



miw
FL615n

CLA NEWSLETTER

Fall 1984

College of Liberal Arts

University of Minnesota

Lawton: High schools can't match CLA's advising services

Bratwursts sizzle on the grill in front of Coffman Union, faculty and staff wear "ask me" stickers, football coach Lou Holtz and the University Marching band cheer for the Maroon and Gold, the St. Paul campus pops for a free ice cream social, a local restaurant serves all the pancakes you can eat for \$1.00, and WCCO-TV newscaster Dave Moore tells students all about distribution requirements.

It's the University's way of rolling out the red carpet for CLA's 2,500 new freshmen and 800 pre-major transfer students who descended on the campus this fall.

For an institution that has a reputation for being impersonal, it takes its welcoming responsibilities seriously. A student's introduction to the College and University starts with a two-day orientation-registration program in August or September and culminates with 52 Welcome Week activities the week school starts.

Coordinator of Premajor Advising Billie Lawton, who runs the CLA premajor orientation-registration program, guarantees students a more personal advising system than



Janet Pelto, CLA premajor adviser, talked with Anthony Reid, 18, of Willingboro, N.J., who plans to major in speech communications.

Photo by Bill Hoffmann

any they had in high school. Orientation-registration is a "kickoff to what we hope will be a year-long orientation to CLA and the University," Lawton said. Through a careful plan of adviser appointments, her staff of 41 does everything it can to ease the transition for students from a structured high school environment to a higher education

experience with hundreds of options, she said. From the first contact with the student, which Lawton called a "warmly written invitation" to attend the mandatory orientation-registration session, her program emphasizes a partnership of College personnel and the student.

continued on page 4

Recruitment competition keen for top students

By Joyce Wascoe

Competition for the high-ability student is on.

It's not unusual for a good Minnesota high school student to report that she or he has received recruitment brochures from more than 380 colleges and universities.

Just as the University of Minnesota is beginning to think about a small recruitment program in one neighboring state, the University of Michigan jumped two states away to target Minnesota for a large recruitment effort.

Surveys of high-ability students who rejected the University at the last minute show that the single most influential factor in their decision was that a competing institution was able to offer \$1,000 per year of merit-based (not need-based) aid.

The University of Minnesota began to respond to this challenge in March of this year when it established a Recruitment Project headed by CLA Associate Dean Julieann Carson. The University allocated \$300,000 to the project for long-range planning and immediate projects.

It will mean that, starting this fall, prospective students are going to be the object of a better organized telephone and letter contact system from the president, the regents, the vice presidents, the deans, and alumni.

The Recruitment Project steering committee has asked for \$822,000 for this year to expand recruitment efforts, develop and enrich academic programs for high ability students, and provide scholarships based on merit. In October, the University's central administration committed \$370,000,

continued on page 9

Totals \$450,000 Silha gift funds media ethics center

A \$350,000 gift from former regent and publisher of the Minneapolis Star Otto Silha and his wife, Helen, will establish a center for the study of media ethics and law in CLA's School of Journalism and Mass Communication.

Funding for the Silha Center for the Study of Media Ethics and the Law will be augmented by a \$100,000 grant from the Minneapolis Star and Tribune Foundation.

"Helen and I are hopeful that a center dedicated to these concerns will serve as a bridge between the academic and professional worlds for the creative study of media ethics and law—matters that are vital to society as a whole," Silha said.

The center will be directed by Donald Gillmor, a mass communication law scholar, with Theodore Glasser, also a specialist in media law, acting as associate director.

According to Gillmor, the center will focus on ethical and legal matters through research and educational projects on topics including media accountability, criticism, and modes of ethical and legal inquiry and reasoning. Activities will include lecture series and symposia, as well



Photo by Donna Terek

Otto Silha and his wife, Helen, were honored at a reception at the Alumni Club atop the IDS tower in Minneapolis.

as publications, films, and other visual presentations. Gillmor said faculty members, graduate students, and media professionals serving as fellows will participate in Silha Center projects.

The center will also assume the

stewardship of the archives of the recently disbanded National News Council.

One of the first activities of the center will be a symposium cosponsored by the new Gannett Center for Media Studies at Columbia

continued on page 3



Photo by Bill Hoffmann

Inside

- Orientation p. 4
- Hurricane Alice p. 6
- Hearing loss studied . . . p. 7
- Lippincott gift p. 8

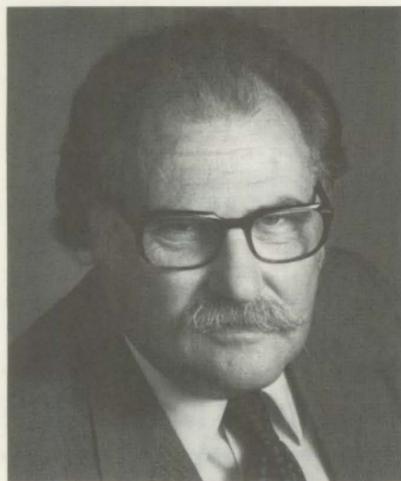


Photo by Tom Foley

Dean Fred Lukermann

The Dean's List

1974-1984

President C. Peter Magrath having survived "113 regents' meetings, 26 regents, 14 vice-presidents, 5 provosts, countless deans and 3 football coaches" is leaving the University after a decade—a decade of buffeting by constantly changing economic and political winds. In 1974 in his inaugural address, President Magrath challenged the community and the faculty to move the University to excellence and to embark upon a new planning process, concerned that if the University did not set its own priorities, a changing environment would do so for us. But as he states here in excerpts from his farewell address, the economic and political winds during the last 10 years rocked this ship and, at one point, nearly capsized it.

Unfortunately, even before our plans were in place, we were overtaken by events on the State level. All of a sudden, we had to retrench; we had to do it quickly; and we had to do it repeatedly. Our previous planning efforts did not relieve the pain or the difficulty of our decisions. Still, by having a sense of priorities, we protected our highest quality programs and prevented the shriveling of the total University and a slide into mediocrity. Had we not planned in the 1970s, the fiscal crises of the 1980s would have been far more damaging.

As it was, those fiscal crises did take a toll, a heavy one, and this leads me to a third and far more disconcerting issue. If I had to point to my single greatest disappointment over the past ten years, it would be this: the realization that this University—the largest center of creativity in the State and region—is all too often taken for granted. Nowhere is this more apparent than in the relative silence that accompanied our recent budgetary setbacks.

The problem, you will recall, began in the 1970s as a slow erosion in real support for the University. By the early 1980s, the erosion had turned into an avalanche of retrenchments. We were pushed ever closer to the brink, ever nearer to the abyss. Our plight was precarious and obvious, but it was not understood by most Minnesotans nor by many of their elected officials. There was no public outcry when the University lost more funds than any other tax-assisted unit. There was no widespread alarm when the University teetered on the edge of fiscal exigency—bankruptcy to use a blunt word.

The inaction on the part of the general public troubled me then and it troubles me now. But no less troubling were the responses—or, rather the lack of response—by many leaders in the private sector who above all should have understood the long term stakes at issue. Silence, in this case, was not golden. I can only wonder whether events might have taken a more fortuitous turn had leaders in agriculture and technology, business and industry—and perhaps most significantly, in the media—raised their voices in angry defense of the University's fiscal integrity. As it was, there were too many hushed voices.

This is not to suggest that the University of Minnesota either lacks good friends or is ungrateful to its many supporters. Quite the opposite is true: precisely because the University is so many things to so many different people, it enjoys a diversity of constituencies—groups that are willing to champion the interests of a particular campus, college, or program. Such interests are understandable, if not inevitable; such support is appreciated, if not essential. However, to define the University only in terms of a single program is to lose sight of the University as a whole, and that is precisely what has taken place with increasing frequency over recent years....

What is overlooked is that the sum of the University is far greater than its parts, and that the health of the total enterprise is much more important than the prosperity of any single unit. Thus, while I applaud diversity, I deplore divisiveness.

Many voices have disputed the President's words in the past few weeks saying, "Not I," or "the University isn't so badly off," or "they weren't hurt that much," or "we all suffered." The truth is we were badly damaged, both absolutely in the cuts in curriculum, in faculty, and in research, and relatively in our position among major universities. The table below summarizes our relative standing in several comparative rankings with our seven midwestern peers and with 18 leading national public universities.

Relative Rank in Support Dollars

	Faculty Salaries	Faculty Non-Salary Support	Equipment/Faculty	\$/Student	Equipment/Student
Minn/Midwest (8)	7	7	7	5	7
Minn/National (19)	11	14	14	14	14

Whatever the cause of our retreat, it was a real retreat. We all lost. It is obvious that a return to our former place will take the united effort of all of us in the University, the legislature, and the community—without recrimination.

Warren MacKenzie named regents' professor



Photo by Bill Hoffmann

Warren MacKenzie sits outside his studio, behind his house west of Stillwater.

Warren MacKenzie, chair of the CLA Studio Arts Department, has been named a Regents' Professor, one of three University faculty members honored this year.

The Regents' Professorship is the highest award the University bestows on a faculty member. The professors, who receive a \$5,000 annual gift from the University of Minnesota Foundation, are judged by the scope and quality of their scholarly or artistic contributions, their quality of teaching, and their contributions to the public good.

Only nominees whose academic distinction has been clearly recognized by the local, national and, in some cases, international academic community are considered for the award.

MacKenzie joined the faculty in 1953 and became the chairman of the Department of Studio Arts in 1980. Before coming to the University, he was an instructor at the St. Paul Gallery and School of Art and worked at the Leach Pottery in England.

In 1981, he was named one of the

world's greatest living potters by the readers of *Ceramics Monthly* magazine, the foremost ceramics journal in the United States.

MacKenzie has held one-man exhibits in Tokyo, London, Caracas, New York and other U.S. cities. His work has been part of juried or invitational group shows in Europe, Asia, Africa, and South America, and can be found in Washington D.C. in collections of the Smithsonian Museum and Renwick Gallery, as well as at the vice presidential mansion.

In addition to MacKenzie, Eville Gorham, professor of ecology and behavioral biology received the award as did James White, professor pediatrics and laboratory medicine and pathology.

Once named a Regents' Professor, a faculty member holds the title for as long as he or she remains at the University. Forty-two regents' professors have been named since the award was established in 1965. Twenty remain on the faculty, including the three named this year.



Drawing by Randy Sather

facts

Enrollment, fall 1984—15,951 undergraduates, 1,875 (estimate) graduate students, fall 1983—17,147 undergraduates, 1,970 graduate students

Majors: 64

Minors: 56

Undergraduate degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Individualized Studies (B.I.S.)
- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Music (B.M.)
- Associate in Liberal Arts, a two-year degree (A.L.A.)

CLA Dean:

Fred Lukermann, 215 Johnston Hall, 373-4402

Student Information Office, 214 Johnston Hall, 373-2876



Photo by Bill Hoffmann

The *CLA Newsletter* is published three times a year by the CLA Editor's Office, 225 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota, for friends of the College of Liberal Arts. Comments should be addressed to the editor.

Dean Fred Lukermann
 Editor Joyce Wascoe
 Staff Bill Hoffmann
 Jeff Litvak

The University of Minnesota is an equal opportunity educator and employer.

Vol. 7 No. 1



CDC gives CLA \$5,000, language computers

By Bill Hoffmann

An experimental computer program to teach beginning Japanese is an "example of a Minnesota corporation willing to put some resources into the humanities," said Byron Marshall, chair of CLA's East Asian Studies Department.

In 1983, Control Data Corporation (CDC) funded a request from Marshall to conduct a language learning experiment. CDC awarded him a \$5,000 grant and loaned him seven computer terminals and an innovative computer program to aid in teaching first-year Japanese. In addition, part of the instructor's salary was paid.

Marshall said it isn't easy to get funding for this kind of experiment, noting, "The government isn't interested in first year Japanese textbooks."

The computer instruction program is intended to supplement classroom learning, he said. It is used for rote memory and grammar work. "We hope it will free up students and teachers in the classroom," Marshall said. "There is no short cut. Good language learning involves student and teacher interaction," he emphasized.

Graduate student teaching assistants "were a big help" in the first year of the experiment, he added, noting that some had been worried about computers taking their jobs.

The experiment last year involved one section of 25 students using the computer programs and two sections spending the normal amount of time in class. Those using the computer spent 20 percent less time in class, but spent the time working on the computers, Marshall said.

Test scores from the sections were compared, with the understanding that the computer programs were only in partly finished form and would be perfected in the future. It was found that there were "no real differences."

"We claim efficiency" for the first year, he said.

Students who used the computers last year responded with "great acceptance" and "much enthusiasm," Marshall said, adding that they made suggestions for improvements, some of which were made.

Wesley Jacobson, assistant professor in East Asian Studies who is teaching the computer-aided Japanese classes, designed the course materials and adapted the computer program.

Jacobson spent 12 years in Japan while his parents were missionaries there. He returned to this country at age 15.

The experiment is being made to find out if computer learning can be used effectively and if the techniques can be used at other universities, Jacobson said.

Marshall said he plans to share the courseware and expertise devised in the experiment. Macalester College plans to use the courseware, he said, and Control Data has plans for marketing it.

This year, Marshall hopes an improved version of the Japanese language program from CDC can be phased in. It will use Japanese writing characters, have a faster response time, enable students to respond by touching the screen, and it will automatically check student answers.

Marshall said, "If it works, we'll take on Chinese next."

Silha *continued from page 1*

University in New York City in late 1985. "It will bring together legal scholars, ethicists, philosophers, historians, and leading media practitioners to evaluate the roles that various institutions may play in assessing press performance," Gillmor said.

Otto Silha's interest in media issues dates back to his days as a journalism student at the University. He served as managing editor of the *Minnesota Daily*, and was hired as a copyreader by the *Minneapolis Star* before his graduation in 1940. Silha also served as promotion director, personnel director, business manager and general manager of the *Star* before being named its publisher in 1968. He was named president of the *Minneapolis Star and Tribune Company* in 1973 and became chairman of the board in 1979, as well as assuming leadership roles in numerous professional organizations.

He served as a regent of the University from 1961 to 1969, and is a trustee and senior vice president of the University of Minnesota Foundation.

Helen Silha graduated from the University with a B.S. degree in education. She taught school for a year in Tracy, Minnesota, before her marriage to Otto in 1942.

She worked in the University Student Activities Bureau during World War II. She has been active in

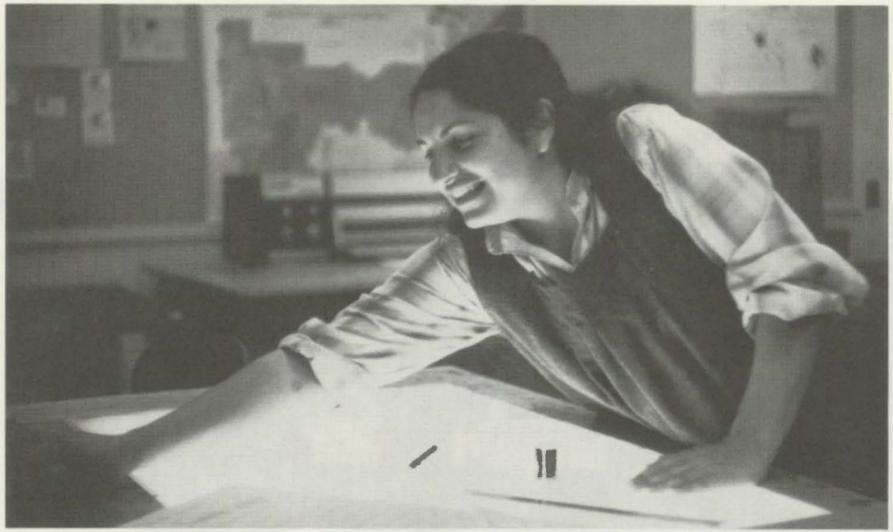
Third Church, Christ, Scientist in Minneapolis, and chaired the board of directors of Minnesota Early Learning Design.

She presently serves on the board of Compas, the statewide arts organization in St. Paul, and on the advisory board of the University's MacPhail Center for the Arts.

"The gift from Mr. and Mrs. Silha will enable us to devote considerably greater effort to subject areas in which we already have a long tradition of interest and scholarship," said F. Gerald Kline, the school's director.

University President C. Peter Magrath said: "Excellence attracts excellence, and the generosity of Otto and Helen Silha proves that very point. The creation of a center for media ethics and law will make the University's journalism school—which has long been a national leader—an even better school. For that, all Minnesotans can be proud and grateful."

The Silha Center will be the second independent unit in the School of Journalism and Mass Communication. The Minnesota Journalism Center, founded in 1979 through a gift from the late John and Elizabeth Bates Cowles, owners of the *Minneapolis Star and Tribune*, serves as a liaison between the school and the professional community for continuing education and research emphasizing media management.



Photos by Bill Hoffmann

Sona Andrews, assistant professor, Geography, works at a light table to design tactual maps.

Geography prof develops tactual maps for the blind

By Bill Hoffmann

Plastic relief maps of the Minneapolis campus and the Twin Cities with raised braille text for use by visually impaired students are the "applied" side of research by Sona Andrews, assistant professor, in CLA's Department of Geography.

The tactual maps used by blind students provide "a unique control group" for Andrews' "theoretical" research which studies "how maps help internalize the images we have of places."

Andrews' research examines how maps can provide spatial information—a sense for relationships in space—to people with sight and without sight.

For instance, a blind person could know the way from the Law Building to Wilson Library and the way between the Law Building and the Social Science Building, but might *not* know how to get from the Social Science building to Wilson Library, she said.

The blind person would be oriented to particular routes, but not realize the proximity of other locations without the aid of a tactual map. "Maps give the spatial relationship," she noted.

Dale Heltzer, a visually impaired senior in CLA majoring in computer science, said that although he had already learned on his own where he wanted to go on campus, he "certainly would use (the tactual maps) if I was new to campus."

The maps, however, did help give him a better idea of the way buildings and areas are related, Heltzer said. The maps give him "an image of how the campus is set up."

Andrews and doctoral student Tony Goddard spent a year designing the 12-by-18 inch campus maps for blind and partially sighted people.

Last spring she taught a geography class in tactual mapping. The class produced more than 60 kinds of maps, ranging from "the bizarre to the mundane." For example, they made maps of the unmilled wheat in the world, the counties in Minnesota, and the Southdale shopping mall.

About 100 of the 125 atlases of the Minneapolis campuses and most of the 150 maps of the Twin Cities area and downtown Minneapolis were distributed free of charge this past year. Some area agencies for the blind still have copies. A 60-page braille manual accompanies the campus maps.

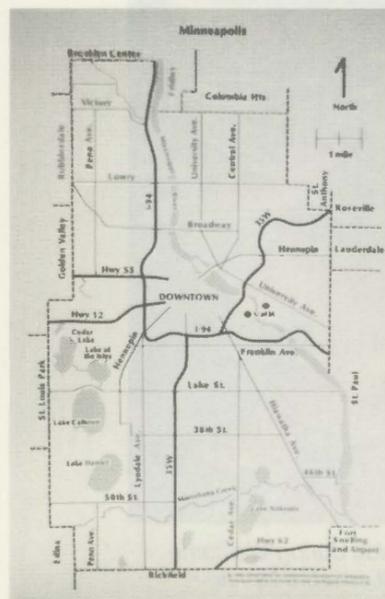
Funding for making maps of the Minneapolis campuses, downtown Minneapolis, and parts of Minnesota was donated by the Center for Urban and Regional Affairs, Delta Gamma sorority alumnae chapter, the Handicapped Resource Office, and the University branch of the Marquette National Bank.

Andrews said the maps are first made on a special paper that raises when heat is applied. She found it was possible to use an old thermofax machine, instead of a Japanese machine that would cost \$9,000.

A company in Minneapolis made plates and the actual plastic copies were made by Andrews and her students on vacuforming equipment made available by the Institute of Technology. The graphics work was done in the Geography Department.

Delta Gamma Alumni Society is raising money to make maps of the St. Paul campus and there is interest in making maps of the skyway systems in downtown Minneapolis and St. Paul, bus routes, other cities in the state, rivers, and an historical map of how the state was settled.

Andrews continues to make specialized maps on request. She can be reached through the Geography Department at 373-2661.



The tactual and braille map of Minneapolis was distributed this year free of charge to area agencies for the blind.

CLA and U roll out red carpet

continued from page 1

It is a joint venture, Lawton explained. First, her advisers try to make the student aware of resources, requirements, and procedures of CLA and the University. Next, they help the student become aware of his or her own resources, that "unique configuration of interests, abilities, values, needs, and goals," Lawton said. Then, they try to meld those together.

She said she believes in a "holistic" approach to advising, helping the student get used to a new living environment and a new peer group, as well as a new academic setting. In almost all cases, she advises a light load of three classes, around 12 credits the first quarter, so the student has time to get involved in University and College activities and gets off to a good start.

The first day of orientation-registration starts early, at 7:45 a.m. with check-in at the Great Hall of Coffman Union. New CLA students comprise the largest group, usually around 200 that come in everyday from August 16 to September 19. That's where Dave Moore comes in. He narrates a slide show about CLA. It's the students' first exposure to the jargon—"group distribution requirements," "world studies courses," "cancel-add," "premajor," "minors." Moore tells them that if they haven't decided on a major yet, it is okay to be "undecided."

Every hour for the rest of the day, students are bombarded with help, tips, and information. Academic concerns such as student-faculty relationships and educational alternatives are discussed at 9:30. Then an hour-long campus tour familiarizes students with main buildings, bookstores, as well as good study and eating places. The health service runs a program about student insurance policies, hours and services.

All students have a chance to take the Strong-Campbell Interest Inventory that will help them and their advisers later in the year make a decision about a major and possibly a career.

What else can you do at the University besides study? Two programs on extracurricular activities are sponsored by some of the nearly 500 organizations on campus.

A mini-lecture by a professor starts off a session on how to study, taking notes, tests, and time management. Then there is a session on careers and the resources available to help students find a job when they finish CLA.

Even though most students are from the seven-county metropolitan area, many take advantage of the overnight program between orientation days and spend the night in Comstock Hall. They are treated to a barbecue, skits and songs by orientation leaders, special help planning their first quarter schedule, and finally a two-hour video dance.

Students who don't stay over have an "eighth hour" at 4 p.m. to help them start planning their schedules. Advisers are available to answer questions like "Do I take composition now?" "How do I know where to place in a second language?" "Do I have to take math?" "How should I choose courses when I don't have a major?"

The next day the setting becomes more intimate. The small group college meeting at 9 a.m. usually has only 12 students and two advisers. Lawton says she strives for a ratio of 1 to 6. The students introduce themselves and tell which high school they are from. Washburn, Breck, Kenyon, North, Armstrong, Apple Valley, St. Thomas Academy, John F. Kennedy High School in Willingboro, New Jersey, and James Madison Memorial in Madison, Wisconsin, were a few of the schools represented one day in early September.



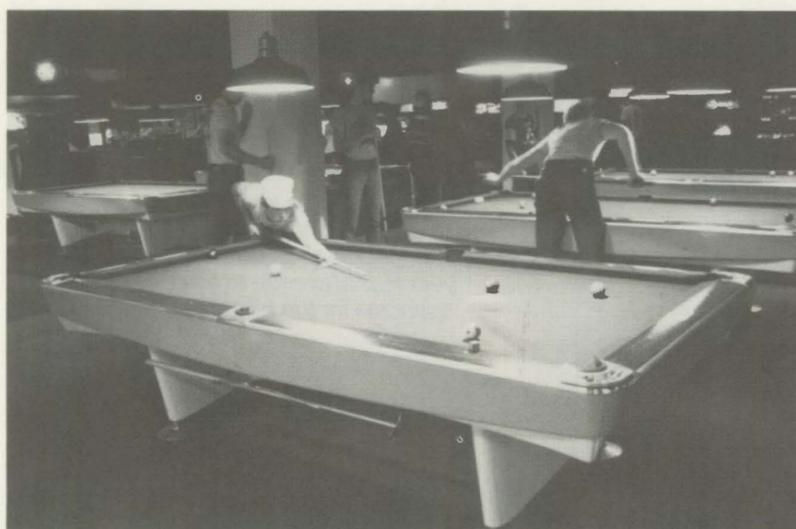
Guided tours of the Minneapolis and St. Paul campuses during Welcome Week helped orient students new to the University. In addition, there were tours of Walter and Wilson libraries.



Janet Pelto, CLA premajor adviser, led a 9 a.m. small group college meeting to explain CLA requirements and registration procedures.



Gregg Stelmach, of Madison, Wisc., talks with Nicole Surges, University staff member. Twenty-one computer terminals were busy in Fraser Hall during student registration.



The Indoor Recreation Tournament in Coffman Union during Welcome Week included double elimination billiards, as well as table tennis tournaments and bowling competition.



Buzzers, audience laughter and applause, team cries of victory and defeat filled a room at Coffman Union in September during Welcome Week when the University's national championship varsity College Bowl team took on four faculty members who hadn't played before. The final score was 330 to 130. College

Story by Joyce Wascoe

Photos by Bill Hoffmann

for freshmen



Drawing by Randy Sather

By this time, students have all their registration materials in hand and placement cards that tell them which math, composition, and chemistry courses they are qualified to enter. Advisers spend the first 45 minutes going over college requirements and registration procedures. For the next 45 minutes they circulate among the students, helping each to come up with four or five possible classes.

Advisers are candid about what they would and would not recommend as a first quarter class. "That would be an excellent class," one adviser tells a student. Another suggests a course taught on television wouldn't be an appropriate choice.

The rest of the day is taken up with individual adviser appointments, each 45 minutes long. Students fill out a personal inventory sheet so the adviser can get a better picture of them. Information about whether they are living at home, working, or taking part in sports is related to academic requirements. "Hopefully, for those few minutes the student will be a person," Lawton said.

The personal touch doesn't stop there. Advisers will see students three more times during the freshman year or more often if necessary. In mid-fall quarter, each student is required to make a check-back appointment to discuss how they are doing, any adjustment problems, and to plan a winter quarter schedule.

During winter quarter, the appointment covers alternatives to the students' first plan or focuses more closely on a major or career objective. Advisers often see tremendous shifts in interest at this point, Lawton said.

Spring quarter, a general assessment is done and a general plan is worked on. If a student selects a major by the sophomore year, he or she is assigned to an adviser in the major department.

Between these regularly scheduled appointments, walk-in advising is available all day in the two premajor offices (B18 and 30 Johnston Hall) during regular University hours and until 6 p.m. on Mondays. The office prides itself on never having any lines, Lawton said. She called her staff of advisers, who are mostly graduate students, "people people," human service oriented people who know the information about the college.

Throughout the year, sessions are scheduled on choosing a major and career planning.

The final step of the two-day program is registration. After being computerized three years ago, most of the bugs have been worked out and the process doesn't take as long as it used to. There are 21 computers, most of them busy—even on a slow day. The football player from Madison, Wisconsin, took 22 minutes to register. The wide receiver from Willingboro, New Jersey, took 37 minutes.

With registration out of the way, most students took a break before the first week of school when Welcome Week started. The Welcome Week brochure with a gopher dressed like a student on the cover listed 52 events. Students could elect to see a play at the Guthrie Theatre or watch the movie "Dirty Harry."

Four professors took on the national College Bowl champions from last year and went down to quick defeat to the delight of the new freshmen. Seminars were held on alcohol and anorexia nervosa. Hayrides and an ice cream social were highlights on the St. Paul Campus.

The athletic types took part in the fun run or did action aerobics. Others attended the computer workshop, took a tour of the library, or listened to a prominent professor describe life at the University. Still others danced away the night at the WLOL Sound and Light Show or took on other students in the bowling, table tennis, and billiard tournaments.

As the Welcome Week brochure says, "Quite simply, the University has everything to offer," and after orientation-registration and Welcome Week activities, students should know where to find it.



Lou Holtz, coach of the Gopher football team, spoke to students and the news media at a pep rally on the steps of Northrop Auditorium during Welcome Week in September.



Bowl team members are (left to right) Mark Lacy, History, Tina Karelson, Journalism, Barney Hodden, English, and Matta Marta, Economics. Faculty members are George Shaw, Geology, Roger Miller, Geography, George Green, History, and Tabor Allison, graduate student in Biology. Reading the questions was Dave Lundgren, Philosophy student and member of the College Bowl Club.



Students and professors who participated in "Rendezvous for Booklovers" met in the Whole Coffee House in Coffman Union following the book discussions. Naomi Scheman, associate professor in the Philosophy Department, (right), talked with students.

Hurricane Alice

Creative energy explodes into feminist review

By Bill Hoffmann

Conditions were right for a hurricane, metaphorically speaking. A group of five women writers, friends and University colleagues, had energy—a creative storm—looking for a focus.

"We all had things we were working on, but had sensed would be hard to publish," said Shirley Nelson Garner, associate professor in English.

"The writing we were doing and the writing we were interested in didn't fit neatly into the patriarchal categories," Garner said.

And so, with \$1,000 in seed money from friends, colleagues, and contributors, *Hurricane Alice*—a new kind of feminist review—was born in the spring of 1983.

"It was as though the name had chosen us," Jean Sugnet, a University personnel services representative and one of the founders of the new publication, wrote in the first issue.

"A simplified description of the origins of a hurricane suggests that it starts from a depression," Sugnet observed.

From there it whirls as a beautiful and powerful spiral, "marked at the center by a clear eye of calm," she explained.



The name, Alice, was selected because it means "nobility" in Old High German and "truth" in Greek, she added.

Garner said, "We wanted a place where feminists can speak in their own voices—don't have to temper or change or efface themselves to get published. It's very hard to find a place to say what you want to say.

"We want our writers to have a presence and make it clear where they are in regard to what they're writing about. We don't want third person 'objective' prose."

Feminism offers "an alternative view of culture available to women and men—placing of the biological female and cultural feminine in the center of experience," Garner explained. This means a commitment to "reflect the multicultural richness of the American experience," she said. So far, two contributions by male writers have appeared in the review.

Published three times a year, *Hurricane Alice* carries reviews of books, drama, film, dance, and other arts, poetry, sketches, and essays. Articles range from academic women and work, art, family, and sexuality to a statement by a protester in the Honeywell Project and an article on pay equity for female-dominated job classes. *Hurricane Alice*, intended to be nonprofit, is published in newspaper tabloid format. It carries some advertising, but most costs are covered by subscriptions and contributions.



Editorial board members for Hurricane Alice include (left to right, seated) Jean Sugnet, Judy Remington, and Janet Trip, and (standing) Martha Roth, Chris Gordon, and Molly Hoben.



Shirley Garner Nelson, a founder and editorial board member of Hurricane Alice.

Photos by Bill Hoffmann

Martha Roth, who has 20 years of editorial experience and who is now an editor at the University, edits the review.

Roth explained that a goal of *Hurricane Alice* is to "re-view," that is, to take "another look at culture, through a feminist lens."

Another goal is to provide a variety of feminist viewpoints—black, Asian, lesbian, heterosexual, male and female, American Indian, Jewish, Christian, and pagan, Roth explained.

The editorial staff includes Christine Mack Gordon, an editor at the University, Mollie Hoben, editor of the Minnesota Women's Press, Toni McNaron, professor of English and Women's Studies, Ellen McVeigh, an attorney, Maureen Reddy, graduate student in English, Judy Remington, graduate student in American Studies, Madelon Sprengnether, associate professor in English, Janet Tripp, free-lance writer, and Roth, Garner, and Sugnet.

All the work submitted to *Hurricane Alice* is reviewed by the board. There is no automatic acceptance, "We have rejected some of the work of our own board members," Garner said.

There are "very unexpected people in our audience," Garner said. For instance, her dentist, who subscribes to the review, said the articles have made him look at his attitudes toward work and his role of being the provider and what life will be like when he retires.

"I'm very pleased with whomever it finds," Garner said. In addition, "Many women writers think of it as a congenial place to publish, and that's pleasing to us."

The first \$1,000 in start-up money was contributed by friends of Feminist Studies in Literature, a field of study in English. "The greatest problem," she said, "is (finding) energy for promotion."

Garner said *Hurricane Alice* has 400 subscribers in the U.S., Canada, Australia, and Western Europe, accomplished with "essentially no promotion." Book stores carry the journal in single issues and libraries have subscribed and asked for back issues.

So far, *Hurricane Alice* has "given all of us energy and we think it will go as far as we have energy to take it." The board's goal is to increase subscriptions, advertising, and promotion.

Subscription price is \$9. Information is available by writing to *Hurricane Alice*, 207 Lind Hall, 207 Church St. S.E., Minneapolis, MN 55455, or by phoning 373-7134. Contributions are tax deductible.

Edith Mucke, assistant professor in Continuing Education and Extension, wrote a meditation on work titled "Edith's Work" published in the spring/summer 1984 issue.

Work. A good word.

At 69, I am on the brink of old age. But that's what I said ten years ago—'on the brink but not there'—and I still don't feel 'there,' because I have a lot of work to do.

Mucke later concludes:

When I, in January 1983, finally accepted the idea that I was not going to live forever (my children once said, 'Some people say when I die, but mother always says if I die...') and that I wanted to have more time to read and write and walk and talk, that I would retire, I fought against the word retire very much. I often said, 'I'm graduating from my work in continuing education at the University.'

My real work goes on—integrating, assimilating, sorting. What is it all about? What has it all been about? What am I about? My real work is creating Edith, and that's work that will go on until I take my last breath. Maybe longer. How do I know?

Hearing loss effects on perception part of \$2.5 million study

By Bill Hoffmann

"Stop shouting! I can hear you. I just can't understand you!"

That's the complaint of many people who have hearing loss, said Dianne Van Tasell, associate professor in CLA's Department of Communication Disorders.

It also neatly sums up the goal she has as part of a larger research project, now in its ninth year, called "Mechanisms of Auditory and Vestibular Dysfunction." It is currently funded by a \$2.5 million grant from the National Institute of Health.

Van Tasell's task is to describe, specifically, how hearing loss affects the perception of speech sounds. This is her fifth year on the project.

The answer, clearly, is not "just turning up the volume," she said. The problem with hearing aids is that they amplify background noise, too. People with hearing loss can't extract the information they need from all the noises being fed into their ears.

Van Tasell uses a computer to repeatedly create accurate sound and synthetic speech, so she can observe or infer what kinds of information in the speech signal is being missed by volunteer subjects with hearing loss.

She compares her results with those of a control group with normal hearing.

The computer can manipulate sound and Van Tasell can increase the volume in the frequencies where the volunteers have hearing losses, she explained.

The computer has replaced tape recorders for sound reproduction because tape may distort sound as the tape deteriorates or stretches, but computer sound is identical, which is important for the experiments, she said. It can also play back sounds in random order, also important in the experiments.

Only in the last 20 years have manufacturers begun to tailor hearing aids to specific hearing losses so they can increase speech understanding, Van Tasell noted. The new aids shape the response to frequencies of sound, she said.

Still, hearing aids remain "pretty crude devices" that haven't changed much from the concept of the early ear horn that simply funneled sounds, she explained. Design of hearing aids hasn't advanced because scientists still don't know what isn't working in the ear, she said.

Scientists "don't know as much about hearing as vision," she pointed out. The ultimate goal of hearing aid design is to restore hearing to normal, just as eye glasses and contact lenses restore sight, Van Tasell said.

Wearing a hearing aid can mislead others. For instance, it can be a problem for a child if a teacher assumes a hearing aid corrects hearing, especially if the child is seated toward the back of the room.

What the professors are doing

The project's main question is what happens when hearing is impaired, she said. The deeper question, however, is how does the process work in normal hearing.

"We don't understand how people recognize speech," Van Tasell said. For instance, a word spoken by an adult male and a child sound different. "How does the brain take this wave form and perform complicated and sophisticated analysis," is a theoretical question asked in the project, she said.

The results of her research so far indicate that hearing impairments in people vary a lot more from person to person than had been thought.

"Two people may have the same amount of hearing loss, but the effects on their hearing ability differ," Van Tasell said. The research suggests hearing loss may lead to distortion in hearing, but "we don't know why," although it "must be some sort of physiological difference," she added.

Van Tasell wants to develop tests to differentiate people who can extract information from a signal and those who have difficulty.

Her findings, so far, point to the need for hearing aids that will process the sound by computer—"smart" hearing aids, she said.

This is the "new frontier" in hearing aid design, Van Tasell said. The computer can speed up or slow down, or emphasize particular parts of the sound.

"Smart" hearing aids are in the patent application stage. They automatically suppress background noise, which works well except when the noise is also part of the conversation, she said. Further research is obviously needed, she indicated.

Van Tasell, 35, first recognized her interest in science when she took psychology courses for her distribution requirements at Coe College in Cedar Rapids, Iowa. Her specialty now is sensory psychology, emphasizing auditory research.

The auditory and vestibular dysfunction project involves 10 scientific investigators in several areas, including Communication Disorders, Psychology, and the Medical School, plus a large support staff, she said.

Van Tasell spent two weeks in China in September on an exchange to talk about American hearing aid technology.

Dianne Van Tasell, associate professor in the Communication Disorders Department (standing above), explains the response panel in a soundproof test room to Julie Hoover, graduate student in speech pathology. She listens to computer-created sounds used to test perception of speech sounds of hearing-impaired volunteers. Sizes of hearing aids range from the body hearing aid with its battery pack and wire (on the left below) to the in-the-ear hearing aid at the right, above the curved behind-the-ear hearing aid.



Photos by Bill Hoffmann



Jim Elert



Scott Whelan



Roxann Goertz



Katherine Johnson

Photos by Bill Hoffmann

Alumni plan Russian program in April

A program on the Soviet Union will highlight this year's College of Liberal Arts-University College Alumni Society's schedule of events.

"The U.S. and the U.S.S.R. in the Year 2000: the Political and Economic Dimensions" is the topic of this year's annual Spectrum program to be held in April. The community program is designed by the alumni society to showcase outstanding CLA faculty members.

During September, the alumni launched a telephone campaign to recruit high school seniors in the top 5 percent of their classes to attend the October Scholar Days, a chance for high ability students to visit the campus and meet with administrators and faculty.

In October, the alumni sponsored their second annual reception for freshman honors students. They will

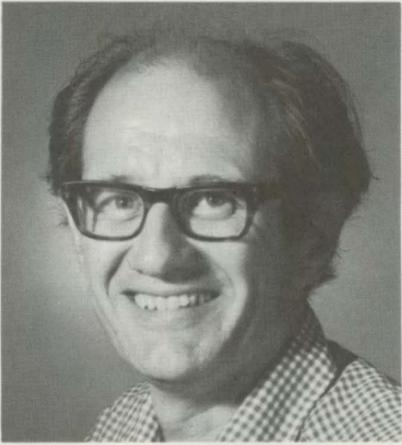
also cosponsor the spring graduation luncheon for graduating honors students.

For the first time this year, the alumni board intends to work with the CLA Career Development Office to better inform students of the office's resources.

The board plans to survey its new members later this year to find out what projects would interest them and to recruit volunteers. Alumni who are interested in working on any of this year's projects or have ideas for others should call Mary Hicks, Minnesota Alumni Association, 373-2466.

The officers for this year are James Elert, president, Scott Whelan, first vice president, Roxann Goertz, second vice president, and Katherine Johnson, secretary.

What the professors are doing



Edward Farmer

Edward Farmer, East Asian Studies, has been awarded a Wange Institute Fellowship for 1984-1985, when he will be on sabbatical, to do research on law and social legislation in the Ming period.

Gail Peterson, Psychology, was named a member of the planning council of the Center for Human-Animal Relationships and Environments, from April 1984 to June 1985.

Paul Fetler, Music, has received a commission from Elmar Oliveira, the first American violinist to win the gold medal at the Tchaikovsky Competition in Moscow. The work, to be written for violin and piano, will be premiered in the Library of Congress Music Series.

Joseph E. Schwartzberg, Geography, was honored by the Association of American Geographers in recognition of his achievement as editor of a historical atlas of south Asia.

The J. Paul Getty Trust Publication Program has awarded a \$15,000 subvention to the MIT Press for Professor **John Archer's**, Humanities, forthcoming book, *The Literature of British Domestic Architecture, 1715-1842*.

George Wright, English, has been awarded a National Endowment for the Humanities Fellowship for Independent Study and Research to help him during a 1985 sabbatical to complete a book on Renaissance iambic pentameter.

Vernon Ruttan, Economics and Agricultural and Applied Economics, has received the annual Alexander von Humboldt award of \$10,000 for his contribution to agriculture. Ruttan is the first social scientist to win the award.

Bruce Lincoln, Humanities and Religious Studies, has received the annual American Council of Learned Societies \$500 prize for the best new book in the history of religion for his *Priests, Warriors, Cattle: A Study in the Ecology of Religions*.

Seven CLA faculty members were among 20 professors who have received the John Emens National Award for Support for a Free Student Press, presented by Ball State University, Muncie, Ind. The professors submitted amicus briefs in support of the Minnesota Daily's lawsuit against the Board of Regents for changing the funding system for the student paper following the paper's June 1979 humor issue which angered state legislators and community groups. The professors included **Paul Murphy**, History; **Marcia Eaton**, Philosophy; **J. Edward Gerald**, professor emeritus, Journalism; **Donald Gillmor**, Journalism; **H.E. Mason**, Philosophy; and **Robert Holt**, Political Science and dean of the Graduate School.

Professor emeritus Lippincott donates symposium room to CLA

By Bill Hoffmann

The man behind the title of professor emeritus and the new political science symposium room named in his honor steps quickly, but carefully, at age 81, and retains the eager interest of a concerned teacher.

Benjamin Lippincott started teaching at the University in 1929. Fifty-five years later he's posing for pictures in the Benjamin Evans Lippincott Symposium Room, a handsome, modern corner lounge on the thirteenth floor of the Social Sciences Building on the University's west bank.

The view from the room overlooks the Mississippi River and construction of the new School of Music building. Lippincott and his wife, Gertrude, a former teacher and modern dancer, remark that they remember when Scott Hall, the current music building, was built and that it has been a long wait for a new building.

Mrs. Lippincott, the artist with practical experience in publicity, directs her husband's poses and considers the lighting during the photo session.

Lippincott, born in Alexandria, Indiana, and educated at Yale and the University of London, has been "very active in the intellectual life of the department as a professor emeritus," since his retirement in 1971, said Phil Shively, former chair of the Department of Political Science.

His students included Hubert Humphrey, Orville Freeman, Eric Severeid, Hedley Donovan, and Malcolm Moos.

In 1981, he established a lectureship in political economy in the department. In 1974, he established an annual award in political theory for the American Political Science Association.

A major contribution by Lippincott helped establish the symposium room.

At the dedication of the room last spring, students remembered that Lippincott had been "able to use the Socratic method in a class of 500," Shively said. "He's quite a distinguished teacher."

Lippincott's field of interest is the political economy and theory of the state, plus political philosophy. "It's not easy to cubby-hole him," Shively said. Lippincott's books *Democracy's Dilemma* and *Victorian Critics of Democracy* are well known in the field, he added.

The room was designed by Jeffrey Alan, of the Interior Design and Graphics Department. Paintings are by Cameron Booth, Twin Cities painter, and Janet Lippincott, of Santa Fe, New Mexico, Lippincott's niece.



Benjamin Lippincott, professor emeritus, Political Science, and his wife, Gertrude.



Photos by Bill Hoffmann

Guthrie Theatre lets students enjoy plays with ticket giveaway

By Jeff Litvak

Thanks to the Guthrie Theater, University students can sample the finer things in life this year while at the same time broadening their education.

According to Sheila Livingston of the Guthrie, the theater will provide 500 seats at no charge to students for each production this season.

She said the ticket giveaway was undertaken in response to what the theater saw as a decline in the number of students attending performances. "We felt we weren't reaching out sufficiently" to the University community she said.

The response to the ticket program has "been wonderful," she said. The program started at the beginning of the current season with the play "Hang on to Me."

Tom Trow, CLA's assistant to the dean for cultural affairs, received 100 tickets for each production this year to give to CLA students enrolled in the Honors Program. He said the response from students to ticket offers printed in the Honors newsletter has been excellent. All the tickets to each production, he said, were snapped up "within a day." The honors students

were allowed to take up to two tickets each.

Trow said some of the seats were located in \$11.95 sections. Others in the \$7 section, making the total donation to honors students per production about \$1,000.

Livingston said that in addition to Trow, Marlene Vernon, a senior student personnel worker in the Coffman Memorial Union Program Office, and David O'Fallon, director of the continuing education in art program, also received ticket donations.

Graduate students in theater arts are provided with free season tickets by the Guthrie, she said.

Livingston said she was unaware of any other programs through which a professional theater donated tickets to university students.

Now that tickets are available, she said, the only problem remaining is the difficulty in transporting students to the Guthrie for performances. She said she hoped a "Guthrie Club" could be established to provide students with a way to the theater.

Hamilton takes deanship at Vanderbilt

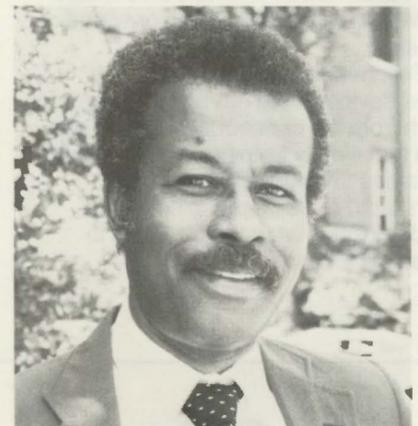


Photo by Bill Hoffmann

Russell Hamilton

Russell Hamilton, associate dean for faculty affairs in the College of Liberal Arts, left CLA in August, after 20 years as a faculty member in the Spanish and Portuguese Department.

Hamilton, 49, born and raised in New Haven, Conn., has accepted the position of dean of graduate studies and research at Vanderbilt University in Nashville.

Vanderbilt is at a point now, he said, where it wants to build and enhance its reputation nationally as a strong liberal arts school and research institution. Vanderbilt is a private university with about 9,000 undergraduate and 1,000 graduate students, plus students in professional schools.

Hamilton has officially taken a two-year leave from the University and will continue to be listed as a member of the faculty. CLA has begun a search for a new dean.

What the students are doing



Judith Warren Photo by Bill Hoffmann

Judith Warren, 26, a CLA junior who is pursuing a Bachelor of Individualized Studies degree in international affairs, communications, and business, won the 1984 Allan T. H. Bluhm Award as the outstanding member of the junior class. Warren, born in St. Paul, received an engraved loving cup and \$250 for the award. Bluhm studied at the University and established the award in memory of his mother, who, he said, "realized the value of education and who sacrificed greatly that her son could have an education."

Andrew Unseth, a senior from Bloomington, is the recipient of the James Ford Bell Library Essay award for his paper, "Disappearing Company: Trinidad's Island Sister." Unseth completed the paper under the supervision of Prof. Carol Urness, assistant curator of the Bell library. Unseth began studying with Urness in an honors seminar on historical maps. An anthropology major, Unseth is currently doing research and field study in Brazil.

Diana Watters, a senior from Mound, was one of four students featured in articles about campus life in the winter 1984 University newsletter *Update*. The article pays special attention to her Honors Gallery exhibition, "Ombrages." Watters is a studio arts major and is studying for minors in French and biology.

David Linder, Hutchinson, a sophomore, was awarded a Harry Truman Scholarship of \$5,000 per year for his junior and senior years in CLA, with a like amount covering his first two years of graduate school. The Truman Scholarship is given to students preparing for careers in public service. A political science major, Linder is active in the Honors Student Senate.

David Burstein, a physiology major from St. Louis Park, graduated summa cum laude. While an undergraduate, Burstein received an honors commendation from Prof. Leon Snyder for outstanding work in his introductory genetics class. Burstein is now attending the University of Minnesota School of Medicine.

Ruth Ann Lacy, Minneapolis, a summa cum laude B.A. graduate in art history, is continuing her study at New York University. Under the supervision of University Gallery Director Lyndel King, Lacy and three other students organized an honors seminar exhibition last year on "Images of the American Worker, 1930-1940," at the University Gallery. The show's catalog contained Lacy's article, "The Worker: Cultural Symbol in Art of the Depression Decade." Along with this publication, Lacy was an intern in the education department of the Minneapolis Institute of Art.

Book rendezvous acquaints students with professors, literature

by Bill Hoffmann

"Rendezvous for Booklovers," a fall orientation session for freshmen to discuss a book with a professor and other new students, provides a "personal introduction to the University," said Stephen Wilbers, director of CLA's Student Academic Support Services.

In addition, the message it sends is that "professors are approachable" and that students should get to know their professors, Wilbers said.

The program also tries to convey the message that students can learn and have fun at the same time, he said. Student response has been very favorable and many write in their evaluations that the program should be offered more than once a year.

The University of Minnesota Book Club, a new student organization, grew out of the enthusiasm generated by students who have participated in the program, Wilbers pointed out. The club members sponsor additional book discussion sessions throughout the school year.

Wilbers said the list of books each year is selected because they are fun reading and because the professors who lead the groups are interested in them.

"The books serve as introductions to the professors and the professors provide an introduction to college life at the University," Wilbers said. The program makes a statement about the importance of reading and the possibility for personal interaction with faculty even to those students who were invited but could not attend.

"We want to involve more students, but maintain the small



Thomas Clayton, professor of English and chair of the Classical Civilization Program, led discussion of Shakespeare's *Julius Caesar* with freshmen (from his left) Ruth Rainbow, Len Porkyfyke, Al Merry, Mary Beth Brewer, and Jacob Blumenthal.

(group) format," he said. Following the discussions, the students and professors are invited to an informal gathering in the Whole Coffee House in the basement of Coffman Union.

Attendance this year was 62, down from last year's 149 students, but up from the first year's 39 students. At the last minute this year, a mailing to 6,000 students had to be cut to 3,000 because funding fell short, Bill Beyer, assistant to Wilbers, said.

This year, Thomas Clayton, professor of English and chair of the Classical Civilization Program, led a

discussion on Shakespeare's play, *Julius Caesar*; Archibald Leyasmeyer, English professor, led a discussion on Pinter's *The Caretaker*; Paul Quie, chief of staff of University Hospitals and professor of Pediatrics, and Pearl Rosenberg, assistant dean in the Medical School, led a group on Lewis Thomas' *The Youngest Science*.

Roger Jones, associate professor in the Physics Department, discussed his book *Physics As Metaphor*; and Naomi Scheman, associate professor of Philosophy, led a discussion on Alice Walker's *The Color Purple*.

Recruitment

continued from page 1

\$250,000 more than last year, for merit scholarships. That amount will fund 191 National Merit students and 175 Presidential Scholars at about \$1,000 each on the University's five campuses. The remainder of the budget request for academic programs and recruitment is still pending.

The competition for high ability students has become so keen because all colleges and universities face enrollment declines. The pool of new Minnesota high school graduates is expected to shrink by 34 percent between 1980 and 1992. The University wants its recruitment program in high gear well before then to maintain and possibly increase its percentage of high ability students, Carson said.

The ultimate goal is to "change the mix (of students) in the face of more competition," Carson said, with the belief that with more high ability students in classes, "we improve the learning context for everyone."

Students in the top 20 percent of their high school classes will be the object of an expanded effort called the Presidential letter cycle. It will "extend and personalize" a program that has been in place for several years, according to steering committee member John Printz, and will dovetail more closely with recruitment programs of the individual colleges.

For the first time, students were identified in their junior year, instead of their senior year, as high ability students based on their college entrance exam scores. This gives the University an extra year to recruit students while they are making a decision about where they will attend college.

Letters from President C. Peter Magrath went out to the top 5 percent of high school juniors last spring. The

next 15 percent will get the presidential letter this fall at the beginning of their senior year. They will receive a followup letter if they respond.

In the past, there was never enough staff or money to respond, Carson said. The University had "bad manners as well as bad marketing."

Then high school students will hear about academic programs in a letter from the academic vice president. In the winter of their senior year when students are making their final college decisions, they will receive a letter from the regents explaining financial aid.

The 5 percent are the object of a more intense campaign, with the idea that if the top 5 percent come to the University, the next 15 percent will follow, Carson said. This fall, at the beginning of their senior year in high school, that 5 percent will be invited to campus for Scholar Days for a chance to meet the deans and sit in on classes. Alumni have been organized into teams to call all invited students and encourage them to attend.

For the first time the University will open recruitment efforts in neighboring states this fall. Receptions are planned for high school students in Green Bay and Milwaukee, Wisconsin. These will be test markets for the University with the possibility of expanding into the Chicago area the next year if money is available.

A Residential Young Scholars Program is in the planning for next summer. It would bring students onto the campuses early to earn college credit.

This year, the University plans to explore the possibility of exchanges between campuses. For example, if a student wanted to try a small college,

he or she could transfer to Morris for a quarter, or a student from Morris could come to the Minneapolis campus to take advanced theatre courses.

Carson's committee also allocated \$75,000 for individual college and outstate campus recruitment efforts.

The University faculty needs to look at policies that govern granting advanced placement for students, Carson said. Many Ivy League schools are much more lenient about advanced placement, she added. She said she would like to see more students encouraged to take advanced placement courses and advanced placement testing.

The money committed by the University for merit scholarships next year will fulfill one of the Carson committee's key goals.

"We find that students are making decisions on what kind of financial aid package you're offering," Carson said, even though we are "very often competing for students who have no or very little need."

This year additional help was added in the financial aid office to assist high ability students find their way through the financial aid office bureaucracy, but no extra merit money was added.

If more new budget money is forthcoming, a University brochure and an honors brochure that cover the whole University system are planned.

About a third of the money would go to enhance honors programs within the colleges and to strengthen "fledgling programs," Carson said.

Eventually, Carson would like to see more alumni involvement in recruiting. She would like to use an alumni network to recruit in both the state and distant cities and to nominate students for merit scholarships.

Donaldsons receives annual employer award

Donaldsons Department Stores in the Twin Cities were named the third annual "Employer of the Year" in 1984 by CLA's Career Development Office.

"The U is a key source of people for us," said Bob Sanders, vice president of personnel for Donaldsons, who was recognized as Donaldsons' outstanding recruiter and who accepted the Employer of the Year plaque from CLA.

People from the University are "qualified and motivated," Sanders commented at the award luncheon in Coffman Union. "Donaldsons and Allied Stores (the parent company) have a commitment to training management," he said and noted that 30 percent of Donaldsons' management staff (52 out of 188) are from the University.

Sanders was selected as outstanding recruiter because, "We wanted to recognize his consistent commitment to interviewing liberal arts students and his willingness to participate in special programs such as meeting with groups of students to explain how to approach a job interview," Gary McGrath, director of the Career Development Office, said.

Employer of the Year winners are selected by Career Development staff. Also taken into consideration are student evaluations of the employers who have interviewed on campus.



Photo by Bill Hoffmann

Attending the 1984 "Employer of the Year" luncheon in Coffman Union this spring were (left to right) Leonard Snyder, president, Donaldsons Department Stores; Bob Sanders, vice president of personnel for Donaldsons who was recognized by CLA as the outstanding recruiter of the year; William Bowerman, senior vice president of personnel; and Gary McGrath, director, College of Liberal Arts Career Development Office.

Calendar of Events

NOVEMBER

Lectures

- 13 "Roman Law and Religious Persecution," Gordon Anderson, Center for Ancient Studies, 3:15-5 p.m., 108 FolH
27 "Excavations at Tel Michal," George Rip Rapp, Jr., Dean, College of Sciences, U of M—Duluth, 3:15-5 p.m., 108 FolH

Performances

- 4, 11, 18 *Indoor Marching Band Concert, O'Neill Sanford, director, 3 p.m., Northrop Memorial Auditorium, for more information call 376-8639
9-25 *"Six Characters in Search of An Author," by Luigi Pirandello, University Theatre, for more information call 373-2337
16 University Symphonic Chorus/University Symphonic Orchestra, Vito Mason, Symphonic Chorus Director, Richard Massmann, Symphony Orchestra Director, 8 p.m., Northrop Memorial Auditorium, for more information call 376-8639
18 Brass Choir & Ensemble, David Baldwin, director, sponsored by the School of Music, 3 p.m., Landmark Center, for more information call 376-8639
20 University Chamber Singers, performing Stravinsky's *Mass* and Henze's *Moralities*, Thomas Lancaster, director, 8 p.m., Scott Hall Auditorium, for more information call 376-8639
26 Jazz Ensemble, sponsored by the School of Music, 8 p.m., Northrop Memorial Auditorium, for more information call 376-8639
30, Dec. 1 *Opera Theatre, *Chains of Adonis* by Domenico Mazzocchi, Vern Sutton, director, sponsored by the School of Music and MacPhail Center for the Arts, 8 p.m., Scott Hall Auditorium, for more information call 376-8742

Exhibition

- 5-16 Alumni Invitational Art Exhibition, Studio Arts Gallery, for more information contact Suzanne Bardouche at 373-3663

DECEMBER

Commencement

- 2 CLA Commencement, 1 p.m., Northrop Auditorium, for information call 373-0381

JANUARY 1985

Conferences

- 25-27 Mimbres Pottery, sponsored by Anthropology and Center for Ancient Studies, for more information contact Chris Hastorf at 373-2601

Exhibit

- 7-25 Christian Science Monitor Photography Display, sponsored by Minnesota Journalism Center, Gallery II, CMU, for more information contact Linda Wilson at 376-8615

FEBRUARY

Colloquium

- 21-22 "Technology in a Human(e) Society," 6th Annual CLA Humanities and Arts Colloquium, Coffman Memorial Union, sponsored by the Center for Humanistic Studies, for information call 376-8322

*indicates admission charge

Deadline for teacher award January 21

The deadline for nominations from CLA faculty, students, and alumni for the CLA Distinguished Teacher Awards has been set for January 21, 1985.

Three CLA faculty members will each win the \$500 award, which serves to recognize the college's outstanding teachers. The award is sponsored by the CLA-University College Alumni Society.

To be eligible for the award, an instructor must be a current or retired regular CLA faculty member, have at least three years experience at the University, including the year he or she is nominated, and must be nominated by five people.

Nominations should be submitted to the CLA Distinguished Teacher Award Committee in 225 Johnston

Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota 55455 (373-0381). When five nomination forms, or a form with five names, are received, the College requests the nominated professor's department to prepare a dossier. The dossiers are submitted to a committee made up of faculty, students, and alumni, which then provides the dean with rank ordering of all submissions. The dean usually selects three winners.

The awards will be presented at the spring CLA commencement.

The CLA Distinguished Teacher Awards for 1984 went to C. Anthony Anderson, Philosophy, Victoria Cass, East Asian Studies, and Arthur Geffen, English and American Studies.

CLA NEWSLETTER

College of Liberal Arts

225 Johnston Hall
101 Pleasant St. S.E.
University of Minnesota
Minneapolis, Minnesota 55455

University Archives
10 Walter Library