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Photo by the Minneapolis Tribune

CLA NEWSLETTER

February 1982

College of Liberal Arts

University of Minnesota

CLA announces cuts, plans more reductions

By Joyce Wascoe

The effect of the \$25.6 million cut in state appropriations for the University has yet to be felt directly by the College of Liberal Arts, but CLA recently announced cuts in civil service staff, faculty positions, and programs to fund earlier retrenchments.

Anticipating future cuts, the College, at the request of the central administration, has undergone an internal review of programs, calling into question the future of several units including Library Science and South Asian Studies.

The goal of the programmatic review is to build in approximately 5 percent or \$1 million flexibility in the CLA budget over the next two years.

CLA would like to reallocate that amount within the College, but looking at the harsh realities of the fiscal situation, Roger Benjamin, associate dean and executive officer of the College, said that amount should be sufficient to meet any budget reduction requests.

CLA's due bill has yet to arrive, although University President C. Peter Magrath has already announced that \$3.5 million will be cut from academic programs on the Twin Cities campus.

Any remaining funds not retrenched by central administration would be reallocated within the College.

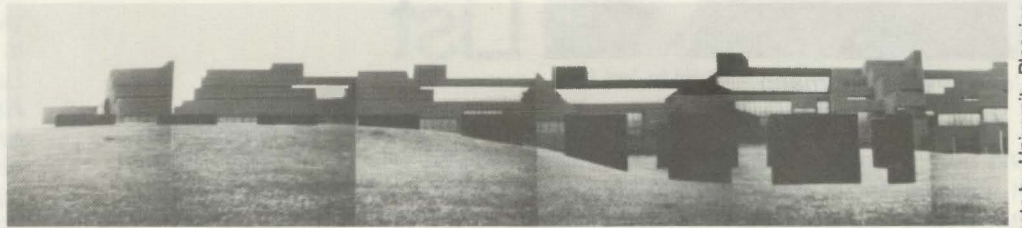
Vice President Kenneth Keller told the CLA Council on Policy and Planning in November, that the University could expect only steady state funding over the next ten years and if new programs are wanted, old programs must be phased out.

The recent announcement of a 10 percent cut in the approximately 200 civil service positions, cuts in faculty searches, and postponement of hiring new deans has been undertaken to cover the 2.16 percent or \$464,000 retrenchment to fund increases in faculty and civil service salaries.

Legislative appropriations covered 8 percent in salary increases. The University, which had said its number one priority was raising faculty salaries 10 percent, went ahead with the 10 percent hike. Settlements for other state civil service workers mandated an increase of 9 percent and another 1 percent in January and the University had to make up the difference.

Civil service pay checks have just begun to reflect the increase, but the faculty must wait until March when everyone will receive a lump sum retroactive raise from last July 1.

In November, Dean Fred
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Irwin sculpture superimposed on fractionated picture of Law Building.

Photo by University Planning

Donation brings Irwin sculpture close to reality

By Joyce Wascoe

A \$20,000 contribution from the Northwest Area Foundation has brought the proposed Irwin sculpture on the West Bank so close to reality that it is predicted digging will begin as soon as the snow clears.

The 65-foot long, 17-foot high, and 30-foot wide structure of Corten steel designed by Robert Irwin will be located between the Law Building and Washington Avenue. It was commissioned by the Center for Art and the Environment in the spring of 1980.

At that time, the Center received a matching grant of \$50,000 from the National Endowment for the Arts and the Center members have been fund raising ever since. The foundation's contribution puts them only \$20,000 shy of their goal.

Other contributors are General Mills, \$5,000, and Mrs. Julius Davis, \$5,000.

Tom Rose, sculpture professor in the Studio Arts Department and Center member, said the Center is negotiating with area steel companies to match the rest of the money by donating materials and fabrication.

If work on the sculpture gets underway in early spring, Rose

said, the goal for completion would be late summer.

Irwin, who is known for his large sculptures which relate to the site, is expected to be on campus soon to adjust the plan and buy materials.

During fall quarter, Irwin lectured in the Twin Cities as the visiting Hill professor in Studio Arts.

The Center for Arts and the Environment, which is a collaborative effort of the University and other Twin Cities art organizations, was established to aid communities in developing sculpture projects and to research the process of public art.

To the reader

Because of the \$25.6 million cut in state appropriations for the University, President C. Peter Magrath has ordered that all newsletters be suspended beginning spring quarter. In compliance with this order, the CLA Newsletter will not be published this spring, although it may return at a later date in an effort to keep alumni informed about the College.

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Quigley Center may house more international programs

By Joyce Wascoe

A proposal to coordinate international area studies programs, centers, and study abroad activities within the Quigley Center for International Relations will be forthcoming this month from the Committee on International Studies.

The committee, with Gary Wynia of Political Science as chair, was appointed last June by the Dean's office to coordinate international activities and give them more visibility and attention.

Operating under the umbrella of the Quigley Center, area studies programs, centers, and study abroad programs could save money in clerical and advisory personnel, but it would also take money, Wynia said. The director would have to have the flexibility to try to recruit funds for international programs.

Using the Quigley Center only "as a shell to house programs would be a waste of time," Wynia said.

Members of the committee representing humanities departments specifically asked that a research committee be established to develop research proposals. "It would take a lot of burden off faculty and help them out," he said.

A centralized organization would give visibility to international programs in general, and the reputation of a center like the Quigley Center, which is already well known, could be seen from the outside, Wynia said.

Outsiders would see it as a serious operation and take it seriously, he added. That would
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Photo by Jane Leonard

Ciulei directs U students

Liviu Ciulei, artistic director of the Guthrie Theatre, shared a chuckle with the audience when he conducted a workshop in "Directing Styles," at the Stoll Thrust Theatre, Rarig Center, last November. Ciulei directed students from the Theatre Arts Department as part of an on-going program to encourage interchange between CLA and Twin Cities cultural institutions.



Dean Fred Lukermann Photo by Tom Foley

The Dean's List

The other day someone rather timidly asked: "What are the *humanities* and how many are there?" After stumbling around with an historical account of how the ancients defined the humanities and the wandering path the humanities had traveled since then, it seemed to me that it finally came down to the singular point that the humanities study *values*. The humanities are the scholarship of morality. Having ventured that far, it seemed cowardly not to enumerate the humanities one by one as for a Book of Lists, and then, not surprisingly, the roster of humanistic studies turned out to be not only the traditional humanities and fine arts but also the value-laden natural sciences and the value-ridden social sciences as well: all in all, the liberal arts as a whole.

Obviously, the original question had behind it the more pointed one of what is happening to the liberal arts in the professional, technological, and vocationally-oriented modern world. The implication was that we are being buffeted by external forces, that there is some massive disjuncture between the academy and the world, and that the world is not treating us right. We must save the beauty from the beast.

Nothing could be farther from the truth. We have forgotten our past, if the truth be known. The traditional role of the humanities was a preparation for citizenship: a moral action, the scholarship of morality in the society of its day. So it is now. This society is a technical-vocational one. Its governance is dependent on a broadly-based citizenry that is truly republican and democratic, and the one task of the liberal arts is to prepare that citizenry for participation. As in the past, in a republic there is no greater task than to fill the office of citizen.

The great mission of the humanities is to create active minds. It is therein that we have failed. We have become hermetic in our scholarship, immersed within our specialties, objective in the worst sense of that word. We have become independent of environment and culture, dissociated from the traditional and historic role of the humanities.

It has been observed that our great integrative disciplines have become divided into supporters of specialties. Even at the pre-professional level, we peddle our singular research more often than we teach the broadening arts and sciences. James Banner muses that one would think that our first task would be to have future lawyers learn the history of the society in which the law is imbedded, before teaching the history of the law. Future doctors should grapple with the ethical problems of life and death, before dealing with the social structure of hospitals. Future English teachers should have a solid grounding in both physics and art history, before learning the curiosities of modern criticism turned in upon itself. As Lewis Thomas and others point out, we have retreated from the study of the moral life, the social and political implications of designs for research, the intellectual life of inquiring, and the liberalizing of the mind. We no longer teach the knowledge of good and evil in a social sense, but rather we teach object and number alone. We study ratio and form, not a value system. First things have ceased to come first.

We have allowed ourselves to drift into a congenial relativism that has raised disciplinary walls of style and structure and the consequent over-cultivation of specialties. We avoid our obvious tasks; we have failed to maintain the elements of civic education. We shrink from even thinking of the moral nature of the person, the issues of social obligation, the perspectives of the cultivated human being. We lack a conceptual framework for integrating the liberal arts.

The task is not saving the humanities as we know them, but re-creating them for an ever new and changing society. We need the myth, the ideal, and the symbol. We cannot and should not be value-free. We must resist the early, over-encroachment of specialization, professionalism, and their accrediting agencies. The liberal arts, as Max Black says, must recreate a civic, moral view of scholarship.

Guest Column

Adrienne Rich leads first feminist literature meeting

By Madelon S. Gohlke

Speaking to an audience of more than 1,000 people on the topic of feminist criticism, poet, essayist, and literary critic Adrienne Rich launched the first Feminist Studies in Literature Symposium at the University of Minnesota last October.

Author of nine books of poetry including *Diving Into the Wreck* (winner of the National Book Award in 1974), *The Dream of a Common Language*, and *A Wild Patience Has Taken Me This Far*, a prose exploration of the institution of motherhood *Of Woman Born*, and numerous essays of literary and social criticism, Rich exhorted her audience to expand the limits of their awareness to include the perspectives of women whose lives are most often ignored by the conventions of academic criticism—lesbians, working class women, women of color.

To be truly humane, she argued, feminist criticism must respond to the perceptions and to the creativity of all women wherever they may be situated.

On the second day of the two-day conference, more than 300 registrants attended workshops where papers were presented and discussed on such topics of feminist concern as literary theory, genre, teaching, non-canonical literature, socialism/Marxism, and lesbianism/eroticism. While most of the participants came from the Midwest to this regionally-designed conference, others arrived from the east and west coasts. Choosing among eight sessions Saturday, they heard scholars present their views of feminist criticism, its current dilemmas, conflicts, and directions for development; on women writers as diverse as Willa Cather, Zora Neale Hurston, Lillian Hellman, Doris Lessing, and Edith Wharton; on women in detective fiction and in fairy tales; and on diaries of German women and plains women from North Dakota.

The conference concluded with a performance by the feminist theatre group At the Foot of the Mountain of the play "Junkie," a drama by artistic director Martha Boesing about addiction and recovery. This dynamic group, the oldest continuously performing feminist theatre in the country, provided a dramatic demonstration of the bonds of women with one another, their collective energy and their capacity for change. Most participants, according to the evaluation sheets received, agreed that they would like to see such a

conference held annually.

Initiated by Associate Professors Shirley Garner, Madelon S. Gohlke, and Toni McNaron and supported in part by the Graduate School and the College of Liberal Arts, the symposium benefited from the contributions and efforts of people throughout the University. This broad base of participation is a positive indication for future cooperation among students and departments for the development of a graduate and an undergraduate curriculum in feminist studies in literature. Based on the experience of this symposium, moreover, they have begun to outline plans for a conference in the fall of 1983, focusing this time on sources of feminist creativity, in order to build on the interest expressed at this conference and to draw more on community resources. While they expect to continue the emphasis on feminist scholarship, they want to ally it more closely with artistic production per se, with women's art: music, theatre, poetry, dance, film, sculpture.

Ideas for the conference originated in the Feminist Studies in Literature subfield in the Department of English. This group, formed in 1979, now includes Professors Garner, Gohlke, McNaron, and Charles Sugnet. The Feminist Studies in Literature subfield plans to continue to coordinate feminist criticism courses offered in the English Department with those in other literature departments. Last year, in addition, they presented two lecture series, one on Shakespeare during winter quarter and one in the spring on a variety of male and female authors. They plan to conduct a new series of readings and discussions centered on the theme of women writing.

Speakers in this series will read from their own writing, discuss the realities of publishing, and other writing-related issues.

Commenting on the explosion of ideas in the field of feminist criticism, as evidenced by the outpouring of books and journals from both academic and small presses, and supported by a growing number of both female and male students wishing to enroll in courses on women's literature, Feminist Studies subfield members see their efforts in scholarship and curricular design as a necessary step towards recognition of the centrality of women in our culture as readers, writers, and literary critics.

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

DeanFred Lukermann
EditorJoyce Wascoe
StaffBill Hoffmann, Jane Leonard

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Vol. 4 No. 2



CLA Commencement, December 1981, in the midst of "The Nutcracker Fantasy."

Photo by the Minneapolis Tribune

Letter to the Editor

It was very enjoyable and pleasing to read in the Oct. 1981 CLA Newsletter the article about John R. Borchert being awarded the coveted regents' professorship.

Dr. Borchert already had the knack 30 years ago of making his course outlines interesting and understandable as well as informative and educational. Back in the early 1950s, I enrolled in just about every course he taught and enjoyed every minute in his classroom. However, he never did tell his students the location of Crown Point, Indiana!

Dr. Borchert has, over the years, made a large contribution to the University, educational community and to society as a whole. He richly deserves the regents' award and we, here in Minnesota, are proud of him.

Cordially,
David L. Goblirsch, BA 1952, MS 1954
Senior Vice President
Springsted Incorporated
Public Finance Advisors

International study, research large part of CLA

U foreign studies program broadens students' horizons

By Jane Leonard

After 10 months in Malaysia and Thailand, CLA student Kevin Fitzgerald came home appreciating his roots in America.

IT senior Sharon Breed studied mechanical engineering in Germany for nine months. She returned to America impressed that English is the prominent language of the world, but aware that many Americans remain ignorant of other languages and cultures.

Nearly 600 U students are involved in, and often changed by, a foreign studies experience offered through a variety of U programs.

"They almost always change," said Chip Peterson, coordinator of the CLA Foreign Studies office. "They come home and are struck by the waste here, by the parochialism and arrogance of Americans."

Peterson said most students prepare for life overseas by taking pre-departure courses in intercultural communication from CLA's speech-communication department. When students return to America, they take an intercultural communication re-entry course.

Still, many students have a "re-culture" shock, said Peterson. "You can only share so much of your overseas experience with family and friends."

Nearly all foreign studies students say their study abroad experience was the most important part of their undergraduate career.

They are able to gain this experience through their own efforts and through the efforts of what Peterson regards as "one of the most effective foreign studies programs in the nation."

An 18-member Committee on Foreign Study supervises the three-component program which includes the CLA Foreign Studies office, the International Study and Travel Center (ISTC), and the Extension Classes study abroad program.

Drawn from various U departments and offices, committee members act as surrogate faculty for the study abroad program and the foreign studies minor (offered by CLA since 1979).

In almost all foreign studies experiences, students obtain credit through these methods:

—direct enrollment in a U sponsored program.

—enrollment in a cosponsored program, with, in most cases, maintenance of resident status. (The U cosponsors, or has special ties with, several study abroad programs offered by other institutions.)

—enrollment in a program sponsored by an accredited

American university with no ties to the U. Students can receive transfer credit.

—direct enrollment in a foreign university. Students must bring back evidence of all work to be examined for transfer credit.

—credit by exam after instruction in a non-accredited language institute.

—independent study, usually under directed study courses at the U.

First stop on the road to foreign study at the U is the ISTC. Students get an overview of study abroad programs before they're sent on to the CLA Foreign Studies office for more specific information.

The Foreign Studies office counsels students on foreign study decisions and helps document overseas course selections. Advisers complete the standard U course registration card and send students to the Office of International Programs (OIP).

OIP issues fee statements to cover study abroad and coordinates U registration with Admissions and Records while students are overseas.

Editor's Note: Professors in every department in CLA have contacts with scholars in other parts of the world. This edition of the CLA Newsletter examines just a few of the many international education and research projects being carried out by faculty and students both here and abroad.

In April, 1981, the Committee on Foreign Study gained home-campus registration for fifteen overseas study programs sponsored by off-campus organizations: the Higher Education Consortium of Urban Affairs (HECUA), Hamline University; the Institute of European Studies, Chicago; and the University of Kansas.

The Committee regards home-campus registration as its most important accomplishment of the past year. Home-campus status erases the need for credit transfer, allows maintenance of financial aid, and helps students avoid problems with CLA's senior rule.

(CLA's senior rule requires CLA seniors to take 30 CLA credits in their final year of school.)

Home-campus registration has definitely eased some of the red tape involved in studying abroad. Getting there is a simpler process; but some headaches are unavoidable, despite intense preparation.

Sharon Breed enrolled directly in a German university. "I got headaches from just trying to understand what they were saying in class," she said, even though she knew how to speak German.

Despite that adjustment pain, Breed said studying abroad was more than a sidelight to her academic experiences. "The world is growing increasingly smaller," she said. "Students should be learning a foreign language and schools should be encouraging foreign study."



U student Sharon Breed worked as a cross-country ski instructor in Germany before entering a nine-month course at a Munich university. Here she climbs the 4,000 meter Fischerhorn peak while ski-touring in Switzerland.

Greek studies journal debuts at U this year

By Joyce Wascoe

A new, Modern Greek Studies, professional, scholarly journal will make its debut at the University next December under the editorship of History professor Theofanis Stavrou.

Called the *Modern Greek Studies Yearbook*, it has a chance of being the main scholarly journal in the field, not only nationally, but internationally, Stavrou said.

In a letter to Modern Greek Studies scholars, he said the three- to four-hundred-page, international, interdisciplinary publication would become a "basic tool, a sort of handbook for neo-hellenists."

The yearbook idea first originated last year when another American neo-hellenist journal was offered to the History Department after the editor died.

After consultation, Stavrou said, it seemed "wiser to start our own journal. That way we will be responsible for our own accomplishments and our own problems."

Other Modern Greek Studies publications in the United States have recently folded, Stavrou explained, because of lack of commitment and funds. "Ours has the advantage of being affiliated with an academic institution."

The yearbook will have an international board of editors from such countries as the Soviet Union, Italy, Australia, and England, and will be distributed to neo-hellenist scholars around the world and to American libraries.

Stavrou said he is contacting potential contributors and establishing a bank of book reviewers for what is expected to be a large book review section.

Several articles will appear in foreign languages, but will be summarized in English.

The cost of \$10,000-15,000 for each issue will initially be funded by University sources, chiefly the College of Liberal Arts, but the Academy of Athens in Greece has guaranteed support for future issues.

The Academy of Athens, which, Stavrou explained, is the most serious scholarly institution in Greece, is "electrified" because this journal for the first time will set up a dialogue between Greek scholars, inside and outside Greece.

Support from the Greeks is coming because of the efforts Minnesota has made in the area of modern Greek Studies in the past, Stavrou explained.

The Modern Greek Studies specialty is offered primarily within the History Department with supplementary courses taught in the social sciences and humanities areas.

For the past five years, Stavrou has directed an annual Celebration of Modern Greek Letters, which has honored an outstanding Greek writer and has included an elaborate book exhibit on each. The proceedings of each year's lectures are published in hardbound volumes.

A fourth book in the series on poet and diplomat George Seferis, who was the first Greek to win the Nobel Prize for literature in 1963, was published in January. It is a biography written by Seferis' sister, Ioanna Tsatsos, wife of the former president of Greece.

The History Department has the only fellowship in the world to attract and encourage graduate students to pursue their studies in Modern Greek Studies and Greek-Slavic relations. It was provided by friends of Basil Laourdas, whose personal library was donated to the University.

Since that first gift, five years ago, the Modern Greek Studies collection has grown from five to 15,000 volumes, Stavrou said.

He anticipates that it will be the best collection in the country in another five to ten years. Other private collectors, the Greek Ministry of Culture, and the Academy of Athens have donated most of the books.

"We use them, that's what appeals to them," Stavrou said.

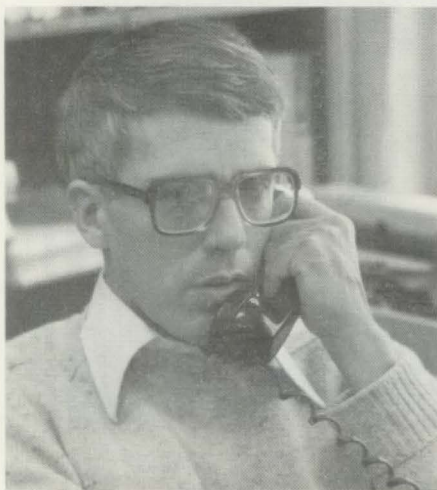


Photo by Jane Leonard

Chip Peterson

International students supply world of opportunity

By Jane Leonard

"We are all leaves of a tree and the tree is humanity."

—Pablo Casals

That simple message graces a wall in the International Students Adviser office on East River Road. For foreign students studying at the U, the passage carries a philosophy they wish the world would embrace.

Their mission here, besides getting a degree, is to share their various cultures and backgrounds with Americans, said Adnan Al-homoud, president of MISA (Minnesota International Student Association) and a doctoral candidate in mechanical engineering.

Al-homoud, a native of Kuwait, said many American students neglect the advantages of having foreign counterparts studying alongside them at the U. "There is a treasure they should explore. It's a once-in-a-lifetime chance for foreign students to come here; but it's also a chance for Americans to learn something about us and our countries."



Asako Uehara

Photo by Jane Leonard

A first-hand chance to learn about other cultures, to understand other nations through the eyes of foreign visitors—those are the benefits of having approximately 2,000 foreign students from over 100 countries study at the U.

"With so many problems in the world, with diversified people and different perspectives, we need to have awareness and sensitivity to people from foreign cultures," said Asako Uehara.

Uehara, a native of Japan and a Ph.D. candidate in intercultural communications, studies exactly these concepts as a student at the U. She plans to bring her knowledge back to Japan, where intercultural communications is a relatively new field of study, she said.

We see other people through our own eyes and expectations, said Uehara. In Japan, which has been highly influenced by America since World War II, "we think we know America, but it's an illusion," she said.

When Uehara arrived in America in 1975, she stopped first in San Francisco to visit friends. She did not immediately experience culture shock. "I had watched the 'Ironsides' series in Japan and was used to seeing the Golden Gate Bridge and life in San Francisco."

But the longer she stayed in the U.S., "the deeper I felt the differences."

Those differences became her chosen field of study. Uehara, an economics major in Japan, attended a workshop in intercultural communications while in America. She found it so interesting, she made it the subject of her doctoral studies.

Intercultural communications is a

way of life for all foreign students the moment they step onto American soil. Some people view foreign students as a "bundle of problems," said Josef Mestenhauer, director of the International Students Adviser office. But what other people view as "problems" might actually be examples of culture shock from attempts at intercultural communication.

"People in many countries in the Middle East and Europe treat space differently than you do here," said Al-homoud, who is from the Middle East. "We are physical people; we talk to people face-to-face (literally face-to-face) and some people misunderstand that."

Foreign students act as if they were back home when they first come to America, said Al-homoud. If they do something differently from Americans, they think they've done something wrong.

Despite their grapples with cultural differences, both Al-homoud and Uehara consider themselves lucky to be studying at the U.

When Uehara first arrived in the Twin Cities, she "immediately felt the safety, cleanliness, and quiet here." Al-homoud said he "loves the people in Minnesota; they are super."

"My family does worry about me here," said Uehara. Al-homoud's family has a similar concern. "They hear about the problems with violence and crime," said Al-homoud. "Some fears are exaggerated; some real problems go unreported."

The ups and downs are all part of their experience in a foreign country. Teachers at home briefed them on a few points of American life, "but they expect us to



Adnan Al-homoud

Photo by Jane Leonard

experience the rest," said Al-homoud.

Al-homoud said the experience in America is a shared one. Foreign students get a taste of life in the U.S. while American students meet and get to know their foreign counterparts.

Such interaction can give the U an international flavor. But some people misunderstand the word "international," said Al-homoud. They figure international means foreign. They look upon an organization such as MISA as one for foreign students only, said Al-homoud.

But any student—American, Malaysian, or whatever—can join MISA. It is an international organization, said Al-homoud, and we are all members of an international, global community.

His words echo the simple philosophy of the wall hanging—we are all leaves on the tree of humanity.

September China trip jelled formal, informal agreements

By Joyce Wascoe

More workshops on China and exchange programs are being planned this year in the College of Liberal Arts as a result of the University delegation trip to China last September.

Dean Fred Lukermann represented the College on the third general University delegation trip, September 14-28, which was led by President C. Peter Magrath.

It was important for the President and the Dean to accompany the delegation this time, according to Mei-Ling Hsu, director of the CLA China Center.

The Chinese are "protocol conscious," she said, so the leader's appearance is very important. It means the University is really concerned and the same thing goes for the College.

Lukermann was able to see for himself that the Chinese are not interested in just pure science, but also in the social sciences and humanities, Hsu said. "He now personally knows what their needs are."

The delegation signed a formal agreement with the Chinese Academy of Sciences, the primary purpose of this trip, which establishes a basic foundation for further exchanges. The Chinese remain chiefly interested in scientific and technological education and most of the 130 Chinese students currently studying at the University are in those fields, however, the Chinese are beginning to show interest in other areas.

The Chinese Academy of Science sees the University as "a major participant in China," Magrath said in his report.

The Academy has signed few research agreements and has refused to sign with the University of Michigan and the University of Chicago.

The delegation participated in 17 official meetings during the two-week visit, in addition to more than 15 visits by delegation members to other research institutes and universities, and many formal banquets, and one-to-one discussions with Chinese.

Chinese television and the *People's Daily* covered the delegation's meeting with the Vice Premier Fang Yi, one of the eleven members of the Chinese Communist Party Politburo in the Great Hall of the People.

Magrath's appearance at the opening ceremonies of the pest control exhibition in Peking was also televised. The project leader was H. C. Chiang, professor of Entomology, Fisheries and Wildlife at the University of Minnesota.

Other agreements reached in China will mean the continuation of the two language institutes sponsored by the College of Liberal Arts, one in Xian, the English for Science and Technology program for Chinese teachers, and the third Minnesota-Nankai Summer Intensive Chinese Language Institute for American students at Nankai University in Tianjin.

The agreement called for two or three Nankai University teachers to study at the University this year. Two American students will be allowed to continue their study in Nankai for one additional year after completing the language institute.

Nankai University requested two programs, one in philosophy and one in

American history, be held in Nankai. That is being considered by the College of Liberal Arts.

Lukermann and Magrath met with the Chinese Academy of Social Sciences which has since invited two CLA professors to hold a program in China this September on philosophy and two more to lecture in 1983 on American and British Literature.

The University proposed beginning an undergraduate exchange program, and the Ministry of Education was receptive to the idea.

Two other programs will be sponsored this year by the China Center, "Understanding China," March 2-3, and "Doing Business With China," April 14-15. They grew out of community and business interest in more contact with the Chinese.

Other members of the delegation were Kenneth H. Keller, vice president for academic affairs; Charles E. Campbell, professor of Physics and Astronomy, and Mrs. Campbell; Barbara Lukermann, professor of Urban Planning in the Hubert H. Humphrey Institute of Public Affairs; Paul G. Quie, chief of staff of University of Minnesota Hospitals; James B. Serrin, regents' professor of Mathematics, and Mrs. Serrin; John E. Turner, regents' professor of Political Science; and Bonita F. Sindelir, assistant University attorney. C. J. Liu of East Asian Languages, who has been the University's liaison in China for the past two years, joined the delegation as administrative leader when it reached China and returned with it.



University representatives in China, from left to right, John Turner, Political Science, CLA Dean Fred Lukermann, C.J. Liu, East Asian Languages, Kenneth Keller, University vice president, and James Serrin, Mathematics.

Photo by Barbara Lukermann

Asian refugee adjustment studied



Courtesy of the Minneapolis Tribune

By Bill Hoffmann

Linguists and anthropologists from the University often travel to remote areas to study "exotic" languages and cultures. But, the communist takeover in Indochina in 1975 brought about a reversal of the process.

More than 40,000 Hmong refugees from Laos, along with others from the war in Indochina, have immigrated to America, with 10,000 Hmong settling in the Twin Cities.

This presents unprecedented opportunities to study not only the traditional culture of these mountain people, but also to study the Hmong response to the tremendous challenges of resettlement.

"They suddenly find themselves in Minneapolis and St. Paul. The problems of adjustment are enormous," said Bruce Downing, linguistics professor and coordinator of the Southeast Asian Refugees Studies (SARS) Project at the University.

The Hmong are much different than most of the earlier immigrants to America, Downing explained. They have been mountain-top farmers and jungle fighters, and most have little or no formal education.

Now recent cuts in government assistance are setting up additional roadblocks to the Hmong as they are attempting to gain a foothold in American society.

"Everyone agrees that ability to speak and read English is the key," he said. Yet, it is clear that government funding for Hmong assistance hasn't been enough, he said. "Everyone who is teaching (the Hmong) is worried."

The Hmong people, who emigrated to the United States from refugee camps in Thailand, have been fleeing from their homes in Laos since the collapse of American involvement in Vietnam in 1975 and the withdrawal of American support for the Royal Lao government.

They are escaping communist persecution, Downing said. Many of the men were in the Hmong army that, backed by the CIA, fought the communists in Laos, he explained.

The Hmong are part of the larger picture of international refugees seeking asylum, he noted.

After the fall of Saigon, Downing and others in the University's Program in English as a Second Language were asked to help train teachers to provide English language training for the refugee children in the public schools. Later, in the spring of 1979, several faculty members offered an interdisciplinary course about the Hmong through the CLA Office of Special Learning Opportunities.



Bruce Downing (left), Linguistics, and coordinator of the Southeast Asian Refugees Studies Project at the University, visited resettlement agencies in Europe in the summer of 1981 and met with Yang Dao, a Hmong economist who lives near Paris. Dr. Yang lectured at the University at the project's national conference on Hmong refugees last October. He also is a French language teacher and author, and he has been an adviser to the French government concerning Indochina refugees and resettlement.

When Downing attempted to coordinate several small research projects related to the Hmong, he discovered that the Center for Urban and Regional Affairs (CURA) was interested, and it began funding the SARS Project in June 1980.

The SARS Project, through an advisory board which includes a Hmong member, has obtained CURA and other small grant funding for various projects. They include a mapping of refugee residence patterns in the Twin Cities, a study on improved health care delivery recognizing the kinship structure of the Hmong family, and a study of Hmong grammar, linguistic adaptation, and linguistic practices.

The SARS Project sponsored a two-day conference at the University last October attended by 150 persons interested in the Hmong and their

experiences as refugees in the U.S.

The conference featured a lecture by Yang Dao, a Hmong economist, who lives in Paris and is a cultural leader of the Hmong. Papers ranged from poetic devices in oral Hmong literature and traditional folk tales, to Hmong reaction to American birthing practices. (The traditional Hmong position for childbirth is sitting.)

A paper by Ronald Munger of the University of Washington on "Sudden Adult Death in Asian Populations: The Case of the Hmong" caught the attention of the news media. Munger found no cause for the mysterious deaths, but showed that certain widely-held conjectures cannot be right. He suggested that they might be a result of congenital problems.

The SARS Project is interdisciplinary and not limited to researchers at the University. One participant is William Smalley, Bethel College in St. Paul, who as a missionary in Indochina helped devise a Romanized Hmong alphabet that has been adopted widely.

Downing said he hopes the project's application for a \$165,500 grant from the National Endowment for the Humanities (NEH) will be approved, because it would allow six researchers a period of intensive research on the cultural tradition of the Laotian Hmong and the changes produced by war, persecution, flight, and resettlement. The resulting data would be published.

The NEH project would study the process of Hmong adjustment as it happens, not just from historical records as is so often done, he said. If the NEH study is funded, the researchers would continue to work within the SARS Project.

Hmong student in SARS

"I plan to go to law school," said Lo Vang, a Hmong student in CLA, who is well aware of the rare position that puts him in among his countrymen.

"I might be one of a few dozen (Hmong) people who had schooling in Laos," Vang explained. His family background and schooling gave him an early advantage. His father was in the military and in the civilian government in Laos.

Vang, a member of the Southeast Asian Refugees Studies (SARS) Project advisory board, observed, "I know my people really need someone who knows the legal system here."

Vang, who also is president of the United Laotian Student Association on campus, said there are about 40 Hmong students at the University. Most are in General College or engineering, with only about five in CLA, he said. His major is political science.

With the assistance of the student association and the support of the SARS Project, Vang will be doing a survey of needs of the Hmong in the Twin Cities. Results will be used to assist the Hmong and as data for other SARS research.

Survey questions will cover housing, education, jobs, and general inquiries about how the Hmong feel and what they need.

Vang said the Lao student organization, with offices in Coffman Union, provides tutoring, general information and advice, social and cultural activities, and recruits Hmong and Lao students in the Twin Cities high schools.

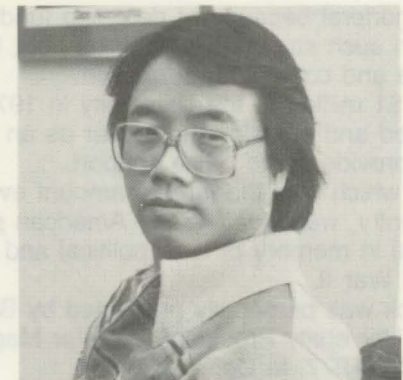
In St. Paul, Vang is active in United Lao Development, a company which is raising \$500,000 to establish a greenhouse business. Vegetables and flowers usually imported to Minnesota will be grown, he said.

The company plans to set up furniture manufacturing, fabric production, and vocational training, he said.

Vang is also involved in an effort to establish a foundation to provide funds for Hmong higher education.

"Every Hmong student is very poor like myself," he said, and noted that government financial aid is being cut.

Vang said it is better for Hmong students not to work while attending school. "I still spend twice the time on studies and I have a good education by Lao standards."



Lo Vang

Photo by Bill Hoffmann

Quigley Center continued from page 1

help not only recruit money, but also students.

Various area studies programs such as Latin American Studies, and East Asian Studies, which serve undergraduate majors and other students who have an interest in those areas, could benefit from a central advising office, Wynia said. He was director of Latin American Studies a few years ago. Having the study abroad program close at hand would be an advantage, he added. It would also be easier to organize cross-disciplinary programs.

Historically, the University has taken a decentralized approach toward international studies.

The committee was realistic, Wynia said. With budget cuts coming from all directions, they "recognized the vulnerability of area programs."

The charge to the committee from the deans was to consider the Quigley Center, because it has the only existing structure, and, clearly, not to invent new programs.

"We all believe in these programs," Wynia said, and the committee wanted to do "anything we can do to enhance programs."

Wynia was reluctant to discuss specifics of the proposal which will probably not come before College councils until late February, and

stressed that area studies centers, such as the Northwest European Center, which are very diverse, and those tied closely to departments, should not be forced to join such a unit. If the deans, the program, and the Quigley Center agree, then it would work, he said.

"Nothing will substitute for faculty input and money" in making a program successful, he said. Faculty would continue to be housed in disciplinary departments, and not in the Quigley Center.

What the committee has not confronted, Wynia said, is what happens to the programs or centers who wish to stay out of

the Center. The committee also did not consider language portions of some area studies programs, because foreign language teaching will be studied by another committee of the College.

Wynia and the committee interviewed the directors of most area studies programs, centers, and study abroad programs, during the past few months. The other members of the committee are Terrence Hopmann, director of the Quigley Center, Richard Leppert, Humanities, C. J. Liu, East Asian Languages, Michael Metcalf, History, Maria Paganini, French and Italian, and Jochen Schulte-Sasse, German.

East Asian Studies responds to Asian interest

By Bill Hoffmann

Streamlining the East Asian Studies Department will "focus energies and faculty" and allow the department to respond to the increasing exchanges with China.

"Multinational companies here have a tremendous interest in East Asia," Byron Marshall, interim chair of the East Asian Languages Department, said. Some are providing language and culture instruction to their personnel and are considering using University faculty.

Minnesota has critical economic relationships with Japan, as well, and "a great potential to develop trade with China," Marshall pointed out.

The 1981 CLA College Plan mandated the restructuring of the East Asian Studies Program and East Asian Languages Department into a new East Asian Studies Department, seeking a more efficient administrative structure. Final approval of the new structure is pending, having been overshadowed by College and University budget problems, Marshall said.

The restructured department will continue to emphasize area studies of China, Japan, Korea, and Vietnam. Language instruction will continue to focus on Chinese and Japanese.

One measure of the significance of China and its study, Marshall said, is that the Chinese language is used by more than one billion

people around the world, twice the number who use English.

The largest single group of foreign students at the University is East Asian (about 780 out of 3,000 foreign students). The largest group of minorities on campus is Asian Americans.

The new department will continue to offer all three existing B.A. degrees—East Asian Studies, Chinese, and Japanese. CLA is the only college in the state to offer a full degree program in East Asian languages and the only public college that teaches them regularly, he said.

The trend in international studies, Marshall commented, is toward less distinction between international and other studies. "This, of course, is healthy. It recognizes the interrelationship of the whole."

Japanese and Chinese languages used to be called "exotic," but now are among the top 10 most frequently taught languages in the U.S.

"If we could open more sections, enrollment would be 50 percent higher," he estimated. Enrollment is approximately 200 day students in Japanese and Chinese, plus 100 more at night. Day enrollment is at an all-time high. Summer intensive courses are also taught.

Enrollment in all 70 East Asian studies courses in seven departments in 1980-81 totaled 1,291, Marshall said.

The increased demand for

language classes is a result of more interest by business and those traveling, "as well as a certain intellectual curiosity" growing out of increased American relations with China.

"We know students in the past have been discouraged by the size of our sections," he said, with some students sitting in the hallway the first two weeks of the quarter.

Yet, the CLA Council on Policy and Planning in its recent considerations of cuts and consolidation of programs in the College noted that even though there is likely to be more, not less, interest in China and Japan, the language component in the department should be scaled down, citing high costs and other factors.

Marshall said further discussion is necessary to define scaling down.

He observed, too, that the University-China exchange program depends heavily on faculty affiliated with studies of East Asia. They include C.J. Liu, in East Asian Studies, who recently completed two years of teaching at Beijing Institute of Foreign Languages and as the University's liaison to China.

Key adjunct faculty include John Turner, Political Science, Mei Ling Hsu, Geography, and Ted Farmer, History, said Marshall.

The University is recognized as one of 20 important East Asian centers in the nation.



Byron Marshall

Photo by Bill Hoffmann

East Asian Studies at the University was pioneered by Harold Quigley, political scientist in Japanese studies. His student, John Turner, now Regents' professor, provides a 50-year continuity in the department, Marshall said. Richard Mather, who became chair of the department after World War II, still serves in East Asian Languages.

Marshall would like more coordination and cooperation with professional schools where knowledge of East Asia would provide perspective and skills. "I'd like to see more joint internships with the schools of management and of journalism."

The new department will eventually be housed in larger quarters in remodeled space on the main floor of Folwell Hall.

Austrian Center is educational clearing house

By Bill Hoffmann

"International education is maybe the heart of education—anything that is less is parochial and is less than a full education."

Those are the words of an admittedly interested observer, William Wright, director and a founder in 1977 of the Center for Austrian Studies in CLA.

All universities seek after truth, Wright observed. "Truth isn't found locally, but is found... and tested... in the broader context," the international perspective.

The center cultivates contacts and information in a range of fields—history, art, horticulture, music, banking, commerce, philosophy, political science. It brings in speakers including statesmen, novelists, poets, industrialists, plus visiting professors.

"We're in CLA, but we serve the whole University," Wright pointed out.

Looking at the future of international studies, Wright is more confident about the prospects for the Center for Austrian Studies than international studies in general because of declining funding.

Too often such studies are seen as frills, he said. "Our basic endowment is still there and continues to function."

A gift of \$1 million to the University in 1977 by the Austrian government was invested and sustains the center as an endowment. CLA and the University provide some office support.

The gift, which was the largest amount ever given to the University by a foreign country, was given to the American people on America's Bicentennial in memory of U.S. political and economic support for Austria after World War II.

The check was personally presented by Bruno Kreisky, chancellor of Austria, to University President C. Peter Magrath in an emotional ceremony on March 16, 1977, in Coffman Union.

The University was selected from among 15 schools nationwide in the competition because of its international reputation, location, and relationship to state government, as well as its proposal to invest the gift to ensure longevity. Wright, Stuart Schwartz, and Richard Rudolph, all from History, prepared the proposal.

The Austrian Studies Center's two main projects, Wright said, are publication of the *Austrian History Yearbook*, which is the major English-language yearbook on Austrian history, and the annual spring symposium.

The move of the yearbook to the center in 1980 from Rice University, "created a spurt of growth" at the center, according to Barbara Krauss-Christensen, who manages the center's office. The office, which displays a red and white Austrian flag, is located in 712 Social Science Tower, on the University's West Bank Campus.

Editor of the yearbook is R. John Rath, retired from Rice University. Rath, whose position is paid partly through the History Department, will be at the center three years, then the editorship transfers to Wright.

Wright formed his interest in history when he was a U.S. soldier in World War II. He found the war and its devastation in Europe disturbing and decided to study history and the reasons behind war.

Wright did graduate research in Vienna and his stay there sparked his interest in Austria. He was in Vienna in 1955 when it was freed from the occupation forces. There was "wild jubilation" in the city, he recalled.

Austria's national identity solidified during and after World War II. "They realized they were Austrians."

In 1955, Austria declared itself permanently neutral in international politics and it is not part of any military or economic alliance. Wright noted that the

Austrian government is a parliamentary democracy in which the socialists continue in the majority.

One reason to study Austria, he pointed out, is to discover how the country has done so well. It has been stable politically and economically.

For instance, the rate of inflation in 1980 was approximately 5.2 percent and unemployment about 2.1 percent, which is an accomplishment for a small country of 7.5 million people, located deep in central Europe and nearly surrounded by communist countries, Wright said.

The center's role as a national Austrian educational clearinghouse echoes Austria's own historical role as a mixing place.

Austria over the years has taken in "armies of refugees" from the Eastern countries, acting as a cultural, political, educational, and humanitarian bridge between Eastern and Western countries, Wright said.

This has been especially true of Poles. Austria has absorbed a high proportion of Polish refugees and this has created tensions in Austria over the number of jobs taken by refugees.

After martial law was declared in Poland, Austrians became more sympathetic toward Poles arriving in Austria, Wright said. Many refugees arrive in Vienna to await settlement in Austria or processing for immigration to other countries.

Krauss-Christensen explained that the center is part of an endeavor by the Austrian government to promote its image in the world as distinct from other countries.



David Steele was one of three University graduate students receiving a scholarship from the Center for Austrian Studies to attend the six-week Salzburg Summer School in 1981. Steele, 23, stands in front of the Palace of Schönbrunn, in Vienna.

Student Services head finds challenges here

By Jane Leonard

CLA Fall Commencement, 1981. Stephen Wilbers, new director of Student Services, gingerly steps to the podium. He cradles a tall stack of name cards for 193 graduates. Should he mix-up their order, the names he announces won't match the graduates crossing the stage.

After he finished his meticulous duty, Wilbers breathed a sigh of relief. "I was so afraid I'd drop them," he said after the processional exited Northrop Auditorium.

The scene typifies Wilbers, who "is extremely concerned about students and their academic progress and with making their college experience a good basis for life," according to Noni Strawn, Wilber's executive assistant.

At 33, with tossed brown hair and boyish good looks, Wilbers isn't much older than some of the students he has helped to graduate. And a lot more students than those 193 graduates are in his hands. As director of Student Services, Wilbers is responsible for the admissions, advising, orientation and career development of nearly 18,000 CLA undergraduates.

"We help students stay in the classroom and get the most from their education," said Wilbers, who speaks from 10 years of similar experience at the University of Iowa.

Wilbers completed his M.A. and Ph.D. in English at Iowa. While there, he rose from the ranks of graduate assistant orientation adviser to director of the Undergraduate Academic Center.

His climb through academia had begun at Vanderbilt University. While a junior there, the Cincinnati native spent a year in France studying French literature and immersed himself in the French culture.

"I was in France in '69-'70, the year we invaded Cambodia, the year of Kent State. It was a time of strikes in France... student strikes... it was very educational," said Wilbers. He made a point to stay away from American students and sit and talk with French students. By the time he returned to America, Wilbers could speak French fluently. He had also gained a new perspective on life in a foreign country and life in America.

There is a xenophobia in America, said Wilbers. "We have a limited perspective of the rest of the world."

Because he wished to retain his fluency in French, Wilbers returned to France for five months in 1974. "I just packed a bag full of novels and sent back papers on the books to my professors in Iowa," he said.

The study time gave him a chance to again soak up the European lifestyle. An appreciation of other cultures gives one an appreciation of his or her own culture, said Wilbers. And he appreciates life in the Midwest. "There's an openness here."

Wilbers has put down roots in the Midwest and he intends to keep his "family tree" growing in the Midwest. While a student at Iowa, Wilbers met his wife-to-be, Deborah, in a Cedar Rapids restaurant. "She was the best cocktail waitress there and I was the best waiter. It was only natural that we should get together," he said.

Now the Wilbers family includes Eddie, 3, and Katie, 1. In August, 1981, the Wilbers left their quiet university town of 50,000 (in Iowa City) and moved to Minneapolis. "It was hard to give up Iowa City," said Wilbers. "There's a different sense of community (in Minneapolis), a different concept of self. I felt disoriented, but immediately, we fell in love with the city."

Wilbers said that "the crime and violence in Minneapolis kind of eat at me, but Iowa City was a less realistic existence. This is a richer environment for my children." In the Twin Cities, you have an urban setting juxtaposed to wilderness, said Wilbers, who is an avid biker, bird-watcher, and outdoor enthusiast.

The new director rides his bike to work everyday, a 12-mile round trip from his home in South Minneapolis. "It's fascinating to ride along the river," said Wilbers, who does stop biking when the snow flies. He also enjoys the theatre and racquetball. Wilbers played the racquetball circuit in Iowa and is willing to take on all fellow players in the Twin Cities area.

He hopes he can also challenge his staff. "I try to call forth talent while encouraging, supporting, and criticizing. I hope I'm good at getting the best out of people."

His assistant, Strawn, thinks he does just that. "Not only does he know how to get the best out of you," she said, "he makes you feel good about it."

As an applicant for the Student Services job, Wilbers was impressed with the program at Minnesota that "appeared to promote coordination of effort and had a sense of purpose and mission."

As the new director, "Steve has helped to develop a real sense of cohesiveness in the unit," said Strawn. "He's a great organizer, a good diplomat who's able to present a good case for the unit. He's a good liaison to other units in the University and to the outside."

Barbara Becker, operations coordinator for Student Services, said, "Steve has been really beneficial to the unit because he has a new perspective." In a time of budget cuts and other woes, Wilbers offers a "breath of fresh air," according to many staffers. Wilbers considers budget reductions and other problems a challenge, not a headache. "You've got to get the most you can out of your resources," he said.

In the few months Wilbers has worked at the U, he's been very, very quick to learn the system, according to fellow workers. But "I still have a lot of people to meet," he said.

Among those people he wishes to meet are more students. "I don't have a lot of direct contact with students," said Wilbers. But he plans to soon acquire an assignment of advisees. "It's difficult to provide effective leadership without student contact."

Already, Wilbers has had his hands full of students—during a few tense moments onstage at his first U commencement. That duty was an unofficial baptism into the myriad of responsibilities a new Student Services director must acquire. Wilbers said he is ready to take on the responsibilities, and grow from the experience.



Stephen Wilbers

Photo by Jane Leonard

Honors alumni return to share life's experiences

By Jane Leonard

At dusk on a winter day, the view of the U campus exhilarates visitors to a law office on the 44th floor of the Minneapolis IDS tower.

Lloyd Kepple, a 1972 U honors graduate, looks upon the scene every working day as a tax and real estate lawyer for the law office of Thompson, Nielsen, Klaverkamp & James.

Dr. Eric Anderson sees a different perspective of the U campus from his 6th-floor office in the Mayo Memorial Building. But Anderson, a 1973 graduate of the U honors program, and Kepple share a common interest.

Both men, and several other honors graduates, have reestablished ties with the honors program to teach courses and to advise students.

Kepple took it upon himself to call Stephen Blake, honors director, and ask if honors students would be interested in having a lawyer come and talk about law school.

After his graduation from the U and a stint at the Pilot City Health Center in Minneapolis, Kepple had won a Root-Tilden scholarship to the New York University Law School.

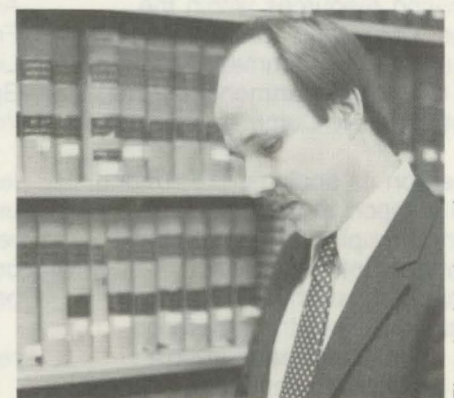
Through the U honors program, he now helps administer the Root-Tilden, a merit scholarship offered by NYU law school to those people who demonstrate a commitment to public service.

Anderson returned to the honors program after responding to a letter Blake sent to U faculty asking if they would teach a College Honors Seminar. The clinical psychologist and assistant professor of health care psychology taught a seminar called "Conceptions of Personhood" in fall, 1980. The course combined his interests in theology and psychology.

Anderson said the honors program was "an important part of my experience in CLA." It nourished the seeds for later career experiences, he said.

The honors program incorporates many subject and career areas into interdisciplinary studies. "It is a unique concept giving undergraduates fairly sophisticated introduction to many subjects," said Anderson.

In some honors courses, small groups of non-major students attend discussion groups with people who are experts in their fields. For example, a physicist



Lloyd Kepple

Photo by Jane Leonard

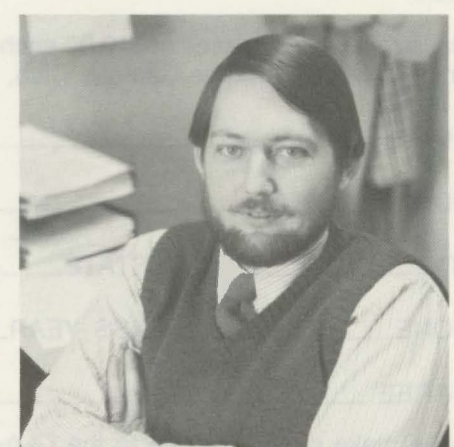
might conduct a discussion group on physics with English and economics majors.

Such coursework gave Anderson the support to become a "generalist-specialist," he said. "Society has focused on specialization, and that's good," Anderson said, but "one tends to lose sight of the broader picture. There's a danger in giving up resourcefulness and problem-solving. A simple home repair becomes difficult because we've become too specialized."

Honors courses gave Anderson the skills of how to acquire knowledge. In turn, he shared his acquired knowledge when he taught the college honors seminar.

When Kepple was an honors student, he "enjoyed meeting people with similar interests." He liked the smaller classes and the fact that the honors staff was always accessible. "Honors was a challenge; it was what you wanted to make of it," said Kepple.

Anderson said the honors program allowed him to "wear a different hat," to see the broader picture from many bases—be it a 6th-floor office in a bustling hospital or a law center 44 stories up in the sky.



Dr. Eric Anderson

Photo by Jane Leonard

CLA cuts continued from page 1

Lukermann announced that only seven of seventeen searches for faculty positions scheduled for this year could proceed. He also recommended indefinite postponement for the searches for two assistant dean positions called for in the administrative reorganization section of the College Plan.

In September, he instituted a new policy to sequester and evaluate vacated civil service positions before they were released for searches. That has been the policy with faculty positions.

Because of the state appropriations cut, the College does not expect that central administration will be able to forward funds to the College which would ordinarily be available next year. Therefore, the College will be able to fund only half of its \$1.5 million soft-money budgets next year. Soft money is used to fund individualized degree programs, area studies programs, and the Office of Special Learning Opportunities.

With more budget cuts waiting in the wings and with an eye to reallocating resources within the College, Dean Lukermann ordered an extensive programmatic review of the College departments by the Budget Advisory Committee in late fall.

Based on its findings, Lukermann issued a report at the beginning of January, grouping programs and departments into four basic categories: those that should be maintained at full strength, those where a small decrease in size would be appropriate, those that should be substantially scaled down, and those that should be

redesigned, consolidated into larger units, or eliminated.

The Council on Policy and Planning has been meeting weekly winter quarter to consider the Dean's recommendations. Any final dissolution of a program would have to be approved by the College Assembly, the main legislative unit of the College. It will meet in March.

Even though a program is curtailed, tenured faculty are protected from dismissal. Early retirement options have been issued by the University to encourage retirement from such designated units.

Based on the criteria of quality, centrality, student demand, social purpose or utility, efficiency, and cost, units designated as having national distinction that will be maintained at full strength are Communication-Disorders, Economics, Geography, History, Journalism, Political Science, Psychology, and Statistics. Units moving toward national distinction were identified as Scandinavian, Speech-Communication, Theatre Arts, American Studies, Anthropology, Art History, English, French and Italian, German, Linguistics, Philosophy, Sociology, Spanish and Portuguese, and Women's Studies.

Questions were raised about the feasibility of allowing the other units to remain as they are and recommended moving to 30 budgetary units instead of the present 42.

Lukermann made several recommendations:

Social Work: Establish a University committee to review social work functions in the

University and concentrate them in fewer programs, possibly outside of CLA. The Policy and Planning Council approved a motion endorsing that recommendation at its January 19 meeting.

Library School: CLA does not have the resources to revitalize the School and the University must decide what to do with the program.

South Asian Studies: Language faculty should be scaled down and the consortium of universities in the Midwest should consider sharing these low-demand programs.

Russian and East European Studies: Scale down language component before new resources are allotted.

East Asian Studies: Scale down language component before new resources are allotted.

Chicano Studies: There is no lack of commitment to the need of a Chicano Studies in the curriculum, but new organizational structure is needed.

American Indian Studies: New structure is needed without core staff allocations.

Studio Arts: Possibility of

relations with community institutions and other schools should be explored for this high cost per student unit.

Music: This high cost unit needs to devote more attention to the liberal arts mission. One-to-one instruction should cease and more master classes added or a music fee should be reinstated.

Comparative Literature: Possible consolidation with humanities and religious studies or rotate directorship among language literature departments.

Humanities: The College needs a strong humanities program with a core faculty of five or six and a strong adjunct faculty to cover ancient to modern thought.

Classics: Unit could be redesigned along with language and humanities studies.

Ancient Near East and Jewish Studies: The faculty should be affiliated with redesigned language and humanities studies unit.

Afro-American and African Studies: Faculty should be reduced because of low student demand and given access to disciplinary graduate programs.

Hasselmo opens CLA meeting



Photo by Bill Hoffmann

University Vice President Nils Hasselmo, who delivered the opening address at the third annual Humanities and Fine Arts colloquium, "Cultural Forms & Norms," Feb. 4-5, met before his speech with Associate Dean Marilyn Schneider, program coordinator. The Paradigm Exchange, a book of selected papers from the 1980 and 1981 colloquia is now on sale for \$6.95. Order from the office of Associate Dean Marilyn Schneider, 203 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota 55455.

CLA NEWSLETTER

College of Liberal Arts

225 Johnston Hall
University of Minnesota
Minneapolis, Minnesota 55455

Job hunting workshop offered alumni, March 6

A "Refresher Course in Job Hunting" for University alumni is being sponsored by the College of Liberal Arts and University College Alumni Society, on Saturday, March 6.

The day-long program, designed for persons entering the job market for the first time or those considering a career change, will analyze individual skills, interests, and career goals. Information will be given on how to prepare a resume, how to research potential employers, and interview techniques.

Dr. Gary McGrath, who will conduct the program, is director of the Career Development Office in the College of Liberal Arts, which offers career counseling and placement services for students and alumni.

Enrollment is limited. Cost for the day is \$10.00 per person and registration opens at 8:15 a.m. in the Campus Club of Coffman Union.

Please reserve _____ places at \$10.00 each for the "Refresher Course in Job Hunting," March 6 at the Campus Club, Coffman Union.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ CLASS YEAR _____ AGE _____

DEGREE _____

Please make check payable to the CLA-UC Alumni Society, and mail to Minnesota Alumni Association, 100 Morrill Hall, 100 Church St. S.E., Minneapolis, Minnesota 55455
Reservation forms due by: Wednesday, March 3.

University Archives
10 Walter Library