

CLA *today*

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“Red” Motley Exemplary Teacher Award Created

By Tracy Schlumpberger

In an effort to recognize excellent teachers and to remember a friend and supporter of the University, the Arthur “Red” Motley Exemplary Teacher Award has been created. The award will honor at least one CLA tenure-track professor annually, and will be presented for the first time during spring commencement, 1994.

The award is made possible by a generous gift to the University by Red Motley’s family and friends, and will be combined with the CLA Distinguished Teaching Award, which also recognized outstanding faculty. The recipients will be nominated by students and each will receive \$5,000.

The award will recognize teachers who are inspirational, caring, approachable, and interested in individual student’s well-being and programs beneficial to students. Through their own research and instruction, these teachers provide a model to undergraduate and graduate students, and enhance the lives of University students.

Peter Reed, CLA associate dean, said the award “demonstrates the value that the college’s alumni and the larger community place on excellent teaching. That Red Motley’s family specified that this generous endowment should be used to celebrate distinguished teachers shows their recognition that

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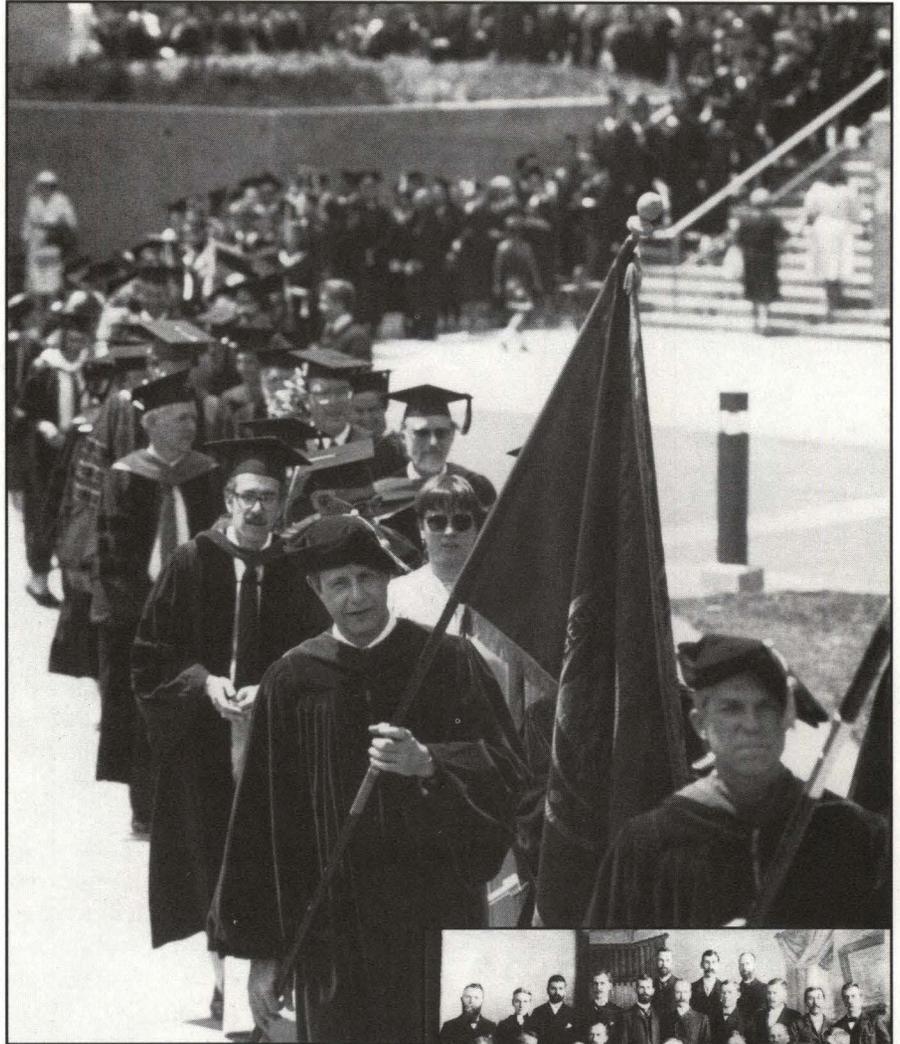


PHOTO BY ROB LEVINE

In 1890, President Northrop’s faculty numbered 21. In 1993, the College of Liberal Arts has 505 faculty members. During the 1889–90 school year, there were 516 students enrolled in the College of Sciences, Literature and Art (now CLA), and the College of Mechanic Arts. CLA undergraduate enrollment for fall 1993 was 13,183.



PHOTO FROM UNIVERSITY ARCHIVES

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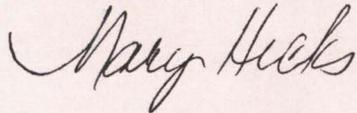
Dear Friend of the College:

As you can see, we've made some changes to *CLA Today*. We hope you'll find the new magazine format easier to read and more engaging. One thing that hasn't changed is our commitment to focusing on the people—alumni, friends, faculty, students, and staff—who embody the college's tradition of strength and success.

During the 1993–94 academic year, you'll receive three issues of the new *CLA Today*. Throughout the year, we'd like to hear from you if you have comments, suggestions, news, even an address change. Please write to us at the cover address or call us at 612/625-5031.

We're looking forward to sharing with you exciting, useful, and interesting information about the College of Liberal Arts.

Sincerely,



Mary Hicks
Director of Development

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MOTLEY FROM PAGE ONE

Red Motley succeeded not only by his initiative and remarkable talents, but also benefited by good teaching."

Minneapolis-born Motley was a 1922 Phi Beta Kappa English graduate of the University, whose flaming red hair inspired his nickname. He passionately believed in the importance of education, which he thought could be improved by striving for excellence in teaching.



Marcia Motley Patterson, Motley's daughter, who was instrumental in creating the award, said the award is a "fitting tribute" to her father and his dedication to quality teaching. While it recognizes excellent teachers, Patterson said she hopes the award also will motivate other faculty to help students. In determining the selection process for the recipients, Patterson supported letting the students decide. "The best judge of who a good teacher is, is who's been taught," Patterson said.

Red Motley motivated many during his lifetime with his speeches and positive outlook. He was widely respected as one of the world's greatest salespeople, and in 1960 was elected president of the United

States Chamber of Commerce. Motley was chairman of the board of Parade Publications for 32 years, and rescued *Parade Magazine* by increasing circulation from 2 million to 19 million by the time he retired in 1978.

Patterson remembers her father's philosophy on life, which he called "want creating." Motley believed the best way to sell something, whether it was a product, an idea, or an education, was to create a desire for it. Instead of telling people they had to have an education, Patterson explained, Motley would make them think they needed an education.

A loyal supporter of the University, Motley helped create the Regents' Professor program, which honors a select group of faculty representative of the entire University. He was a charter member of the University Foundation, and was chair from 1968–71. In 1971, the Board of Regents recognized him with the Regents' Award for his work as a "great ambassador" for the University. Motley died in 1984 from a heart attack at the age of 83.

In a statement Motley delivered on behalf of the University Foundation, he effectively summarized his own life, and, unknowingly, captured the spirit of the Arthur Motley Exemplary Teacher Award: "Those of us who have volunteered are exercising the privilege of a few men and women—to give of our time and resources to assure those who follow us great opportunities in learning at the University of Minnesota."

The Importance of a Liberal Education

This academic year is devoted to a comprehensive strategic planning effort by the entire University community. The goal is to position the University well for a future that will surely include permanently reduced resources, increases in the need and demand for an educated public, and the necessity of employing technology in education. The College of Liberal Arts must develop a plan for a future in which it becomes smaller, more focused, and better able to provide an education that prepares students to function in a rapidly changing world. In this context, I have been thinking a great deal about the value of a liberal education and why CLA's role in the University of the future is so important.

A liberal education is designed to prepare students to cope with the increasing store of information that is available. As our scientific and technical knowledge increases, we all need to be able to evaluate the new material; however, individual facts carefully learned can become obsolete in a relatively short time. If citizens do not have the flexibility to change their minds, be open to new interpretations, or reexamine previously held views, they may find themselves in an increasingly hostile and confusing world. Although today's problems may not be the

same as those of yesterday or tomorrow, solving them will require the same kind of thought processes: analysis of information, evaluation of its relevance, and the ability to see connections among concepts and ideas and to envision different ways of behaving that might lead to satisfactory solutions. In other words, it is necessary to engage in critical thinking.

"A LIBERAL EDUCATION IS DESIGNED TO PREPARE STUDENTS TO COPE WITH THE INCREASING STORE OF INFORMATION THAT IS AVAILABLE."

The list of problems that can be solved is long and growing:

- How do we assimilate various cultures into an increasingly multicultural society?
- How can we diminish what appears to be a rising tide of racism and violence in both urban and rural settings?
- How can the world economy be stabilized?
- What efforts are required to reverse the environmental disasters that are occurring and seem destined to continue?
- How can the homeless and the jobless be brought

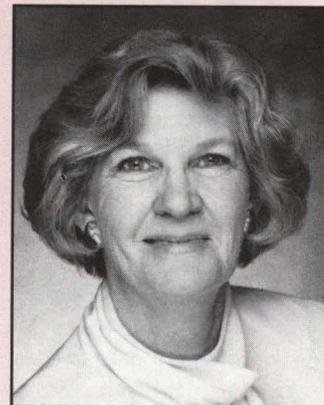
back into the mainstream of American life?

- In what ways can this country overcome some of the serious trade deficits it now faces?
- What is our responsibility to the underdeveloped countries of the world and their recurring problems of political unrest, natural disasters, poverty, and disease?

Whose responsibility is it to address these and other compelling problems of our time, and what kind of educational experiences are needed to prepare them for this task? I believe it is essential that we have individuals in positions of leadership and influence who are aware of the major issues that have faced humankind in the past and who have learned to stand outside their own lives and experiences to learn about and seek to understand the diverse and sometimes perverse world in which we live and yearn and die.

Is it necessary to read Shakespeare or Conrad to be educated? Perhaps not, but it enriches us to have done so. Is it essential to understand cultures beyond one's own? Perhaps not to live and breathe and work and even prosper, but to comprehend and successfully deal with the changing world and our individual places in it, most definitely. Are we required to be acquainted with pivotal events of the past to go about our daily lives? Not

FROM THE DEAN



Dean Julia M. Davis

really, but to avoid the mistakes of the past, to be able to differentiate between propaganda and fact or between hyperbole and logic, it can't hurt. Does writing an essay or defending a position taken ensure us a well-paying job upon graduation? Not necessarily, but it enhances our ability to communicate ideas and to influence others, essential characteristics of citizens whose vision shapes the world communities in which we all live.

No matter what changes become necessary in the College of Liberal Arts through the strategic planning process, we must continue to be a major presence in the educational efforts of the University. It is likely that we will have to become smaller, but we must never become less committed to the concept that educated people must understand the world and must be prepared to effectively influence that world in positive and well-informed ways.

Winton Scholars Intended To "Stir Things Up"

By Tracy Schlumpberger

Five innovative scholars will have visiting professorships in CLA at various times during the next two or three years, Dean Julia Davis announced. The scholars' visits are made possible by a chair endowed by Penny and Michael Winton, who intended to attract scholars whose work is "exceptionally creative and different, and therefore somewhat controversial," Davis said. "These scholars should 'stir things up,'" she added. In addition to the professorship, the scholars will present public lectures or performances.



Ping Chong

Acclaimed artist and director Ping Chong will plan, produce, and direct a multi-media production this academic year in which Department of Theatre Arts and Dance students will participate. Chong, an Asian American, uses his work to creatively force academics to question wholesale acceptance of Western values, said Barbara Reid, chair, Department of Theatre Arts and Dance.

"Coming from a different cultural aesthetic, Ping Chong manages to transgress in a fascinating and stim-

ulating manner the boundaries delineating the attributes of gender, race, and culture that have dominated the Western civilization for centuries," Reid said. Chong's work has been presented throughout the U.S., Canada, Europe, and Japan.

Helen Longino, a feminist philosopher of science at Rice University, Houston, Tex., started a joint two-year appointment this fall in the Department of Women's Studies and the Department of Philosophy. Longino wrote *Science as Social Knowledge: Values and Objectivity in Scientific Inquiry* (Princeton University Press, 1990), considered one of the handful of key books in feminist philosophy of science, which looks at how gender plays a role in the study of science.

Because Longino's work spans the subjects of history, philosophy of science, and feminist theories, Longino is "located precisely at the intersection around which many of us circle and [is] perfectly placed to bridge the differences among us and to facilitate conversation and collaborative work," said Susan Geiger, former chair of the Department of Women's Studies.

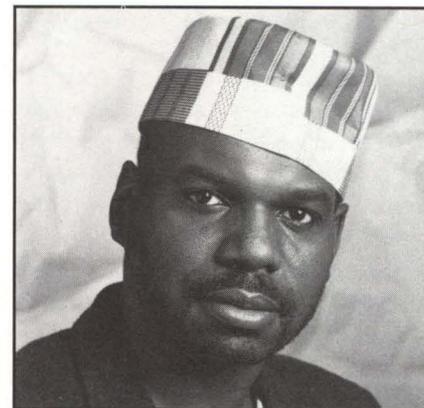
Martha Nussbaum, a professor of philosophy and classics at Brown University, will visit the University for a quarter during one of the next two or three academic years. Nussbaum's book, *The Fragility of Goodness*, a study of ancient Greek ethics, was featured by Bill Moyers in a recent television documentary. Her second book, *Love's Knowledge*, explores philosophical, literary, and social themes both in ancient Greece and the modern world. Nussbaum's

work also examines how values and ethics were taught in ancient civilization versus how they are taught today.

British feminist art historian Griselda Pollock will spend a quarter at the University this academic year. Pollock seeks to historicize women's artistic production, explore the meanings of images of women in art, and investigate traditional interpretive strategies used by art historians. In a recent *Art Bulletin* article, Pollock is described as the "figure who now most comprehensively and consistently illustrate[s] the most radical position in feminist art history."

Rick Asher, chair of the Department of Art History, looks forward to Pollock's visit. "In a time of fewer resources, it's especially stimulating for our internationally recognized faculty to have an opportunity to interact with a scholar of Dr. Pollock's stature on a daily basis," Asher said. "This appointment will be dynamic and thought-provoking for all involved."

Marlon Riggs, an artist and astute critic of the cultural history of America, will visit during spring quarter. Riggs provides challenging evidence that the dominant culture controls the interpretation of images in the arts. His films largely focus on the issues which concern black homosexual males. Among his best known works are *Ethnic Notions*,



Marlon Riggs

Tongues Untied, and *Color Adjustment*. Riggs teaches journalism at the University of California—Berkeley.

CLA

Professors and Students: Partners in Learning

By Marcy Sherriff with Tracy Schlumpberger

The hallmarks of excellent teaching include dedication, experience, and motivation. Good teachers skillfully combine their knowledge of the subject with creative and intriguing presentations. They are flexible, open-minded, and able to provide a forum for the exchange of ideas. Good teachers realize that they are engaged in dialogue with their students, teaching them as well as learning from them, striving to instill a desire for lifelong learning by offering themselves as a model. Igniting that spark is often the greatest reward for a teacher.

Within the college there are many outstanding teachers who exemplify these hallmarks.

Recently an engaging interview session was held with eight CLA faculty members who have been recognized for their dynamic teaching skills and contributions to their fields. Their credentials are impressive. Among them there are three Bush Fellows, a Fulbright Scholar, Ford Fellow, Gannett Fellow, and Woodrow Wilson

"BUT CARING ABOUT STUDENTS MEANS LOOKING OUT FOR THEIR BEST INTERESTS, NOT SIMPLY HANDING OUT GOOD GRADES."

Fellow; they have authored or been the primary author of 23 books as well as countless articles and journals; and they have served on numerous professional committees. But, perhaps most significant, these faculty members are known for their passion to teach and to be engaged in learning, alongside their students.

Making the Grade

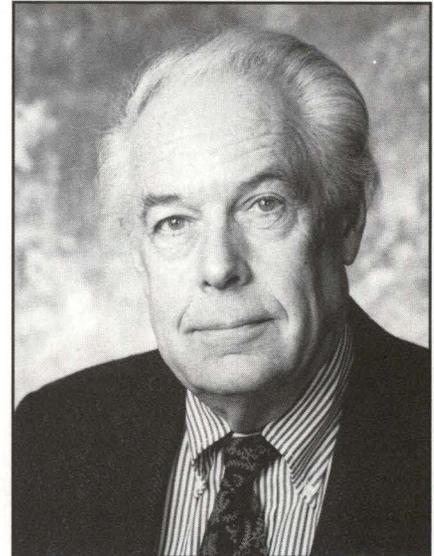
Faculty members understand their responsibility to serve as mentors, facilitators, and motivators to their students. Having earned their own degrees, sometimes the hardest work is learning how to be an effective teacher.

Charles Speaks, Communication Disorders, remembers that throughout his undergraduate and graduate studies he had only a handful of good teachers as role models. Not uncommon for the time, most teachers "buried their eyes in their notes or buried their eyes somewhere over us, totally oblivious to us in the classroom." Speaks was fortunate, however, as he started his teaching career.

"In my first year here I was teaching a fairly technical subject, and there was a blind student who sat in the front row who taped all his lectures," Speaks said. "He was not only blind, he was very frugal. He didn't want to waste tape. The minute I started to stray off topic or repeat myself, click, and I'd get back

on track quick."

But the hard work continues throughout a teacher's career. Donald Gillmor, Journalism, feels challenged every day in the classroom, even after 40 years of teaching. "I work very hard at teaching because I find it difficult, and I walk out of the classroom on many occasions perspiring, because I feel that



Donald Gillmor

it has been a terrible day. What can I do to be better the next day? I never get over that kind of stage fright about teaching, and maybe that's what makes me try harder.

"It's difficult to make a list of techniques that work or don't work because some may work for some and not for others," Gillmor noted. "Centrality in one's field is important. . .but I think more important than that is being able to generate excitement in the field. Some of my teachers were not so good in the classroom, but in their offices they were dynamite, and they could somehow get the ideas across to their students that what we're talking about here is very important.

"Also vital to good teaching is [the ability] to convey to students that you care about them. I don't have to fake that," he said. "There are a myriad of ways in which one can demonstrate that affection for students, and they catch it. They understand that you feel good about them."

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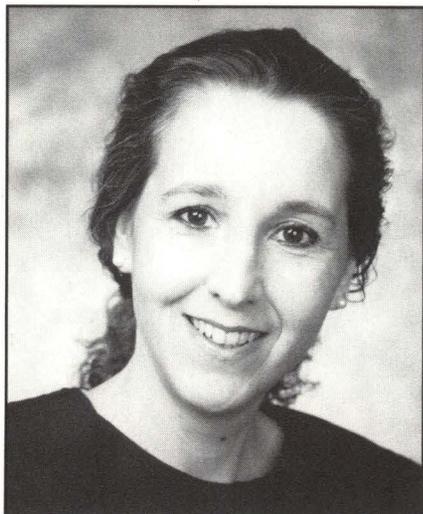
PARTNERS FROM PAGE FIVE

But caring about students means looking out for their best interests, not simply handing out good grades. John Freeman, Political Science, remembers when he was in graduate school and how upset he was after he received a "B+." "I ranted and raved, but it was probably the most important grade I got. It taught me the lesson of the 'hollow A'—that it is more important to get a hard-hitting, thorough critique of one's work which forces you to examine the quality of your argument than to get an 'A' that has no comments with it or nothing but praise.

"I respect students and empathize with their situation, but I don't think giving an 'A' when it's not really deserved is in their long-term or short-term best interest. I give them the 'B+' and detailed, written feedback. You really have to think of what's best for them, not what's going to make you popular or what will please them at the moment."

Good Teaching Gets Results

Teaching is only part of the equation. The professors who focus on learning as well as teaching are dynamic, versatile, and receptive to ideas and opinions. They relish participation in the classroom and



Marti Gonzales

understand that successful learning is both powerful and often full of surprising and unpredictable outcomes.

Marti Gonzales, Psychology, said, "I remember a quote from George Miller who said the noblest mission of a psychologist is to give it away, to give psychology away to anyone who wants it. If you're giving it right, the gift is for the recipient, not for the giver. Whether it's the passion I continue to feel as a scholar, or the information students want, or the motivation for students to continue learning on their own, the gifts are for the recipients."

Sometimes the gift is not immediately recognized, and it may be years before the professor knows that the student found it. Connie Weil, Geography and Latin American Studies, recalls many students who were intrigued with Latin American Studies but didn't think it could directly affect their lives. They could not imagine themselves speaking a foreign language or traveling abroad.

"I've seen a few dozen students who took Spanish, more Latin American courses, and ended up doing senior research in Latin America. To watch what they went through—from feeling incompetent and timid to being fully engaged and growing in confidence, and coming to take for granted things they couldn't have imagined for themselves just a few years ago—it's a rewarding thing to see," Weil said.

A Commitment to Lifelong Learning

Clearly, a successful educational experience involves both professors and students alike engaging in the process of learning. "It's a combination of really liking students and continuing to be a student," Weil explained. "Every class session is a learning experience for the 'teacher' if you're focused on not only how students are responding, but how they're contributing."

Toni McNaron, English and

Women's Studies, is coordinator of CLA's Bush Faculty Development Program on Excellence and Diversity in Teaching. The program's goal, according to McNaron, is to increase the effectiveness of faculty members as teachers and learners.

Six or seven years ago, McNaron learned how important keeping up with the times can be. During that time, she was uncomfortable with, and even

fearful of, the young people who were "punkers," wearing black clothes, purple hair, and intense and sad faces. When five of them enrolled in her Modern Feminist Novel class, she was terrified. Initially, McNaron chose to ignore the unresponsive, close-knit group.

"When the first papers came in, the punkers' papers were the five best, hands down," McNaron said. "These students were extremely good with language. They were extremely good with structure. They really got the politics. They understood about gender, about race and class. They were what I want in a student.

"We've all become very good associates," she said of the group. "They've gotten master's degrees and they're teaching. They're just wonderful young people, and I could have missed them."

Making Connections

So what lays the foundation for good teaching? CONTINUED ON PAGE SEVEN

"EVERY CLASS SESSION IS A LEARNING EXPERIENCE FOR THE 'TEACHER' IF YOU'RE FOCUSED ON NOT ONLY HOW STUDENTS ARE RESPONDING, BUT HOW THEY'RE CONTRIBUTING."

PARTNERS FROM PAGE SIX

Certain critical elements are obvious: substantive knowledge of the field, personal experience with the subject matter, classroom practice, dedication, humor, and inspiration. But when asked when teaching is most rewarding, professors most often speak of their students and the classroom experiences that make teaching worthwhile.

"The moments that stand out are the moments of transformation—when something comes together in someone's life, whether they are acknowledging an identity or coming to grips with the privilege of being educated," said Naomi Scheman, Philosophy and Women's Studies. "I can do something to lay the groundwork for the transformation happening, but when it happens well, it's the student's doing."

During a class discussion about homosexuality and homophobia, one student said he was horrified when his brother said he was gay. Eventually, the student turned his feelings around, caring for and supporting his brother until his death from AIDS. Today, he works with other families and friends of AIDS patients. "It turned the class around in a way nothing I said could have done," said Scheman.

Rose Brewer, Afro-American and African Studies, told of a class discussion about social inequality and cultural identity. "A student spoke very poignantly to the class of how, as an adopted Korean, his identity had been suppressed throughout his growing-up years because it was threatening to his family." When he got to high school, the student knew he was not the white Anglo-Saxon Protestant that his parents tried to make him.

The student said he enrolled in the course hoping to resolve his identity struggle, and the class had been an entry for him into an extremely personal and historical journey. "I was struck," Brewer said, "really, really struck. You could have heard a pin drop in that classroom."



Rose Brewer

"That student's response brought home to me that there are real bodies out there with real histories and identities and experiences. That has stayed with me and makes me a little bit more humble when I go into the classroom, and makes me realize that we really are in a high stakes arena."

All students should be so fortunate as to experience the passion and commitment of professors like these, but realities limit those opportunities. Not all faculty can overcome limitations on their time, on availability of equipment, or classroom conditions. Preparation for each course taught is extensive. Attracting research grants to pursue specialties adds pressure. Committee work for the college and University is time-consuming but important for improving the institution.

"I know [good teaching happens] because I hear it from students today and I hear it from alumni of all ages," said Julia Davis, dean of the college. "So many professors are making a difference in the lives of their students and their teaching colleagues, giving more than we can ever repay. They are our most valuable assets. We don't do enough yet to respect and reward those who love to teach, but we are trying."

CLA

The College of Liberal Arts has a long tradition of outstanding teachers. The following list of faculty are recipients of either the CLA Distinguished Teaching Award or the University's Morris-Amoco Award. We congratulate each of the faculty members for making a significant contribution to CLA students.

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|----------------------|---------------------|
| Ronald Aminzade | Joyce Lyon |
| Chester Anderson | Ken Macorquodale |
| C. Anthony Anderson | Richard Martin |
| Chris Anson | Susan McClary |
| Usharbudh Arya | William McDonald |
| Leonard Bart | Toni McNaron |
| Iraj Bashiri | Donald McTavish |
| Robert Berkhofer | Michael Metcalf |
| Eugene Borgida | Samuel Monk |
| Ernest Bormann | Robert Moulton |
| Rose Brewer | Kim Munholland |
| Lillian Bridwell- | Paul Murphy |
| Bowles | Katherine Nash |
| Michael Dennis | August Nimitz |
| Browne | David Noble |
| Robert Brown Jr. | Gordon O'Brien |
| Peter Busa | Michael Patton |
| Victoria Cass | Mischa Penn |
| Clarke Chambers | Gail Peterson |
| Mitchell Charnley | Sandra Peterson |
| Harold Chase | Leonard Polakiewicz |
| Ronald Chastain | Peter Reed |
| Thomas Clayton | Johannes Riedel |
| W. Andrew Collins | Betty Robinett |
| David Cooperman | Michael Root |
| Frederick Cooper | Ralph Ross |
| Paul D'Andrea | Joel Samaha |
| Harold Deutsch | Martin Sampson III |
| Mary Dietz | Naomi Scheman |
| John Dolan | Stuart Schwartz |
| Raymond Duvall | Robert Scott |
| Gerald Erickson | Livia Seim |
| Edward Farmer | George Shapiro |
| Patricia Fergus | L. Earl Shaw |
| William Fletcher | W. Phillips Shively |
| John Freeman | Mulford Sibley |
| Phyllis Freier | Gerald Siegel |
| Shirley Garner | Jon Solomon |
| Arthur Geffen | Charles Speaks |
| Phillip Gersmehl | Janet Spector |
| James Gibbs | Theofanis Stavrou |
| Donald Gillmor | E. Lavern Sutton |
| Marti Gonzales | Roy Swanson |
| George Green | Elain Tarone |
| Ed Griffin | John Turnbull |
| George Hage | John Turner |
| Patricia Hampl | Mary Turpie |
| William Hanson | Diane VanTasell |
| Allen Isaacman | Charles Walcott |
| Brian Job | Jean Ward |
| Tom Jones | Connie Weil |
| Indira Junghare | Bernhard Weiser |
| Lansine Kaba | Gerhard H. Weiss |
| Calvin Kendall | David Wilson |
| David Kieft | T. George Wright |
| Thomas Kraabel | Sarah Youngblood |
| David LaBerge | Tzvee Zahavy |
| Stanford Lehmberg | Jacquelyn Zita |
| Richard Leppert | |
| Archibald Leyasmeyer | |
| Peter Lock | |

CLA FACULTY RESEARCH & AWARDS

Investigating the Origins of the Nazi Party

By Bridget Stachowski

Sociology professor William Brustein has long wondered why people supported the Nazi party in Germany. Brustein has always been fascinated by political extremism. As a child he often heard discussions involving his Jewish relatives of how Germany, a seemingly civilized society, had turned to evil. Now, after years of research, answers to the questions of who

PHOTO BY TIM RUMMELHOFF



William Brustein

joined and why are about to be published in his book *The Logic of Evil: The Social Origins of the Nazi Party, 1925 to 1933*.

In 1989 Brustein and eight students went to Berlin to collect information

on more than 42,000 individuals who joined the Nazi party between 1925 and 1933. He chose four undergraduate students and four graduate students out of over 100 applicants. The eight were chosen on the basis of their research interests, German speaking and reading abilities, and their study abroad experiences.

The Nazi Party membership files are controlled by the U.S. military. Individual scholars have had access to the files, but no major research team has ever been allowed into the Document Center to collect a massive sample. The director of the center, a U.S. Army colonel, was initially reluctant to let Brustein and his team of students in. But Brustein, an avid sports enthusiast, realized during his conversation with the director that they shared an interest in sports trivia and after about 20 minutes of conversation they were allowed in.

Gathering and recording the information was difficult because many of the more than 11 million records are in old German handwriting, making it hard to decipher. Brustein plans to use the data to show that Nazi Party members came from all social classes and gained much of their support by developing political programs that appealed to people's material interests.

An important feature of the project was the constant interaction between the students and Brustein. The students were involved in every aspect of the project from the beginning to the end.

Brustein wants to see the project used as a model for other research because it illustrates integrated teaching and research at both graduate and undergraduate levels. Brustein received two National Science Foundation grants for his work and used part of his awards to bring two German graduate students to Minnesota to work on the data collection.

Brustein is also the director of the Center for European Studies and would like to see political extremism become a focus of the center. He is seeking funding for a comprehensive

study of European xenophobic political parties whose ideas target members of cultural outgroups. "We need to establish a national-international reputation by becoming well known in one or two things," said Brustein.

Brustein feels that international experiences are increasingly important in today's global society. He believes barriers can be bridged by understanding other cultures and that being aware of other cultures will in itself help combat forms of discrimination.

CLA

Chipman Elected to the National Academy of Science

By Tracy Schlumpberger

John Chipman, Regents' Professor of Economics, was elected to the National Academy of Sciences, one of the highest honors bestowed on American scientists. The 1,683-member academy elected new members at its annual meeting last April in Washington, D.C. The academy acts as an official adviser to the federal government on matters of science and technology.

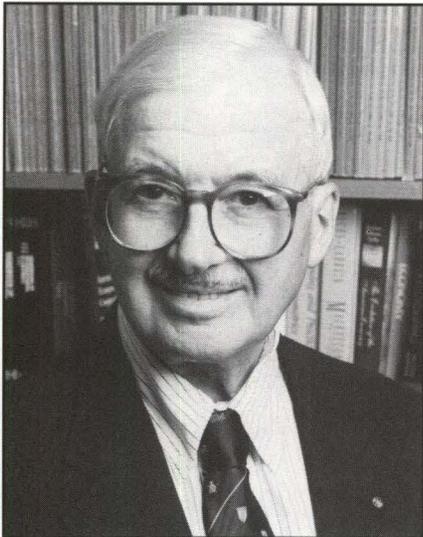
"It's very gratifying to have my work recognized like that," said Chipman, who is 67. Chipman specializes in the study of international trade and economic disturbances, and has made important contributions to econometric and mathematical economics. He has been on the University faculty since 1955, and

CONTINUED ON PAGE NINE

CHIPMAN FROM PAGE EIGHT

was appointed a Regents' Professor in 1981.

Chipman, from Montreal, Canada, strives for clarity in the classroom,



John Chipman

and said any subject can be made clear. He remembers being a student, sometimes feeling confused, but fearing he was the only one who didn't understand the professor. Today, Chipman said he encourages his own students to ask questions and not to feel alone or foolish.

Chipman spent most of the summer researching Germany's economic data at the University of Konstanz, located near the border of Switzerland and Germany. His stay was funded by the Humboldt Research Award for Senior U.S. Scientists, and allows for two more summers of study.

"As he's getting older, [Chipman] is certainly not slowing down," said Craig Swan, chair of the Department of Economics. In addition to teaching, Chipman has published seven scholarly articles this year.

Swan said Chipman "has always had a commitment to the highest standards of scientific inquiry. He is the model of what a faculty colleague should be—distinguished in research, dedicated to students, and devoted to the University.... He's a scholar in the traditional and classical sense."

CLA

Sorauf Recognized For Political Science Career

By Tracy Schlumpberger

Forty years ago, Regents' Professor of Political Science Frank Sorauf Jr. began what he calls a "well-rounded professional career." During that career he wrote 17 books and a dozen scholarly articles, was chair of the department and dean of the college. Sorauf, 65, was recognized for his achievements last April when he was named a fellow of the American Academy of Arts and Sciences. The academy, founded in 1780, honors achievement in science, scholarship, the arts, and public affairs.

The appointment is a "very well-deserved recognition of Frank's long-standing and continuing contributions...to our understanding of American politics," said Ed Fogelman, chair of the Department of Political Science.

Sorauf immerses himself in his work, whether he's teaching, researching, or writing, yet manages to remain accessible to his students. While some people don't understand the importance of scholarly research, Sorauf said it's crucial for successful teaching. "You need

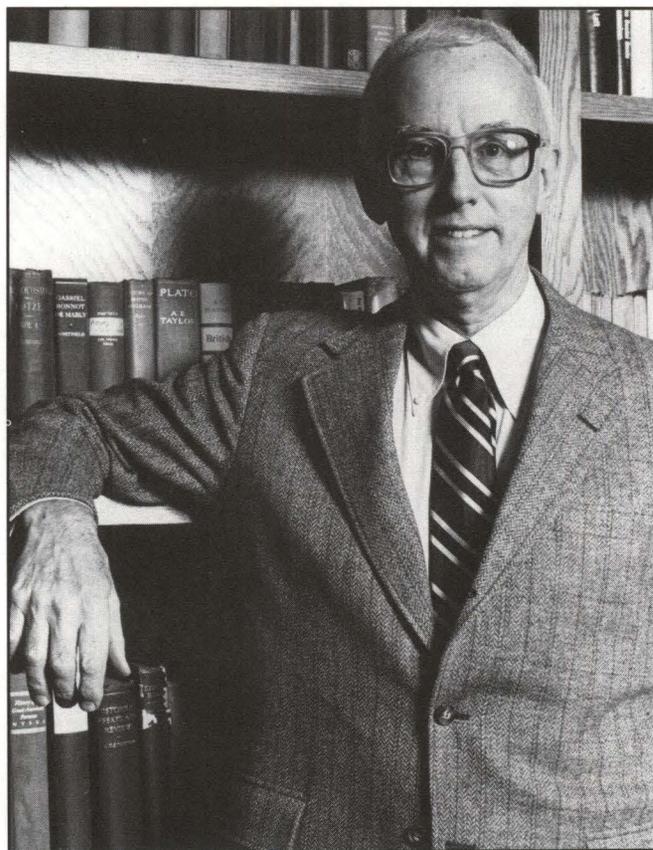
that depth to draw on."

Sorauf, born in Grand Rapids, Mich., has researched American politics, political campaigns, and, most recently, campaign finance. He enjoys field work, which was required for writing his favorite book, *The Wall of Separation* (Princeton University Press, 1976), which examined the separation of church and state. He traveled from Maine to Florida and Alaska to Hawaii collecting data and interviewing sources.

In addition to being a professor and scholar, Sorauf was CLA dean from 1973 to 1978, an experience which he says allowed him to see the University as a whole. "I had a very good five years," Sorauf said.

In fall quarter Sorauf began "sliding into retirement" when he started teaching half-time. He said he's ready to have time for things "other than political science," like reading, playing tennis, and listening to classical music.

CLA



Frank Sorauf Jr.

CLA AWARDS & ACCOLADES

ROSE BREWER, Afro-American and African Studies, **DONALD GILLMOR**, Journalism, and **MARTI HOPE GONZALES**, Psychology, received the Horace T. Morse-Minnesota Alumni Award for Outstanding Contributions to Undergraduate Education for 1992-93. Each will receive a sculpture, a certificate, and \$2,500 annually for three years. In addition, \$2,500 will be given to each winner's department for three years. The awards are made possible by the University of Minnesota Alumni Association and the University.

Villages Astir (Praeger 1993), a book on the modernization of Korean rural communities, was co-authored by Political Science Regents' Professor Emeritus **JOHN E. TURNER**, along with **VICKI HESLI**, **DONG SUH BARK**, and **HOON YU** — Turner's former graduate students, who are now mature scholars, he said.

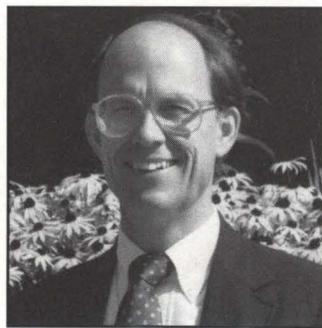
MARCIA EATON, Philosophy, was elected vice president of the American Society of Aesthetics, and will be president in 1995.

DOUGLAS HAWKINS, Applied Statistics, is the recipient of the Ellis R. Ott

Foundation Award for excellent papers in quality improvement. Hawkins' paper was entitled "Multivariate Quality Control Based on Regression-Adjusted Variables." The award includes \$1,000.

"What's New?" — an invitational show at the downtown Minneapolis Anderson and Anderson Gallery last spring — featured Department of Art members **WAYNE POTRATZ**, **DAVID FEINBERG**, **HANK ROWAN**, and **BILL ROODE**. The exhibition also featured Department of Art Research Technician **MARK KNIERIM** and affiliate faculty member **GREG GREEN**.

BILL BEYER, coordinator of CLA Premajor Advising Services, is one of five University academic staff



members selected to receive the 1993 Academic Staff Award. Recognized for extraordinary service, each recipient receives a \$2,000 honorarium, plus \$1,000 for professional development activities.

SARA EVANS, chair, Department of History, was one of eight women to receive the Marvelous

Minnesota Women award at the annual "Women Come to the Capitol" day last spring. The event was coordinated by the Minnesota Women's Consortium, a network of women's groups.

Work by **CLARENCE MORGAN**, Department of Art, was featured in April at the Green Hill Center for North Carolina Art in Greensboro. Morgan also participated in a group show titled "Multiple Dialogues/Expressions in Abstractions" at the Painted Bride Gallery in Philadelphia, Pa. Morgan was granted a McKnight International Travel Award to attend the conference, "A Visual Arts Encounter: African American and Europe" in Paris, France, Feb. 1994.

JOYCE LYON, Department of Art, gave an exhibition, "Conversations With Rzeszow" at Mankato State University's Conkling Gallery. Lyon was visiting artist at Mankato April 12-14.

T.K. CHANG, Journalism, wrote *The Press and China Policy: The Illusion of Sino-American Relations, 1950-1984* (Ablex Publishing Corporation). Also, his article entitled "Rethinking the Mass Propaganda Model: Evidence from the Chinese Regional Press" was accepted for publication in *Gazette*.

RUTH KANFER, Psychology, was awarded a grant from the National

Science Foundation for research on "Complex Skill Development: A Self-Regulation/Information Processing Framework." The \$294,957 grant is funded over three years.

IRVING FANG, Journalism, was named to the Faculty Advisory Committee of the Museum of Broadcast Communications. The museum, opened in 1987, is located in Chicago.

RONALD MARTINEZ, French and Italian, received a 1993-94 NEH Fellowship for University Teachers for work on Dante's *Purgatorio*.

MICHAEL DENNIS BROWNE, Creative and Professional Writing, received a Minnesota Book Award last spring for his book *You Won't Remember This* (Carnegie Mellon University Press, 1992).

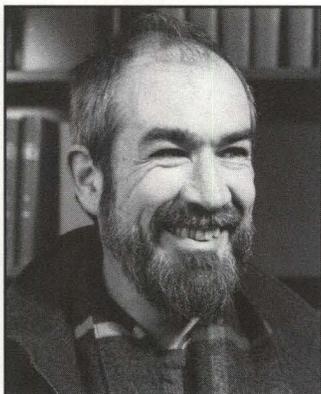
CHUN-JO LIU, Institute of Linguistics and Asian and Slavic Languages, was one of 26 recognized by the State Council on Asian Pacific Minnesotans for outstanding community leadership. Liu was presented with the award May 22 during an annual ceremony commemorating May as Asian-Pacific Heritage Month.

Regents' Professor Emeritus **PAUL MEEHL**, Psychology, received the 1993 American Psychological Association's Award for Distinguished Contributions to Knowledge.

CONTINUED ON PAGE ELEVEN

ACCOLADES FROM PAGE TEN

HARVEY SARLES, Cultural Studies and Comparative Literature, wrote *Teaching As Dialogue, A Teacher's Study* (University Press of America, Lanham, Md. 1993). The book is a study of the nature of dialogue and teaching, and questions classroom politics and dynamics.



Douglas Lewis

DOUGLAS LEWIS, Philosophy, and



Jane Murphy

JANE MURPHY, CLA Premajor Advising, were among four University advisers to receive the 1993 John Tate Award for Excellence in Academic Advising. Each received a certificate and \$1,000.

ERIKA DOSS, 1983 Ph.D. graduate in Art History, was awarded the annual Charles C. Eldredge Prize by the National Museum of American Art, Smithsonian Institution, Washington, D.C. Doss earned the prize for her book, *Benton, Pollock,*

and the Politics of Modernism: From Regionalism to Abstract Expressionism (University of Chicago Press, 1991). The book is an outgrowth of her Ph.D. dissertation written under the direction of **KARAL ANN MARLING**, Art History.

GENEVIEVE ESCURE, English, and **AMY SHELDON**, Speech-Communication, wrote essays included in *Locating Power: Proceedings of the 1992 Berkeley Women and Language Conference*. The publication examines the intersection of language, gender, and power from the perspective of several disciplines. Escure's chapter is entitled "Gender and linguistic change in the Belizean Creole community," and Sheldon's chapter is "Talking power: Preschool girls' conflict talk."

DANIEL BREWER, French and Italian, wrote *The Discourse of Enlightenment in Eighteenth-Century France: Diderot and the Art of Philosophizing* (Cambridge University Press, 1993). The book focuses on the writings of Denis Diderot and how Diderot pushes enlightenment critique to its limits in a way that resembles certain aspects of modern critical theory.

PAUL HOUE, Scandinavian Languages and Literature, received a \$2,500 grant from the American-Scandinavian Foundation in New York for his research on letters by Danish author Jacob Paludan. His findings will be published in a forthcoming book, *From America to Denmark: Traveling Through the Early Novels of Jacob Paludan*.

CLA

HELPFUL HINTS

FINANCIAL AID: TIPS FOR PARENTS

By Donna Weispfenning, Office of Student Financial Aid

Students who apply as soon after January 1 as possible improve their chances of receiving aid because some funds are allocated on a first-come, first-served basis.

The application process takes between two and three months. A "rule of thumb" for students is to submit applications three months before the term that they plan to enter the University. If possible, use actual income tax information from your 1993 income tax return to avoid processing delays. Inaccurate or incomplete information on the Free Application for Federal Student Aid (FAFSA) form may also

extend the time it takes to process your application.

1994-95 University of Minnesota financial aid application packets will be available beginning January 3, 1994.

Application packets, which include the Free Application for Federal Student Aid (FAFSA) form will be available after January 3, 1994. Please call 612/624-1665 with your request, or send your name and mailing address to: 1994-95 Financial Aid Application Packet Request, Office of Student Financial Aid, University of Minnesota, Twin Cities, 210 Fraser Hall, 106 Pleasant St.

S.E., Minneapolis, MN 55455-0422. Your high school counseling office may have the FAFSA form available, but application instructions specific to the University of Minnesota, Twin Cities, may not be included.

Financial aid is intended to supplement, not replace, your own financial support.

Applications are evaluated to determine a student's financial need, which is the difference between the University's estimate of the cost to attend the University and the amount the student's family is expected to contribute to those costs.

CONTINUED ON PAGE TWENTY-TWO

COLLEGE NEWS

Planning the 1993-94 budget was challenging since the college was redirecting resources toward strategic goals while it was faced with deferred reductions from 1992-93, and a current year reduction in base funding of 2.56%, said Joyce Wascoe, assistant to the deans. Most affected by budget reductions were funding for teaching assistants and departmental operating expenses.

The plan successfully meets Dean Julia Davis's goal of avoiding faculty cuts. In addition, funds were budgeted to invest in research initiatives, productivity improvements, and instructional enhancements and innovations. It is anticipated that the coming year will bring additional budgetary changes and improvements as the college continues to maximize its existing resources and to tie its budgetary and strategic objectives more closely.

A course developed in the Office for Special Learning Opportunities (OSLO) was among programs to receive star recognition at the governor's Youth Service Recognition ceremony on April 20 at the Minnesota History Center. The course, AIDS/HIV: Cultural Perspectives (I.D. 3201), was honored by Gov. Arne Carlson in conjunction with the National Youth Leadership Council in St. Paul.

Each student in the course participates in an

internship with a community-based organization on an issue related to AIDS. The course, in its third year, was developed by **Carl Brandt**, OSLO director; **Jim Berg**, General College instructor; and **Kate Brady**, academic adviser, Martin Luther King Program. Another OSLO course, Community Service as an Element of Social Change, was awarded a certificate of commendation from the governor and the youth council.

Four CLA staff members and five faculty members received the Gordon L. Starr Award for outstanding service to students at a ceremony in June. The Minnesota Student Association (MSA) presented the award to a total of 20 University staff and faculty members.

The CLA staff recipients were **Chad Barthelemy**, pre-graduation adviser; **David Dahlgren**, office specialist; **Paul Hesterman**, senior pre-major adviser; and **Susan Hunter Weir**, senior adviser. The CLA faculty members were **Genevive Escure**, English; **Joe Galaskiewicz**, Sociology; **August Nimtze**, Political Science; **Eugene Ogan**, Anthropology; and **Dennis Valdes**, Chicano Studies.

Gordon Starr, who was director of Coffman Memorial Union for 30 years, attended the ceremony. During the program, President Nils Hasselmo presented President Leadership and Service Awards to 220 students.

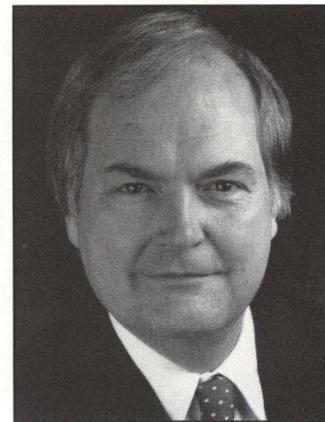
The Katherine E. Nash Gallery, located in Willey

Hall, on the West Bank, is now administered and operated by the Department of Art under a partnership with the Minneapolis Student Unions. "The department will control a professional exhibit space for the first time, filling a need long noted by arts educators and professionals," said **Wayne Potratz**, chair of the Department of Art and **Clare O'Brien**, director of the Minneapolis Student Union, in a written announcement.

The partnership "gives the department 6,800 square feet of badly needed space for student critiques, exhibitions relating to teaching assignments, and even slide presentations, which—believe it or not—the department currently does not have space for," they said. The Department of Art will run the gallery space, including exhibitions and special programs. A number of exhibitions, lectures, and symposia will be held this year.

The School of Music's \$12.5 million, 1,250-seat Ted Mann Concert Hall and performance laboratory was dedicated in a "Hollywood style" invitational concert in May. The program featured **Ted Mann**, actress **Rhonda Fleming Mann**, Broadway singer **John Raitt**, as well as the University Orchestra, choruses, and Jazz Ensembles.

The \$2.5 million donated by California resident Ted Mann, who began the largest privately held chain of movie theaters nearly 60 years ago in St. Paul, helped the School receive funding for the hall from the legislature in 1990. The program



Vern Sutton

was emceed by CLA Dean **Julia Davis** and recently appointed School of Music Director **Vern Sutton**.

The official public opening of the hall was celebrated with a week of performances beginning Oct. 9. The concert hall, an addition to Ferguson Hall, includes rehearsal space, and set construction and costume shops. The hall is expected to attract regional and national educational music conventions and professional meetings as well as provide free concerts for the community.

CLA opened the new Instruction and Computing Laboratory on the West Bank, 440 Blegen Hall, in April. The classroom, which is equipped with 25 IBM workstations, can be scheduled for classes by any CLA department. Uses for the computers include spread sheets for Economics classes and statistical packages in Sociology classes. Funding was provided by the Office of Vice President for Arts, Sciences, and Engineering. The college plans to install two more computer classrooms on the West Bank.

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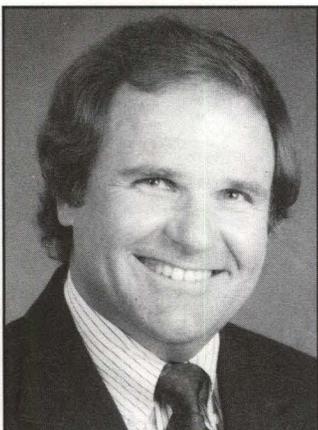
COLLEGE NEWS

FROM PAGE TWELVE

The University Course Information Project

(UCIP), known during the late '70s and early '80s as the Gopher Survival Kit and the Student Course Information Project (SCIP), received funding allowing the service to continue through next year. The project publishes a quarterly course information guide which allows University students to make informed decisions when choosing courses, and also gives faculty a chance to describe their classes to prospective students. For a copy of the guide, contact UCIP at 612/626-1279.

Craig Kirchhoff, most recently director of bands at Ohio State University, was named director of University Bands last spring. Kirchhoff fills the position occupied by **Frank Bencriscutto** ("Dr. Ben") who retired in 1992 after 32 years. **Vern Sutton**, director of the School of Music, said of Kirchhoff, "He's the best. The band directors around the state are ecstatic."



Craig Kirchhoff

Sutton said Kirchhoff is a dynamic person, who sees

real potential in his new position.

Nearly 8,000 students in grades six through 12 participated in the 12th annual State History Day program held last spring at Coffman Memorial Union. The theme was "Communication in History: The Key to Understanding." The CLA Honors Program awarded a \$1,000 scholarship to **Jennifer Jacox**, an 11th grade student from Christ Household of Faith School in St. Paul, who demonstrated outstanding achievement in research and presentation. In preparation for their projects, 500 students came to the University to do research assisted by graduate students. History Day is sponsored in part by the Department of History.

The first issue of *University Graffiti*, a magazine which intends to take an in-depth look at the University community, was published in September. **Stephen Banks**, a graduate student in Creative Writing, **Jason Zeaman**, with an Individually Designed Interdepartmental Major in Video, Theatre, and Journalism, and **Jan Wikstrom**, majoring in Psychology and Women's Studies, created the magazine, which eventually will be published monthly. *Graffiti* received financial support from the University, but expects to become financially self-sufficient, said Banks. For subscription or advertising information call 612/649-0076.

Santiago A. (James) Cúneo, Spanish and Portuguese professor for 28 years, died March 12 at Ebenezer Luther Hall in Minneapolis. He was 93. He founded the Institute for Hispanic American Studies at the University and was past president of the International Institute in St. Paul. Cúneo was active in preparing the annual Festival of Nations event. He was the author of two Spanish textbooks and a Spanish-language play. He retired from the University in 1968. Cúneo is survived by his wife, Marilyn; sons, Chris, of North Oaks, and Larry, of Apple Valley; daughters Marisa and Deborah, both of St. Paul; and a sister, Blanca Esther Elsegood, of Argentina.

E. Adamson Hoebel, Regents' Professor Emeritus of Anthropology and acclaimed expert on preliterate societies, died July 23 at his St. Paul home. He was 86. Hoebel came to the University in 1954 as professor and chairman of the Department of Anthropology, and became a Regents' Professor in 1966. He retired in 1972. Hoebel's book, *Anthropology: The Study of Man*, written in 1949 and updated five times, became a standard text in college classrooms. Hoebel is survived by his wife, a son, and five grandchildren.

CLA

Alumni and parents:

The Post Office charges up to 35 cents for each change of address. You can help us eliminate unnecessary expenses by informing us of your new address before you move. Parents, if your son or daughter no longer maintains a permanent address at home, please let us know. Thank you.

Our address is:

CLA Office of External Relations
225 Johnston Hall
101 Pleasant St. S.E.
Minneapolis, MN 55455
612/625-5031

Some of our readers are on more than one mailing list. If you receive an extra copy of *CLA Today*, please pass it on to a friend.

CLA *today*

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CLA Today is available in alternate formats upon request. Please call the CLA Office of External Relations, 612/625-5031.

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Tracy Schlumpberger
Bridget Stachowski

STUDENT NEWS

Annette Miller, who graduated from the University with a major in Political Science and a minor in Film Studies, was awarded a James Madison Fellowship by the James Madison Memorial Fellowship Foundation of Washington, D.C. The fellowship supports the study of American history by recent college



Annette Miller

graduates who aspire to become teachers of American history, American government, and social studies in the nation's secondary schools. Named in honor of the fourth president, the fellowship funds up to \$24,000 of course study toward a master's degree. Miller, from St. Paul, was selected for the fellowship in a competition that included applicants nationwide, and from Puerto Rico and U.S. territories. Miller plans to pursue a master's degree in Secondary Social Studies Education at the University and to teach 9th grade civics and 12th grade problems of government and democracy.

Jeffrey Huebschen, majoring in Political Science, was

awarded the George C. Marshall Award given for the most outstanding Army ROTC Cadet. Recipients are selected for demonstrating outstanding leadership qualities and high academic performance. Huebschen holds a 3.7 GPA in his political science major.

Barbara Joyce Rose, majoring in Theatre Arts, was awarded a \$1,500 scholarship from the Carol E. Macpherson Memorial Scholarship Fund. Scholarships are awarded to Minnesota women students who are over the age of 28 and who have at least a five-year gap in their education. Only six awards were made out of a pool of 50 applicants.

Wendy Smith, a Speech-Communication major, a single parent, and AFDC recipient, accompanied Gov. Arne Carlson to Washington, D.C. in January to speak to the National Governors Association about welfare reform. Smith was one of three women in the nation chosen to discuss the barriers that parents who receive AFDC have to overcome as they move toward independence from the welfare system. Smith urged governors to invest further in the Minnesota Project Stride Program of which she is a participant. The Stride program assists AFDC recipients in becoming self-sufficient and independent from the welfare system.

Naomi Pabst, a senior Honors student last spring majoring in Afro-American and African Studies and English, was awarded the

Ford Foundation Predoctoral Fellowship for Minorities. The award, given for academic achievement and promise of future achievement as a scholar, researcher, and teacher in a higher education institution, provides support for three years of graduate study. Fellows receive an annual stipend of \$11,500 and an annual \$6,000 institutional grant for tuition and fees. The Ford Foundation also provides \$1,000 to the undergraduate department to be used to encourage minority students to consider graduate study and academic careers. Pabst, originally from Edmonton, Alberta, Canada, will study History of Consciousness at the University of California at Santa Cruz.

Elizabeth Anderson, a doctoral student in American Studies, **Andy Davison**, a doctoral student in Political Science, and **Jim Landman**, a doctoral student in English, received Fulbright Scholarships last spring. Anderson will study film and national identity in Canada; Davison will do advanced research in Turkey; and Landman will study at Cambridge University in England.

Jonathan Sterne, an Honors student from Golden Valley majoring in humanities in the Department of Cultural Studies and Comparative Literature, and **Natasha Warner**, an Honors student who majored in German and Japanese, were two of 85 winners nationwide to receive 1993 Andrew W. Mellon Fellowships. The award is given to promising students entering graduate school to prepare them for

careers in teaching and scholarship in humanistic studies. The students will receive \$12,500 plus payment of tuition and fees to their graduate schools. The awards are funded by the Andrew W. Mellon Foundation.

Scott Allard, an Honors student from Minneapolis majoring in Political Science, received a John E. Turner Award last spring. He also received a Regents' Fellowship from the University of Michigan, where he will work toward his Ph.D. in political science. The fellowship covers his tuition and living expenses until he completes his Ph.D.

Daniel Berkness, a Speech-Communication major, arranged a spring quarter internship with IBM-Europe, in Brussels, Belgium. He monitored laws and policies within the European community that could influence IBM markets. Berkness wrote a paper comparing aspects of interpersonal communication in Belgium with that of the United States, which was evaluated by Barbara Kappler, Speech-Communication.

Matthew Dufresne, a senior majoring in Psychology, interned at Sub Centro de Salud de Guaytacama, a health center in Guaytacama, Ecuador, through the Minnesota Studies in International Development (MSID) program. Dufresne assisted a local doctor with vaccinations, emergency care, and routine check-ups; he assisted the

CONTINUED ON PAGE FIFTEEN

STUDENT NEWS

FROM PAGE FOURTEEN

local public health inspector, inspecting homes in the community for latrine conditions, proper garbage disposal, and general home hygiene; he spoke at local elementary schools on public health and at the local high school on sex education. He worked with Nancy Lee, Pharmacology, on a directed study of drug abuse among Quito, Ecuador, street children and the programs available to help them.

James Hong and **Brent Kalar**, Honors seniors in Philosophy, developed a collaborative internship at Southwest Senior High School. They co-taught two survey of philosophy units they developed under the direction of Douglas Lewis, Philosophy, and Southwest teacher Mel Pibal.

Mary McKinley, an Honors senior majoring in Political Science, accepted an internship with the Democracy After Communism Foundation in Budapest, Hungary. Her responsibilities included grant and proposal writing, publishing the organization's newsletter, and logistical planning for several programs. McKinley assisted with organizing a seminar taught by American and Western European law professors in coordination with Columbia University Law School's Center for Law and Democracy. In conjunction with her internship, McKinley worked with Randall Kindley, Political Science, on a paper analyzing the roles and responsibilities of non-governmental

agencies in economic restructuring during Hungary's transition to democracy and a market economy.

Craig Seacotte, a journalism major originally from Duluth, Minn., interned during the 1992-93 academic year at the Walker Art Center, Minneapolis. In addition to responsibilities in public relations and marketing, Seacotte was involved in drafting a five-year plan and developing an outreach program to increase attendance by minorities and the economically disadvantaged. Under the direction of Frederick Cooper, Art History, and Sarah Whichler, a curatorial assistant at the Walker, Seacotte wrote a grant proposal to the National Endowment for the Arts.

Kimberly Wensaut, an American Indian Studies major, interned with KTC

Public Television spring quarter. Wensaut, from New Brighton, Minn., worked as production assistant on a documentary about the lives and teachings of Ojibway women elders in Minnesota by researching, transcribing taped interviews, and developing interview sources. Research for the documentary formed the basis for Wensaut's directed study project, which focused on the role of oral tradition in Ojibway communities. She was supervised by Ojibway language instructor Collins Oakgrove, and also worked with Carol Miller, both in American Indian Studies.

Seven \$3,000 scholarships were awarded for the 1993-94 academic year through the CLA Alumni Scholarship Fund. The funds are made possible by gifts from alumni and friends of the college.

Kristin Dickman, Minneapolis, received the CLA Alumni Award for Outstanding Academic Progress; **Brendan Donnelly**, from Hawaii, received the MLK Program Award for Outstanding Academic Progress; **Sally Diessner**, Minneapolis, **William Hemming**, St. Paul, **Tressa James**, Minneapolis, **Tracy McClun**, Minneapolis, and **Stuart Sawyer**, Plymouth, received the Outstanding CLA Non-Traditional Student Award.

Sixteen CLA students were awarded \$2,000 Selmer Birkelo Scholarships. They were nominated as the most outstanding students by their respective departments, and have demonstrated outstanding intellectual ability and promise in the fields of history, social sciences, modern languages, and the classics.

CLA



CLA Alumni Scholarship award recipients: (back) Sally Diessner, Tressa James, Stuart Sawyer; (front) Kristin Dickman, Tracy McClun.

ALUMNI NEWS

DENNIS McGRATH

(Journalism '63) served as president of the 1993 Minneapolis Aquatennial Association. McGrath is president of Mona Meyer McGrath and Gavin public relations and executive vice president of its parent company, Shandwick North America.

COL. ELIZABETH GIBSON

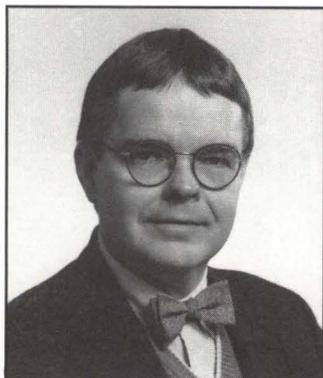
(Spanish '70) was appointed by the Army Chief of Staff as a strategic fellow, assigned to Carlisle Barracks, U.S. Army War College, Carlisle, PA.

DR. R.M. BERDAHL

(Ph.D. History '65) is the new president of the University of Texas at Austin. He previously was vice chancellor of academic affairs and a professor of history at the University of Illinois.

ROGER H. OLSON

(B.A. '64), vice president of Stow Davis Textiles in Grand Rapids, Mich., was honored with a Silver Award for his upholstery



Roger H. Olson

fabrics at the annual market for design, Merchandise Mart, Chicago.

SUSAN T. RYDELL

(Ph.D. Psychology '68) is professor and chair of the psychology department at Metropolitan State University, Minneapolis. Rydell is also the coordinator of the Corrections Education Program.

REBECCA RUGGLES

RADCLIFFE (English '76)



Rebecca Ruggles Radcliffe

recently published *Enlightened Eating: Understanding Your Relationship To Food.*

JAMES WATKINS

(Economics '69) was named president of ConAgra Diversified Product Cos. Watkins was formerly the president of Golden Valley Microwave Foods, a division of ConAgra.

VALERIE LERITZ

(Journalism '81) was promoted to manager of broadcast buying services at Carmichael Lynch Advertising, Minneapolis.

CHAD BARUCH

(Pol Sci '88), attorney, successfully represented the Young Conservatives of

Texas, in conjunction with the American Civil Liberties Union, in a free speech lawsuit against Stephen F. Austin State University in Texas.

CARMINE PROFANT

(English '84) recently joined the staff of Llewellyn Publications, St. Paul, as a copywriter.

RON PERLMAN

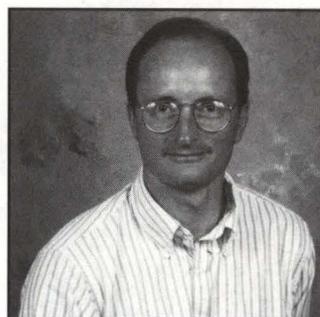
(M.F.A. '73) played the role of Paw in the recent Disney film *The Adventures of Huckleberry Finn.*

MARSHALL H. TANIC

(Journalism '69) received the Charnley/Hage Award from the University of Minnesota Daily Alumni Association. The award is annually given for contribution to the advancement of student journalism at the University. Tanick, a former journalist, is a partner in the law firm of Mansfield & Tanick, Pa.

PETER VUJOVICH

(Philosophy '74) was named to *Remodeling* magazine's nationwide "Big 50 Outstanding Remodelers"



Peter Vujovich

list for 1993. Vujovich is president of Vujovich Design-Build, Inver Grove Heights.

LAWRENCE KUTNER

(Ph.D. Psychology '78) is a clinical psychologist specializing in child development and writes the *New York Times* column, "Parent and Child." Kutner led a



Lawrence Kutner

workshop and gave a lecture in October sponsored by St. David's School in Minnetonka.

BRADLEY HUCKLE

(B.I.S. '92) was appointed executive vice president and senior lending officer of Princeton Bank, Minn.

RICHARD RHEILE

(M.F.A. '71) recently appeared in Harrison Ford's *The Fugitive.*

SCOTT SPAHN

(Journalism '76) was hired as management supervisor of retail services by M & H Advertising, Minneapolis.

TIMOTHY KEANE

(Economics '75), an attorney with the Bloomington law firm of Larkin, Hoffman, Daly & Lindgren Ltd., was elected president of the Minneapolis/St. Paul chapter of the International Association of Corporate Real Estate Executives.

CONTINUED ON PAGE SEVENTEEN

Dear CLA Alumni/Alumnae & Friends of the College:

My name is Ken Hayes and I am president of the College of Liberal Arts/University College Alumni Society Board of Directors. Please take a moment and review the full list of board members enclosed in this article.

This issue of CLA Today focuses on two significant topics: education, specifically outstanding teaching, and outstanding alumni. It is my sense that these two topics are very much related.

When I was a student, I appreciated good teaching, but I do not recall thinking about how teachers impacted my personal development. My children, both of whom attend daycare where I work at The St. Paul Companies, helped me recognize outstanding teaching.

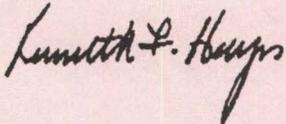
Several times a week my four-year-old son, Griffin, says something that makes me realize the impact that teachers have in shaping our lives. Within the last week, my son and I have discussed, at his prompting, the importance of keeping the planet healthy and the need to protect the forest for panda bears.

Clearly, someone is positively impacting his life, his ability to think, reason, and develop. Although I was older, the same process happened to me with my liberal arts education. It is the effort of outstanding teachers that forms the basis by which I bring value to my family, my community, and my employer.

It is this same education that enables all of us to be outstanding alumni. Elsewhere within CLA Today, you can read about several such outstanding alumni. I encourage you to share in their successes. I would then ask that each and every one of you reflect upon the gift we have all been given—the gift of an outstanding education. Further, I hope this reflection leads you to distinguish yourself as a University of Minnesota, College of Liberal Arts, alumnus or alumna.

Distinction has been given to us—it is up to us to determine how and where it is best applied.

Sincerely,



Kenneth F. Hayes ('83 Economics)
CLA/UC Alumni Society



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ALUMNI NEWS

FROM PAGE SIXTEEN

HARRISON SALISBURY

(Journalism '30), 84, died in early July. Salisbury, author and journalist, won a Pulitzer Prize in 1955 as a foreign correspondent for the *New York Times*.

R.J.R. JOHNSON

(Journalism '52), 62, died in late July. Johnson was a longtime reporter and editor of the *St. Paul Pioneer Press*.

ALUMNI SERVING IN

ELECTED POSITIONS

In addition to the names of 36 alumni serving in Minnesota elected public service positions listed in the May 1993 *CLA Today* newsletter, we wish to salute the following alumni who are also serving in elected positions:

GARY SCHURRER,

Washington County District Judge (B.A. '75)

JEFF BURKHARDT,

Martin County Commissioner (B.A. '76)

JEFF SOVER,

Landfall City Council, League of Minnesota Cities (B.A. '87)

If you have news you would like to share, please contact Bridget Stachowski at 612/624-2381.

The Honors Program staff is interested in contacting former students to update its alumni database. If you wish, please include a brief report on your recent activities and accomplishments. Please send your name, current address, and phone number to: Judith Wanhala, CLA Honors Program, 115 Johnston Hall, 101 Pleasant St. S.E., Mpls., MN, 55455.

Bay Linens, China Seas CEO Is CLA Grad

By Tracy Schlumpberger

Dianne Morris, '66, who lives in New York City, has come a long way since being president of Comstock Hall during her senior year. After graduating, she worked for NASA as a contract negotiator for five years, then started and sold two



Dianne Morris

businesses and later acquired two Manhattan-based companies.

Morris grew up in South St. Paul, the oldest of four sisters, and a second generation University graduate. She majored in English Literature, and later got a certificate from a fashion design school in Los Angeles.

During her life she's combined creative talent with entrepreneurial skill. In her first venture she made jewelry for specialty and department stores. Her second company, Miraflores, designed custom packages for hotel amenities, and landed sales of \$10 million a year.

And in her largest venture yet, Morris acquired two existing companies, now with sales of \$7 to \$10 million a year. Bay Linens, acquired in 1989, creates coordinated bedroom ensembles found in such stores as Linens and Things, and Dillard's department stores, as well as in catalogs like Bloomingdale's by Mail and

the Horchow Collection. China Seas, acquired in 1990, designs fabrics for interior designers.

While Morris never took a business course during her University years, she's picked up business sense along the way. Most of her business education came from AWED (American Woman's Economic Development Corporation), a New York group that assists women entrepreneurs. She's also taken business courses "here and there." Morris says her success comes from not only working hard, but also seeking advice from others.

Yet running two companies isn't enough for Morris. She and her husband, Leonard Morris, sponsor a group of East Harlem kids in the I Have a Dream Foundation. The Morrises "adopted" the kids in 1986, and aim to see each one of them graduate from high school and attend college. CLA

Active 1928 Graduate Believes in Liberal Arts Education

By Bill Hoffmann

Talking with Donald Van Koughnet, 87, one of the University's oldest liberal arts graduates, is like meeting an ambassador, but someone representing a different time instead of a country.

But, Van Koughnet, who graduated in 1928, is a time traveler well adapted to today's world. After 50 years in law practice, he is still much in demand and jets around the country to meet clients and present arguments at trials. He is a calm, friendly ambassador who is keenly interested in everyone he meets.

Based on his years of experience, Van Koughnet strongly believes "students shouldn't seek to predetermine their life vocation until they

have the advantage of a liberal arts education." The greatest contribution of a liberal arts education is writing, he said. "It is shocking to me—the writing of otherwise competent lawyers in courts." Their writing fails in grammar, organization, and "getting to the point," he said. "My English teachers were bears on composition. I shall be eternally grateful. They didn't compromise."

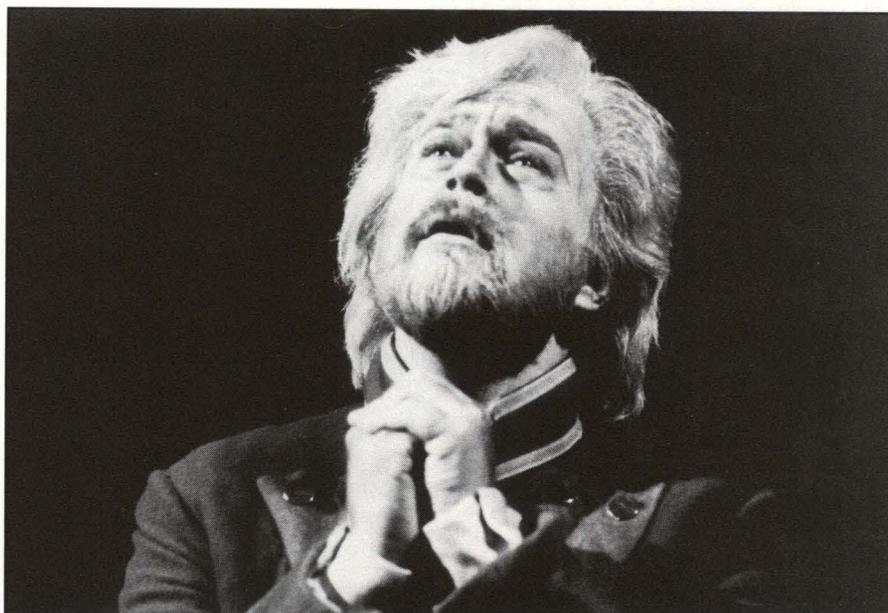
During his days at the University, Van Koughnet was present at the "monkey episode" on campus during the 1920s Scopes trial in Tennessee over the teaching of evolution. At the incident, an anti-evolution speaker at a convocation in the Armory was interrupted by a group

CONTINUED ON PAGE NINETEEN

Broadway Performer Studied at U of M

When Donn Cook left Waterloo, Iowa, for the University of Minnesota, he wasn't sure what campus life might hold for him. He only knew a large urban campus with a dynamic arts curriculum was more suitable to him than what other nearby schools could offer. Though finding the University "a bit intimidating," he quickly felt at home under the guidance of School of Music vocal instructors Clifton Ware, Dwayne Jorgenson, and Vern Sutton.

This summer, almost 20 years later, Cook triumphantly returned to the Twin Cities as Jean Valjean in the



Donn Cook as Jean Valjean in a scene from LES MISERABLES.

Broadway touring production of *Les Misérables* at St. Paul's Ordway Music Theatre.

Cook attended CLA in the late '70s before being forced to quit singing because of chronic tonsillitis. Before leaving campus, he left his artistic mark playing Rudolpho in *La Bohème*, and collaborating with composer and alumna Libby Larson on *Silver Fox*. He fondly recalls

opera workshop rehearsals in the Holy Emmanuel Church near Stadium Village.

Now, fully recovered from his career-threatening vocal problems, Cook has made a remarkable reputation for himself. While serving a two-year appointment with the Chicago Lyric Opera, he got his first Broadway role as Piangi in *Phantom of the Opera*.

Three years later, Cook found himself performing in *Les Misérables*. Currently, his critically acclaimed performance can be seen as the Third National Company tours the country. When he completes the tour next January, he will return as a featured artist for several concerts with Bravo Broadway, a national concert series featuring young stars of Broadway performing with major orchestras around the country. Next April, Cook will return to the Imperial Theatre on Broadway to again portray Jean Valjean.

What words of wisdom can he offer to budding young talent? Cook says, "Know what your skills are and build upon them. Learn to understand and deliver what a director wants in a role, then enhance it."

VAN KOUGHNET

CONTINUED FROM PAGE EIGHTEEN

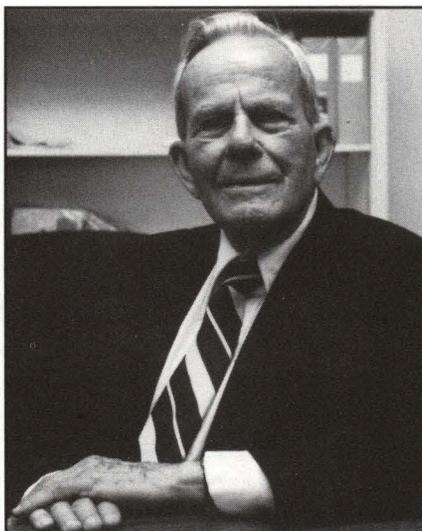
of students who lowered a stuffed figure of a monkey through a skylight.

Van Koughnet gives a time traveler's report from the past, including his childhood friends in St. Paul, future Supreme Court Chief Justice Warren Burger and Justice Harry Blackmun, and his role as assistant to the U.S. Attorney General in the Alger Hiss spy trial in 1949-50. Today, he and his wife, Romaine, live in Naples, Fla.

Last June, the "ambassador" visited campus for his 65th graduation anniversary and received an ovation at the CLA commencement ceremony in Northrop Auditorium. Before his visit, Van Koughnet said, "Of the three great universities from which I

hold five degrees, my undergraduate studies at CLA provided a solid and treasured basis for the graduate studies that followed."

CLA



Donald Van Koughnet

CLA

PHILANTHROPY

Goodales Donate Funds for Dance Studio

By Bridget Stachowski

Bob and Kathie Goodale are helping lead the effort to raise funds for renovating a former West Bank Campus church to house the University's Dance Program. The building is being converted into studios and offices for the program, which is part of the college's Department of Theatre Arts and Dance. The program is nationally recognized for its faculty, visiting choreographers, and innovative programs for students.

Their gift of \$50,000 will go toward the creation of the Robert and Kathie Goodale Studio for Dance. Motivated by seeing the

program blossom from its modest beginnings to one with a vision for the future, Kathie said, "A strong department will attract dancers, choreographers, and educators to make the Midwest an important center for dance. This Dance Program will encourage dancers to pursue an academic degree."

Kathie Goodale, a lifelong dancer, has taught at Minnesota Dance Theatre, Northwest Ballet School, and currently, at Ballet Arts Minnesota at the Hennepin Center for the Arts. She is also the author of *Pas de Trois, Fun with Ballet Words*, a children's book which explains the French terms used in ballet. Dr. Robert Goodale received two doctoral degrees from the University and is a professor of surgery in the University's Medical School.

Maria Cheng, director of the Dance Program, said, "The Dance Program is very excited and appreciative of Kathie and Bob's continuing and unflagging support. We have already benefited tremendously from Kathie's enthusiasm and dedication in her past two-year service on the Dance Advisory Council."

The renovation, led by architect Garth Rockcastle from the Minneapolis firm Meyer, Scherer, Rockcastle, Ltd., will pay special attention to the aesthetics found in the former church.

CLA

The College of Liberal Arts is grateful to its many alumni and friends who have chosen to make a difference through a financial contribution. The University of Minnesota Foundation has special gift clubs available to donors.

Presidents Club

Membership in the Presidents Club is reserved for individuals giving a current gift of \$10,000 or more, or a deferred gift of \$25,000 or more. Members of the Presidents Club receive a personalized plaque, a nameplate in the Northrop Hall of Honor, invitations to special events, and a subscription to *Minnesota* magazine.

Trustees Society

Membership in the Trustees Society is reserved for those who make a current gift of \$100,000 or more or a deferred gift of \$250,000 or more. Membership is open to individuals, families, businesses, foundations, and associations. Personalized plaques are presented to all members; identical plaques hang in the program offices receiving the support. Members also receive invitations to special events and a subscription to *Minnesota* magazine.

Builders for the Future

Membership in the Society of Builders for the Future is reserved for those making a current or deferred gift of \$1,000,000 or more. Membership is open to individuals, families, businesses, foundations, and associations. Plaques recognizing the gift hang in the Northrop Hall of Honor. Members also receive invitations to special events and a subscription to *Minnesota* magazine.

For Further Information:
Mary Hicks
Director of Development
225 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, MN 55455
612/625-5541



Architect's model of the Robert and Kathie Goodale Studio for Dance

Renquist Gift Helps Recruit High-Ability Students

By Bridget Stachowski

The College of Liberal Arts is renewing its commitment to recruit high-ability students interested in liberal arts disciplines. Competition for the most talented high school students is fierce, and increased scholarship packages are a key ingredient in recruiting these students. Instrumental in these efforts are Harold and Louise Renquist.

The Renquists helped initiate a fund-raising campaign through a Presidents Club gift restricted to high-ability student recruitment. Harold Renquist is a 1936 graduate with a political science degree. Upon leaving the University, he pursued a career in the federal government specializing in training and personnel. At the time of his retirement, he was a district personnel officer with the Internal Revenue Service in St.

Paul. He continues to be involved in CLA by participating in a variety of Alumni Society sponsored seminars and lectures.

"I found my University education to be excellent, full of intellectual stimulation and opportunities to learn from a cadre of extraordinary faculty like William Anderson and Lloyd Short," said Renquist. "It's crucial that the University continues to enroll its share of the most talented students interested in the study of liberal arts."

CLA

Larson Scholarship Helps Political Science Students

By Bridget Stachowski

Twelve CLA students last year were able to devote more time to their studies because of the generosity of Earl and Cecill Larson. The Larson Scholarship in Political Science is a scholarship available to outstanding students pursuing studies in this area.

Earl Larson (SLA '33, Law '35) was active on campus and was part of an outspoken political group called the Jacobin Society. After returning from the Navy, he co-founded the law firm of Larson & Lindquist, currently known as Lindquist & Vennum, in Minneapolis. Cecill (SLA '37) and Earl were married in 1939. Cecill was active in the Minnesota International Center for many years. They have two children, a daughter living in Barcelona, Spain, and a son in California. They have also hosted

over 30 students in the last 30 years.

Earl Larson was appointed as U.S. District Judge for the state of Minnesota in 1961 and took senior status in 1977. Judge Larson's prestigious career has included several landmark rulings. He was the first president of the Minnesota Civil Liberties Union and has also served as state chairman of the Minnesota Human Rights Commission.

Last year the scholarship fund awarded a total of \$25,000 to 12 students. The students' experiences could have lasting effects for the University. Patrick Schmidt, one of the scholarship recipients said, "Your gift will multiply—when I am in a position to contribute something in return to my alma mater, I will remember the substantial impact an undergraduate scholarship has on an individual's education."

CLA

125th Anniversary Update

We want to identify families with a long legacy of CLA alumni. If your family has had three or more generations enrolled in CLA, please contact us. Send your name, the names of the other family members with CLA degrees, the graduation years, and majors. Please include maiden and married names.

Send to:
CLA Family Legacies
College of Liberal Arts
225 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, MN 55455
or fax us at 612/624-6839

If the halls of campus buildings could talk, you can just imagine the stories they would tell. Since they can't, we need help collecting memories about the University campus. Please send us your favorite stories about Folwell Hall, the Armory, Murphy Hall, or any other campus building.

Send to:
Campus Memories
College of Liberal Arts
225 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, MN 55455
or fax us at 612/624-6839

Over the years we have lost track of some of our alumni. If you have friends or family members who attended CLA but never hear from us, please send us their name while they attended school, their current name and address, phone and the approximate years of attendance. We want to include them in the 125th Anniversary festivities.

HELPFUL HINTS

FINANCIAL AID:

FROM PAGE ELEVEN

For example, if the cost of attending the University is \$10,482 (a 1993-94 figure for an undergraduate with Minnesota residency living in a dorm) and, according to state and federal formulas, your resources, as given in the application, indicate you could pay \$6,000 of those costs, your daughter or son's financial need will be \$4,482. Financial need is discussed in more detail in the application packet.

Applications are evaluated to determine financial need.

If your daughter or son has financial need, an award letter will be sent to her or him listing a combination of one or more aid program amounts that total the financial need. Financial aid comes from three major sources: gift aid (grants, scholarships), loans, and employment (state and federal College Work-Study programs). Students are considered first for gift money eligibility; that is, money that does not need to be repaid. Next, their eligibility for low-cost federal student loan programs is determined. Student loans do have to be

repaid. Finally, students are considered for a work-study program if they have indicated they prefer to provide self-support through work in lieu of or in combination with loans. Work-study recipients are not guaranteed a job, but have increased job placement opportunities for which they can apply.

Alternative funding sources—employment and/or loans—are available if your daughter or son does not have financial need.

Students who do not have "financial need" may still be eligible for student employment either on or off campus or for student

loans from private lenders. The Student Employment Center is a free referral service that posts job vacancies and interviews interested, qualified students before referring them to employers. Most student jobs pay a minimum of \$6.23 per hour and range from entry level office work to highly specialized research opportunities. Loans from private lenders are also a low-cost source of funds. A separate brochure is included in the application packet that describes these programs. Separate applications are sometimes required and are available on request from the Office of Student Financial Aid. CLA

TAX SAVINGS THROUGH CHARITABLE GIFTS

By Craig Wruck,
Director of Gift
Planning, University of
Minnesota Foundation

Year-end is a time when many of us make charitable contributions. Nearly always the gift is made by writing a personal check to the charity. But there may be a more beneficial way to make your gift. In fact, your cost of making a gift can effectively be cut in half with some simple planning.

When you make a charitable gift, you are entitled to an income tax deduction

for the amount of the gift. If you make a gift of cash, your deduction is the amount of your check. But, if you contribute something other than cash, your deduction is the "fair market value" of the item contributed.

If you contribute shares of stock or units in a mutual fund, you can take a deduction for the value of the investment. If the securities are worth more than you paid for them, you not only get a deduction for the value, but also avoid completely the capital gains tax that you would have paid if you sold the investment.

Here's an example: let's say you planned to make a \$1,000 gift to CLA, and you have an investment that is worth \$1,000 but cost you only \$500 some years ago. If you were to sell the stock, you would have to pay capital gains tax of \$140 on your profit of \$500. If,

instead, you contribute the stock to the college you will get an income tax deduction of \$1,000, which will save you \$280 in income taxes when you file next year and you will save the \$140 in capital gains taxes that you would have paid if you had sold the stock. A total tax savings of \$420 reduces the real cost of your \$1,000 to \$580. Ahh, but what if you want to keep the stock? Simply contribute the stock worth \$1,000 and buy new shares of the same stock using the

cash you were going to contribute. When all is said and done you will own the same stock but with no capital gains and you will have made your year-end gift with maximum tax savings.

This is but one of the many ways in which your charitable gifts can be planned to meet both financial and charitable objectives. We would be happy to provide additional information on this or other options. For information, call Craig Wruck at 612/624-3333. CLA

GIFT OF CASH vs. GIFT OF STOCK

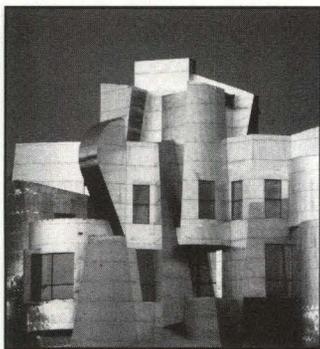
Suppose you can contribute \$1,000 cash or stock now worth \$1,000 that cost you \$500. In the 28% bracket, your savings would be:

	CASH	STOCK
amount of gift	\$1,000	\$1,000
income taxes saved	280	280
capital gains tax saved	0	140
cost of gift	\$ 720	\$ 580

DECEMBER

SYMPOSIUM

10-12 "New Art Museums: Revis(ion)ing Architecture, Art, and Culture," a University of Minnesota McKnight Endowment for the Arts and Humanities Symposium, Frederick R. Weisman Art Museum. Speakers will examine, historically and critically, developments in museum architecture, featuring art



Weisman Art Museum

museums by four acclaimed architects, including Frank O. Gehry, architect of the Weisman. For registration information, call 624-6053.

PERFORMANCES

***22-24, 26**

Joffrey Ballet's *Nutcracker*, Northrop Auditorium, 624-2345.

22, 7:30 p.m.; 23, 1:30 and 7:30 p.m.; 24, 11:30 a.m. and 4 p.m.; 26, 1:30 and 7 p.m.

JANUARY

PERFORMANCES

***15, 17, 21, 23, 27, 30**

The Washington Opera presents the world premiere of *The Dream of Valentino*, composed by Dominick Argento, Regents' Professor of Music. Charles Nolte, Theatre Arts, wrote the libretto. Kennedy Center, Washington, D.C. For ticket information call

1-800-87-OPERA, Monday through Friday, 9 a.m. to 4 p.m.



The Dream of Valentino, Kinuko Craft

20 Brass Choir Concert, conducted by Alex Lubet, Ted Mann Concert Hall, 8 p.m.

28 Symphonic Wind Ensemble Concert, Ted Mann Concert Hall, 8 p.m.

LECTURE

***26** *Directions* Luncheon Lecture Series, "I'd Rather Die Than Make A Public Speech," Robert Scott, Speech-Communication, Alumni Club, IDS Tower, 50th floor, \$15, registration required, for information call Angela Pierce, 625-4324, Noon.

EXHIBITION

Jan. 11-Feb. 5

Department of Art Affiliate Faculty Exhibition, Katherine E. Nash Gallery, lower concourse, Willey Hall, 624-6518.

ALUMNI MEETING

28 University of Minnesota Alumni Association annual meeting, Sun City, Arizona, Briarwood Country Club, guest speaker Richard "Pinky" McNamara ('56), time to be decided. For information, call 624-2323 or 1-800-UM-ALUMS.

FEBRUARY

PERFORMANCES

***2, 5, 7, 9, 11, 13**

The Dream of Valentino, composed by Dominick Argento, Regents' Professor of Music, Kennedy Center, Washington, D.C. For ticket information call 1-800-87-OPERA.

***4, 5, 10-12, 8 p.m.; 6, 13, 3 p.m.**

And a Nightingale Sang..., by C.P. Taylor, directed by Sari Ketter, Stoll Thrust Theatre, Rarig Center, 625-4001.

5 University Symphony Orchestra Concert, conducted by Murry Sidlin, Ted Mann Concert Hall, 8 p.m.

***18-20** University Opera Theatre, Ted Mann Concert Hall, 8 p.m.

***18-19, 24-26, 8 p.m. 20, 27, 3 p.m.**

Two Gentlemen of Verona, by William Shakespeare, directed by Stephen Kanee, Arena Theatre, Rarig Center, 625-4001.

***22** Jazz I Ensemble, Jazz Singers, and the University Repertory Dance Company, directed by Ronald C. McCurdy, Ted Mann Concert Hall, 8 p.m.

27 University Chamber Singers, conducted by Thomas Lancaster, Ted Mann Concert Hall, 4 p.m.

MARCH

PERFORMANCES

2 Jazz II Ensemble and Jazz Choir Concert, Ted Mann Concert Hall, 8 p.m.

***3-5, 8 p.m. 6, 3 p.m.**

Two Gentlemen of Verona, by

CALENDAR OF EVENTS

William Shakespeare, directed by Stephen Kanee, Arena Theatre, Rarig Center, 625-4001.



William Shakespeare

5 University Choral Union and Symphony Orchestra perform Verdi's *Requiem*, conducted by Thomas Lancaster, Ted Mann Concert Hall, 8 p.m.

8 Women's Chorus Concert, Ted Mann Concert Hall, 8 p.m.

9 Symphonic Wind Ensemble Concert, conducted by Craig Kirchhoff, Ted Mann Concert Hall, 8 p.m.

10 Men's Chorus Concert, Ted Mann Concert Hall, 8 p.m.

11 University Concert Choir, Ted Mann Concert Hall, 8 p.m.

EXHIBITION

March 29 - April 16

Department of Art Annual Graduate Students Exhibition, Katherine E. Nash Gallery, lower concourse, Willey Hall, 624-6518.

*Indicates admission charge

CLA *today*

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