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CLA NEWSLETTER

April 1981

College of Liberal Arts

University of Minnesota

College Plan calls for fewer full budget units

The final draft of CLA's College Plan calls for a redesign of the College structure which the deans hope will make the College better able to respond to programmatic decisions, not enrollment pressures.

However, the redesign strategy has left many faculty members trying to read between the lines to determine just what the plan means for the future of their departments and programs.

The plan, which also calls for reorganization and enlargement of the administration, has been discussed by the Council on Policy and Planning and the College Assembly. It was to be submitted to central administration by March 31. Any constitutional issues will go before the CLA Assembly spring quarter.

All colleges in the University have been working for the past two years on long range plans at the request of the president.

At a time when colleges face a future with less money and fewer students, the plan tries to insure that "programmatic decisions drive us rather than enrollment kinds of criteria," according to Roger Benjamin, associate dean and executive officer of the College.

In discussions with central administration, Benjamin said, the vice presidents agreed that the College and the U should "move in that direction."

University funding from the Legislature, however, has always been tied closely to enrollment.

During the last several years, the College has suffered several

budget cuts, always with an eye toward the enrollment declines looming ahead.

The College now has the highest enrollment in its history, 17,879 students fall quarter, but sharp declines beginning about 1984 and even tighter money are expected.

As the College shrinks and settles into a smaller size, it has a chance to improve, Benjamin said.

"We don't want to go through the next few years with a bunker mentality," he said.

"The way to maintain ourselves is to emphasize depth." What the faculty does well, he explained, and what makes the College unique among other four-year institutions in the state is the research and graduate component. The plan makes research available to all faculty members, either through their own departments, other departments, or centers.

He agreed that the plan does not provide any savings in money now, and, in fact, the plan states plainly that "we do not propose to eliminate mission-oriented functions. We do not propose to reduce basic program offerings."

The redesign is intended, the plans says, "to develop a new set of institutional rules within which consolidation, reduction, and growth of the diverse activities of the College will occur."

But at this point, no units are lopped off as has happened recently at other Big Ten schools which also face severe fiscal problems.

That has led to criticism that the plan maintains the status quo and doesn't analyze programs on the basis of quality.

John Howe, History, who spoke to the Council on Policy and Planning, said the College is continuing all the tasks it had before and "we are setting ourselves against each other for resources. We're going to have to stop doing some things."

F. Gerald Kline, director of the School of Journalism and Mass Communication, said the College should lay it on the table and decide "which ones are going to go."

Benjamin replied that "the dilemma is to get something on the table that doesn't push us back to the 1950s."

Any decisions to eliminate programs will come through the regular governance structure of the College, according to Dean Fred Lukermann, and he reiterated that in the final draft of the plan.

He maintained that no department or program, no matter how large, is "protected" and that all will undergo regular College review. All units will have access to the limited resources and requests will be judged on "quality, centrality, student demand, and College needs," the plan says.

The plan's redesign strategy directs tenure positions and budgets into fewer departments. The College has 42 separate, budgeted units compared with approximately 25 at similar colleges

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Photo by Bill Hoffmann

Roger Benjamin, acting associate dean and executive officer (left), and Fred Lukermann, dean, at the Council on Policy and Planning meeting.

More top students chose CLA Honors Program

More bright high school students who might otherwise choose a private school or another prestigious university are now being attracted to the CLA Honors Program.

Fall enrollment in the CLA Honors Program increased 29 percent over last year and winter enrollment increased 43 percent.

During fall quarter 1980, 292 freshmen enrolled in the Honors Program, an increase of 65 students over the previous fall. Another 32 entered in winter bringing the total to 324 or 97 more students than last year.

It is significant, according to Stephen Blake, acting director of the Honors Program for two years, that "we got that increase at no cost in quality."

The average PAR ranking was 206.5 which makes this year's class "just as bright as last year's class," he said.

The PAR is the sum of the high school rank percentile and the raw score on the Preliminary Scholastic Aptitude Test which most high school students are required to take to enter college. The Honors Program cut-off point is 195.

Blake said he attributes the

increase to the economy and different recruiting methods.

The very difficult economic situation has made parents who would otherwise choose private schools for their children more interested in the CLA program, he said.

"If we can talk about how we can make their education more like a private school, it makes it more attractive," Blake explained.

Better recruiting materials such as letters sent to high school seniors at times when they can have an affect on a student's decision, have also attracted prospective Honors students, Blake said.

A telephone campaign for the first time was very successful, he said. Students who were reached by phone were three times more likely to apply.

"The students were very impressed" by being personally contacted, Blake said.

Honors students who chose the University said the Honors Program was crucial to their decision, according to a survey completed by the Honors Program.

Forty-four percent said Honors was an important factor in their



Stephen Blake Photo by Bill Hoffmann

decision to apply. Twenty-one percent said they would have gone to such schools as Northwestern, Carleton, St. Olaf, or Michigan, if it hadn't been for the Honors Program.

CLA is one of the few colleges at the University to have a full-fledged Honors Program. Some colleges have honors courses, but no program to tie them together.

"You need to offer students something besides money," Blake said, and that is the impetus for starting honors programs in other

units of the University.

Blake is currently on a 25 percent time grant from vice president Kenneth Keller's office to work with a campus committee to encourage more honors programs. Paul Murphy, History, is chair of the committee.

The McKnight Foundation recently gave a \$1 million grant to the University in honor of Elmer L. Andersen, former chair of the Board of Regents. The endowment will yield \$100,000 annually for merit scholarships.

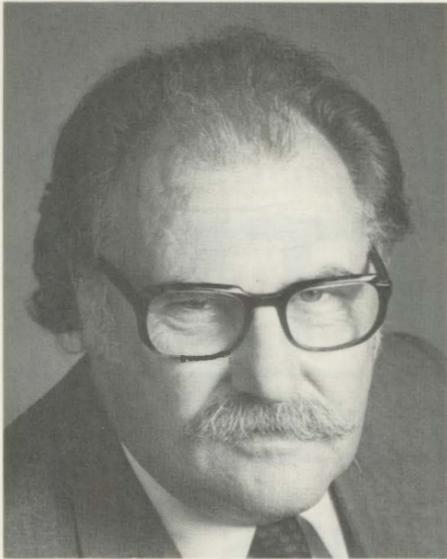
Until now, little merit scholarship money was available at the University. Almost all scholarships are given on the basis of need.

Three-quarters of the McKnight money will be used to give

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Dean Fred Lukermann Photo by Tom Foley

The Dean's List

The latest prognostications for enrollments at the University are in from MPIS (Management Planning and Information Services). These estimates, over the last three years, have been fairly on target in next year enrollment projections, but acknowledged trends toward declining enrollments over the longer run have had to be extended. Thus, the margin of error in estimation has risen each year. Last fall the error was 2.79%—an underestimate on the down side of 1,594 University students. Similarly, the universally expected downturn in enrollments has gradually been extended. Each year it has been put off one additional year and the curve is flattening out.

As the University goes so goes the College—but even more so. The projections for CLA in both fall quarter undergraduate enrollment headcounts and in total workload FYE's (full year equivalent students) has been rising and will remain at a high level for the next few years.

	1979	1980	1981	1982	1983	1984	1985
				(in thousands)			
Enrollment	17.1	17.9	18.3	18.0	17.1	15.8	14.6
FYE's	13.0	13.5	13.8	13.7	13.2	12.6	11.9

Consequently, given no increase in the number of faculty positions and less-than-inflationary rate increases in salaries and supply and expense budgets, the rising enrollment and workload pressure over the three-year period 1980-83 will have a predictable erosional effect on the resources available per FYE student for the biennium. The Regents' legislative request and the Governor's recommendations continue this prospect. The comparative deterioration of support in CLA as measured in constant FY 1979 dollars is as follows:

	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Budgeted Dollars per FYE Student	\$1,610	\$1,565	\$1,489	\$1,426	*	*

*Although we do not know the exact dollar budget levels for these years, we can expect at constant dollar values a further erosion of "budget per FYE" levels.

How can we meet this student overload and budget crunch in the College? Not very well. In the "dollars per student" sense we can meet it only through tuition income. That is, for the predicted 2,553 students over the budget (over the legislative request) next year, the University has only the students' tuition to meet the budget overload. CLA's share of that income is predictably minimal given other underbudgeted needs in the University, but more bothersome for curricular planning purposes is the ill-timed availability of that tuition income. It arrives after the second week of the quarter in which it is needed.

In recent years, both the College and the central administration have guaranteed certain levels of expenditures a year ahead to meet the expected overload, but as noted earlier—enrollment predictions and projections are extremely mushy as are predictions of legislative support.

The simple numbers overload is, of course, only one aspect of the planning problem. Over the long run, the "composition" shifts in the student population are far more important. We have noted before, in this column and in the *Newsletter* pages, shifts in class numbers, in age and sex characteristics of the student body and, above all, shifts in course and program demand. The Chambers Report, the Root Committee on group distribution requirements and now the College Plan are illustrative of keeping ahead of that game.

But most important are the changes in faculty. The retention of distinguished faculty, the enhancement of scholarly and research opportunities, the equity of faculty salaries with those in the private economy, and the renewal and training of a faculty of excellence through new appointments all must be protected—but protected through enrichment, mobility, flexibility, and change.

And how have we met that challenge? Slowly and minimally, but nevertheless progressively. Much remains to be done in the future through

Chambers Report moves toward implementation

Translation of the Chambers Report on Undergraduate Education into College policy is moving through the department and committee structure of the College. Most of the new requirements are expected to be in place by Fall 1982 when the next *CLA Bulletin* will be published.

Three departments have received funds for pilot projects to implement the Report, which calls for major changes in the CLA degree program. It was approved last spring.

The Sociology Department received money to develop a major project, one of the requirements of the Report.

Speech-Communication is using funds to develop a course that will fit the group distribution requirements and English Composition is developing further an upper division composition course.

Dean Roger Page, who is overseeing the implementation of the Report, made it clear that the College is obligated to honor programs students have taken under the present requirements.

He also said it is not necessary to have all the new requirements in place by a certain date. "We can phase into this."

Michael Root, Philosophy, chair of the Committee on Group Distribution, said departments are "meeting the deadline in spirit only" for submitting courses for

approval in the new group distribution categories called for by the Chambers Report. The deadline for submission was March 16 and many departments have supporting material yet to be turned in.

His committee will meet spring quarter to review proposals and may resubmit some to departments for further work, he said.

Courses to be approved for Route II which is an alternative way of meeting the language requirement were submitted to the Route II committee in early March.

The Committee on World Studies which must compile a list of acceptable courses to fulfill the World Studies requirement called for in the Report selected from the *Bulletin* all courses that would fall under the World Studies guideline and asked departments to modify or add to the list. During spring quarter, the committee will begin examining the courses, according to Edward Farmer, History, chair of the committee. He said he thinks the committee will be done by the end of spring quarter.

"We will leave a statement of intent to guide committees in the future," he added.

The new requirement for an upper division course in composition relating to the major is the furthest along, according to Page. Bruce Downing, Linguistics, is the chair of the Committee on Composition and Writing which is looking at all aspects of writing in the College.



Photo by Bill Hoffmann

"Do We 'Murder to Dissect,'" a selection of readings by Theatre Arts students, was part of "The Paradigm Exchange," a colloquium for faculty and students sponsored by the CLA Humanities and Fine Arts Division, on Jan. 29-30. The colloquium was intended to take stock of the state of critical inquiry in the humanities and fine arts. It also featured lectures, panels, a School of Music recital, and an opening address by U president C. Peter Magrath.

The student readers, directed by Jean Congdon, Theatre Arts, are (left to right) Patrick Wrynn, Daniel Reiva, Karen Peterson, graduate students; Catherine Main, undergraduate; and Virginia McFerran, graduate student.

Letter to the Editor

As I read the article "Teaching writing undergoes radical changes," I was struck by one basic change urged by feminists for some years now that you have not made. Whoever is speaking in the opening paragraphs uses "his English theme" and "he" and "His theme" when referring to "the freshman composition student." Since the two quoted individuals have not been at the University longer than 10 years, the group being referred to was clearly made up of women and men in the freshman (sic) class. I am weary of reading such references which must by now purposely fly in the face of feminist research which shows that the use of the masculine pronoun in English is not and cannot be neuter as claimed. If I were a freshman woman and saw this article I would simply assume that the people with the problems are the men in class and feel glad that I was not included. If I continued to read and saw the condescending attitude taken toward 18 year olds, I would be even gladder that the two gentlemen were only talking about the boys in class.

Will we ever really do something radical about our language, like using words which are inclusive rather than exclusive?

Toni A. H. McNaron
Associate Professor
English

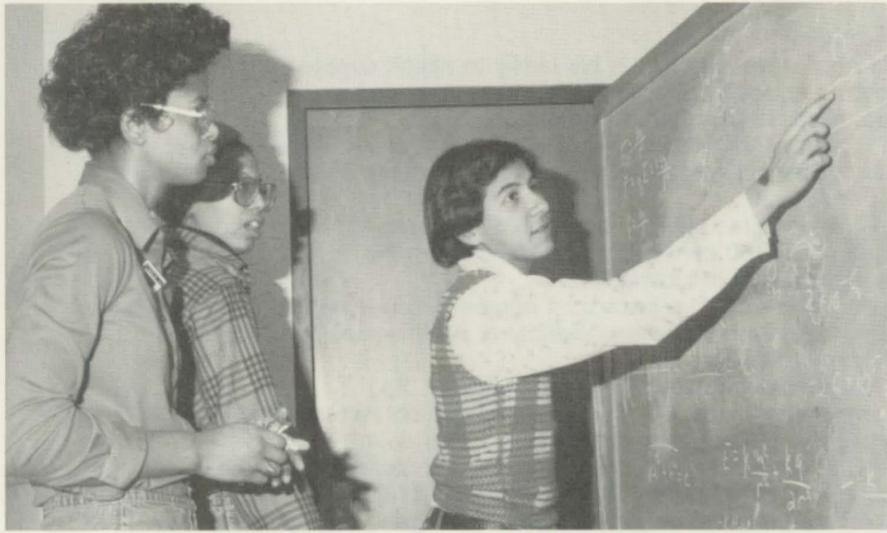
The CLA Newsletter intends to raise issues. It is not meant to be the official voice of the College of Liberal Arts. Opinions are welcome. Comments should be addressed to the editor, 203 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota 55455.

Dean Fred Lukermann
Editor Joyce Wascoe
Staff Bill Hoffmann

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Minorities staying longer, doing better



Students helping each other in a Martin Luther King program study room are Karen Reed, pre-med and biology, Hot Springs, Ark. (left), Cynthia Hickman, family relations and pre-med, St. Paul (center), and Enrique Baltierra, engineering, Los Angeles, Calif. Photo by Bill Hoffmann

Recruiter: retention and recruitment work together

"Retention and recruitment (of minority students) have to work so closely together," according to Iris Monroe, admissions associate in the Prospective Student Office in Admissions and Records.

It wasn't too many years ago that the drop out rate was like a revolving door, particularly among American Indian students, but retention for all minority students in the University has improved substantially since the early 70s.

A study was recently completed showing the comparison of the academic progress of students certified by the Office for Minority and Special Student Affairs (OMSSA) as minority or educationally and financially disadvantaged entering the University in 1973 and 1979. At the beginning of the second year (Fall 1980), 70 percent of the Fall 1979 group had been retained, while at the beginning of the second year (Fall 1974), only 50 percent of the Fall 1973 group had been retained. (Students enrolled in CLA's Martin Luther King program for minority and disadvantaged students were used in the 1973 study. OMSSA did not exist until 1977.)

Academic progress measured by average credits attempted, average credits completed, and average grade point average achieved during the 1979-80 academic year

shows the differences between OMSSA and non-OMSSA students are minor.

The study points out that the underlying cause for these findings is not clear. In other words, there is not statistical evidence to support the fact that the OMSSA minority learning resource centers have made the difference.

The OMSSA office was established in 1977 and the learning resource centers began full operations in 1979.

Iris Monroe, who is an American Indian, said, in her opinion, the learning resource centers have made a difference.

"I know for a fact that for American Indian students, it is the way to go." She works two half days a week in the American Indian Resource Center.

Students who are coming to the University are cousins, brothers, sisters of people who are here now, she said. They know they can get the kind of help here that they need, Monroe explained.

There is a full math tutoring program going on in the American Indian Learning Resource Center and the next emphasis there will be on science, she said.

Previously, the attitude of Indians was "don't go to the U. They'll just screw your head around."

Her main recruitment efforts are through families, she said. Indians don't tend to be responsive to people they don't know, she added, so setting up a booth at an Indian powwow is not a good way of attracting students.

She also works through high school counselors who set up specific appointments.

This is the first year that there has been a unit on campus charged with the task of minority recruitment. Before it was the implied responsibility of the minority programs on campus and Admissions and Records. Monroe coordinates the office with the help of two assistants, Jose Cortez and Henry Sullivan.

The Chicano recruiter in her office, Cortez, recruits at church services and festivals and talks with families.

The black recruiter, Sullivan, works through community organizations and schools. He plans evening programs for the students and their parents to bring the University to them.

There is interest in national recruiting of minorities, but there is no money for it, Monroe said.

During the last couple years, the University began sponsoring Minority Senior Day, a recruitment program for minority high school seniors, and Discovery Day for younger minorities.

Monroe said she feels the conglomerate minority days didn't

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MLK special sections aid new minority students

When Michael West, director of the Martin Luther King (MLK) program in CLA, can pull out two thank you notes from former students who have just been admitted to major medical schools, he knows his program is working.

The MLK strategy for getting those minority and educationally or financially disadvantaged students off to a good start academically has changed over the years.

When the office first opened in 1968, its main concern was counseling and advising, West said.

But it was soon discovered that counseling alone could not overcome the fact that many of the students were coming to CLA with marginal backgrounds, West pointed out.

"Being a Band-Aid is not our approach to students," West added.

Three years ago, MLK began offering, in addition to counseling, special MLK sections and tutoring for introductory courses.

Sections first opened in biology. "We slowly branched out and did more and more things.

"We're closing down a lot of cracks," said West, who has been with MLK for five years.

West was quick to point out that MLK is not trying to set up a double standard for its students by establishing special sections, but rather wants them to get remedial help and become competitive with other CLA students. MLK students take the same mid-quarter and final exams as all students.

In one of the biology sections, the success rate of students completing the course with a C or better has jumped from 20 percent to 82 percent. More MLK students are attempting difficult courses such as biology, West added.

MLK statistics show that students are also completing other classes successfully, which means they are passing 12 credits or more with a C or better average. In 1977, 66 percent of 150 MLK students were on probation. In the fall of 1980, 28 percent of 254 were on probation. Only 3 MLK students were suspended last year.

The MLK office was named for civil rights leader Martin Luther

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Women faculty gains Minority faculty stays even

Women have been added to the CLA faculty in significant numbers in the last few years, while the College continues to lose as many minority faculty members as it hires.

That fact has left Dean Fred Lukermann disappointed with the minority hiring efforts so far, he said.

Minority faculty "are very mobile," according to Lukermann. "It is a sellers market. They can get good positions and quite decent salaries by moving," he said.

Because of retrenchments, few positions for permanent faculty have been released for searches, but of those hired, the percentage of minorities has increased.

In 1977-78, of 12 positions none went to minorities. In 1978-79, four of the 28 hired were minorities, and in 1979-80, five of 16 were minorities.

While "we are bringing in more minorities" Lukermann said, "we are not gaining," because of the number that are also leaving.

There has, however, been a net gain of 25 women on the faculty since 1975-76.

Three of 12 faculty members hired in 1977-78 were women, 13 of 28 in 1978-79, and 7 of 16 in 1979-80.

"We are just on the edge of getting a mass of newly trained people," Lukermann said, referring to minorities now in graduate school.

The real increase in the number of minorities in graduate school didn't happen until the late 70s, he said. That is going to have a significant impact on the size of the pool available in the future, he said, and "fluidity won't be such a problem."

Most of those minorities are training in the basic disciplines, he added, and they are building up a graduate cadre that will be available for employment in a few years.

The main reason for the increase in the number of women, Lukermann said, is affirmative action.

Departments feel there is a lot of pressure from the dean's office to hire women, he said.

"I would insist that we haven't dictated that."

	1978-79	1979-80
	SEARCHES	SEARCHES
TOTAL AUTHORIZED SEARCHES	39	23
OFFERS ACCEPTED	28	16
White men	11 (1 Assoc, 10 Asst)	4 (1 Prof, 3 Asst)
White women	13 (1 Assoc, 12 Asst)	7 (7 Asst)
American Indian men	1 (1 Assoc)	—
Asian men	1 (1 Asst)	1 (1 Assoc)
Black men	—	1 (1 Asst)
Hispanic men	1 (1 Asst)	3 (1 Assoc, 2 Asst)
Hispanic women	1 (1 Asst)	—
SEARCHES CONTINUED TO NEXT YEAR	10	8



Michael West Photo by Bill Hoffmann



Iris Monroe Photo by Bill Hoffmann

Minority learning centers o

A home away from home, a place to identify with, a place to go for help with financial, personal, and academic problems, the kind of help that will keep students in school, that is the idea behind the learning resource centers on the U campus.

The four centers, serving Asian/Pacific, Black, Chicano/Latino, and American Indian students, certify students under the Office of Minority and Special Student Affairs criteria as being minority or educationally or financially disadvantaged which makes them eligible for the centers' services. Students must meet two of the criteria to qualify. That makes some white students who are educationally and financially disadvantaged also eligible.

Although the University's figures on minority enrollment have been challenged as low, about 5.3 percent or 2524 on the Twin Cities campus out of an enrollment of 47,386 are considered U.S. resident minorities. That breaks down to 792 in the College of Liberal Arts of which 129 are Hispanic Americans, 282 are black, 78 are American Indians, and 303 are Asians.

Many of these students face overwhelming financial problems and educational deficiencies because they weren't well prepared in high school. To compound the problems, a student may find that he or she is the only minority in a class.

Whether they feel comfortable at the University, whether they can see an obtainable objective at the end of their course work, and how much help they get here has a lot to do with the retention rate.

Although some problems are basic to all minority and disadvantaged students, each of the learning centers serves different needs.

BLACK LEARNING RESOURCE CENTER

"Black students don't feel the University is theirs. But, they do feel the Black Center is—that's buying into the University," observed Vera Rorie, director of the Black Learning Resource Center.

The center provides "support for black students in a visible kind of way. Just its presence is an incentive for black students to seek assistance," Rorie said.

The center had 592 students registered and certified for assistance as of last June. More than half are CLA students. About 50 are Caucasians who can qualify for educational and financial reasons.

"They're plagued by some of the same kinds of problems as our students," Rorie pointed out, such as low income and poor high school educations. "Some have grown up in the same neighborhoods."

Black students seek out offices that are designed for them and where they feel comfortable, Rorie said. Some students are depressed and won't go elsewhere, she noted.

In addition to financial assistance, the center's counselors assist students with everything from individual budget planning to appropriate placement in math and English courses, tutoring, career development, and job and internship placement.

The Black Center also refers new incoming students to the all-University Summer Institute Program which is designed to help minority and disadvantaged students. The program provides a pre-college learning opportunity. Incoming students get a head start in college and can earn college credit and sharpen academic skills in such areas as math and English composition.

The center publishes the Black Student Handbook which offers information black students need "in learning to function within the University setting and in their cultural community" with information "not readily available in the general bulletins."

It explains the many ways of applying to the University.

"Do not assume that because you are black, black with a GED (high school equivalency test), black without any high school, black and female, or black and older than average, that your chances of admittance to the University are automatically diminished," it says.

The handbook lists minority and black student services, black student organizations, sororities and fraternities. It also includes community services such as businesses, religious groups, and churches that are accessible to members of the Twin Cities black community. Businesses include banks, attorneys, dentists, doctors, radio stations, grocery stores, and places of entertainment.

Stores to buy hair care products are also listed. Rorie said that especially for out-of-state students who don't know the Twin Cities well, finding the hair care products suited for black needs may be "a minute issue, but it becomes big when you can't get the products 'to be me,'" she said.

In some instances, if students do not know where to buy special products, they in a sense lose their identity, which can affect their academic performance.

"These are real issues," she noted.

Asked about the "melting pot" theory of American society, Rorie said the theory doesn't necessarily work. Some blending and complimenting occurs, but there are "unique differences" which need to be recognized, she said.

The black community language is different, she noted, and to some extent evolved from slave days. Historically, English was learned like a foreigner, but without formal teaching.

As for the question of assimilation into the larger culture, Rorie said, "We must assimilate. You don't assimilate into our subculture. So, blacks must be able to use the norms of the majority culture. But, we want to hold onto our cultural heritage."

CHICANO/LATINO LEARNING RESOURCE CENTER

The director of the Chicano/Latino Learning Resource Center faced some of the same problems when he went to college as some of the students he counsels today.



Nobuya Tsuchida Photo by Bill Hoffmann

Luis Aguilar was the first in his family to attend college.

"I got no advice or direction from my parents on how to survive in college, because they had no experience."

In Minnesota, the Hispanic population is the largest minority, but there are fewer Spanish surnamed and Chicano students on campus than either blacks or Asians.

University records show a total of 535 Hispanic American students on campus, about 150 certified for assistance from the center. That includes 129 in the College of Liberal Arts.

Aguilar, who earned a bachelor's degree in social welfare and a master's degree in social work at the University of Washington, Seattle, quoted a typical comment he heard.

"I thought college was just for smart people."

Yet, he said, "I was a C student in high school. We need to alert our people that if you put your mind to it, you can do it."

The Chicano Center can break the fear that students sometimes feel that they shouldn't be in college in the first place, he said.

Aguilar said the first or second year of college is "critical" for some Chicano students. The center can help them get through and make decisions on majors and careers.

The center is important, he said, "in terms of belonging someplace—sharing similar experiences—a supportive place."

The center is embarked on a new project to match undergraduate students with upper division and graduate student peer counselors. The peer counselors will act as role models and provide help with financial or personal problems on a continuing basis, Aguilar said.



Luis Aguilar, director of the Chicano/Latino Learning Resource Center (right), said students like Luis McKibbin, born in Chihuahua, Mexico, and reared in El Paso, Tex., act as a catalyst to help other students at the center.

"Everyone benefits," he said. The counselors will work parttime and may be paid through work study money.

Aguilar noted that the Medical School has 41 Hispanic students and they have a Chicano/Latino organization. Many of them are willing to donate time as tutors or advisers. There are approximately 80 Hispanic graduate students on campus.

Aguilar is preparing public service radio announcements to tell Chicano parents how worthwhile it is to send their children to the University.

Aguilar plans to compile up-to-date statistics about the students who use the center.

"I have a hunch that the more often a student comes in contact with a support system, the longer he will stay in school," he said.

Only about half of the 435 undergraduate and graduate Hispanic students at the Twin Cities campus receive assistance from the Chicano center. Still, he reflected, if overall Chicano enrollment declines, it reflects on the center.

AMERICAN INDIAN LEARNING RESOURCE CENTER

The cultural differences between American Indians and white Americans and their different sets of values make it difficult for American Indian students to adjust to an all-white University, according to American Indian



Students study and play Chinese chess at the Asian American Student Cultural Center.

Photo by Tuan Nguyen

er home base, assistance

Learning Resource Center director Flo Wiger.

Indians are not used to "pushing themselves forward," she said. It is "not culturally appropriate to make yourself look good."

Competition with other people is also not a comfortable position for an Indian to be in, she added.

Some have financial problems, she said. Many students come from poor families and they don't have anybody to fall back on.

Wiger, who is a Standing Rock Sioux from North Dakota, used herself as an example. When her son gets to college, she said, she and her husband will be able to buy him a winter jacket if he needs one, or provide him with some spending money, or a warm meal. Many Indian families can't provide even those modest needs.

To compound the problem, some are older students or single parents.

"You have to be real dedicated to getting through to put yourself and your dependents through deprivation," she said.

"You have to balance off whether to stick in school or whether you ought to quit."

Many students feel obligated to send money home, she added.

American Indians who come from the central city, reservations or the rural areas frequently have academically disadvantaged backgrounds.

"There is a tremendous gap between what is taught in high school and what you're expected to have when you get here," she pointed out.

Many counselors who deal with minorities complained about the state law which does not require students to take math after ninth grade.

Students who come with that kind of background find that they are already behind before they start.

All these problems are going to have an impact on how you are doing in school, she said.

The American Indian Learning Resource Center counselors staff assists with personal problems, career counseling, financial aid, and tutoring. Four people tutor directly for the center, but "we don't want to be autonomous," Wiger said.

She stressed that her center works with HELP in General College (more than half of the Indian students are in General College) and the Martin Luther King Program in CLA, both of which provide advising and tutorial

Written by Bill Hoffmann and Joyce Wascoe



Flo Wiger

Photo by Bill Hoffmann

The Minority Network

The umbrella office that services minority and disadvantaged students at the University is the Office of Minority and Special Student Affairs (OMSSA) which was established in 1977 at the recommendation of the Board of Regents to provide special integrated programs and services and improve retention.

The OMSSA network includes four learning resource centers, four student culture centers, the Summer Institute program, and the OMSSA central office, 12 Morrill Hall.

The College of Liberal Arts has its own Martin Luther King Program to aid minorities and disadvantaged. Other colleges have similar programs all of which work closely with OMSSA.

The learning resource centers provide counseling and academic advising, tutoring, and study skills development.

The learning resource centers are the American Indian Learning Resource Center, 125 Fraser Hall; Asia/Pacific American Learning Resource Center, 302 Eddy Hall; Black Learning Resource Center, 323 Walter Library; and the Chicano/Latino Support Services Center, 330 Walter Library.

The learning resource centers give students OMSSA certification. Eligibility for certification depends on whether a student is educationally disadvantaged, financially disadvantaged, or a member of a racial minority. Meeting any two of the criteria qualifies a student for services. Then the student can get financial aid, counseling, individual budget planning advice, and tutoring services offered by the learning resource centers.

The Summer Institute helps incoming disadvantaged students sharpen academic skills, such as math and composition, familiarize themselves with University life, and earn college credit.

The student-governed and operated cultural centers provide planning and hold ethnic week events, offer peer support, and encourage students to participate in campus activities. The centers are the American Indian Student Culture Center, 104 Jones Hall; Asian American Student Culture Center, 30 Ford Hall; Black Student Culture Center, Room 301, 1507 University Ave. S.E.; and the Chicano Student Culture Center, 1507 University Ave. S.E. The culture centers are administered by the learning resource centers.

OMSSA has requested \$1,400,000 for the 1981-83 biennium from the state, but Gov. Al Quie recommended that the budget remain at the present \$700,000 with a slight adjustment for inflation.

services to students.

The efforts have paid off, Wiger claims. "We are feeling really good," she said. Retention rate is over 52 percent compared to the mid-70s when the attrition rate was 100 percent.

The greatest recruiting tool is other students, she maintains.

"Parents don't want to send children to a place unless they know there are people who can help them and where there are people you can trust."

Indian tribes are becoming more willing to send their young people and to commit money to the programs, she said. The fact that there is "an American Indian Studies department has a big influence on recruitment and retention," she said.

Not many Indians major in American Indian Studies, but many take classes in the subject and enrollment in American Indian languages is up, she said.

Discussions are underway in the College about the future of the department.

Wiger said she isn't interested in recruiting students just to make the head count go up.

"I feel guilt about trying to recruit students when I know they won't make it.

"I tell students that your chance of succeeding is very, very slim.

"We have a responsibility to be discriminating," she said, and not recruit people with fourth grade reading and math skills.

ASIAN/PACIFIC LEARNING RESOURCE CENTER

Whites tend to lump all Asians together and indeed they are all together in the Asian/Pacific Learning Resource Center, but the center must serve eight separate groups, Japanese, Chinese, Koreans, Philipinos, Vietnamese, Cambodians, Hmongs, and Laotians, all with different languages, cultures, and histories.

"I cannot send a Vietnamese to a Hmong community to recruit students," Nobuya Tsuchida, director of the center, said.

"I have to be sensitive."

The center maintains three full-time staff members, four parttime graduate students, and 12 work-study students who serve as tutors and peer counselors to service 414 students.

Because of Indo-Chinese immigration, the number has increased about 300 during the last three years.

It is mostly this group, and not American-born Asians, that Tsuchida sees at his center.

The American-born group is generally middle class and is not likely to have academic problems. They don't want to be thought of as immigrants, he said. Socially and culturally, they may need some help at a large institution because they are minority, he added.

The immigrants come in two distinct groups. One is the cream of society with education and money, he said. Those were the people who left Indochina first. The second group is the boat people, who are poor and uneducated. There is a lot of friction between these groups, Tsuchida said.

Neither of the groups is familiar with the American educational system, he said. They are not articulate, they are shy, they don't participate enough, and one of their cultural virtues is modesty, he explained.

The language problem is one reason why they tend to stick to math and science courses. It is also one way to get into a safe profession which will provide a secure livelihood for yourself and your family, he added.

Particularly the middle class immigrants have middle class values and aspirations and they value education highly, Tsuchida said. They study twice as hard as other students, he said, and it shows. The retention rate of Asians in his program is 95 percent with an average GPA of 2.78.

Most of the tutoring is done in math, biology, chemistry, and physics courses. If 3 to 5 students are interested in a tutor, he can hire one, he said.

Many of the immigrants have severe problems, Tsuchida said, but it is difficult to know what kinds of problems they are having because they won't discuss it.

The concept of going to a counselor is very difficult for them, he said.

Many of the students are separated from family members who may have died while trying to escape or who are still in refugee camps.

They have not dealt with these issues and they are always in their minds, he said.



Vera Rorie, director of the Black Learning Resource Center (right), talks with Sandra Buskhalton, a pre-journalism major who is a work-study student at the center.

Photo by Bill Hoffmann

Career Development reaches out to minorities

"We don't wait for students to come see us," said Gary McGrath, director of the College of Liberal Arts Career Development Office. The office's minority counselor reaches out to the University and high school students, he said.

The prospects of students completing a degree program increase when they can look ahead to career options, according to a statement in the office's brochure.

This year minority outreach career services have been expanded, by "piecing together" funding to expand the position of minority outreach career counselor to three-quarter time, for 12 months, 1980-81. Last year the position was half-time for nine months.

The minority outreach career counselor's efforts are intended to improve retention of minority students, result in better prepared graduates, and expand their career options.

During the 1979-80 school year, about four percent of the approximately 2,000 students counseled (but not counting walk-in visits) were minority students. McGrath said that based on the current year's statistics, even more minority students are being interviewed.

Any CLA undergraduate or graduate student or alumnus may make an appointment for individual career counseling by the office, which is located in 345 Fraser Hall. A variety of workshops on career planning, job hunting, and interviewing, and a series of career exploration panels are open to CLA students and graduates.

The Career Library is available on a walk-in basis and has information on occupations, companies, graduate programs, and various entrance tests, as well as general career planning materials and job listings. On-campus job interviews are arranged.

Minor, 31, an educational psychologist who previously taught learning skills at Carleton College, thinks his focus should be to reach undecided minority students as soon as they arrive on campus, or even late in high school.

"You have to go out into the community," he observed.

He visits several area high schools as part of a team effort by the four minority learning resource centers, coordinated by the University Prospective Students Office.

A national study of factors contributing to minority students leaving college

before completing a degree says the most often mentioned reasons are boredom with classes, financial difficulties, poor grades, and change in career goals.

The study says minority students need to meet people in a variety of professions in order to better understand the expectations of employers. It recommends that internships should be made available which allow students to test career interests and learn the intricacies of how to perform in the work environment.

The minority student, Minor said, needs to realize that career development is needed.

"No one tells you to pick a career. Yet, those undecided students later get 'pigeonholed' and the fit is not always good." Also, undecided students are more likely to not complete their education, he added.

Minor said his work with minority students ranges from simply providing information to personal counseling. One Native American student feared interviews, so Minor conducted sample interviews with her and gave her advice on how to present herself effectively.

McGrath pointed out that the majority of students at the Twin Cities campus work at least parttime and that the area is rich in employment possibilities. It makes sense, he said, for the College to direct students to job internships which enhance future career prospects.

Minor said that sometimes minority students are at a disadvantage in business internships since they lack informal experience with the "corporate world." Thus, Minor said, if industry is adamant about affirmative action they should specifically set up minority internships to provide the "practice."

McGrath noted that internships provide students not only a testing ground and help clarify their career goals, but help finance at least part of their college expenses.

The minority outreach counselor position is funded by a grant from the Educational Development Program, Cargill Incorporated (for the second year), the CLA dean's office, and Student Academic Support Services office. McGrath, who has been director for three years, said he'd like the position to be full-time with firm funding.

The Career Development Office is surveying 1,000 alumni, graduates, and undergraduates served within the past year, McGrath said.

"We'd like to hear from minority alumni for their reactions."

Plan

continued from page 1

in the Big Ten. The curricular diversity, however, is about the same as other schools.

The College can no longer afford to fund all units as fully-budgeted or autonomous units, the plan says.

Twenty-five core units, or fully-staffed units, were identified which will have fully autonomous budgets and tenured faculty positions. The other departments and programs will be affiliated with the first group and in many cases will draw their faculty and instruction from the core units. The curricular offerings of all units will remain largely intact.

Lukermann called the redesign an analytical exercise which explains essentially how the College is operating now. He pointed out in the plan that the division of departments and programs into three groups with varying levels of functions and staffing has been in effect in the College for some time.

For several years, through a process called transfer of effort, many departments have borrowed faculty from other units to fulfill their curricular needs.

This plan would extend that method of staffing and make it a general principle applicable throughout the College. The plan does "key on the shared appointment notion," Benjamin said.

For instance, a specialist in Soviet foreign policy would be appointed to the Political Science Dept. with an instructional exchange responsibility to East European Studies.

Success of this type of arrangement depends on cooperation among units, the plan points out. Units must share faculty and access to their graduate programs.

The second group identified in the plan is the departmental units with shared faculty but a full complement of curricular functions: East Asian Studies, East European Studies, and South Asian Studies. They will have full undergraduate and graduate programs, but only a limited core faculty will be tenured

within those departments. Other faculty will be shared.

These units need to be subsidized by the central administration, Lukermann has said. They cannot be supported by student enrollment alone.

The third group also has shared faculty but only undergraduate programs. It includes the ethnic departments, Afro-American Studies, American Indian Studies, and Chicano Studies, which were created in response to societal and community needs in the late 1960s.

These programs and their budgets need to be protected, Lukermann said, and he called on the Regents to subsidize these units and not leave their funding entirely to the College.

The number of students who major in these units is very small, but the minority enrollment in the College has been growing. These programs do not offer graduate programs now, and it is expected that they will not offer graduate programs in the future.

The rest of the third group includes Humanities, Urban Studies, and Women's Studies, which are also not likely to develop independent graduate programs. As with the other units without graduate programs, faculty may pursue research interests through departments with graduate programs or through research centers.

Although there are a few tenured positions now, all future staffing would be shared with the other groups.

Prof. Naomi Scheman, Philosophy, who also teaches in Women's Studies, spoke against the plan saying it stifles units like Women's Studies and forecloses the possibility of it ever proposing a graduate program.

Units like Women's Studies, which must exist with shared faculty, she said, cannot withstand a period of benign neglect.

Placing budget and tenure decisions for small programs in the hands of "full function" units would cause difficulties for those who

teach in Women's Studies, she said. Much of their work is based on criticism of existing knowledge, she pointed out, and it would be difficult to criticize a department which is deciding your salary and tenure.

"I see it as an academic freedom problem."

Gayle Graham Yates, chair of Women's Studies, speaking of the "full function" units, said it "worries me that one group of units of our College seems to have the stamp of approval on knowledge. Where can new knowledge go?"

At an earlier discussion about the relationship among the groups, Lukermann responded that the burden falls on the "full function" units. The College is quite willing to put the burden on those units to share with the others, he said.

"At the heart of the new design," according to Marilyn Schneider, associate dean for the Humanities and Fine Arts, is the necessity for "rethinking by all units of the College." Much greater interaction is needed, she said, and the deans must play a mediating role.

At the CLA Assembly meeting, Brian Job, Political Science, spoke for the plan, saying the plan provides protection for the "shared faculty" units "that they would not otherwise have," and provides for their intellectual growth.

He applauded the plan as conservative and based on intellectual decisions.

The alternatives, Job said, are "ad hoc cuts, across the board cuts, or a free-market competition for students."

But, he said, the "plan leads us to a point and then leaves us hanging." There is a need for criteria for biting the bullet in terms of quality, he said.

Proposed Units in the College of Liberal Arts

<i>Full Staffing</i>	Linguistics/ESL	<i>Shared Staffing, Full Curricular Functions</i>
Anthropology	Music	East Asian Studies
Art History	Philosophy	East European Studies
Classics	Political Science	South Asian Studies
Communications Disorders	Psychology	
Economics	Scandinavian	<i>Shared Staffing, Undergraduate Curriculum</i>
English/Composition	Spanish and Portuguese	Afro-American Studies
French and Italian	Speech-Communication	American Indian Studies
Geography	Social Work	Chicano Studies
German	Sociology	Humanities
History	Statistics	Urban Studies
Journalism & Mass Commun.	Studio Arts	Women's Studies
Library Science	Theatre Arts	

Note: Several curricular units in area studies, international studies, and comparative studies were not listed above. They are being discussed in relation to several new center proposals before inclusion in the three groups given above.

Research centers play a key role in the plan, and the addition of a few additional centers is suggested to further the intellectual exchange of ideas and to attract funds for faculty research. Center budgets would be limited to a director and office support. All faculty using the centers would be budgeted in their own units.

To further enhance faculty development and intellectual exchange, other proposals in the plan call for budgets for visiting professors to bring fresh ideas to the College, for conferences to be held here, for travel to professional meetings, and for support for the graduate program through offering fellowship and scholarship opportunities as well as teaching assistantships.

The administration reorganization section of the plan calls for a total of five associate deans to replace the present four. The position of associate dean and executive officer of the College would remain as it is. The four other associate deans would head areas for undergraduate studies, faculty affairs, fiscal planning and management, and college relations and outreach. An administrative officer would oversee the internal management of the administration.

The administration section drew both approval and criticism from the faculty. Some applauded the change to a functional division of labor among the deans, and others felt they were losing advocates by doing away with the divisional deans.

Still other faculty members objected to adding more positions in the administration while departments are being asked to cut back.

Twins study finding genetic role in behavior

By Bill Hoffmann

After almost two years and the study of 22 pairs of twins reared apart, "there's virtually no doubt that genetics has an important role in the shaping of behavior," Thomas Bouchard Jr., Psychology, said about the preliminary findings.

The findings "tend to be very consistent," said Bouchard who heads the research team of 14

University professors and physicians. More pairs of twins continue to be discovered and funding for the project seems to at least keep pace with the expenditures, he indicated.

As a bonus, a set of identical triplets raised apart has come to the attention of the project.

The goal of the project, which

interviewed its first pair of twins in March 1979, is to measure and relate environmental differences to behavioral and medical differences between twins separated at an early age and reared separately. Of the 22 pairs studied, 18 are identical and four sets are fraternal twins.

"Since both twins (in each pair) have the same genetic constitution, any differences between them are due to environmental events," he explained.

Each pair studied receives six days of intensive psychological and medical examination, which includes 15,000 test questions.

The answers indicate striking similarities in each pair's behavior, mannerisms, and medical histories. These include similarities in occupational interests and activities, sexual development, increases and decreases in weight, psychological and social interests, and development of psychiatric problems.

Findings, for instance, indicate that fears and phobias are largely similar in at least three pairs studied. And, speech impediments in three pairs were found to be identical.

"The twins keep coming in," said Bouchard, who is surprised at the number of pairs discovered. At first, it was believed that fewer than a dozen pairs of such twins were alive, let alone traceable.

Yet, world-wide interest and the resulting publicity about the study has become the tool to discover more and more pairs of twins reared apart. In many cases, it is news to the twins too.

"It is clear now that we'll be able to go on for years" interviewing twins for the study, Bouchard said. Funding for the project seems more assured, in part, because enough pairs of twins likely can be found and studied to strengthen the validity of the statistics. Most of the funding has been from the National Science Foundation and the Spencer Foundation, with seed money from the Graduate School.



Thomas Bouchard Photo by NBC News

The research team knows of 23 more pairs of twins raised apart and Bouchard said it would be satisfying to eventually interview 50 pairs.

Even after study of just 22 pairs, the validity of the findings means "we can draw pretty powerful conclusions now," he said. In addition, the project has "far more data" than any of the few earlier similar scientific studies.

Bouchard has already interviewed the 19-year-old male triplets from New York who recently found out about each other. "Nobody has ever studied triplets reared apart," he said. He tested them in New York and hopes they can come to the University for the physical examinations. It is believed that a fourth identical boy died at birth.

The research team is considering studying twins who were reared together, as a control group in the study. That means the need for more time and money, Bouchard noted. In addition, the research is being extended to brothers and sisters close in age and reared apart to act as "surrogate" fraternal twins in the study.

Bouchard has obtained sabbatical leave during 1981-82 to be able to increase the number of twins he can interview. He hopes to increase the number interviewed to about 24 in the year, compared to about 12 in each of the first two years.



Tired after their long journey from England, but enjoying their new friendship, Rosemary Hanscombe (left) and Christine Pine, 42-year-old twins from England, arrive at the Twin Cities airport.

MLK continued from page 3

King to help all oppressed people. The MLK office is open to any CLA student who requests assistance, but the majority of its students are certified by the Office of Minority and Special Student Services. To be eligible they must fit two of three criteria, being a minority, or being financially or educationally disadvantaged.

There were 344 students receiving MLK services at the end of fall quarter. Blacks made up the largest group and Asians the second largest.

MLK offers special sections in six math courses, two chemistry courses, two biology courses, two English composition courses, English as a second language, physics, psychology, and sociology.

Students usually get their registration cards through the MLK office or indicate that they are MLK students when they register.

The teaching assistants for MLK sections have volunteered to help MLK students. Some salaries are paid half through MLK and half through departments.

"Instructors make or break a section," West said.

Students attend the same large lecture for many of these introductory classes, but the

recitation section is kept small.

It is important to have a "critical mass" of MLK minority and disadvantaged students in the section so students can identify with the other students, West said, and so that they can form study groups.

Often additional recitation time is scheduled and there are almost always tutoring sessions with the teaching assistant.

Tutoring is a "good secondary activity," West said. "If students can get it for the first time in the classroom," it's better, he added.

West said he wants departments to become more aware of the program. When they discover it is economically feasible and that it doesn't jeopardize the integrity of the department, he said, he hopes they will assign sections for MLK.

MLK has been "identifying faculty members who really want a challenge and they've been coming forth," West said. "It's just remarkable what they've been able to do."

The faculty has to help us with developing study skills and critical thinking skills in these courses, he said.

The MLK program, West summarized, is in the vanguard of developing quality programs. "We have very little to be embarrassed about anymore," he said.

Dean's List continued from page 2

the College Plan—but what have we done lately? Let me cite two instances:

- Change through reallocation of faculty positions has had a definite impact. In the four-year period we are now in, 1979-83, out of a total of forty-two positions, we have made eighteen new allocations in fields or subfields different from the field of study of the original vacancy. In the previous three years, 1976-78, thirteen entirely new positions were created out of eighty-eight total position allocations. In addition, all new searches since 1978 have emphasized that faculty members are encouraged to teach up to one-fourth or one-third of their load outside of their home discipline if they so desire, and almost a dozen new positions have been specifically assigned and shared between two or more departments.
- Change has also occurred in the "composition" of the faculty in other characteristics. In the last three years, seventeen additional women faculty members have been appointed (that is a net gain) and the coming year will see an additional net increase. Unfortunately, appointment of minorities has been less successful. Nine new minority faculty members have been appointed in the last three years, but almost as many have left.

In other aspects of renewal we can only move slowly. For example, most newly appointed faculty members are younger and more recently trained, but both the average age and the length of service and tenure have markedly increased in the faculty as a whole as retirements are extended, vacancies decline, and mobility slows. To plan change is the most difficult planning of all; it takes a liberal education. *Tempora muntantur, et nos mutamur in illis.*

CLA issues policy on sex harassment

A policy for handling sexual harassment complaints was issued by the College of Liberal Arts in early March.

It is one of the few documents specifically dealing with sex harassment in use in the University.

A University-wide policy is expected to be in place by the end of spring quarter. At present, the University relies on other grievance machinery to deal with sex harassment cases.

Dean Fred Lukermann wrote the first policy in the spring of 1979. The present policy was revised after consultation with the Council on Policy and Planning and a University attorney.

Sexual harassment is defined in the introductory statement as "covert or overt uses of power or position to threaten, coerce, or intimidate another to accept sexual advances or risk reprisal. In an academic setting, harassment most often finds expression by faculty members toward students, using grades, recommendations, or jobs as instruments to imply reward for compliance or penalty for noncompliance."

Complaints by students concerning sexual harassment must be brought to the attention of the College dean within one calendar year of the alleged action.

An attempt will be made to resolve the situation informally and confidentiality will govern all aspects of the procedures.

If the situation cannot be resolved, a three-member faculty committee will conduct a hearing and both faculty member and student may appeal the decision.

A copy of the policy and procedures is available from the Dean's office, 215 Johnston Hall.

Honors continued from page 1

approximately 25 scholarships to National Merit Scholarship Program finalists who have selected the University.

The number and amount of those grants will depend on individual need and how much the University decides to give each recipient.

The remaining \$25,000 will be used for the ongoing Presidential Scholars program which for the first time will be able to give \$500 each to 50 students.

A new Morton S. Katz Outstanding Minority Scholarship has been endowed which will award, primarily on a merit basis, five scholarships at \$1,000 each.

Most departments in CLA as in other colleges in the University offer special honors courses, but the CLA Honors Program also offers advising, classes, colloquia, and seminars for its students.

Students admitted to the Honors Program as freshmen get faculty advisers. Sixty to 70 faculty

members from across the University donate their time to these bright students.

They can "establish a relationship that in the best of times can persist over four years or even longer," Blake said.

Students usually take one honors course per quarter. In addition, freshman-sophomore colloquia are offered with topics not usually taught in the curriculum on such subjects as "Albert Camus: His Art and His Politics" and "Women and Decision-Making." Juniors and seniors take honors seminars offered by distinguished professors.

In order to graduate cum laude, magna cum laude, or summa cum laude, a student must have a certain grade point average, must have participated in at least four honors courses, and must have written an honors thesis for the summa cum laude distinction. In addition, students must fulfill the honors requirements in their major department.

Recruitment continued from page 3

address the communities the University wanted to attract. Many times minorities may not see themselves as part of the whole "minority" picture.

She asked, "Is it just a show piece?" She said she is not sure it recruits or if it just enhances the image of the University.

Only 10 to 12 Indians attended Minority Senior Day last year. But an American Indian Career Day attracted 300 Indians. All types of

post high school educational programs participated including community colleges, junior colleges, the University of Minnesota Duluth, and vocational-technical schools.

The Indians saw the University hosting something like that for their benefit, Monroe said.

It wasn't elaborate, she added. The whole day cost \$900 including lunch.

This year there is \$700 budgeted for all four minority groups and plans are still uncertain.

Interplay to cover world between the wars

Newsletter readers will again this year have the opportunity to enhance their understanding of how the world "got the way it is."

INTERPLAY '81 is the third of the University's concentrated studies of recent history. For INTERPLAY's three weeks, students of all ages will dig into

cultural and social currents that prepared the United States for the 1980's.

This year the emphasis will be on "The World Between the Wars," 1919 to 1939—the Jazz Age, the Depression, the birth of the bomb, Freud, the rise of Fascism. One-week mini-courses on these and related topics, supported by selected plays, concerts, and exhibits, will run each weekday morning from June 15 to July 2. A student picks three courses from a group of nine.

"INTERPLAY has found out how to condense significant features of a period of history into its three weeks," Williard L. Thompson, Summer Session director, has explained.

"We don't kid either our students or ourselves that they get everything on every subject—that's not our purpose. But the experience of INTERPLAY's first two years, when we went from the Civil War to World War I, shows that this kind of approach is exciting and immensely stimulating."

Students in the program range in age from 16 to 82, from high school to Ph.D. Some take the program with college credit, some without. Senior citizens receive special consideration.

Information about registration can be obtained from 135 Johnston Hall, University of Minnesota, Minneapolis, MN 55455 (373-2925). Formal registration will open in early June.



Eva LaGalliene



Hitler



F.D.R.



Niels Bohr



Satchmo

Personalities in the world between the wars.

CLA NEWSLETTER

College of Liberal Arts

203 Johnston Hall
University of Minnesota
Minneapolis, Minnesota 55455

University Archives
10 Walter Library

Robert Holt to speak at first Scholars' Forum

A CLA Scholars' Forum, the first of three planned during spring quarter, is set for April 23 in Coffman Memorial Union.

The forum, sponsored by an ad hoc CLA faculty committee, is designed for the exchange of scholarly contributions among colleagues in CLA.

Robert Holt, chair of the Political Science Dept., will address the first forum at 3:15. From 4:30 to 5:15, sherry and cheese will be available.

The topic and room number will be announced in *nb* and announcements will be sent to faculty. For further information, contact the Social Sciences Associate Dean's office, 348 Social Sciences Building, West Bank, 373-5088.



Robert Holt