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CLA NEWSLETTER

February 1983

College of Liberal Arts

University of Minnesota

4 CLA units rank among top in country

By Joyce Wascoe

Four of CLA's social science departments rank among the top ten graduate programs in those fields, according to the first national survey in a decade.

The humanities departments in CLA and departments in other colleges of the University did not fare as well, many of them dropping significantly in the ratings.

Based on the number of programs in the top ten, the University as a whole dropped from 10th place in 1957, to 14th place in 1964, to 17th place in 1969, and remained 17th in the 1982 survey.

Graduate programs were ranked in 16 categories in the survey by the Conference Board of Associated Research Councils, but faculty reputation for scholarly quality is the key factor monitored by the institutions, prospective graduate students deciding which graduate university to attend, and high technology industries looking for locations with talented employees.

In CLA, Geography ranked 1st in the country, Economics and Psychology both ranked 7th, and Political Science, 10th.

The two other University departments in the top ten were Chemical Engineering, 1st, and



Fred Lukermann Photo by Bill Hoffmann

Mechanical Engineering, 5th. The trend lines for most other departments showed a downward slide.

CLA Dean Fred Lukermann and Graduate School Dean Robert Holt spoke about the downward trend, with Lukermann taking the more optimistic approach.

The rankings "should not be over emphasized," he said. Except in one or two instances, he pointed out, the percentile rankings of Minnesota graduate disciplines improved even though absolute rank declined.

For example, English dropped from 15 in 1964, to 29 in 1969, to 41 in 1982, while its percentile score rose seven percent. The reason for that is the proliferation of graduate programs in the country, Lukermann said.

"It is an arena of much greater competition and to retain our strong status in view of such competition and our lack of resources in Minnesota for higher education is the surprising thing."

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Budget cuts will force CLA to drop programs

By Joyce Wascoe

CLA has no choice but to cut college programs, faculty, and enrollment in the face of past and future retrenchments, according to CLA's two top deans.

Dean Fred Lukermann and Associate Dean and Executive Officer Roger Benjamin announced recently that the University plans to cut 6-9 percent from CLA in the 1983-85 biennium. Six percent of CLA's budget is \$1.5 million and nine percent is \$2.25 million.

That is in addition to \$3 million in past retrenchments and CLA's \$187,000 share of the \$4.5 million the University needs to retrench this year. Next year, 1983-84, the total University bill will be \$18 million. (Another \$4 million will be deleted from faculty and staff salaries this year, because they

outstanding units of the College, because that's where retirements are scheduled, Benjamin said. (A hiring freeze is currently on till the end of June.)

The deans have told central administration that they prefer to cut programs instead of across the board, but the administration has been reluctant to sanction such a plan. Present tenure codes and contracts make it legally difficult unless the institution declares financial exigency.

Although Lukermann said there is "still too much trying to do everything," the planning agenda update he issued in January to complete the College plan by June did not recommend cutting any majors or courses.

Instead, he called for more sharing of the teaching load among faculty of the College, as the number of faculty decreases.

The completion of the plan calls for a reduction in budgeted units from 42 to 30 by combining more departments and programs. The number of faculty members will drop to 500 within the year because of early and scheduled retirements, terminations, and fewer positions being filled. More departments will have to depend on shared faculty. Lukermann estimated that approximately forty percent of faculty members are now teaching outside of their home departments.

One example is Humanities.

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Roger Benjamin Photo by Bill Hoffmann

must contribute 2 percent to their pension funds.)

"We can't do it across the board," Lukermann said, although "central administration doesn't like us to talk about faculty and enrollment."

If the College were to continue cutting across the board as it has done to accommodate the \$3 million in retrenchments in the last 11 years, Benjamin said, the College has only two choices, eliminating the remainder of the teaching assistant budget or sequestering all faculty vacancies or a combination of the two.

That would very quickly make the College an undergraduate institution and would remove CLA from the first rank of liberal arts colleges in the country, he said.

In the next several months, Benjamin said, decisions will be made that will determine whether the College will become a very ordinary undergraduate institution or whether it can fulfill the dreams and hopes to build an "institution of quality."

Recent retrenchments have cut 38 percent from the teaching assistant budget. Faculty positions have dropped from 560 in 1977-78 to 528 in 1982-83. Freezing future faculty appointments would mean disproportionate cuts in several

Future students may need previous foreign language

By Bill Hoffmann

Students entering CLA a few years from now may be required to know a foreign language. Those without high school language study may have to take courses for no credit and a fee until they reach a "university level" proficiency.

Proposals to change the College's language entrance requirement from no requirement to two or three years of high school language fit into the College's long range plan, according to Roger Benjamin, CLA Associate Dean, and CLA's shrinking budget has accelerated discussion about a possible change.

"There are increasing numbers of high school students who don't have language preparation," Dean Fred Lukermann pointed out. Students entering CLA with three years of high school language dropped from 63.8 percent in 1967 to 17.1 percent in 1981.

University funds are now used for language instruction that ten

years ago was done to a larger extent by the public schools, he explained.

Lukermann has proposed that students required to take language courses for no credit be charged a fee in addition to normal tuition costs.

This is similar to the way no-credit remedial language instruction in English is handled for foreign students. They pay fees and do not earn credit. It would be a way to stop the drain on College resources, provide employment for graduate students, and gain extra money, Lukermann said.

All CLA bachelor of arts degree students are required to complete a language requirement to graduate. They can do this by taking straight language courses or a combination of language and culture courses. Both amount to 23-27 credits in one language, which is approximately equivalent

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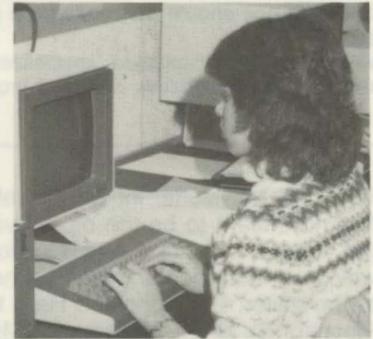


Photo by Bill Hoffmann

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Photo by Bill Hoffmann

The Dean's List

Associate Dean Roger Benjamin

Editor's Note: The guest column by Associate Dean and Executive Officer Roger Benjamin is a synopsis of his paper called "From Growth to Change: The Role of the University in Postindustrial Society." The original paper is available from the Dean's office, 215 Johnston Hall, 373-4402.

The question before the citizens and leaders of Minnesota is whether the State warrants or can afford a University of merit. The State's economy and tax base no longer will allow the higher education system, public and private, to be funded at levels achieved in the past, and we must put forward a clear case for redesign of the Minnesota system of higher education.

It is obvious that the State requires a graduate research center for its economic future, which is turning from brawn, industry, to brains, service and high technology, and University leaders must provide a vision as to how this might be achieved. At the same time, the University is experiencing rising expectations about the nature and quality of higher education, and University leaders must address those very real concerns.

The issue is whether we, those involved with higher education, can adapt our institutions to a dramatically changed environment. In Minnesota, we must launch an intensive debate. It is time to propose a revised case for the University, a case in which the liberal arts (including the sciences) figure prominently.

Unfortunately, just as Minnesotans are beginning to grasp a) that we need to support more research and development, particularly in high technology, and b) that no strong metropolitan center of high technology exists without an equally strong graduate/research university(ies) supporting it, and c) that it is time to address the nature and quality of education, change outside and inside the University presents the ominous possibility that the University may decline substantially. I believe this for three reasons.

First, the University has been funded by the State Legislature on an enrollment-based formula for the past thirty-five years. Clearly, student enrollment will decline substantially over the next several years and the University thus faces the prospects for a decline in its budget.

Second, realistic forecasts for the State's economy suggest that even if enrollments were to continue at their current record levels, the State Legislature would be unable to fund the University on the basis of the enrollment formula noted above.

Third, the recent publication of a national ranking of the faculty and graduate programs of most academic departments indicates that the University has declined in comparison with other institutions. Although several graduate programs are ranked among the top ten in their field, it would be difficult to argue, overall, that the University is among the top universities in the United States.

The changed social-economic and political climate in which Minnesotans suddenly find themselves is likely to persist. Under such conditions, much of the public sector will undergo redesign as we decide which social services should be preserved, and how they should be delivered. Even if the higher education system of Minnesota (public and private) did not face the fiscally-driven imperative to change, the coming 20 percent-plus decline in the population of students of normal post-secondary age, would, equally, compel the universities and colleges within the overall system of higher education to reexamine their particular niche within that system.

My argument is that institutions of higher learning should specialize, i.e., recognize their particular comparative advantage. This means the University (Twin Cities campus from here on) and the College of Liberal Arts should anchor its missions and programs in its graduate/research base. Moreover, the University should reexamine the way it meets the fundamental undergraduate charge in the land grant charter of the University. Explicit in my argument is that the future of the university in postindustrial society rests squarely with the liberal arts and sciences.

The traditional subjects of science, letters, and the arts are dedicated to developing an appreciation for and an understanding of the range of human experience, including heightened perception of the natural and physical world. It is difficult to improve on Whitehead's definition of education which emphasized the internalization of general structuring principles about important dimensions of knowledge. Such structuring principles include moral codes about right conduct. The substance of Whitehead's vision of education celebrated the Victorian view which emphasized the importance of a classical education. It would appear now almost axiomatic that Whitehead's view is obsolete in the 1980's and beyond. It is the age of specialization and application. Many students and professors alike appear convinced that one should concentrate on gaining salable skills in an uncertain, competitive world.

However, in the complicated, specialized, and inchoate postindustrial world sketched briefly here, citizens will need broad, rather than narrow, structuring

principles with which to interpret the bewildering array of information. Under such conditions, it is prudent to think carefully about the merits and demerits of a general liberal education as compared to a vocationally-oriented education.

Leaders in universities will monitor carefully the new marriages taking place between universities and industry to apply knowledge. They dare not forget the need for basic research. Of course, universities have always been in patron-client relationships—with the Church, then government, and now industry. However, university leaders should examine the possible negative consequences of this expanding trend in higher education. What is higher about higher education is free (the spirit of), intelligent, and critical inquiry. This inquiry necessarily ranges over the past and future, probing and questioning. Ultimately, such inquiry is based on moral visions about human conduct, about what might be possible for humans to attain rather than only what they do.

Is a vibrant applied graduate/research base possible even if we cannot afford a strong liberal arts and sciences base? The answer appears, unmistakably, to be no. In this country and in Europe, no high technology center of excellence exists outside the frame of a strong basic arts and science program to anchor it.

At the same time that we are facing difficult funding issues, pressure is mounting on the Twin Cities campus, as at similar institutions across the country, to address the crisis perceived in the nature and quality of undergraduate education. First, there is much qualitative as well as quantitative evidence that basic critical literacy skills of students have declined substantially over the past twenty years. By critical literacy skills, I refer to reading, writing, and mathematical skills. The term critical denotes the ability of the student to develop skill levels sufficient to allow him or her actively to evaluate and interpret stimuli as well as to react through the production of analytical or integrative materials. In other words, it is not enough to regain, through remedial work, the standards achieved before the 1960's. In the postindustrial era, citizens face extraordinary difficulties of information overload and complexity of choice. It is a world in which the search for the solution is often more costly in time and effort than the solution itself. It is also a world in which a premium will be placed in higher education on the development of critical structuring principles by students so that they may function actively rather than react passively to the world outside them.

A second need, one that may be peculiar to the American case, is for foreign language development. By 1980, secondary schools had virtually abandoned foreign language instruction (a third of Minnesota's school districts provide no foreign language instruction). This comes at a time when the globalization of the American economy and the interdependence of the world demand foreign language literacy.

Critics of the status quo in undergraduate curriculum also call for the internationalization of undergraduate education. If students are to achieve full global citizenship, i.e., be able to understand and respond to the complicated unanticipated consequences of policies, e.g., Timor, the Three Mile Island nuclear case, the Falkland Islands War, the Polish crisis, they must learn much more about the rich cultural legacies and traditions that form the backdrop out of which current public policy issues flow. In order to understand their own domestic economies and political systems, they must grapple with the international connections.

One way to distinguish the postindustrial from the industrial era is in terms of change versus growth and quality versus quantity. The industrial phase of domestic development emphasizes growth—growth of all areas of the economy and society. Postindustrialization is the phase in which citizens begin to focus on the implications, the negative externalities, of that growth; it is the historical point when quality of life issues come to the fore on the public agenda. Thus, it should not be surprising that education leaders are beginning to respond to this issue in a variety of ways.

Efforts to reform undergraduate curriculums have been led by Harvard's Rossovsky report. The goals at Harvard, Stanford, Michigan, and Minnesota (the Chambers' Report) have been similar—to cut back on the proliferation of courses, reaffirm the importance of the core liberal arts, and raise standards. Moreover, in public universities one hears increasing calls for lowering the size of classes and using technological aids, wherever possible, to better enable professors to provide higher quality instruction. Programmed learning, word processors, and microcomputers may prove to be helpful adjuncts to instruction in the future. However, I believe such efforts are preliminary to substantial reorganization of the nature of undergraduate education itself. Real advances in the quality of education await a redesign of the undergraduate curriculum sufficient to allow closer, more intensive student-teacher interaction.

Universities and colleges should therefore examine, individually and collectively, what the "comparative advantage" is for each institution within the state, regional, and national system of higher education. The fiscal and demographic changes discussed above are transforming the map of public and private education in a Darwinian evolution sense, in any event. Some universities will survive and prosper, others will not. Under these conditions, educational leaders might plan by considering the total ecological system within which their institution exists.

This essay leads to inferences about enrollment on the Twin Cities campus, including the College of Liberal Arts. We should discuss raising the degree requirements and establishing matriculation requirements in foreign languages, mathematics, and writing and reading, thus effectively lowering enrollment on the Twin Cities campus for three reasons. First, as enrollments drop, several or even many public and private institutions in Minnesota may be on the brink of closing. Many students are well served by these colleges sited in their communities. Moreover, it will be very difficult for state legislators to vote for the closing of the college in their constituency under any circumstances. At the Twin Cities campus it will become increasingly difficult to fund the graduate/research component of the University's mission. Does it not make sense to bargain for public funding to help support the graduate/research mission in return for putting ceilings on Twin Cities campus enrollments? This would, in effect, provide a greater pool of students for the other public and private colleges in Minnesota. Such a strategy would also help shift funding pleas away from the enrollment driven arguments that emerged in the post World War II period.

Second, if the Twin Cities campus is to serve properly its public mission, it must recognize the changed circumstances of the world in which it and Minnesota exist. University leaders should expand the reform efforts discussed earlier to improve the quality of education. The graduate/research mission should be increased and used to anchor the undergraduate mission. Greater stress on the liberal arts, as defined above, will contribute to the development of the structuring principles needed by students to survive in a complex and interdependent world. New matriculation requirements would be a courageous step in moving both the secondary and higher education systems in Minnesota toward preparing students for the postindustrial world discussed above.

Third, budgetary and educational goals coincide for once. We may assume funding difficulties for the University will increase rather than decline. Currently, approximately 60% of the CLA budget is devoted to lower division instruction, instruction that must be given over to raising student standards in mathematics above the ninth and tenth grade achievement levels. Most of our foreign language budget goes to first year language instruction. If the citizens are to have a liberal arts college where more specialized upper division, graduate, and research activities are carried out, CLA must lower its ratio of resources committed to lower division instruction significantly in order to continue funding these other missions.

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.

Dean Fred Lukermann
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Photo by Sarah Knoepfler

Language proposals bring reaction, new ideas

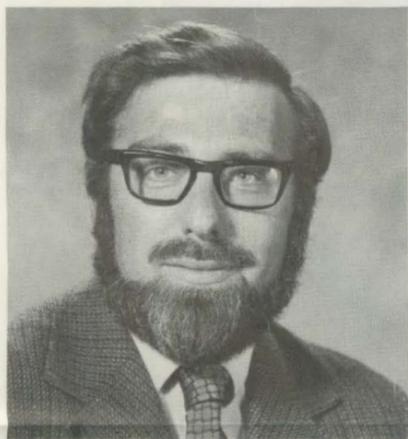
Profs: "exotic" languages may be hurt

By Bill Hoffmann

A language requirement for entering freshmen makes educational sense, according to several language professors, but it also raises questions, particularly among professors of so-called "exotic" languages.

"I'm all for it (an entrance requirement), as long as it doesn't kill us," Jonathan Paradise, professor of Ancient Near Eastern and Jewish Studies and adviser to Hebrew students, said.

With no safeguards, an entrance requirement "would decimate every program except French, German, and Spanish," he said, and remove one of the great strengths of the University, "offering so many languages."



Jonathan Paradise Photo by Tom Foley

The CLA *Bulletin* lists 35 languages. Many of them, such as Swahili, Hebrew, Serbo-Croatian, Chinese, and Urdu, would rarely be taught in the public schools where students would be expected to begin their language training.

If a student wants to take a language course in the College, which isn't offered in public schools, the student should be able to take it for credit at no additional fee, Paradise urged.



Frank Hirschbach Photo by Bill Hoffmann

Byron Marshall, chair of East Asian Studies, had the same concern, that the requirement could result in the exclusion of the study of non-European languages and would "increase the parochialism of Americans.

"We like to see students finish, say, French or German in secondary school, then take a non-European language" at the University, Marshall said.

Russell Hamilton, associate dean for faculty affairs and co-author of a paper recommending an entrance requirement, said he thinks such a requirement would do just that and will benefit the "exotic" languages, because students will have more



F.R.P. Akehurst Photo by Bill Hoffmann

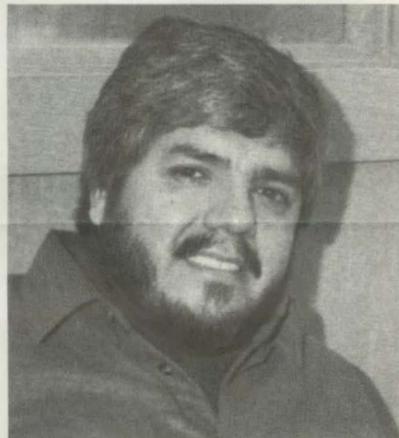
time to take them after they have completed their language requirement earlier in their undergraduate career.

Some students will be interested in a second or third foreign language, Hamilton maintained.

Although a system has not been determined, it is suggested that if a student has completed the entrance requirement of two or three years of a language, that no fee be charged and that credit be given if a student wants to start a second foreign language at the beginning level.

He or she would still need to complete at least two more

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Hernan Vidal Photo by Bill Hoffmann

Language . . . *continued from page 1*

to five years of high school language.

A new entrance requirement would require students to take two or three years of that language in high school or face taking the courses in CLA for an extra fee.

Two years from now is the soonest entrance requirements could begin to be phased in and Lukermann predicted "a decade of change" would be required for a comprehensive plan that involves the College, the University, and the public schools.

Lukermann has consulted with educators in the Minneapolis and St. Paul school systems who said the University must set the standards before they can force an improvement in foreign language instruction.

Lukermann appointed a committee in January to study the proposed language requirements and to report to the College next fall.

Lukermann said he is very concerned about how resources would be reallocated within the College if changes were made, and how it would affect the language units, especially those with the largest enrollments.

(See "Profs think requirements may hurt 'exotic' languages," *this page*).

Foreign language instruction is a key part of a far-reaching "Critical Literacy" plan that CLA presented

Language institute one idea for debate

By Bill Hoffmann

Recognizing that his idea for establishing a language institute at the University has a slim chance for formal consideration, Wlad Godzich, director, Comparative Literature Program, thinks it is a timely idea and worth posing the question for debate now that changes in language requirements are being considered.

Godzich's language institute plan is tailored to the conditions at the University, rather than based on language schools at Cornell University and other locations, he emphasized.

His language institute would be controlled by the language and literature departments through a board of faculty members and would not undermine any department as some fear, he said.

Godzich proposes that all students be required to take a competency test to determine where they would be placed in a language, as well as in literature courses. At present, not all students are required to take the tests.

Competency-based placement is much more responsive to student skills, he said.

A language school could include varieties of instruction, as well as study abroad programs, he added, and a school could recognize differences in the complexity of languages. At present, the number of credits given and quarters of study required don't reflect the differences in the amount of student and faculty labor in the study of different languages, he said, citing two extremes, Spanish, which is a relatively easy language to learn, and Arabic, which is more difficult.

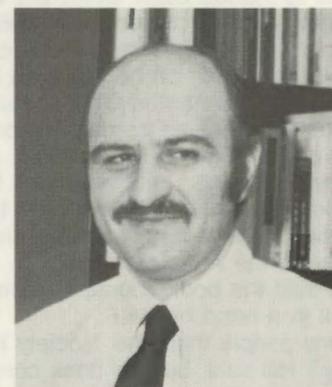
Languages taught through an institute would not need to be coordinated directly with the rest of the curriculum, allowing more innovation in teaching, Godzich said.

With the recent withdrawal of federal funding, instruction in some languages is endangered, Godzich said. Funding reductions are affecting faculty staff levels, library resources, travel expenses, and related areas.

Nationally, the decline in language instruction is a "serious crisis," Godzich said, noting that some languages, such as South Asian languages, are being grouped into a few major U.S. campuses. There are only a few such centers and enrollments are only 30 to 40 students, he said.

"This is the dilemma we as an institution face," Godzich said, and pointed out that in these times of financial stress, suggestions are made to delete the departments that are not cost effective.

"But, we'd deprive ourselves just when we need to know these cultures," Godzich observed.



Wlad Godzich

Photo by Bill Hoffmann

to the state legislature this session.

The plan requests \$200,000 in seed money to develop a literacy program in foreign language skills and international studies, as well as basic literacy skills in reasoning, writing, and speaking, and awareness of cultural traditions and ethnic heritages.

The rationale behind CLA's attempt to remedy the continuous decline in foreign language competence and literacy skills stems largely from the 1979 Perkins Commission report to the U.S. President which said the problem extends from elementary schools, where instruction in foreign languages and cultures has "virtually disappeared," to the threatened loss of some of the world's leading centers for advanced training and research on foreign areas.

"It is clear that in a more integrated world, the U.S. is disadvantaged by its illiteracy," Lukermann said. "Internationalization of business, society, and the economy will not reverse itself."

Lukermann first asked for a CLA report on language instruction and international studies in 1981. "The Role of the College of Liberal Arts in Preparing Students for a Global Age" was written by Russell Hamilton, now associate dean for faculty affairs, and former associate dean Arturo Madrid, both of whom are in the Spanish and Portuguese Department.

The report, dealing with language acquisition, global awareness, and cultural sensitivity, recommended introduction of a language requirement for admission to the University.

Hamilton and Madrid's report cites the "urgent needs to be competent in understanding and dealing successfully with other peoples in a world of flux." They noted, too, that "Minnesota in the 1980s is also becoming a multi-cultural society—witness the strong representation from, among other groups, Chicano, Black, American Indian, and Asian American."

Hamilton recently noted that CLA's plans to up-grade language requirements are part of the nationwide trend to stiffen admissions requirements.

Following the release of their report, the issue of foreign language instruction merged with the internationalization issue in the College.

Foreign language instruction is "intimately connected" to international studies, and faculty and student exchange, Lukermann observed.

Further movement toward the international perspective has come from other colleges at the University which have increased their international and cross-cultural education requirements. Many students meet those requirements while in CLA before transferring to those other units.

Reuben Hill finds families still strong

By Joyce Wascoe

You might call Reuben Hill a family man. He's one of eight children. He and his wife have five of their own. And for 40 years he's studied family change and nurtured a family of family scholars at the University and around the world.

When Reuben Hill retires as Regents Professor of Family Sociology this June at age 70, he will leave the University as one of its most famous faculty members.

One might think retirement would allow Reuben Hill to slow down, but it doesn't look like it. Last fall, members of the National Council on Family Relations honored him at their annual conference. This spring, the Family Study Center in CLA will celebrate its 25th anniversary with a special thank you to Reuben Hill, and he will give the concluding speech.

Next year is already taken care of. The Japan Society for the Advancement of Science has invited him for two months. From there, he moves to Florida State University to teach and consult on the organization of a family research center. In 1984-85, he hopes to win a Fulbright to work at Hebrew University in Israel. In spare moments, he will practice on the pipe organ which he plays on Sundays at the Mormon church.

His most recent study, but probably not his last, must reassure a man who obviously cares so much about the family.

It's called *Middletown Families*, a book about family life in Muncie, Indiana, a followup to the famous Middletown study of the 1920s and 30s.

Released last spring, it asserts that the American family is alive and well and that in the last half century there has been more continuity than change in the American family.

Hill said the book counters claims by the media that the family is "going to hell in a hand basket."

Many people think the "society in which we live is deleterious to the family," Hill said, but the book contends that people still care deeply about their families, interact within them, and pass on many of their traditions.

While the researchers did discover changes—loosening of sexual mores, increased drug use, and possibly more child abuse—they noted increased family solidarity, a smaller generation gap, closer marital communication, greater tolerance, more interest in religion, and less mobility.

Hill's chapter in the book explains that, judging by the Muncie data,

American families are reasonably similar to Middletown families.

The family is one of the most "stable" of American institutions, as Hill sees it: "It's an organization that gets renewal each generation and it has a built-in ability to adapt."

New couples coming from different families are forced to make choices, he said. Even though they may not mean to, they do to their children what was done to them, producing more continuity than discontinuity.

In immigrant families, however, it is possible to see a break between generations.

In a study of Puerto Rico in the 1950s, he found almost no change from generation to generation despite great changes within that country at the time. It wasn't until families migrated to the U.S. that researchers noted different family patterns.

The head of the recent Middletown project was Theodore Caplow of the University of Virginia, who began his career at the University of Minnesota. He chose Hill as a consultant because Hill founded the University Family Study Center which has produced professors in most of the well-known family studies programs in the country.

Ira Reiss, who has spent the last 14 years with Hill in the Center and who succeeded him as the second chair of the Center, said his predecessor was responsible for making Minnesota the "No. 1 university in the country in family study."

When dealing with graduate students of whom Hill has trained at least 50 who hold prominent positions around the U.S., he spends hours with them, according to David Cooperman, chair of the Sociology Department. It doesn't matter if they are his students or someone else's, Cooperman said, he makes them turn in work on a weekly basis so that he can make extensive comments on it.

One of his major contributions that no family sociology student can do without, Cooperman said, is his Inventory of Marriage and Family Research which has helped codify thousands of research findings about family behavior.

Both Cooperman and State Senator Jerome Hughes, who is a consultant to school districts, spoke about Hill's international reputation.

When he visits another country, he begins to learn the language, Cooperman said. He is one of the few people he knows who can give a polished lecture in French. He also speaks German and Spanish well and gets along in other languages.

It was with a touch of pride that Hill mentioned that his name recently appeared in *Who's Who in the World*, an honor that few professors attain. He, Reuben Hill, is alone in the company of senators, governors, and presidents.

Hill was born the oldest of eight children in a Mormon family. His father was a professor of chemistry, his mother a child psychologist.

The Mormons' strong family values and his mother's interest in child psychology probably predisposed him to family sociology, he said, but he originally studied to be a research scientist.

Graduate work in "social engineering" followed exposure to the shocking changes in Nazi Germany where he was a student in the 1930s. Hill completed a Ph.D. at the University of Wisconsin in sociology and economics.

In one of his first jobs as assistant director of the University of Wisconsin student union, he helped organize a lecture series on friendship and marriage. About 1,400 students signed a petition to establish a chair in marriage. The president of the University of Wisconsin told the students, Hill explained, that few people were trained in that area and "you don't need a chair, you need a settee."

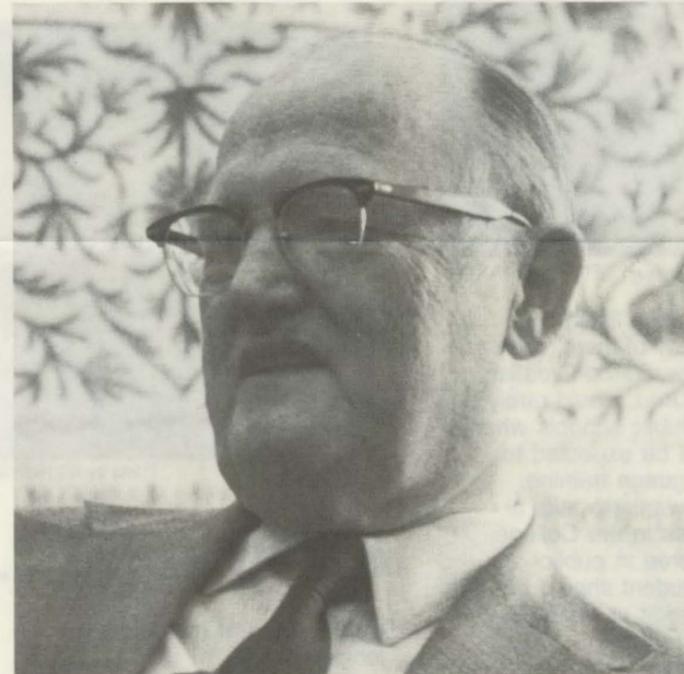
The president encouraged the students to conduct a search for someone who wanted to get postdoctoral training in the area. Hill was the one.

What the professors are doing



Photo courtesy of Ted Thai

A study of the typical American family in the typical American town found that "the single most important fact about the nuclear family in contemporary Middletown is that it is not isolated."



Reuben Hill

Photo by Bill Hoffmann

He spent eight years at the University of North Carolina after his training at the University of Chicago and seasoning work as family researcher at Iowa State University. The Hills were very happy at North Carolina when the University of Minnesota tried to entice him away to start a Family Studies Center.

He stipulated that he would come if the University could guarantee funding for five years, provide travel money, a secretary, and an administrative assistant. The Hill Family Foundation (no relation) came through with the money in 1957, and, as he put it, "I was hoisted on my own petard."

The University has been his home base every since. "Building a center is like building a family, you don't abandon it." In any event, he said it "wasn't hard to remain at the number one location in the country."

During his career here, he has been president of the International Sociological Association and officer in the Ford Foundation population division. And he has been awarded several honorary degrees. But the high point, he said, was when the Family Study Center received two large research and training grants from the National Institute of Mental Health. They assured support for 15 years starting in 1964. "We did not have to apply and reapply on a project-by-project basis," he said.

Like most programs at the University, however, the Family Study Center has taken cuts through "retrenchments and no reallocations," Hill said, at the same time federal funds are drying up.

Over the years, he's taken his knowledge home and tried to apply it to his own family. And that family has taught him a thing or two. His family has been a "source of education and correction in keeping me from over generalizing from the research findings," he said.

It has made him realize, he says, how very fortunate he has been "in the choice of my marriage partner." He credits his wife Marion for the vigorous prose in his published research. She has been a "superb" editor, he said.

"Families are a constant reminder of limitations... (they) keep you humble," he added.



Students have access to tape and video recorders in the Learning Resources Center in Walter Library. Faculty and students also can use microcomputers for language study in the Humanities Computer Lab in Folwell Hall. (See picture on page 1.)

Ray Wakefield, assistant professor and language coordinator in the German Department, teaches 20 second-quarter students in German 1102 by speaking almost entirely in German. The instruction is comprehension-oriented so students actively listen to understand Wakefield.



Photos by Bill Hoffmann

Learning language may be easier today

By Bill Hoffmann

"Uno, dos, tres," or "ein, zwei, drei" may be all some people remember from their college language classes. For others, they only remember that learning a foreign language was a painful experience.

Innovations in language teaching may be changing much of that, and two CLA professors Ray Wakefield and William Mishler recently talked about the state of the art.

Two years ago when Ray Wakefield became language coordinator in the Department of German, he said he was "shocked by a revolution in theories" of language acquisition.

Now Wakefield is putting into practice not only teaching methods based on the "explosion of knowledge" about the structure of the brain, but other innovations involving choices in types of instruction, an emphasis on content-oriented and problem-solving learning, and an application of an international perspective.

Trends in language acquisition theory have moved from behaviorism which dominated 15 years ago, to a rationalistic theory of language learning, to the last five years when studies of brain structure have added the concept of delayed speech to the rationalistic theory, Wakefield said.

It is ironic that while the theories of learning aren't new, the practice of them has been slow in coming, because there is no agreement on a single teaching method, he noted.

The rationalist approach, in its most recent application, calls for students to do little or no speaking when they first begin a new language.

Research indicates that speaking at the early stage of instruction inhibits overall language development, Wakefield said. "Human language is not structured to enable students to start speaking another language the first class.

"They say babies appear to understand almost from the age of six months much of the speech around them, but babies can't speak until ready."

That process involves maturation and the dynamics of listening, he explained.

Experiments by James Asher, a psychology professor from San Jose State University, using a method Asher calls "total physical response," combined two positive approaches—tying abstractions to physical activities and not forcing students to speak too early in the learning process, Wakefield said.

Asher's students indicated comprehension by responding physically to commands from the instructor.

Asher also studied a control group which was asked to repeat a

command in the new language before reacting physically. He found that the students who spoke before responding physically were far behind in language comprehension.

In spite of Asher's experiments, most language teaching continues with some form of the audio-lingual method. It uses techniques of memorization, mimicry, and pattern drill.

One researcher goes so far as to suggest that audio-lingual instruction "contradicts the structure of the human brain," Wakefield said.

Recent neurological studies have located two centers in the brain for language learning—a comprehension center and a speech production center. In work with brain-damaged people, researchers have found that those with damage to the center of comprehension cannot improve their speech. They can parrot

What the professors are doing

speech, but there is no comprehension, Wakefield said.

Comprehension development transfers to speech, but not the other way around. In language teaching, those findings mean that the comprehension skills, reading and listening, ought to come before speaking in the classroom, he explained.

With an early emphasis on reading, grammar, and listening, rather than speaking, Wakefield's classes have doubled the average scores for audio-lingual instruction on national standard tests.

"In the 15th week, my whole class started insisting on speaking German," Wakefield reported, and by the end of the second quarter the class was speaking more, and more realistic German, at a better level of quality, he said.

Some students have complained that the classes taught by the new methods are too fast and too difficult. He notes that the approach is "best suited to highly motivated students."

Therefore, the German department offers a choice of sequences that use other trends in language teaching. The technique of delayed speech, however, is incorporated in all sequences, he noted.

In the future, instruction in the department will have a new emphasis on education about the world, he noted.

Instead of artificial and dull practice conversations like, "Is your shoe green?", instruction will be content-oriented and more stimulating. Biographies, history,

and news, at the appropriate levels, can be used in the classes, he said.

Yet, using more mature content and topics of current interest requires more time for teachers to prepare and to keep up to date, he pointed out.

Wakefield, 41, who obtained his Ph.D. from Indiana University and has taught at the University since 1969, is trained as a linguist and a medievalist. He observed that the changes he is making as the language coordinator may seem revolutionary to some senior faculty. "Sure, you go out on a limb," he admits.

Mishler, who teaches languages, literature, and film courses in the Scandinavian Department, has found that if a foreign language taught at the university level is "presented in a conceptually interesting way," students can make "very rapid progress."

Mishler said Wakefield is on the "right track." Language learning in the Scandinavian Department is moving toward more grammar and rational language learning, and away from learning by rote. "Rote learning doesn't hold up, especially with adults," he said.

Innovations needed include good instruction books and contemporary reading materials, combined with instruction in the grammar, Mischler said.

It is tempting to assume that adults can learn a language like they did as kids, but it doesn't work that way at the university level, Mishler said.

The right approach to language teaching needs to be found for each individual, the right mix, he said, especially for those learning another language for the first time.

What helps is to show students the etymologies, the "roots" of a language, which tells how their own language grew, he said.

"You've shown them the process so words aren't strange," he explained.

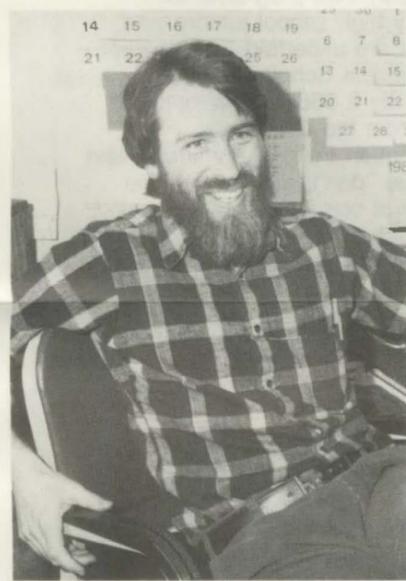
Mishler, who is 42, is originally from Cleveland, and started teaching at the University in 1971, the same year he obtained his Ph.D. here.

"Americans tend to live on a big island, you know," Mischler said, and noted that Europeans are used to other languages.

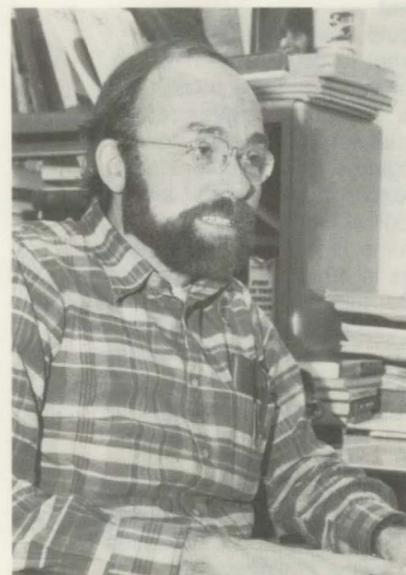
However, that may be changing, he added. For instance, his son hears Spanish and Hmong spoken in his school.

"Direct travel or visitors break that sense of isolation" and people become accustomed to the idea there are other sounds.

"So, we're very excited about getting kids overseas," through various programs, language camps, and summer schools, he said. Cost sometimes is only airfare in the exchange programs, he noted.



Ray Wakefield



William Mishler

What the professors are doing

Associate Professor **Karal Ann Marling**, chair of Art History, has received rave reviews for her book, *Wall to Wall America*. It was selected by the New York Times Book Review as one of the notable books of 1982. Reviewer Michael Kammen of Cornell University said Marling "has created one of the freshest and finest contributions to the study of American culture in the last generation." Marling analyzed the cultural history of post-office murals in the Great Depression. The book was published by the University of Minnesota Press.

Professor **Paul D'Andrea**, Humanities, is the first playwright in the state to be awarded a grant from the Minnesota Arts Board Program for Individual Artists.

Associate Professor **Joseph Galaskiewicz**, Sociology, is researching Corporate Philanthropic Support: Gift Giving in the Modern Community, on a \$40,000 grant from the National Science Foundation.

Regents' Professor **John Chipman**, Economics, was awarded a German Marshall Fund Fellowship to do research on domestic structural adjustment in response to international economic disturbances in West Germany, Sweden, and the United States.

Regents' Professor **Walter Heller**, Economics, has been named chairman of the board of the National Bureau of Economic Research, a nonprofit study center known for its dating of the beginning and ending of recessions.

Professor **Edward L. Farmer**, History, and Associate Professor **David Lelyveld**, History and South Asian Studies, have been selected as two of five associate editors of a one-volume *Encyclopedia of Asian History* to be published by the Asia Society of New York and Charles Scribner's Sons.

Professor **Stanford Lehmborg**, History, has been elected to a two-year term as president of the Midwest Conference on British Studies.

Regents' Professor **Dominick Argento**, Music, had his composition, "Gloria," from his work *Masque of Angels*, performed for Scandinavian Royalty and Vice President George Bush by a 700 voice choir as part of the "Scandinavia Today" opening festivities last fall.

Professor and Band Director **Frank Bencriscutto**, Music, who also directed the World's Largest Choir at Scandinavia Today, spent time in Belgium last summer conducting the National Marine Band which played several of his own works.

Professor **Herman Rowan**, Studio Arts, had his six-foot painting "Eastlight," selected to hang in the gallery-dining room at the Minneapolis Institute of Arts for a luncheon in honor of the visit of Scandinavian Royalty as part of the Scandinavia Today.

Professor **Geneva Southall**, Afro-American Studies, has published the second book in a three-part biography of "Blind Tom," a musical genius born a slave and regarded as an idiot savant throughout most of his career.

High school seniors visit U, half enroll

More than 500 high ability high school seniors and almost as many parents attended Minnesota Scholar Days in November and got a close-up look at the University of Minnesota.

More than half of those students are expected to enroll at the University next fall if past results hold true.

They are the cream of the crop of high school seniors. To be invited they had to score in the top eight percent on their Preliminary Scholastic Aptitude Test or be recommended by their high school principals or counselors.

The CLA Prospective Student Services Office first organized Minnesota Scholars Day for prospective CLA students in 1978. This is the first year the program has gone campus wide.

Students could attend on any one of five days depending on their interest in the health sciences; engineering, mathematics, and sciences; agriculture, forestry, home economics, and biological sciences; fine arts, humanities, communication, and social sciences; and management, economics, and computer sciences.

Those students who didn't have specific goals could come any day and have most of their questions answered.

The size of the University is a major concern among prospective students, according to Carol Dunkak-Dunekirchen, director of the CLA Prospective Student Services Office and chair of the Minnesota Scholar Days Committee.

Their visits reassure them that size can be a positive factor, she said, because being large means the University has more to offer and is nationally recognized. Their discussions with students and professors give them a realistic idea of how much contact they will have with faculty if they attend here, she added, instead of relying

Anthropology course on TV in area

Most of us would find it difficult to compare the typical retirement party we may have attended to a rite of passage in a remote, foreign culture, but now you can see the similarities on television.

Several faculty members in the Department of Anthropology have assisted Professor Luther Gerlach with the production of a television extension course called Anthropology 1102, "Introduction to Social and Cultural Anthropology," which gives a look at ourselves.

They have taped segments of American culture such as the faculty retirement party, food shelf centers, senior citizens, the Festival of Nations and have compared them to what anthropologists find in other cultures in such places as Korea and Africa.

"It's like seeing ourselves in a mirror," Gerlach said.

The four-credit course is seen on KTCA-TV, Channel 2, 9:30-10 a.m. Saturdays. It is also available on several cable systems in the Twin Cities and on KWCM-TV in Appleton. The program will be repeated spring quarter on KTCA-TV, Channel 2, 7-7:30 a.m. Thursdays, April 7-June 9, and on several cable systems. For more information on this, or other Independent Study programs, call 612/373-3836.



Photo by Bill Hoffmann

Karen Hanson, 17, pre-law, and her mother Dorothy were among the high school seniors and parents who attended Minnesota Scholar Days in November. They are talking with Carol Dunkak-Dunekirchen, director of the CLA Prospective Student Services Office and chair of the Scholars Day Committee.

on rumors about large classes.

For those students who were leaning toward the U before their visit, "they feel better about it as a result of having that kind of experience on campus," Dunkak-Dunekirchen said.

Each day students heard a talk on "The University of Minnesota: A Tradition of Excellence" by a representative of one of the colleges. Presentations were given each morning on the honors programs, merit-based scholarships, campus life, and career planning. The students and their parents could eat lunch at one of the dormitory cafeterias.

In the afternoon, students attended smaller sessions on programs that interested them and visited academic departments.

Language professors . . . continued from page 3

quarters in the College of the first language to fulfill the CLA bachelor of arts degree requirement for graduation. A second foreign language could be taken concurrently or after he or she finished courses in the first language.

There seems to be no disagreement that students' educations would benefit if they started their language training in high school.

Paradise said if students start at a higher level, "we can take them to a higher level."

"The University shouldn't teach beginning foreign language, just as the Julliard School of Music doesn't teach beginning piano," observed Frank Hirschbach, chair of the German Department.

"We have this terrible system where people start their language training at age 18, and they forget it after college," Hirschbach said.

In East Germany, for example, each high school student is taught two foreign languages. They get six to eight years of Russian and four to five years of English.

"These are high school students . . ." he stressed.

F.R.P. Akehurst, chair of French and Italian, agreed that beginning level languages should be taught only on a remedial basis or to students who are starting a second foreign language.

A requirement like that "would very quickly change the high schools," he said. Still, he added, it would take seven to 10 years for high school language teachers to be trained and for gradual

Parents, meanwhile, received information on financial alternatives. A social hour and optional campus tour ended the day.

Other recruitment programs have been curtailed because of budget problems. Preview Days which is open to any student was not held this year, but is expected to return next year. Two programs for minority high school juniors and seniors are uncertain for this year.

Minnesota Scholar Days was funded by a \$6600 development grant from the Credential Examination Fees Committee. Next year, we "don't know where the funding is coming from," Dunkak-Dunekirchen said. Despite the fact that evaluations were very favorable, "it's hard to anticipate getting funding from colleges."

introduction of the entrance requirement at the University.

Hirschbach said one benefit of a smaller enrollment in the German Department would be that the courses offered to students would be more interesting and sophisticated, more interesting to teach, and student morale would be higher.

"I would like to see students learn what to do with a language," Hirschbach said. They could take courses designed for interpreters and translators, and learn how to use language in international law, import/export businesses, banking, and medical German.

A course is needed for graduate students in other departments to learn German well enough to read it and "use it painlessly in their research," he said. He pointed out that research in many fields is done in the German language.

Hernan Vidal, chair of the Spanish and Portuguese Department and a member of the CLA steering committee exploring whether to establish a humanities institute in the College, said languages must be part of the discussion on the future of the humanities in society and in Minnesota.

The deans need to create a non-threatening environment that will make it clear that the culture/literature segments will not be deleted in a "basic restructuring of language education," Vidal said.

It's difficult to project the future of language instruction, he said, when it appears the College sees the future of languages in a piecemeal way.

U cosponsors Spanish study abroad program

A few CLA and other University students will be riding out Minnesota's winter in the warmer climes of Toledo, Spain, as part of a new study abroad program.

The University signed an agreement last spring with the Ortega y Gasset Foundation to jointly cosponsor the educational venture which is housed in the renovated 16th century convent, San Juan de Las Penitencia.

This program is one of several thousand study abroad opportunities that University students can receive credit for with the assistance of CLA's Foreign Study office and the newest of the more than 50 study abroad programs specifically approved by the University.

The cosponsorship of this program is unique because the University is recruiting and granting credit to students in Canada, the United States, and Puerto Rico.

The Foundation, named for Jose Ortega y Gasset, who was one of Spain's major philosophers and essayists who died in 1955, is a private research foundation supported by the Spanish government and private funds.

It sponsored 16 University students on full scholarships worth about \$3000 each for the fall semester and limited scholarships were available for those students studying there this spring semester.

The program's goal is to have 100 students from the United States, Canada, and Puerto Rico there next fall.

The program is open to all

students, but they should have two years of university-level Spanish or plan to take intensive language courses while they are there.

Spanish and Portuguese majors are not the only ones who would be interested, according to the University's director of the program Antonio Ramos, professor in the Spanish and Portuguese Department. The Foundation offers an interdisciplinary program including courses in Latin American and European law and economics, political science, sociology, history, philosophy, psychology, and literature.

According to Chip Peterson, who coordinates the Foreign Study program, returning students have been very impressed with the quality of the professors and the academic program.

Unlike most Spanish institutions, Ramos said, the professors stay in residence and are always available to students.

The Foundation also actively recruits students from other parts of the world, so North American students can interact with Spaniards and Latin Americans as well, he added.

Part of the agreement, Ramos said, calls for the future exchange of professors, and it also encourages collaborative research.

Adrienne O'Neal, a Ph.D. student in Spanish and Portuguese, is coordinating the program and has detailed information available. Her office and phone numbers are 202 Wesbrook Hall, 376-9908 or 376-4815.

Budget . . . *continued from page 1*

Although it has a small core faculty, it relies on professors from several other departments to teach many of its courses. For instance, a historian from the History Department may be teaching a course in European heritage.

As this practice becomes more widespread across the College, Lukermann said, formal memorandums of agreement between departments will be needed so that departments know they are responsible for parts of the curriculum in other units. The College can't depend on "volunteerism of individuals," Lukermann said.

More new professors will be hired with the clear understanding that they will be expected to teach in two or more departments, he said.

In specific recommendations, Lukermann said American Indian Studies, Chicano Studies, and Afro-American Studies need to move to a "shared faculty base," meaning faculty outside the unit should help teach some courses and faculty within the unit should teach in other departments. The number of majors has shrunk in the ethnic departments, he explained, and faculty in these units need to move into other departments to have more students to teach.

He also recommended that some

faculty members in the South and Southwest Asian Department look for tenure opportunities in other departments so that they can teach more students.

Lukermann opposed a graduate program for Humanities, but called it an integral part of the undergraduate curriculum with great student demand. He said future appointments would be made only on the basis that they be shared between Humanities and another department.

Classics should change its name to "Classical Studies" and broaden its curriculum to courses in classical civilization, classical legacy in medieval times, and the themes of scholasticism in early modern times, Lukermann said. He also recommended the inclusion of other "classical" languages and literature from the Indo-European and Arabic areas beyond Latin and Greek and encouraged more CLA faculty to teach in the department.

The Library School has suspended admissions, Lukermann reported, and final determination about the future of the program will be made in 1985.

Social Work will be moved out of CLA, he said, and combined with similar units on other campuses. A final report on the status of Social Work is expected soon.



Photo by Bill Hoffmann

Accountant meets Russians while with Friendship Force

By Bill Hoffmann

As an "ambassador" to the Russian people with a group of 90 Americans visiting Leningrad and Moscow last October, Toni Ziegler, a CLA civil service staff member, was determined to meet ordinary Russian citizens.

She and other tour members often improvised their own unscheduled visits, sometimes to Russian homes, leaving their Intourist guides without a group, and annoyed, Ziegler said.

This trip was the first to Russia sponsored by the non-profit Friendship Force International and the planning was more difficult than for other countries, she said.

"They (Russian officials) have a hard time realizing it's ordinary people and not the government involved."

Former President Jimmy Carter and his wife founded the Friendship Force when he was governor of Georgia to provide an opportunity for ordinary citizens to meet people in foreign countries.

Ziegler, 37, a senior accountant in the CLA budget office, said some Russian citizens are growing frustrated with the lack of consumer goods.

"I thought I had stood in enough lines at the University. My goodness, I wouldn't have had the patience," she said, referring to the lines of Russian shoppers.

"I came back with an appreciation for little things we take for granted—like food or clothing off the shelf," she said.

People she met in Russia during her two-week stay were very friendly, she said. She was touched by one experience while attending a Russian Orthodox church service in Moscow. During the service, she held open a Bible which had text in Russian and English. A man near her kept looking at the Bible. She decided to give it to him, and he held it to his heart and cried and prayed, she said.

When she was on the subway in Moscow, a girl about seven years old saw her and guessed by her clothes and language that she was an American. The girl wanted to speak to her, but the only English she could think of was, "One, two, three...."

Ziegler gave her a small Snoopy mirror and the little girl seemed overjoyed.

Ziegler, who has worked in CLA for 15 years, loves to travel and recalled that her first Friendship Force trip was staying with a family in Berlin for two weeks. The following year she hosted a family from Berlin. The host family pays for most of the expenses during the stay, she noted.

This trip the College contributed to Ziegler's airfare to Russia as a gesture of support, CLA Dean Fred Lukermann said. He called it a good investment.

Ziegler's father was born in Russia, although he was German, and her mother was born near Kiev. They both immigrated to this country about 1913. Ziegler's mother spoke Russian at home and prepared traditional Russian foods.

Ziegler's other travels have included chaperoning a little league team on a trip to Japan in 1975. In 1977, she traveled to Greece and wrote a paper for credit. She earned a bachelor of elective studies degree in CLA with emphases in American Indian Studies, West African History, Anthropology, and Archaeology.

On her first trip to Europe in 1969, she toured by train for more than three months. She has been to Europe six times, a real international traveler for a woman from Selz, N.D.

Tom Trow joins CLA as cultural liaison

Tom Trow, an archaeologist with the Minnesota Historical Society since 1977, has joined the CLA administration as assistant to the deans for cultural-community affairs.

In the new position, he will serve as liaison between the College and cultural organizations in the community to make the College and the University more visible in the cultural life of the Twin Cities.

Trow, 32, said he will offer continuity in the relationship between the College and cultural

organizations and promote further interaction. His position at the College level should encourage multi-disciplinary participation in cultural projects, he said.

Trow has an undergraduate interdepartmental studies degree and a masters degree in Ancient Studies from the College of Liberal Arts. He is also the editor of "The Minnesota Archaeologist" and "The Minnesota Archaeological Newsletter."

CLA's Robert Holt accepts Graduate School deanship

Political Science Professor Robert Holt was appointed dean of the Graduate School by the University's Board of Regents in December.

Holt, 54, who served as chair of the Political Science Department from 1978-1981, has been at the



Robert Holt

Photo by Tom Foley

University since 1956. He has been active in faculty governance, serving on a number of committees of the University Senate. He succeeds Warren E. Ibele, who has been dean since 1975.

Holt has written five books on politics, economics, and foreign policy, including *American Government in Comparative Perspectives*, a political science textbook published in 1979.

The Graduate School administers 180 graduate programs, among them some of the most distinguished in the country, Holt said, naming psychology, economics, and chemical and mechanical engineering.

Holt graduated from Patrick Henry High School in Minneapolis in 1946. He received his undergraduate degree from Hamline University in 1950 and his Ph.D. from Princeton in 1957.

128 Chinese study at U

The University ranks third among U.S. schools in the number of Chinese scholars attending its classes.

As of January, 86 visiting post-doctoral scholars and 42 graduate students sponsored by the Chinese government were studying at the University, 78 of those in the Institute of Technology, according

to the CLA China Center. Ten Chinese scholars and graduate students are studying in CLA.

Several CLA professors were invited to China this year and two CLA students are there currently. This summer is the fourth year for the University's Chinese language program in Nankai for U students.

Rankings . . .

continued from page 1

The strength of the top CLA departments carries over to other departments, some of which were not ranked, Lukermann added. One of the best departments, Psychology, has close ties to Child Psychology, Communication Disorders, and Linguistics through the Center for Research in Human Learning which is the foremost center of its kind in cognitive research, Lukermann said.

Economics, Agricultural and Applied Economics (on the St. Paul campus), and the research group in the Ninth Federal Reserve Bank in Minneapolis are recognized as a major center for economics research in the country, especially in econometrics, economic development, and rational expectations theory, he said.

The School of Journalism and Mass Communications is regularly rated among the top five nationally, and Communication Disorders is among the top ten nationally, Lukermann added.

Dean Robert Holt, a political science professor who became dean of the Graduate School in December, said that looking at the University as a whole, the rankings reflect "a very serious situation."

Although there are the six departments in the top 10, there are almost no departments ranked between 10 and 20, he said, and emphasized that there is not a single natural science program in the top 20.

But, he tempered his comments by saying he was "very optimistic about the future."

State legislators and members of the business community are beginning to "recognize the importance of having a first class institution in the state, and to recognize the precariousness of the position we're in," Holt said.

Like Boston and the San Francisco area, the Twin Cities is a place where high-technology firms develop and prosper, Holt said, and the University is crucial to that "economic future."

In improving the quality of Minnesota programs, salaries and overall support have to compete with the league of top schools in the country which are located in those high-tech areas, the University of California at Berkeley, Stanford, Harvard, and M.I.T., he contended.

The University may want to play the Big Ten in football, he said, but that is where the comparison should stop.

Holt said another of his reasons for optimism is the University's commitment to graduate education. The University is phasing out low-priority operations, he added, and "whatever funds are garnered in this process will have to be devoted to building up graduate education in those departments most central to the University mission."

A summary of national rankings of CLA graduate programs prepared by the Graduate School follows. The first number is the rating in 1964, the second in 1969, and the third in 1982. Departments with only one number were ranked for the first time in 1982.

Art History—26; Classics—24; French—37; German—23; Linguistics—25; Music—29; Spanish—22; English—15, 29, 41; Philosophy—14, 18, 25; Statistics—14; Anthropology—16 (1964), 38 (1982); Economics—11, 7, 7; Geography—7, 3, 1; History—16, 22, 24; Political Science—16, 12, 10; Psychology—7, 7, 7; Sociology—9, 15, 22.

Calendar of Events

This is a sampling of lectures, conferences, performances, and exhibits sponsored by the College of Liberal Arts, the University, and the Department of Conferences that may be of interest to alumni and friends of the College.

- Feb.—March "Billy Budd," directed by Charles Nolte, Theatre Arts, tickets call 373-2337, U Theatre
- March 3, 4 "Ethics in Journalism," sponsored by Minnesota Journalism Center and Augsburg College, contact Theodore Glasser, Journalism, 376-9927, or Journalism School, 373-3565
- March 3 "The Proverbial Woman: A Female Presence in Spanish Popular Culture," Constance Sullivan, Spanish and Portuguese, 3:30 p.m., 110 Lind Hall
- 4 "The Legacy of Hiroshima: From Roosevelt to Reagan," Martin Sherwin, Tufts University, 12:15 p.m., West Bank Union Program Hall
- 5 University Symphonic Chorus/Symphony Orchestra Benefit Concert, 8 p.m., Orchestra Hall
- 6 University Concert Band II/Jazz Ensemble II, O'Neill Sanford, Director, 3 p.m., Northrop Memorial Auditorium, FREE
- 8 Contemporary Music Ensemble, Eric Stokes, Music, Director, 8 p.m., Walker Art Center
- 8 "Was There A Resistance in Austria," Herbert Steiner, head of Austrian Resistance Archives, Vienna, 3:15 p.m., 710 Social Sciences Bldg.
- 10 "Form, Space and Amenity," series, Jorge Silvetti, architecture, Harvard Univ., 8 p.m., 45 Nicholson Hall
- 10 Forum on Security in the Nuclear Age at the University of Minnesota, Institute of International Studies, 12:15 p.m., 624 Campus Club, contact John Harris for info., 373-2691
- 13 University Concert Band I/Jazz Ensemble I, Frank Bencriscutto, Music, Director, 3 p.m., Northrop Memorial Auditorium, FREE
- Through March 13 "Hedrich-Blessing: Architectural Photography, 1930-1981," University Gallery, Northrop Memorial Auditorium
- Through March 20 "Americans in Glass 1981," and "New Glass/Minnesota," University Gallery, Northrop Memorial Auditorium
- March 28-April 17 "Frank Gohlke: Photographs," University Gallery, Northrop Memorial Auditorium



Photo courtesy of University Theatre

"Lysistrata," produced by the University Theatre, opens April 15. It is a brash and bawdy comedy by Aristophanes about Lysistrata who unites the women of Greece in a sexual strike to bring an end to the war between Athens and Sparta. For information, call 373-2337.

CLA NEWSLETTER

College of Liberal Arts

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