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Sustainably
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Remembering
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10 Imaginative
Research
Projects

Segregated ...Again

Law professor
Myron Orfield
seeks ways
to integrate
public schools



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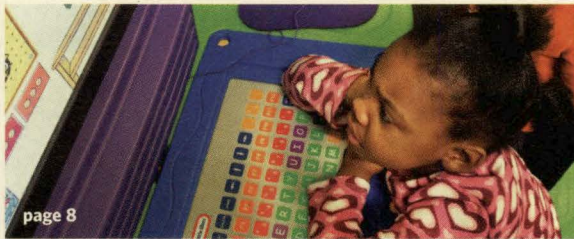
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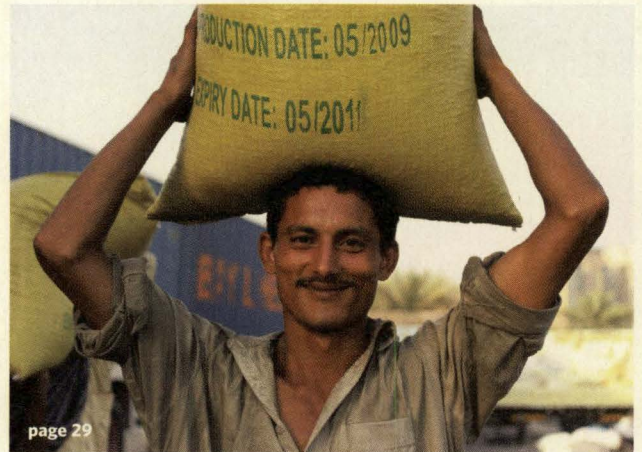
Desegregating Twin Cities public schools won't be easy, but doing so is critical to the region's vitality, says University professor of law Myron Orfield.

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Small grants are helping hundreds of University of Minnesota scholars forward their research in the arts, humanities, and design. Here are 10 of them.

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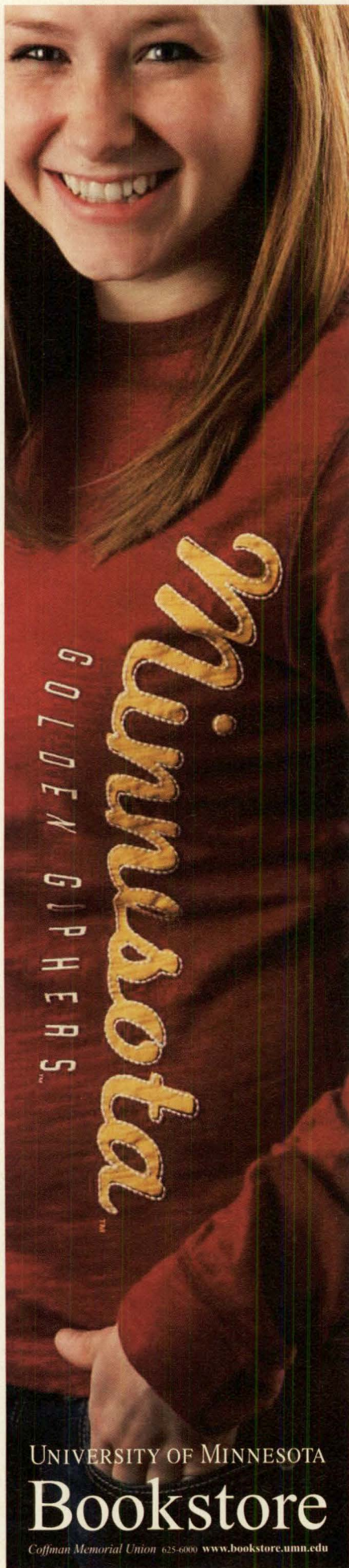
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Concerns about the environment, pollution, and the future of the planet gripped campus 40 years ago.

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On the cover: Orfield at Washburn High School between classes, photographed by Doug Knutson. This page, clockwise from top: photographs by Dan Marshall, Bill Foley, and Sher Stoneman



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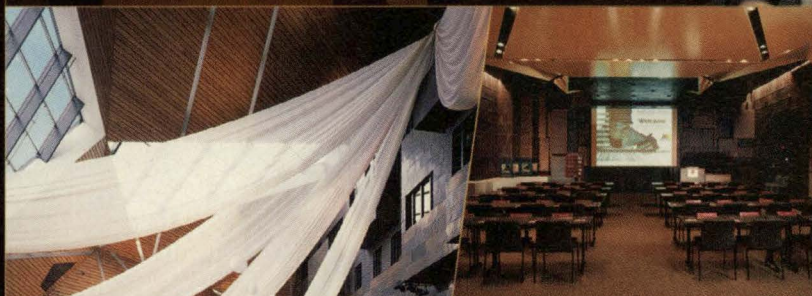
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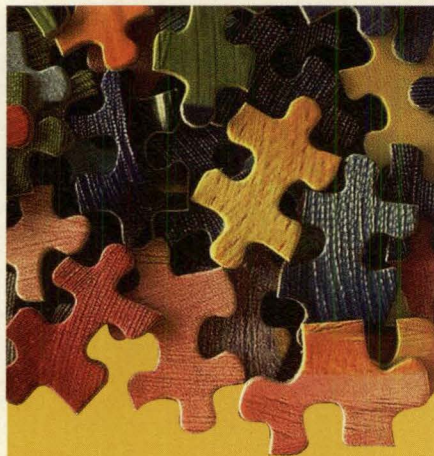
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Editor's Note

Welcome to the Neighborhood

I had an epiphany one recent day, one of those moments whose jolt is as uncomfortable as it is enlightening. I was exhausted from a long day grappling with the topic of this issue's cover story, about the racial segregation of Twin Cities public schools. This was followed by a slow commute home, thanks to ongoing snowfall, and then a delay at the grocery store where I intended to make a quick stop.

Most of my neighbors seemed to have had the same plan. I got into a long checkout line and rested my forearms on the cart handle, zoning out to the beeps of barcodes being scanned. After a few minutes I was brought back to the present when I sensed that someone was watching me. I looked up at a little boy, about 4 or 5 years old, perched in the child's seat a couple carts ahead of me, his legs dangling through the holes cut out beneath the handle.



Shelly Fling

He sat there watching me and I gazed back, his parents unloading items from their cart onto the conveyor belt and oblivious to our staring contest. The boy had black hair and deep brown eyes and skin much darker than mine. I didn't have to look around the store to know that maybe half the people in it were nonwhite. My husband and I live in a Twin Cities neighborhood whose population hovers at around 50 percent white and 50 percent Latino, African American, Asian American, and Native American. I thought about

how much I like our neighborhood, largely because of its diversity. I smiled at the little guy, so quiet and observant.

The boy's parents conversed over the cart in a language foreign to me and passed cash and coupons between them. I wondered how many languages this boy might grow up speaking and thought about how fortunate he'd be to add one or two more, in addition to English, when he went to school. Or maybe he was already in kindergarten, I thought, and immediately wondered whether his school was integrated, preoccupied as I was with the matter.

I smiled again at the boy, trying to convey, I suppose, that I was a nice white lady, someone who wants to live in this area, who values diversity and welcomes it—and him and his family—in my neighborhood.

He stared back, clearly not comprehending that he required a welcome to the neighborhood from a nice white lady. The lights in the store appeared to flicker when I felt the zap of illumination. The boy's expression seemed to say that, contrary to my view, this is *his* neighborhood and *his* store and, what's more, that he's ahead of me in line. Then one of his parents tugged on the front of the cart and wheeled him from my view.

Arriving home at last, I felt disoriented, like I'd emerged from the sleeping car after a transcontinental rail trip only to discover that I'd accidentally boarded the eastbound, not the westbound, train the day before. What had happened back at the store? I replayed what had run through my mind during that silent exchange with the little boy.

I did value diversity, right? Yes, I knew I did.

I like living in this racially diverse area, don't I? Yes, very much.

Had I really seen this as *my* neighborhood? And did I truly think that nice white people were the welcoming committee?

Apparently so.

I don't know where that view came from exactly, but at least now I know that it had been lurking there. And, like the issue of what to do about segregated schools, it helps to talk about it. ■

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

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Letters

RIVER REVERIE

Jennifer Vogel's essay about living on the bank of the Mississippi River made me homesick ["Beached," Winter 2010]. When I was growing up in Minnesota, my family moved three times but always settled in a town on or near the Mississippi, including Little Falls and Sauk Rapids. We vacationed in Itasca, near the headwaters, and on Lake Pepin. Later in my life I lived in St. Louis.

To me the Mississippi is like the ocean, so powerful and unstoppable. Every day it looks different and brings something else into

view—every kind of boat and boater you can imagine, enormous tree limbs with branches sticking up like sails and birds perched on them, lunch coolers, umbrellas.

Now I live in the desert. But reading about the mighty Mississippi was like a nice, cool drink.

June Bednars (B.A. '54)
Scottsdale, Arizona

IN AWE OF APPLES

Before I saw the article about SweeTango in your magazine ["Get a Load of this Apple,"

Winter 2010], I had heard about them and was lucky enough to buy a few of the new apples at Lunds. They didn't last long in the store or in our fruit bowl at home. Delicious! I've never tasted an apple like this anywhere, ever.

Then I saw your magazine article and was interested to learn about the SweeTango's parentage and about all of the apples born and bred at the University going back more than 70 years. My mouth is watering in anticipation of next year's SweeTango harvest and in imagining how the U will top that apple. Nice work!

Tom Driscoll (B.S. '67)
Minneapolis

A MODEL U STUDENT

Great article about Kelli Blankenship in the Winter 2010 issue of *Minnesota* ["Intrepid"]. A true student athlete and very successful at each. The school needs more like her.

Jim Riehle (B.S. '66)
Hayden Lake, Idaho

A LESSON FOR THE AGES

Thank you for the article by Tim Brady, reviving the story about the federal work study program launched at the University of Minnesota during the Great Depression ["Students for Hire," Winter 2010]. Educating as many young people as possible—that is, making it possible for young adults to afford a college or other post-secondary education—does not only benefit those individuals, the entire country is better off for it. That was true in the 1930s and '40s and still is today. Let's not allow today's and tomorrow's leaders to forget that lesson.

Jeanette Girard
Minneapolis

ON BEHALF OF MINERS

Very nice Editor's Note, "When the Dust Settles"! [May–June 2009, about the Minnesota Taconite Lung Health Partnership]. I represent miners on the western Mesabi Range and am the son and grandson of miners and want you to know that I appreciate the good work the U is doing. Finally, we will get "unfiltered" info on our health problem.

State Representative Tom Anzels
Balsam Township, Minnesota

Letters may be edited for style, length, and clarity. Please share your views with other Minnesota readers. Submit a letter at www.MinnesotaAlumni.org/opinion or write to Letter to the Editor, Minnesota Magazine, McNamara Alumni Center, 200 Oak St. SE, Suite 200, Minneapolis, MN 55455.

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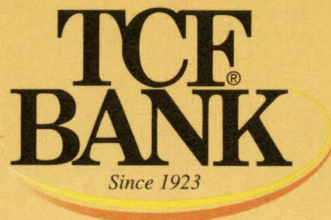


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Overheard on Campus

In the aftermath of the earthquake in Haiti, Gary Schwitzer, associate professor in the School of Journalism and Mass Communication, interviewed two U professors about the ethics of physician-journalists reporting on their own delivery of health care to victims of the tragedy. Their responses appeared on MinnPost.com:

"It's worse than self-promotion. It's exploiting the suffering of Haitians for the PR goals of their employers. They should not be reporting on their own work. That's a classic PR tactic: using humanitarian aid as a public relations device, in order to drive up ratings for their network."

—Carl Elliott, professor in the University of Minnesota Center for Bioethics and the department of pediatrics

"The reporters who have been practicing well-televized drive-by medical care in Haiti are demonstrating an appalling abuse of medical and journalistic ethics. They justify this form of self-aggrandizement by its effect in mobilizing response for the larger disaster. The added value of their self-promotion goes largely unchallenged."

—Steven Miles, professor in the University of Minnesota Center for Bioethics and the department of medicine



Dig This

The Gopher volleyball team finished the regular season in third place in the Big Ten but served up an unexpected post-season surge. In December the Gophers went all the way to St. Petersburg, Florida, and the national semifinals, where they fell to the No. 2-ranked Texas Longhorns. Even Coach Mike Hebert was surprised by the Gophers' rise through the ranks. "In August, when we started, I didn't think we would be here," he said from St. Petersburg. "We thought next year would be our year to make it back here. However, this team proved me wrong."

The Gophers' march to the semifinals went through their home court, as the Sports Pavilion hosted one of the four NCAA regional finals. Playing to a full house of frenzied fans, the Gophers dominated Colorado State 3-0 and top-seeded Florida State 3-1 to advance. Among the challenges this year's Gophers faced was the unexpected midseason departure of junior All-Big Ten outside hitter Brook Dieter, who left the team for personal reasons. Hebert termed her loss "anguishing" for the team. But, he said, as with other obstacles, players adapted and eventually excelled. "For me, it was a marvelous season watching young people take on challenges, fight through them, and come out victorious. We didn't win the match against Texas, but I consider this team a winner."

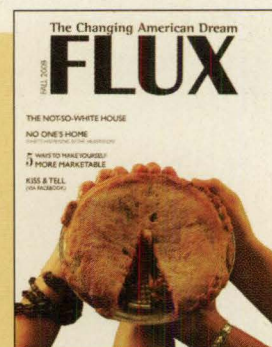
Junior middle blocker Lauren Gibbemeyer (left) and senior outside hitter Megan Wilson competed in the national semifinal match against Texas. Gibbemeyer was named a first-team All-American, and senior setter Taylor Carico earned third-team honors.

COSE Call

The Institute of Technology will become the College of Science and Engineering on July 1. The change, which has been in the works since fall 2008, aims to better describe the combination of engineering, physical sciences, and mathematics disciplines within the college. Twelve departments and 24 research centers make up the college, which will use the acronym COSE. Members of the Dean's Advisory Board will donate funds to cover the costs associated with the name change.

Dream On

What does the American Dream mean to current students? How does college debt play into their dreams? Is college even necessary to achieve the American Dream? Read students' thoughts about these and other ideas in *FLUX* Magazine, produced by students in the magazine production class in the School of Journalism and Mass Communication. Copies are available at University of Minnesota Libraries, U bookstores, or on the *FLUX* Web site at www.changingamericandream.com.



Bridging the Digital Divide

Pick any essential task—applying for a job, going to school, or paying bills, for example—and chances are it involves computer technology. Access to and proficiency in computers and the Internet are increasingly a daily necessity for keeping pace economically, socially, and educationally. Trouble is, many of the people who most need access and proficiency don't have them.

Efforts are under way at the U to help change that in targeted Twin Cities communities. In December the University, in partnership with 12 community organizations, received a \$2.9 million federal stimulus grant to develop and improve 10 computer labs in low-income neighborhoods in Minneapolis and the Frogtown area of St. Paul—neighborhoods with high concentrations of low-income African Americans, Hmong, Latinos, Somalis, public housing residents, and seniors. The grant will also establish a new computer lab at Glendale Homes, a public housing site. The partners estimate that the project will create 36 new jobs and save 12 existing jobs in the computer labs.

That effort complements the Digital Divide Initiative (DDI), a program of the University's Urban Research and Outreach/Engagement Center located in north Minneapolis. To date, it has distributed 500 donated and refurbished computers to low-income households. "We know that economically and educationally a lot of people in this area have been left behind. Helping them catch up is very important," says DDI supervisor Ken Nelson.

Nelson says that a linchpin in the effort to get computers into



Alyra Nicholson and Christopher Boykin, both 4, explore the computer at the Northside Child Development Center.

homes is getting them into daycare centers. About 60 percent of urban children are in daycare, and the centers provide critical early learning opportunities. DDI has equipped nearly 100 daycare centers and other nonprofits with computers and provided training to their staffs. "Once we get daycare centers up to speed, the urban kids who go there at least see a computer—it becomes a part of the machinery of everyday life. Then we are able to reach out to the parents," Nelson says.

DDI's main program, a computer take-home workshop, provides hands-on learning about the fundamentals of hardware and software. At the end of the three-part workshop, participants take their computer home. DDI periodically provides free upgrades and further training. "We want people to go home and use the knowledge they've gained to improve their lives," Nelson says.

—Cynthia Scott

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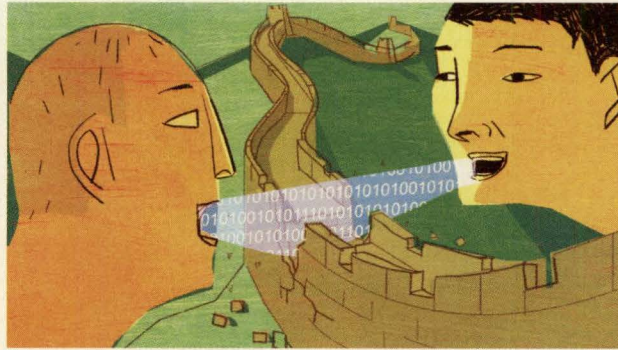
A Dozen New Confucius Classrooms

The Confucius Institute at the University of Minnesota has helped secure \$500,000 in funding for Chinese language and culture instruction in 12 K-12 schools in Minnesota. The funding is through the "Confucius Classroom" initiative of the Confucius Institute Headquarters in Beijing, China.

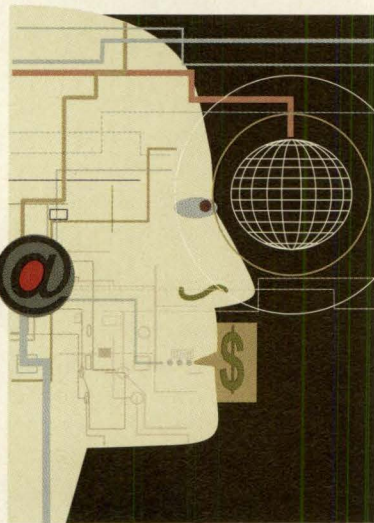
With 885 million native speakers, Chinese has twice as many speakers as the next most widely spoken language in the world, English. At the urging of Governor Tim Pawlenty (B.A. '83, J.D. '86)

following a trade mission to China in 2005, Minnesota launched an initiative to increase the number of Minnesota schools that teach Chinese. The Confucius Classroom initiative will enable some schools to offer Chinese for the first time, and allow others to expand current offerings.

The Confucius Institute at the University of Minnesota is a collaborative initiative between the University of Minnesota, the Hanban/Confucius Institute Headquarters, and Capital Normal University in Beijing.



Into the Marketplace



Technology transfer—taking innovations from the laboratory and classroom into the commercial marketplace—plays an increasingly critical role in funding higher education. Royalties from the license for the AIDS drug Ziagen, for example, which was developed at the U, have helped fund further drug research. In recent years the University of Minnesota Office of Technology Commercialization has worked to improve the technology transfer process, hiring experienced technology managers to evaluate an innovation's commercial potential and calling on industry veterans to help guide fledgling companies. It appears as though those efforts have begun to pay off. In

December Vice President for Research Tim Mulcahy reported to the Board of Regents that gross revenues from patent and licensing activity increased to \$95 million in 2009, nearly 10 percent higher than in the previous year.

Among the 2009 successes: software that helps pharmacists and physicians better manage patients' medications; next-generation clean energy technology; a drug that helps patients suffering massive blood loss stay alive long enough to reach a hospital; and software that helps drug companies test their therapies for Alzheimer's disease earlier in the clinical process.

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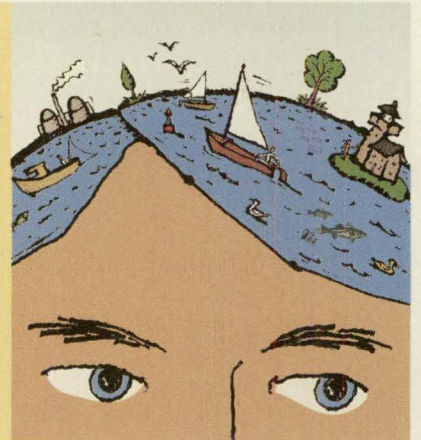
Rising levels of carbon dioxide (CO₂) in Earth's atmosphere, which are associated with global climate change, actually appear to help counteract loss of biodiversity due to nitrogen pollution, another pressing environmental problem. That is the conclusion of a 10-year study by a researcher in the University of Minnesota Department of Forest Resources who studied the interaction of CO₂ and nitrogen on 16 species of grasslands. Exhaust fumes and fertilizers produce nitrogen pollution, a primary cause of water degradation. One of the study's key findings is that, though the combination of CO₂ and nitrogen pollution does reduce species diversity, adding more CO₂ to the mix reduces that change by half. The finding is important because scientists have feared that rising levels of CO₂ could directly reduce plant diversity. The researcher emphasized that the finding does not detract from the need to curb CO₂ emissions given the other environmental problems it causes. The study was published in the December 4 issue of *Science*.



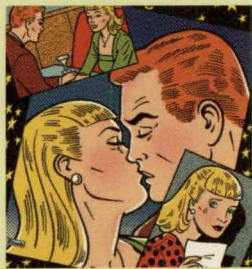
The New Meaning of Computer Streaming

Researchers at the University of Minnesota department of civil engineering have developed VirtualStreamLab, a unique new computer model designed to help restore real rivers and streams back to health. It uses sophisticated numerical algorithms to simulate water flow with an unprecedented level of detail and realism. Recent data shows that 44 percent of the nation's 3.5 million miles of rivers and streams are suffering from sedimentation, a major source of pollution, and the presence of excess nutrients. These conditions have serious consequences for entire watersheds, including poor flood control and harm to aquatic life. Historically, efforts to restore streams have been hampered by the inability to perceive their complex beds, banks, turbulence, and interactions with the environment.

VirtualStreamLab was unveiled at the 2009 American Physical Society Division of Fluid Dynamics meeting in Minneapolis.



Insights on Casual Sex



Researchers from the University of Minnesota School of Public Health have found that young adults who engage in casual sexual encounters do not appear to be at increased risk for harmful psychological outcomes as compared to sexually

active young adults in committed relationships. While the study focused on the psychological impact, researchers cautioned that the physical risks of casual sex should not be overlooked.

The study assessed a diverse sample of 1,311 sexually active young adults. Eighty percent reported that their last sexual partner was an exclusive dating partner or a fiancé, spouse, or life partner. The remainder reported that their last sexual encounter was a close but not exclusive partner or a casual acquaintance. The study was published in the December issue of the journal *Perspectives on Sexual and Reproductive Health*.

Predatory Middle Age



Wolves, long thought to be consummate predators their entire lives, actually begin to lose their edge in midlife, according to a study of wolves in Yellowstone National Park by a researcher in the University of Minnesota's Department of Ecology, Evolution and Human Behavior. According to

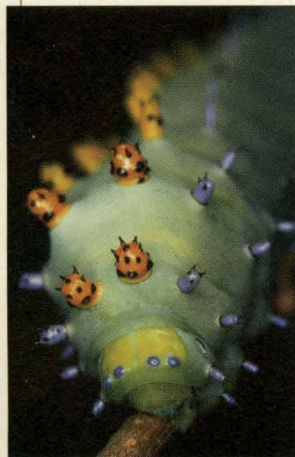
the study, Yellowstone Park wolves typically live to be about 6 years old and their ability to prey peaks when they are 2 to 3 years old. The finding is important because scientists are looking for answers to the decline in Yellowstone's elk population. While some believe that wolves are responsible for the decline, the U study shows that the number of elk killed fluctuates based on the age structure of the wolf population at any given time: the higher the proportion of wolves over age 3, the lower the rate at which they kill elk. For every 10 percent rise in the proportion of wolves older than 3, the kill rate declined 10 percent to 15 percent.

The study was published in the December issue of the journal *Ecology Letters*.

Understanding Puberty and Butterflies

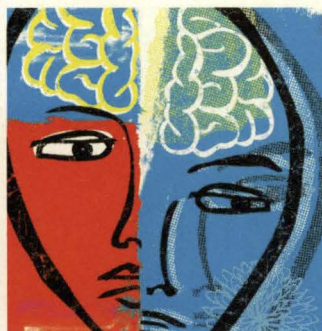
In solving a 20-year-old puzzle about insect metamorphosis, a University of Minnesota research team in the department of genetics, cell biology, and development has taken a big step toward understanding the onset of human puberty. The researchers studied PTTH, a hormone that triggers the mechanism of metamorphosis by acting like a key fitting into a lock. PTTH's "key" identity has been known for 20 years, but it took the U team to find the "lock," an enzyme that works like a master switch, turning on other enzymes that turn on still others and eventually lead to a rash of changes resulting in metamorphosis.

Because the onset of human puberty is brought about by a similar mechanism, the finding addresses the question of how a host of organisms, from a squirming larva turning into a butterfly to a child becoming an adult, sense increasing body size and enter the next stage of development on schedule. The discovery might also lead to the development of environmentally friendly insecticides targeting a narrow range of species, such as mosquitoes. The research appears in the December 4 issue of *Science*. —Deane Morrison



PUBERTY AND BUTTERFLIES PHOTOGRAPH BY INGO ARNDT/MINDEN PICTURES; PTSD BY JING JING TSONG

A Leap Forward on PTSD



Researchers at the University of Minnesota Brain Sciences Center and Minneapolis Veterans Administration Medical Center have identified a biological marker in the brains of those exhibiting post-traumatic stress disorder (PTSD), a severe anxiety disorder that often affects war veterans and others who have suffered traumatic events. PTSD can manifest in flashbacks,

recurring nightmares, rage, or hypervigilance. Complications can include alcohol and drug abuse, violent behavior, and suicide.

Researchers were able to differentiate PTSD patients from healthy control subjects using magnetoencephalography (MEG), a noninvasive measurement of magnetic fields in the brain. The measurements, unavailable with conventional brain scans such as X-ray, CT, or MRI, allowed researchers to locate the unique biomarkers in the brains of patients with PTSD.

The discovery is a major advance because currently there are no objective diagnostic tests for the disorder; diagnosis depends on the subjective judgment of the clinician. An objective test could give doctors a way to accurately diagnose the condition, assess its severity, and evaluate treatments. It could also guide those who decide who is entitled to disability payments and who is fit for redeployment.

Discoveries is edited by Cynthia Scott. University of Minnesota Alumni Association members may access many of the journals that published these studies through the Libraries Online member benefit. Go to www.MinnesotaAlumni.org/Libraries.

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When We Were Beautiful

What photos of our younger selves eternally portray.

I have noticed a trend: 50- and 60-year-olds using pictures of themselves from their college days as their profile photos on Facebook.

No doubt this is due in part to technological advances. Suddenly everyone is a digital photo editor. We can scan or snap new pictures of old prints and then, using Photoshop or Picasa or the software that came with our cameras, bring back to life the photos that used to be sealed forever in gold-plated frames on the mantel or glued to the pages of an old photo album.

I think that, as we grow older and grayer, we start to fall in love a bit with ourselves when we were younger. Not like a weird crush, but “in love” in the sense of approving of who we were, admiring ourselves back in the days when we didn’t know nuttin’ but were so full of spirit and expectation.

In our 30s and 40s, there is a tendency to think the people we were in our college days is something to put behind us. Our youth and inexperience embarrass us. But as we get older, a kind of forgiveness sets in and we reach back and embrace those old,

But beyond the fact that our photographic archives have suddenly become uploadable, there is another, more obvious reason we do this: because the pictures are freakin’ beautiful. Because we, at that particular moment in our lives, were gorgeous. Let’s not beat around the bush. We were knockouts. No wonder we post those pictures. I’m not saying every student in every graduating class was a runway model. I mean that, across the course of our lives, most of us during our days on campus looked the most wonderful we ever would.

Our eyes were big and alive. We had no frown lines or forehead creases, decades before Botox. Our teeth were naturally white. Our hair was abundant and lustrous. Our body parts rode high in the carriage. Our complexions were not perfect, what with midterms and finals, but we were robust and healthy. Our body mass index was as optimal as it was ever going to be.

And then one day, as I did recently, you catch yourself in a mirror and ask yourself, “Who the hell is that?” Or, “What is my dad doing out of the cemetery?”

But what I think is happening with this trend on Facebook is not merely vanity. The Internet is crawling with liars and deluders, and here and there are people who are trying to fool themselves, and others, that they are younger than they are. But I suspect something less reprehensible is going on with these Facebook photos.

ESSAY BY MIKE FINLEY

young selves. They were in some ways the best part of us—willing to start at the bottom and work our way up. There was courage and character in that—a game attitude that seemed to say, “Let’s see what we can do with our lives.” And we can see that determination in the pictures.

Posting those photos is a way for us to fly a flag to our own hopes and dreams, whatever may have become of them along life’s way.

When I was young, I remember looking at photos of my folks when they were newly married and thinking, “Holy cow! What happened to them?”

Of course, the short answer to what aged my parents was me. Kids take a toll. But still, the contrast was kind of horrific. As a stripling in high school I remember agreeing with my cohort that our generation would be different. We would have better science, and better vitamins, and better exercise regimens to keep us young. And, of course, we would clean the planet up by 1987.

Things didn’t work out quite that way. The Woodstock Generation, so sleek and so bell-bottomed, wound up giving the world the term *morbidly obese*.

It’s a matter of some disgrace for us, this aging business. I have a lovely friend my age who doesn’t go out so much anymore because she has an intention tremor, a movement disorder that gives her a wobbliness in the hands that she thinks makes her look old. At least she has a sense of humor about it. “Trust me, there’s nothing intentional about an intention tremor,” she says. She frequents a Web site for sufferers ruefully named *wemove.org*.

But in her Facebook photo, circa 1971, none of that matters. On a spring day Justine stands with the breeze in her hair, her graduation gown bunched under one arm. She is laughing and giving the world a power salute.

Another friend, Allan, has posted a black-and-white photo of himself taken in his dorm room around that same year. He is sitting backwards in a chair with his chin in his arms. His hair is like some haystack from a Monet, spilling over his forehead and shoulders. And his face is alive with fierceness, young cynicism, and good humor. Today, all that hair is archival. He remains a tough dude, but more like

Samuel than Samson.

I used to fasten on stories about how University of Minnesota research led to the medical and other technological breakthroughs that would give diabetes and all other diseases the heave-ho and save us from this process of slow oxidation. And truly, the health sciences have held up their end of the bargain. We are living longer and healthier, give or take a few body parts that seem determined to take early retirement.

But as I get older, I find myself intrigued less by the University as super-problem-solver and more as a teacher of how to appreciate the beauty of life despite all the problems that beset us.

I remember a proseminar on the literary elegy I took from professor of English Toni McNaron in 1971. Of all the classes I took at the University, I tracked the other students from this one most closely over the years—which is a bit ironic, given that elegies are poems of loss.

But what I remember most is that the class was about coming to a deeper understanding of death, a reverence even. Today I can see a half-dozen of my classmates from that class on Facebook—a couple have passed away—and several of them alternate their current-day snaps, all loaded down with life, with their genius faces from yesteryear.

I am looking at one picture in particular, from the ’70s. It is of a young woman and young man. They are framed against some kind of swirling texture that might be cirrus clouds. They are very handsome and appear to be in thrall to one another.

My wife and I keep it on our wall in our home in St. Paul. The “clouds” are a window pane at Elliott Hall, the psychology building on the East Bank of the U’s Minneapolis campus. We had known each other only a few months.

None of the fissures had formed; none of the failures and heartaches show up in the picture. But not a day goes by that Rachel and I don’t see it and are reminded of the wonder we felt in those days, to be alive and together, and the wonder we still feel. ■

Mike Finley (B.A. ’72) is a St. Paul-based writer. He and his wife, Rachel Frazin (M.S. ’78), are pictured on the opposite page.

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Segregated... Again

Twin Cities public schools have become racially resegregated in recent decades, limiting access to opportunities and concentrating low-income people in increasingly stressed cities and suburbs. University professor of law Myron Orfield argues that integrating schools and neighborhoods is not only a moral imperative, but key to regional vitality.

By Kate Tyler . Photographs by Doug Knutson

"All that purple . . . then suddenly those yellow squares—it just obsesses me," Myron Orfield (B.A. '83) says, springing up from a chair in his Mondale Hall office to point out a colorful poster-board map propped in a corner. Orfield, a professor of law and the director of the University of Minnesota's Institute on Race and Poverty (IRP), has been soberly discussing *Region: Planning the Future of the Twin Cities*, his sweeping new book on the state of the metropolis, coauthored by IRP research director Thomas Luce and just out from the University of Minnesota Press. ¶ Until this moment, Orfield, dressed casually in a blue sweater and tan corduroys, has seemed every bit the buttoned-down policy wonk—thoughtful, earnest, low-key. Now he exudes the energy and passion that have prompted comparisons to Minnesota's legendary Happy Warrior of 20th-century politics, the exuberant Hubert Humphrey (B.S. '39), who was instrumental in the passing of the Civil Rights Act in 1964. ¶ The map, Orfield eagerly explains, is a specialized snapshot of the Twin Cities generated by Graphic Information Systems software. It shows the value of every parcel of land across the metropolitan area, "right down to the square meter and overlaid with data about race and ethnicity."

Orfield darts his fingers over the map's mazes of line and color. "Here's the Minneapolis central business district, highly valuable land—purple here, here, here," he says. "Then, bam! The value just falls off a cliff. That's where the neighborhood turns from predominantly white to predominantly people of color." Tapping the map, he continues, "Thriving communities . . . then just a block away, bam! Solid yellow. No capital, no investment, failing schools.

"It's just profound," Orfield continues, resettling in his chair. "It's a pattern that holds across the metro area. Land that should be valuable but isn't. Communities that should be thriving but are in great distress. Families trapped in places with few resources and fewer opportunities."

A half-century after the Civil Rights movement and its landmark desegregation, fair housing, and antidiscrimination laws, the

very word *segregation* may startle people, Orfield acknowledges. "People think, 'The iron walls of racial discrimination are down, we have an African American president, we're fine,'" he says. But as he and Luce document in their new book, segregation is "not only not better," Orfield emphasizes, "it's dramatically worse."

THE SPREAD OF SEGREGATION

Racial segregation is increasing in all of the 25 largest U.S. metros, Orfield says, but it's happening at a much faster clip in the 16th largest, the Twin Cities. Neighborhoods and schools have remained more stubbornly segregated here, those once integrated have resegregated at alarming rates, and segregation is pushing steadily outward from cities to suburbs.

The causes of these trends are complex, says Orfield, a national authority on metropolitan growth. Segregation's prime drivers include racial prejudice, housing-market discrimination, and misguided public planning and tax policies. And in the Twin Cities, Orfield says, segregation is exacerbated by mind-boggling government fragmentation that was once, but is no longer, well-managed by a muscular Metropolitan Council.

Over a career spanning law, politics, and academia, Orfield, 48, has been a leading proponent of "new regionalism," which views cities and suburbs as parts of an interconnected mosaic requiring big-picture policy solutions. He became something of a hero for the cause during a 12-year stint in the Minnesota State Legislature. Just 28 years old when he was first elected, in 1991, on the Democratic-Farmer-Labor ticket, he served five terms in the Minnesota house and one in the state senate, representing the largely middle-class south Minneapolis neighborhood where he grew up.

Orfield brought a showman's flair to his floor speeches, using



"It's absolutely the wrong solution to hunker down within neighborhood boundaries. The idea that we can close the achievement gap without desegregating is simply wrong."

—Myron Orfield, University law professor, director of the U's Institute on Race and Poverty, and member of the Washburn High School class of 1979

mountains of data, slide shows, and innovative homemade maps to champion "smart growth" linked to distinctly Humphreyesque social ideals. He forged alliances that succeeded in making important reforms to the Metropolitan Council, the regional planning agency charged with operating the Metro Transit system, providing affordable housing, managing water treatment, and engaging the public in future growth planning, among other services. He also authored

2000 (compared with 43 percent in the 25 largest U.S. metropolitan areas). And of the region's neighborhoods that were segregated in 1980, 83 percent were still segregated two decades later (compared to 69 percent nationally).

Yet if segregation in the Twin Cities today is worse than that of yesterday, "it also looks significantly different than it used to," says Orfield. As racial diversity has expanded in the Twin Cities, fewer

housing, transit, and land-use legislation aimed not only at making growth more orderly, balanced, and efficient, but also at making sure core cities and aging inner suburbs, home to most of the region's low-income and minority populations, weren't withering in the dust of exurban sprawl.

Making segregation a front-burner issue in regional planning is, for Orfield, as much a moral imperative as it is a smart-growth necessity. Orfield grew up one of six children in a white working-class family that talked progressive politics at the dinner table. He idolized his much older brother Gary, a 1960s Freedom Rider who went on to become a noted Civil Rights scholar. In 1975, Orfield joined the first integrated class at Minneapolis's Washburn High School after it was desegregated by court order.

Also influential, he says, were his searing experiences in catastrophically poor neighborhoods while he was attending law school in Chicago. He spent months driving around with narcotics cops on some of the city's meanest streets for a legal research project. "Suddenly, here I was in these desperately poor ghetto neighborhoods, places you could see had once been vibrant but now looked like the scene of a neutron bomb," Orfield recalls. "I came to see that you can't understand concentrated poverty detached from the legacy of racism and the social policies it spawned."

SEGREGATION REALITIES

Rapid demographic changes have transformed the 11-county Twin Cities metro and its population of 3.5 million. The last decade brought rapid growth in African American, Asian, and Latino populations. Long home to the nation's largest population of urban American Indians, the Twin Cities now also boasts its largest Somali and second-largest Hmong communities.

Orfield says the area's growing diversity does not account for its nation-leading segregation spikes over the last decade. Resegregation has been especially fierce, he says: 56 percent of the neighborhoods that were integrated in 1980 became segregated in

neighborhoods and schools qualify as “white segregated,” having more than 50 percent of students white, Orfield explains. At the same time, different communities of color are mixing with each other as never before. “But not with whites,” he says. “This is the new face of segregation: the mushrooming of multiethnic, nonwhite segregated schools and communities.”

According to Orfield, in 1992 the Twin Cities had nine nonwhite segregated schools, representing 1.5 percent of elementary students. By 2008, the metro area had 108 nonwhite segregated schools, representing 22 percent of the area’s elementary students.

“Nonwhite segregated schools” are defined as schools with the share of black, Hispanic, or other students of color exceeding 50 percent, or schools with varying combinations of students of color and a share of white students less than 30 percent. “Integrated schools” are those with varying shares of black, Hispanic, and other students of color and more than 30 percent white students.

Race and poverty have always been entangled in segregation. Yet the roots of segregation are clearly race-based: Poor whites are “much less likely than poor people of color to live in neighborhoods of concentrated poverty,” Orfield notes, while “the average black family making over \$60,000 lives in a community with a higher poverty rate than the average white family making under \$30,000.”

Economist Samuel Myers, the University’s Roy Wilkins Professor of Human Relations and Social Justice, confirms that segregation is not the result of people choosing neighborhoods aligned with their incomes and preferences or of “bad credit.” It’s the result of racial disparities in lending, discrimination in housing, and little enforcement of fair housing laws.

Segregation is, Orfield emphasizes, “about a fundamental divide

in who has access to opportunity—jobs, decent housing, safe streets, good schools. Where you live determines your basic prospects in life. It’s hard to overestimate how devastating it is for families and children to be trapped in failing communities and struggling schools. Or how much it undermines the quality of life, competitive edge, and vitality of the entire region.”

Segregated schools are particularly harmful, Orfield says. Research has proven that high-poverty schools are overwhelmingly low-performing ones and that an “achievement gap” exists between students from impoverished backgrounds and those from more middle-class ones. Children in poor communities start out with fewer of the assets that boost achievement (from high-literacy homes to good health care). And their schools usually suffer from limited resources and inexperienced teachers.

Orfield has found that both neighborhoods and schools have predictable “turnover points” where rising minority percentages cause integration to halt and segregation to climb. “These points are quite modest,” he says. In a community in which the population is mostly white and black, for example, when the black population reaches around 30 percent the neighborhood tips and that percentage rapidly climbs. Middle-class white families are the first to flee, perceiving the shifts as a sign of school decline.

Segregation, in a nutshell, goes like this, Orfield says: Minority percentages climb, whites flee, segregation and poverty accelerate, schools get worse—and then the money, jobs, and tax base go, as segregation spurs the disinvestment vividly illustrated by the startling purple-to-yellow shifts on Orfield’s map. Those left behind are marooned in deteriorating conditions far from job centers.

“What people need to understand is that there’s nothing natural or inevitable about the fact that three-quarters of our residents of color live in low-opportunity central cities and stressed suburbs,” he says. “Segregation is perpetuated by a variety of private and public actions that reinforce one another. These are complex problems with no quick fixes. But we created these problems, and we can change them.”

Orfield advocates making the Met Council a proactive force for reining in unruly sprawl and promoting affordable housing across the region. He also strongly backs a directly elected council, which he believes would free it from the vacillating controls of changing governors (his own bill on this in 1994 failed in the legislature by one vote). Other regional solutions high on his list are expanded city-suburban school integration



“It’s a question of equity. . . . State law requires that public schools actively work to disrupt segregation. Why is it that charters--funded with public school dollars--are allowed to be segregated?”

—Elona Street-Stewart, chair of the St. Paul Board of Education, photographed reading to a first-grade Ojibwe class at the American Indian Magnet School



"Can schools be good schools when they're segregated? It's a valid question. For me, it gets back to the importance of teaching and learning for a diverse society. . . . We cannot, as individual systems, address these issues on our own. We do need regional solutions."

—John Schultz, superintendent of the Hopkins School District, photographed at Eisenhower Elementary School, home to the XinXing Academy, a Chinese immersion program

districts, revisions to an ineffective state integration aid program, and changes to low-income housing voucher and tax credit programs to distribute subsidized housing across the region.

A shift from segregation to integration requires something akin to overhauling a massive ecosystem, Orfield suggests. Piecemeal solutions within the borders of towns or school districts will only chip away at the edges. Still, he is acutely aware that communities can't wait for macro-level solutions as they grapple daily with the realities of segregation.

THE BURDEN OF SEGREGATION

Public schools have been the epicenter of debates over segregation since court-ordered desegregation rulings in the Civil Rights era sent thousands of school buses down roads paved with visions of an integrated America. Once, primarily urban school districts grappled with issues of race and poverty. But suburbs have grown markedly more diverse: In the Twin Cities, Richfield is now 32 percent people of color, Burnsville 22 percent, and Maplewood 21 percent. Students of color now make up roughly a quarter of all suburban schoolchildren, Orfield notes, and roughly one of every seven Twin Cities suburban

schools is now nonwhite segregated.

Nowhere are the on-the-ground realities of segregation more evident, Orfield suggests, than in the Minneapolis Public Schools (MPS). Along with its St. Paul counterpart, the cash-strapped Minneapolis school system has a preponderance of the region's poorest and most diverse student populations. Eighty percent of MPS students attend nonwhite segregated schools in which concentrated poverty and low student achievement are the norm.

In some districts, school boards go out of their way to intensify segregation, Orfield says. With a few keystrokes, he displays on his computer screen a colorful map showing where a suburban district south of the Twin Cities had drawn school boundaries around a low-income housing project. "They had me come out to tell them if they would get sued," he says dryly. "I said yes."

Like Orfield, Minneapolis Board of Education director Pam Costain (M.A. '85) strongly backs integration as an educational and social ideal. But with only 3 in 10 students white, she says the district is hard-pressed to diversify the nonwhite segregated schools that are the norm for 80 percent of its students. "Welcome to the life of a school board member in an urban school district," quips Costain,



"What I tell legislators is that if we want this state to be what it traditionally has been in education, and we want to be globally competitive, and we want to give children what they need to succeed, then let's talk about equity and integration as well as test scores."

—Tonya Glover of Golden Valley, photographed with her sons Quentin, a fifth grader at an arts magnet school, and Keanu, in 11th grade at a suburban high school

whose district is 64 percent poor and 70 percent students of color (in a 65 percent white city). "There are no silver bullets here."

Through open enrollment, students may enroll in public schools outside the school district in which they live, though families generally provide transportation. And districts promote integration through magnet schools whose special curricular bents—such as technology or the environment—draw students from across districts (Minnesota has more than 100 magnet schools in 22 school districts). MPS also offers an option for kids from the highest-poverty schools to transfer to its most affluent ones. And it sends 2,000 low-income children to suburban schools each year through "The Choice Is Yours," an open-enrollment program that was the result of a 2000 settlement between the state of Minnesota and the NAACP over the "educational inadequacy" of segregated Minneapolis schools.

Yet last year MPS proposed pulling out of a city-suburb integration district called the West Metro Education Program (WMEP), citing mixed data on its effectiveness. Vocal critics included not only Orfield, but a director on the Minneapolis board, T. Williams (a former Humphrey fellow), who also sits on the WMEP board.

The Twin Cities has three school integration districts—the North-

west Suburb and the East Metro integration districts in addition to WMEP. Formed in response to a 1999 Minnesota State Legislature-authorized Desegregation Rule written to give families and students more opportunities to choose racially balanced schools across a broader geographic area, each integration district encompasses 7 to 11 school districts. The three Twin Cities districts stretch from Buffalo to Stillwater, Elk River to Eden Prairie. Orfield envisions five even broader "superdistricts" that each contain urban and suburban areas.

Describing integration as both an educational and moral imperative, Williams believes the school district should turn firmly in the direction of the regional integration partnerships advocated by Orfield, "even if they're not perfect," he says. "If Minneapolis leaves, it falls apart. We have a responsibility to hang in there, to be part of pushing from the inside to make it what we want it to be."

Says Orfield: "When we create a situation where it's no longer 'bad' schools versus 'good' schools, it effectively takes away the fuel for white flight. In fact, it's the only real solution."

Costain is ambivalent. The existing multidistrict programs "don't seem to make white students more willing to come to city schools," she says. "Regional programs have tended to mean busing children

of color around the region, out of their neighborhoods and cultural contexts. I'm no longer willing to say that's the answer," says Costain. "I have to look every day at what *is*. That means we focus on equity. It means we look at promising research about helping high-poverty students succeed."

"I do agree that it's unfair that kids of color have to bear the burden of desegregation," Orfield says. "But it's absolutely the wrong solution to hunker down within neighborhood boundaries. The idea that we can close the achievement gap without desegregating is simply wrong. The statistics are catastrophically bad."

When communities have sustained regional approaches to desegregating schools, Orfield says—citing as examples Louisville, Kentucky, and Raleigh, North Carolina—the achievement gains "are spectacular." And when schools are integrated in a reasonably stable way, Orfield says, white and black parents alike will fight to keep them that way—and "stably integrated schools in turn promote integrated neighborhoods."

Williams greatly admires Orfield and is familiar with his "turnover point" data on white flight. Yet he can't help but sigh as he talks about "the fact that whites consider a school integrated" if it's 75 percent white and 25 percent students of color, yet "if it's 65 percent students of color and 35 percent white, they'll leave."

"Whites won't participate in integration unless they're in the majority," he continues. "I think that's mainly because they really don't perceive a self-interest in integration."

CHARTER CHOICES

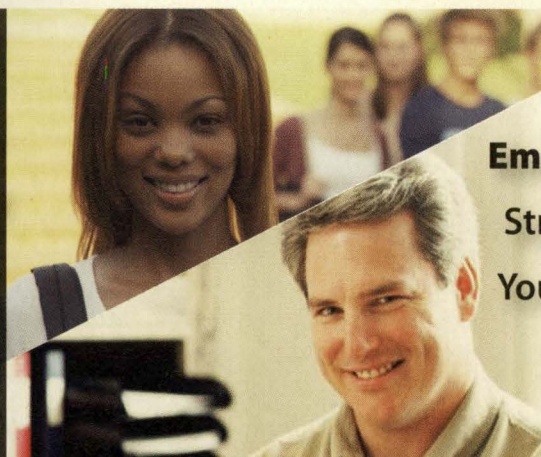
Public schools made significant desegregation strides following the landmark 1954 *Brown v. Board of Education* decision and, especially, after its more aggressive 1968 follow-up, *Green v. County School Board*. But successive U.S. Supreme Court rollbacks in the years since have curtailed almost all school district desegregation efforts. Most recently, a seismic 2007 ruling often referred to as the Seattle-Louisville decision invalidated even voluntary school desegregation plans that use race—even as the decision also reaffirmed the value of racial diversity in the nation's classrooms.

Amid the backdrop of stalled desegregation, one of the bracing realities facing public schools has come to be the hemorrhage of students of all backgrounds to charter schools, some of them with a single-ethnic focus.

"I think if integration can work, great,"

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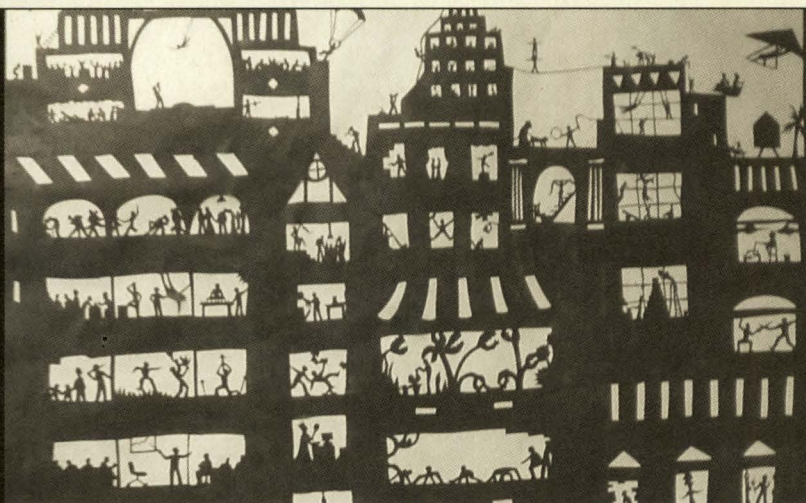


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"The public school system is one of our great democratic institutions, but it has to be held accountable for failing to educate children of color."

—Bill Wilson, founder and executive director of Higher Ground Academy, an Afrocentric charter school in St. Paul

says Mary Maddox, a substitute teacher and parent from north Minneapolis who serves on the MPS Parent Advisory Council. "What's more important to me is high-quality teachers who set high expectations for my kids." She is pleased with the education each of her three children experienced while attending, variously, a suburban integration magnet school (30 percent minority and multicultural), an inner city public high school (90 percent minority, split mostly between African American and Asian American), and a private charter school with an Afrocentric curriculum (99 percent African American).

Few issues trouble Orfield more than the rise of charter schools, independent public schools that operate under contracts with school districts or nonprofit organizations and that are supported by public school dollars (Minnesota, home to the first charter schools in the nation, currently has 153). "I understand why parents look for every opportunity to make sure kids succeed," he says. "But it's fair to say

most charters are selling snake oil to desperate parents." Citing both a detailed IRP study and an analysis by the state, Orfield emphasizes that "most charters are underperforming traditional public schools, and the ones that are failing the most are the ones that are segregated."

The problem charter schools are set up to address, he says, is the achievement gap, which at root "is in fact the problem of segregation. Yet the solutions don't address segregation and in many cases compound it."

Increasingly, he notes, public school districts also are compelled to establish their own single-ethnic schools to compete with charters; Minneapolis, for example, has schools geared toward Hmong and Native American students.

"I need to hold two contradictory values in my head," Costain admits. "One of my highest values is for a multiracial integrated society; it's clear that children who come up through a structurally integrated school generally do better. But single-ethnic schools can preserve culture, identity, and language; they can promote empowerment. If they can also be high-performing, even though they're not the schools I want, then I can justify them."

Curt Johnson, a high-profile civic leader and charter school champion who has often sparred publicly with Orfield, believes Orfield's charter school data is flawed; he also perceives him as "protectionistic about traditional school districts." Johnson, who helmed both the Citizens League and the Metropolitan Council, sees charter schools "as a way of pulling out all the stops to create a much richer system, with many more schooling opportunities and innovative approaches to learning."

Minneapolis and many other school districts, Johnson says, "are like a bucket with two or three holes in it—it doesn't matter how often you keep filling it up; water keeps going out. Parents are leaving—and

a lot of the leakage is on the African American side. Myron insists on inserting his judgment in place of what parents choose."

Orfield, no stranger to the sharp elbows of politics, shrugs off the jabs, noting that his work is published in well-respected peer-reviewed journals. The term *school choice* is sometimes "a stand-in for 'vouchers' and a push to privatize public education." Even so, he continues, "charters aren't inherently bad. But to offer students an option between a failing public school and a failing charter school is not really a 'choice,' it's a con."

Bill Wilson takes strenuous issue with the notion that the Afrocentric charter school he established "to empower black children is the equivalent of the segregated school I was forced to attend as a boy in Evansville, Indiana." A former president of the St. Paul City Council (and onetime researcher at the U's Center for Urban and Regional Affairs), Wilson connects his history of civil rights activism with his charter school leadership.

"The public school system is one of our great democratic institutions, but it has to be held accountable for failing to educate children of color," says Wilson. "I'm an integrationist who is passionately committed to a pluralistic and just society. I see much of this the same way Myron does, except the solution. The solution to ending segregation is making sure our kids go to college, get good jobs, become productive citizens."

Wilson's charter school, Higher Ground Academy, is a K-12 prep school that has achieved fair achievement results, trumpets a 100 percent college-placement rate, and was named a bronze medalist in a recent *US News & World Report* listing of "Best High Schools." Orfield grants that some charters "have better data than others" but notes that many charters fumble as their concentrations of impoverished students rise.

Wilson concedes that point but is unfazed. "We're inheriting underperforming children from the public schools," he says. "Our students are high-poverty kids who come to us two grades behind. It's our job to teach them—to set the bar high, to be uncompromising, and to succeed in sending them to Hamline or the University of Minnesota. That is the way to an integrated America."

Like Orfield, St. Paul Board of Education Chair Elona Street-Stewart is concerned both about the preponderance of data documenting the failures of charter schools and the large number of segregated charters. "It's a question of equity," she says. "State law requires that public schools actively work to disrupt segregation. Why is it that charters—funded with public school dollars—are allowed to be segregated?" She questions whether children educated in segregated classrooms "will have the social and cultural skills they need to be able to achieve in a more diverse social environment when they go to college."

Street-Stewart is the overseer of a 38,000-student urban school



John Schultz, superintendent of the Hopkins School District, photographed with second graders enrolled in the XinXing Academy, a Chinese immersion program

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"Regional programs have tended to mean busing children of color around the region, out of their neighborhoods and cultural contexts. I'm no longer willing to say that's the answer."

—Pam Costain, Minneapolis Board of Education director

system that is at least on paper a fair approximation of a culturally integrated district. Asian American and African American students each make up 30 percent of the student body, with white students a close third at 25 percent; Latinos (14 percent) and American Indians (1 percent) complete the picture.

Her view of what integration requires is, she suggests, "perhaps more organic than Myron's." It's important, she says, "to have Myron in the conversation and to have economists and to have Bill Wilson. But as we talk about data and outcomes and all the scaffolding around what happens in schools, I want to be sure that we bring in voices from many cultural traditions to share their sense of what the challenges are and to be part of shaping the journey."

The journey metaphor is a resonant one for Hopkins superintendent John Schultz (B.S. '86, M.S. '95, Ph.D. '06), whose suburban district lies just west of Minneapolis. Overseeing a WMEP integration initiative that buses to Hopkins kids from Minneapolis and several suburbs, he has also insisted Hopkins staff visit the home neighborhoods of Minneapolis kids.

Clear in Schultz's mind is that integration benefits everyone, white kids as well as people of color. He points to the "rich opportunities this program offers for our students and staff to work elbow to elbow and knee to knee with other cultures and communities—to see and be part of the racial, ethnic, cultural, and religious diversity that is

reshaping our state. As a superintendent, I really value that," he says.

Schultz's district, about 30 percent students of color, "has changed, and changed rapidly," he says. Orfield includes in *Region* a brief study of the district's ill-fated attempt in 2006 to integrate its whitest school. The district backed down as parents threatened to open-enroll in the bordering enclave of Minnetonka.

"Can schools be good schools when they're segregated? It's a valid question," says Schultz. "For me, it gets back to the importance of teaching and learning for a diverse society. One of the reasons I value Myron's work is that he makes it so clear that we cannot, as individual systems, address these issues on our own. We do need regional solutions, and we all need to roll up our sleeves and be part of them."

Tonya Glover of Golden Valley, a founding member of the Parent Advisory Council for WMEP, believes so passionately in integrated schools that she lobbies legislators for the integration aid reforms Orfield recommends. Her two sons attend schools in the Robbinsdale school district, one an arts magnet middle school called FAIR, and the other a traditional suburban high school. Both schools are about 68 percent white. "I have one son coming home talking about how his teachers are racist," Glover says, "and the one at FAIR who can't wait to go to school each day—and he certainly didn't feel that way about his previous school."

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"Whites won't participate in integration unless they're in the majority. I think that's mainly because they really don't perceive a self-interest in integration."

—T. Williams, Minneapolis Board of Education director

all children deserve," says Glover, the product of a segregated south Chicago school thrust into steep decline by white flight. "Integration is just one part of education, but it does matter. What I tell legislators is that if we want this state to be what it traditionally has been in education, and we want to be globally competitive, and we want to give children what they need to succeed, then let's talk about equity and integration as well as test scores. And it's not just about kids of color. Demography is changing, and guess what: Whites are going to be the minority really soon."

CONTINUING THE CONVERSATION

The Twin Cities may be historically inexperienced in grappling with issues of race, Orfield says, but it also "has not experienced entrenched patterns of conflict around race, which helps. We also have a political and social history here that may make addressing these issues an easier proposition."

For Patricia Torres Ray (B.A. '01, M.P.A. '04), the state senate's majority whip, those conversations can't happen soon enough. Ray, who represents southeast Minneapolis, finds a troubling divide between "legislators from districts across Minnesota where the majority of kids are doing well and those where that's not the case. They don't believe our communities are connected."

Barbara Bearman (B.A. '56) hopes the conversation will include

"discussion about our basic values, about how we function and live together, about what kind of country and community we want to be." Bearman is a longtime civil rights activist who helped bring a landmark 1971 desegregation suit against the Minneapolis schools (as well as the suit that led to the statewide "The Choice Is Yours" program and the integration partnership so prized by John Schultz).

"I wonder what Martin Luther King would say," she muses. "He told us it would be a long haul. On the one hand, we're having discussions about race and poverty it wasn't possible to have 40 years ago. But on the other hand, we're much more segregated."

Orfield, for his part, grants that "integration is very hard work." But on the whole, he maintains a distinctly Humphreyesque brio. "This isn't at all pie in the sky," he insists. "There is no place in the country better positioned to deal with these issues. There's no question in my mind that if we get our eyes back on the ball and really use the tools we have at our disposal, we can very rapidly eliminate concentrated poverty and segregation across the Twin Cities."

Lifting his chin, Orfield grins and adds. "That would really be something, wouldn't it? Of course, I'd have to find new questions to work on." ■

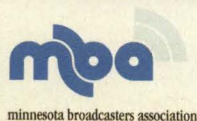
Kate Tyler is a Minneapolis freelance writer and editor. See an interview with Myron Orfield at www.MinnesotaAlumni.org/orfield.

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Imagine That

Supporting research in literature and languages, art and architecture, music, ethnic studies, and more is a University of Minnesota priority. ■ “At a time when many other public universities are reducing resources to the arts and humanities, we must instead maintain a balance in our great university across the range of intellectual and artistic endeavor,” says Tom Sullivan, senior vice president for academic affairs and provost. ■ The Imagine Fund, created by Provost Sullivan, is a new systemwide annual award program established to forward research in—and enhance campus and community prominence of—the arts, humanities, and design. For the first round, 217 University faculty members received \$3,000 each to help advance their work. Though relatively small, the grants can make a big difference—helping a researcher push a project through to completion so that the wider community may benefit from their new knowledge. ■ Says Sullivan: “The Imagine Fund produces remarkable outcomes for a relatively modest investment.” ■ Here are snapshots of 10 Imagine Fund projects.

BY MELEAH MAYNARD

THE FORGOTTEN IMMIGRANTS

Between 1910 and 1940 more than 500,000 people came through the Angel Island Immigration Station in San Francisco Bay. Ever since, however, their stories have remained largely untold. In their forthcoming book, *Angel Island: Immigrant Gateway to America*, historians Erika Lee and Judy Yung offer an in-depth account of the station, revealing that, while Angel Island is known for processing Chinese immigrants, people from many other countries around the world passed through there too.

This news came as a surprise to Lee, an associate professor of history and Asian American studies at the University of Minnesota, whose grandparents were Chinese immigrants processed at Angel Island. While researching Chinese immigration in the late 1990s, Lee pored over recently released documents about Angel Island and found evidence of immigrants from Russia, Mexico, the Philippines, and many other countries. “I knew I’d found a much larger story that needed to be told that would change the way we look at this landmark,” she explains.

Looking to offer an intimate look at the experiences of those who were processed at Angel Island before starting new lives in the United States—and of those who were detained there and turned away—Lee and Yung (a professor emerita of American studies at the University of California–Santa Cruz), combined immigration records with oral histories and photographs provided by families. Support from the Imagine Fund enabled Lee to research and pay for the rights to use many of those little-known photos. Published by Oxford University Press, *Angel Island* will be released in July 2010.

Lee hopes the book, which is sponsored by the Angel Island

Immigration Station Foundation, will broaden people’s understanding of who we are as a nation and stimulate thoughtful discussion about immigration. “Immigration continues to be one of the hottest political topics there is,” Lee says. “We are detaining more immigrants now than ever before and yet we call ourselves a nation of immigrants, so we need to think about what that means.”



An interrogation at Angel Island Immigration Station in San Francisco



GIVING VOICE TO TEENS

A teen mother showed her classmates how it felt to be judged by those who don't know how hard she tries. Another student was cheered for her powerful story on why she believes gay marriage should be legal. Another presented an argument for why the school day should start later. These were just a few of the highlights among the many "sound essays" students at St. Paul's Gordon Parks High School created last year with the help of Catherine Squires, a professor of journalism, diversity, and equality in the School of Journalism and Mass Communication at the University of Minnesota. (Watch all three sound essays, which combine audio and still images, on Squires's blog. Go to www.MinnesotaAlumni.org/squires.)

Squires used her Imagine Fund award to purchase an H2 Zoom digital audio recorder and several copies of Soundfiles, a program that helps students sync their audio recordings with still images in order to tell a story. Most recently, students used the equipment to make sound essays describing and documenting the changes that could soon be coming to the University Avenue corridor when light rail linking Minneapolis and St. Paul gets under way. Squires hopes some of the projects may one day be aired as part of Minnesota Public Radio's new

youth radio project. "Some of these essays were very personal, so you can imagine with high school students that there might have been laughing or heckling, but there wasn't," Squires recalls. "People were so quiet when they watched, and then they were on their feet applauding. It was really amazing."

Squires worked closely on the pilot project with Will Wright, a communications studies undergraduate at the U who interned with National Public Radio, and Paul Creager, an English teacher at Gordon Parks. She hopes the students, most of whom are teens of color, will not only feel empowered by telling stories they are passionate about, but that they'll be inspired to become the journalists and public radio storytellers of tomorrow.

"We still live in a world where journalists of color are still few and far between," she explains, adding that research shows that students who are not exposed to journalism or other media courses in high school are less likely to pursue those fields in college. "This project not only exposes students to the technology they need to tell their stories, it shows them that they can make their voices heard."

Journalism Professor Catherine Squires helped Gordon Parks High School students create sound essays.

THE PEOPLE BEHIND THE PLACES

On one of his recent trips around Minnesota, Leon Satkowski came across a simple, white-painted wood building in Roseau County. Located on an isolated parcel of farmland miles from the nearest town, the building (pictured below) once served as a lodge for Czech immigrants to gather and talk in their familiar language, perform music, and stage plays. The lodge played a critical role in sustaining the culture of an isolated community. "Few buildings in Minnesota convey the difficulties of rural life and the determination to overcome them as well as this one does," Satkowski says.

Satkowski is a professor of architecture in the University of Minnesota's College of Design but is as interested in the people who built and used buildings as he is in the structures themselves. He and three coauthors are documenting this aspect of the state's history for

Minnesota Architecture and Landscapes, a Guide and a History, to be published by the University of Minnesota Press.

The book project is an overdue update of a 1977 edition. The four coauthors traveled various regions of Minnesota to locate architectural sites not covered in the first edition and to visit previously documented sites. Satkowski's Imagine Fund grant helped him finish a series of site visits outside the Twin Cities and Duluth metro areas.

While the first edition focused primarily on architectural styles in Minnesota, the new edition will put a face on the land. "When we say 'landscape,' what we mean is we're addressing something that goes beyond land to talk about the culture, values, and activities of people who inhabited the land," says Satkowski. "Knowing this gives us a



Poplar Grove Lodge,
Roseau, Minnesota

sense of who we were and who we are now."

FASHION FORWARD

Lucy Dunne believes designer Paco Rabanne—who used paper, metal, and plastic in his haute couture—was correct when he claimed that only the materials are new when it comes to fashion.

So it's fitting that Dunne, an assistant professor of apparel design, has long been researching and developing new materials for "smart clothing" in the University of Minnesota's College of Design.

With her master's degree in textiles and apparel design and her Ph.D. in computer science, Dunne works on developing ways that technology can enhance and expand the role of clothing. Dunne aims to be an innovator on the forefront of wearable technology and believes that, in the not too distant future, we will see coats that heat up when the wearer becomes cold and garments that monitor health conditions, such as heart problems, so that patients might leave hospitals earlier but stay under observation.

But weaving technology together with apparel isn't all serious. Indeed, Dunne has learned that wearable technology has a fun side that also stretches the imagination. "Instead of getting dressed and having your outfit say the same thing all day, it could change in some way to reflect your mood or create interest," Dunne explains. For example, a skirt she designed for an exhibition a few years ago included fiber optics that twinkled when the wearer laughed.

Dunne used her Imagine Fund grant to explore ways to make fashion more expressive. While her work is still in the early stages of development, Dunne is looking at ways to combine textiles, motors, and muscle wires (used in biomedical products like stents and heart valves) to create garments that move. "A garment might change so you'd see a rippling effect," she says. "A lot has been done in the functional realm of wearable technology, but we are only

in the exploration stages of the expression realm. The potential for the future is so great."



Apparel designer
Lucy Dunne is
developing "smart
clothing."

THE DARK SIDE OF A MODERN MARVEL

In January, Dubai in the United Arab Emirates unveiled its latest architectural wonder, the world's tallest building. At 160-stories, the 2,600-foot-tall Burj Khalifa is almost twice the height of Chicago's Willis Tower (formerly the Sears Tower). The unveiling was overshadowed, however, by the news that the building is mostly vacant, another casualty of Dubai's real-estate collapse and economic problems.

That the emirate's gilded exterior has a dark side comes as no surprise to Andréa Stanislav. An assistant professor of art at the University of Minnesota and a sculptor who looks to architecture for inspiration, Stanislav has long followed Dubai's breakneck push to become a showcase for dream projects like the Burj Khalifa. She has also tracked the heavy cost of that dream. "When you see such a beautiful, futuristic city being created, you have to ask how the road to such a promising utopia was created," she says. The answer, Stanislav says, is the exploitation of foreign workers and possibly slave labor. She is using her Imagine Fund grant to draw attention to this underreported issue.

The grant, combined with other support, allowed Stanislav to collaborate with Pulitzer Prize-winning photojournalist Bill Foley, who traveled with her to Dubai last June. While Foley photographed Dubai's people and architecture, Stanislav used a video recorder to capture footage of the emirate's grittier side, including the labor camps where foreign workers live. "We went to a city outside of Dubai called Mousafah where the immigrants who build the skyscrapers live," Stanislav explains. "People were living in very harsh conditions inside shipping containers. They work long hours and many of them say they aren't being paid."

Stanislav and Foley planned to return to Dubai in February to capture their final photographs and footage. They'll use what they gather for a book, as well as an exhibition that includes photos, video, and sculpture. "The footage of labor camps is problematic because I can only show it outside the Emirates if I don't want to wind up in jail there," she says. "But I'm hoping what we put together gets people thinking about labor and fairness not only in other countries but in the U.S. too."



Dubai's Burj Khalifa tower has a gritty side.

MAKING SENSE OF LOSING A LANGUAGE



What does it mean to disconnect from a language? Ray Gonzalez, professor of English at the University of Minnesota, is trying to find out. Using his Imagine Fund grant, he has made several trips to his hometown of El Paso, Texas, to interview residents about the fact that increasing numbers of younger Hispanics don't speak Spanish anymore.

"Bilingualism used to be so important," Gonzalez says.

"Younger generations, like my nephews, have combined elements of Hispanic culture into their daily lives, but they don't speak the language even though they know English and Spanish."

Part of the reason for this, says Gonzalez, who grew up in a bilingual household, is that Hispanic children are now being born and raised in a culture where they speak, think, and write only in

English. "This has meant identifying everything, even their own identities, in English," Gonzalez says. "It's like young people who grew up in front of computers and can't imagine what it would be like to not have them."

Older Hispanic people Gonzalez has interviewed tell him that it's taken a long time to accept the ways in which youth have assimilated into American culture and redefined what it means to be Hispanic in the United States today. Food, music, even views on immigration have changed as Spanish has gone from being spoken at home to not being spoken at all. "Many young Hispanic people I've interviewed are very conservative and anti-immigration because the concept of home country has been removed by assimilation," Gonzalez says.

As Gonzalez—the award-winning author of 12 books of poetry, two short story collections, and three books of essays—writes about his interviews and the loss of Spanish among Hispanic youth, he can't help wondering whether reconnecting with the past is possible. "I guess it's a search for hope," he says. "These connections are important to me, and I think they shape people's identities."

ADDICTION DEPICTIONS



Many memoirs about drug and alcohol addiction give readers an overdose of unrealistic expectations. The authors describe glamorous or thrillingly dangerous lifestyles revolving around drug and alcohol abuse followed by a single-minded effort to overcome it. In real life, however, addiction and the road to recovery are far more complex, says Teresa Gowan, an assistant professor of sociology at the University of Minnesota.

Gowan, who is working on a comparative study of alcohol and drug rehabilitation facilities in

the Twin Cities, has interviewed hundreds of people in various 12-step and other recovery programs. She has noticed that the people in recovery she talks to often mention having read some of the best-selling addiction/recovery memoirs like James Frey's discredited *A Million Little Pieces* or *Dry* by Augusten Burroughs,

so she decided to examine some memoirs in the genre herself.

With support from the Imagine Fund, Gowan hired Lindsey Beltt, an undergraduate student in the College of Liberal Arts, as her research assistant and the pair analyzed 10 memoirs, looking for recurrent themes and adding their findings to a database for analysis. Beltt will also be talking with addicts about these memoirs in focus groups planned for later this year.

One finding concerns the concept of "hitting rock bottom" followed by a spectacular recovery. "I've only had one interview [with an addict] where there was a notable rock bottom," Gowan says. In truth, what she finds is that most people in recovery move backward and forward in the recovery process. "So this idea of rock bottom keeps people looking around at others who are in worse shape in places like AA and thinking, 'Well, at least I'm not there yet.' I think that keeps them using longer than they would have otherwise."

Gowan believes insights like these will help strengthen the work of other scholars working on complex problems like addiction. "I don't think you can study addiction by biting off one portion of it," she says. "If we're not looking squarely at popular culture, we're missing out on some of the most powerful framing of the issues we study."

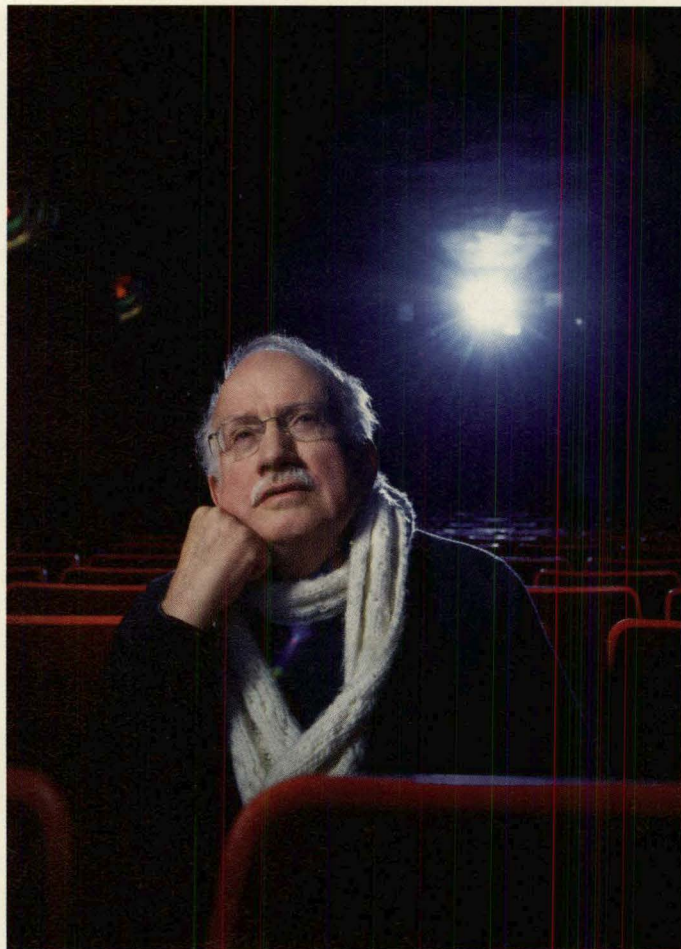
THE FOREIGN BECOMES FAMILIAR

Before 1953, if a film was released in the United States, it was produced in Hollywood. By 1998, more foreign films (those made outside of the United States) than domestic films were playing in American theaters. "We think American culture is being exported abroad, but I'm arguing that the rest of the world is influencing us as much as we're influencing them," says Lary May, a professor of American studies at the University of Minnesota.

Much of this influence can be seen in media, particularly films, because they often comment on some of the central issues of American life, May says. Using his Imagine Fund grant, May traveled to Los Angeles to conduct research for his tentatively titled book *Bringing It All Back Home: Global Hollywood and America's Culture Wars*. At the Academy of Motion Picture Arts and Sciences, he combed scrapbooks and other materials, reading artist interviews and critics' reviews. "I'm looking for nuggets, really," he says, pointing to a story he read in which African American director Spike Lee said he borrowed techniques from Japanese director Akira Kurosawa for his first film, *She's Gotta Have It* (1986).

"I am always asking the question, 'What is the cultural and political impact of this kind of borrowing?' and trying to fathom the impact that has on Americans' attitudes," he explains. While the Beatles 1965 film *Help!* might have inspired viewers to grow their hair long, other foreign films like *Babel* (2006) offered American audiences a fictional accounting of the complexities we face in a world divided by terrorism, language, religion, and political strife.

"I'm looking at how the globe enters a dialogue with American life and culture," says May. "If we accept America is being influenced by the world, we can become more tolerant and understanding of other people's points of view and our own fallibility."



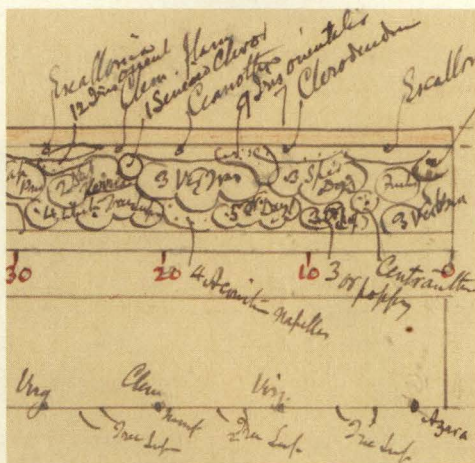
American studies Professor Lary May at the Oak Street Cinema near campus

CULTIVATING PUBLIC SPACES

Nineteenth- and early 20th-century British landscape designer Gertrude Jekyll (1843–1932) created more than 300 gardens and wrote 14 books and nearly 1,000 articles during her career. She is best known for her use of color, texture, and form in ways that today define the style of the English garden. While much has been written about Jekyll's private commissions, her public designs are much less well-known. Kristine Miller, an associate professor of landscape architecture in the University of Minnesota's College of Design, is about to change that.

Five years ago, Miller was invited by the University of California–Berkeley's Environmental Design Archives, which holds most of the archival material on Jekyll, to submit a book proposal on the designer's work. Having written about Jekyll, as well as the design of contemporary American public spaces in the past, Miller searched the Berkeley archives hoping to find information on Jekyll's public projects.

"For a designer who mainly created estate gardens for the wealthy, it was fascinating to find drawings for World War I



A detail of a garden design drawing by Gertrude Jekyll

cemeteries in northern France and a tuberculosis sanatorium in Midhurst, England," Miller says. Miller is now putting the finishing touches on a book about Jekyll's public commissions. With her Imagine Fund grant, Miller hired a work-study student to help scan slides of Jekyll's public gardens and organize information about plant species "to push the book through the last gate" before a final editorial meeting in Berkeley this spring and an international conference for landscape architects in Holland in May where Miller will present her findings.

Miller hopes the book will draw attention to the ways in which design shapes the public realm. At the sanatorium, for example, the gardens were not only beautiful, they were therapeutic, and patients were encouraged to stroll the grounds and work in the planting beds as part of their healing process.

"Design is a way of considering, representing, and constructing relationships between people and places," Miller explains. "We have to ask ourselves: What kinds of relationships are we setting up and whom do they serve?"

RADIO'S GOOD RECEPTION



In the 1960s, academics Raymond Williams, Richard Hoggart, and Rachel Powell—whose work helped lay the foundation for the field of cultural studies—studied the power and influence of radio. Powell, in particular, is known for her writings on radio in the United

Kingdom in which she posited that the more local or community-based radio content was, the more engaged and informed were its listeners.

Decades later, even the Internet has failed to dampen scholarly interest in what some have at times assumed to be an outmoded medium. "In the late '80s, universities began introducing what was called 'radio studies' in part because of the emergence of talk radio," says John Mowitz, a professor of cultural studies and comparative literature in the College of Liberal Arts. "Talk radio reminded us that radio was still very vital, and now that it has become a digital medium available through the Internet and satellite transmission, scholars are starting to think about it in more critical terms."

Mowitz, who is working on his fifth book, tentatively titled *Radio: Essays in Bad Reception*, used his Imagine Fund award to travel to the United Kingdom last summer where he reviewed the work of Williams, Hoggart, and Powell at the Birmingham Center

for Contemporary Cultural Studies. He also visited the British Museum's sound archive to listen to recordings, including some of Williams' lectures. The material will be used for a section of the book that analyzes the philosophical discussions of radio in the 20th century.

Mowitz is broadly interested in the relationship between media and contemporary life. "Could Barack Obama have been elected president in the absence of the Internet?" he wonders. With this in mind, parts of the book are intended to get people thinking about how media, radio in particular, shapes and influences our lives.

"I'm trying to make sense of what the presence of radio means for the human experience," he explains. ■

Meleah Maynard (B.A. '91) is a Minneapolis-based freelance writer and editor.

MORE ON THE IMAGINE FUND

The Imagine Fund program—made possible by a McKnight Foundation gift with additional U support from the Graduate School, Office of the Vice President for Research, and Permanent University Fund—also supports the creation of a new arts and humanities chair every two years; a visiting distinguished scholar or scholars; special events that promote innovation, collaboration, and public engagement; and single-semester leaves from teaching. The 2010 Imagine Fund awards—to 185 faculty recipients who will receive \$4,000 each—will be announced April 1. For more information, visit www.artsandhumanities.umn.edu.

Crowded into a small church basement in Brooklyn's Greenpoint neighborhood last fall, 275 members of New York City's creative class buzzed with excitement as they slurped the last remnants of their dinner, a butternut squash soup with herbed mushrooms and balsamic-marinated apples. The din quickly subsided when Jeff Hnilicka (B.A. '04) walked into the room from the adjacent kitchen and stepped onto the stage.

"I have twelve hundred dollars here!" he yelled to the crowd, thrusting into the air a gray canvas bag with an oversized dollar sign painted on it. The crowd cheered. The bag might have looked cartoonish, but the wads of \$10 and \$20 bills stuffed inside it were the real deal. Seconds later, amid more cheers, Hnilicka yelled out "The winner is Green My Bodega!" and two local artists bounded up onto the stage to collect the money. They would use it to launch an artistic campaign aimed at getting the city's convenience store owners to sell produce from local farms, a project they pitched to the crowd earlier in the evening.

If the socially conscious had their own version of *American Idol*, this would be it. It's the bimonthly FEAST (Funding Emerging Art with Sustainable Tactics), an event that Hnilicka—who earned his bachelor's degree in theater arts from the University of Minnesota—cofounded with members of a local artists' collective called Hit Factorie in February 2009. Inspired by a similar initiative in Chicago called Sunday Soup, FEAST has become a source of funding for local artists who have the skill, but not the means, to complete public art projects.

The setup is simple. Every other month, Hnilicka and members of the collective organize a community meal using seasonal ingredients from local farms. Community members pay a \$10 to \$20 sliding fee to attend the dinner, receiving, on their way in, supper and a ballot listing local artists and the title of public art projects they need funding to complete. Throughout the evening, participants circulate around the room, mingling with the artists and examining their project proposals on large, wall-mounted posters before casting their ballot for their favorite project. At the end of the evening, Hnilicka and company retreat into the church's antiquated kitchen, count up the money and the votes, and award the top vote-getters—such as Green My Bodega—the money they've collected at the door. The grantees agree to return to the next FEAST event to display the fruits of their labors.

Since FEAST's inception, approximately 75 New York artists have proposed projects and 14 have received over \$8,500 to fund initiatives such as a neighborhood beautification project using custom-made wallpaper; the creation of a local currency among

artist and immigrant communities; a video walking tour of a Brooklyn industrial zone to highlight the work of neighborhood manufacturers; and the establishment of a network of neighborhood gardens.

The goals that define FEAST—breaking down the boundaries between producers and consumers, building communities through shared meals, and putting values before profit margins—are similar to those of the Community Supported Agriculture (CSA) movement, where members pay local farmers in both cash and labor and, in return, receive a weekly share of the food harvested from their farms. FEAST is, in essence, an application of that model to the world of

An Idea Grows In

Brooklyn

Alumnus Jeff Hnilicka has
planted sustainable food
practices in the world of art.



BY DANNY LACHANCE \\ PHOTOGRAPH BY JAYME HALBRITTER



contemporary art production, where “eat locally and sustainably” has become “create art locally and sustainably.”

That’s particularly important in the face of a global recession, which has drastically reduced the amount of funds available to emerging artists. But even in flush times, it’s a struggle for start-up artists who want to produce experimental, socially conscious, community-oriented artwork that is intended to reach public audiences outside of traditional exhibition spaces.

That’s why FEAST was the perfect funding source for artists Kelly Ambre and Andrew Gori, who received the top number of votes and one thousand dollars at a FEAST dinner. They used the money to underwrite a bookmaking project called “The Underground Library,” in which they made 50 hand-crafted books of an illustrated retelling of the 1970s slasher flick *Halloween* from the point of view of the killer. Their goal is to explore themes of evil, mental illness, and the way that slasher movies depict criminals. The book—the first of many, they hope—circulates among community members who agree to pass it onto someone else, every two weeks, for a set period of time.

With its emphasis on public art, though, FEAST does more than just feed starving artists. It draws local communities into the world of contemporary art, a genre that can be intimidating to the uninitiated. “FEAST takes art off of a pedestal,” says Gori. “It takes

art off the wall and says, “This is part of life; this isn’t something in a gallery you’re supposed to silently gawk at.”

The success of that approach is clear. The first FEAST event drew 150 people. Eight months later, attendance had nearly doubled. And with success established in Brooklyn, Hnilicka and his co-creators have been working to spread the project to other cities, including the Twin Cities. Last November, more than 300 people attended its inaugural dinner held at the Traffic Zone Center for Visual Art in Minneapolis’s Warehouse District. Hnilicka,

meanwhile, has trips planned to Los Angeles and San Francisco this winter, where he’ll help those cities serve up their own FEASTs.

Hnilicka is not surprised at FEAST’s widespread appeal. The event’s participatory nature, he says, is unique. “We’ve created this system where you need to keep coming back if you want the projects that you think are important to do well.

That’s what makes FEAST so different from any other sort of cultural experience,” Hnilicka says. “You’re not just an audience member. You’re the curator. You’re the philanthropist. You’re the artist. You play all the roles.”

And you get balsamic-marinated apples in your soup, to boot. ■

Danny LaChance is a freelance writer based in New York City.

With its emphasis on public art, though, **FEAST** does more than just feed starving artists. It draws local communities into the world of contemporary art, a genre that can be intimidating to the uninitiated.



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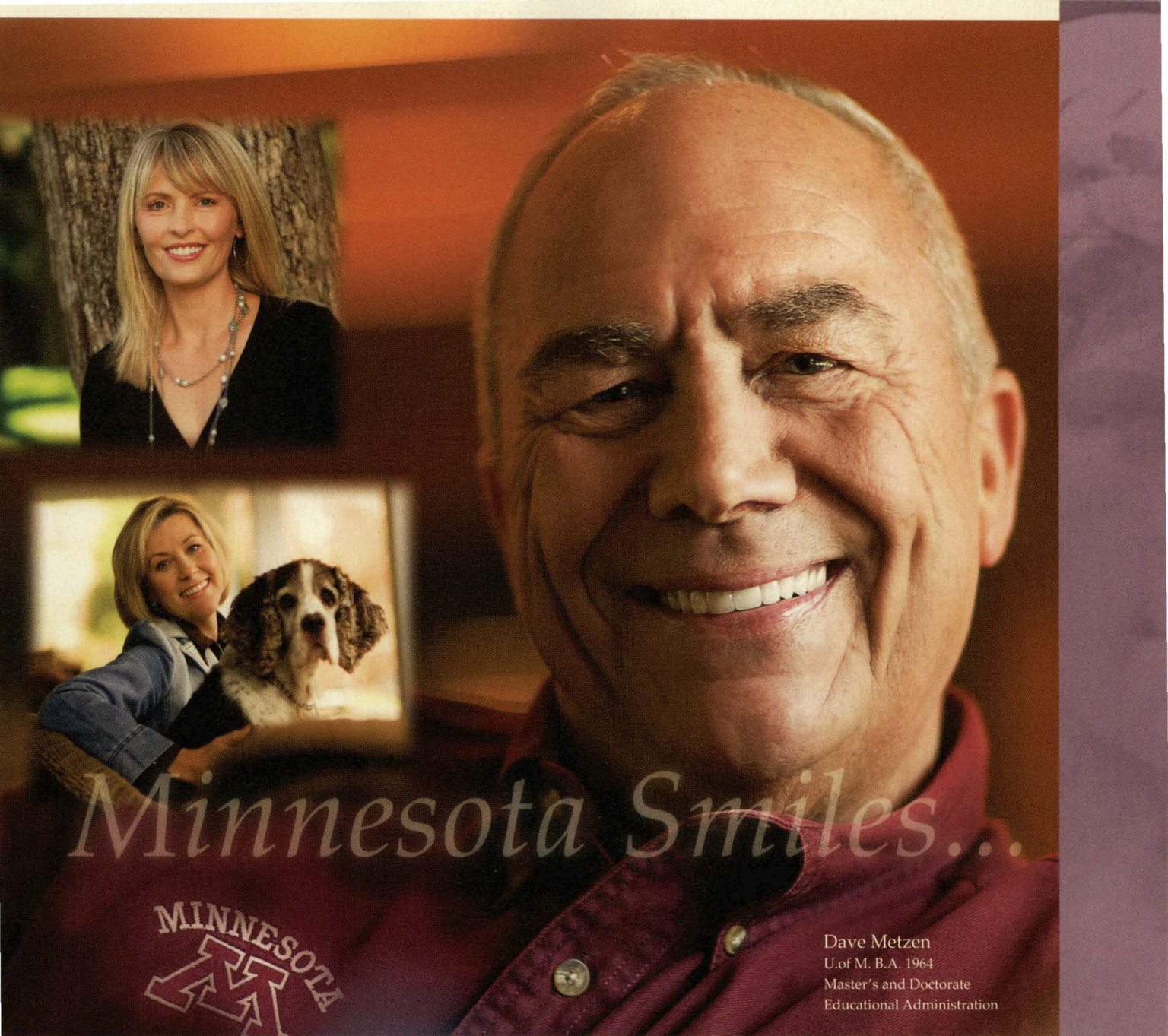
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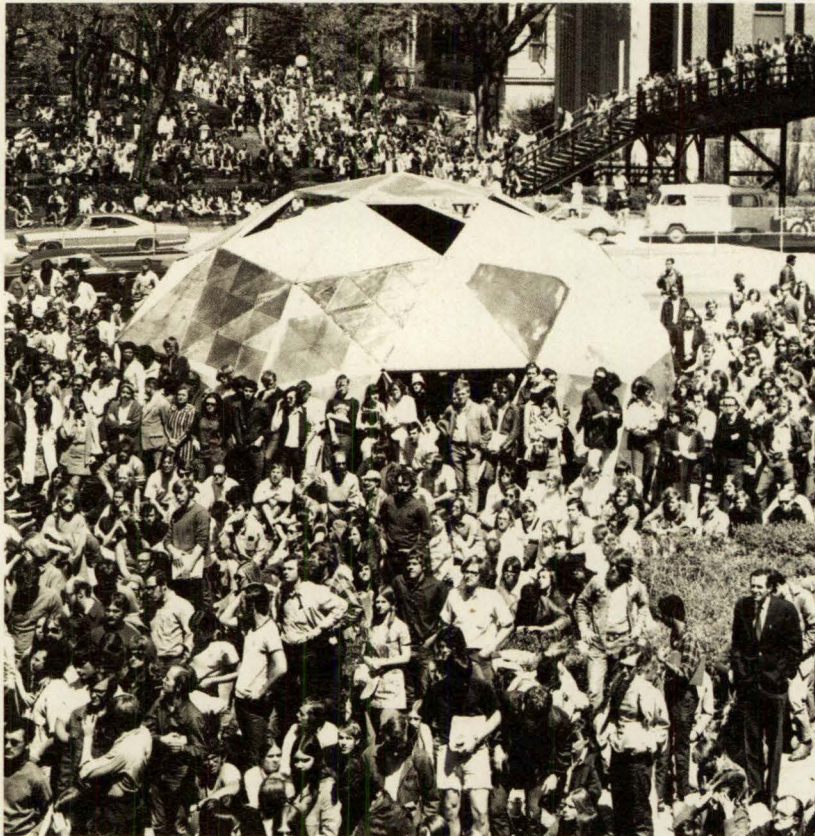


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The Birth of Earth Day

Concerns about the environment, pollution, and the future of the planet gripped campus 40 years ago.



A geodesic dome was partly assembled in front of Coffman Union for Earth Week. Its inventor, Buckminster Fuller, was one of the week's featured speakers.

captured (or diverted) some of that student activism energy for home-front matters, like pollution and a first-ever event coming in the spring: a national Earth Day on April 22, 1970.

It was a busy winter for Ahmed, who in addition to his Pollution Report Center duties was also co-chair of the Environmental Teach-In committee assigned to organize Earth Day festivities on campus. Ahmed, who had recently finished doctoral work in biochemistry and was beginning work as a post-doctoral fellow in the Department of Laboratory Medicine and Pathology, had come to the University of Minnesota from Pakistan as a graduate student in the early 1960s. Among his first interests as a student was Gopher football—a fact that would provide an interesting and unexpected benefit almost a decade later, when he was one of the principal organizers for the U's Earth Day celebration.

In January 1970, University of Minnesota students opened a Pollution Report Center to collect stories about environmental violations and serve as an information source on pollution laws and controls. The center also investigated the complaints that came into the office and began to compile lists of polluters to take to legal authorities when evidence of pollution was certified. ¶ Fifty student volunteers signed up to staff the center, located in Coffman Memorial Union, and soon began receiving a couple dozen complaints or questions a day. Most of the inquiries were for general information on the best way to dispose of garbage or what kind of detergent was the least polluting. According to the March 1970 *Alumni News* (as this magazine was then called), “the center also receives its share of crank callers complaining about such things as ‘mind pollution’ by newspapers.”

“We listen to them. They’re just letting off steam,” said A. Karim Ahmed (M.S. ’63, Ph.D. ’69), a graduate student at the time and director of the Pollution Report Center.

A lot of U students were steamed in 1970, in great part because of the Vietnam War. And the growing environmental movement

THE NATIONAL EARTH DAY celebration evolved primarily through the efforts of U.S. Senator Gaylord Nelson from Wisconsin. In a speech in Seattle in the fall of 1969, Nelson proposed a nationwide “teach-in” to spread the word about the world’s growing environmental troubles. He found almost instant support for the idea. A colleague in the House of Representatives, Paul McCloskey of California, agreed to co-chair the organizing efforts and colleges and universities across the country soon committed to the idea. Nelson chose the date, April 22, a Wednesday, to maximize student participation. His reasoning was that a midweek program, before final exams and in the springtime air of late April, would be a

popular draw. Teach-In headquarters in Washington, D.C., “made it clear that students are to do their own thing,” as Nelson wrote in an article penned in advance of the first Earth Day for *Reader’s Digest*, “suggesting only that they might start with the problems on campus and in the neighboring community.”

BY TIM BRADY

At the University of Minnesota, interest in the cause seemed to explode in the first few months of 1970. Suddenly, stories of environmental degradation and ecological concerns filled the pages of the *Minnesota Daily*. The student newspaper ran articles about the damage that lakeshore properties were doing to Minnesota waters; concerns over the disposal of toxic waste at University Hospitals; the siting and emissions of power plants; and the alarm over the increased presence and use of “radar ranges,” otherwise known as microwave ovens.

Faculty members including Professor Eville Gorham, who headed the botany department, wrote essays for the *Daily*'s editorial page describing environmental woes and promoting an ecological perspective on the use of natural resources. One of his pieces, “Our Environmental Future,” remains remarkably prescient.

“There is increasing evidence that combustion of fossil fuels is injecting carbon dioxide faster than it can be equilibrated with the vast oceanic reservoir of bicarbonate,” Gorham wrote 40 years ago, “and that this carbon dioxide is retarding the re-radiation of



An estimated 350 students rode their bikes to the General Electric stockholders' meeting taking place in downtown Minneapolis, drawing national media attention.

incoming heat from the earth's surface to outer space. Because of such a 'greenhouse effect' we would expect a warming of the climate, to a degree that might eventually be sufficient to melt the ice caps and flood many of

the world's major conurbations.”

By 1970, Ahmed's life in Minnesota had evolved from its focus on academic concerns toward a mix of scholarly pursuits and political activism. He had done some organizing with The Way, a community group in north Minneapolis in the late '60s, including looking into the effects of lead-poisoning problems associated with substandard housing. He was also president of the campus Biochemistry Club. The mix of political work, environmental concerns, and science made Ahmed a valuable commodity in the growing environmental movement on campus.

The University of Minnesota committee planned more than an Earth Day, however. It set out to organize an Earth Week celebration and called it the “Festival of Life.” Ahmed was given the assignment of rounding up speakers and panelists for the myriad topics that were to be discussed through the course of the week. “I

had had some experience asking people to participate in campus events through my political organizing,” Ahmed recalls. “It helped, too, that so many people were interested in participating.”

In contrast to other protests and demonstrations of the day, a number of “establishment” organizations were eager to sign on to environmental causes in 1970. During the week of the festival, both Northern States Power and General Motors bought full-page ads in the *Minnesota Daily* that featured remarkable admissions of past sins and promises to change. “Riverside Power Plant causes air pollution,” read the bold headline of NSP's ad. “We know it and we are in the process of correcting it.” There followed a dense description of how NSP intended to reduce the emissions from the plant. “Does GM Care about Cleaner Air?” read the first line of the automaker's ad. The company answered its own question: “You bet we do!” Copy detailed just how the car company intended to reduce its products' pollutants.

Political figures wanted in on the event too. Ahmed recalls that organizers at first purposely withheld invitations to the Minnesota congressional delegation in order to keep the “Festival of Life” removed from political partisanship. A few weeks before the festival, however, U.S. Senator Walter Mondale (M.A. '51, J.D. '56) had his staff track down Ahmed, who happened to be in Baltimore at the time. They drove the post-doctoral researcher down to the Senate Office Building in Washington, D.C., and in the inner sanctums of his Senate office Mondale himself convinced Ahmed that it would be a good idea to extend an invitation.

“It would have been very hard to say no,” Ahmed says.

Other participants required some maneuvering. The student committee had its eye on booking speaker Paul Ehrlich, author of the best-seller *Population Bomb*

and whom the *Daily* described as “the grand guru of the ecological movement.” But Ehrlich was in high demand and came with a \$3,000 speaking fee, money the committee didn't have. Plus, Ehrlich happened to have a speaking engagement in Iowa that same week and would need transportation to then detour to Minneapolis. So Ahmed used his connections.

“Years before, I'd gone to one of the Gophers' Rose Bowl games and spent a very long bus trip—all the way out to California—with a group of administrators from the Dean of Students office,” Ahmed recalls. “We got to be good friends and they were very helpful when we were planning the Earth Day events.” Not only did the University agree to pay for Ehrlich's speaking fee, they agreed to fly the professor from his Iowa speaking engagement up to the Twin Cities.

As Ahmed secured speakers and participants for the festival—including Buckminster Fuller, who created the geodesic dome; Michael McCloskey, executive director of the National Sierra Club; and antiwar activist and famed pediatrician Dr. Benjamin Spock—committee co-chair and University student Tom Griffin worked on a program for the week.

The teach-in was an attempt to “see how much ‘ecological conscience’ the community has,” Griffin said in the March 1970

Alumni News. “We are trying to get at the middle American way of life. These people are mostly too patriotic to be against the war, but this [the environmental issue] is something that directly affects them—pretty soon they won’t be able to breathe the air, and they will have to do something about it.”

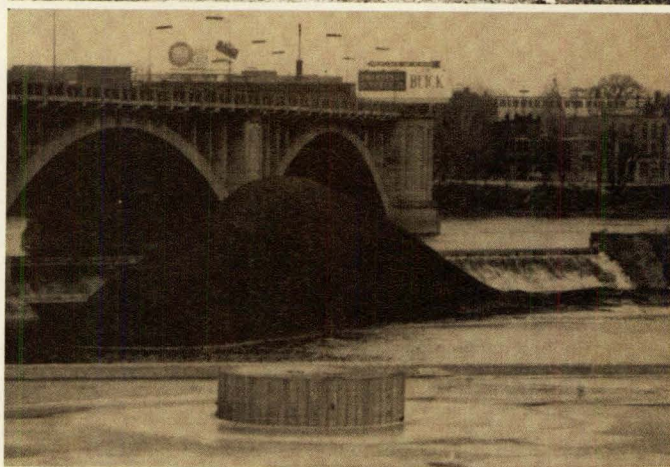
The “Festival of Life” week would kick off with a tree planting and include workshops on nutrient pollution and the fate of the Boundary Waters, the building of a geodesic dome, the screening of the documentary *Who Killed Lake Erie?*, a reading of a “Declaration of Interdependence” and an “Environmental Bill of Rights,” a mock ceremony to present awards to local polluters, and a Jazz Funeral Bicycle Caravan from Northrop to the General Electric stockholders’ meeting taking place at the Minneapolis Auditorium downtown.

NOT EVERYTHING went quite as planned. Wet weather kept crowds down for the bicycle caravan to the GE stockholders’ meeting, though more than 350 still made the trek from campus to downtown Minneapolis. The geodesic dome on the lawn of the Coffman Union was still missing several panels when the festival opened on Monday morning with a speech from U president Malcolm Moos. The president’s talk was followed by the reading of the text of a plaque that was to accompany the planting of the “tree of life.” Twelve-year old Kevin Diplozza of Minneapolis, embodying the voice of tomorrow, did the honors:

“On this day, April 20, 1970, representatives of the human race planted this tree symbolizing their hopes for an environment in which humanity could survive,” Kevin read. “This plaque has been placed here as a service to future archaeologists—of whatever species or planet—in case our hopes prove vain.” Unfortunately, the plaque was not quite finished either.

But, overall, the week was full of hope and promise for the movement, with a lightness of touch often lacking in other demonstrations. Thirty-five busloads of high school students from around the Twin Cities area filled Coffman Union to hear Senator Mondale and the Sierra Club’s McCloskey. Participants handed out packets of flower seeds to the marchers and bicyclists heading to the GE protest, many of whom tooted on kazoos for the length of the trip. An old Cadillac was parked in front of Coffman, and students were encouraged to take a whack at it with sledgehammers to encourage the crushing of automobiles for recycling purposes.

For the speech by ’60’s icon Paul Ehrlich, Northrop Audito-



Top: University of Minnesota students kicked off Earth Week with the planting of the “tree of life.” Kevin Diplozza, 12, of Minneapolis read the text of the plaque.

Bottom: In 1970, the student-run Pollution Report Center began collecting complaints about environmental concerns, such as this black mound in the Mississippi River near the Third Avenue Bridge. It consisted of snow, chemicals, and street garbage dumped into the water by city snow removal crews.

“The sentiment was more aspirational than confrontational,” recalls Pogemiller. “The Earth Day stuff drew a wide array of students and at bottom I think its sensibility was, ‘We can do better than this. We need to work together to fix these problems.’”

Ahmed’s involvement in the movement, beginning in Minnesota, would lead to a lifetime of work in environmental science. From the U of M, he moved to a post as a senior staff scientist at the Natural Resources Defense Council in New York City, where he directed a scientific program on a variety of environmental health issues. He subsequently worked as deputy director of the Program

rium quickly filled to capacity. The crowd overflowed onto Northrop Mall where people listened through a public address system. Even more people crowded into Coffman Union to listen via speaker. In all, an estimated 15,000 people heard Ehrlich on campus that day. For students like Larry Pogemiller (B.A. ’74), then 18 years old, it was an inspiring week, even if some of the details have faded from the passing of 40 years.

“I remember listening to Ehrlich’s speech, and I remember those teach-ins, and I remember that Coffman Union was just full of booths dedicated to specific environmental issues,” Pogemiller says. “More than all of that, I remember a sense of excitement. It really felt like we were at the center of something big. It felt like this is why I went to a big school like the University of Minnesota. That I wanted to be a part of things like this.”

The University of Minnesota was one of three campuses featured on television network coverage of the Earth Day festivities, and the *New York Times* gave prominent space to the protest at the GE stockholders meeting. It helped that participants had finagled proxy stockholder voting rights and nominated Dr. Spock, as well as local antiwar activist Marv Davidov and U of M physics professor Dr. Clayton Giese, for the GE board of directors. Tongue-in-cheek signs within the hall read “Socket to G.E.” and “G.E. is Lightheaded.”

on Health, Environment, and Development at the World Resources Institute and then founded and served as president of the Global Children's Health and Environment Fund. He currently serves as an adjunct professor in environmental and occupational medicine at the University of Connecticut Health Center.

Before leaving Minnesota, Ahmed helped found the Minnesota Public Interest Research Group (MPIRG), which was the first such state organization in the nation. Designed to advocate for consumer and environmental protection issues, it quickly brought to the fore matters like the dangerous use of asbestos in construction and the need to protect Minnesota's Boundary Waters.

Pogemiller worked as a student volunteer in MPIRG offices and ultimately started a political career that has led to his current position as majority leader in the Minnesota State Senate. He was a sponsor of the recently enacted Legacy Act, the state constitutional amendment designed to create an ongoing funding stream for environmental concerns through an addition to the state sales tax.

As for that first Earth Day at the University of Minnesota: The teach-ins and festival surrounding it wound down with the Buckminster Fuller speech on Friday. The talk itself turned out to be achingly long and densely intellectual. "He was known for giving Castro-length speeches," says Ahmed. As well, the geodesic dome remained unfinished as he spoke, perhaps serving as a kind of a metaphor for the unfinished business of the environmental movement as a whole.

The exact fate of the "tree of life" is unknown. The University's head groundskeeper believes that it may have been torn up during a construction project at Coffman.

Of course, Earth Day itself lives on. The novelty is long gone and the fervor has been dispersed and complicated by 40 years of environmental battles, disappointments, and ongoing concerns. But what was born in 1970 on campuses like the University of Minnesota remains an internationally recognized day to consider the fragility of planet Earth. ■

Tim Brady is a St. Paul-based freelance writer and frequent contributor to Minnesota.

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Aaron Fortunato is the Gophers' go-to performer in the demanding all-around event.

AN ALL-AROUND GUY

In the tiny Cooke Hall gymnasium where the Gopher men's gymnastics team practices, Aaron Fortunato emerges from a cloud of chalk dust and hoists himself onto the parallel bars. Under the watchful eyes of his teammates and Coach Mike Burns, he elevates to a handstand, swings his legs down between the bars, attempts to elevate again, falters, and abruptly dismounts. He spends a brief moment focusing and launches himself again. This time he methodically moves through his routine to an impressive dismount as teammates murmur their approval.

There is no way of knowing how many times Fortunato has repeated this minuet that transforms failure into success. What is certain is that, as the Gophers' senior tri-captain enters his final year of competition, the balance sheet rests squarely on the side of success. Last year Fortunato earned first team All-Big Ten honors with a fifth place finish in the all-around, a grueling event

that includes performances on the parallel bars, high bar, vault, pommel horse, floor exercise, and rings. He is one of eight seniors on this year's squad, which had a preseason rank of No. 8 nationally and has its sights set on its first Big Ten title since 1995.

Home-schooled since age 10 by a mother who has a master's degree in statistics, it makes sense that Fortunato—a civil engineering major from Bedford, Ohio—would excel in a sport where the difference between excellence and mediocrity is a matter of millimeters. Smitten with Legos at an early age, he initially considered a career as an architect but discovered he would rather build bridges. "I consider civil engineering the technical aspect of architecture. I really like the challenge of making something work," he says. Making the multiple demands of his college career work has been one of those challenges. He is rigorous about devoting 20 hours per week each to studying and practicing outside of classroom and competition time.

Burns dubbed Fortunato the team's "workhorse" after his junior year, when he managed the unusual feat of competing in the all-around in all 11 meets. This year, he will again be the team's all-around go-to guy. Burns attributes Fortunato's ability to stay sharp over the long haul in part to his temperament. "He's very even-keeled. In athletics there's lots of highs and lows. With Aaron, there's not that much differential between his good days and his bad days." It was that even-keeled temperament that first drew Burns to him when he saw Fortunato compete as a teenager. "He had a sense of purpose that you don't often see in high school kids," he says.

For now, Fortunato's purpose is three-fold: help lead the Gophers to a Big Ten Championship, graduate in December 2010, and then, despite a torn labrum in his shoulder that will require surgery after the season, earn a spot on the national team that will compete in the 2012 Olympic games. All-around worthy goals.

—Cynthia Scott



Kelci Bryant is the Gophers' first-ever Olympic diver. Watch a video of this photoshoot at www.MinnesotaAlumni.org/dive.



AIMING FOR NEW HEIGHTS

Kelci Bryant hears plenty of wisecracks about making a big splash. “Technically we’re not supposed to make a splash at all, so I think they’re funny,” says Bryant, a sophomore on the Gopher diving team. Technicalities aside, Bryant—a transfer student from the University of Miami—has indeed made a big splash in her young Gopher career, winning back-to-back Big Ten diver-of-the-week honors in the first three weeks of this season.

Bryant is the first-ever Olympic diver to compete for the Gophers. In the 2008 Beijing games, she and diving partner Ariel Rittenhouse just missed winning a medal in the 3-meter synchronized springboard event. The fourth place finish was a bruising disappointment for Bryant, and it fueled her resolve to medal at the 2012 games in London. “Seeing fourth place was like a punch in the gut. I never thought of anything else happening besides bringing home a medal. It makes me work harder today,” she says.

And work she does. Perfecting a single dive requires perfecting many individual components, and to that end Bryant estimates that she performs 150 practice dives every day. For example, when she practices a reverse take-off (spinning backward toward the board), over and over she focuses on bringing her legs up straight and positioning her chest forward. Such a regimen is demanding both physically and mentally. “One hundred fifty times a day can get to you,” she says. “Also, it can be scary trying new dives or being scared to hit the diving board.”

Bryant, who has not yet decided on a major, is frank about the challenges of managing the multiple demands of a college career. “You can’t slip up—you don’t have time,” she says. “I don’t go sledding because I might get hurt. I don’t ride a bike on campus because I don’t want to hit someone or have someone hit me.”

Bryant, who is from Chatham, Illinois, transferred to Minnesota in part because of Wenbo Chen, the Gophers’ new head diving coach. Previously the head coach of USA Diving in Indianapolis, Wenbo and the Bryant family go way back. He coached Kelci’s sister, Katie, to five national championships and started coaching Kelci on her ninth birthday. The relationship continued through Bryant’s high school years, including during the Olympic games.

“I know Wenbo can help me get a medal in 2012, which is the long-term goal, and I know he can help me bring home some NCAA titles in the three years I have left to compete [here],” Bryant says. “I can’t put into words how excited I am and how privileged I feel to be part of the Minnesota team.”

—C.S.

Making Waves

A few years ago, three Minnesota women talking over a cup of tea began a conversation that has culminated in an exhibition now showing at the Katherine E. Nash Gallery at the University of Minnesota. "Women and Water: Rivers of Regeneration" is an artistic exploration of the global water crisis and how the inclusion of women in water resources management is critical to addressing the problem.

Circumstances are dire for nearly a fifth of the planet. According to the World Health Organization, 1.1 billion people lack safe drinking water and 2.6 billion people have no access to basic sanitation. Every year, 2.2 million people die because of diseases related to poor water quality.

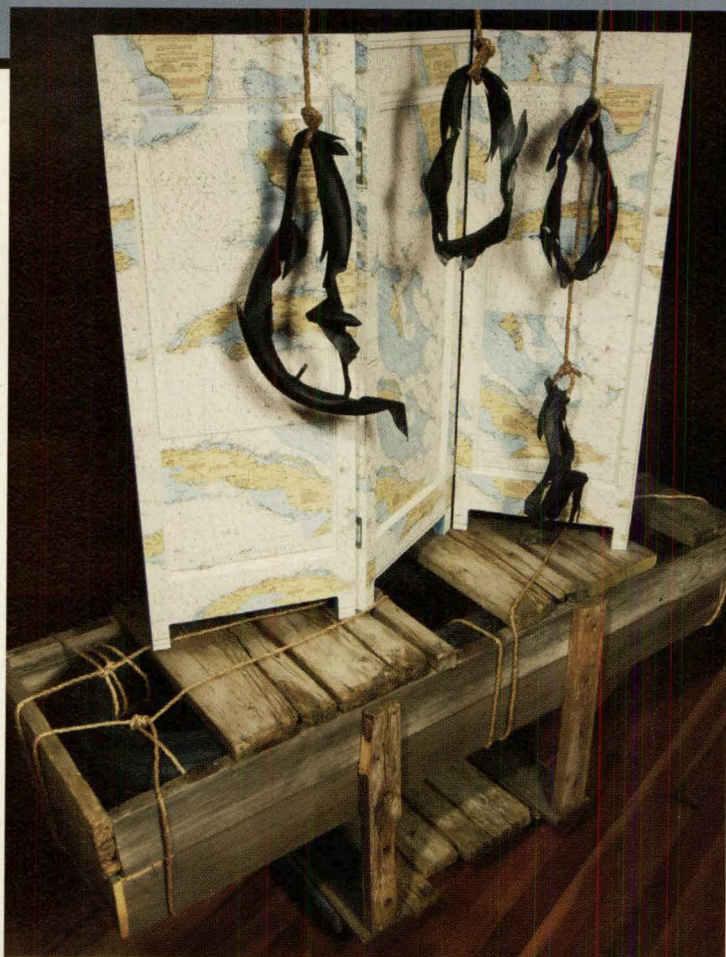
Women and girls in developing countries suffer the most. Lack of safe, sanitary toilets means they often risk violence walking for distances in the dark seeking a place to defecate. And with few private, sanitary toilets in schools, girls are unlikely or forbidden to attend. At the same time, education level in women is strongly linked to sustainable hygiene behaviors. While women and girls traditionally are a family's water fetchers and primary household water users, they have little or no role in water resource management and planning.

Inspired by the belief that safe water is a basic human right and not a commodity, University professor of art Diane Katsiaficas and her two tea companions—University professor emerita of Spanish Marilyn Cuneo and Liz Dodson, board member of the Minnesota chapter of the Women's Caucus—wanted to see if they could turn a drop of water into a wave of change.

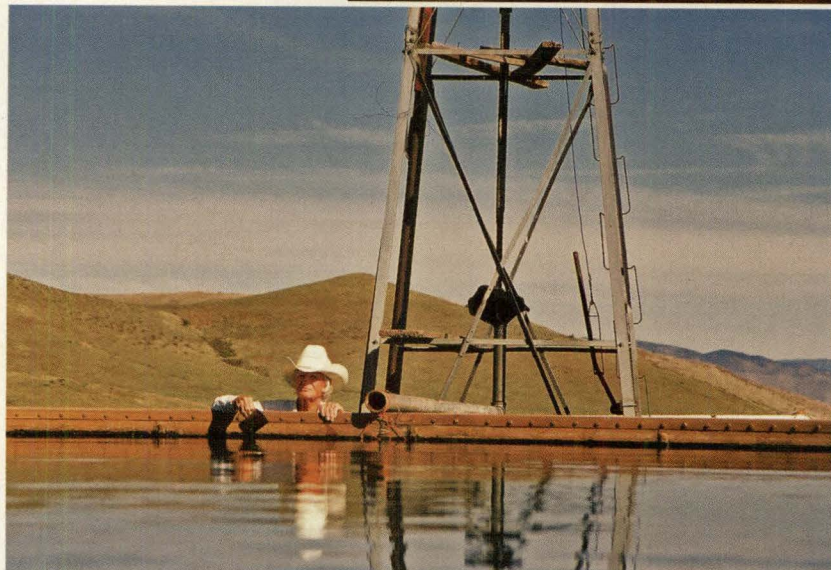
"Far more written than visual work has been done addressing this issue," Katsiaficas says. "There are many photographs of women carrying water or at the well in the Third World but little that metaphorically distills the visual conundrums of women and water rights."

Featuring all artistic media, the exhibition includes juried artwork by 33 female artists residing in the five states forming the Upper Mississippi River Basin and works by invited artists from around the United States and internationally. All works address issues surrounding water use from women's perspectives.

Related programming includes music and dance performances, poetry readings, and speakers. An important aspect of "Women and Water" is community involvement to create a ripple effect, says Katsiaficas. For example, *Waterwall* is an installation honor-



Above: In *Alma Mia (My Soul)*, Carmen Gutiérrez-Bolger draws on her experiences as a Cuban refugee and views of water as boundary or means of escape.



Left: Karen Farr, photographed by Cheryl Walsh Bellville, is the matriarch of a fifth-generation New Mexico cattle ranch fighting business interests that want to drain and sell 17.5 billion gallons of water annually from the plain on which her ranch is located.

ing seven women active locally and globally in water use issues. Information about their work will accompany each of their photographs. "And in the eighth place is a mirror and a common book where people can make pledges to become more active themselves," Katsiaficas says.

"Women and Water: Rivers of Regeneration" runs through March 25 at the Katherine E. Nash Gallery in the Regis Center for Art, 405 21st Ave. S., on the West Bank of the Minneapolis campus. For more information, go to womenandwater.net or call 612-624-6518.

—Shelly Fling

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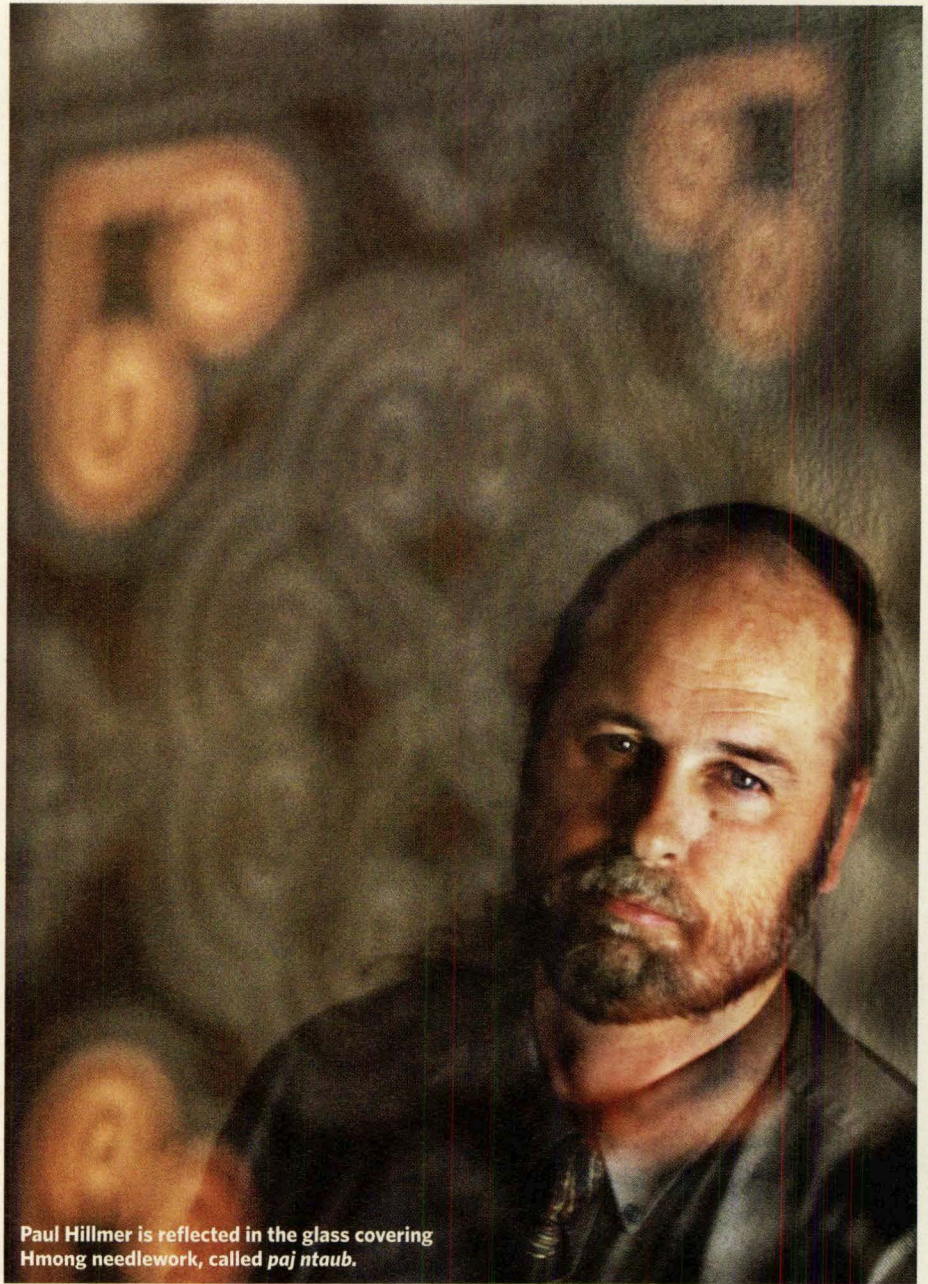
Alumnus and author Paul Hillmer offers a warm introduction to the Hmong community.

Paul Hillmer (M.A. '91, Ph.D. '01) is the first to admit that he may not appear to be the most likely candidate to write an in-depth history of the Hmong people. "Most of my historical training is focused on 19th and early 20th century American history," says Hillmer, a native Iowan of German ancestry who is a professor of American history at Concordia University in St. Paul. "So people might justifiably ask, 'Who is this guy and what the heck is he doing writing about the Hmong? And why should we care?'"

Hillmer's new book, *A People's History of the Hmong*, was published in December 2009 by the Minnesota Historical Society Press. But his interest in Hmong history took root in the spring of 2001. While taking a Hmong student to an internship at the University of Minnesota, Hillmer asked him about his family's experiences in Southeast Asia before coming to America. The student confessed that his parents had told him very little about their past. "Do you want to know?" Hillmer recalls asking the student. "How can we facilitate you going to talk to your parents about these things that you might actually want to know?"

This fortuitous conversation sparked the creation of the Hmong Oral History Project at Concordia. Hillmer gathered together a group of Hmong students and equipped them with the tools they would need to effectively interview parents and other family members about their life in Laos before and during the Vietnam War, their experiences in Thai refugee camps after the war, and their ultimate resettlement in Minnesota.

Eventually, Hillmer himself got in on the act, interviewing former CIA operatives, American embassy staff, and humanitarian agency workers who worked with the Hmong. With the help of translators, he also interviewed Hmong people about the "Secret War," in which Hmong guerillas led by General Vang Pao fought

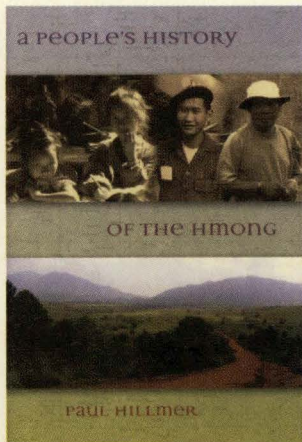


Paul Hillmer is reflected in the glass covering Hmong needlework, called *paj ntaub*.

against North Vietnamese and Lao communist forces with covert American encouragement and assistance.

"My intent was that I was just going to do the interviews, and then some Hmong scholar would come along 10, 20 years from now and use them," says Hillmer. But after receiving a History Channel grant in 2006 to produce a documentary with local high school students about Hmong immigrants' effect on the city of St. Paul (home to one of the nation's largest Hmong communities, numbering more than 25,000), the idea of writing a book about the Hmong started to come into focus. Talking to Hmong friends and faculty colleagues helped him overcome his initial reluctance. He finally convinced himself to "stop being so German Lutheran and just realize that it's OK to have an opinion and to write extensively about a community outside of your own personal experience."

Other books had been written about the Hmong and their role in the Secret War. "But my angle was, I want to focus on the Hmong themselves—not on the war, not on American foreign policy," says Hillmer. "And I want to write not just about what happened to the Hmong in the war, but who they were before we stumbled upon them—what their values are, what their worldview is. And also, once they came here, how they made a life for themselves. Because to me that's as compelling as anything that happened during the war."



A People's History of the Hmong
By Paul Hillmer (M.A. '91, Ph.D. '01)
Minnesota Historical Society Press, 2009

While the book does to some extent employ the patchwork oral history approach popularized by Studs Terkel, Hillmer provides context for the lengthy and abundant quotations lifted directly from his interviews by weaving them together with what he describes as "old-fashioned narrative history."

"I felt that I had to be the person who didn't just edit the interviews but who introduced the Hmong people to an audience," Hillmer explains, "so that the people who told these really powerful stories would connect to the audience that was reading the book."

One of the most striking features of Hmong culture brought out by Hillmer is its emphasis on family—an emphasis that extends far beyond the typical Western focus on the nuclear family. That had a profound effect on resettlement decisions, as illustrated in this exchange recounted by Long Vang of the Hmong army. After the war, CIA adviser Jerry Daniels had told Vang that he should leave the country:

"I told Jerry, 'But I [will] miss my family.' He said, 'You can take your family with you.' . . . I said, 'In the Hmong culture the family is mother, father, brother, sister, wife—all this is family. . . . I have about a hundred people.' He said, 'No . . . [the] American way is you and your wife and your children. That's what we call family.'"

Hillmer takes pains in his book to parallel the Hmong experience with that of other immigrant groups in American history. "The Hmong have been here for 35 years, and most of them for a lot shorter period of time than that," he says. "Where were our ancestors 30 or 35 years after they came off the boat? Most of us don't take the time to look over our own shoulders and remember where we came from."

All too often, Hillmer insists, our impressions of the Hmong are informed

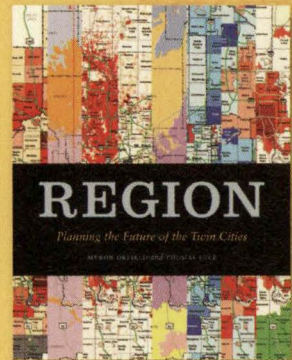
only by negative and unrepresentative news stories, such as the 2004 incident in which a Hmong hunter killed six white hunters in Wisconsin. "Why is that a Hmong issue?" he asks. "That to me shows that we as a community still have a long way to go in thinking of our Hmong neighbors as our neighbors, as fellow citizens. Because our community still thinks of them as 'those people,' they made it a Hmong issue. And Hmong organizations were forced to speak out publicly to defend themselves and their people because we had a lot of people who at least metaphorically had pitchforks and torches and were ready to do their worst if given the opportunity."

Hillmer credits the "giants" under whom he studied history at the University of Minnesota—professors like Clarke Chambers, Rudy Vecoli, and David Noble—for preparing him for his later endeavors. In fact, Hillmer's educational background may have given him more insight into the Hmong experience than one might expect.

"I studied the industrial revolution, a period of tremendous immigration in which we had nativistic impulses and wanted to send certain groups of people back, in which we had any number of social changes and technological changes that turned our society upside down," Hillmer says. "There are a lot of ways in which that kind of study did prepare me for this project." —David Mahoney

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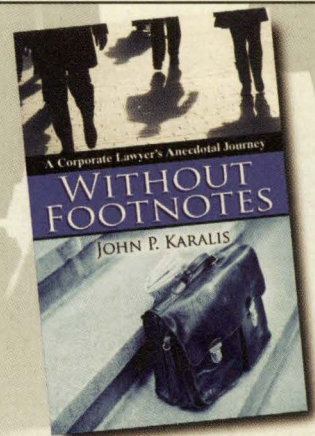
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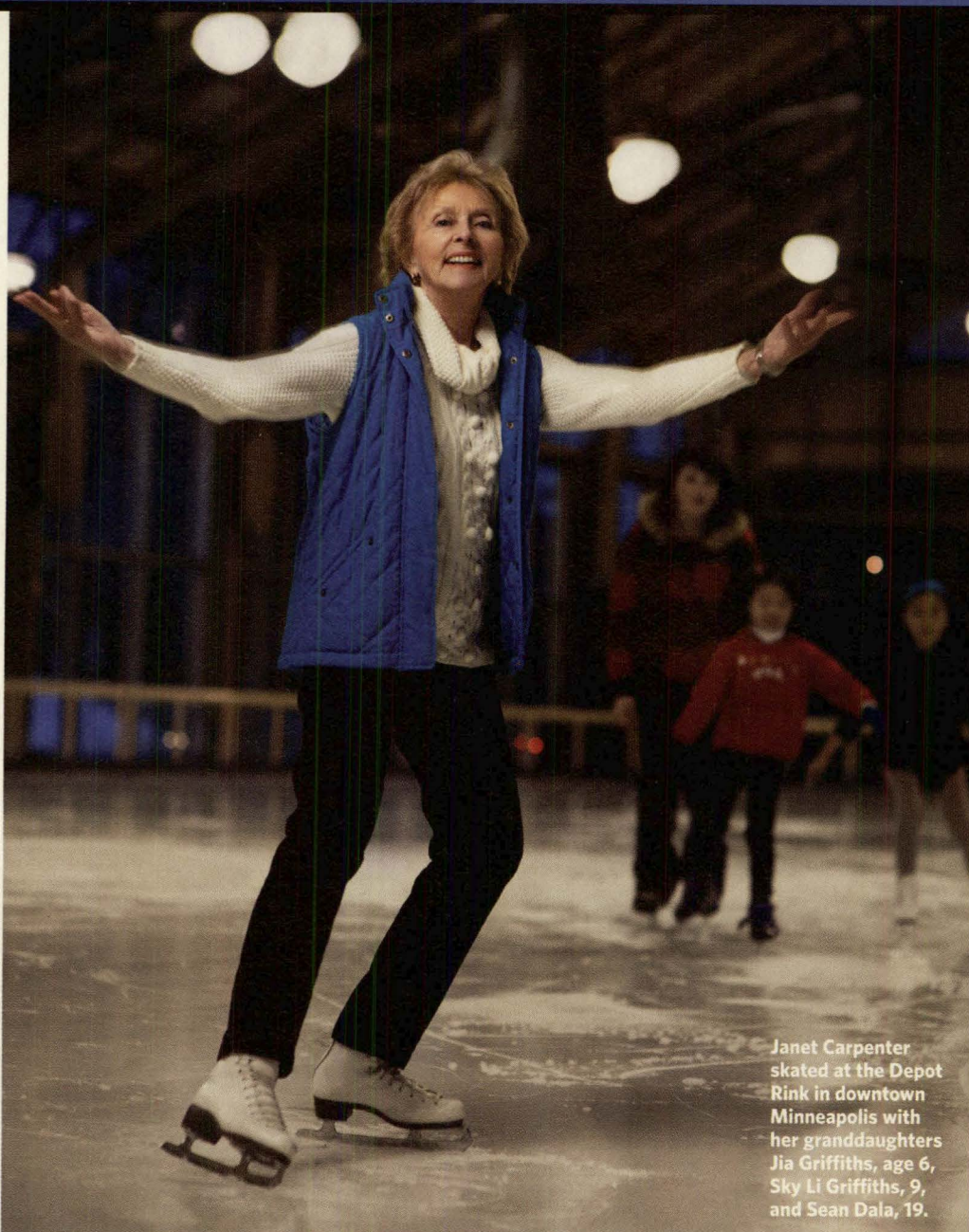
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Janet Carpenter skated at the Depot Rink in downtown Minneapolis with her granddaughters Jia Griffiths, age 6, Sky Li Griffiths, 9, and Sean Dala, 19.

Olympic Spirit

Not many people can say they've competed in the Winter Olympic Games. Fewer still have competed *and* participated in three other ways at the world's largest wintertime sports event. Janet Carpenter (B.A.'54) is one of them. A 2008 inductee into the United States Figure Skating Hall of Fame, she is the only American skater to have taken part in the Olympic Games as an athlete (Oslo, 1952), a team manager (Sarajevo, 1984), and a judge (Calgary, 1988 and Salt Lake City, 2002.) (A cheating scandal involving judges in the pairs figure skating event rocked the Salt Lake City Games. Carpenter was not a judge for that event.) "The first question people ask if they find out I was in the Olympics is, 'What medal did you win?'" says Carpenter, who still skates recreationally. "When I reply 'We were sixth place,' they

go 'Oh' and feel sorry for me. But we were thrilled to be sixth in the Olympics. Our goal was to skate as well as we could."

Carpenter, then Gerhauser, was a 19-year-old University of Minnesota student when she earned a trip to the Oslo games. "When we competed, there were 13 women on the entire U.S. Winter Olympic team and only two sports for women—figure skating and skiing," Carpenter notes. She competed in pairs competition with John Nightingale, also a University student, whom she met at age 13. The two practiced their lifts, spins, jumps, and intricate footwork at Williams Arena, which at that time housed a hockey rink as well as the basketball court. "The University gave us free, unlimited ice," she says. "And we would arrange our classes so that we would have afternoons or mornings off to practice when the hockey team wasn't using the ice." In exchange, the pair entertained Gopher fans between periods of hockey games. "Without that ice time, we probably would not have made the Olympic team," she adds.

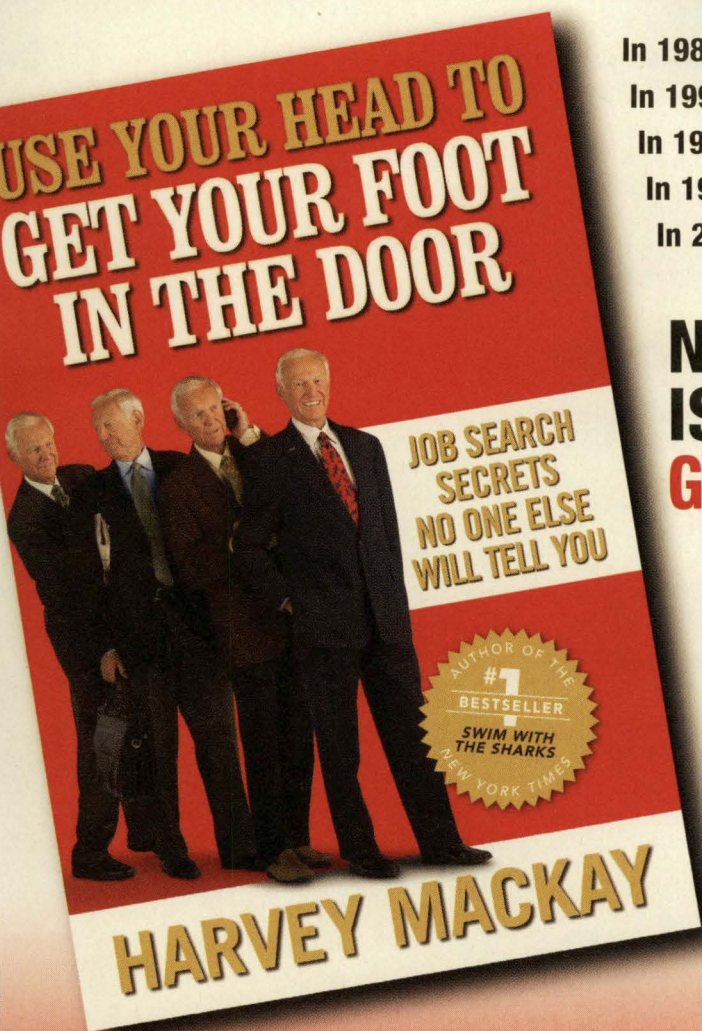
Carpenter coached competitive figure skaters ages 5 to 20 in local clubs around the Midwest for four years after she graduated. By that time her oldest daughter, Kim Griffiths (B.S. '79), was 2 years old, and she was pregnant

with her second child, Dale, who died of spina bifida at 6 months. Two more children, Jill and Guy, followed, and a few years later she was pursuing a less time-consuming career—travel agent-cum-figure-skating judge. "That is what people did in those days," she muses. "You just did not compete into your 20s or 30s like today. The women, for the most part, got married and started families."

These days, Carpenter occasionally skates with her grandchildren and still judges local and national competitions. "Skating has been a constant for me. I traveled with it; I made friends with it. It's been very much a part of my life, and yet, I don't think it ever took over my life," Carpenter says. She and her husband, Norm, planned to watch the Vancouver Games, held in February, from their home in Minnetonka, Minnesota. "I watch for fun," she says, "but I'm probably more critical than most people."

—Pauline Oo

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Alumni Association Angle



The Daily Grind Aspiring journalists at the University of Minnesota have always cut their teeth at *The Minnesota Daily*. Notable alumni of the paper include Garrison Keillor, Harry Reasoner, Eric Sevareid, and Bob Dylan. This photo shows the *Daily* newsroom in 1929. Founded by and for students in 1877 as a monthly literary magazine called *The Ariel*, its name was changed to *The Minnesota Daily* in 1900. Today it remains student-run and managed as a nonprofit organization.

INSIDE

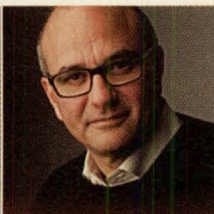
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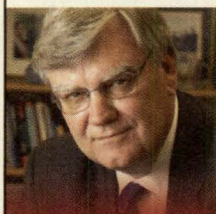
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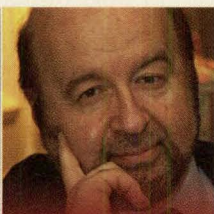
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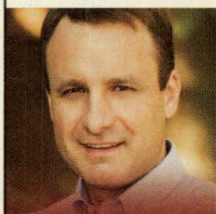
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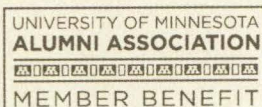
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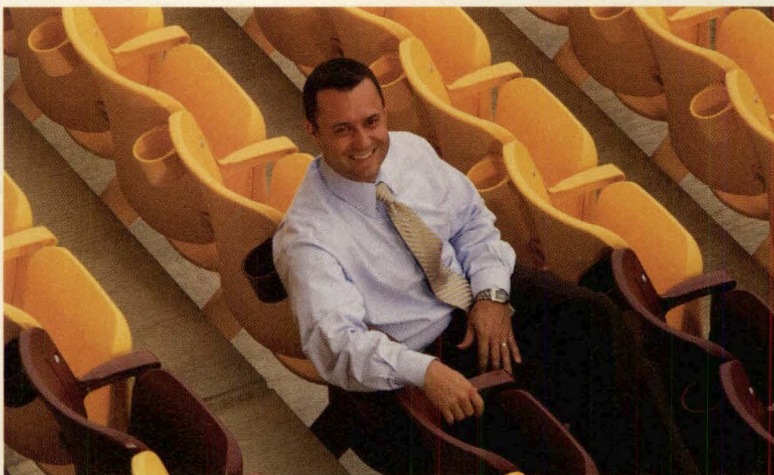
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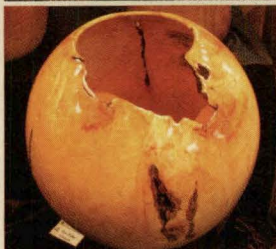
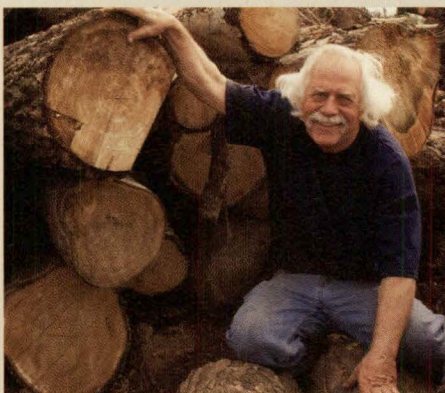
Phil Esten in his seat at TCF Bank Stadium

The Alumni Association Board of Directors announced on February 8 that Phil Esten (Ph.D. '03) will succeed Margaret Sughrue Carlson as Alumni Association chief executive officer. Esten is currently an associate athletics director at the University, and has taught graduate level courses as an adjunct professor in the University's department of kinesiology.

Esten was the athletics department's point person for TCF Bank Stadium, the University's new on-campus football facility. He served as liaison for all design, construction, operations, and management of the \$288.5 million project and was instrumental in stadium fund-raising.

The board of directors chose Esten following a national search that began last August. He will be the seventh CEO in the Alumni Association's 106-year history. His first official day as CEO will be March 15.

As the Wood Turns



Wood turner Virgil Leih often carves away up to 95 percent of a 2,000-pound tree trunk to reveal its unique inner pattern of golden grain and rings. The Arboretum's exhibition of his works runs from March 19 through May 2.

Twenty exquisitely crafted wood turnings by artisan Virgil Leih will be featured in the Minnesota Landscape Arboretum's "Spring Trunk Show II: Art of Tree Transformations, 2010 Collection" March 19 through May 2. Members of the Alumni Association receive a \$5 discount off membership at the Arboretum, which begins at \$45 per year.

Leih rescues and re-creates whole tree trunks, otherwise destined for landfill wood chippers, that are discarded from the urban forest. Using his 1917-era, 7,000-pound lathe, Leih transforms Minnesota natives such as ash, elm, walnut, box elder, and maple into stunning works of

Katie Couric to Headline Alumni Gala

Plan now to attend the 2010 Alumni Association Annual Celebration on April 24 featuring keynote speaker Katie Couric, anchor and managing editor of *CBS Evening News with Katie Couric*. Watch for details at www.MinnesotaAlumni.org.



Katie Couric

National President

The State Needs a Strong U

Minnesota state demographer Tom Gillaspay was deadpan as he delivered a sobering reality to a group of Alumni Association board members, volunteers, and staff in January. “We’ve known since 1943 that people born after that year would start turning 65 in 2008,” Gillaspay said. He and state economist Tom Stinson had come to the Alumni Association’s Advocacy Committee meeting to share with us some hard truths about the realities facing the state and the University. I left the meeting knowing that what Gillaspay and Stinson had to say had far-reaching implications for this university that means so much to me.

In a nutshell, they explained that the steep rise in the number of people in Minnesota turning 65 and older will continue for at least the next 20 years. In only 10 years people 65 and older will outnumber college-age people two to one. Workers retiring in large numbers, a declining college-age population, and a sharp slowdown in the growth of the labor force converge to paint a difficult picture for higher education. As the bulk of our population retires—and I’m approaching that category myself—our economy shrinks, generating fewer tax dollars from which to draw for public services such as roads, schools, human services, and higher education. As of last year, for the first time in history, the state provided less funding to the U than students did through tuition. How can our economy, and higher education, survive and thrive in this new reality?

Additionally, Gillaspay and Stinson said, as the population ages our society’s funding priorities will likely shift to focus on the needs and care of seniors. And taking care of seniors isn’t cheap. “One month of long-term care can be as much as one year of college tuition,” Stinson said.

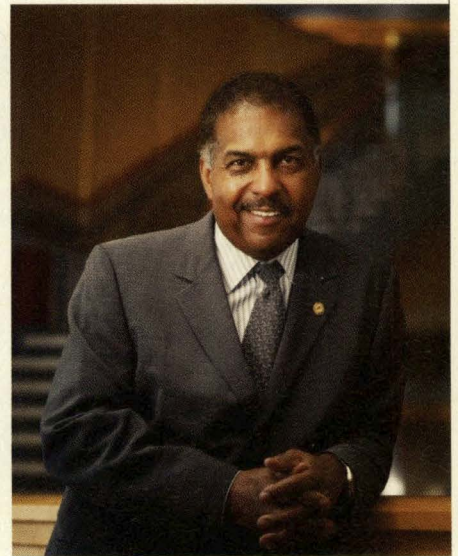
Gillaspay and Stinson—who have been making presentations on these realities to legislators, county officials, the U’s Board of Regents, and others interested in public policy, including the Alumni Association’s Advocacy Committee—say the key to Minnesota’s success lies in two strategies: increasing the productivity of our shrinking labor force and producing new and better products. Both are possible only through ingenuity, research, innovation, and discoveries—exactly the things the U delivers.

As President Bob Bruininks told us at the 2010 Legislative Briefing in January, the U awards approximately 14,000 degrees per year, including 85 percent of the state’s medical degrees and 100 percent of the dental, pharmacy, and veterinary degrees. The U’s \$600 million in research expenditures using state, federal, and private grants yields approximately 25,000 jobs. “That means the U is not only one of the state’s largest employers and key talent magnets, but also a job creator,” Bruininks said.

He was preaching to the choir, of course. As Gillaspay and Stinson’s riveting presentation made clear, in these difficult economic times the state needs a strong University as an engine of jobs and economic growth. The passion and commitment among those of us who believe in the important work of this University are strong. More than ever, Minnesotans need the University to help build a strong economy. I urge you to join the important work of advocating for the U at the state legislature. Minnesota’s future depends on it.

For suggestions on how you can get involved, go to www.SupportTheU.umn.edu.

—Archie Givens (B.A. ’66, M.H.A. ’68)

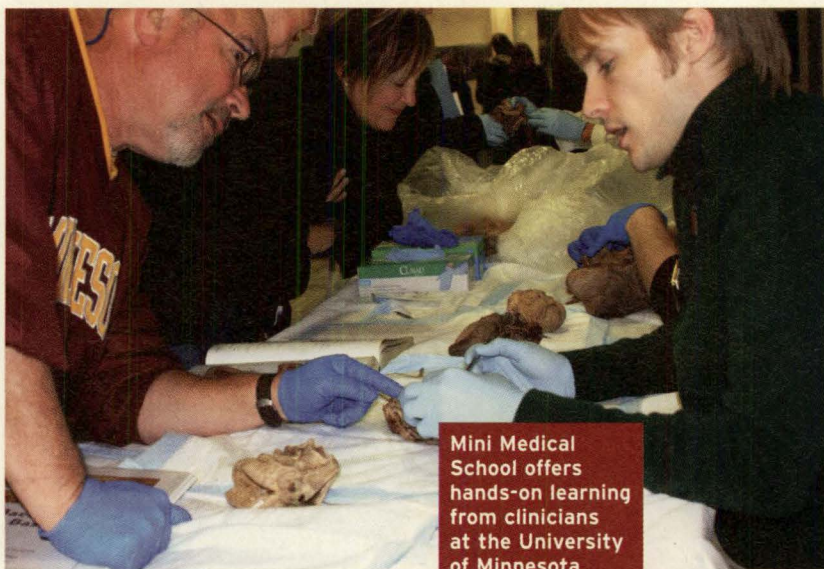


Archie Givens at the Elmer L. Andersen Library on campus

art. This year’s exhibit features a sculpture created from a walnut tree formerly in the Arboretum’s tree collection. All of the pieces in the exhibit will be for sale, and a portion of the proceeds benefits the Arboretum. For information go to www.arboretum.umn.edu.

The Minnesota Landscape Arboretum, the largest public garden in the Upper Midwest, is part of the University of Minnesota College of Food, Agricultural and Natural Resource Sciences. It is located in Chanhassen, Minnesota.

Mini Med School Explores Children's Health



Mini Medical School offers hands-on learning from clinicians at the University of Minnesota Medical School. Last fall's session explored the heart and other organs in "Back to the Basics."

Members of the Alumni Association receive a discount on registration for Mini Medical School, a popular five-week course presented by the Academic Health Center that introduces participants to cutting-edge thinking on current health topics. Mini Med School is designed for all people who are interested in learning about health-related topics, regardless of background or experience.

This spring's curriculum, "Healthy Kids, Healthy Communities," will explore research, treatments, and cures for common health disorders and diseases in children. University of Minnesota researchers and clinicians will provide lectures and hands-on experience on juvenile diabetes, autism spectrum disorders, childhood cancers,

allergies, and asthma.

Weekly classes begin March 22 at Coffman Union. Alumni Association members pay \$60 for the entire session, a discount of \$20. For more information and to register, go to www.ahc.umn.edu/minimed.



I'm a life member.
I'm an ambassador.

I'm an ambassador for the University of Minnesota because of its overall purpose. The University is about more than education; it is a wonderful research body that produces fabulous leaders in the community, which benefits the state, country and world.

Become a life member and help the Alumni Association support the University as it strives to become one of the world's premier public research universities. Visit www.MinnesotaAlumni.org/life or call 1-800-862-5867 or 612-624-9658.



UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION
Where members are ambassadors

Janice Linster, '83
President, College of Design Alumni Board,
2009 Alumni Service Award Winner,
Alumni Association Life Member

Hear It from the Experts

Get in on intelligent talk and unique perspectives on current affairs by attending the 2010 Great Conversations. The popular program of the College of Continuing Education pairs University of Minnesota faculty with influential experts from around the world in thought-provoking conversation. Here is this year's lineup:

April 20: Madelon Sprengnether, Regents Professor in the department of English, and Rafael Yglesias, screenwriter and author of *Fearless* and *A Happy Marriage*.

May 25: Humphrey Institute Dean J. Brian Atwood and Hernando de Soto, a Peruvian economist internationally known for his work on the informal economy and the importance of property rights.

June 15: University of Minnesota Institute on the Environment director Jonathan Foley and Lawrence Brilliant, a physician, epidemiologist, author, and philanthropist who has participated in the World Health Organization's smallpox eradication program.

Alumni Association members receive discounted ticket prices: \$23.50 for individual tickets (regularly \$28.50) and \$65 for the series (regularly \$80). All conversations are held at 7:30 p.m. at the Ted Mann Concert Hall, on the West Bank of the University's Minneapolis campus, and are followed by a dessert reception with the speakers. For more information visit www.cce.umn.edu/conversations.



Life Member Ranks Grow

The Alumni Association reached a new all-time high number of 15,880 life members in January, bringing the total number of members to 59,000. All members are ambassadors for the important work of the University, but life members make a unique contribution: Their dues are invested in a fund that provides a stable source of support for key Alumni Association programs, including recognition for faculty and alumni and advocacy for the University. Additionally, life members are entitled to special discounts on rentals at the McNamara Alumni Center. For information on life membership, visit www.MinnesotaAlumni.org.



UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION
Where members are ambassadors

A special welcome to our newest life members.

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SUSAN M. ALLEN
GAIL N. ANDERSON
LORRY ANDERSON
SHELDON R. ANDERSON
JAMES M. ANGERMEYER
ELAINE E. ASHFORD
LAURA D. ASMUTH
CATHERINE A. BARKOW
BRIAN R. BARROWS
BARBARA BENSON
JEFFREY P. BENSON
CONNIE L. BERNARDI
BETH J. BIERSDORF
THEODORE L. BLETKO
JULE R. BLOCK
LISA M. BLOCK
JOHN S. BOBBITT
SYLVIA F. BOBBITT
WILLIAM E. BOERNKE
LAURA S. BOISEN
ROBERT R. BORNE
JENNEA L. BOTTS
STEVEN A. BOTTS
TAMARA L. BRITTON

BONNIE L. BRUESHOFF
RANEE A. BRUNNER
JOSEPH H. BUCKHOUSE
LESLIE R. BUHR
GRETCHEN M. CAMP
GEORGE F. CANNEY
FLOYD H. CARLSON
ROBERT E. CARLSON
LEO G. CHRISTENSON
BRIAN R. CHRISTIANSON
CHRISTOPHER J. CONWAY
JOHN COWLES
SAGE F. COWLES
GERRI R. CRANE
JOHN R. CRANE
CHAD K. DABY
DONNA S. A. DEHN
FRANK DENNIS
RICHARD C. DENNIS
ANTHONY S. DEOS
JUDGE A. DICKSON
DAVID S. DOTH
RONALD J. DOWD
MICHAEL R. DOYLE
PAUL S. DUNN

AYANNA E. DUREN
JOHN O. EATON
DAVID W. ECKBERG
LAURA L. EHRAJIAN
STACY A. EINCK-ECKBERG
AUDREY L. ESTEBO
ELLEN SUE L. EWALD
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MICHAEL J. FRANK
GREGORY L. FREYHOLTZ
BEVERLY H. FUSSY
BERNARD W. GAFFRON
NORMA B. GAFFRON
KATHLEEN A. GERVAIS
TOM D. GILSTAD
GILBERT S. GOMES
ANNA MARIE B. GONZALEZ
ROBERT K. GRABER
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MARY L. HASECUSTER
PAUL R. HASECUSTER
ARLINE D. HELLEKSON
FERROLYN HILDEBRANDT
JEROME G. HILDEBRANDT
TERESA R. HOLMQUIST
JAMES R. HOLTAN
ELLYN L. HOSCH
KATHLEEN D. JACKSON
BARBARA A. JOHNSON
JAMES R. JOHNSON
KIMBERLY S. JOHNSON
SANDY M. JOHNSON
BERNADINE R. JOSELYN
COLLEEN M. KAIBEL
KAREN M. KETTLER
JACOB P. KILIAN
MAIJA J. KIMITCH
JUDY Y. KIRK
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JOHN ZIMMERMAN
KATHERINE E. K. ZIMMERMAN

Kudos to Dirty Laundry and Other Top Programs

This fall during Homecoming Week the Alumni Association recognized five alumni societies for creative, innovative, and effective programming. The top chapter, society, and student were also recognized. They were: **Biology House Dinner, a program of the Biological Sciences Alumni Society.** Members host first-year students for dinner and conversation, followed by a trivia game with questions about the U, the College of Biological Sciences, and biology.

A School of Dentistry Alumni Society initiative to recruit student members at the American Dental Association vendor fair.

The Dirty Laundry Program of the College of Design Alumni Society, which brings together alumni and students for candid, often humorous, sharing about best and worst work experiences.

The Food Industry Networking Social (FINS) of the College of Food, Agricultural and Natural Resource Sciences Alumni Society. FINS brings together nearly 100 alumni, industry professionals, students, faculty, and staff for lively discussions on hot topics in food science and nutrition.

The Speed Mentoring Program of the School of Nursing



Alumni Association President Archie Givens and Student Volunteer of the Year Award recipient Amanda Lange from the College of Design.

Alumni Society. The program gives students the opportunity to network with a diverse group of alumni in one evening.

The Outstanding Chapter Award went to Dakota County, Minnesota. Formed just six years ago, it has evolved into one of the Alumni Association's most vital chapters. Its programming includes bringing alumni and friends to campus for University cultural events and an annual lecture series featuring U experts on current issues such as stem

cell research, alternative energy, and climate change.

The Outstanding Alumni Society Award recognized the Institute of Technology Alumni Society, which engaged more than 3,000 alumni during the past year. Its programs include the Science and Technology Banquet, a public lecture series, a mentor program that has 180 mentor-student matches, and Techfest, a collaboration with The Works, a hands-on museum.

The Student Volunteer of the Year Award honored Amanda Lange from the College of Design. Lange was instrumental in launching the Dirty Laundry program and created its playful, memorable branding. She also co-chaired the College of Design Alumni Society's first communications committee and served as student adviser for the college's Graduating Student Exhibition and Awards Event.

Record Numbers Advocate for the U

Alumni and friends of the University turned out in record numbers for the 2010 Legislative Briefing on January 27. More than 400 people attended the annual event at the McNamara Alumni Center in Minneapolis and by live video feed at the four coordinate campuses. A portion of the Briefing was set aside for participants to write and call their legislators; in all, they churned out more than 430 letters and 100 phone calls.

President Bob Bruinks presented a sobering assessment of the circumstances the University faces at the Legislature. He said a "near-perfect storm"—a \$1.2 billion state budget deficit this year and \$5 billion deficit next year, along with rising costs and the continued impacts of the recession—makes it possible that the legislature will cut the U's budget by up to \$36 million.

For the first time in history, he said, tuition revenue, grants, and contracts are \$100 million beyond the state allocation to the U. The U's \$193 million capital request seeks funds for general laboratory upgrades, routine maintenance on aging buildings, renovation of Folwell Hall, a physics and nanotechnology center, improvements to the Itasca Biological Station, and a new American Indian Learning Center on the Duluth campus.

Veteran political journalist Mary Lahammer (B.A. '95) also addressed the gathering, offering her insights on the workings of the legislature. She noted that the use of social media—Facebook and Twitter in particular—has exploded at the Capitol, and urged participants to use them when contacting their elected officials.

Continued advocacy on behalf of the U is critical throughout the entire legislative session. To learn more about the University of Minnesota's legislative agenda, get the latest information on the legislative session, or find out how you can help make a difference, visit www.SupportTheUmn.edu.



Legislative Briefing participants wrote letters and placed calls to their legislators.

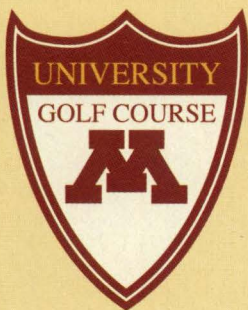


University of Minnesota Les Bolstad Golf Course

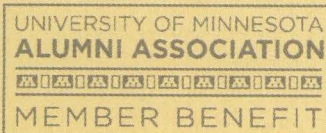
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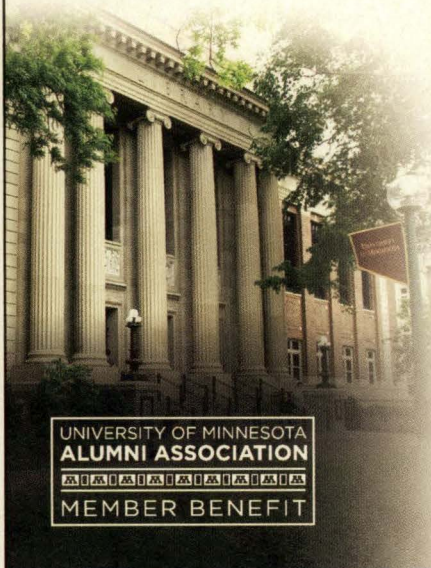
April 13 First Annual Pankake Poetry Lecture Featuring James Lenfestey reading the poetry of Tang Dynasty poet Han Shan

April 28 NOMMO African American Authors Series Featuring Quincy Troupe

April 30 Friends of the University of Minnesota Libraries Annual Dinner Featuring Jim Lehrer

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<http://friends.lib.umn.edu>



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Todd Kashdan, keynote: *Unleashing Your Curious Explorer*

Professor of psychology, George Mason University; author of *Curious? Discover the Missing Ingredient to a Fulfilling Life*.

Toni McNaron: *Charging the "Little Gray Cells": Reading Your Way to Well-Being*

Professor emerita of English, University of Minnesota

Jurgen Konczak: *The Brain and Physical Activity*

Professor of kinesiology, University of Minnesota

Jenny Breen: *Mindful Eating*

Chef, Minnesota Landscape Arboretum

Dennis Cass: *A New Way of Looking at Creativity*

Author of *Head Case: How I Almost Lost My Mind Trying to Understand My Brain*

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COLLEGE OF CONTINUING EDUCATION

UNIVERSITY OF MINNESOTA

A Fond Farewell

Colleagues, family, and friends gathered to honor retiring Alumni Association CEO Margaret Sughrue Carlson (Ph.D. '83) at two events in January. Nearly 250 people stopped by the McNamara Alumni Center on the afternoon of January 26 for a reception and more than 250 people attended a tribute dinner, also at the McNamara Alumni Center, on January 28. Carlson, who is leaving the Alumni Association after 25 years, will be embarking on a part-time consulting career with Bentz Whaley Flessner to provide guidance to higher education institutions and nonprofit organizations throughout the country. Read the full text of Carlson's farewell speech at www.MinnesotaAlumni.org.

Pictured, clockwise from upper right:

Former Gopher basketball great Quincy Lewis (B.S. '06) with Carlson and her husband, Paul Citron

Close personal friends Sid Hartman, left, and Harvey Mackay (B.A. '54) enjoy a moment with Carlson.

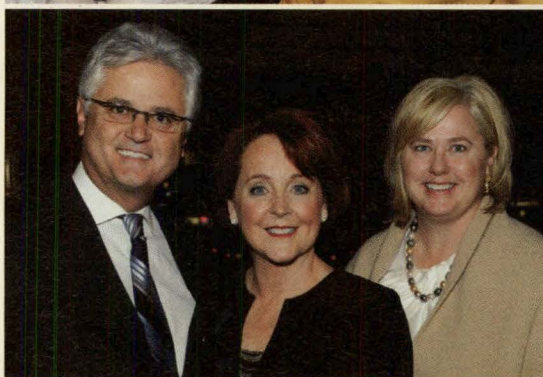
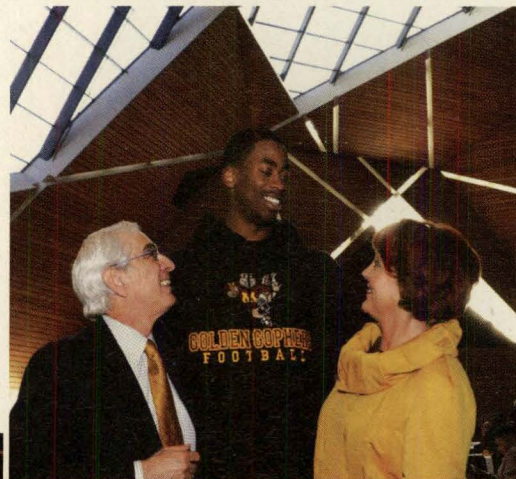
Carlson with her daughters Elizabeth Carlson, left, and Julie Carlson Miller

Iowa State University Alumni Association president and CEO Jeff Johnson and his wife, Peggy, traveled from Ames to honor Carlson.

State Senator Geoff Michel (J.D. '91), who represents Carlson's district, stopped by the open house

Carlson with Ertugrul Tuzcu (M.S. '78), president-elect of the Alumni Association national board, and his wife, Karen

Katie Tram Pham, a former mentee of Carlson's, and her daughter Hannah, age 3, greet Carlson.





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UNIVERSITY OF MINNESOTA
ALUMNI ASSOCIATION



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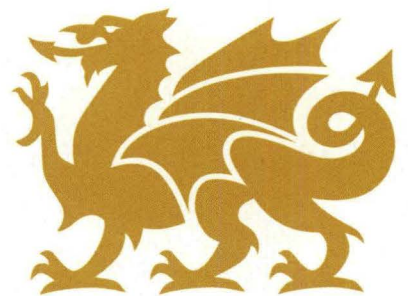
Support of the TCF Bank Stadium

Cambria's natural quartz countertops and flooring are featured throughout the University of Minnesota Stadium. This philanthropic support has placed natural quartz surfaces throughout the new, state-owned TCF Bank Stadium.

Northern Plains/New Sweden Dairies Partnership

U of M veterinary students get hands-on experience at two commercial, educational and demonstration Davis-owned dairies near St. Peter, MN. Through an intimate public/private partnership with the University of Minnesota Veterinary School, the University now has a dormitory, research laboratories and classrooms on site within the Davis' recently built, state-of-the-art, 3000 milking cow dairy farm.

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