

ALL 1999

UNIVERSITY OF MINNESOTA

CLA Today

College of Liberal Arts 1998-99 Annual Report

ON THE INSIDE...
CLA YESTERDAY,
TODAY, TOMMORROW

Reshaping CLA for the future

CLA Today

College of Liberal Arts

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UNIVERSITY OF MINNESOTA

1998-99 Annual Report

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Donors to CLA, 1998-99

Another record year for giving.

A defining moment for CLA

As dean of the College of Liberal Arts, I've had many occasions to celebrate wonderful moments in the college. Time and again, I have marveled at the talents and accomplishments of CLA's faculty, staff, and students. But of everything I have done or will do as dean, nothing is more important or will have a more lasting impact than completing a successful capital campaign.

We enter Campaign Minnesota on solid ground. In three years, we have launched several exciting new programs, greeted more than 100 spectacular new faculty, and seen dramatic improvements in all of our key measures of excellence—including student academic profile, class size, and retention and graduation rates.

And beyond the numbers lies a broad consensus that something even more important is going on. There is a new energy in the college—vibrant new leadership at all levels, a curriculum reshaped for the 21st century, new and revitalized partnerships with Minnesota communities, and an unprecedented spirit of cooperation and shared vision that inspires us all as we shepherd CLA into the future.

Thanks to partnerships we have built and support we have received from alumni and friends and the people of Minnesota, CLA continues to make great strides toward providing an educational experience that is second to none. We must not lose this momentum or neglect this opportunity to surge ahead.

The funding CLA receives from the state has shrunk to about 28 percent of the total budget. To achieve the level of excellence that Minnesotans expect of their flagship University, we need to leverage public dollars with private support.

A significant percentage of CLA's income comes from tuition, placing a heavy burden on our students. We have wonderful students in our classrooms who were able to come to the University because of scholarship support. But we also have lost talented students who could not afford to attend.

We must ensure that a CLA education is available to Minnesota's best and brightest regardless of means. We must not lose our most talented young people to other schools because we cannot afford to keep them here. I believe that we cannot afford *not* to keep them here. We must offer competitive scholarships.

Of course stellar students need stellar teachers. Recognizing that great scholars and teachers are the heart and soul of the college, we will be seeking philan-

thropic support for attracting and retaining the very best faculty. And we will seek support for seeding and growing exciting new research, curricular, and outreach initiatives.

There has never been a better time to seize the opportunities before us to make a great University, and a great college, even better. A successful campaign will make the critical difference between a very good college and a truly extraordinary one, between a very good faculty and a faculty without peer, between a good student body and Minnesota's best.

In the final analysis, this campaign is about providing our students with a liberal arts education of unsurpassed excellence—and keeping Minnesota's very best students in Minnesota, contributing to Minnesota communities.

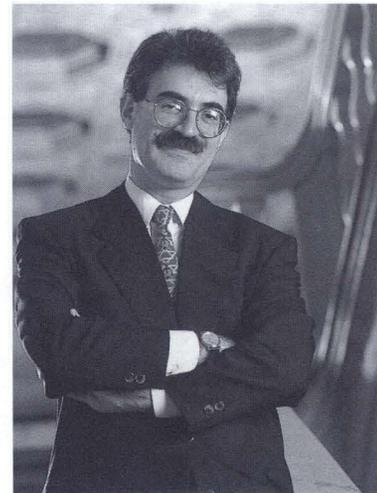
It's an occasion to dream. It's a time to celebrate CLA's astonishing strength through 130 years of change. It's a time to thank the people who have marched with us and helped carry CLA on their shoulders. It's a time to celebrate excellence and champion renewal.

With your support during the campaign, we will realize our dream of access for Minnesota's most talented students to a college whose excellence is assured well into the future. We will build a preeminent faculty of dedicated scholars and teachers who make learning a thrilling intellectual adventure. And we will bring to CLA students whose intellectual curiosity, lively imaginations, and love of learning make them full partners in that adventure.

Long after Campaign Minnesota is but a distant memory, our investments in CLA will continue to pay dramatic dividends—for future generations of students and for the people of Minnesota.

We all share an enormous and humbling responsibility—to bequeath to our heirs a college that is worthy of their loyalty and trust, one that will serve with distinction the very best and brightest among them. Working together, we can achieve the highest levels of excellence.

—Dean Steven J. Rosenstone



Dean Steven J. Rosenstone

Front cover: CLA student scholars Dean Harvey, Martina Broner, and Letisha Morgan.

Photo left: Music professor Young-Nam Kim conducts string students.

CLA reshapes itself for a new century

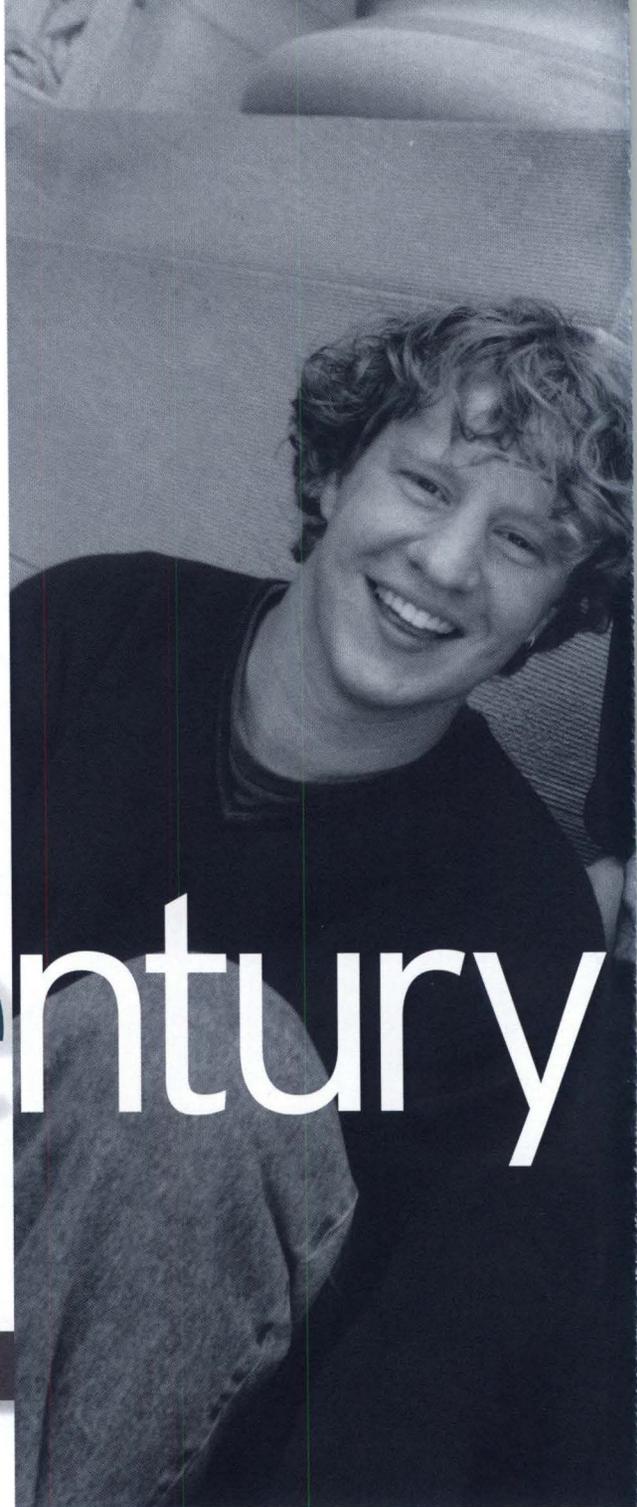
It's Y2K in Minnesota.

More than 30 different languages are spoken in the Minneapolis Public Schools. More than one-third of Americans have Internet access. Minnesota-based companies are operating in communities throughout the world.

At the University, students are donning masks in a history class to reenact an 18th-century British trade mission to China. They're drawing digital maps of shifting national boundaries. They're staging dialogues between Plato and Malcolm X. They're cooking up Latin American history with salsa and tortillas. They're compiling oral histo-

ries in northeast Minneapolis and mapping demographic trends in rural Minnesota. They're joining archaeological digs in the Middle East and teaching English in Beijing.

They're designing sets and choreographing dances in cyber-space. They're studying vocal improvisation with new music faculty member Bobby McFerrin. They're learning about their Constitutional rights in a seminar with University President Mark Yudof. They're completing internships at investment firms, government centers, museums, clinics, and homeless shelters.





Student scholars left to right: Nate Hawkins, Waller Scholar; Katie Ballantine, Waller Scholar; Letisha Morgan, Waller Scholar; Peter Lesperance, Waller Scholar; and Jessica Brent, Selmer Birkeho Scholar.

CLA VITAL SIGNS/1998-99

The student experience

- Fall semester 1999, the undergraduate enrollment in CLA is more than 15,000 students—the highest in ten years. More than half of the undergraduates on the Twin Cities campus are CLA students.
- Retention rate between freshman and sophomore years has climbed to 88 percent. A decade ago, just over 60 percent of freshmen returned to CLA for their sophomore year.
- Average CLA class size is 24 students.
- One-half of CLA's fall 1999 first-year students rank in the top 20 percent, and one-quarter in the top 10 percent.
- Each day of the 1998-99 academic year, 30-40 CLA students visited the Office for Special Learning Opportunities (OSLO). OSLO offers over 1,200 internship opportunities, as well as community involvement opportunities, career exploration workshops, and other career services.
- From the steppes of Russia to the savannas of South Africa and the rain forests of Central America, CLA students study abroad on every habitable continent. More than 75 percent of all students studying abroad in 1998-1999 were CLA students. More CLA students studied outside the U.S. in 1998-1999 than the total number of U of M students studying abroad two years ago.
- In a survey of recent graduates, two-thirds of the respondents indicated that the most important life skills they learned at the University were the ability to think analytically (64.7%), think critically (63.3%), and solve problems (63.9%).

Igniting technology with creativity

The Internet explosion was ignited by creative people with big ideas, says CLA Dean Steven Rosenstone. "That's our specialty. CLA is the college of ideas." Today, says Rosenstone, "Technology infuses almost every corner of the college, from the arts to psychology.

"We're expanding students' portfolio of tools. They're learning not just how to surf the Internet, but how to use technology creatively, whether to do research, communicate, market a product, work collaboratively, or create art."

These seemingly unrelated scenarios, playing out daily in CLA, speak to the knowledge and understanding today's college graduates will need to meet the challenges of the 21st century.

CLA has been reshaping the way it prepares students for this world. Smaller and more interactive classes, technology-assisted learning, a more interdisciplinary curriculum, and improved advising and career services are combining to provide students with an educational experience dramatically different from their parents', even their older siblings'.

Faculty throughout the college have launched their classes into cyberspace, using the Web not to replace the classroom experience but to enhance it.

Psychology students conduct perception experiments using electronic models. Political science classes visit Congressional hearings on line. Music students manipulate sound digitally to create musical compositions. Theatre students use digitized images to design and fit costumes and build stage backdrops.

Like many of her CLA colleagues, Ann Waltner, associate dean for academic programs and professor of history, uses technology as a valuable aid to both teaching and research. On the Web site for her world history class—which she co-teaches with history colleague Mary Jo Maynes—students can view class materials from home. Discussions originating in the classroom continue around the clock in an electronic chat room.

“Technology adds a new dimension,” says Waltner. “Class doesn’t end when students leave the classroom. Learning is highly interactive, and there’s a lot of camaraderie. It’s very exciting.”

Crossing the lines

As technology has transformed learning, so too have interdisciplinary teaching and active learning. New interdisciplinary centers in the college—the Institute for Global Studies, the Humanities Institute, the Institute for New Media Studies, and the Institute for Holocaust and Genocide Studies—are the wave of the future, pulling faculty together from across the college to address complex issues that cross geographic, cultural, and disciplinary boundaries.

CLA’s faculty are reaching beyond their disciplines to help students make sense of the world. They are bringing the insights of the social sciences to the study of literature, international and multicultural perspectives to the study of American society, the understanding

of academic disciplines to the creation of new art forms, breakthroughs in molecular and cellular biology to human behavioral research.

Responding to emerging issues in our society, psychology faculty routinely integrate health sciences research into their research on vision and perception, learning, aging, and other human concerns. Faculty in the social sciences and humanities work with faculty in biology, agriculture, and natural resources on environmental and community development issues.

On the CLA drawing board are plans for minors in information technology and law and justice studies. A planned joint faculty appointment in medical anthropology will strengthen links with the Academic Health Center as CLA focuses increasingly on the psychology, sociology, and cultural context of health care.

These new perspectives are transforming the classroom experience as CLA’s teachers, sometimes in teams, actively engage their students in the drama, dialogues, and discoveries of the arts, social sciences, and humanities.

Waltner’s and Maynes’s history classes are part theater, part guided research, part town meeting—models of the active learning environment that has become a CLA hallmark. Their world history students assume the roles of historical figures and perform for the class. They reenact battles and diplomatic encounters between warring nations. They draft and debate treaties.

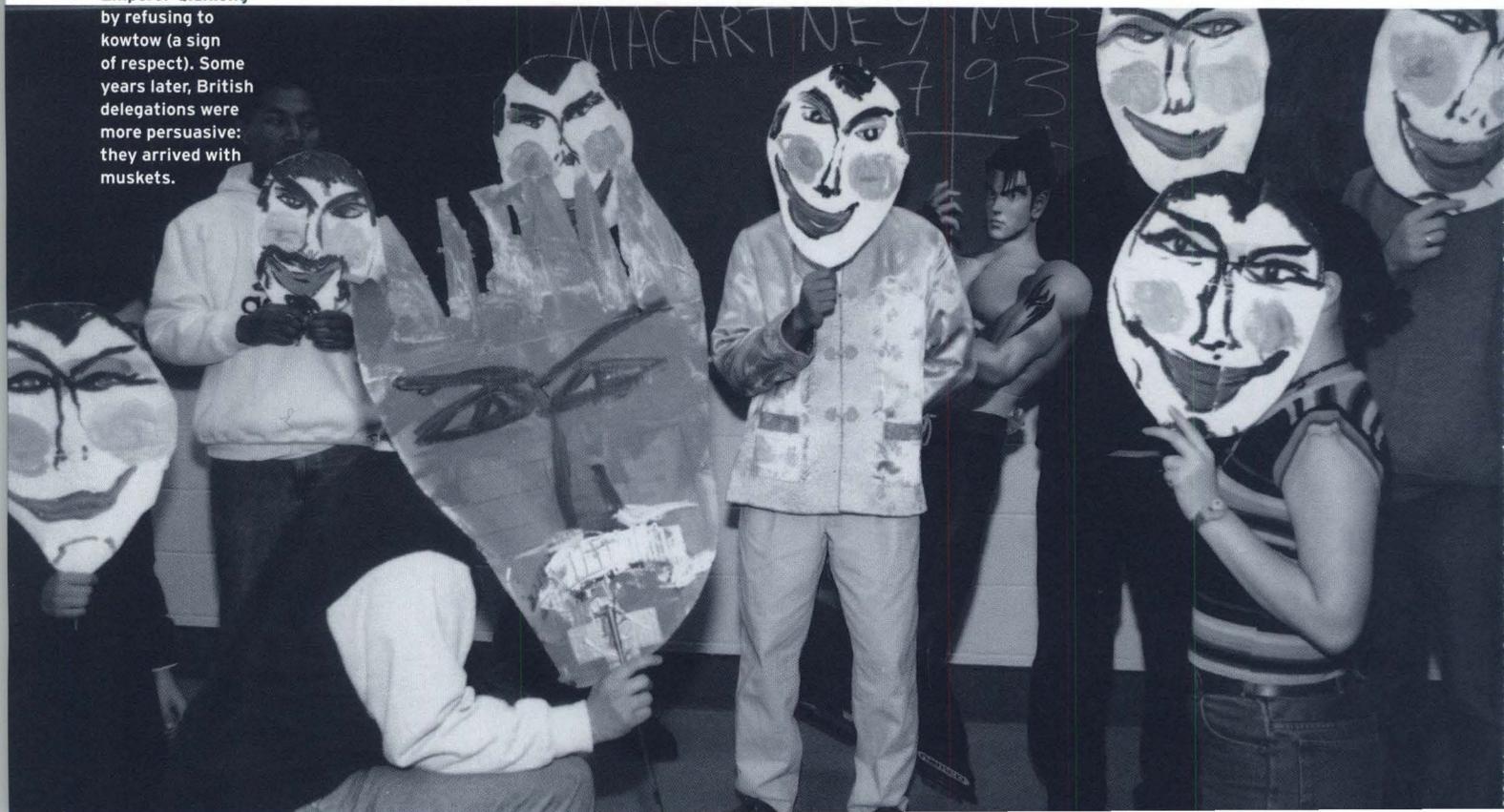
“The level of creativity in our students’ presentations is amazing,” says Waltner. “They don’t just read about historical events, they bring them to life in really dramatic ways. They get to know the people who made history. And they gain a sophisticated understanding of history in all of its messiness and complexity.”

Focusing on global understanding

“It is increasingly important to be able to move with agility among different cultures and different countries,” says Rosenstone, pointing to Cargill, Carlson Companies, 3M, and other Minnesota-based companies with international affiliations.

For their class project, students in Waltner’s and Maynes’s world history class don masks to stage a clash of cultures.

Sent by George III in 1793 to open up ports of trade with China, emissary Lord Macartney (scowling, front) was rebuffed because he insulted Emperor Qianlong by refusing to kowtow (a sign of respect). Some years later, British delegations were more persuasive: they arrived with muskets.



A decade ago, global environmental change, international political economy, migration, and democratization were “special topics” in the curriculum. “Now, if you are going to work in a global economy or communicate in a global culture, they are essential,” says Rosenstone. Also essential is proficiency in a second language—not just “seat time,” as Rosenstone puts it, but demonstrated working knowledge of the language.

CLA remains the only college at the University of Minnesota to require second-language proficiency. Rosenstone allows that the requirement isn’t always popular with students. But pointing to the proliferation of languages right here in the Twin Cities, he asks, “How can we prepare public servants, entrepreneurs, doctors, lawyers, and public officials unless they are prepared to work across cultures? Language is an essential part of this.”

And so, Rosenstone says, is study abroad. “There is no substitute for actually being in another country,” he says. Yet only about 10 percent of CLA students are able to take advantage of the study abroad opportunities available around the world. Most cannot afford it.

If Rosenstone has his way, increased scholarship support for study abroad will one day put the world within reach of all CLA students.

Creating the feel of a small college

Baby boomers who graduated from CLA in the sixties and seventies would quickly pick up on one of the major changes in the college today—smaller classes.

“We are growing our faculty, but we want to keep our student numbers constant,” says Rosenstone. “This will mean more faculty in the classroom and shrinking classroom size. Our goal is to treat every student like an honors student—with the same access to professors, the same sense of community—not to see how many bodies we can get into a classroom.”

The college has had some ground to make up. Budget cuts in the 1980s decimated faculty ranks—from 592 CLA faculty positions in 1982 to 465 in 1996. Last year, 34 new professors joined the faculty. This fall, 37 new faculty members are in place, and nearly 60 searches are under way for 2000–01.

“We are just now restoring strength to our faculty to serve our students properly,” says Rosenstone. The goal, he adds, is to “offer the atmosphere of a small liberal arts college with all the luscious opportunities of a major research institution.”

Nothing captures the feel of a small college more than small classes, says political science sophomore Dean Harvey. Harvey has friends at small private colleges who picture him in classes with 200 students. “I tell them I was in a class of five other people with the CLA dean,” he says. “Most of [my friends] haven’t even spoken to the dean at their college!”

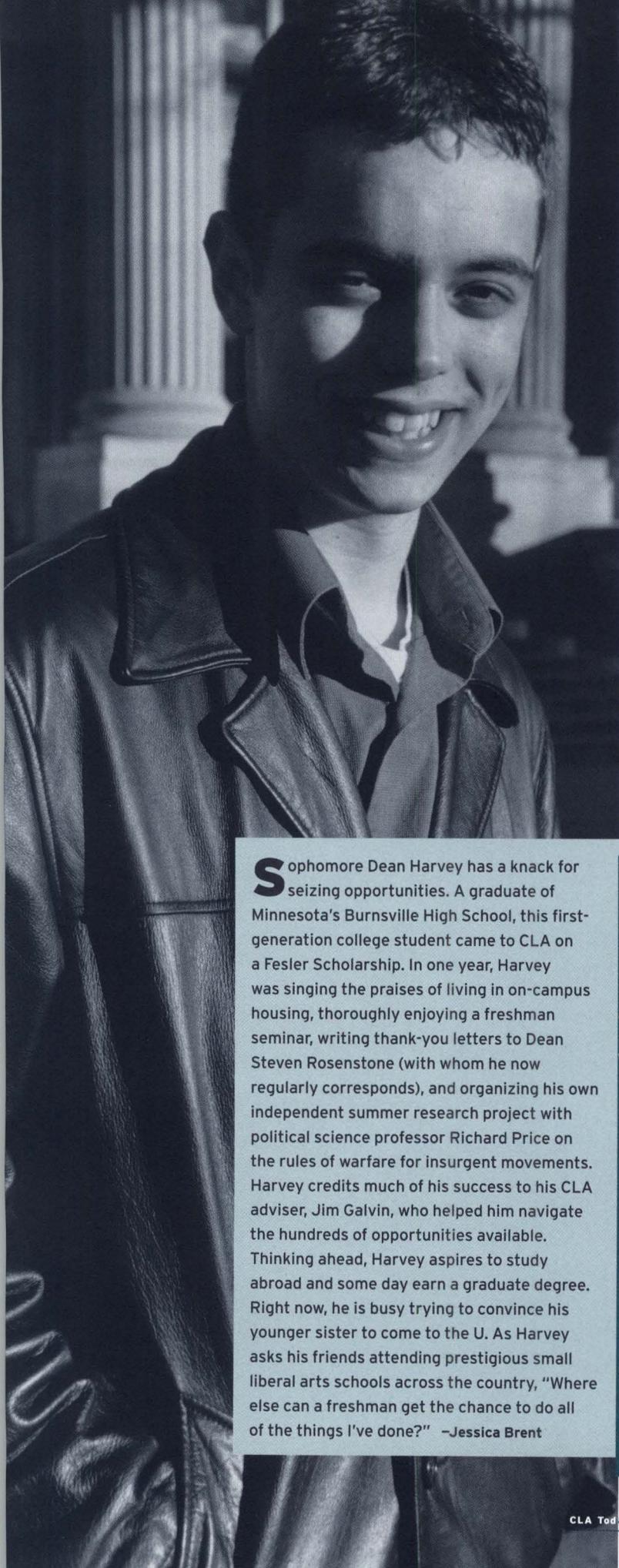
The class Harvey refers to was a freshman seminar, “Problems and Strategies in Democratic Governance,” taught by Rosenstone. CLA began offering freshman seminars in 1998 to provide in-depth study opportunities for new students in small-group settings with distinguished faculty—including University President Mark Yudof.

Student Aaron Engler, who took journalism professor Ken Doyle’s seminar “The Meanings of Money,” especially appreciated the free exchange of ideas. “In a lecture, you’re there to learn what the professor has to say,” he says. “In a seminar, you develop each other’s ideas. You can always talk to a professor during



CLA's emerging scholars and creative artists

Says cultural studies senior Letisha Morgan, “I came to the U from Grand Forks, North Dakota, because I wanted to live in a city and take advantage of the diversity here.” Exploring the wide range of programs available to undergraduates, Morgan took courses ranging from dance to anthropology to “everything in between”; completed internships with community health organizations and Milkweed Editions publishing company; received a grant from the Minority Scholars Research Development Program for independent study in African feminist literature; and is embarking on her third year as a peer advisor in the CLA Honors Program. She explains that she couldn’t have chosen her major or her life-long goals without the exposure to such a variety of disciplines and career opportunities: “Cultural studies encompasses all the things I want to do. I can do literature, art, film, post-colonial African studies—I can take advantage of everything those fields have to offer.” Morgan’s dedication to the liberal arts merits national attention. A College of Liberal Arts Waller scholar, she is a finalist for the prestigious Marshall Scholarship. —Jessica Brent



Sophomore Dean Harvey has a knack for seizing opportunities. A graduate of Minnesota's Burnsville High School, this first-generation college student came to CLA on a Fesler Scholarship. In one year, Harvey was singing the praises of living in on-campus housing, thoroughly enjoying a freshman seminar, writing thank-you letters to Dean Steven Rosenstone (with whom he now regularly corresponds), and organizing his own independent summer research project with political science professor Richard Price on the rules of warfare for insurgent movements. Harvey credits much of his success to his CLA adviser, Jim Galvin, who helped him navigate the hundreds of opportunities available. Thinking ahead, Harvey aspires to study abroad and some day earn a graduate degree. Right now, he is busy trying to convince his younger sister to come to the U. As Harvey asks his friends attending prestigious small liberal arts schools across the country, "Where else can a freshman get the chance to do all of the things I've done?" —Jessica Brent

CLA's emerging scholars and creative artists

office hours or outside of class, but in a seminar you get constant contact and interaction between the students and professor."

Jason Sprenger, a journalism major who last spring took an on-site seminar at WCCO-TV, says, "I feel like this class was designed just for me. It opened tons of doors, including a WCCO internship in sports broadcasting. It's unbelievable what I've experienced—and this is only my second year at the U!"

Sophomore Chong Xiong took "Mothers and Daughters," a freshman seminar team-taught by art professor Diane Katsiaticas, dance professor Maria Cheng, and Weisman Art Museum director Lyndel King. Describing the class as "awesome," she exclaims, "How many people get to have such an opportunity?"

The answer: This fall semester, about 500 first-year students enrolled in CLA's freshman seminars. Next fall, CLA hopes to offer 60 such classes, with spaces for about 1,200 first-year students.

Helping students live their dreams

Like Sprenger, more than 1,200 CLA students completed internships last year—a reflection of CLA's growing emphasis on experiential learning. "Internships are learning laboratories," says Rosenstone. "Interns test their classroom learning in workplaces and bring to those workplaces their ideas and new perspectives. Everybody wins."

"I've wanted to be a sportscaster ever since I was little," says Sprenger. "Getting to work at WCCO and being able to write my own story for the news was like living my dream."

The goal of CLA Student Services is to help more and more students to live their dreams, says Jean Cameron, assistant dean for advising and student services: "We need to offer career services from the day students walk onto campus." Sprenger couldn't agree more. "Besides connecting me to really cool faculty, the most important thing CLA has done for me so far is to connect me to the professionals in my chosen career," he says.

Envisioned changes in student services not only will enhance the small-college flavor of CLA—cutting the student adviser ratio by 40 percent and creating small advising communities—but will make stories like Sprenger's commonplace, says Cameron. "We're meeting the needs of today's students," she says. "Those needs are very different from what they were ten years ago. Students are bombarded with everything-dot-com, but they need help sorting it all out—and they still need a place to belong."

Reshaping the curriculum

Course content has changed and individual courses have come and gone. But the CLA curriculum continues to integrate knowledge from across the globe, across the centuries, and across the arts, sciences, social sciences, and humanities.

"A liberal education teaches you how to think and how to learn," says Sara Evans, Distinguished McKnight University Professor of history. "It gives you skills—writing, analysis, research—that are eminently desirable in today's job market. It also prepares you to enjoy a rich life of cultural and intellectual interests and to pursue lifelong learning around whatever interests and passions come into your life."

Some have argued for more specialization and a higher concentration of courses in the major. But Rosenstone is adamant in his commitment to broad-based learning, believing that specialization not only narrows vision and hobbles the imagination

but also can leave employees in the dust of galloping change.

"There are no shortcuts for where we want to go," says Rosenstone. "A narrow skills set will do fine on a first job, but not as well on the second, or third. The students who stop to learn a second language, to know about history and economics, are informed by literature and have their minds tickled by the arts will experience the big payoff in the long run."

The "big payoff" is the versatility and agility to react quickly and creatively to challenges in a world barely imagined a few decades ago. More than ever, it's a world that requires thoughtful, nuanced understanding of diverse cultures, an ability to sort through and synthesize mountains of information, and, ideally, the ability to express complex ideas clearly and persuasively in more than one language.

Rosenstone says CLA's liberal education requirements—including language proficiency and coursework in cultural diversity, international perspectives, environment, citizenship and public ethics, and writing—ensure that students will develop the multiple competencies they need to succeed in such a world and to be leaders in the decades ahead.

Writing is one of these competencies. With the implementation this fall of Writing Across the Curriculum, students must complete at least four "writing intensive" courses—in disciplines ranging from economics to anthropology to American Indian studies. "When we went out into the community, we heard over and over again that many college graduates couldn't write well," says Rosenstone. "We knew we had to address this problem aggressively."

Rosenstone has encouraged CLA faculty and staff to get out into the community and listen as he has—to hear what community and corporate leaders are saying. "I think the college has done a better job of listening than it has in the past," says Rosenstone. "We are out there trying to understand what the community needs are and trying to be responsive in the courses we offer and the services we provide."

Sustaining excellence

To prepare students for a changing world, it stands to reason that the college must be prepared to change itself, as CLA has done. The trick is to build upward and outward while leaving the foundation intact.

Rosenstone never tires of pointing out that one-third of CLA's departments rank in the top 20 nationally. One-half of all members of the President's Academy of Distinguished Teachers come from CLA. And 6 out of the 20 Regents' Professors from across the University system—nearly a third—are CLA faculty.

"Now, that's excellence!" says Rosenstone.

As the College of Liberal Arts moves into the next century, Rosenstone pledges to build on what CLA does well and fix whatever doesn't work. The biggest challenge, he says, is ensuring that the college has the resources to attract the best faculty and students and to offer "the best liberal arts education anywhere, period." This will require success in the state legislature, the internal University budgeting process, and private fund raising.

"We will continue to work very hard on all three fronts," says Rosenstone, "to share with people our dreams and aspirations and to show them what the payoff is going to be for investing in the College of Liberal Arts."—*Elaine Cunningham/Eugenia Smith*



CLA's emerging scholars and creative artists

Four years ago, Martina Broner left her home in Venezuela to pursue an education in film studies at the University of Minnesota. Broner, a senior and 1999-00 Selmer Birkelo scholar, has designed her own individualized major in film theory, photography, and film-making. "I have very specific goals," she says. "I want to write and direct my own independent films." She premiered her first feature-length film, "Piece," last winter and was selected by the Midwest Media Arts Access Center to curate the annual members' film screening at Oak Street Cinema, Minneapolis. Last May, Broner brushed elbows with the biggest personalities in Hollywood during her three-week internship at the Cannes Film Festival in France. Since showing "Piece" at the Cannes student screening and local Twin Cities film festivals, Broner is now working on her next short film, "Short." Says Broner, "I'm currently in the post-production stage, but it should be finished shortly." Grinning, she adds, "It will be coming to theatres everywhere!" —*Jessica Brent*

CLA scholars spin curiosity into discovery

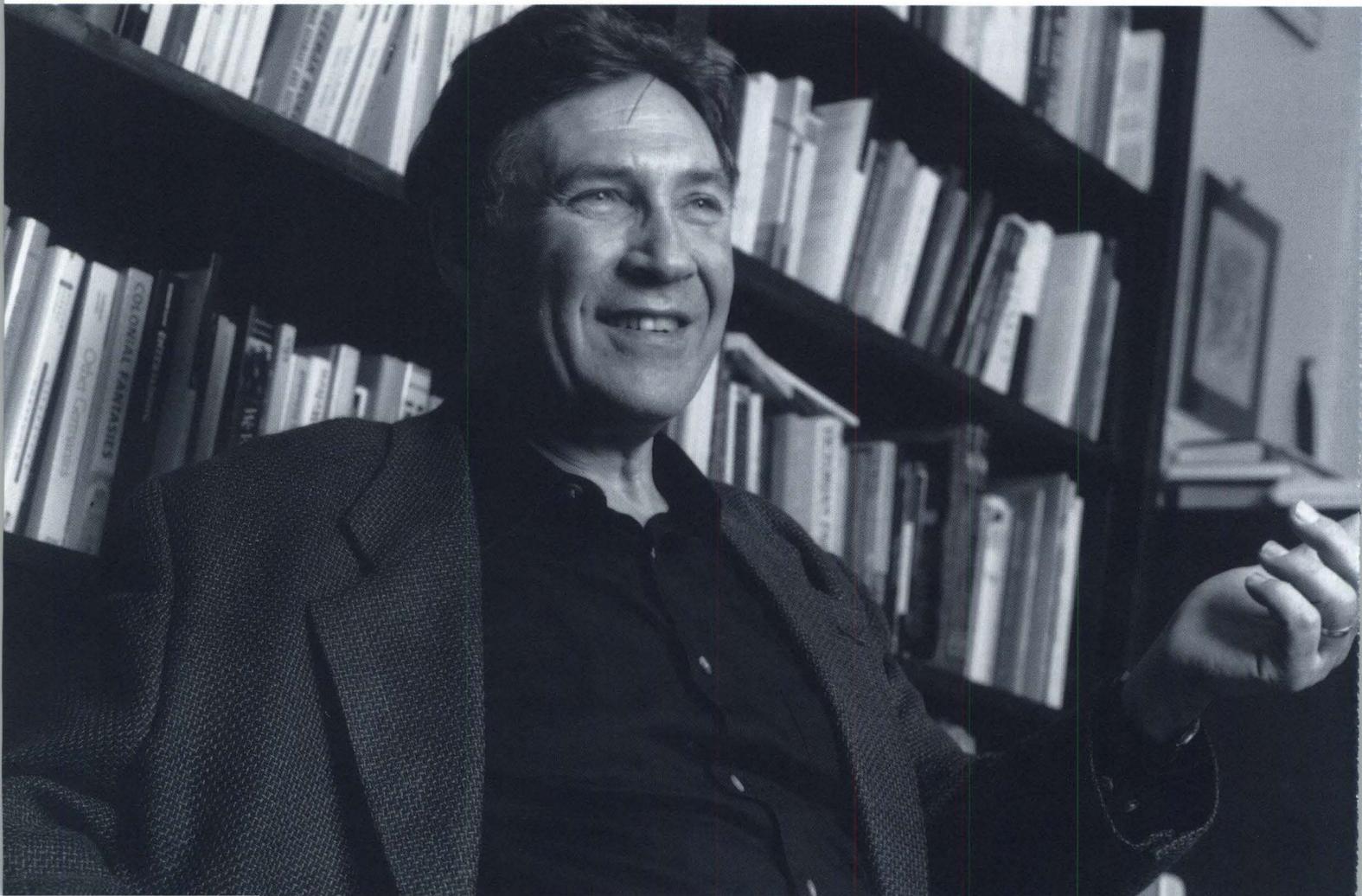
From scientists to philosophers, the world-renowned scholars in the College of Liberal Arts transform intellectual curiosity into revolutionary discoveries. But their research doesn't end in academic publications. It springboards back into society.

To honor faculty whose work exemplifies the best in liberal arts research, CLA each year selects four Scholars of the College to receive \$3,000 per year for three years in support of their ongoing work. "It's extremely gratifying that the college recognizes the high caliber of faculty research," says Paula Rabinowitz, English professor and 1998-01 Scholar of the College.

Says R. Dennis Cook, professor of statistics and 1997-00 Scholar of the College, "My work on regression statistics won't buy the average person on the street a new car, but it certainly has far-reaching influences on his or her life." Whether developing top-of-the-line data analysis for studies like cancer research or tracing the history of runaway slaves in Africa, "faculty use research to address important, complex issues affecting the daily lives of citizens of the state, the nation, and the world," says history professor Allen Isaacman, 1996-99 Scholar of the College.

"If you're a real scholar, you have to be interested in life and society. You have to open yourself up to all types of possibilities."

German professor Jack Zipes



Jack Zipes | RESEARCH AS OUTREACH

The fifth- and sixth-graders at Pillsbury Elementary School in Minneapolis aren't impressed by Jack Zipes's 39 books and 107 articles. But they are awestruck by his stories.

Ask Zipes about Little Red Riding Hood, and you might hear the French version of Little Green Riding Hood or the 1940 story of "Little Red Riding Hood As a Dictator Would Tell It."

Zipes, a 1997–00 Scholar of the College and a professor of German, Scandinavian, and Dutch, specializes in the history of fairy tales and their social and educational significance. A dedicated researcher, Zipes tests his academic knowledge in practice. "If you're a real scholar," he explains, "you have to be interested in life and society. You have to open yourself up to all types of possibilities."

For nearly 20 years, Zipes has ventured into neighborhood schools to carry on the tradition of storytelling. He was awarded a community grant to train five actors from the Minneapolis Children's Theatre in the art of storytelling for city school children.

When he isn't retelling fairy tales, editing one of eight scholarly journals, or working on a forthcoming book, Zipes heads the Center for German and European Studies—a think-tank at the forefront of scholarship on German and Jewish relations since 1945.

Zipes credits the broad scope of his studies to "a deep social and political commitment—to my work and literature in general." A scholar in principle and practice, Zipes uses research to understand how morals of tolerance function in society. He says, "I generally work on two or three things at the same time. If something comes along that is meaningful to my life—whatever is stirring inside of me—then I'll turn towards my curiosity."

His love of research spills over into his classroom. Says Zipes, whose teaching has earned him a Morse-Alumni Association Award for Excellence in Undergraduate Education: "Without my research, I couldn't teach as effectively as I do. I'm using the research constantly—exposing students to brand new translations, materials, and information that nobody has had up until now. It enables students to be on the cutting edge of their field."



"I think it's very important that researchers make their findings available to policy makers and inform the policymaking process. . . . We ought to pay attention to how our research might intersect with issues of public concern."

Professor Jeylan Mortimer (above) with her research assistants, left to right: undergraduate students John Horvick and Sara Noble; and graduate students Andrew Odubote and Carolyn Harley.

Jeylan Mortimer | RESEARCH AS POLICY

Jeylan Mortimer's research has triggered national debate, reformed public policy, and inspired over 90 publications and papers on her data alone.

Now beginning her final year as Scholar of the College, Mortimer is best known for her work as director of the sociology department's Life Course Center. Her specialty is the Youth Development Study, a decade-long project funded by the National Institute of Mental Health to study the effects of work experience in the lives of adolescents.

Over the last ten years, data from the study's annual surveys have been combined into a large database, accessible to Mortimer's students and colleagues alike. Because of the study's length and large scope (ranging from the impact of work on a students' academics to their transition into adulthood), Mortimer spends much of her time participating in the public conversations and uses of the collected information.

Whether she is tracing the study habits of full-time student workers or participating in a National Academy of Sciences panel examining health and safety issues for youth in the workplace, Mortimer

recognizes the wide application of her research. "I think it's very important that researchers make their findings available to policy makers and inform the policymaking process. Because sociology addresses problems of interest to the public and the nature of society, we ought to pay attention to how our research might intersect with issues of public concern."

At the same time, Mortimer says, the research never stops: "You're always looking for the respondents, pre-testing instruments, building the survey, coding, entering—all these activities require care and attention." With the help of her coinvestigator, Professor Christopher Uggen, an able group of graduate research assistants, and funds from the Scholar of the College award, last year Mortimer was able to shift gears from conducting and managing the study to analyzing the data and forming conclusions. She spent the year at the Center for Advanced Study in the Behavioral Sciences at Stanford University writing a book on the Youth Development Study's progress.

Mortimer believes that research is "essentially important" to her work as teacher and administrator. "I always try to make room for the research—sometimes through sheer dint of effort and not getting enough sleep," she admits. Looking back on her past two years as Scholar of the College, Mortimer credits the award for acknowledging professors' dedication to research and relieving much of their financial burden to finance the studies.

"The fact that the Scholar of the College award exists draws attention to the importance of this University as a major research institution," says Mortimer. "After all, one of the foremost missions of the University is to contribute to knowledge."



M.J. Maynes | RESEARCH AND TEACHING

For history professor Mary Jo Maynes, the point of research is to engage people in thinking about important questions. "A researcher has to be interested in acquiring knowledge," she says, "but the scholars are the people who enjoy talking about their topic across a broad range—to people of all sorts. How would you talk about it to an undergraduate? How would you describe it to someone on the street?"

One of the newest Scholars of the College (1999–02), Maynes points out that research and teaching work hand in hand: "It really is a myth that you have to be either a good researcher or a good teacher. In academia, the dedicated teachers are the dedicated scholars."

Maynes has devoted her career to discovering new ways of looking at history. She explains, "I've always been interested in history 'from below.' But only recently have academic historians begun to ask about everyday life and the role of people in changing it and influencing it."

In particular, Maynes analyzes personal narratives as historical documents. The journals, stories, and records Maynes has uncovered spark conversation not only among notable historians but also among her students.

She notes, "Teaching has really alerted me to the ways in which personal narrative sources speak to students." The diary of a factory worker, for example, vividly brings to life a new perspective on the Industrial Revolution. Students who might not connect to history in traditional ways are drawn into the subject matter by the voices of people who lived through the event.

The sources Maynes uses to teach history often apply to other disciplines as well. Her pioneering work with

researchers of literature, sociology, women's studies, and German culture have earned Maynes a wide reputation as a true scholar of the liberal arts. Says Maynes, "There is a lot of encouragement for conferences and group projects across the college. It's a distinctive feature of intellectual life here at Minnesota." In her teaching, writing, and collaborative work, for Maynes research is not an end in itself but a means to understand the world.

"A researcher has to be interested in acquiring knowledge, but the scholars are the people who enjoy talking about their topic across a broad range—to people of all sorts. How would you talk about it to an undergraduate? How would you describe it to someone on the street?"

History professor M.J. Maynes

Matthew McGue, professor and chair of psychology, addresses in his research one of the great biological questions—how and why people age. Indeed, the question has perplexed civilizations both ancient and modern.

“We really don’t know that much about aging. We can’t even say what the average population of 90-year-olds is like. For example, how common are memory loss and depression? My research in Denmark is one of the first and only large-scale descrip-

tion McGue earned the Scholar of the College Award for 1998–2001. McGue has contributed much to the University’s famous “twins studies” (exploring the influence of heredity) and has studied the genetic origins of alcoholism. In all of his work, he combines the precision of scientific study with a profound interest in humanity—the earmark of liberal arts scholars.

Regarding his selection as a CLA Scholar, McGue modestly hopes that he can live up to the honor. “When you say someone is scholarly, that’s a compliment in the sciences,” he says. “It’s usually someone with a great breadth of knowledge. A scholar integrates knowledge across a broad set of fields.”

As a professor, McGue seizes the opportunity to participate on both sides of the learning process, as teacher and student. To broaden his knowledge, he has audited several classes in other fields. Attending a lecture on molecular biology, for example, he was struck by the opportunity Minnesota students have to learn from top researchers in the world: “What undergraduates get here at a major research institution that they won’t get at small liberal arts colleges are researchers who are at the forefront of their field, imparting extraordinary knowledge. It’s not only that the material is ahead of what may be in the textbooks, but students get the chance to see how people create knowledge—how to generate hypotheses and test ideas. It can be terribly exciting.”

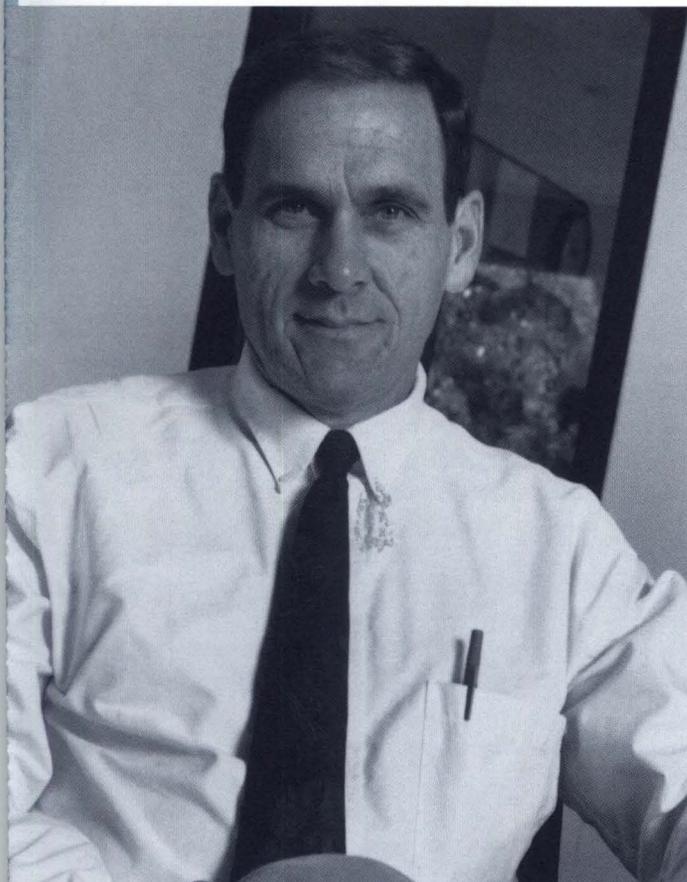
Since becoming chair of the psychology department, McGue sits in on fewer undergraduate classes and more administrative meetings. Yet his new responsibilities haven’t kept him away from the excitement of research and teaching. He tries to teach several classes a year and anxiously awaits new results and developments in his long-term study on aging.

McGue plans that the second stage of the research will forecast how the U.S.

baby boom generation might age based on lifestyle decisions, such as exercise, alcohol consumption, and diet. “Of course, I don’t know if I’ll be around for that part of the study,” McGue admits with a smile. “I’m aging as fast as the subjects.”

—Jessica Brent

Editor’s note: Jessica Brent, an honors senior in English and philosophy, is a twice-awarded Selmer Birkelo Scholar. She was profiled in the fall 1998 issue of CLA Today.



“When you say someone is scholarly, that’s a compliment in the sciences. It’s usually someone with a great breadth of knowledge. A scholar integrates knowledge across a broad set of fields.”

Psychology professor Matthew McGue

tive studies on the psychological effects of aging,” he says. The small population and comprehensive governmental health records in Denmark offer scientists a rare opportunity to interview all living people born in 1909. The United States doesn’t have the facilities to perform these kinds of studies, says McGue. Despite the cultural differences between the two countries, implications of the study on aging are enormous.

The importance of his research is not the only

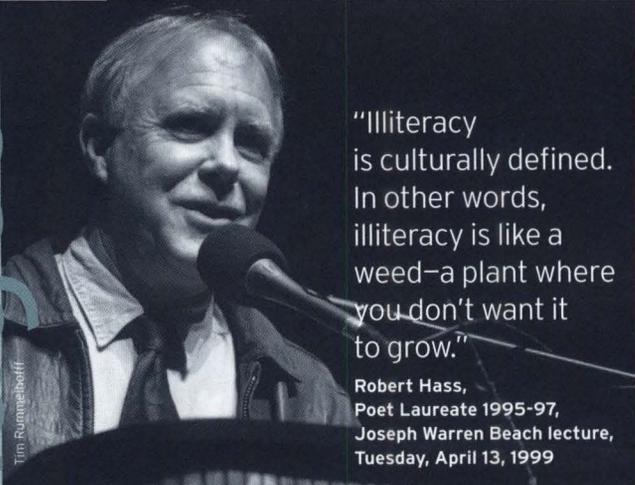
CLA VITAL SIGNS/1998-99

Faculty grants for research and creative work

This fiscal year, CLA faculty and departments received more than \$8.6 million in grant funding. Foundations and agencies that have invested in faculty research and CLA programs include:

- Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA)—\$3,003,798
- National Institute of Mental Health—\$1,094,141
- National Institutes of Health—\$2,918,141
- National Science Foundation—\$965,722
- Minnesota Department of Economic Security—\$490,924
- University of California—\$253,041
- University of California-Irvine—\$121,598
- The College Board—\$89,908
- Rockefeller Foundation—\$71,505
- U.S. Department of Justice—\$45,903
- Pioneer Fund—\$36,000
- Alfred P. Sloan Foundation—\$26,371
- American Psychological Association—\$22,196
- Wyeth-Ayerst Research—\$18,000
- Minnesota Technology, Inc.—\$15,995
- Minnesota Center for Arts Education (MNCAE)—\$13,738
- Minnesota Humanities Commission—\$9,000
- Duke University—\$2,164

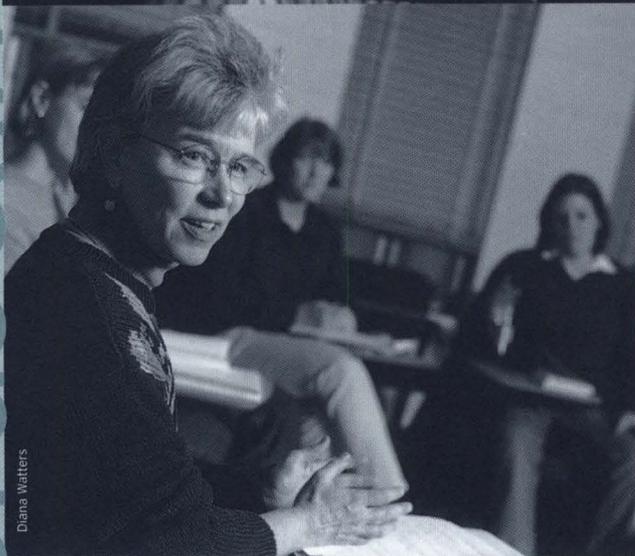
More than half of all the Fulbrights awarded to faculty across the University of Minnesota system have gone to CLA faculty.



Tim Rummelhoff

"Illiteracy is culturally defined. In other words, illiteracy is like a weed—a plant where you don't want it to grow."

Robert Hass, Poet Laureate 1995-97, Joseph Warren Beach lecture, Tuesday, April 13, 1999



Diana Watters

"Through the last four decades, women have gained more solidarity, mobilization, and visibility on this campus."

Sara Evans, history, at the event "Celebrating the Achievements of University Women," April 1999

"My CLA experience has been better than I ever could have imagined. Where else could I study calculus, judicial process, dance, Greek, and piano performance in one term?"

Katie Ballintine, honors student, class of 2000

"How many words are there for cold?"

Acclaimed poet Bill Reichard (B.A. '87, IDIM, M.A. '91, Ph.D. '97, English) reading from his anthology *An Alchemy in the Bones*

"We've made a lot of improvements since the intro to psychology class was taught in Northrop Auditorium by one man with a slide projector. Now students are introduced to 9 or 10 exceptional faculty scholars who each teach in their area of research."

David Weiss, psychology professor and chair of the Introduction to Psychology committee

"When people ask me 'What can you do with an English major?' I tell them 'Anything I want to do.'"

Amy Lyga, senior, English



Tim Rummelhoff

Peter Michael Goetz (foreground) with Arthur Ballet, Dean Steven Rosenstone and Joe Dowling (seated, left to right).

"I thought about what I loved most about philosophy—ideas and people—and realized that's really the essence of being an educator. Working for the Jane Addams School for Democracy, I've learned a lot about the role of universities in the community and the importance of making meaningful, lasting partnerships between the university and the public."

Terri Wilson, senior, philosophy major

"Many [Chinese people] have gone out of their way to talk to me and reassure me that this is a 'problem that the people at the top can work out. As far as you and I are concerned, we are still friends.'"

Eric Priest, junior, studying abroad in Beijing, on the reaction to the accidental U.S. bombing of a Chinese embassy

"As [a liberal arts student] you're a generalist. Being interested in language and culture helps you bridge the gap between specialists and the public."

Shannon Olson, M.F.A. '99 (creative writing) speaking about career options to an introductory class for English majors



Nancy Johnson

"If elected officials should only vote according to popular opinion, we could probably save a lot of money and replace everyone with some kind of software. We need people to stand up! We desperately need some courage!"

Patricia Schroeder ('61, history), former U.S. Congresswoman from Colorado, at luncheon meeting sponsored by the Center on Women and Public Policy, April 1999.

"Gossip is a way to talk about ethics in everyday language. When you hear people speaking about someone else's actions, you're usually listening to their moral judgments."

Valerie Tiberius, assistant professor of philosophy, lecturing on Allan Gibbard's account of the evolution of ethical language

"Have a chocolate."

Judith Wanhala, associate director, CLA Honors Program, to a student worried about semester transition

"Theatre, like teaching, is made up of deception, of pretense, of priests and poets, of charlatans and snake oil salesmen, of visionaries and illusionists. Professional or amateur, we are linked in many ways."

Theatre professor emeritus Arthur Ballet, speaking at the April 1999 announcement of the B.F.A. partnership between the University and the Guthrie Theater

"I've been very lucky in my career, and I wish the same for all of you—that you continue to be obsessed by questions that interest you."

Marcia Eaton, philosophy professor



Diana Walters

"He was a great storyteller, but his facts weren't always true."

Doris Kearns Goodwin, Pulitzer-prize winning author and presidential historian, recalling the late U.S. President Lyndon Johnson at a roundtable discussion with CLA students, June 2, 1999



Tim Rummelhoff

CLA VITAL SIGNS/1998-99

CLA faculty

- More than half of all University of Minnesota grant awards for Initiatives in Interdisciplinary Research went to CLA faculty in 1998-99.
- CLA has added more than 100 new faculty since 1995-96.
- The number of new tenured and tenure-track faculty in CLA continues to grow. Thirty-six new faculty are in CLA classrooms fall semester 1999. Nearly 60 faculty searches are underway for 2000-01.
- CLA's professors are in the classrooms. Fewer than 15 percent of CLA classes are taught by teaching assistants.
- Of the 20 Regents' Professors across the University system, 6 are CLA faculty.
- Of 25 Distinguished McKnight University Professors across the system, 7 are CLA faculty.
- More than one-quarter (29) of the 111 members of the systemwide President's Academy of Distinguished Teachers are CLA faculty.
- 86 percent of all CLA undergraduate courses are taught by tenured and tenure-track faculty.

Technology investment

- In 1998-99, CLA spent over \$2 million expanding computer facilities for students, supporting multimedia teaching, and funding ClassWeb pages and other learning enhancements.
- Kiosk project—CLA purchased five iMacs for use at a specially designed kiosk in Coffman Union. The kiosk was such a hit that a second was located in the art department—and plans are under way for an extension of the project.

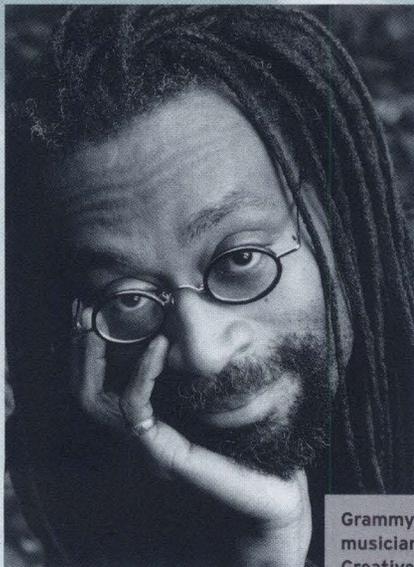
CLA Vital Signs/1998-99

FACULTY & STAFF

Joseph Galaskiewicz's recent book *Non-profit Organizations in an Age of Uncertainty* won the 1999 Best Book Award from the Academy of Management.

The National Science Foundation awarded the University of Minnesota over \$160,000 in support of sociology professor **William Brustein's** project titled "Roots of Hate: Popular Anti-Semitism in Europe Before the Holocaust."

New Silha Professor of Journalism and Mass Communication **Jane Kirtley** is making waves at home and abroad. Kirtley was a panelist for an all-day discussion at the International Privacy Symposium in Chicago. She also appeared on the Black Entertainment Television (BET) program "Tonight with Tavis Smiley" on August 2, and traveled to Hong Kong in mid-September for the 21st International Conference on Privacy and Personal data Protection.



Grammy Award-winning musician Bobby McFerrin, Creative Chair of the St. Paul Chamber Orchestra, has joined the faculty of the University's School of Music. He will be bringing his amazing versatility and creative genius to a variety of courses, including vocal improvisation.

Professor of German and director of the Center for German and European Studies **Jack Zipes** received the International Brothers Grimm Award for his creative and scholarly work on fairy tales. The award was presented by the International Institute for Children's Literature in Osaka, Japan.

Associate professor **Arlene Teraoka** was received the 1999 American Institute for Contemporary German Studies' award for distinguished scholarship. Teraoka is only the second recipient from a humanities discipline.

Warren MacKenzie, emeritus Regents' Professor of art, received the 1999 McKnight Distinguished Artist Award for his contributions to the arts in Minnesota.

McKnight artist fellowships for the coming year were awarded to the following CLA faculty: **Cynthia Gutierrez-Garner** and **Joanie Smith**, choreography; **Diane Katsiaticas**, interdisciplinary art; **Jeffrey Van** and **Jorja Fleezanis**, music; **Marcela Lorca**, theatre arts; and **Clarence Morgan**, visual art.

CLA faculty accepted into the **Bush Faculty Development Program on Excellence and Diversity in Teaching** for 1999-2000 include: **Nancy Brady**, communication disorders; **Leslie Morris**, German, Scandinavian, and Dutch; **Alan Smith**, French and Italian; **Catherine Choy**, American studies; and **Robert Krueger**, psychology.

The \$1,000 CLA Civil Service and Bargaining Unit Outstanding Service Award for 1998-99 was awarded to the following CLA people:

Cheryl Barton—Principal Secretary, CLA Administration

Hilda Daniels—senior accountant, Department of Sociology

Gina Gustafson—regional accountant, Departments of Economics and History

Nick Kereakos—senior communications technician, Ted Mann Concert Hall, School of Music

Carol Nickel—technology coordinator, Martin Luther King Program

Kate Porter—executive secretary, Department of Cultural Studies & Comparative Literature

Joel Turbes—information technology professional, Office of Information Technology

Sherrie Weller—principal secretary, Department of English

Wendy Williamson—library manager, Department of Economics

The \$1,000 CLA Academic Professional and Administrative Outstanding Service Award for 1998-99 to the following CLA people:

Beverly Atkinson—associate to the director, Department of English

Ed Clark—director, Office of Information Technology

Evelyn Davidheiser—assistant director, Institute for Global Studies

Susan Gillette—associate director, Minnesota English Center

James Johnson—program coordinator, Interdisc. Center for the Study of Global Change

Linda Lindholm—coordinator, School of Journalism and Mass Communication

Cheryl Olsen—assistant to the chair, Department of Political Science

Cynthia Scott—assistant academic adviser, Upper Division Advising, Student Services

Sara Shuford—assistant to the chair, Department of Economics

Sherry Wagner—managing director, University Theatre, Department of Theatre Arts and Dance

STUDENTS

The Selmer Birkelo Scholarship recognizes the most talented and highest achieving students in the College of Liberal Arts. This prestigious scholarship was awarded to the following students for 1999-2000:

- Stephanie Bradley**, child psychology
- Martina Broner**, individualized major in film and photography
- Ann Bruegger**, speech and hearing science
- Verena Burkart**, art history
- Rachel Foote**, English and history
- Mark Gibson**, economics
- Sarah Moody**, Latin American studies and Spanish & Portuguese
- Letisha Morgan**, cultural studies and comparative literature
- Shanna Newmann**, child psychology
- Yvonne Oliver**, American Indian studies
- Marianna Quenemoen**, international relations
- Jenny Su**, Chinese and philosophy
- Patricia Wheeler**, German
- Ying Wong**, psychology and English
- Alexandra Zuber**, international relations and Spanish & Portuguese

ALUMNI/AE

The University of Minnesota Alumni Association honored **Mary Steinke** (B.A. '56, music) with the 1998-1999 Hats Off Award. Thanks to Steinke's organizational help, the gala tribute to music professor Vern Sutton, former director of the School of Music, raised \$30,000 for the new Vern Sutton Opera Production Scholarship Fund.

Gene Sperling (B.A. '82, economics), chairman of President Clinton's Council of Economic Advisers, was named "Most Eligible Bachelor" by *W* magazine. The popular women's magazine called the accomplished 40-year-old Sperling "one of the hottest catches on the Washington social scene."

CLA BUILDS ITS FUTURE

CLA is building for its future not only with programs and people but also with bricks and mortar, glass and steel, fiber optic cables and cyberchips.

New and renovated facilities in CLA in 1998-99

- Barbara Barker Center for Dance
- Julia M. Davis Speech and Hearing Center
- Anthropology department offices and labs
- Economics library
- Art history faculty and department offices
- Philosophy department faculty and department offices
- Theatre arts faculty offices

New and renovated facilities 1999-2000

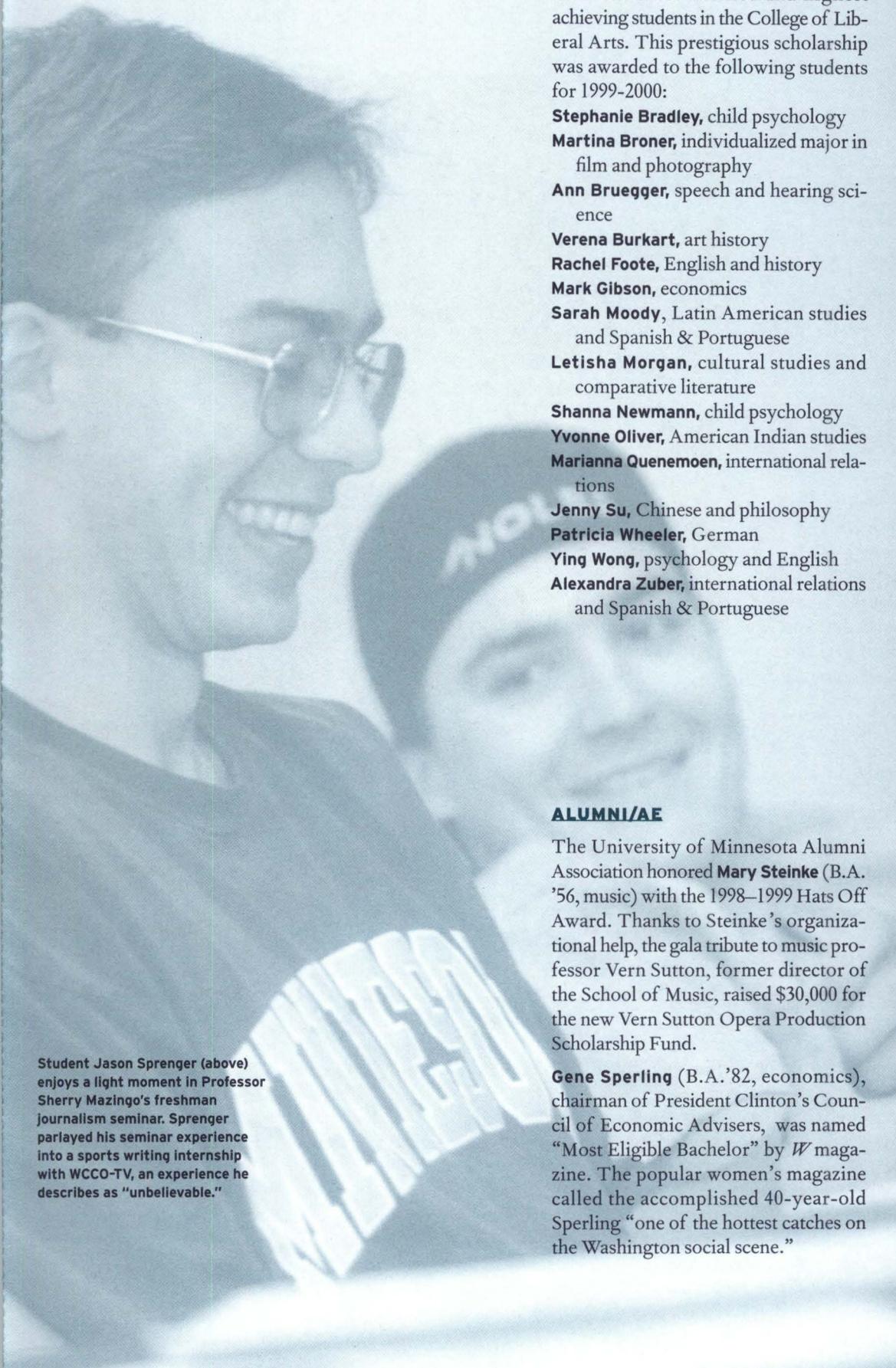
- Murphy Hall (new facilities for the School of Journalism and Mass Communication opening January 2000)
- Ford Hall (reopening January 2000)
- Psychology laboratories
- Nolte Center
- Walter W. Heller Hall (formerly Management and Economics: dedicated September 1999)
- University of Minnesota Centennial Showboat (grand opening June 2000, Harriet Island, St. Paul, Minn.)

Planned new and renovated facilities 2001 and beyond

- Complete the West Bank Arts Quarter (Art Building)
- Complete the East Bank Humanities District:
Folwell Hall
Jones Hall
Nicholson Hall
Scott Hall
Pillsbury Hall

CLA students build their futures

- According to the Journal of the National Association of Colleges and Employees, the average projected starting salary offer for a liberal arts B.A. graduate is \$30,365, up 3.6% from last year.



Student Jason Sprenger (above) enjoys a light moment in Professor Sherry Mazingo's freshman journalism seminar. Sprenger parlayed his seminar experience into a sports writing internship with WCCO-TV, an experience he describes as "unbelievable."

Physician, heal thyself: From M.D. to artist

Ask Dr. Harold Adams (M.F.A. '94, art) how he started painting and then fasten your seat-belt for an amazing story.

In 1978, Adams, then a practicing physician specializing in obstetrics and gynecology, was diagnosed with hepatitis B, a virus doctors believed he had contracted while performing surgery. When repeated blood work showed that the condition was worsening, Adams was referred to the Mayo Clinic, where he received grim news: his disease—chronic, aggressive hepatitis B—was surely fatal. “There was no cure, no treatment offered,” he says. “Death could come as early as 30 days or at the very longest eight years. I was offered no hope, not even the slightest hope.”

That was 1980. Adams made out his will, joined the Minnesota Cremation Society, and canceled all his journal subscriptions. He continued to practice medicine, declining to perform certain surgical procedures and double-gloving for others.

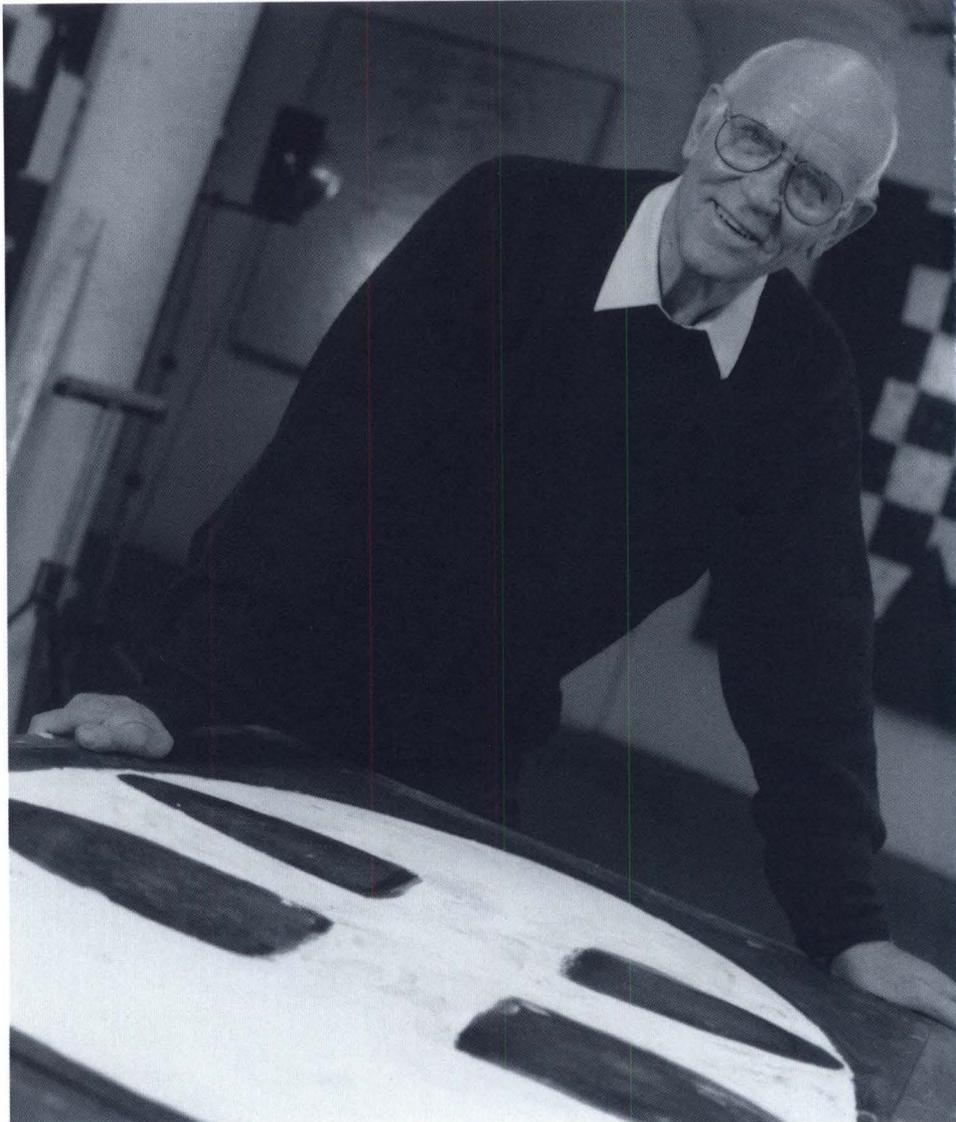
In 1985, at age 62, Adams retired from medicine, his first love, and began to pursue his second, painting. He had long since stopped checking in with his regular physician for blood tests, since the news was never good. He took undergraduate art courses at Macalester and then Hamline and threw himself into his new work. “I had sketched and painted and had a lively interest in art since early childhood,” he says, but never had received formal training. His art courses kept his health concerns at bay. “Only when I was painting or drawing did I not dwell on my future,” he says.

Adams worked tirelessly in his studio, covering his canvases with images of ladders, traffic signals, doorways, hour glasses—symbols that appeared in his dreams and that were, he would later realize, representations of his mortality. At the prompting of one of his instructors, Adams began to think seriously about pursuing a graduate degree in studio art at the University of Minnesota.

It was twelve years after the terrible diagnosis that Adams heard a report about a new treatment for hepatitis B. Although he had already outlasted the worst-case prognosis, this was “the first ray of hope.” He returned to his doctor for tests and to begin the new treatment, and received shocking news. “My tests were normal,” says Adams. “My body had taken care of its own problem.” Repeat blood tests confirmed that the virus was no longer present.

“Although it cannot be scientifically proven,” says Adams, “I am convinced that the whole process of art making provided everything necessary for the restoration of health. There was an opportunity for me to deal with all aspects of the illness in an instinctual way.”

Not long after, Adams was accepted into the University of Minnesota graduate program in studio arts. “The University gave me a



new life, literally,” says Adams, who worked ferociously in his studio as a graduate student and forged strong relationships with his University professors.

“Harold is one of the most incredible human spirits I have come to know,” says art professor Clarence Morgan. “As much as Harold may think of me in the role of teacher, I think it is he who was clearly the teacher. As a painter, I have learned as much from talking to Harold about his work as I presumably have dispensed as [his] instructor.”

Morgan is not Adams’s only fan. Weisman Art Museum Director Lyndel King recently selected four of Adams’s paintings and eleven of his charcoal drawings for the museum’s permanent collection. Says museum curator Patricia McDonald, “Lyndel was very touched by Harold’s story. Making his art saved Harold’s life. But these would be powerful paintings regardless of his life story.”

Adams believes that “Every person should have some form of

artistic, creative engagement, some way to express themselves creatively." For him, the artistic process offers "a communication with yourself" and a way of leaving a footprint on the earth: "No matter what I create, it's mine. No matter how good or bad it is, no one else in history will ever do anything exactly like it."

For giving him that chance to make a footprint, Adams says, "I love the University of Minnesota. I loved the professors. I loved being in the classroom with all of those talented students. I loved the competition. And," he adds with a big smile, "I resent them for making me leave when I graduated."
—Shannon Olson

Knelman helps others **help themselves**

The year Kip Knelman (B.A. '71, political science) graduated from the University, the campus was a different place than it was the day he arrived on campus. He describes evenings in the living room of his fraternity house: "We'd watch the lottery for the draft, and you'd just have your fingers crossed. The nation was deep in the Vietnam War. Nixon was in office. They were bombing Cambodia, and there were anti-war demonstrations in front of the campus ROTC building."

The political upheaval of those years was a long way from Knelman's quiet south Minneapolis upbringing.

The son of a homemaker and a traveling salesman, Knelman attended Washburn High School, where he played football and baseball. "Neither of my parents went to college, but they stressed the importance of education," he says. "There was no question that I would go on to college."

As the first person in his family to pursue a college degree, Knelman chose the University of Minnesota because his friends were going there. "It's maybe not the best reason to choose a school," he admits, "but the University was great, and once I was there, I was able to expand my horizons. One of the best things about the U is the friendships I developed there," he says, referring to the Twin Cities movers and shakers who today are some of his best friends.

One of those friendships was with Charles McGlaughlin, professor of international law and international relations. "I'd visit him in his home, spend time with him and his wife. It's amazing," says Knelman, "that at a school with 40,000 to 50,000 students you can actually form a relationship with a professor."

McGlaughlin helped him turn an academic corner. "He made me feel good about myself; he made me feel that I was important enough to mentor. Magic happens when people take time for each other, whether it's a personal, business, or mentoring relationship."

McGlaughlin also encouraged Knelman to pursue a graduate degree in international relations. A few years later, his master's degree from the University of Southern California in hand, Knelman began working as a pension fund and investment manager. He has been climbing the success ladder ever since. Last year he left his position as CEO at Investment Advisors, Inc., where he managed \$17 billion in institutional pension and profit-sharing plans.

With friend and mentor Noel Rahn, Knelman is shifting to venture capital and personal investing. These days he is able to write his own ticket, a luxury he attributes to a combination of "working hard and working smart."

"With hard work, a lot of good luck and breaks start to come your way," he says, adding that he's also grateful that his parents placed an importance on education and feels fortunate to have had mentors who helped him along the way.



To help others get off to a good start, Knelman and his wife, Suzanne, have established a scholarship fund for graduating seniors at Washburn High School. Each year the fund provides four or five full-ride college scholarships to students who need financial support, especially students of color.

Knelman also has been a strong University supporter over the years. "The University gave me an opportunity. I didn't have the best of grades in high school, and I didn't come from an economically advantaged background, but the U was there for me."

"The College of Liberal Arts is a worthy cause," he says. "It needs to be competitive to attract the best and brightest professors, and the best and brightest students. And the University can't do it all by itself. It just can't. They spend time helping people, and they need help, too."

"The University reflects the state [of Minnesota] very well. It's made up of students from all over—urban, rural—and from all kinds of backgrounds. It brings out the best in Minnesota. It helps to develop our best natural resources, our students. It nurtures our future leaders and teachers, the people who will make a difference."

"Thirty years ago," says a smiling Knelman, from his city-view office near the top of the US Bank building, "I never thought I'd be where I am today."
—Shannon Olson

Renaissance woman thinks big

“Three books changed my life,” says Twin Cities activist, restaurateur, and self-described “professional busybody” Sylvia Kaplan (B.A. ’76 political science, M.A. ’79 American studies, M.S.W. ’90). At age eight, Kaplan—a “quiet, bookish child”—read John Steinbeck’s *The Grapes of Wrath*. The book painted on a broader canvas the stories she’d spent hours listening to in her father’s restaurant and tavern, where local migrant fruit pickers came to talk and listen to country music.

As a high school senior, Kaplan read *Cry the Beloved Country*, Alan Paton’s novel of apartheid in South Africa. And then, in the mid-1960s, at age 26, she read *Crisis in Black and White*, Charles Silberman’s call for a response to the growing racial crisis in America. “[Reading that book] energized me,” says Kaplan, who hasn’t stopped moving since.



“Sylvia sees a connection between the various segments of the world and sees how they can combine, how [problems] can be solved with collaboration. She’s a big-picture thinker.”

Betsy Buckley, senior partner at Carmichael Lynch Spong

Former owner of the New French Cafe and current owner of Uptown’s Bar Abilene, Kaplan also is vice president of the Minnesota State Historical Society. She served on the steering and finance committees for Senator Paul Wellstone’s 1990 U.S. Senate campaign and for Ann Wynn’s 1994 run for U.S. Senate. She has been a board

member for the Lambda Justice Center, the Minnesota Civil Liberties Union, the Minnesota Psychoanalytic Foundation, and the Minneapolis Jewish Family and Children’s Service. She has worked as an editor, journalist, and family therapist.

“Sylvia’s the quintessential Renaissance woman,” says good friend Betsy Buckley, a senior partner at Carmichael Lynch Spong. “Her brain sees everything and gets the connections among all things. She’s a true example of the intention behind a liberal arts education. She has the ability to draw on literature and art, philosophy and history, and weave all of those things into understanding why something is the way it is, and trying to figure out how to change it.”

Kaplan’s long-time friend and former neighbor Arthur Himmelman agrees. “Sylvia’s very intellectually curious,” he says. “She loves to read, she loves to discuss, she loves to debate. And she’s very good at getting things done.”

Kaplan credits Himmelman in part with her introduction to local political life. Kaplan had begun work on her bachelor’s degree at the University of Minnesota but left at age 19 to marry and raise a family. A “trapped housewife with two little kids,” Kaplan kept her intellectual interests alive by chatting with Himmelman, a committed social activist whom she describes as “that crazy radical who lived across the street.”

When she and her first husband divorced, Kaplan, then 30, supported her family working as a journalist for the local *Sun* newspaper, covering news, council meetings, and police reports. That experience was eye-opening, she says, because she was both a community citizen and a newspaper “insider.” She began to understand community issues from both sides, and that, she says, made things “start to look different.”

It’s perhaps that bilateral perspective that makes Kaplan in such demand for community causes. “Sylvia can look at, say, issues of poverty and hunger and see relationships between social work and business,” says Buckley. “She sees a connection between the various segments of the world and sees how they can combine, how what might be difficult for just one entity to solve can be solved with collaboration. She’s a big-picture thinker.”

Kaplan eventually returned to the University to complete her bachelor’s and two master’s degrees. As a graduate teaching assistant, Kaplan became deeply committed to her students. Her concern for students, coupled with her fondness for the University campus and gratitude for her own mentors, led her to support a number of University initiatives, including the Clarke Chambers Fellowship and the Bowron Fellowship in American studies, both named after professors who influenced her profoundly.

Kaplan’s current *cause celebre*? The presidential bid of former U.S. senator Bill Bradley. Earlier this fall, Kaplan organized a major Twin Cities fundraiser for Bradley, whose candidacy she has embraced with her characteristic devotion and energy.

Although she says she has definite ideas about how government should be run, Kaplan has no intention of running for political office—preferring instead to continue her very successful career as a 21st-century Renaissance woman.

—Shannon Olson

McNamara helps CLA **treat students well**

Imagine you're a kid from Hastings," says Richard "Pinky" McNamara (B.A. '56), "and you find yourself on a beautiful, sunny fall day, standing on the field of Memorial Stadium, with thousands of cheering fans in the bleachers, people at home listening on the radio. That's a place I never could have dreamed I would be."

One of six boys raised by a hard-working single mother, McNamara grew up with his brothers doing odd jobs to help their mother make ends meet, playing sports to keep out of trouble, and looking toward the University as a kind of Mecca. "We didn't have the professional teams then that we do now," says McNamara, remembering his youthful days spent with his

ears glued to radio broadcasts of Gopher games. "It was the only show in town."

When he arrived on campus toting a football scholarship (joining older brother, Bob, an All-American), it was a dream come true. "The University, to my mind, is still the biggest deal in the state. We're lucky to have this institution," says McNamara, adding, "The University triggered my success."

As a student, McNamara held down a 40-hour-a-week job as part of his football scholarship and completed one of the school's first interdisciplinary degrees, built around courses in political science, humanities, history, and speech. "I believed I'd do best in the courses I was most interested in," says McNamara, who designed his degree with the help of Vivian Hewer, a University academic counselor who had such a tremendous impact on McNamara that he remained in touch with her up until her death this past year.

It is in part to honor Hewer's help and encouragement that McNamara earmarked about one-third of his recent \$10 million gift to the University for CLA—his contribution to making the University as "student-friendly as possible, from registration to parking." The gift to CLA will help to ensure that all students get the kind of aca-



ademic and career counseling that made such a difference for him.

McNamara's gifts to the University over the years are "payback for what the school gave my brother and me," says McNamara. "It gave us a chance." A liberal arts degree, he says, "improves your critical thinking skills, and ability to explore. It gives you a totally different view of the world. When you come out of a liberal arts program, you think differently."

His ability to think differently has helped McNamara build what's been called "a small empire" creating success where others have failed. A master at bringing failing companies back into the black, McNamara says that the first thing on his mind when he undertakes the resuscitation of a foreclosed or bankrupt business is "the 25 or so people who make up that company. Your greatest asset is your employees. You first figure out how to help them succeed and feel good about what they're doing."

This approach, he believes, is the product of his liberal arts education. "It gives you people skills, a knowledge of history, an ability to understand and communicate with people," he says. "You have to treat people well."

McNamara works as tirelessly today as he did in college. Besides

rescuing businesses, he has donated his expertise and leadership to countless causes, including the United Way, the Minneapolis Heart Institute, the Courage Center, the Basilica of St. Mary's 2000 Campaign, and the University Foundation Board. In recognition of his generosity, he recently received the National Society of Fund Raising Executives' 1999 Outstanding Individual Philanthropist award. In nominating him, one supporter remarked, "Pinky's generosity and commitment to the University and to future generations of undergraduate students has been nothing short of breathtaking. . .

and we are only one of the many organizations that have been touched profoundly by his philanthropic leadership."

McNamara was shocked to be so honored. "It never crossed my mind to be a philanthropist," he says. But, he adds, "If you keep inching along, you get somewhere. I always knew I'd do something different. I just didn't start out knowing what." The "what" is a phenomenally successful expression of his liberal arts philosophy: Treat people well, and help others do the same.

—Shannon Olson

Tiny Tim grows up

If you're one of the millions of Americans who tune in to classic Christmas specials each year, Terence Kilburn may have been in your living room. "I have this kind of immortality at Christmas time," laughs Kilburn, who played adorable optimist Tiny Tim in MGM's original 1938 production of *A Christmas Carol*, a film that, Kilburn notes, "runs almost constantly" in December.

Born in London, Kilburn got his show business start at age 8, hamming it up on amateur night with his uncanny impersonations of Greta Garbo, Mae West, and Charles Laughton. His talent not only won him big laughs but also began to earn him money. So it wasn't long after emigrating from Britain to California that Kilburn, a self-described "little cockney kid," got noticed and began lucrative work in film and television.

After playing Tiny Tim, Kilburn won a role in the Academy Award-winning 1939 production of *Goodbye, Mr. Chips*; and after that, the film and television credits just kept rolling. Says friend and University of Minnesota theatre professor Jean Montgomery, "Every once in a while, you'll be watching television, and there's Terry."

Though Kilburn enjoyed the work, he found his real love to be live theater. At UCLA, he took drama courses and with fellow students established The Circle Theatre, which quickly became known for its innovative work. "A lot of actors got their start there," says Kilburn, "But people are usually interested to know that Marilyn Monroe used to come down and audition."

At The Circle, Kilburn discovered his knack for directing. He went on to direct theater-in-the-round in New York and London, where he met U of M theatre arts professor Charles Nolte, now a longtime friend and colleague. Their paths kept crossing so that, when Kilburn became artistic director at Michigan's renowned Meadow Brook Theatre, Nolte was a natural for collaboration.

"We called Meadow Brook 'Minnesota East,'" jokes Montgomery, noting that Nolte brought half of Minnesota with him to Meadow Brook—including Montgomery herself and Lance Brockman, current chair of Theatre Arts and Dance. Together with Kilburn, this trio of Minnesotans mounted many a Meadow Brook production.

For Kilburn, Meadow Brook was a director's dream. Under his artistic directorship, the theater became 85 percent self-supporting and almost 90 percent subscribed—unheard of for regional theater.

Says Brockman, "He had a very clear vision. And he was very



much appreciated by that audience." Local theater-goers didn't just trickle in for the occasional production. "They trusted him and bought the season."

Both Brockman and Montgomery are quick to note the positive energy between the actors and Kilburn. Brockman describes Kilburn as "quiet, gentle, exceptionally astute at working with actors" and, to boot, "a very good costume designer."

"He always had kind things to say to everyone, even if he disagreed with you," says Brockman, who adds that many actors specifically came back to the theater to work with Kilburn. Many of the young actors Kilburn directed went on to national recognition, including Polly Holiday (who played the sassy, gum-chewing waitress Flo on the sitcom "Alice") and then-unknown actor William Hurt—not to mention "half the cast of 'Law and Order,'" Kilburn adds.

"He was what made that theater successful," says Montgomery,

who describes Kilburn as “very collegial,” someone who trusted Montgomery’s ability and gave her artistic breathing space. “His ego did not demand that everything be about him.”

When Kilburn decided to end his 25-year tenure at Meadow Brook, coming to Minnesota and supporting the University’s theater program seemed like a natural thing to do. “I have a great affinity for the people in the department,” says Kilburn. “And I’ve seen many wonderful productions there.”

Though at this stage in his life Kilburn’s love of painting has

taken the spotlight, his gift to the University’s new B.F.A. program in acting—a collaboration with the Guthrie Theater—is helping many young talents get their start on the stage.

“Terry is very appreciative of the academic process,” notes Brockman, who calls Kilburn “a teaching director.”

Kilburn takes his winters in California, but Minnesota is the place he’ll continue to call home. He wants to stick around to watch his young protégés grow up.

—Shannon Olson

Batinich helps IHRC mine immigration history

As a boy growing up in Eveleth, Minnesota, Alex Batinich learned that he could build anything he put his mind to. If he couldn’t put it together with a hammer, nails, and a little finesse, he’d get the job done using sheer muscle power, with a little bravado thrown in. He learned survival skills by necessity, he says, as a scrappy miner’s kid (one of eight) in a hard-scrabble town of scrappy miner’s kids.

“You’re never going to be a miner,” his dad admonished him. “You’re going to learn a trade.” And so Batinich did—learning auto mechanics, carpentry, and welding at a trade school in his home town. Lured by his professional hockey-player brother and the promise of a good job, he moved to Chicago, where he worked as a welder and a dock worker and sent money home to his family. “It’s what you did,” he says. “You took care of your own.”

Meanwhile, he courted his high school sweetheart, Mary Ellen Mancina, whom he married in 1946 when he returned from World War II duty as a commando in the jungles of Burma. Again, he took care of his own—supporting Mary Ellen through bachelor’s, master’s, and doctoral programs at Northwestern University.

A tall, strapping man with a flair for storytelling and a jovial laugh, the tough guy from the Iron Range has mellowed over the years, his gusto and tenacity channeled into a lifelong passion—family history. Still a builder at a remarkably robust 78, Batinich is remodeling his house on northern Minnesota’s Lake Vermilion for his “new bride,” Mary Lufkin. And with resources he’s built up over a lifetime of hard work and sound money management, he’s helping to build CLA’s Immigration History Research Center (IHRC). In memory of Mary Ellen, who died in 1996, he has established the Mary Ellen Mancina-Batinich and Alex Batinich Fund for Research in American Immigration History.

In supporting research, archiving and publishing, and other curatorial activities of the center, the fund will help underwrite the center’s ongoing work, Documentation of the Immigrant Experience, which this year was designated an Official Project of Save America’s Treasures.

Says history professor Rudy Vecoli, IHRC director, the “unex-

pected and wonderful” gift from “this extraordinary person” came like “manna from heaven.”

Excerpts from Vecoli’s March 17 announcement of the gift best tell the story:

“Mary Ellen Mancina was born to an Italian immigrant family in Eveleth, Minnesota... where she first met Alex, himself the son of Serbian immigrants. She was a woman of many gifts—a musician, a poet, an educator..., and a leader in educational, cultural, and historical activities and organizations.

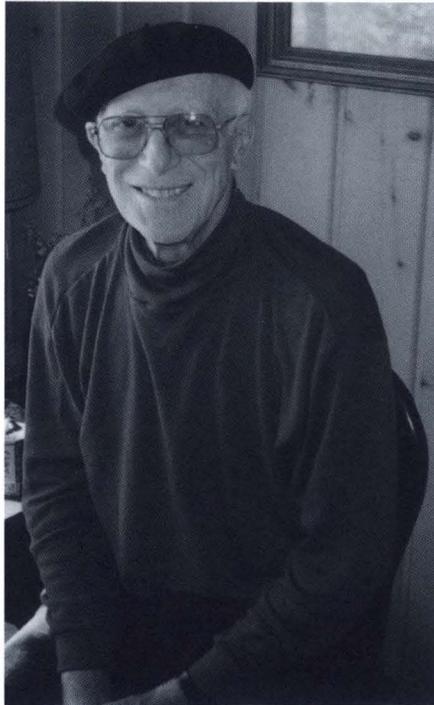
“Mary Ellen was at heart a historian... Her passion was the documentation of the Italian American experience in Minnesota. Over 20 years, she recorded some 200 interviews with Italians in the state.

“Alex, a successful businessman, was a full partner in this enterprise. He was chauffeur, audio technician, photographer, and transcriber. He meticulously transcribed by hand all of the interviews, which ran from a few pages to 300 pages. In what was clearly a labor of love, Mary Ellen and Alex together created a vast archive of the Italian experience in Minnesota, recording richly detailed stories of the lives of immigrants, almost all of whom are now deceased. They preserved for the future this important slice of Minnesota history.”

Mary Ellen willed to the IHRC all of her papers, including the archive of oral histories (some 50 boxes of tapes, transcripts, and photographs) and the unfinished manuscript of her book, *Italian Voices: Work, Tradition, Culture*. With the aid of a grant from the Minnesota Historical Society, Vecoli is now editing and completing the book—a massive undertaking that he describes as “daunting and humbling.” And Mary Lufkin-Batinich, herself an armchair historian and seasoned climber of family trees, has also thrown herself into the project.

Meanwhile, as they build their new life together, the newlyweds are also hard at work on their next research project—documenting the Serbian-American experience in Minnesota. “People want to know where they came from,” says Batinich. “We do this so history, our heritage, won’t be forgotten. It helps us understand our common bond.”

—Eugenia Smith





CAMPAIGN MINNESOTA
UNIVERSITY OF MINNESOTA

Campaign Minnesota "A Defining Moment"

CLA CAMPAIGN GOAL: \$75 MILLION

As a partner in the University's capital campaign, "Campaign Minnesota," the College of Liberal Arts is seeking to raise \$75 million in private funding. Private investment in CLA will help us build a solid and enduring framework for achieving preeminence in arts, social sciences, and humanities education, research, and outreach.

Why invest in CLA?

If you've been reading *CLA Today*, you know about CLA's outstanding people and programs. Members of CLA's faculty are lauded worldwide for their scholarship and creative work. Many of Minnesota's best students—and talented students from Maine to California—choose CLA. And CLA alumni are providing leadership in communities throughout Minnesota and beyond.

But we have the opportunity and the potential to achieve even more. In the words of Dean Steven Rosenstone, "We have set a very high standard for the way we serve our students. And we have set a very high standard for the quality of the education, the quality of the faculty, and the quality of the facilities that we want for our students. In short, we aspire to nothing short of the highest level of excellence. But we must act quickly to secure the talent and resources that will see us through the next century."

Declining state support in a competitive environment

As the new century dawns, the high-velocity pace of global change is pushing the leading edge of knowledge and innovation further and further out, beyond the reach of all but the most agile and creative minds and the most robust colleges and universities. Meanwhile, competition in the academic marketplace for the best students and faculty is intensifying.

As the percentage of the CLA budget coming from the state has shrunk (to 28 percent), CLA has had to rely more and more on other sources of funding, including tuition, research grants, and private philanthropy. Invoking the University's long tradition of access for the students of Minnesota, Rosenstone says, "We cannot [build the

college] on the backs of our students and keep raising tuition until the University is no longer affordable. We must seek private support from people who care about and believe in what we're doing."

Private support enables CLA to attract and retain the very best faculty to teach the very best students at one of the nation's very best liberal arts colleges. Only by building its endowment through committed private support can CLA achieve its full potential to serve the people of Minnesota for generations to come.

Investing in CLA students

Minnesota's most promising students should have an opportunity to pursue a University of Minnesota education *regardless of means*. The best colleges and universities in the nation court our state's best and brightest high school graduates with generous scholarship offers. When those students leave Minnesota, many of them will not return. *We cannot afford to lose our most capable young people.*

Because the state provides no scholarship funding, scholarships for CLA students are funded solely by private dollars. Far too few of CLA's 14,000-plus students receive scholarships that allow them not only to attend the University but also to focus more on their education and less on their economic survival.

More than half of the students in our entering class this year ranked in the top 20 percent of their high school class, and more than one-quarter in the top 10 percent. Despite this critical mass of talent, only about 10 percent of CLA students receive scholarships—and for many of those recipients, scholarships cover only a small percentage of total expenses.

If you endow a scholarship, you help CLA compete with other top universities for the most talented and promising students. And you help those students thrive once they are here. You help bring their dreams to life and launch them into a future filled with promise.

Investing in CLA faculty

CLA professors routinely receive tempting offers from leading colleges and universities trying to strengthen their own faculty. To keep other institutions from raiding CLA of its best faculty, we must provide significant support for teaching, research, and creative work.

Endowments for chairs and professorships support faculty in everything that they do—providing not only competitive compensation but also support for research, teaching, and program and curriculum development.

Endowed faculty positions help CLA build communities of scholars in centers of academic excellence. They attract distinguished colleagues from around the world, creating a vital nucleus of intellectual energy that will spark creativity and discovery for decades to come.

With 537 faculty and just 22 of the University's 260 endowed chairs, CLA's faculty is seriously underfunded. It is vital that we increase this number to ensure the excellence of our faculty and secure CLA's competitive edge in the academic marketplace of the 21st century.

Investing in strategic initiatives

In the fertile intellectual and creative environment of CLA, ideas sprout and grow in rich and colorful profusion. But like all living things, those ideas must be cultivated. With strategic initiative funds, CLA can move quickly and decisively to seed and grow the very best ideas.

Funding to support innovation and creativity provides incentives for faculty to stay on the leading edge of their disciplines. It inspires them to take risks and push their disciplines in new directions. It allows CLA to be flexible and responsive in meeting the evolving needs of the academy and society with exciting new programs and learning opportunities. It also inspires significant collaborations across departments and between the University and the community.

Strategic initiative funding gives CLA the room and the resources to recognize defining moments and act swiftly to gain the advantage. It will yield a rich harvest for all—for our students and faculty, for the University, and for the state, nation, and larger global community.

A defining moment for CLA

Please join us in this important endeavor. Join the many generous benefactors to the college whose decision to endow a CLA scholarship, faculty position, or strategic initiative was a defining moment in their own lives and in the life of the college.

For more information about how you can invest in CLA's future, contact the CLA Office of External Relations, University of Minnesota, 225 Johnston Hall, 101 Pleasant Street S.E., Minneapolis, MN 55455; 612/625-5031; claext@claext.umn.edu.

For information about ways to give, check out the University of Minnesota Foundation Web site at <http://www.campaign.umn.edu>.

ENDOWED FACULTY POSITIONS

Named Endowed Chair—created with a minimum \$1 million gift, which provides \$55,000 in annual income. Income from the endowment provides supplemental support to a faculty line for which legislative funding provides base support. The annual income may be used for research assistants, research allowance, travel allowance, publication expenses, conferences, and summer salary support.

Named Endowed Professorship—created with a minimum \$500,000 gift, which provides \$25,000 in annual income. A professorship generally supplements an existing faculty line in the budget to ensure the necessary funds to create a permanent academic position.

ENDOWED STUDENT SUPPORT

A gift of \$25,000 or more can endow a named undergraduate scholarship.

A gift of \$100,000-500,000 can create a named graduate fellowship in perpetuity.

A gift of \$25,000 or more can establish a paid internship.

ENDOWED STRATEGIC INITIATIVE FUNDS

A gift of \$100,000-250,000 can endow a strategic initiative fund.



"We need to take literally the expression, 'Of them to whom much is given, much is required.' The donors here today have given much, and I hope that one day I will be able to emulate their generosity."

Matthew Wolf, first-year honors student and recipient of the Morton D. and Artice E. Silverman Scholarship, speaking at a CLA scholarship luncheon in September. Wolf is pictured above with Morton Silverman.

CLA CAMPAIGN GOAL: \$75 MILLION

Investments in students:

\$25 million for undergraduate and graduate student support, including scholarships, fellowships, paid internships, and support for study abroad

Investments in faculty:

\$40 million for endowed chairs, endowed research funds, professorships, and other faculty support

Investments in strategic initiatives:

\$10 million to enable CLA to seed and develop innovative research, programmatic, curricular, and outreach initiatives

Donors bring defining moments to life in CLA

Dear Friends,

Heartfelt thanks and hearty “Ski-U-Mahs” to our friends who are featured in this annual report—and to many more who have given us their support and encouragement over the past year. We’ve had a banner year—generous donors making dramatic gifts, people making a difference in the lives of our students and faculty, people creating defining moments in their lives and in the college.

A defining moment changes everything. It’s an opportunity not to be missed, a revelation, a turning point, a dazzling point of contact. It’s the first *Nutcracker* at Northrop Auditorium, sparking a young person’s dream of a career in dance. It’s the moment a budding scholar realizes her special gift for communicating knowledge and decides to become a teacher. It’s the moment a young researcher stumbles upon a solution to a problem and realizes that he has entered an untraveled realm. It’s the day a reluctant student ambles into a required class only to find awakened in her a passion for the subject that will last a lifetime.

Or it’s the moment a CLA graduate looks back on a favorite class or professor, or recalls a transforming CLA moment, and decides to pay tribute to that memory with a gift to the college.

Our donors this year have done just that:

Successful businessman Pinky McNamara ’56 transformed his defining CLA moments and his esteem for his adviser, the late Vivian Hower, into a generous gift to the University he credits for giving him “a chance.”

Esther Freier turned her love of language into a \$1 million-plus estate gift to the Department of English that will bring internationally acclaimed visiting writers to campus to work with students.

An anonymous donor who believes that the lessons learned from the horrors of genocide must never be lost realized a dream by creating the Center for Holocaust and Genocide Studies.

The late Otto Silha (’40, journalism), one of the great visionary leaders in the world of journalism, and his wife, Helen, transformed a deep commitment to the journalism profession into Otto A. and Helen F. Silha Center for the Study of Media Ethics and Law in 1984. This year, they gave an additional \$1 million to enhance the work of the center.

Alex Batinich honored his late wife, Mary Ellen Mancina-Batinich, and also demonstrated his own passion for documenting the immigrant experience with a \$250,000 gift to support the important work of the Immigration History Research Center.

Love of the theater moved Robert O. Young ’52 to endow the Robert A. Turner Scholarship for talented students in the Department of Theatre Arts and Dance.

Members of the John and Jane Borchert family honored their par-



Dean Steven Rosenstone (right) with Richard “Pinky” and Sharon McNamara

ents, and in particular the cutting-edge scholarship of their father, emeritus Regents’ Professor of geography John Borchert, with a generous gift to endow the John R. Borchert Map Library fund.

Put it all together, and this has been a defining year for us in CLA. We have launched new programs, opened a new dance building, welcomed 37 stellar new faculty, and overhauled the curriculum for semesters. Meanwhile, private giving climbed to a record-breaking \$13-plus million!

All of our donors have all dreamed beyond the boundaries of their everyday lives to create something bigger and longer lasting—something that would endure for future generations of CLA students and faculty.

We hope that you will share our excitement about the changes in CLA and that you’ll remain loyal friends as we continue our march into the future. And as you catch up on CLA developments, I hope you’ll think about *your* defining moments as a student and think of how you can turn your memories into bright prospects for today’s and tomorrow’s students.

—Mary Hicks

LOOK FOR THE SILHA LINING

(to the tune of “Look For the Silver Lining”)

VERSE

In our School of Journalism Otto Silha saw
Just the place to study media ethics and the law
He made sure that happened, and when challenges quite new
Came upon the school, he helped them through.

CHORUS

Otto and Helen Silha
Were quick to fill a
Need with their pledge
To keep the J-School
A modern day school
With information
Technology that’s cutting edge.
For these U of M alumni
No words can come nigh
Telling how much
We owe to Otto and Helen Silha
And all the lives
Their gen’rous gifts will touch.

by music professor Vern Sutton (sung to Helen and Otto Silha at the spring 1999 CLA Cabaret)

(Ed. note: Otto Silha ’40 died of a heart attack in September at age 80. Silha, who founded the groundbreaking Otto and Helen Silha Center for the Study of Media Ethics and the Law, was a generous benefactor to the college. He was described by William Babcock, director of the center, as “one of the real visionaries, regionally and nationally,” and by former Governor Elmer L. Andersen as “a man who thought of generations and centuries ahead.”)



Dean Steven Rosenstone presents Otto and Helen Silha with a photo collage at the May CLA Cabaret of Stars.

Tell us about your defining moments in CLA! We'll pull together your stories and anecdotes and print excerpts in upcoming issues! Send narratives of no more than 250 words to: CLA Today Editor, College of Liberal Arts, University of Minnesota, 225 Johnston Hall, 101 Pleasant Street S.E., Minneapolis, MN 55455; e-mail to: claext@cla.umn.edu. Please note that we may need to edit for style and length. Please include your name, CLA major, graduation date, and telephone number where we may reach you.

MATCHING GIFT CORPORATIONS

The following companies matched their employees' gifts to CLA this past year. In many cases, companies contribute double, or even triple, the amount of the employee gift.

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- | | | | |
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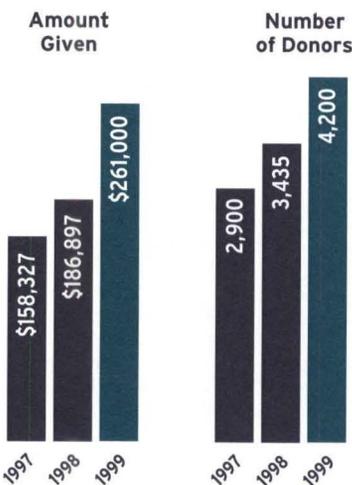
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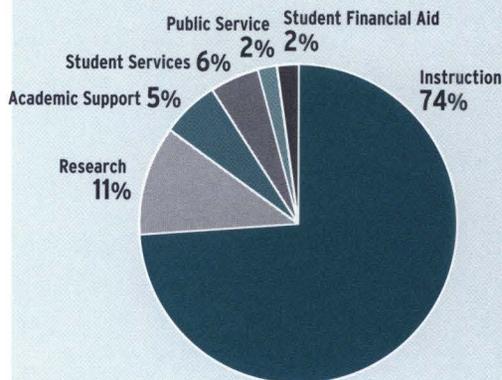
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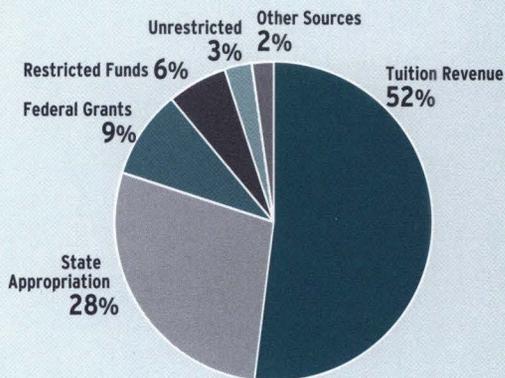
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 Earl L. & Beverly R. Johnson
 Eunice Bisbee Johnson*
 Stephen Kane* & Mary Ann Lippay Kane*
 Ben L. Kaufman
 June Kent
 Robert W. Kessler
 Margaret Vellie Kinney
 Oxana Kolesnichenko
 Peter F. Komarek & Elizabeth E. Nelson
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 Grace J. Kurtz
 Don R. & Carole J. Larson
 James D.* & Patricia A. Lehmann
 Paul F. Leutgeb
 Seymour & Virginia Levy
 Jon E. Ljungkull*
 Thomas A. Louis* & Karen Seashore Louis*
 John B. Lunseth
 Richard J. Malek Jr.
 Shirley L. Mankin
 Deane C. Manolis*
 Erwin* & Doris G. Marquit*
 Robert W. Maynard
 Michael W. & Kay McCarthy
 Samuel D. & Patricia A. McCullough
 Walter E. Meadley Jr.
 Thomas F. Meehan

Alexander W. Moore & Linda M. Antonucci
 Charles E. Moore
 Hon Diana E. Murphy
 Jack E. Nelson
 Philip N. Newhall
 Bruce G. & Diane L. Nimmer
 Sheila M. Noonan
 Barbara E. Nydahl
 Linda J. O'Connell
 David S. Odegard
 Peter J.* & Bonita E. Olin
 Pamela F. Olson
 Craig N. & Elizabeth A. Ordal
 Louise W. Otten
 John Otterlei
 Gareth J.* & Catherine A. Parry
 Richard A. & Sharon L. Parsons
 Thomas R. & Jo Ann H. Pirsch
 Pati Jo Pofahl
 Alan D. Quam
 Vivian S. Ramalingam
 Clayton & Stephanie Reed
 Thomas S. & Elaine H.♦ Reed
 John R. Reisinger
 David Reynolds
 Liza G. Ring
 Kathleen T. Rosenblum
 Rev. Alvin C. Rueter
 Richard A. Ruh Jr.
 Carrie P. Sample
 Eric P. & Jacquelyn S. Saunders
 Eileen A. Scallen
 Sage Ann D'aquila Scheer
 George J. & Ellen M. Schulte Jr.
 James T. Scott
 Mary A. Seeger
 Stephen R. Setterberg
 Carol L. Shaffer
 Harold H. & Virginia G. Sheff
 Terry E. Shima
 John M. Simpson
 John D. Skildum
 Darrell E. & Judy P. Skoglund
 Donald H. Smith
 Margaret Spear
 Donald W. & Odney R. Steinkraus
 Marie A. Svang
 John E. Sweeney Jr.
 Kristin G. Sweeney
 Gregory T. & Jeanette L. Swenson
 Allan C. Tappe
 Catherine A. Taylor
 Thomas K. & Dana F. Tellijohn
 Agnete C. Temali
 Clara M. Ueland
 Margaret L. Ueland
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 Rudolph J.* & Jill C. Vecoli
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 Denise J. Wedel
 David J. Weiss*
 Griselda N. Ferguson White
 John W. Willcoxon III
 Wilson Yates & Gayle Graham Yates*
 Mark K. Ferguson & Phyllis M. Young
 Gary E. & Judith Lang* Zaimont
 F. Winifred Zimmerman
 William H. Flanigan & Nancy H. Zingale*

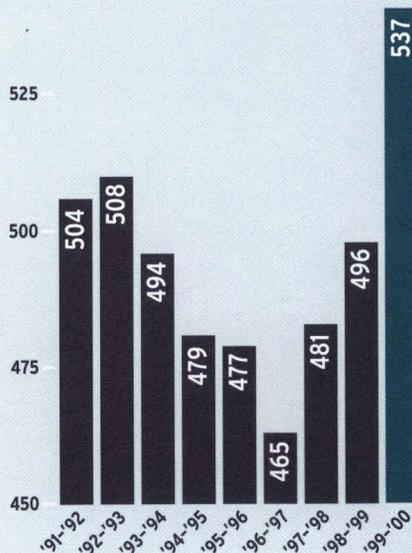
CLA Expenditures for 1998-99



CLA Sources of Funding for 1998-99



Faculty (Full Time Equivalent)



CLA VITAL SIGNS/1998-99

CLA Alumni/ae

- Membership in the CLA Alumni Society is up 20%.
- Of the 40,000+ UMAA members, more than 10,000 are CLA alumni.
- This year, the CLA Mentoring Program will match more than 100 students with alumni and friends of the college.
- Finishing its second year, the Critical Dialogues program, cosponsored by CLA, the CLA Alumni Society, and Minnesota Public Radio, continues to grow in breadth of subject and appeal. The program hosts a series of conversations between CLA faculty, alumni, students, and the public to address issues of community importance.

1998-99 Critical Dialogues included discussions of the African-American male experience (with author and visiting professor Alexs Pate); the Minnesota film industry (with English Professor Madelon Sprengnether); and Minnesota nonprofits (with sociology professor Joseph Galaskiewicz).

- TOTAL PRIVATE GIVING TO CLA for 1998-99 totaled \$13,332,954, with 5,616 donors supporting the college.
- ANNUAL FUND GIVING TO CLA for 1998-99 totaled \$261,000, a 40 percent increase over 1998. The number of annual fund donors was 4,200, a 20 percent increase over 1998.

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Students enjoy presenting their class project in art professor Diane Katsiaficas's and dance professor Maria Cheng's freshman seminar, "Mothers and Daughters."

