



CLA NEWSLETTER

June 1979

College of Liberal Arts

University of Minnesota

CLA faculty sweeps Guggenheims

College of Liberal Arts faculty has received eight Guggenheim Fellowships, more than any other liberal arts college in the United States and Canada.

No other Big Ten university received more than six and many were in areas other than liberal arts, it was announced in April by Anthony Zahareas, director of the Office of Research Development.

Berkeley and Columbia received nine, but not all in liberal arts.

Dean Fred Lukermann honored the recipients at a luncheon May 18 at the Town and Country Club. President C. Peter Magrath and Vice President Henry Koffler joined the celebration.

The Guggenheim Fellowships are awarded by the John Simon Guggenheim Memorial Foundation to scholars to pursue research under the freest possible conditions.

Awards usually go to proven researchers who have demonstrated unusual capacity for productive scholarship and research or unusual creative ability.

The awards, which began in 1925, are the most prestigious in academic circles, Zahareas said. Fellowships vary in amount depending upon the needs of the winners. The average support per award in 1977 was \$14,000 for six months to a year.

More than 3,000 people applied for a fellowship in 1977.

A local Minnesota photographer, Stuart D. Klipper, also won a Guggenheim this year, bringing Minnesota's total to nine. The winners this year come from many disciplines in CLA:

Anwar G. Chejne, professor of Arabic, will scrutinize a variety of diverse manuscripts written by members of the harassed Moorish community in scattered parts of 16th century Spain. Chejne's study will examine through the literature, which was composed under stress and usually circulated secretly, the pressures to which the Moriscos and their religion were subjected.

Frederick A. Cooper, associate professor of Art History, will analyze the Doric Temple of Apollo at Bassai, one of the most renowned buildings of the ancient world. During the last ten years, Cooper has examined every detail of this temple which was designed by Iktinos, architect of the Parthenon. Cooper will complete a monograph of the Temple several volumes in length.

John Kareken, professor of Economics, who has been an advisor to the Federal Reserve Board for 13 years, will combine the theoretical aspects of monetary policy with his practical experience.

David Kopf, professor of History, will study materials on the Bengali medieval Hinduism, 750-1200. He plans to construct a more accurate and multi-disciplinary history of medieval Hinduism that is free of past puritanical biases. Kopf will examine the history of both the Brahmanic tradition of migrant Aryans as well as the indigenous, regionally oriented counter traditions.

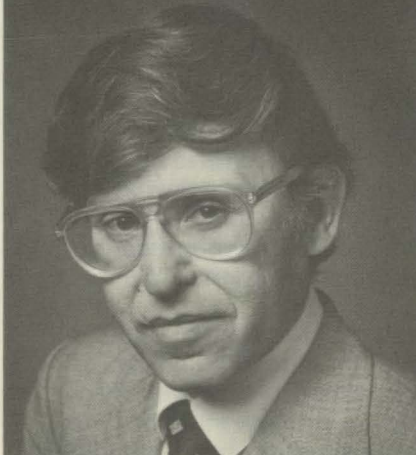
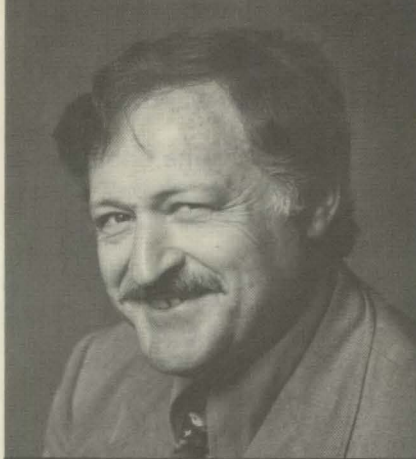
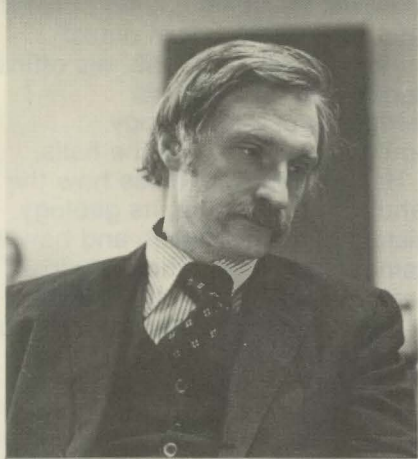
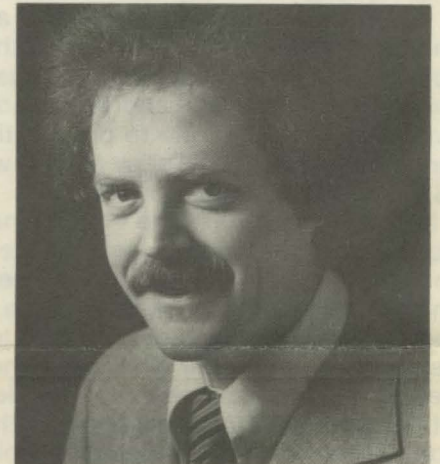
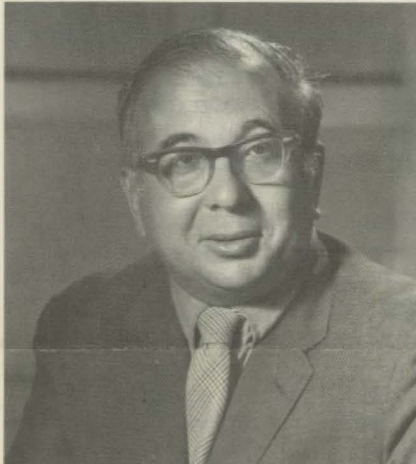
Samuel Krislov, professor of Political Science and adjunct

ten months as a Guggenheim Fellow and four months as a visiting faculty fellow at the National Institute for Research on Criminal Justice and Law Enforcement, the research arm of the Law Enforcement Assistance Administration.

Richard D. Leppert, associate professor of Humanities, will examine depictions of musical instruments and musical activities in 17th and 18th century English portraits and informal group

the CLA Horace T. Morse-Amoco Award winner for 1979.

Roberta G. Simmons, professor of Sociology and Psychiatry, will study the ways in which policy in different countries deals with new medical technology. The study will focus on organ transplantation as a test case and she will examine the ethical issues related to this problem.



Top row, left to right: Anwar G. Chejne, Samuel Krislov, Richard D. Leppert; middle row: Frederick A. Cooper, David Kopf; bottom row: John Kareken, Stuart B. Schwartz, and Roberta Simmons.

Photos by Tom Foley

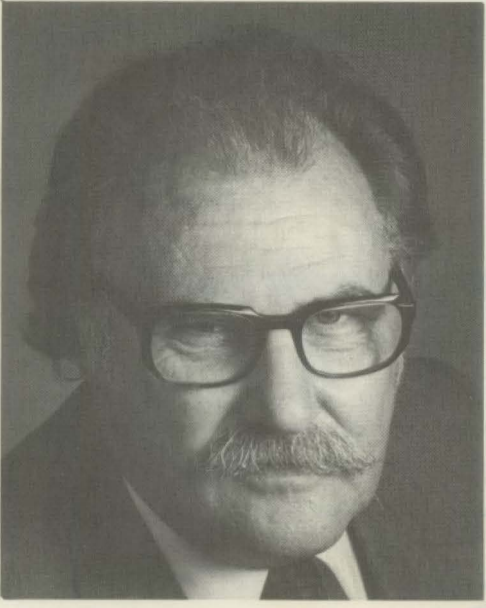
professor of Law, will examine what courts actually do as opposed to what they do theoretically. His emphasis will be on the flow of business, especially on negotiation. Real negotiation takes place between parties, witness plea bargaining or negotiated divorces or contract cases, where the court is used for bargaining points while, in reality, the actual decisions are made outside the court. Krislov will appraise the costs to the individual and society and will pull the data together into a theoretical framework. Krislov plans to spend

pictures for evidence of the musical practices and tastes of the middle and upper classes. The research will concentrate essentially on private chamber musical practices studied with regard to the social and cultural history of music.

Stuart B. Schwartz, professor of History, will study the impact of sugar plantations on the social and economic development of Brazil. The study will analyze the relation of slavery to free labor and development of race relations within the context of a colonial society. Schwartz was also named

Inside

- The Dean's List p. 2**
- Interdisciplinary programs p. 2-3**
- West Europe success may herald more centers p. 3**
- More students enroll p. 4**



Dean Fred Lukermann Photo by Tom Foley

The Dean's List

It would have been nice to predict last fall what this June would hold for the College of Liberal Arts. All I could manage when impanelled by the Regents last August was the prediction that after a decade of student involvement, struggle, and criticism, that the University could look forward to a decade of faculty activism.

I wasn't thinking at the time about either the record of achievement you see displayed in these pages or those seemingly perpetual events of merit/equity, retrenchment and reallocation. My thoughts were more mundane.

I knew that 16-17,000 students would enroll within a month and we should be able to articulate what the role of CLA was — and that the demand for speeches would be unending.

My speeches stressed the need for a liberal, general education in the face of growing criticism of the liberal arts, what some call the new "vocational" and "technical" approach to education. But, CLA has never been the ivory tower or ivy-league concept of the liberal arts college. We are a modern, large, urban land-grant institution. And as such, we were and are the basic entrance to the University. We provide the liberal education in the arts and sciences for the professional and graduate schools. We can't separate liberal from vocational, technical, and professional education. We have tried to illustrate this part of our life to prospective student and alumni alike in a sequence of events: CLA Today (which will reappear as Spectrum '79 next fall), Scholar's Day, and Discovery Days.

We have tried to phrase the educational questions as "change" for both the student and the faculty member. The student must be prepared to face enormous changes in his or her life. I believe the best liberal arts education lays the groundwork to think, to analyze, to make value judgments. The methods or modes of inquiry a student learns in a liberal arts major can be used elsewhere, no matter what his or her specialty. It is this ability to transfer, to make critical choices that identifies the liberal arts student.

That programmatic challenge meant that the faculty should be at the forefront in the kinds of changes the College will have to face in the next decade. We have seen multiple budget reductions and enrollment declines and we will see more. Yet, up till now we have not adjusted primarily in terms of academic and social policy but have reacted rather to financial pressures. We have taken account only of numbers, not of programmatic workload or programmatic priorities.

The rethinking is upon us. I want this coming decade to become one of faculty activism, to show the way, to take hold and lead, and to relate to a changing future those standards of inquiry, teaching, research, and service that have served my generation and this state so well.

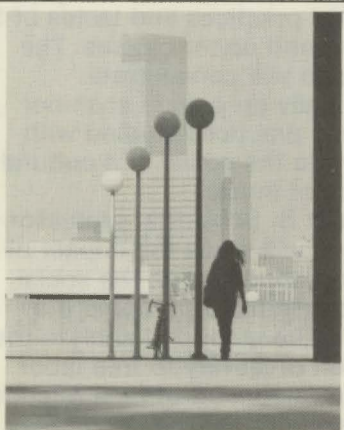
We've got to renew, innovate, and not hold so blindly to the past. Change has forced us to create new disciplines when we reach the edges of the traditional disciplines. Several examples of these interdisciplinary programs and means to support them you see on this page. The demands for such programs come not only from students but also from faculty. There is a flowering of such units in the College — both official and unofficial. We have Religious Studies, American Studies, History of Science and Technology, Ancient Studies, to name only a few. There are approximately 50-60 such units now in the College supported by only 30 budgetary, faculty units. We must develop a system of transfer of effort to provide courses and faculty in these programs. And we can expect a few of them like Women's Studies to grow and develop into department-like, budgetary units.

To support faculty mobility and curricular development we have suggested several methods. This year we failed to get a grant from the Northwest Area Foundation for faculty renewal, but the concept is still very much with us. It would give faculty the chance to change, to continue their own education, and to facilitate transfer of effort from one department to another. We ourselves must continue to open doors.

In the final analysis, the test of a great College is what it does to and for students when they are here. No institution should be judged by whom it admits — or how many it eliminates. The ruling question is how well we succeed in opening doors, not closing them. Can we provide students with real choices? That is, can we maintain the learning situation here and insure its continuation out there?

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

DeanFred Lukermann
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Center example of inte

The Center for Ancient Studies is one of the number one area band together to explore topics of mutual interest. Regents' Prof. William McDonald, Classics, spearheads the effort. Emeritus Tom Jones, History, Dean Fred Lukermann, and Regents' Prof. Herbert Wright, Geology, are also involved.

Operating on an almost non-existent budget now, the Center has several masters degree candidates and one Ph.D. Adult specials occasionally take graduate seminars with the Center.

Twenty-five faculty members, most of whom donate their time to the Center, make up the policy committee which is headed by Peter Patton, also director of the University Computer Center.

This year, the Center has offered a year-long graduate seminar on the Kingdom of the Mittani, a kingdom that was known to have existed in the second millennium B.C. Herbert Wright explored the geography and geology of the Kingdom of the Mittani, Ancient Near Eastern and Jewish Studies, and the evidence from the area winter quarter. Patton, whose research is in synthesizing the information with the help of outside specialists in archeology.

Wright:

What did the Kingdom of the Mittani look like when it existed during the second millennium?

Geology Prof. Herbert E. Wright paints a verbal picture for graduate students who are delving into the mysteries of the Kingdom of the Mittani. He fills in the outlines of the landscape, with descriptions of vegetation and resources, the sources of water, and the barriers to travel.

His hypotheses are drawn from his studies of the beginnings of agriculture 10,000 years ago in neighboring Iran, Turkey, and Iraq.

No lakes existed in the land of the Mittani in Northern Syria, Wright said, so it is impossible to take core samples of pollen to determine exactly what grew there. Core samples are his main source of information and rivers cannot be used to draw samples, he explained.

Wright, who heads this year's University's Limnological Research Center, describes himself as a man who likes to study landscapes. "I like to see them and work in them. It's a painless way of learning," Wright said.

Wearing well-traveled hiking boots, and with his leather satchel resting momentarily on a chair in the corner, he appears ready to take off on another expedition.

Wright resides most of the year, however, in his booklined office in one of the University's oldest buildings, Pillsbury Hall. His office door is hidden between refrigerators and geology equipment which line the halls.

He said he likes to see how the landscape is formed, its geology, historical development, and how it came into being particularly in areas of strong climatic activities.

Interdisciplinary education is no stranger to the director of the Limnological Research Center which began with the objective of

furthering interdisciplinary education, particularly between geology and ecology. A Regents' professor of geology, ecology, and botany since 1974, he's been at the University since 1947.

"I've always had some activity in archeology," he said, which is why he became involved in the Center for Ancient Studies at its inception five years ago.

He taught his first seminar this fall in the center with Dean Fred Lukermann. Together they explored the geology and geography of the land of the Mittani.

"Learning changes over the years," Wright said. "Quite often the areas that turn out to be important are between these disciplinary lines."

The interdisciplinary education isn't for everyone, Wright acknowledged. Most students, he said, feel more comfortable knowing one discipline thoroughly.

However, "We should allow some people to develop an interest along lines of geology that relate to ecology," he said. One method would be to do an undergraduate degree in one discipline, a master's degree in another, and a doctorate relating the two together, he suggested.

The University does allow for flexibility in some of its programs now, Wright said, but he thinks it should go further. We need flexibility to go "between the cracks."

Wright's interest in archeology goes back many years, but it was just a few years ago that he joined the Minnesota Messenia project headed by Prof. William McDonald, founder of the Center for Ancient Studies. Wright visited Greece four times and collected core samples to help determine what the landscape was like in 1200 B.C.

By using radiocarbon dating analysis on core samples of pollen grains, he knew the type of forest that existed in the area. Ancient historians documented that palaces made of wood dotted the hills at one time. The geologists and historians could deduce that the forests were cut down for their timber, modifying the landscape and leaving it relatively free of trees.



Herbert Wright demonstrates sediment coring device to glacial geology students.

Interdisciplinary program

Interdisciplinary centers and programs available in a program that begins when professors from more than one discipline meet.

led the start of the center in 1974 along with Regents' Professor of Geography, Dean George Rapp, of Duluth, and

has served approximately 30 students in its five year history. Candidates are currently studying through the Center. For permission.

their time, teach the topics, directed study, colloquiums, and administers the Center. Acting director of the Center is

center. The seminar on "The Land of the Mittani," an ancient civilization millennium in northern Syria. Dean Fred Lukermann and the area fall quarter. Ellen Herscher, Classics, and Daniel Herscher joined the archeology and linguistic and literary studies. The center's interest lies in combining computers and archeology, is in the use of computers and continuing to apply high technology to

Herscher:

What can a one-time trench supervisor in Cyprus tell you about the Kingdom of the Mittani?

Ellen Herscher, now an assistant professor in Classics, was that trench supervisor. But she moved up to more exotic and prestigious titles of ceramic supervisor and analyst, imported pottery specialist, and assistant archeologist.

It was her experience as an archeologist and most of it on the island of Cyprus that led to her part in the interdisciplinary study of the Mittani.

She guided graduates in the Center for Ancient Studies seminar in learning how to use evidence and interpret what they knew without jumping to conclusions, Herscher said. They thought they might possibly identify the site of the capital, Washukanni. From literary sources, scholars know the Mittani was a political entity around 1500 B.C. Syria has become more important in the study of the history of that period, Herscher said.

Just finishing her first year as professor at the University of Minnesota, the blue-eyed woman who might be mistaken for a graduate student, said she chose archeology and the University both for their interdisciplinary bent.



Ellen Herscher worked on Phaneromeni pottery in Cyprus last summer.

Archeology is, by its very nature, interdisciplinary, she said. Originally an English major, she found that too confining. Archeology, she said, combines a lot of activities.

She came to the University of Minnesota because of its reputation in the field of archeology, its Center for Ancient Studies, and the caliber of its professors, specifically William McDonald and George Rapp. She now shares a dusty, book-lined office in Folwell Hall with McDonald when he isn't off digging.

The Messiania expedition, led by McDonald and other Minnesota people, was the first multi-disciplinary approach to dealing with archeology in Greece, she said. "That method is now being used more widely."

"Archeology has to show how science and humanities can work together to shed mutual light on a subject," she maintains. "It teaches logic, writing skills and promotes the best aspects of a general, liberal arts education."

Cornell, where Herscher was a student and instructor, ran a program similar to the Center for Ancient Studies, but exclusively for undergraduate students.

Students can get an interdepartmental major in the Intercollege Program in Archeology at Cornell. Most of them graduate with this major and a second major in one of the traditional fields such as anthropology or classics.

She said there may be a correlation between the reason that women seem to be attracted to archeology and the fact that the field doesn't pay well.

"It's becoming more and more difficult to get funding for excavations," outside of the United States, she said. Most of the funding is coming from governments and foundations, "but a government like Cyprus wouldn't support foreign archeologists."

"You can't make a living at it."

Western Europe success may herald more centers

A Western European Studies Center for the College of Liberal Arts has been recommended for funding by the U.S. Office of Education, it was announced in May.

The funding of this center may herald the beginnings of more centers in the College.

Robert Kvavik, director of the Center for the Northwest European Language and Area Studies, applied for the grant Feb. 20, after being turned down in 1975 for a center grant because it was "not European in scope," he said.

"I became convinced we were missing a great opportunity in Western Europe," Kvavik said after collecting data for a new proposal for three years.

We "have great strength here not only in the great scholars on the central European countries, but, in addition, on the periphery, Scandinavia, Austria, and Portugal, that other schools don't," Kvavik said.

The proposal was for a two-year grant for \$154,000 the first year and \$161,000 the second year. The center would be administered through the Northwest European Language and Area Studies Center, which has more of a structure than a budget.

A center will give visibility to already existing programs, Kvavik said. "Our main objective is to coordinate the massive set of resources we have at this University."

The center will attract more students, he said. When the Northwestern European Language and Area Studies program put out a simple brochure detailing its program, the student applications increased three to four times, Kvavik illustrated.

Having a center looks like a commitment to students on the part of the University, he said.

A package of core classes will be designed for students, both graduate and undergraduate. The funds will pay for faculty to develop new courses on such subjects as the history of the Common Market, political economics, and language courses designed to give students a reading knowledge of certain languages, he said. Travel funds will help the center to create an impact on the profession.

The proposal requested \$12,000 for the library to build up areas of weakness.

Wlad Godzich, director of the Comparative Literature Program, who was acting director of the CLA Office of Research and Development this winter when the proposal was being prepared, said in three or four years he would like to see four or five large umbrella centers formed.

Discussions are underway for centers for Art and Environment, for Translation, and for Humanities.

Centers attract better students, because you manage to get their attention, Godzich said, and the cost to the institution is minimal.

At a time when the job market for faculty is so tight and mobility from one school to the other is restricted, and graduate enrollment is decreasing dramatically, it can have drastic consequences to morale, he said.

Centers can "serve to renew the interest of people, to replace mobility that used to exist."

But the main mission, he said, is to "contribute to knowledge, to intellectual ferment, not to count bodies."

Plan for faculty renewal rejected, but idea survives

A proposal to award grants for faculty renewal was turned down this spring by the Northwest Area Foundation.

"The idea is still a viable one," and something that needs doing, according to Dean Fred Lukermann.

The \$100,000 request, which was submitted jointly by the College of Liberal Arts and General College, was rejected because this year the Foundation funded small liberal arts colleges, not large schools, "we were told," Lukermann said.

Grants would have been made to tenured faculty members on single-quarter leave or sabbatical to retrain them in interdisciplinary areas and to develop curriculum.

CLA and General College have responded to new disciplinary currents and student demands by creating cross-disciplinary fields, but all these programs have "unfilled subject matter 'holes' and significant disciplinary gaps in available faculty talent, not because of lack of interest on the part of faculty, but primarily because of budgetary restraints and the pinch of research time," the proposal stated.

Hiring new faculty cannot be justified at this time, the proposal said, when there are severe declining enrollments in traditional fields and a "surplus" faculty that are not trained to teach in new areas of demand.

Reallocation of funds and "transfer of effort" has provided faculty from one discipline to teach in another or in a cross-disciplinary area, but there are still significant gaps of faculty talent to meet the curricular demand, according to the proposal.

In order to accelerate these shifts in faculty interest, the grant would have provided seed money for efforts to enrich, renew and expand faculty members disciplinary research and curricular offerings.

The grants would have gone to faculty members who wanted to do curriculum development in the History of Science, Ancient Studies including Classical Civilization and Religious Studies, Urban and Community Studies, Women's Studies, Aging, and non-traditional student counseling, advising, and curriculum development. New curriculum in those areas would fulfill the need represented by student interest and enrollments.

Office enrolls more, brighter students

CLA's new and growing effort to boost enrollment by informing high school students and their parents throughout the state about educational opportunities in the College has "really paid off," said Nancy Robinson, coordinator of CLA Admissions and Incoming Student Services.

The College is getting more and brighter students, Robinson said, and they are better prepared to enter the University as a result of the preparation provided by the office, which is in its third year as an independent office.

The high school student population base in Minnesota is shrinking and the number of high school students is expected to peak in 1981 or 1982, "so, this is a long-term effort," she pointed out. Enrollment levels, it was noted, affect funding from the state, and therefore can affect the College's programs and staffing.



Sue Worms, student at Hill Murray High School, St. Paul, attended the University Preview for prospective students, April 9. Photo by Tom Foley

Yet, CLA and University-wide enrollments have been increasing the past several quarters, although they had been declining earlier. Robinson feels the turnaround is due in part to the efforts of Incoming Student Services, as well as similar efforts in other colleges, plus efforts of central Prospective Student Services.

CLA enrollment at the end of the second week of spring quarter continued the upward trend of the past several quarters, standing at 14,641, up 2.1 percent from 14,330 in 1978. Earlier increases were 1.4 percent last winter quarter and 1.2 percent last fall.

In addition, CLA freshman applications for fall 1979, as of April 1, were up 12.4 percent to 3,888, compared to 3,458 in 1978. Freshman applications for fall 1979 at the Twin Cities campus were 6,037, up 11.1 percent from 5,432 the previous fall.

Still, projections indicate that since the student population base is shrinking, enrollment, at some point, will continue to decline, Robinson pointed out.

The educational image of the University in the state is good, surveys indicate, but they also find that prospective college students consider the University too big and impersonal, Robinson said. So, the efforts of the Student Services office stress inviting students and their parents to campus where they learn of the variety of services and counseling available.

It wasn't until 1974 that the University-wide program of

reaching out to prospective students was formalized into Prospective Student Services. Each of the 22 colleges had staff designated to provide information for high school students and counselors.

In 1978, the CLA office budget was \$5,000 with two three-quarter time staff members, a full-time secretary, plus regular part-time student assistance. Robinson mentioned, in comparison, that while the CLA office has a staff of three with approximately 17,000 students, the College of St.

Catherine in St. Paul has a staff of six with 6,000 students.

One of the new programs is Scholar's Day, which was conducted for the first time last November and sponsored solely by the CLA office. About 120 Minnesota high school seniors and 130 parents visited the campus, meeting CLA faculty, students, staff, and attending sample lectures.

University Previews, another new program, was held on five days in March and April and was sponsored in part by CLA.

CLA graduate to headline alumni's Spectrum '79

A television personality and College of Liberal Arts graduate will be the keynote speaker at Spectrum '79, Saturday, October 20.

The CLA Alumni Society, which organizes the event, is not ready yet to reveal just who the luncheon speaker will be, according to Mary Jane Plunkett, Alumni Board president.

"We think this outside speaker will give us the attention this fine program needs," she said. Spectrum '79 was called CLA Today and attracted over a hundred people from the community last year.

Billed as a showcase of distinguished teaching at the University, this year the

program offers a choice of two of twelve lectures during the morning program, everything from Indian languages to obesity. Dean Fred Lukermann is now asking CLA faculty to participate, Plunkett said.

Three interdisciplinary panels will be offered in the afternoon, she said. They will revolve around the theme set by the luncheon speaker.

Plans are underway to ask corporations to provide "Scholarships for a Day" for their employees, she said, as well as other plans for television, radio, newspaper, and magazine coverage.

Spectrum '79 will be the kick-off event for the 75th Alumni Anniversary Homecoming celebration.

CLA NEWSLETTER

College of Liberal Arts

1979 CLA Distinguished Teachers

John K. Munnholland



Phyllis Freier



Photos by Tom Foley

Physics Professor Phyllis Freier, Communication Disorders Professor Richard Martin, and History Professor John K. Munnholland are the 1979 winners of the Distinguished Teacher Awards.

The CLA Alumni Society provides a \$500 honorarium for each teacher which was presented at CLA Commencement, June 10, in Northrop Auditorium.

Nominations for the awards come from students and the final selections are made by a committee of students, faculty, and alumni with the approval of the dean.

Richard Martin



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