program.

Q: Is failure at self-control a U.S. problem?

A: It's an industrialized-country problem, but perhaps more so in the United States. We do things big—high risk and high reward. A lot is available to us, so we have to exercise self-control more—and we fail more.

—Sarah Barker

A SLICE OF STUDENT LIFE

Since 1971, the University has surveyed its undergraduate students on their activities and interests. Here are a few findings from the fall 2006 Student Interest Survey:

35% commute to campus, compared with 58% in 1981;

39% of men and 29% of women read newspapers frequently, compared with 64% of men and 58% of women in 1971;

74% are involved in student organizations and activities, compared with 54% in 2001 and 34% in 1986; and

66% of women and 61% of men volunteer off campus, compared with 43% of women and 27% of men in 1991.

STAGE FRIGHT

Standing center stage, Dr. Frankenlaw shrugged with wicked glee. “Unfortunately, I couldn’t find a heart in any law student, so I just put in an extra spleen instead!”

In *Frankenlaw*, an irreverent send-up of law school life, a mad professor sets out to create the perfect law student—using the body parts of inadequate students from Hamline, William Mitchell, and St. Thomas. The play was the latest incarnation of a tradition that started five years ago at the University of Minnesota Law School. Each year, more than 70 students get involved in T.O.R.T.—Theatre of the Relatively Talentless—penning the script, acting, operating the lights, and sweeping the stage afterward.

Legal luminaries get in on the action too. This year,



Law students cum stage actors rehearse a scene in *Frankenlaw*.

Federal District Court Judge John Tunheim (J.D. '80), Minnesota Supreme Court Justice Paul Anderson (J.D. '68), Chief Federal District Court Judge James Rosenbaum (J.D. '69), and his wife, Hennepin County Judge Marilyn Brown, Rosenbaum all made cameos. Former Vice President Walter Mondale (B.A. '51, J.D. '56) also made his regular appearance. But not without some comic relief.

Mondale was scripted to pause in his introduction for the sound of thunder. But due

to a backstage mishap, nothing happened. Mondale looked up at the expectant audience and said, “Now it says on my paper that there’s supposed to be thun—”

Just then, thunder boomed and drowned him out.

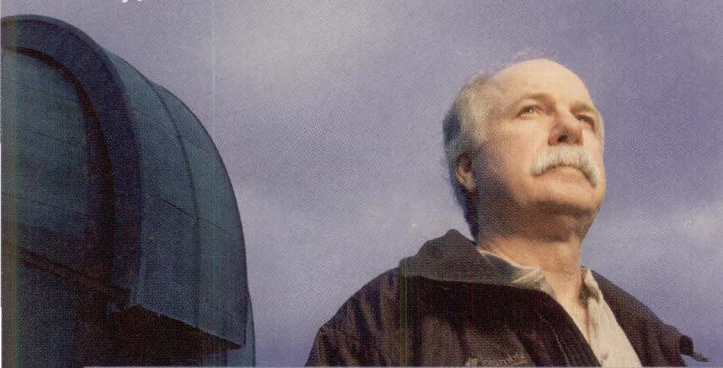
Technical gaffes aside, the annual production’s profile is rising. To accommodate growing attendance, the show moved off campus to the 1,000-seat Pantages Theatre in downtown Minneapolis, and sold nearly 1,700 tickets for its two-night run in March,

despite a snowstorm.

While the play satirizes the heated competition among law students, its producers fuel it themselves. “One of the original reasons we started T.O.R.T. was because other top law schools in the country—Stanford, Harvard, Michigan—all have drama clubs,” explains law student Anna Pia Nicolas, co-producer of *Frankenlaw*. “This has put us on the map. I’ve heard rumors that Harvard is terrified of us now because of how good we’ve gotten.”

—*Danny LaChance*

Terry Jones



AN ASTEROID AIMED AT US

Late last winter, Earthlings received the startling news that an asteroid could slam into their planet in 2036. Named Apophis for the ancient Egyptian god Apep (“the destroyer”), the asteroid would most likely hit the Pacific Ocean, triggering a tsunami that would level the North American coast. While the odds of this happening are relatively low—1 in 45,000—many scientists believe the danger is real enough to warrant worldwide action.

Some scientists suggest blowing Apophis up, possibly with a nuclear warhead. University of Minnesota astronomy professor Terry Jones favors using a rocket to push Apophis off its

path. He believes that while the damage inflicted by an asteroid the size of Apophis, approximately 1,000 feet wide, would not cause global devastation, localized destruction would be catastrophic, similar to that caused by the 1815 explosion of the Indonesian volcano Tambora. Thousands of people died, many from starvation following widespread crop failures. “It wasn’t the end of the world,” Jones says. “But all this talk about Apophis is good because we all need to remember that we live on a little, tiny planet in a big, big universe that can sometimes be a very hostile place.”

Jones doesn’t believe Apophis is cause for panic, however. Calculations on the asteroid’s trajectory are changing rapidly, and 2036 is a long way away. But Jones, who teaches a freshman class called “Cosmic Impacts: Scars on the Earth,” says the media coverage of Apophis has made class discussions more relevant for students who know little about Earth, let alone space. “When you turn on the news, all you hear about is Anna Nicole’s grave. I don’t think people know what’s going on in the natural world. I’ve got students who are surprised that they can go outside and see the moon during the day.”

—*Meleah Maynard*

OVERHEARD ON CAMPUS

“I was 25 the first time I was exposed to Hispanic literature. It changed my life and became my life’s calling. And that was very sad that it happened so late.”

—Louis Mendoza, chair of the Chicano studies department at the University of Minnesota, arguing for filling the gaps in the American literary canon in high schools and universities.

When Nutrients Pollute

When it comes to ecosystems, an excess of nutrients and water actually decreases biodiversity while it increases the productivity of a few species. According to University of Minnesota researchers in the College of Biological Sciences, increasing the amounts of limiting resources—such as nitrogen, phosphorous, and water—in an ecosystem leads to homogeneity because they reduce the opportunities for competing species to coexist.

The findings support an explanation for why the world contains so many species, says Regents Professor of Ecology David Tilman, who led the study. The data also helps explain why grasslands, lakes, and rivers that are polluted with nitrogen and phosphorous have fewer species—the “dead zone” where the Mississippi River empties into the Gulf of Mexico being one of the best known examples of the phenomenon.

The study included analysis of a 150-year-old grass experi-



ment and showed that the loss of biodiversity due to nutrient pollution can persist for more than 100 years.

JIM BRANDENBURG/MINDEN PICTURES

HALTING A PROGRESSIVE DISEASE

University of Minnesota doctors have discovered a treatment to help patients with advanced cases of a rare nerve disorder first brought to the public's attention by the 1992 film *Lorenzo's Oil*. With adrenoleukodystrophy (ALD), a progressive degenerative disease that affects young boys, insulation around the nerves breaks down and causes loss of hearing, sight, mobility, and general nerve function. Left untreated, patients with ALD will usually die within three to five years of diagnosis. The progression of the disease can be halted with a

bone marrow transplant. But the procedure isn't recommended in advanced cases because those patients die within a year despite transplantation.

Doctors gave patients with advanced ALD the anti-inflammatory drug N-acetyl L-cysteine (NAC), normally used to help liver cells recover from drug overdose, and then performed a bone marrow transplant. Administering NAC prior to transplant halted the disease progression and allowed patients to survive the transplant. The discovery was made by doctors at the University of Minnesota Children's Hospital, Fairview.

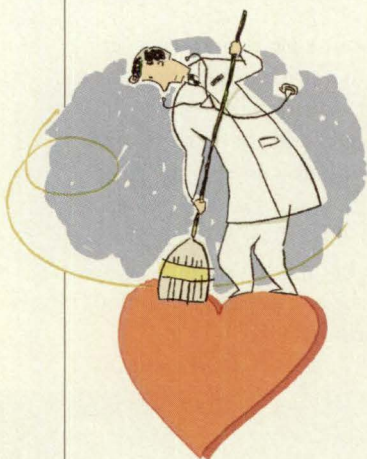
Curing a Sick Health System

Nearly two-thirds of Minnesota physicians believe a single-payer universal health insurance system would provide the best value for Minnesota patients, according to a survey conducted by the University of Minnesota School of Public Health and the University Health Care Action Network-MN. While 63.4 percent think such a system would offer the best care to the greatest number of people, 24.6 percent prefer health savings account systems, and almost 12 percent are in favor of managed care.

The study also found that a large majority of physicians, 86.2 percent, believe that it is society's responsibility, via the government,

to ensure access to good medical care for all people, regardless of their ability to pay. Fifty-nine percent believe the insurance industry should not continue to play a dominant role in health-care delivery. Seventy-one percent of physicians surveyed said they would accept a 10 percent reduction in fees for a “very significant” reduction in paperwork, and 63.8 percent favor physician payment under a salary system.

The survey was mailed to 1,061 randomly selected physicians whose names were drawn from the Minnesota Board of Medical Practice, and 39 percent (408) were completed and returned.



SICK HEALTH SYSTEM ILLUSTRATED BY WARD SCHUMAKER

LIVING LONG DESPITE LEUKEMIA

More than 90 percent of children and young adults who survive five years or longer after diagnosis and treatment for acute myeloid leukemia (AML) are alive 20 years later and leading productive lives, according to a University of Minnesota Cancer Center study. The comprehensive study, which involved 272 AML survivors and a control group of their siblings, analyzed not only survival rates but also marriage, education, and unemployment over 20 years.

Among the findings: Marriage rates among AML survivors 25 years of age and older were similar to the general population, at 57 percent, but lower than the sibling group at 67 percent. Forty percent of AML survivors graduated from college compared with 52 percent of siblings and 34 percent of the general U.S. population. And 93 percent of survivors and 98 percent of siblings were employed.

PREVENTING MENTAL RETARDATION

University of Minnesota pediatrics researchers have developed an experimental vaccine for a virus that is the second most common cause of mental retardation after Down syndrome. The vaccine has proven successful in protecting the offspring of guinea pigs infected with cytomegalovirus (CMV), and researchers hope to set up clinical trials to test a vaccine in people within a year.

In addition to mental retardation, CMV is also a leading cause of deafness in children and is possibly linked to cerebral palsy, seizure disorders, and other neurological problems. According to researchers, most adults become infected with the virus but don't know it. The virus is transmitted from mother to fetus, and up to 40,000 babies are born with the virus every year in the United States. Developing a vaccine to be administered to women before they become pregnant could prevent the devastating effects of the virus.



WALKING ON DIAMONDS?

Mineral tests on soil samples taken from across Minnesota and adjacent regions indicate that diamonds might lie beneath the state's surface. The University of Minnesota's Geological Survey and an Australian mining company surveyed soil taken at 30-kilometer intervals during the summer of 2004 and released the data this March.

One of the survey's findings concerns the occurrence of minerals that suggest the presence of rock formations that sometimes contain diamonds. These minerals were found in an area stretching from the Twin Cities to southwestern Minnesota and in the far north-central part of the state. The data does not adequately assess the state's diamond potential, and geologists say it is possible that the minerals were deposited by glaciers from neighboring states or Canada. The University's Natural Resources Research Institute is currently processing more closely spaced soil samples in northeastern Minnesota to assess the area's diamond potential.

QUERYING THE KIDS

Through a longitudinal study of more than 2,000 adolescents over five years, University of Minnesota researchers in the School of Public Health found that, from early to late adolescence, physical activity dramatically decreases while the time spent in sedentary activities, such as leisure-time computer use or television watching, sharply increase. The shift begins later for boys than girls, but the overall time spent on sedentary behaviors is substantially greater for boys than girls through adolescence.

In another study, University researchers found that participation in sports with real or perceived body weight requirements, such as ballet, gymnastics, and wrestling, is



strongly associated with unhealthy weight control and steroid use in teens. The use of steroids, diuretics, or self-induced vomiting is approximately 5 percent greater among boys and girls between 12 and 18 in weight-related sports than among their peers who were not in weight-related sports. In a separate study, U researchers found that steroid use peaks at 5 percent in middle-school boys and girls and declines significantly as children age.

The studies are part of Project EAT: Eating Among Teens, a project in the Division of Epidemiology and Community Health designed to investigate the eating habits, physical activity, and related factors among adolescents.

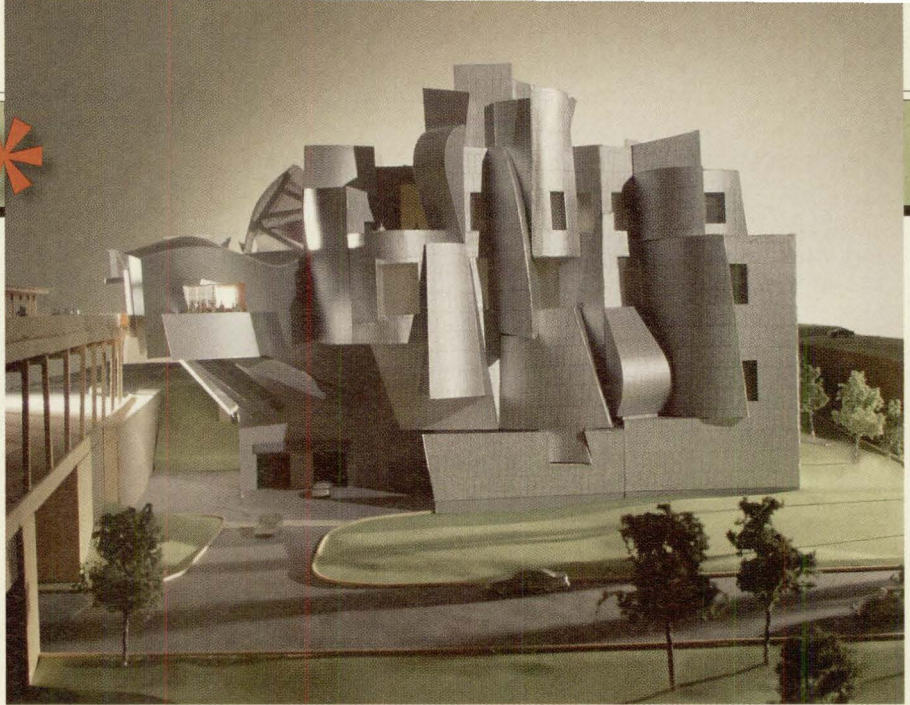
—Edited by Shelly Fling

The University of Minnesota will receive \$22.5 million over seven years to study avian and animal flu viruses in eight countries and multiple states. The grant from the National Institute of Allergy and Infectious Diseases, part of the National Institutes of Health, establishes Minnesota as one of six Centers of Excellence for Influenza Research and Surveillance nationwide. Diagnostic testing and virus characterization will take place at the U's Veterinary Diagnostic Laboratory and Genomic Center in the College of Veterinary Medicine. In addition to the University of Minnesota, other centers will be located at Emory University, Mount Sinai School of Medicine, the University of Rochester, the University of California at Los Angeles, and St. Jude Children's Research Hospital.

University President Bob Bruininks used his fifth annual State of the U address on April 5 to highlight some of the **achievements made across the University system since the strategic positioning initiative was launched two years ago**. That endeavor aims to transform the University into one of the top three public research universities in the world. "Top three' is aspirational and audacious, but that's not to say it can't be achieved," Bruininks said. He listed several new strategies for ensuring greater student success and higher graduation rates, as well as ongoing efforts designed to improve service and productivity system-wide. To hear the State of the U speech, visit www.umn.edu/pres.

In the most recent rankings of American public research universities, released in March, the University maintained its standing in the top tier in eight of nine measures. The U ranks lowest in undergraduate SAT/ACT scores, which used 2004 data. Other measures include endowment assets, research dollars, annual giving, faculty awards, doctorates granted, and national academy members. The 2006 report does not reflect the results of the U's strategic positioning initiatives in the past two years.

Four new members of the University Board of Regents were appointed by the Minnesota legislature in March. Students Venora Hung (B.S. '02) and Maureen Cisneros, psychologist Linda Cohen (M.A. '85, Ph.D. '86), and former state senator



The Weisman Expands

The Weisman Art Museum in March unveiled designs by architect Frank Gehry for a \$10 million building expansion. Gehry also designed the museum's current landmark building, open since 1993 on the East Bank of the University of Minnesota. The additions—totaling approximately 11,000 square feet and reaching toward the pedestrian bridge and Coffman Memorial Union—will double the size of the galleries, accommodate a 40-seat cafe, and create space for the Target Studio for Creative Collaboration, home to a new program that will link scholars and innovators from the community with students, artists, and designers to inspire ideas.

Dean Johnson began their six-year terms immediately. They succeed Frank Berman (B.S. '62, J.D. '65), Lakeesha Ransom (M.A. '03), Peter Bell, and Cynthia Leshner.

The Bush Foundation awarded nearly \$1 million to an initiative aimed at improving the quality of student writing and writing instruction on the Twin Cities campus. The Writing Enriched Curriculum Program will receive \$996,645 over three years to launch the first phase of the program. When the program is fully implemented, students in all academic units will take first-year writing courses followed by a series of writing-enriched courses within their majors.

Jonathan Slack has been named director of the University of Minnesota Stem Cell Institute. Slack, who succeeds Catherine Verfaillie, is the former director of the Centre of Regenerative Medicine at the University of Bath, U.K. The University's Stem Cell Institute, the first in the nation, was established in 1999 to explore and test the potential of stem cells

to improve human and animal health. It has become a leading center of interdisciplinary research encompassing more than 500 researchers from 17 University of Minnesota schools and centers.

A researcher in the School of Nursing has received a \$3 million federal grant to test strategies aimed at reducing teen pregnancy. Associate Professor Renee Sieving will lead a multidisciplinary team in an 18-month-long project that will involve 125 Twin Cities teens. The strategy aims to help participants build the skills, confidence, and support that will help them avoid risky behaviors.

The University of Minnesota ROTC has been ranked No. 1 in the nation by the Order of the Founders and Patriots of America, a century-old group that traces its ancestry to those who served in the American Revolution. The rankings considered 274 battalions in the country and are based on criteria that include military test scores and cadet grade point average.

—Cynthia Scott



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Fear and Floating

Apprehension isn't always rational, but neither is ignoring one's intuition.

Despite the bright Caribbean sky and my friends' excitement, I felt uneasy. I'd been scuba diving before, but always in clear, relatively shallow water. I'd never been on a drift dive. Instead of propelling myself through calm, protected waters, I'd be giving myself over to an ocean current and carried along a coral reef.

My friends were confident we'd have a great time and said I'd get over my jitters once I experienced floating in the current. Still, I couldn't stop thinking that I shouldn't go on the dive. I'd had several chances to back out in the preceding 24 hours, when an unmistakable but ungrounded feeling reverberated in my head: *I shouldn't go*. I felt a pit in my stomach as we talked about arranging the dive, again when we made our reservation, once our guides arrived the next day in a small fishing boat to take us to the reef, while we were putting on our gear, and when our dive master, Geraldo, shrugged after I told him I was unusually nervous. And I felt the same pit even as I slipped overboard into the choppy sea.

I paused on the surface while everyone else submerged. Bobbing in the churning waves, I peered down into the gray depths below. Geraldo was beneath me, urgently motioning for me to kick hard. I was still uncharacteristically frightened but couldn't come up with a rational reason not to go. I could only chalk it up to anxiety about trying something new. After a brief struggle in the waves, I was able to pike my body and swim headfirst toward the bottom of the sea. The current took me. There was no turning back.

Unlike the leisurely dives I'd been on before—slowly following brightly colored fish as they meandered in and out of vibrant coral forests—this dive required all of my attention and energy. As soon as we reached our diving depth of 80 feet, deeper than I'd ever been before, the current picked up speed. Soon it was ripping. I constantly had to fight to keep from

being dragged down too deep or from being scraped against or impaled on tall coral.

The water was cloudy and dark. I didn't see many fish. After a time I realized I no longer saw any of the other five divers. I was alone. My breath quickened and I made a concerted effort to calm myself so I wouldn't run out of air too quickly. I counted to four with each breath in and each breath out. But my mind was filled with worry. Was I being swept too far away from the others? What were all the things that could go wrong,



ESSAY BY **KAREN OLSON** // ILLUSTRATION BY **KATHY OSBORN**

whether or not I gave in to panic?

Just then, I noticed a sea turtle, smoothly riding the current ahead of me. I watched the way he used his flipper-like legs to shift his trajectory, floating through the water the way a bird sails through the air. Watching him calmed me. He knew how to navigate this environment with ease.

I followed the turtle as long as I could. When Stacy, the only other woman in the group, appeared, I was thankful. We checked the air in our tanks. Nearly empty. So together we rose through the roiling water and returned to the windy air.

A few of the others had already surfaced nearby. I was relieved to see Steve. Three of us on the dive would be part of his wedding party in a few days; we were in charge of keeping him safe. What wasn't nearby, however, was the fishing boat that had dropped us off half an hour earlier. The driver was supposed to have followed us along our underwater journey by following a red buoy attached to a long rope held by Geraldo.

We all looked at each other, not sure whether to feel relieved that we made it through the dive—it turns out the current was much, much stronger than usual—or concerned that we were adrift in the ocean. But then we rose on a swell and saw the boat far off in the distance. There was relief all around. While Geraldo waved his arms in the air and yelled to get the driver's attention, the rest of us swam closer together. The guys started joking and talking about how cool the dive had been.

Geraldo continued waving and yelling, but the driver and his passenger didn't seem to be looking in our direction. "Damn it!" Geraldo spat. "What are those fools doing?" He took his fins off his feet and raised them into the air. Within a few minutes, he became obviously agitated. He turned to us.

"How much air do you have in your tanks?" he asked, clearly upset. We had only a few minutes of air each. Geraldo shook his head then started yelling more loudly. Everyone else went silent. The last person you want to see frightened is your guide. The panic in his voice made me consider just how vulnerable we were. We all took off our fins, waved them wildly, and yelled as loudly as we could. But soon we were catching only small glimpses of the boat. Then it simply disappeared from view.

The six of us held onto each other's arms so we wouldn't have to fight the current that wanted to separate us. Our situation wasn't good. The sun was starting to set and we were being swept quickly past the last island before open sea. Our oxygen tanks were virtually empty. Geraldo wasn't carrying any flares. Within a matter of minutes we had to decide whether to drop all our gear and attempt to swim to the island, which was surrounded by rock and crashing waves, or to drift toward the sunset with the hope that rescuers would find us before hypothermia, or sharks, set in. We opted to drift.

Time slowed. The ocean and sky grew suddenly larger, diminishing us both in size and significance. My mind started to kaleidoscope into myriad thoughts—fears, the face of the man I loved, my parents and how much they would hate this story, everything I ever learned about how to stay alive—but I knew I needed to stay focused. I had to manage my anxiety so I could stay alert. Stacy and I looked into each other's eyes and

helped each other breathe slowly. I could tell she was starting to get chilled, as I was.

An hour is not a long time in the grand scheme of things. It's an eternity when you're afraid and floating in the ocean. We'd been drifting uneasily in the choppy sea—all dealing with our fears in different ways, all lost in our own thoughts—for a little less than an hour when Remy remembered he had a whistle. He'd bought it 10 years earlier, attached it to his gear, and forgotten about it until that moment. But who would hear it?

As if to answer the question, we heard the sound of a motor in the distance. Remy started blowing the whistle. When we could actually see the boat, a two-story houseboat, we started waving our fins. Remy blew and blew. We waved and waved. To our surprise, the boat stopped. We whistled and waved, whistled and waved. Suddenly the boat was speeding directly toward us.

Two men, a father and his son-in-law, plucked us out of the choppy water one at a time. On deck, their wives wrapped us in towels and gave us water and crackers. The owner of the boat, a British retiree, told us he'd assumed the faint, high pitch he'd heard was simply the wind in some rigging. To be safe, he'd decided to check his engine. That's when he realized the sound wasn't from his own boat. He carefully scanned the horizon. Because of the waves and the fading light, he'd barely made us out, he said.

"I never would have seen you if I hadn't heard that whistle," he said. And he said it again that evening over dinner, after the bride-to-be toasted our rescuers. "Good thing for that whistle."

We all agreed. And that's when I started to wonder about the whistle that had been sounding inside me for 24 hours before the dive. I'd heard it plainly a few years earlier, as I was preparing for a hiking trip into the Grand Canyon. On that trip I accidentally started a wildfire. I'd also heard it more subtly in my everyday life, in relationships, and when taking on new challenges. This time the message was loud and clear: *I shouldn't go*. Why, then, did I ignore it?

I recently read Gavin de Becker's book *The Gift of Fear*, which helps readers recognize their own survival signals. I had indeed felt anxiety about trying something new, a feeling good to overcome. But I'd ignored other important survival signals: the bad feeling in my gut, my hesitation in the water, and genuine feelings of apprehension and fear. To my analytical mind, *I shouldn't go* seemed irrational. But to my body and subconscious mind, it was the only logical conclusion.

Today I'm better at identifying the messages my body and subconscious mind send to me. I also know that the next time I have the chance to go on a drift dive, I'll respect my intuition. If I hear no alarms, I'll go. ■

Karen Olson (B.A. '88), is a Minneapolis writer and former editor of Utne Reader. She studied art history and English at the University of Minnesota and also holds an M.A. in English from Northern Arizona University and an M.F.A. in creative writing from Colorado State University.

Winsome Ways

BY JOHN ROSENGREN

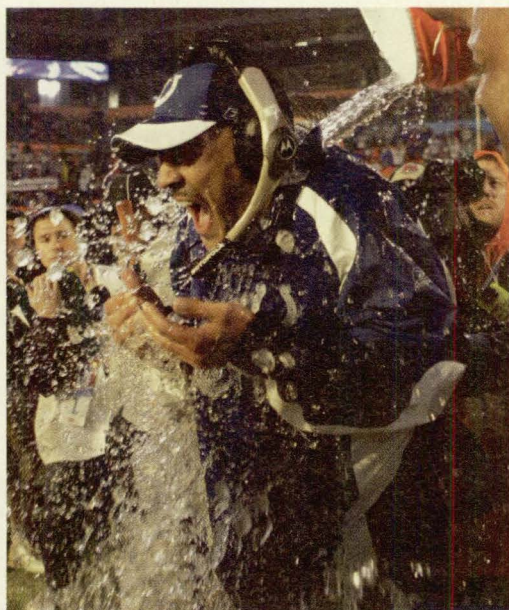
The mild-mannered, soft-spoken Tony Dungy (B.S. '78) is not a stereotypical National Football League coach. He doesn't yell and scream at his players, never uses profanity, isn't a self-promoter, and says football isn't the most important part of his life.

Those qualities may be why he was overlooked for head coaching positions in the NFL time after time earlier in his career. But Dungy is patient and exudes a quiet discipline. He is imperturbable in the face of disappointment and doesn't believe in limiting oneself just because something hasn't been accomplished before.

It's Dungy's unorthodox style that has taken him to the top of his profession. As head coach of the Indianapolis Colts, his Super Bowl victory last February made him the first African American coach to win the NFL's top prize and proved the merits of his gentlemanly demeanor.

Dungy, 51, was born in Jackson, Michigan, a small, blue-collar city west of Ann Arbor. His mother taught high school English, and his father was the first African American professor at Jackson Community College. The second of four children,

Dungy became the first African American to coach a Super Bowl championship team when his Indianapolis Colts defeated the Chicago Bears in the 2007 Super Bowl.



A CONVERSATION WITH UNIVERSITY ALUMNUS AND SUPER BOWL CHAMPION TONY DUNGY.

Dungy was a three-sport star (football, basketball, baseball) at Parkside High before University of Minnesota head coach Cal Stoll (B.A. '50) recruited him to quarterback the Gophers. Dungy was team captain in 1976 and a two-time most-valuable player. He finished his career as the school's all-time leader in passing yards (3,515), touchdown passes (25), and total offensive yards (4,680), among other records. A two-time Academic all-Big Ten selection, Dungy earned a bachelor's degree in business administration.

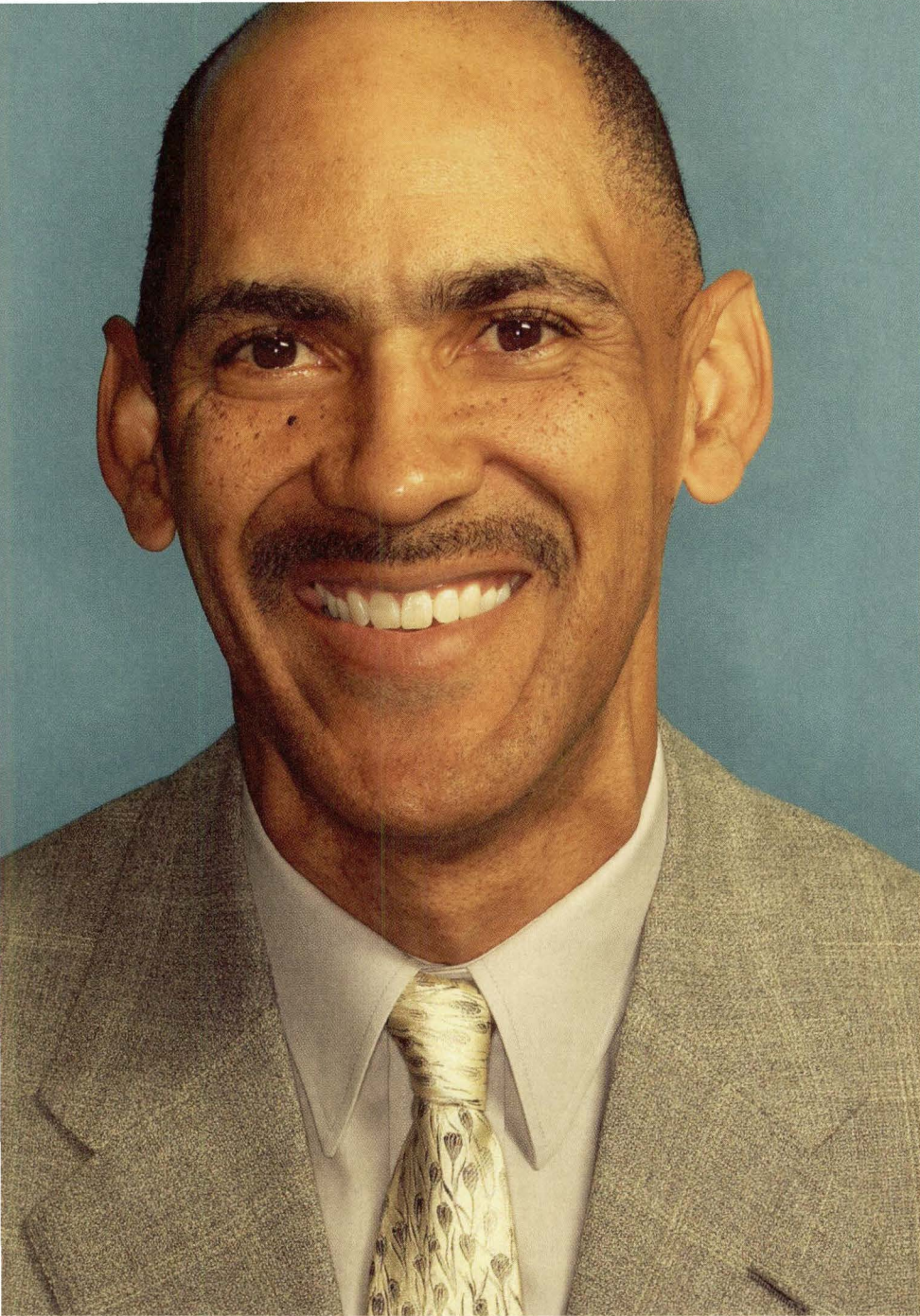
Dungy played three years in the NFL as a defensive back and won a Super Bowl with the Pittsburgh Steelers in 1979. He started his coaching career in 1980 at the U of M as a volunteer defensive backs coach. After stints as an assistant with the Pittsburgh Steelers, Kansas City Chiefs, and Minnesota Vikings, he became head coach of the Tampa Bay Buccaneers in 1996. He turned the worst team in the league into a championship contender, but the Buccaneers fired him in 2001 when the team failed to reach the Super Bowl. Since the Colts hired him in 2002, Dungy has taken his team to the playoffs every year, giving him eight consecutive playoff appearances (starting in Tampa Bay), one of only three coaches to accomplish that since 1970.

Dungy has also made his mark with charitable work in the communities where he has lived and is devoted to his family. He and his wife, Lauren, are the parents of six children: daughters Tiara and Jade and sons Eric, Jordan, Justin, and the late James Dungy.

Dungy maintains ties with his alma mater, speaking out in support of an on-campus football stadium in 2006 and appearing before University friends and alumni for the 2007 University of Minnesota Alumni Association Annual Celebration this May. This spring, he took time to speak to *Minnesota* magazine readers about his success and his future.

Q: Was there a moment or professor or class at the University that made a lasting impression on you?

A: I don't know if there's one particular moment, but the whole experience I had there in the business school, trying to think



long-term and develop how you're going to function as a person and in the business world [made a lasting impression]. Even though I didn't end up in the business world per se, it had a lot of bearing on how I do things in my career.

Q: What impact did Cal Stoll have on you?

A: He had a tremendous impact because he always talked about football being part of your college experience—a fun part and an important part—but not the biggest part. He thought the academic part and the social part were much more important. The whole college experience was what you were there for, not just to play football. All the guys that played for him during those years developed as people.

Q: What does it mean to come back to campus and address other alumni?

A: It's quite flattering. I was just one person who went to the

University. That they would ask me to speak to the group that I represent is a little beyond my imagination.

Q: You played basketball for the Gophers your freshman year. Any regrets in not choosing basketball instead of football as a career?

A: No regrets in not choosing basketball as a career, but regrets that I wasn't able to play more. I got hurt [infected elbow, injured knee] at the end of my sophomore year of football, so I had to sit out that year [of basketball]. Then Jim Dutcher came as the coach, and I had the chance to go back to play as a junior. Sometimes I regret that I didn't have the fun and enjoyment of playing those last two years.

Q: The Steelers moved you to cornerback after your days at the U as a star quarterback. At the time, there was a bias against black quarterbacks in the league. They were seen as unfit to lead a team, unqualified to call plays. Did you feel like you missed an opportunity because of this racial bias?

A: Looking back, it's really hard to say. It was a different culture and different time. But for me, it probably was a benefit, because playing defense helped prepare me to coach.

Q: What was your motivation to become a coach?

A: I went to the U because I wanted to major in business. I knew all the

Fortune 500 companies that were headquartered there and met Gopher alumni involved with those companies. I just assumed that would be my niche, developing into the business community of the Twin Cities. Coaching was not on my horizon.

While I was at the U, I worked for Dayton-Hudson, Cargill, and General Mills in the summers. Then, after I went to Pittsburgh, I worked for Heinz and Mellon Bank. I was trying to find that job that was really me. Although I enjoyed them all, none of them had me saying, This is where I need to be. Coach Chuck Noll gave me a chance to get started in professional coaching [with the Steelers]. The first day I was there, I said, This is something I really enjoy. I enjoyed working with the young men, watching them develop as players and as people.

Q: You were passed over for several head coach positions. What part did being a minority play in that, and how does

your winning the Super Bowl as the first African American coach work to change misconceptions and stereotypes that have kept minorities from being hired for head positions?

A: We had a stereotype in the '80s and '90s of what a football coach looked like in the NFL. There weren't any visions of minority coaches. Also, when I would go into interviews and say, I'm not going to sleep in the office, not going to put those kind of hours in, I'm not going to use profanity, and I'm not going to bend the rules to win, that threw some people off, because that's not what was typical.

Hopefully, the fact that we're able to win and some other guys have come out of our system and are doing well [for example, Dungy's former assistant, Lovie Smith, coached the Chicago Bears against the Colts in Super Bowl XLI] will make people take a look and realize there are different ways you can win. That's going to help not only minority coaches, but people who go against the conventional wisdom of how you're supposed to win in the National Football League.

Q: How did you develop that approach?

A: A lot of it was Coach Stoll saying that football was a part of your life, but it certainly shouldn't define you. Becoming a well-rounded person, being a business major, and graduating helped me understand that there are a lot of things that are way, way more important than who wins a particular football game: the impact you can make on the larger community, the responsibility to raise your family properly. Those things have to take precedence over your job.

Q: You've had some time to let the Super Bowl win sink in. What do you see now as its significance?

A: It has been very good for our community. It has been great to share with the fans. I think it did have some social significance, some historical significance with Lovie and me there together [as African American coaches]. Probably more than anything, to show you that with perseverance and continued hard work you can reach your goals, no matter where you start.

Q: When Tampa Bay fired you in 2001, you considered a career in prison ministry. Do you still have that in mind?

A: Yes. I also work with an organization called Family First. We do some things accentuating family values. And I work with Fatherhood Initiative. When I'm finished, I see myself doing some type of community service.

Q: What is it you do with prisoners?

A: I've been involved with Abe Brown Ministries [formerly Prison Crusade Ministries], headquartered in Tampa, that does



Dungy was a two-time most-valuable player in his Gopher career and a two-time Academic all-Big Ten selection.

a lot of visiting and encouraging, but also trying to help those people come back into society. I've been involved with making visits and trying to encourage guys that their life isn't over, that they can get a fresh start.

Q: You are deeply involved in community work. Why is this so important to you?

A: I've always felt it was important to be there for young people making those choices that will influence their future. Our young people are getting a lot of mixed messages about what's important and which way to go. I can help because of the platform I have as an NFL coach. I think I have a responsibility to try to do that. I enjoy trying to help teenagers understand the direction where they might go and to dream.

Q: What advice do you have for today's student athletes or teenagers in general?

A: To really dream about where they're going to be 10 years from now, 15 years from now. See that they can do whatever they want. When I was 17 years old, there wasn't anyone from my hometown involved with professional sports. There weren't any African American NFL coaches. It wouldn't have been realistic for me to think that was in my future, but we don't know what's in our future. Don't limit yourself because something has not been done before.

Q: There had been speculation that you would retire after winning the Super Bowl. How long do you see yourself continuing to coach? What's in your future?

A: I don't think it will be too much longer. There are a lot of things that we've talked about that I'd like to get to more full-time. I'd like to be able to spend more time with my kids than I have. That's what I see down the road, hopefully after a couple of more Super Bowl wins.

Q: What do you want the Tony Dungy legacy to be?

A: I would really like to be remembered as someone who helped the communities I lived in become better places to live. Part of that is by helping develop young men that I work with. But part of it, too, is doing things away from our office, reaching out to the community. ■

John Rosengren is a Minneapolis freelance writer. Watch the July-August issue of Minnesota for a wrap-up of the 2007 Annual Celebration featuring keynote speaker Tony Dungy. Dungy's memoir, Quiet Strength: The Principles, Practices, and Priorities of a Winning Life, will be published by Tyndale House Publishers in July.

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cabin fever

TEXT AND
PHOTOGRAPHS
BY **DOUG OHMAN**



Anyone who has grown up in Minnesota is familiar with the phrase “going to the cabin.” Each summer, tens of thousands of Minnesotans pack the car, hitch up the boat, and strike out on the highway leading to “the cabin.” Not long after leaving the city behind, they enter the cabin zone—a state of mind that anticipates putting the wristwatch in the drawer, throwing a line in the water, playing board games during a thunderstorm, and waking to the call of loons. Minnesota summers would not be the same without at least one jaunt to a cabin.

This tradition is not a recent one. History tells us Minnesotans were going to the cabin well before the advent of the automobile. A hundred years ago, the trip wasn't a weekend getaway. It was often an extended stay lasting, in some cases, the entire summer. Arriving by train, vacationers of means flocked to cottages and resorts at Leech Lake, Bay Lake, Brainerd, Bemidji, Detroit Lakes, Grand Rapids, and Lake Superior. Many of those resorts continue to operate today, hosting new

Opposite page: A lakefront cabin on Bay Lake in Crow Wing County

Top: Wilderness preservationist Ernest Oberholtzer's “Japanese House” (circa 1920) on Rainy Lake in Koochiching County

Above right: Once part of a local resort, this circa-1900 cabin was moved and is now part of a greenhouse and nursery in Cass County.

Right: A small, one-bedroom cabin tucked in the woods near Park Lake in Carlton County





Above: One of the last privately owned cabins in Voyageurs National Park, on Sand Point Lake in St. Louis County

Below left: A summer cottage on the shores of Lake Bemidji

Below right: A circa-1920 cabin on Otter Tail Lake in Otter Tail County



generations of cabin-goers.

By the 1920s, automobiles began to replace the railroads and Minnesotans began to build their own private retreats. More and improved roads made locations that were once remote suddenly accessible. Sandy beaches, wooded lots, and protected bays soon became locations of choice. Cabin architecture varied depend-

ing on budget, skill, and personal taste. Log construction was common, but most cabins built during the 1920s and '30s were clapboard. Intended for summer use only, these early cabins weren't insulated.

Whatever their architecture or construction material, cabins are a reflection of their owners. For some people, it's simply about getting away. A cabin might be a retired RV on blocks or an impossibly tiny structure nestled in the woods. Others will do anything to build as close to the water as possible, on stilts if necessary. For others, cabins are a contest—stunning, lakeside properties featuring manicured lawns, entertainment





Above: A rustic cabin on Spectacle Lake in Isanti County

Right: A cabin on Eagle Lake in Becker County

Below right: An Itasca County farmer built a one-room cabin in the woods on his property for his grandchildren.

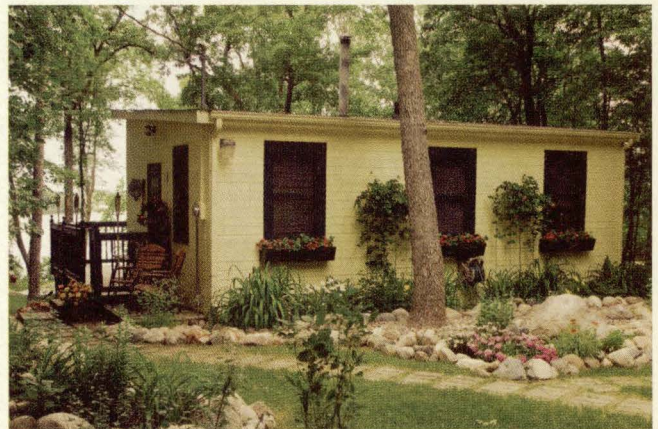
centers, and security systems.

With any cabin, the goal is to surround oneself with untamed nature. Every cabin comes with chores, however. At the start of each summer, the winter debris has to be cleared away, the doors and windows thrown open to air the rooms, the critters evicted, beds made up with fresh linens, and the dock put in. Before long and much too soon, the nights become chilly

and it's time to take the dock out, close up the cabin, pack up, and reluctantly drive home—until next summer.

Today, leaving work demands, traffic jams, and cell phones behind to escape to the lake is ingrained in us. We go to the cabin in droves, perhaps for weeks at a time to a lake cabin that has been in the family for three or four generations. Or maybe we get away just one weekend a summer, renting a tiny one-room cabin in the woods. We get cabin fever, and the only cure is to go to the cabin. ■

Photographer Doug Obman (B.A. '84) traveled extensively throughout the state for the book Cabins of Minnesota, released by the Minnesota Historical Society Press this May. Cabins of Minnesota is the fifth in the "Minnesota Byways" series, which includes Barns of Minnesota, Churches of Minnesota, Courthouses of Minnesota, and Schoolhouses of Minnesota, all featuring Obman's photography.





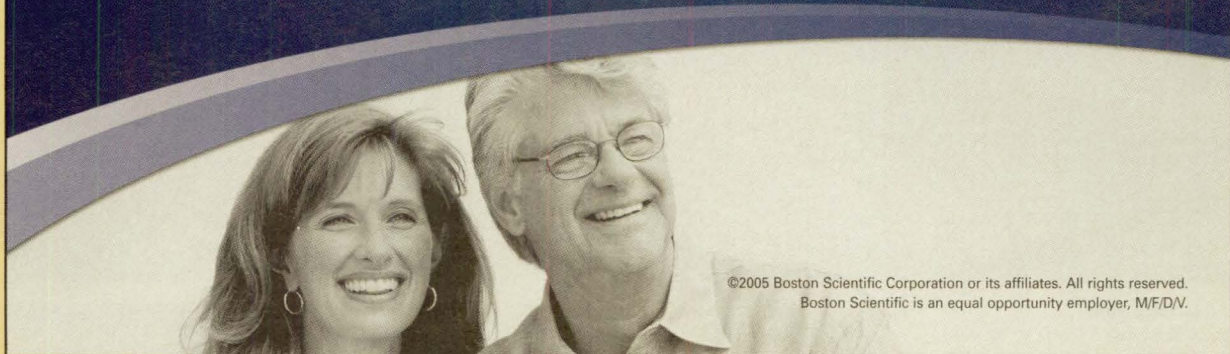
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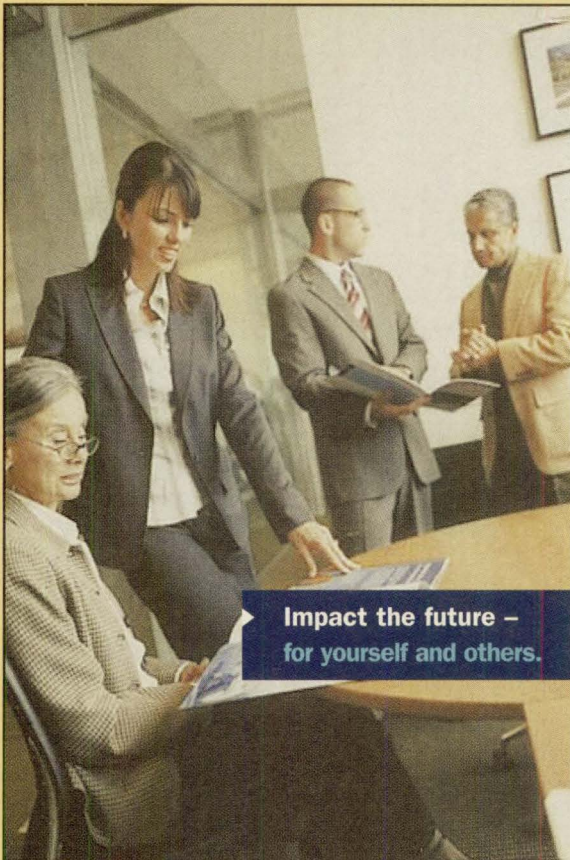
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Career and Community Learning Center
www.cclc.umn.edu

Specifically designed for College of Liberal Arts students and graduates, this site includes tips on how to write an effective résumé and give a good job interview, shows how to tap into the "hidden job market," and helps match careers with CLA majors. Also included is a frequently-asked-questions section pertaining to internships as well as information on pre-law advising.

Career Services
www.career.umn.edu

The Career Services Web site is a guide to all the career resources the U has to offer. Included are links to each college career site as well as links to the St. Paul Campus Career Center, the Career and Lifework Center, and more. The site also offers links to career exploration, events, resources, and connections for both students and alumni.

GoldPASS
www.goldpass.umn.edu

Created exclusively for students and alumni of the Twin Cities campus, GoldPASS is a database that includes thousands of openings for internships, full- or part-time jobs, and volunteer positions. Just set up an account and you're free to post your résumé and browse the listings.

St. Paul Campus Career Center
www.stpaulcareers.umn.edu

This site allows students and graduates of the St. Paul campus to learn about internships, internship planning, curriculum vitae and résumé writing, networking, and informational interviews. The site also offers information on each college's mentor program.

UMAA Mentoring and Career Resources
www.alumni.umn.edu

The University of Minnesota Alumni Association offers networking opportunities with more than 50,000 alumni, a directory of more than 350,000 Twin Cities campus alumni and friends, and University connections around the world through U of M geographic chapters and collegiate societies. UMAA members also save on career and lifework planning workshops or consultations, vocational assessment packages, and career assessment packages.

-Compiled by Sarah Gorvin

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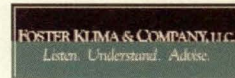
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Educating the Masses

In the early 1950s, the expanding medium of television got University of Minnesota educators thinking. What if they could use TV to instruct people in remote locations, such as their living rooms? A few years later, educational television went on the air in the Twin Cities, from a studio on the University campus.

Fifty years ago this fall, University of Minnesota Television debuted on KTCA-TV, Channel 2, with “At Home with Music,” a showcase of University musicians and artists hosted by professor Norman Abelson. Airing from 9 to 10 p.m. on Monday, September 16, 1957, it was the first U of M program broadcast on the KTCA slot known as *The University Hour*. Other offerings that fall included “In Search of Science,” with Mark Graubard; “Our Changing Society,” with Roy Francis; “Minnesota’s Wildlife Resources,” with Walter Breckenridge (Ph.D. ’41); and “Town and Country,” hosted by Ray Wolf (B.S. ’42). University shows would fill the same hour of broadcast, Monday through Friday, on KTCA for nearly 20 years to come.

Shot in black-and-white on 16 millimeter film on studio sets enlivened by such props as a potted plant and a pair of stools, *The University Hour* generally consisted of straightforward discussions of college subjects. The ability to shoot close-ups of maps and other visual aids that would otherwise be hard for students in the back of the classroom to see was considered one of the great boons of early televised programs. The stars of the shows were University professors wearing jackets and ties, chewing on the stems of their dark-rimmed glasses as they spoke with an erudition rarely heard on modern television. Perhaps not surprisingly, television viewers of the day preferred *Gunsmoke* and Ed Sullivan.

Indeed, the promise that public television suggested to educators in the 1950s was never quite realized. Its first calling—as



a new means to enlighten the masses—was undercut by the fact that so few people were interested in watching. Its second charge, at least in the eyes of educational administrators, was to relieve the enormous strain on classrooms of the endless stream of baby boomers seeking learning in the 1950s and ’60s. Here it did better, but educational television was eventually supplanted by more direct means of televised instruction.

The University of Minnesota was tied to the grand experiment in educational television from its earliest days. In April 1952, the Federal Communications Commission (FCC) was faced with conflicting pressures from commercial broadcasters and educators. Broadcasters clamored for lucrative and limited channel space in the new medium of television; educa-

BY TIM BRADY

tors were interested in exploring the possibilities of television for instruction and enlightenment. The FCC gave its nod to education interests by designating more than 200 local airwave channels across the nation, including Channel 2 in the Twin Cities, for educational purposes.

Within a matter of weeks, the University of Minnesota announced that it was ready to explore the possibility of creating the state's first educational television station. University president James Morrill cautioned that the project was too big and costly for the U to handle alone, but he anticipated the help of other colleges in the area, along with public school systems.

Money was only the first stumbling block in efforts to get the station on the air. The Minnesota State Legislature turned down as too steep a \$2 million request for start-up funds in 1953. Soon after, the partnership that had gone to the state capitol with the proposal started to reassess its initial plan.

Because the University had taken the lead in promoting educational television to the legislature, it was assumed that the U would be the licensee for the proposed station. Now, however, it became politically advisable for educational television advocates to suggest a wider connection to the community. The revised plan established a nonprofit corporation to lead the station. The University, in conjunction with Minneapolis and St. Paul public school systems, would play a major role in organizing educational television and provide resources and programming; but educational television in the Twin Cities would not be run by, or licensed to, the University of Minnesota.

The new nonprofit entity also scaled back its initial estimate of start-up costs and began fund-raising toward a more reasonable goal of \$300,000, primarily for station equipment. The legislature as a source of funding turned out to be a nonstarter, so initial funds came from the Hill Family Foundation, which provided the first grant to the new corporation (\$40,000). The Ford Foundation, the primary funder of early educational television across the nation, offered another \$100,000, and the prospect for Channel 2 in the Twin Cities grew brighter.

As the first money for the project came in, KTCA-TV, as it was now known, started to take shape. A station manager, John Schwartzwalder, who had headed the first-ever educational television station in the nation, in Houston, was hired in 1956 to lead the new channel. Staff, in the form of a couple of producers and editors, were also employed.

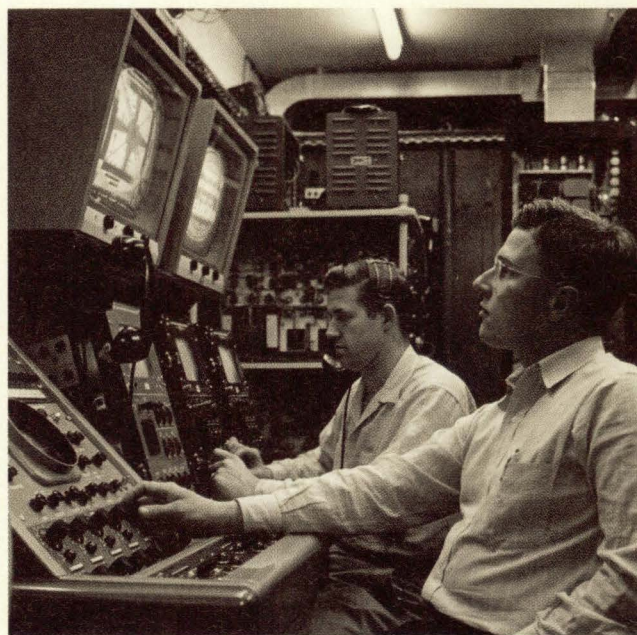
Outside of the nonprofit corporation itself, the University remained the principal player in the making of educational television in the Twin Cities. It provided temporary studios to KTCA on its St. Paul campus and also offered land

on the University golf course for the broadcast tower and transmitter. U of M students were employed as production crews at the station, manning cameras and mikes and providing floor direction.

At the same time, the U of M set up its own studios in Eddy Hall, on the East Bank of the Minneapolis campus, where its programming for KTCA would be shot and transmitted via microwave to receivers at the station in St. Paul. The U also established a Department of Radio and Television within its Extension system. Burton Paulu (B.A. '31, B.S. '32, M.A. '34), who had long managed KUOM, the U's radio station, and who had pioneered educational radio broadcasting in the region, including the "Minnesota School of the Air," was named as director of overall operations. Sheldon Goldstein (B.A. '50) was given the helm for television programming. Both credit and noncredit courses would be aired on the planned *University Hour*; with professor Asher Christensen's popular political science class, "Your Government," tabbed as the first for-credit course to be televised over KTCA's airwaves.

Opposite page: Burton Paulu (right), director of the U's educational television operations, on the set with Donald Woods (Ph.D. '50), associate dean of the College of Continuing Education, in 1964.

Right: Engineers Philip Jedlicka (A.A. '52) (foreground) and Everett Lindgren in the KTCA station on the University campus in 1957.



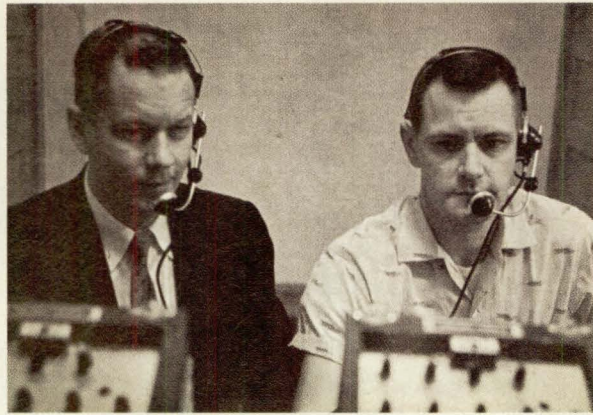
Other television programming on KTCA would be produced at the station studios in St. Paul and would include offerings from the public schools and Minnesota's private colleges. Nonetheless, the links between the University and KTCA remained so close that, leading up to the September 1957 opening of the station, the U felt obliged to send out a press release clarifying to its own faculty and staff what its relationship was to the new educational television station. "It is important that University staff members understand that Channel Two is not owned by the University, nor is it a University station, nor are University funds being used for its establishment," read the bulletin.

This distinction would grow more and more apparent in the years after KTCA's founding. While the early educational television broadcasts proved an acceptable means of providing instruction to the general public, it turned out that they



Left: University educational television produced a documentary on epilepsy at the University Hospital in March 1965.

Below: Engineers Bert Holmberg (B.S. '44) (left) and Wayne Mayer (B.S. '55) check the monitors during a test program in 1957.



couldn't do enough to alleviate the University of Minnesota's continuing problems with finding ways to teach an ever-growing student population. Aside from campus crowding, the expanding Extension system also required more teachers and the means to deliver instruction to corners of the state beyond the Twin Cities.

The University's answer to these difficulties was a call for increased use of its own broadcasting capabilities. University president O. Meredith Wilson announced a plan to expand the U's closed-circuit television system in "an effort to make more effective the teaching programs at the University and help meet the problem of numbers."

Paulu and Goldstein set about building the production capabilities of the U of M television system, and by the 1963-64 academic year, more than a dozen courses were being taught via closed-circuit television at the U. By the fall of 1964, the course load on closed-circuit TV would reach 19, and the following year, the U of M would approach the state legislature with a proposal to expand its closed-circuit capabilities even further.

KTCA, meanwhile, was less than enthused about the direction that educational television was taking at the University. Despite the fact that the U continued to broadcast its *University Hour* programs on Channel 2, continued to offer for-credit courses over the air, and continued to pay KTCA for the privilege of airing its programming, the station worried that its partnership with the University was diminishing. Any courses produced solely for the University of Minnesota within its own television studios and aired over its closed-circuit system were obviously productions not being done by or for KTCA, thus reducing streams of income to the station.

And the fact that the University went to the state in 1965, asking for funds to expand its system, only added to KTCA's discomfort. The U of M wanted control of a statewide, multi-channel television network that could provide instruction to all state colleges and major school systems. Though the project

was turned down at the capitol (this function would eventually be served by the state's Higher Educational Coordinating Commission), KTCA saw its income, both real and potential, threatened by expanding television facilities at the U.

KTCA had other problems as well. The educational model for public television was simply not drawing enough viewers and members to pay the bills. In fact, in 1965, just 2.5 percent of the station's budget was supplied by subscribers.

On a national level, public broadcasting was experiencing the same difficulty. Efforts to upgrade the quality of programming would begin in the mid- to late '60s, and pioneering PBS figures like Mr. Rogers and Julia Child would find a growing audience of fans for themselves and the broadcast network. Educational television slowly began to change toward the modern public television model, in which enlightenment acknowledges the need to be entertaining. KTCA, however, was slow to make the shift and continued to cling to its status as a medium that, first and last, provided educational programming to the region.

This meant, among other things, that KTCA would continue to squabble with the University, while the U continued efforts to expand its television system.

By 1967, the University of Minnesota had established one of the major instructional television installations in the United States. It had four campus studios, eight videotape recorders, and a mobile recording unit. Its closed-circuit system operated seven channels, which fed instruction to 35 classrooms. In a typical week, 14,000 students were taught via the closed-circuit system, either through live or video-taped programming. In addition, and despite their other differences, the University's Department of Radio and Television continued to oversee the five hours of programming that aired on KTCA nightly at 9 p.m.

Little had changed in *The University Hour* since its debut 10 years earlier, and little would change for several years to come. The five hours were still occupied by University professors

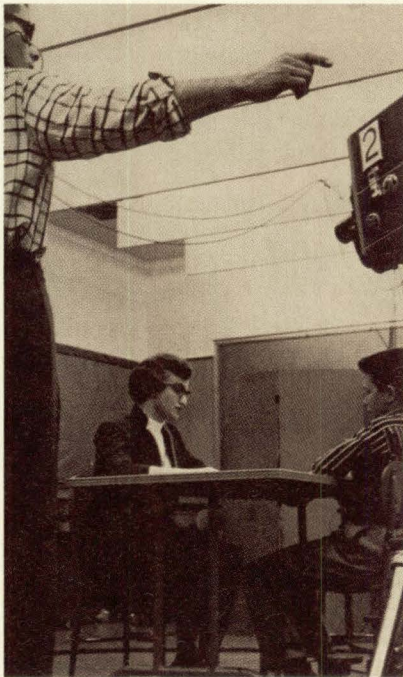
offering instruction or leading discussions, usually on academic subjects. The most popular programs were the most accessible. Ray Wolf's "Town and Country," a garden and landscaping show, which had appeared in that first week of KTCA television in 1957, became the longest running program in educational television in 1970.

Meanwhile, a smattering of PBS broadcasts started to appear on KTCA (including Julia Child and Mr. Rogers),



Burton Paulu, director of the University's educational television, in 1957.

A University student teacher demonstrates the correct relationship between teacher and pupil in an educational television segment.



but criticisms of the station were widespread. Both Minneapolis papers, *The Star* and *The Tribune*, did lengthy series on the troubles at KTCA, detailing its low ratings and stodgy content. Fingers were pointed primarily at station manager John Schwartzwalder, who remained a diehard proponent of old-style educational television, until he was forced to resign in 1976.

His eventual replacement, Bill Kobin, stuck the remnants of U of M programming into non-prime-time slots. These programs had already been reduced to for-credit, independent study courses such as "Understanding Divorce," which was now aired at 7 a.m. and enrolled just a handful of people.

Kobin, who had been hired to change the direction of the station toward the new public television model, was unapologetic about the move. "I don't think we're doing a service to the community by using up prime time for programs viewed by a couple hundred people," he told *The Minnesota Daily* in October 1977.

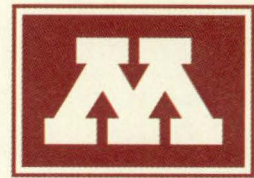
Following the pattern of educational programming every-

where, efforts at creating more inviting, highly produced programming also began at the University. A half-hour, magazine-style program called "Matrix" was created in the mid-1970s, and, notably, was offered for a fee to all stations in the region, not just to KTCA.

Even closed-circuit television lectures were getting a facelift. The *Minneapolis Tribune* reported in 1972 that University professors, with the encouragement of the Department of Radio and Television, were trying to enliven their classes with *Laugh-In*-style humor. "Some of those programs were dull, let's face it," Sheldon Goldstein told the reporter. "And a dull lecture on TV is probably duller than a lecture face-to-face."

In the world of television production, *The University Hour* already seemed like ancient history. ■

Tim Brady is a frequent contributor to Minnesota. He thanks Brendan Heneban, producer of TPT's Almanac, for background and history on the relationship between KTCA and the University. TPT, formerly KTCA, is celebrating its 50th anniversary with special programming this year.



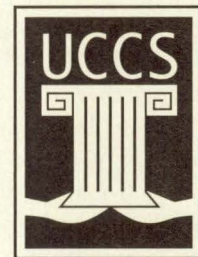
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Q&A

Coach Mike Hebert discusses his health and coaching the volleyball Gophers.

In late 2003, Gopher volleyball coach Mike Hebert developed a stiff neck and a slight shuffle in his gait. He was relatively unconcerned. Still, the symptoms prompted Hebert to schedule an appointment with his doctor. Although the diagnosis—Parkinson's disease—caught him off-guard, Hebert quickly realized he could continue coaching unhindered.

Parkinson's is a progressive disease for which there is no cure. Three years later, however, Hebert's symptoms are manageable and the four-time NCAA Final Four veteran is preparing to start his 12th season as the Gopher volleyball coach in August.

The volleyball Gophers reached the Final Four for the first time in 2003 and advanced to the national championship game in 2004. The team ended the 2006 season in the Elite Eight, and Hebert expects the Gophers to open the 2007 season ranked in the top 10 and contend for another Final Four berth.

In summer 2006, Hebert shared his Parkinson's diagnosis with the public in a University press release. Although he prefers talking volleyball, Hebert recently shared his thoughts on the disease and coaching.

About Parkinson's Disease

Parkinson's disease is a progressive neurological condition. When certain neurons in the brain die or become impaired, production of a vital chemical known as dopamine drops. Dopamine makes smooth, coordinated function of the body's muscles possible. When approximately 80 percent of the dopamine-producing cells are damaged, symptoms such as shaking, imbalance, and slowed movements occur.

An estimated 4 million to 6 million people around the world suffer from Parkinson's, including 1.5 million Americans. While the condition usually develops after age 60, approximately 15 percent of those diagnosed are under 50.

Although there is no cure for Parkinson's, certain drugs can ease the symptoms in the early stages of the disease. Most medicines work by mimicking dopamine to control the tremor, rigidity, and slowness associated with the disease. According to the National Parkinson Foundation, other strategies for improving quality of life with Parkinson's include developing an exercise program, improving nutrition, and adapting to new ways to perform routine activities.

For more information, visit www.learningcommons.umn.edu/neuro or www.parkinson.org.

Sources: *The National Parkinson Foundation and University of Minnesota's Department of Neurology.*

Q: How did you make the decision to share the news that you had Parkinson's?

A: I didn't tell anyone for a couple of years. It just wasn't anything I wanted to interfere with work or the program. Had I not been a public figure I wouldn't have done it—it's not really anyone's business. But too many people would see me on TV and wonder, What's up with Mike? I didn't want people speculating, has he had a stroke? Is he going to keel over? No, it's a long-term neurological condition that a lot of people have. It's not unlike a lot of illnesses people carry for years and years and function normally.

Q: What was the team's reaction?

A: They probably had noticed a few little things, but they don't really ask about much. I was prepared for a long meeting to explain the whole thing and they were like, whatever. And we went out to practice.

Q: Were you surprised at the amount of attention the press release generated?

A: I can't say surprised, because I didn't know what would happen. My intuition was that it was the right way to go and I lowered my head and pushed forward. I got a number of phone calls, e-mails, and letters. Nothing negative, although it's been used in recruiting against me a couple of times by other coaches.

Q: Did you worry about that?

A: We'd just been to two Final Fours, and last year we finished in the Elite Eight. So if someone wants to badmouth me they're going to have to deal with the record. Apparently the disease didn't provide that big of a pothole.

Q: Does the disease have any effect on your coaching?

A: I don't hit the ball in practice a lot any more, but that's



more the result of a really bad shoulder because of years of heavy use and a sore back because of years of being an athlete.

Q: So, it doesn't really affect your daily life?

A: No. I have to do things differently from time to time. I'm not as fast walking down the street—that's probably the most noticeable change in things. I'm not as mobile as I used to be.

Q: Do you feel as though it's become your responsibility to raise awareness about the disease?

A: At this point, I don't really have the time. Knowing me, I would guess at some point I'll be more outspoken about it. I usually hook on to causes, and this would be one I'd be close to.

Q: Do you think restrictions should be lifted on embryonic stem cell research to pursue a cure for Parkinson's?

A: Absolutely. Not just for Parkinson's, but for any chronic illness. People who stand in the way of that research to me are misinformed.

Q: Did you think it was fair when a reporter asked Arizona basketball coach Lute Olson if he had Parkinson's disease?

A: Actually, I don't think it was fair. For a coach to come to a press conference thinking he's going to talk about the game and then to be asked intimate personal question—I don't know what his reaction was, but I would've been upset.

Q: Your current contract is through 2010. Do you expect the disease to have any effect on your career?

A: I'm 63, so my career is certainly in the autumn years. I really like what I do and want to keep doing it as long as I can. I'm not one of those who is seeking to escape the work world to retire to a golf course in Arizona. The outlook for me appears to be positive in terms of being able to continue coaching as long as I want to be here. ■

Sheila Mulrooney Eldred is a Minneapolis-based freelance writer and frequent contributor to Minnesota.

Gopher sports news and notes

The sudden and dramatic signing of Tubby Smith, coach of the 1998 NCAA champion Kentucky Wildcats and 2003 NCAA Coach of the Year, as the next Gopher men's basketball coach electrified local sports fans and media like few recent events. Upon his entry into Williams Arena for an introductory press conference March 23, Smith earned a standing ovation and chants of "TUB-EE!

TUB-EE!" from the enthusiastic student contingent. Positive reviews of Smith's coaching prowess, academic success, and character poured in unabated.

Ticket sales spiked, with hundreds of Gopher men's basketball fans ordering season tickets upon hearing the news of Smith's signing. Smith has been to 14 consecutive NCAA Tournaments with teams from Tulsa, Georgia, and Kentucky, and the Gopher faithful are eager to watch him turn around the Gopher program, which finished 9-22 (3-13 in the Big Ten) last season.

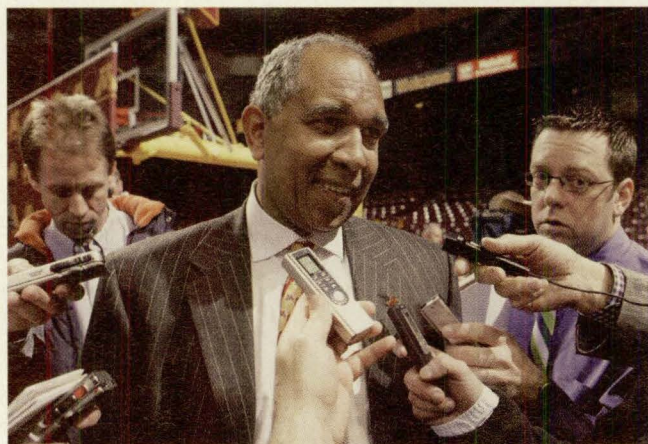
The 55-year-old Maryland native will have a lot to work

with his first season, however. Minnesota returns every key player, including leading scorer Lawrence McKenzie, top rebounder Dan Coleman, and center Spencer Tollackson. Smith, whose given first name is Orlando and who is the sixth of 17 children of parents who still reside in Maryland, also has one scholarship available to offer this spring.

Gopher sports teams won four conference titles this winter: wrestling, men's swimming and diving, men's hockey, and women's indoor track and field. The wrestling team went on to win its third NCAA title of the decade (the first since 2002) in dramatic fashion.

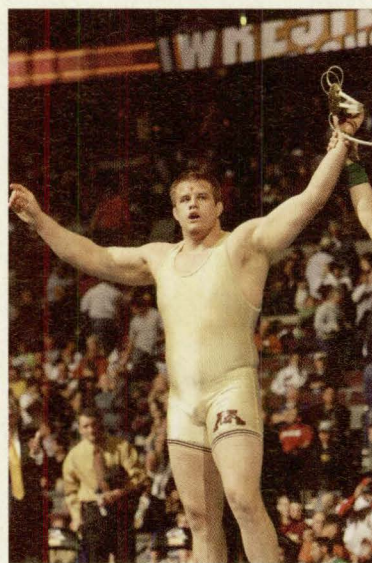
After suffering several upsets during the second day of the three-day NCAA tournament, Minnesota wrestlers bounced back, winning four of five matches in the final medal round to pile up enough points to earn the team title. Undefeated Minnesota senior heavyweight Cole Konrad pinned his top competitor less than two minutes into his final match to win his second individual title and fourth all-American honor. "The true character of a team is when you get in a hole and you dig yourself out and do what you have to do to win," coach J Robinson said at the post-meet press conference. "They responded when they had to respond; that's what champions do."

The men's swimming and diving team used an even more



Above: New Gopher men's basketball coach Tubby Smith

Below: Heavyweight Cole Konrad won his second individual title, and his team won the NCAA title.



The first spring football practice under new football coach Tim Brewster got under way with enthusiasm and a twist: Brewster invited former players and coaching colleagues to address his team during practice sessions. Among those taking him up on the offer were Tubby Smith; Denver Broncos coach Mike Shanahan (a former Gopher assistant); former Gopher coach Murray Warmath, who led Minnesota to its last national and Big Ten titles; retired NFL stars Carl Eller and Bobby Bell; and current pro players Marion Barber III and Laurence Maroney. Perhaps the most unusual presence at Gopher practices is a piece of sod from the Rose Bowl field, a constant reminder to the team of their ultimate goal.

—Chris Coughlan-Smith

Quotebook

"You guys are getting the absolute classiest basketball coach in the country. . . . He will indeed build a basketball program to be proud of, and he will not break rules in doing so. Our loss is your gain, and it is a matter of time before you fall in love with Coach Smith and his family like so many people here in Kentucky did."

—Louis Dampier, former Kentucky Wildcat all-American and seven-time American Basketball Association all-star, discussing Tubby Smith on www.alumni.umn.edu/Question_of_the_Week.

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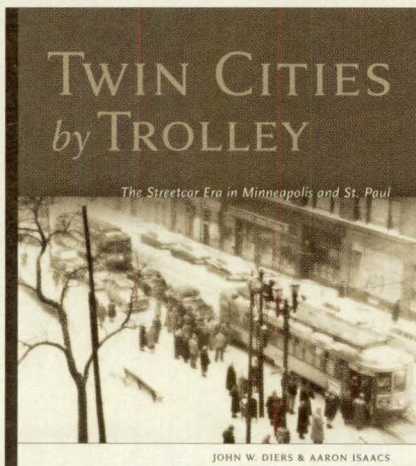
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A Desire Named Streetcar

June 18, 1954, marked the last day of streetcar service in the Twin Cities, and John Diers (B.A. '67) and Aaron Isaacs's expansive book, *Twin Cities by Trolley: The Streetcar Era in Minneapolis and St. Paul*, makes frequent and somber mention of that black date. The system's demise in favor of buses is no small source of grief to the writers, who have assembled a fond but clear-headed remembrance—conveyed in text, maps, and some 400 historical photographs—of what many regard as the finest urban railway system in the world.

Although the book has few passenger recollections or direct comparisons to other cities, the writers make a good case that Minneapolis and St. Paul enjoyed superior service, and they should know:

Diers, who received a history degree with minors in geography and anthropology from the University of Minnesota and wrote for the *Minnesota Daily*, has been in the transit industry for 35 years; Isaacs worked for Metro Transit for 33 years. At the system's peak in the 1920s, more than 500 miles of streetcar track reached from Stillwater to the resorts of Lake Minnetonka, providing easy access to residents of nearly every developed area. Service was frequent, and government control



Twin Cities by Trolley
University of Minnesota Press, 2007
By John Diers (B.A. '67) and Aaron Isaacs

kept the fares low. The streetcars themselves were locally built, meticulously maintained, and completely refurbished every five years. All these benefits came at some human cost; the railway's workers endured long shifts (some 10-hour workdays were broken into segments and spread over 14 hours), and until the state stepped in and required enclosures, the motormen did their jobs outdoors, on the front of the streetcar, in all sorts of Minnesota weather.

Many of the book's photographs offer clues to how the story ends. If there's a noble streetcar in the foreground, look around the edges for a Chevrolet billboard, a Mercury dealership, or a Firestone shop. Like other privately owned systems around the country, the Twin

Cities Rapid Transit Company could not keep up with the sprawling development and the automotive desires of mid-century America (nor could it deny the cost advantages of buses). Diers and Isaacs debunk the idea that an out-and-out conspiracy brought down the streetcar, though they don't hesitate to assign blame to corrupt profiteers, inflexible government overseers, and highway subsidies, as well as trolley devotees who failed to adapt to the changing circumstances.

Hardcore transit wonks will want to devour the entire book, from the details of the system's labor history to the abundant specifics about voltages and fare revenues. More casual readers will delight in the huge array of photographs; most every neighborhood in Minneapolis and St. Paul is represented, with countless opportunities to compare the then and the now.

Like any good history book, *Twin Cities by Trolley* resonates today. Debates over transportation are as lively as ever, with the same persistent questions about the best ways to handle an ever-more-mobile populace and how to pay for it all. On a June day almost exactly 50 years after the streetcars' demise, Minnesota started up its first light-rail line, and Diers and Isaacs's book is excellent background as the region embarks on a new era of transit. —Jim Foti



Above: A disabled streetcar is towed past temporary classroom buildings erected at Washington Avenue and Church Street to accommodate the large number of World War II veterans attending the University of Minnesota on the G.I. Bill. Photograph from the *Minneapolis Star and Tribune News Negative Collection*; courtesy of the Minnesota Historical Society.

Left: The Masonic Temple, now the Hennepin Center for the Arts, and the West Hotel filled the block of Hennepin Avenue between Fifth and Sixth streets in Minneapolis.

Search Does where I live influence what I eat?



The Arboretum Branches Out

This summer—in addition to the usual dazzle of herb and wildflower gardens, prairie restoration, orchards, perennial beds, the Japanese garden, and a hosta glade—the University of Minnesota Landscape Arboretum is home to three new features that warrant special visits.

Carl Linnaeus, the Swedish Naturalist: A 300th Birthday Celebration

The Linnaeus exhibit runs May 12 through November 4.

“Linnaeus is certainly one of the two seminal figures who profoundly influenced our understanding of the natural sciences,” says Richard Isaacson, head librarian of the arboretum’s Andersen Horticultural Library and curator of the Linnaeus exhibition. “The other was Darwin.”

Linnaeus (1707–78) was a Swedish naturalist who devised the naming system still used today to classify and name animals, minerals, and vegetables throughout the world. “He’s as important to a dirt gardener as he is to scientists,” Isaacson says. “If a gardener comes in and asks for a ‘Dizzy Lizzy,’ we don’t know what they’re talking about. If they say they want information on *impatiens*, then we’re talking the same language and that language was developed by Linnaeus.”

The exhibition will be located in the arboretum’s Andersen Horticultural Library and throughout the lobby of the historic Snyder Building. On display will be first editions of Linnaeus’s books, 19 insects he named (some found in Minnesota), books on Linnaeus, and a 7-foot-tall illustration of the scientist in his Lapland costume.

“Maybe one out of three people know something about Linnaeus,” Isaacson says. “So we’ve assembled this exhibition so anyone viewing it will have a new, or renewed, understanding of why he’s so important.”

“If a gardener comes in and asks for a ‘Dizzy Lizzy,’ we don’t know what they’re talking about. If they say they want information on *impatiens*, then we’re talking the same language and that language was developed by Linnaeus.”

Maze Garden and Art to A-Maze Walk

The Maze Garden opens permanently June 16, and the Art to A-Maze Walk is open June 16 through September 30.

The arboretum opens a new adventure for families this summer: a Maze Garden. Designed by William Frost, a Northfield, Minnesota-based labyrinth designer, the Maze Garden is nestled in the pine collection off of Three-Mile Drive, which winds through the arboretum. Interlocking pathways lined with arborvitae, lattice, bamboo, fabric walls, and flowering plants provide “enough fun and challenge to test older children and adults,” says Peter Olin, arboretum director.

“We don’t want anyone to get lost,” Olin continues. “We



Cypripedium calceolus
(yellow lady slipper), by Pierre Joseph Redouté, from *Les Liliacées*.

do want visitors to realize that plants can be fun.” The maze features a lookout tower, which visitors can climb to see an overview of the maze or to watch the kids exploring the paths of a second, smaller maze designed especially for them.

To encourage visitors to walk from the Oswald Visitor Center to the Maze Garden—a walk that winds through grasses, herbs, and roses—the arboretum created an “Art to A-Maze Walk” punctuated by a juried collection of 15 environmental-art installations. The jury of artists and landscape architects led by Roger Martin, who founded the University’s Department of Landscape Architecture, selected the artworks from 74 submissions.

The artworks feature names like *Onus Cube*, *Grotto of Narcissus*, *Children’s Nest Egg*, and *Chaiology*. “They’re sort of wild,” Olin says with a laugh. “Some are planted installations, some are sculptures. But they’re all environmental artworks that explore the relationship between humans and nature.”

SummerHouse

SummerHouse is open May 18 through mid-August.

Building on the success of the arboretum’s immensely popular AppleHouse, in which visitors have tasted University apple hybrids including Honeycrisp, the arboretum now introduces SummerHouse, a source for locally grown produce.

SummerHouse is an outgrowth of the arboretum’s Heartland Cooking Series, which delves into traditional, seasonal recipes made with locally produced, sustainably grown foods.

Visitors to SummerHouse can purchase locally produced fruits, flowers, vegetables, and herbs; cheese, butter, and breads; and garden-related gifts, tools, and gear. In the fall (late August through mid-October), SummerHouse will share a location with AppleHouse, doubling the opportunity to select late-season produce and plants in a charming, rustic setting.

The Minnesota Landscape Arboretum, the largest public garden in the Upper Midwest, features 900 acres of diverse gardens especially designed and developed for our unique northern climate. Part of the University’s College of Food, Agricultural and Natural Resource Sciences, the arboretum is located nine miles west of Interstate 494 on Highway 5 in Chanhassen.

For more information, visit www.arboretum.umn.edu.

—Camille LeFevre

Search Results The politics of produce.



U of M assistant professor of history Tracey Deutsch studies the origins of supermarkets. She's found that transportation, population shifts, social trends and policy intertwine to determine where supermarkets are opened. So over time, middle-class neighborhoods often gain better access to fresh foods and vegetables than poorer areas. Knowing this helps policymakers, citizens and retailers also look at access to healthy food, rather than only taste and preferences, to confront issues of obesity and malnutrition. Not exactly your garden-variety research. So the search continues. **Learn more and submit your single greatest question at umn.edu.**

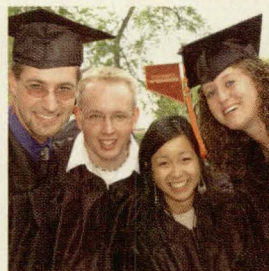
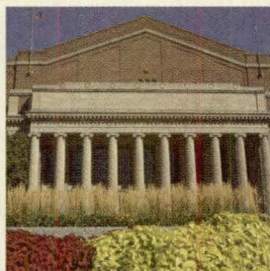
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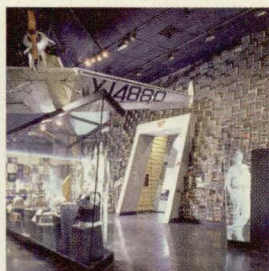
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Rally Round the Rotunda

Busloads of University of Minnesota supporters—nearly 175 people in all—filled the state capitol rotunda March 28 for the annual Support the U Day. The rally involved all five U of M campuses, and banners from each were signed by hundreds of U supporters from around the state who could not attend in person. The banners were unfurled in the rotunda and provided a backdrop for the speakers, including student representatives from the various campuses and Charles Casey, chancellor of the Crookston campus. Attendees then met with at least 25 state representatives (the senate was in session) to explain why the University system requires adequate, stable funding.

Support the U Day was coordinated by the University Legislative Network and U student organizations: Minnesota Student Association, Graduate and Professional Student Assembly, Morris Campus Student Association, Crookston Student Association, and UMD Student Association.

For more information about the University's legislative request, visit www.SupportTheU.umn.edu.



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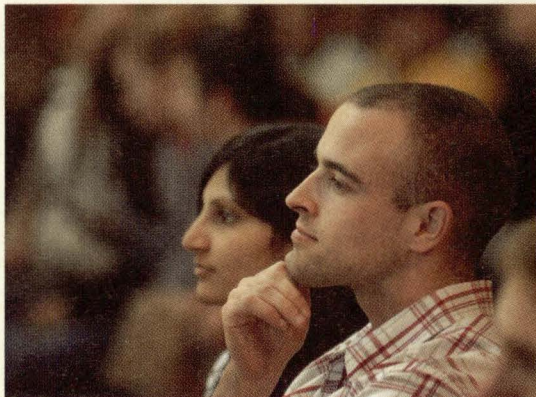
"We remain engaged in the fight for a bright future for our state. To build on our strengths and to secure Minnesota's future as a biomedical powerhouse, we must invest."

—Former U.S. vice president Walter Mondale (B.A. '51, J.D. '56) and former Minnesota governor Arne Carlson in a *Star Tribune* opinion piece urging the state legislature to fund the Minnesota Biomedical Sciences Research Facilities Authority.

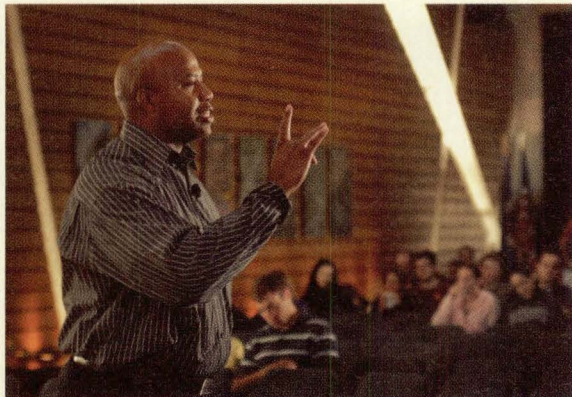
One Last Lesson

We knew that Walter Bond (B.A. '91) could captivate a crowd. But who knew he could sing? The former Gopher basketball star, who went on to play in the NBA, sang to, entertained, and inspired more than 500 graduating University students March 27 at the annual Senior Send-off in the McNamara Alumni Center. Bond spoke about how "No One Can Stop You but YOU!" and covered presenting oneself in an interview, beating the competition, and achieving success. Case in point: He noted that he doubled his NBA salary by becoming a motivational speaker.

Each student at Senior Send-off received a free lunch and a key that they could use to try to open a treasure box full of prizes. Thirty keys fit the lock, and the lucky winners took home \$50 in cash. Other prizes—including iPods, Twins tickets, and gift cards to Target, Macy's, Best Buy, and Ikea—were given away in a drawing.



More than 500 graduating students attended Senior Send-off, featuring speaker Walter Bond (far left), hosted by the UMAA. All new graduates receive a free one-year membership in the alumni association.



PHOTOGRAPH BY MIKE LEE

PHOTOGRAPHS BY SHER STONEMAN



Saluting Excellent Teachers

This year, 12 University of Minnesota faculty members have been named recipients of the Distinguished Teaching Award, the U's most prestigious award for excellence in teaching. The awards include a salary stipend, a monetary award to the recipient's department, and induction into the Academy of Distinguished Teachers.

The alumni association sponsors the Distinguished Teaching Awards with the Senior Vice President for Academic Affairs and Provost and the Senate Committee on Educational Policy. To read the profiles of the 2007 inductees into the Academy of Distinguished Teachers, visit www.alumni.umn.edu/distinguishedteaching.

The Horace T. Morse—University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education



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JAY C. BELL
Professor
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College of Food,
Agricultural and Natural
Resource Sciences

"The most precious reward we ever receive from teaching is the gratitude of our students and our ability to touch the future."



THOMAS R. HOYE

THOMAS R. HOYE
Professor
Chemistry
Institute of Technology

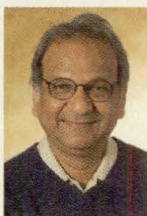
"I am proud that a number of my former [students] have begun their careers as faculty members at primarily undergraduate campuses. . . It is very rewarding to see my former students perpetuating the development of tomorrow's organic chemists."



PATRICIA JAMES

PATRICIA JAMES
Associate Professor
Postsecondary Teaching
and Learning
College of Education and
Human Development

"Teaching cultural diversity is not merely a matter of including content that represents diverse cultures, it is also a matter of using students' diverse knowledge as part of the process of teaching and learning."



NED MOHAN

NED MOHAN
Professor
Electrical and Computer
Engineering
Institute of Technology

"This is a time for learning beyond the chosen specialty by cultivating friendships, reveling in [the] tremendous diversity this University offers . . . and learning the ethics of mutual respect and trust. If I can facilitate this in any way, I consider this my duty and privilege."



PAULA L. O' LOUGHLIN

PAULA L. O' LOUGHLIN
Associate Professor
Political Science
Division of the Social
Sciences
Morris campus

"When I can help a student get the national recognition for excellence he or she deserves, realize her opinion on an issue is important, or make a presentation and have her parents say, 'I never knew she had it in her,' then I am doing what I should be doing."



JOEL B. SAMAHA

JOEL B. SAMAHA
Professor
Sociology
College of Liberal Arts

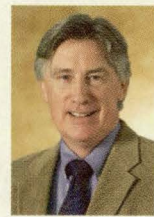
"Teaching undergraduates, to me, means making students uncomfortable with their assumptions. . . I don't see my job as picking the right or best assumptions for students, but as driving home a different point: That there are several reasonable meanings to any topic worth studying."



MARIA DAMON

MARIA DAMON
Associate Professor
English
College of Liberal Arts

"I value and encourage in my students what I found meaningful in my own intellectual formation: freedom, leaps of thought connecting seemingly unlike things . . . which in turn yield unforeseen insights."



JOHN W. DAY

JOHN W. DAY
Professor
Neurology and Pediatrics
Medical School

"I think our role in academia is primarily, not secondarily, to teach: training students, educating ourselves and our colleagues, and educating patients and society in general."



RUTH A. LINDQUIST

RUTH A. LINDQUIST
Professor
Adult and Gerontological
Health
School of Nursing

"My faculty role allows me to actualize the words on my Ph.D. diploma . . . awarded with 'all its privileges and obligations'—obligations, I believe, to help and make a difference in the lives of patients and students."

What Has the U Done for You?

My days as a student at the University of Minnesota were thoroughly enjoyable. I never missed a football game and knew all the cheers and the name of every player. However, I had little appreciation for the education I received at the University, much less a sense that I owed it something in return. I had paid my tuition, joined the alumni association, and attended all the games wearing maroon and gold. Certainly that was all that should be expected.

It was many years later that I realized what the University had done for me. I was far from being the best student, but I had learned to manage and motivate people, to organize and solve complex problems, and, most important, to communicate effectively. These were lessons that enabled me to become a brigadier general in the United States Air Force and a several-term elected official. I had achieved far more than I ever dreamed possible thanks to the University. In fact, the U continued to enrich my life long after I earned my diploma.

My wife, Pam, was a native of southern California but would soon become a loyal Gopher fan. We took turns taking classes at the U so we could get student tickets and better seats at games. By taking classes from experts at the Minnesota Landscape Arboretum, she became an excellent gardener, so we became members there and made annual contributions.

When our beloved dog became seriously ill, our veterinarian recommended we take him to "the best." Of course, that meant the U's College of Veterinary Medicine. While there, we became acquainted with the Raptor Center and were impressed with its rehabilitation of injured birds as well as its research to prevent and cure diseases that can impact animals and humans. Now I'm serving on its board of advisers.

We often comment that, while our athletics teams sometimes have a down season, the Minnesota Marching Band is "undefeated." The band has provided us with many hours of enjoyable entertainment, and we want to be sure the tradition continues.

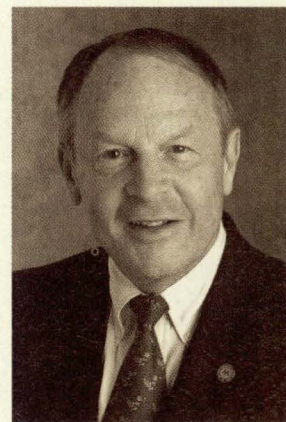
So, how did we support the arboretum, Raptor Center, and marching band? Simple: We participated in their programs and made relatively modest financial contributions each year. As our financial situation improved, so did the size of our contributions. Finally, through the University of Minnesota Foundation, we've made arrangements to leave much more generous amounts in our life estate to each of them.

Gopher athletics have provided fantastic excitement and entertainment for us through the years. We wanted to do something to support the student athletes beyond just purchasing season tickets. In addition, Air Force ROTC was my ticket to a fulfilling and successful career. We decided to endow a scholarship to be given each year to any Gopher student athlete, male or female, with preference given to a member of ROTC. See how you can specify exactly how your donation will be used?

We support the U in many other ways too. For example, we count ourselves among more than 12,000 people who have volunteered to be part of the Legislative Network and who contact their elected officials on behalf of the U to encourage strong funding. I vowed never to be a paid lobbyist, but I'm proud to be part of the Legislative Network.

Over the years, we've decided it is important to give back and make an investment in our university. You can do the same. It's easy once you consider how much the U has done for you.

For information on connecting to the University through the alumni association, visit www.alumni.umn.edu. To make a gift to the University, visit www.giving.umn.edu. ■



Dennis Schulstad, B.A. '66



THOMAS W. MOLITOR

THOMAS W. MOLITOR
Professor
Veterinary
Population Medicine
College of
Veterinary Medicine

"We are not born as outstanding teachers but require training, experience, mentorship by other faculty and an interest in experimentation."



BRUCE F. WOLLENBERG

BRUCE F. WOLLENBERG
Professor
Electrical and
Computer
Engineering
Institute of
Technology

"I love teaching in the classroom and working with undergraduate and graduate students. I also enjoy working with the engineering managers who are board members of the University of Minnesota Center for Electric Energy as it keeps my research and teaching grounded in the 'real world' of electric power engineering, and not just an academic viewpoint."



Nearly 500 people—from preschoolers to retirees—got charged up at TechFest in February, playing with circuits, hydraulics, and robotics. The Institute of Technology Alumni Society partnered with the Society of Women Engineers and The Works (a hands-on science and technology museum in Edina, Minnesota) to present the third annual TechFest. The day included experiments in electrical engineering in which kids learned to build circuits and wire buzzers, motors, and light bulbs. University students also demonstrated their homemade robots.

“I think the hands-on aspect is a big reason why it’s so successful and also why kids get so much more out of it,” says Jim Pichler (B.S. ’92, M.S. ’03), who sits on the K–12 outreach committee for the IT alumni society and is senior director at Digital River, one of the event’s sponsors. “The approach of ‘experiment first, reflect later’ helps capture the kids’ attention because it plays to their motivations and natural inquisitive behavior.”

The University of Minnesota Alumni Association sponsors 16 college-based alumni



WOWED BY SCIENCE

societies and three affiliate societies, which provide alumni with an important link to the University and its colleges, faculty, students, and fellow alumni. A society might act as an informal advisory board for a college; assist in fund-raising efforts; honor outstanding alumni, faculty, and students; help recruit prospective students; or provide educational and professional programs to alumni and students.

Joining an alumni society is free for alumni association members. To learn more, visit www.alumni.umn.edu or call 612-624-2323 or 800-862-5867.

UMAA TRAVEL WELCOMES ALL ALUMNI AND FRIENDS OF THE UNIVERSITY—AND THEIR FRIENDS AND FAMILY—ON OUR GROUP TOURS.

Treasures of Italy and Switzerland
July 4–15

Scandinavian Discovery
August 2–12

Ukraine on the Dnieper River
August 3–16

Cruise the Passage of Peter the Great
August 21–September 2

Italian Riviera
September 8–16

India
September 13–22

The Czech Republic
September 20–28

Village Life in Dordogne
September 20–28

Prague, Vienna, and Budapest Discovery
September 20–30

Enchanting Ireland
September 28–October 6

Castles, Culture, and Cuisine (France)
September 29–October 7

Legendary Rhine River
October 3–11

The Colors of Tuscany and Venetian Treasures
October 5–13

Treasures of the East (Thailand and Bhutan)
October 9–21

In the Wake of Lewis and Clark
November 1–7

Dynamic Beijing
November 7–14

Cruising the Canary Islands, Madeira, and the Algarve
November 7–15

Sicily—Taormina and Mondello
November 10–21

For more information, call Christine Howard at 612-625-9427 or visit www.alumni.umn.edu/travel.

BAY AREA CHAPTER

“Luck Is No Accident” Workshop
May 22 at 6:30 p.m. at Stanford University

COLLEGE OF DESIGN ALUMNI SOCIETY

“The State of Minnesota’s Affordable Housing” Lecture
June 19 at 6 p.m. on the St. Paul campus

COLLEGE OF FOOD, AGRICULTURAL AND NATURAL RESOURCE SCIENCES ALUMNI SOCIETY

Golf Scramble
July 9 at 9 a.m. at the Les Bolstad Golf Course at the U of M

COLLEGE OF VETERINARY MEDICINE ALUMNI SOCIETY

All-Class Alumni Reunion
June 2 at 6 p.m. on the St. Paul campus

HUMPHREY INSTITUTE OF PUBLIC AFFAIRS ALUMNI SOCIETY

Connecting with Government Program with Congressman Jim Ramstad
May 30 at noon in the Cowles Auditorium



INSTITUTE OF TECHNOLOGY ALUMNI SOCIETY

Annual Meeting and Dinner Cruise
June 19 at 5:30 p.m. at Harriet Island in St. Paul

MEDICAL SCHOOL ALUMNI SOCIETY

Macular Degeneration Symposium
May 19 at 8 a.m. at the Earle Brown Heritage Center in Brooklyn Center

PUGET SOUND CHAPTER

Boat Outing at Anacortes
June 9, time TBA

RED WING CHAPTER

Mississippi River Valley Winery Tour
May 19 at noon, starting at the St. James Hotel

ST. PAUL CAMPUS COLLEGES

St. Paul Campus Reunion
June 21 at 9 a.m. on the St. Paul campus

SCHOOL OF DENTISTRY ALUMNI SOCIETY

School of Dentistry Senior Recognition Banquet
May 17 at 5 p.m. at the University Radisson

Golf Classic

July 27 at 7 a.m. at Majestic Oaks Golf Club in Ham Lake

SCHOOL OF PUBLIC HEALTH ALUMNI SOCIETY

Summer Public Health Institute
May 21–June 8

SCHOOL OF SOCIAL WORK ALUMNI SOCIETY

School of Social Work Recognition Ceremony
May 19 at 2 p.m.

For more information, visit www.alumni.umn.edu or call 612-624-2323 or 800-UM-ALUMS (800-862-5867).

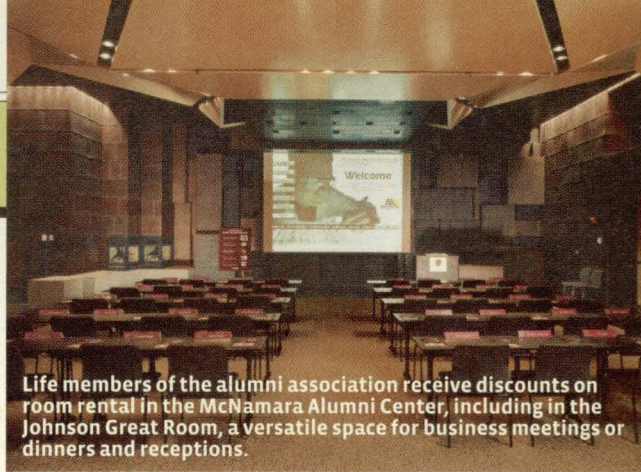
Meet in Your Campus Home

The McNamara Alumni Center opened its doors in 2000 and quickly became the most popular venue for University of Minnesota gatherings. Now, more than 850 meetings and events are held in the building each year—by U groups, corporations, private individuals, and others.

The McNamara Alumni Center is home to the alumni association, which also envisions the building as a campus home for alumni, where they can entertain and celebrate with their colleagues, family, and friends. Doing that has just become more feasible for life members of the alumni association.

Life members now receive up to 20 percent off room rentals at the McNamara Alumni Center as well as reduced food and beverage minimums. (The life membership must be paid in full at the time the reservation is made.)

Designed by world-renowned architect Antoine Predock, McNamara Alumni Center reflects the landscape and icons of Minnesota—our 10,000 lakes, the North Shore, the Iron Range, the Northern Lights, and the forests. Some of the more striking features are the copper- and granite-covered exterior, the star-shaped glass fissures, miles of wood lining the walls of Memorial Hall, where the arch from the old football stadium



Life members of the alumni association receive discounts on room rental in the McNamara Alumni Center, including in the Johnson Great Room, a versatile space for business meetings or dinners and receptions.

is reconstructed, and an interior stream and pool.

Memorial Hall holds up to 500 people for dinner and is a dramatic backdrop for large events such as weddings. The Johnson Great Room, which can accommodate 160 people, is ideal for receptions or corporate meetings. Both of these venues feature state-of-the-art audio-visual capabilities. The more intimate Curtis L. and Arleen M. Carlson Heritage Gallery—filled with photographs, artifacts, and videos documenting U history—can host 50 people for a dinner or reception. The most delicious feature of the McNamara Alumni Center? Its in-house caterer is the award-winning D'Amico Catering.

Information on becoming a life member of the alumni association is available at www.alumni.umn.edu/life. For information on meeting space at the McNamara Alumni Center, call 612-625-8876 or visit www.alumnimembership.umn.edu.

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

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Entertainment Discounts Nationwide
movies, shows, theme parks, etc. 800-565-3712

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Minnesota Landscape Arboretum
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ticket discounts 612-624-2345

University Theatre/MN Centennial Showboat
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membership discounts 612-626-5302

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wellness program discounts 612-624-9459

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course discounts 612-624-4000

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discounted registration 612-624-4000

U of M School of Dentistry
continuing education discounts 800-685-1418

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The Raptor Center
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Personal Vacation Club
umaa.virtuocard.com

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free subscription 800-862-5867

UMAA e-mail updates
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Gopher Apparel and Gifts

University Bookstore
merchandise discount 800-551-UofM

Gold Country
merchandise discounts 612-331-3354

For more information: 1-800-862-5867 • www.alumni.umn.edu/rewards • alumnimembership@umn.edu



A special welcome to our newest fully paid life members

(reflects Jan. 16 – Mar. 15, 2007)

Beverly L. Anderson
Duane H. Anderson
Robert E. Anderson
Philip J. Asgian
Promod K. Batra
Melissa Billitteri
Peter J. Blomberg
Gregory A. Boris
Jeannette E. Brown
Terrance D. Capistrant
Boua Keo Thao Chang
Cheryl Chang-Yit
Yvonne N. Cheung Ho
Kathleen A. Crandall
Charles S. Crossin
Jane C. De Lambert
Guy M. De Lambert
Timothy L. Devaney
Daniel F. Dolan
Elizabeth D. Duykers
James Elvin
Margo C. Elvin
Steven R. Englund
John B. Erdmann
Roland J. Faricy
Sheila R. Faricy
Jeffrey J. Fox
Shirley L. Frane
Gail R. Gieseke
Jack G. Halvorson
Barbara D. Halvorson
Ralph A. Hanggi
Barbara A. Held
Harry A. Hennen
Paula K. Hentges
Karen L. Himle
Brenda L. Himrich
Kirk M. Hoaglund
Anita P. Hoaglund
Paul Hunt
Lynn R. Hunt
Mariam Ispahani
Lee D. Jess
Richard W. Kelley
Marc E. King
Glenn W. La Bine
Gail O. LaFave
James W. LaFave
Sang J. Lee
Sang-Chul Lee
Thomas R. Lehman
Nancy G. Lillehei
Janice C. Linster
Donald E. Marpe
Twylla Mc Pherson

David R. Mc Pherson
Wendy M.N. McCabe
Robert J. McNamara
Annette McNamara
Dirk A. Miller
David J. Minke
Diane E. Mortenson
James A. Mulder
Stephen R. Nelson
Mary K. Newstrom
Richard E. Olson
Florence K. Olson
Carolyn V. Pemberton
James K. Peterson
Pauline A. Peterson
Donald L. Peterson
Charlotte J. Prentice
Joan L. Reddy
Linda M. Roeder
Rachel E. Rosen
Sam M. Rosen
James R. Sallstrom
Kurt C. Schneider
Fred J. Schomaker
Daniel R. Schultz
Ronald W. Severs
Celeste M. Shahidi
Larry J. Shannon
Wendy S. Shannon
Clayton R. Shepard
Janet G. Shockley
Gary B. Silberstein
Deborah S. Simmons
Linda M. Smith
Mary C. Sperl
Joan D. Styve
Philip C. Tennison
Debra Thingstad Boe
Harold D. Tilstra
Mary L. Tilstra
Karin M. Tomervik
Luong B. Tran
Jeannette M. Troise
Steven T. Vinge
Frederick Von Stauffenberg
Terry L. Wade
Maria B. Wery
Jeffrey M. Wery
Jean M. West
Jane H. West
Dobson West
Gary A. Wiese
Sandra U. Wiese
Tom L. Williams
Larry L. Winner

Become a Life Member Today!

800-862-5867
www.alumni.umn.edu/life

On the Road Again

That's the title of the song that ran through my head as we planned our tour across Minnesota, visiting 13 Rotary and Kiwanis clubs in 12 weeks. We asked the alumni and friends we met on the road to carry a message to their legislators who were in session at the state capitol: The benefits of a strong, vibrant, world-class university are critical to all areas of the state, and Minnesota's future depends upon support for the University of Minnesota.



Margaret Sughrue Carlson
(Ph.D. '83)

We stopped at Rotary clubs in Virginia, Marshall, New Ulm, Grand Rapids, Willmar, Red Wing, St. Cloud, Waseca, and Stillwater and at Kiwanis clubs in Mankato and St. Cloud. (We didn't ignore the Twin Cities either. U representatives visited alumni and friends at the Minneapolis and St. Paul Rotary Club meetings.)

Either Denny Schulstad, the alumni association's national president, or I usually opened the program with an audience-participation activity that illustrated, better than facts and figures can, that the University is synonymous with the state of Minnesota. We asked participants to stand and remain standing if they or a family member attended or graduated from the U; attend sporting, arts, or cultural events at the U; have a doctor, nurse, dentist, pharmacist, veterinarian, or lawyer who graduated from the U; use a retractable seat belt, which was invented by a U faculty member; or eat Honeycrisp apples, which were developed at the U. Finally we'd ask, "How many of you

pay taxes in Minnesota?" Good-hearted laughter always followed, and we knew the audience recognized that the U of M doesn't just belong to those who have a diploma. The University is an asset that belongs to all 5 million Minnesotans.

Then we'd introduce the keynote speaker, a U faculty member or administrator at the center of some of the most pressing issues of the day. Bob Elde, dean of the College of Biological Sciences, spoke about biofuels in Grand Rapids, where local business people were captivated about the potential effects of prairie grass and corn production on alternative fuels. Patrick Lloyd, dean of the School of Dentistry, talked about a unique community partnership with Rice Memorial Hospital in Willmar, through which dental students serve monthlong internships in greater Minnesota. Deb Swackhamer, director of the U's Institute on the Environment, spoke in Marshall, not far from fields where hundreds of wind turbines generate clean energy.

At every stop, we found people who could speak up for the University of Minnesota. Some are "family" because they don't have a degree, such as Marge Frederickson, owner of the New Ulm radio station and married to state Senator Dennis Frederickson (B.S. '61). Among the alumni who've attended the events, the gold star would certainly go to 97-year-old Wes Libbey (B.A. '31, M.S. '33), a mortician in Grand Rapids who has been a life member of the alumni association since 1935. And he's still making his alma mater proud, as the local chapter of the Izaak Walton League, a national conservation society, was recently renamed in his honor.

Rallying citizens to speak up for our great university is one of the most important roles of the alumni association. So, we're going on the road again. We'll be making road trips to service clubs throughout Minnesota year-round, putting the spotlight on world-class teachers and researchers at the U and the partnerships between the U and the state's communities. If you would like us to consider a stop in your community, please contact Mary Kay Delvo, director of advocacy, at delvo003@umn.edu. ■

Misbehavior is rising.

Test scores are falling.

The superintendent needs answers now.

From an architect.



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