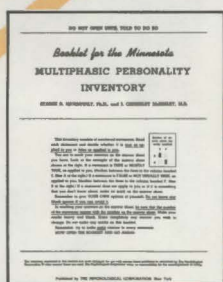




# MMPI-2



The original cover of the MMPI, first used in the 1940s, shows its age compared to the modern version, the MMPI-2.

## MMPI-2: Personality Test Gets Modern Outlook

By Mark Neuzil

The Minnesota Multiphasic Personality Inventory, which poked, prodded, probed, and pricked the psyches of people for nearly a half-century, recently received a taste of its own medicine. In August, after 47 years of service and several years of examination and revision, the MMPI was retired. In its place comes a new and improved version of the world's oldest and most widely-used psychological test of its kind, the MMPI-2.

The core of the test remains the same, but the new version answers two important questions made by MMPI critics: a new sample population of "normal" subjects was recruited to set behavioral standards with which test-takers are compared, and test questions were updated to reflect the values and culture of today. "It's like exchanging an old car for a new car of the same make," said psychology professor Auke Tellegen, one of two University researchers involved in the project.

James Butcher, the University psychology professor who with Tellegen was among the first to point out the flaws in the original MMPI in the 1960s, headed the four-man revision team. "In the last year, I have given workshops attended by about 3,000 professionals, and there has been an incredibly strong response to the revisions," Butcher said. "Some of the problems were so glaring—not that they withdrew from its validity, but they were nuisance factors.

We got rid of them and kept what was good."

For example, the sexist language of the old text was expunged: "A person should try to understand his dreams" becomes "people should try to understand their dreams." Other questions that did not help explore the subject's psyche were omitted, including the statement "I think Lincoln was greater than Washington."

Some questions, which were valid and timely in the 1930s and 40s when the test was developed, had less meaning in today's world and were dropped. Among them was a reference to a child's game called "drop-the-handkerchief" and a question about Lewis Carroll's book *Alice in Wonderland*. Other items perceived as "objectionable," including statements about bodily functions, sexual behavior and religion, also were deleted.

In updating the test for the 1990s, researchers took into account the

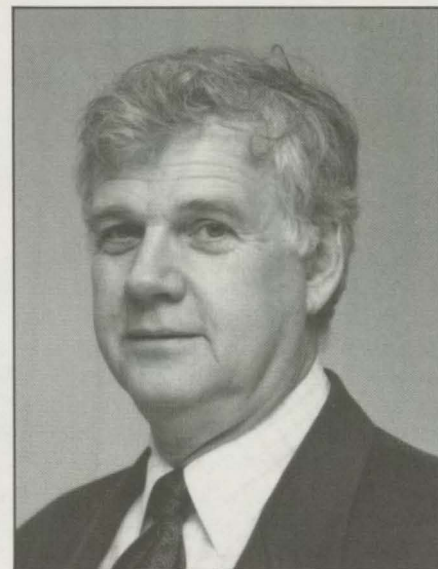
psychological advances made in understanding phenomena like Type A behavior, eating disorders and drug abuse—topics unknown or unexplored 50 years ago. MMPI-2 includes 97 new items aimed at discovering information on these subjects in its 567 questions. In all, 250 questions were added, deleted or altered. Examples of the new statements (answered on a true-false basis) are: "Once a week or more I get high or drunk" and "I work very long hours even though my job doesn't require this."

Core questions which remain unchanged include statements like: "I like stories of adventure" and "I believe I am being followed."

Beverly Kaemmer, MMPI manager and coordinator of the revision effort for the University of Minnesota Press, publishers of the test, said the test served its purpose well. "The original MMPI has proven trustworthy and valuable in the first half-century of its development and application. It set the standard for all assessment tests that followed it."

The other significant change in the test came in the normative population group. The original sample was a group of about 700 rural Minnesotans, most of them recruited while visiting friends or relatives at the University of Minnesota hospital, and a few college students. The typical subject was a 35-year-old with an eighth-grade education. Females in the group were most often housewives; males were typically skilled or semi-

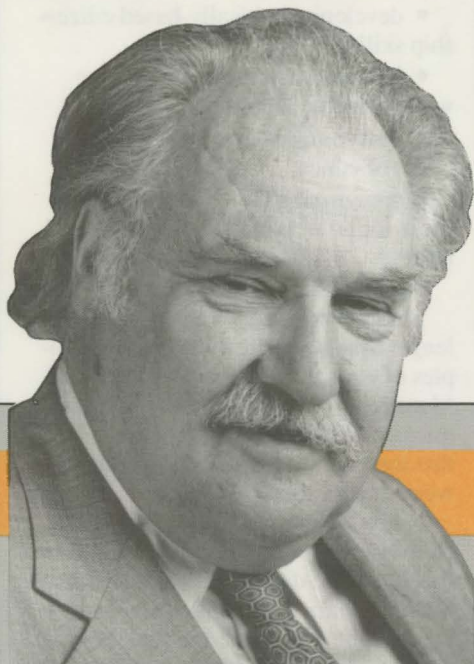
skilled laborers. All were white. The normative population for MMPI-2 numbers about 2,600 people from a broad range of socio-economic, ethnic, and racial subgroups. "It's a more up-to-date and representative sample," Tellegen said.



James Butcher

The original MMPI was developed in the 1930s and 40s at the University by psychologist Starke R. Hathaway and psychiatrist J. Charnley McKinley. Millions of people from more than 100 countries have taken the test since it was first published in 1942. It has been translated into more than 50 languages.

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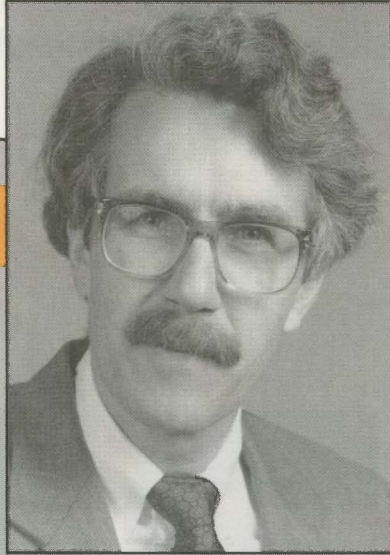
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## THE DEAN'S LIST



Acting Dean Craig Swan

Fred Lukermann stepped down as Dean of the College at the beginning of the fall quarter to return to full time teaching and research as a member of the Geography faculty. He served as Dean for eleven years, a period of time that included some very difficult financial times for the state and University. During this whole period, Fred never lost sight of his vision for academic excellence, a vision that not only included the highest standards for faculty performance, but one that also emphasized the importance of the undergraduate curriculum.

His vision of excellence recognized the diversity of human experience and the need to understand the cultural and historical experiences of all people. It might be easy, in the middle of the North American continent, to assume that we need know very little of others. Fred rejected this position of isolationism. Fred's descent from Swedish and German immigrants and the realities of modern transportation and communication illustrated to him the importance of a broad world view: Minnesota not only competes in a world economy, it is part of a pluralistic national and world culture.

The changes in the College curriculum that Fred championed included:

- **World Studies**—A requirement that students complete at least two courses dealing with the cultures of Asia, Africa, Latin America or American Indians.
- **American Cultural Pluralism**—A requirement that students complete at least two courses dealing with Afro-American, American Indian, Asian-American or Chicano cultures and the concepts of race and ethnicity, ethnocentrism and racism and other significant social factors in these cultures.
- **Second Language**—Before graduation, students are required to show proficiency equivalent to two years of college instruction.

Important to these curricular innovations is a sorting out of the roles of the University and secondary schools in the state. The University's new entrance requirements, scheduled to take effect in 1991, are a part of this sorting out. Similarly, the seeming complexity of the College's second language policies is meant to underscore the importance to students of beginning language instruction in high school and junior high. The College's policy is meant to recognize the general availability of the major European languages, French, German and Spanish, without penalizing students interested in other languages, less commonly taught in high schools.

A similar division of responsibilities is part of the College's commitment to writing across the curriculum. Budget cuts over the 1970's and early 1980's led to increased section sizes and a reduced emphasis on writing assignments. Increased funding and reduced student numbers will allow us to increase the emphasis on writing in all parts of the curriculum. A critical element of this initiative is that students come to the University with greater writing skills. We have worked closely with the State Department of Education and representatives of local high school districts to this end.

These initiatives, all begun during Fred Lukermann's tenure as Dean, leave a valuable legacy of action for the future. They form the basis for a curriculum that will better prepare students for the world of the 21st century. An area that I see as complementary to these initiatives is the need for a greater understanding of the role of science and technology, including the language of mathematics and quantitative reasoning. At the same time, it is critical that all students, whether studying liberal arts or engineering, understand the social and cultural contexts and limitations of technological solutions to major societal problems.

## Ethics Teaching Explored For Future Curriculum Change

By Bill Hoffmann

The Ethics Project, a working group of University faculty, has led the way for the college and University to join the national resurgence of ethics teaching. The group was started by the CLA Curriculum Office almost two years ago to examine the need for and methods of integrating the teaching of ethics into the curriculum.

"I'd like to see ethics integrated into every course," said Gerri Perreault, CLA curriculum coordinator, and co-originator of the Project, along with George Shapiro, professor in Speech-Communication. The teaching of ethics is still in the exploratory stage, but she foresees a future proposal for a change in the curriculum.

Associate Dean for Curriculum Elaine Tyler May said a look at today's society shows "a real need for ethical leadership and behavior, inside and outside the academy." There is a groundswell from faculty for teaching and research in the area of ethics, May said.

Since January 1988, the Ethics Project has sponsored 15 seminars, including "The Rushdie Event: A Dilemma for Teaching Ethics," led by Muriel Bebeau, educational psychologist in the School of Dentistry; Roland Delattre, professor in American Studies; and Martin Sampson, professor in Political Science. Another was "Ethical Experts and Ethical Expertise: Do Either Exist?" led by Arthur Caplan, director of the University's Center for Biomedical Ethics.

Eleven of 60 ethics teaching goals proposed during brainstorming sessions in Project seminars illustrate some of the themes, methods, and subjects involved:

- gaining a sense, in a highly competitive environment, that ends do not justify means
- moving from "me first" to "all of us"
- appreciating the difficulty of behaving ethically
- learning to consider long-term effects of decisions
- transmitting a sense that ethics should govern life and generate a responsibility to community
- developing a process of practical moral reasoning
- developing ethically-based citizenship skills
- learning techniques for dealing with unethical situations
- becoming aware of professional codes of ethics
- recognizing how every-day behavior reflects ethical decisions, and issues
- being aware of cross-cultural values

The decisions that led to the Challenger Space Shuttle disaster are examples of ethical decisions, Perreault said. Managers at Morton Thiokol (a subcontractor) were warned by their engineers that the "O" ring would fail under cold weather conditions.

In that example, students identify the cognitive and social-psychological facts that led to the disaster, Perreault said. Students learn that people may identify what ought to be done, but that they don't behave in accordance with that because of pressures to go along and not

question, as well as pressure to meet announced deadlines, she said.

Perreault said she believes that all teaching involves values and ethics. She doesn't believe teaching can be value-neutral, but she acknowledges that "this is an area of fiercely held disagreements."



Gerri Perreault

Bebeau, educational psychologist in Dentistry who has led two of the Project's seminars, said the Rushdie case provided lively discussion on how different disciplinary perspectives might help sort through the question of whether a bookstore should pull the book from its shelves in the face of a bomb threat. The group looked at how to think ethically about the issue. The consensus was not to pull the book.

Bebeau, who said her goal is to help students think more clearly, explained that the theoretical basis she uses in the teaching of ethics is based on a four-component model of morality. It provides "reasons why people don't do what others think they ought to," she said. The model is based on one prepared by Jim Rest, educational psychologist in the College of Education.

First, there is the failure to recognize a moral problem or an ethical dilemma. "We aren't skilled in interpreting behavior," she said. This involves "the garden variety problems that come up."

Second is the failure to reason well, to figure out what one ought to do about a moral question. Strategies to reason well can be taught, Bebeau said.

Third is the question of moral motivation and commitment. In this instance, a person recognizes an ethical question, but decides not to act on it because of competing values or self-interest. Examples, she said, are the document destruction by Lt. Col. Oliver North and President Richard Nixon, or sales people who suggest services customers may not need.

Fourth is implementing a plan of action. Bebeau said people often don't know how to problem-solve. "It takes ego-strength to challenge a colleague on a complex problem." An instructor may know of a student who has been cheating in class, she said, but the instructor has avoided the trouble of making a report to the proper committee.

Bebeau said the goal of undergraduate education includes sensitizing students

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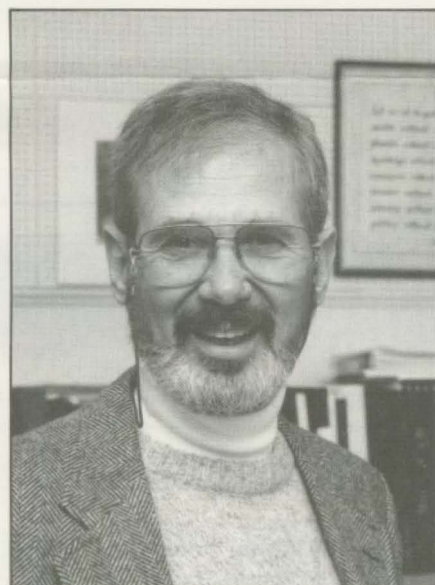


Elaine Tyler May

to questions of ethics. The study of ethics means looking at the logical adequacy of arguments and the attempt to arrive at what one considers to be morally right, based on principles of fairness and justice. A virtue, she said, is the willingness to change one's mind when evidence points to it.

In ethics classes, students "need to respect one another and conduct the discussion in a respectful way," Bebeau said. "It makes an enormous difference." To stress this, Bebeau leads a "debriefing" afterwards. Students analyze their own and the instructor's discussion and behavior during the class.

Responding to a question about the role of religion in ethics, John Dolan, Philosophy professor and co-chair of the Program in Human Rights and Medicine, said Christian tradition considers



George Shapiro

ethical standards as a natural ability to recognize right and wrong. This natural law, along with a similar insight in the Jewish tradition, goes back to at least Plato, he said, where questions of justice, injustice, friendship, "all are accessible to the light of reason without religion."

There is a movement in the country toward making ethics a required part of the curriculum, Dolan said, noting that it is required for medicine, nursing, and business students. At the University, there are a growing number of courses and seminars. For instance, Norman Bowie, holder of the Elmer L. Anderson Chair in Corporate Responsibility in the Carlson School of Management, and a professor of philosophy in CLA, led a recent session on "Teaching and Research in Business Ethics." CLA is co-sponsoring "Contemporary Society: Moral Problems and Ethical Decision-Making," a three-quarter Continuing Education and Extension course this year taught by Carol Bly, writer; Dolan, Philosophy; and Terence Ball, Political Science professor. Perreault and Shapiro will be teaching "Ethical Leadership-Followership," an Extension seminar this spring.

The Ethics Project is planning a Twin Cities conference for late winter quarter. Committee members include Chair H. E. Mason, Philosophy, Perreault, Shapiro, May, Bebeau, Rest, Muriel Ryden, Nursing, Dorle Vawter, Biomedical Ethics, Bowie, and Carl Brandt, coordinator of CLA's Office of Special Learning Opportunities.

Perreault said one-third of the Project's mailing list of 280 names is CLA faculty and staff, while the rest is people in other colleges and units on campus, as well as people off campus. Those interested can have their addresses added to the Project's mailing list to be notified of Project events, Perreault said. She is looking for information and resources on teaching ethics, including events, curricula and resource people at other universities. Her phone number is (612) 624-5701, CLA Curriculum and Undergraduate Studies, 225 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, MN 55455. ■



## WHAT THE STUDENTS ARE DOING

Yamuna Sangarasivam

■ Music major **Yamuna Sangarasivam** learned Odissi dance techniques from a dance academy in India as part of a nine-month senior research project, which she describes as "the most valuable experience of my college career." This classical dance form integrates music and dance because the dancer not only wears bells on her feet but bases her expressions upon the accompanying vocalist and instrumentalists (usually at least six in number). Sangarasivam, who lived in Sri Lanka and Borneo before coming to the United States, finds such expression a way to better understand herself as someone "straddling two cultures." Calling herself a "hodgepodge of cultures," the senior noted that while such an existence is interesting and has made her more open-minded, it also can prove difficult for she does not feel as though she belongs in either culture. In October, she performed her newly acquired skills for about 300 students at the St. Paul Student Center and received a lengthy standing ovation. Odissi dance dates back to the 9th century and stems from temple rituals performed by young women who devoted themselves to a particular deity, worshipping that figure through sacred dance. Upon graduation, the 25-year-old plans to study dance ethnology and eventually hopes to teach and perform this art form. ■ Senior **Jason Cleveland**, LaCrosse, Wis., Physics honors, is one of 136 undergraduates selected from a nationwide pool of 1,100 nominees from 540 institutions to win the first annual Barry M. Goldwater Scholar-

ship for outstanding students in math and the natural sciences. The award provides up to \$7,000 for tuition, fees, books, and lodging next year, with possible graduate fellowship support the following year. ■ Anthropology major **Susan Goette**, South St. Paul, received \$2,500 as one of seven recipients of Carol E. Macpherson Memorial Scholarships for 1989-90. The scholarship is given to Minnesota women over age 28 in a degree program at the University who have had a gap of at least five years in their education since high school. Eighty-nine students applied for the award. ■ Three CLA students are among eight U students who received internship grants to assist human rights organizations in the United States and abroad. The awards were made by the U Human Rights Center, established in 1988 to promote human rights study, research, and training. Recipients include: **Miguel Carter**, Minneapolis, Political Science honors, to document human rights abuses with the Committee of Churches for Emergency Help in Paraguay; Individually Designed Interdepartmental major **Rose Farley**, Greendale, Wis., to work with Amnesty International; and **Marcie Anne Melvin**, New Britain, Conn., Psychology, to develop training manuals with the Center for Victims of Torture in Minneapolis. ■ Waller Scholarships for 1989-90 went to 159 CLA students, more than a 70 percent increase in the number awarded over the last two years. Winners are selected on the basis of academic merit and receive a \$1,000 stipend for the year.

## Finnish Government, Speers Donate First U.S. Finnish Chair

■ The government of Finland and David and Nancy Speer have donated the first Finnish Chair in the United States for a visiting professorship in Finnish Studies. Finnish Ambassador to the United States Jukka Valtasaari announced the gifts at a ceremony in October.

The \$250,000 from the Finnish government and the \$250,000 in private gifts will be matched by \$500,000 from the University's Permanent University Fund. The majority of the private funding was donated by David Speer, commissioner of the Minnesota Department of Trade and Economic Development, and Nancy Speer, director of development and external relations for the Humphrey Institute.

David Speer has been a vice consul for Finland in Minnesota since 1983 and has been active in trade and cultural

exchanges between Minnesota and Finland. "I believe that good educational and cultural relationships can lead to tighter commercial contacts," he said. "That's why this new chair is so important for the state of Minnesota, the University of Minnesota and the nation of Finland."

Scholars from different disciplines will hold the Finnish chair for a year at a time. The chair will be located in the Center for Finnish Studies in the Department of Scandinavian Studies. Most chairholders will be visiting educators, government leaders, or artists from Finland.

It is estimated that there are about 100,000 Minnesota citizens of Finnish descent. Finland, with only 5 million residents, has one of the most robust economies in Europe. ■



A University of Minnesota chair was presented to David and Nancy Speer at the Governor's Mansion. From left to right are Acting Dean Craig Swan, Finnish Ambassador to the United States Jukka Valtasaari, Nancy Speer and David Speer.

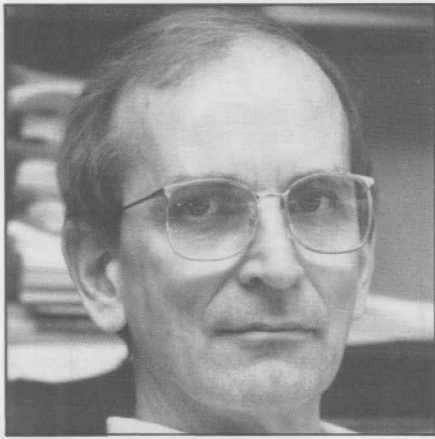
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## MMPI-2: Personality Test

The MMPI was developed originally for use in a clinical setting. Since its introduction, however, its use expanded to include employment screenings, admission to academic programs, and military induction. Among those who took the test were Soviet cosmonauts, Holocaust survivors, U.S. Presidents, and Japanese businessmen. The expanded use of the test was one of the reasons for the update. "We've tried to make the test more applicable to today's problems," Butcher said.

Scores on the MMPI and MMPI-2 are arrived at by grouping certain test items that translate a particular trait into a clinical scale. The scales, which are virtually unchanged in MMPI-2, assess paranoia, psychopathic deviance (antisocial tendencies), depression, psychasthenia (obsessive-compulsive tendencies and anxiety), hysteria, hypochondriasis, mania (energy and activity level), masculinity and femininity, schizophrenia (eccentric thinking and/or behavior), and social introversion and extroversion.

The MMPs also contain validity scales to weed out inaccurate and distorted answers. A subject may respond in a variety of ways that can spoil a record; he or she may leave a



**Auke Tellegen**

large number of items unanswered, role-play a variety of poses that distort the true pattern of self-descriptions, or be unable to read or comprehend the meaning of items and consequently answer on a chance basis. Validity indicators help detect and evaluate such responses.

Most people need an hour to 90 minutes to finish the test. It is not often given to persons under age 16, although a revision of the adolescent version is expected out in a few months. Only licensed professionals, such as psychologists and psychiatrists, are allowed to administer the test. University students enrolled in Psychology 1001 in the fall of 1989 could take the test for extra credit.

"The test does sort people out," Butcher told the *Wall Street Journal*. "Every time I'm flying in the back of a 747, I'm happy to know the guy in front isn't planning to dive the plane into the sea."

Also involved in the revision with Butcher and Tellegen were North Carolina professor W. Grant Dahlstrom, a former student of Hathaway during his graduate training, and Kent State professor John R. Graham. The foursome presented the MMPI-2 at the American Psychological Association's annual convention in New Orleans in August.

The MMPI and MMPI-2 are copyrighted and published by the University of Minnesota Press. The tests are distributed by the Professional Assessment Services Division of National Computer Systems of Minneapolis. ■

# Lukermann's New Student F

By Joyce Wascoe

Fred Lukermann, a man who has been a part of the fabric of the College of Liberal Arts and the University for 49 years, announced in September that he was resigning from the deanship of CLA after 11 years to return to teaching in the geography department.

said John Adams, geography professor. Adams, a former Lukermann Ph.D. student and a member of the committee that reviewed him when he was reappointed to a second term as dean, said, "Fred was trying to create an idea of what the college was trying to do—coherent in scholarly terms and respon-



Reprinted from the Minnesota Daily

State budget shortfalls led to a \$14.1 million deficit for the University and large retrenchments in CLA in the early 1980s when C. Peter Magrath was University president.

Lukermann's experiences at the university, from being a freshman in 1940 to serving as assistant vice president from 1967 to 1973, helped build the framework for the policies he implemented as dean.

When student demonstrators sat in in Morrill Hall in the early 1970s, Lukermann was in Morrill Hall with them, acting as a liaison between the students and the university. His interest in cultural pluralism took hold in the late 60s and early 70s when he ran the university's outreach programs to blacks in the inner cities and Indians on the reservations. During the 1960s, he started the Martin Luther King Program in CLA to provide tutorial services to disadvantaged students. He has been described as the moving force behind the establishment of separate departments of Chicano Studies, American Indian Studies, and Afro-American Studies.

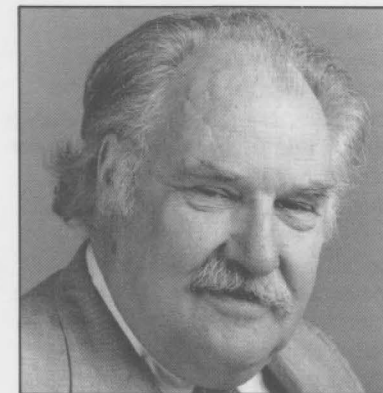
He was instrumental in starting the Center for Urban and Regional Affairs (CURA), the Center for Ancient Studies, the History of Science and Technology Program, as well as Criminal Justice Studies.

Never one to sit in his office shuffling papers and worrying about details, Lukermann as dean is better described as a thinker about "knowledge, where it comes from and how it fits together,"

sible in citizenship terms." Adams said he built on the work of his predecessor to "provide an academic rationale for the 90s and beyond."

The hallmark of his deanship was the creation of the Chambers Committee in 1979 and the implementation of the Chambers Report, which was a complete overhaul of student requirements.

Clarke Chambers, whose name became attached to the final report



**Fred Lukermann**

because he chaired the committee, said Lukermann did not have a blueprint in mind. "We had entire liberty. . . . He provoked us to do the best we could." Lukermann supported their idea of introductory courses designed to introduce students to the modes of inquiry in each discipline, Chambers said.

## CLA books

*Editor's Note: This selection of books written recently by faculty is the second installment of a new feature in "CLA Today." Space won't allow us to include all the edited books, translations, reviews, and chapters, but we think the list reflects the rich diversity of scholarship in the college.*

Bormann, Ernest, Speech Communication, **Small Group Communication**, Harper and Row, 1989. Report on small group research conducted by Bormann and his students over 30 years.

Butcher, James, Psychology, John Graham, Psychology, Kent State University, Carolyn Williams, Epidemiology, Public Health, U of M, and Yossef Benporath, post-doctoral fellow, Psychology, **Development and Use of the MMPI-2 Content Scales**, University of Minnesota Press, 1989. Describes the new Minnesota Multiphasic Personality Inventory-2 content scales.

Dicken-Garcia, Hazel, Journalism and Mass Communication, **Journalists Standards in Nineteenth-Century America**, University of Wisconsin Press, 1989. Nineteenth century press and American society. Critical discussions that sought to define journalistic functions and standards.

Gillmor, Donald M., Journalism and Mass Communication, Jerome A. Barron, National Law Center, George Washington University; Todd F. Simon, Journalism, Michigan State University; Herbert A. Terry, Telecommunications, Indiana University, **Mass Communication Law: Cases & Comment**, 5th edition, West Publishing, St. Paul, 1989. Review of 4th edition materials, plus developments in the period 1984-1989.

Leon, Gloria, Psychology, **Case Histories of Psychopathology** (4th edition), Boston: Allyn and Bacon Co., 1989.

Lipsitz, George, American Studies and History, **Time Passages, Collective Memory and American Popular Culture**, University of Minnesota Press, 1989. Popular culture found in historical context and, in turn, history found within popular culture.

Mather, Richard B., professor emeritus, East Asian Studies, **The Poet Shen Yueh (441-513): The Reticent Marquis**, Princeton University Press, 1988.

Phillips, Carla Rahn, History, **The Short Life of an Unlucky Spanish Galleon, Los Tres Reyes, 1628-1634**, University of Minnesota Press, James Ford Bell Library, 1989. A rare account of a seventeenth-century ship from its construction to its demise.

Plummer, Brenda Gayle, History, **Haiti and the Great Powers, 1902-1915**, Louisiana State University Press, 1988.

Ruttan, Vernon, Economics, and Regents Professor, Agricultural and Applied Economics; Ann Krueger, Economics, Duke University, previously Economics, U of M, and Constantine Michalopoulos, World Bank, **Aid and Development**, Johns Hopkins University Press, Baltimore, 1989. Past and current efforts of official aid agencies evaluated.

Zahavy, Tzvee, Classical and Near Eastern Studies, and director, Dworsky Center for Jewish Studies, **The Talmud of the Land of Israel, Volume I: Berakhot**, University of Chicago Press, 1989.

Correction to the Summer 1989 "CLA Today" book list: Martin Kuelbs, Latin and English, now deceased, Mariengymnasium, Papenburg, Germany, was the Ph.D. student co-author of **Johannes Trithemius, De Origine Gentis Francorum Compendium: An Abridged History of the Franks**, with Robert Sonkowsky, Classical and Near Eastern Studies. ■

# Years Brought Requirements

Other parts of the Chambers Report called for strengthening the composition program by adding a course in the junior or senior year when students are better prepared to learn, requiring at least two courses in cultures other than European and North American, strengthening the Route II portion of the language requirement, requiring a major project, usually a long term paper, and involving faculty members more directly in advising students.

"Subsequently, he was open to the whole notion of pluralism," Chambers added. With the approval of the cultural pluralism requirement in 1985 that required students to take two courses in Afro-American, American Indian, Asian American, or Chicano cultures, CLA became the first major liberal arts college in the country to have such a requirement.

"important for citizens to know how to relate to the rest of the world."

Lukermann is proud of his record of achievement in recruiting minorities and women into faculty ranks. He was also able to "move forward women and minorities in administration," Chambers said. Solid success eluded him in the

## Lukermann "created the intellectual framework."

minority category. He was hiring minorities as fast as they were leaving for better opportunities elsewhere. The number of women faculty members, however, increased from 17.7 percent to 25.8 percent of the faculty from 1978 to 1989.



Reprinted from the Minnesota Daily

Reallocation and retrenchments for CLA continued unabated through the years when Kenneth Keller was president. CLA and Dean Lukermann, both with a reputation for being big, appeared shrunken and impoverished in this Daily cartoon.

Another extension of the Chambers Report was a complete revision of the language requirement in 1984 which revolutionized language teaching in the state of Minnesota. It encouraged students to take more entry-level language in high school, required the equivalent of six quarters of college language for graduation, and replaced attendance in language classes or "seat time" with proficiency tests to determine six quarters of language ability.

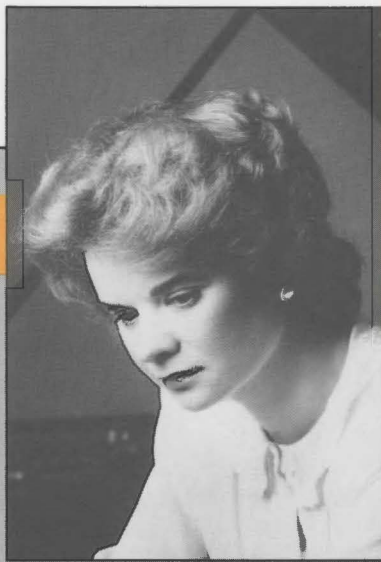
Internationalizing the curriculum was another Lukermann goal and a university goal. The world studies requirement made students look at other cultures outside of the western European and North American tradition. Lukermann followed this change with the organization of the Institute of International Studies in 1982. International Relations is now one of the largest majors in the college.

Lukermann "created the intellectual framework," Adams said. He saw it was

One of the few regrets, Lukermann said, was the lack of resources. The college survived the great Minnesota state budget shortfall of the early 80s and the constant reorganizations and reallocations of resources, as money was moved from one college to the other in the later years. Sometimes there was not enough left to retain topnotch faculty.

Despite the budget constraints that were ever present during those 11 years, Lukermann persisted and moved ahead with the Chambers plan for better undergraduate education. Jim Simler, an old friend of Lukermann's and chair of the Economics department, said "One of his most admirable attributes was his patience and good humor in dealing with the persistent demands on his time and the resources at his disposal."

The framework that served him well during his deanship will continue as he returns to being a full-time professor. He plans to teach an undergraduate seminar in pluralism winter quarter. ■



## WHAT THE PROFS ARE DOING

Lydia Artymiw

■ Music professor and pianist **Lydia Artymiw** received the 1989 Andrew Wolf Memorial Award this summer. The \$10,000 award is given biannually to an outstanding pianist under age 40 and is one of the country's major music honors. It is named for the late director of the All Newton Music School of Massachusetts and pianist and artistic director of Bay Chamber Concerts of Rockport, Maine. Artymiw has recorded seven solo albums and recently performed with conductor Andre Previn and the Los Angeles Philharmonic at the Hollywood Bowl. ■ **Travis Thompson**, Psychology, is director of the new Minnesota Center for Research on Developmental Disabilities, one of the nation's largest mental health research centers. About 50 University faculty are involved in projects studying behavioral and emotional problems pertaining to mental, age-related, and poverty-associated disabilities. ■ **Angeline Northbird**, who taught Ojibwe in the American Indian Studies program from 1973 to 1988, died of cancer Sept. 27 at her home. She published five books on the Ojibwe language, which still are in use at several colleges. Born on Red Lake Reservation, Northbird moved to Leech Lake Reservation before coming to Minneapolis in 1969. She died one day before her 66th birthday. ■ The St. Paul-based Midwest China Center has given **Edward Farmer**, History and East Asian Studies, an award for his efforts in helping people better understand China. The center, begun in 1975, is a nonprofit group of arts, education, legal, medical, and business leaders. ■ *In Praise of Turtle Island*, a five-foot iron

casting by **Wayne Potratz**, Studio Arts, will be placed in the Itasca Community College student center next summer under the auspices of the Minnesota Percentage for Art in Public Places Commission. ■ Wilson Library's map room has a new name—the **John R. Borchert** Map Library—in honor of the recently retired Regents' Geography professor for his 40 years of research and teaching at the U. It is one of the largest and most used map libraries in the nation. ■ **Michal Kobialka**, Theatre Arts, was awarded the 1989 Younger Scholar's Prize by the American Society for Theatre Research for his article, "The Quem Quaertis: Theatre History Displacement," published in the journal, *Theatre History Studies*. Kobialka specializes in theater history as well as history and theory of criticism. ■ As *a River of Light*, a musical drama based on the Gospel of Luke, with text and a speaking role by **Michael Dennis Browne** English, and music and a speaking role by John Foley S.J., is available on compact disc and cassette by Epoch International. ■ **Ruth Kanfer** and **Paul Meehl**, Psychology, received awards for contributions in work motivation and in measuring human behavior, respectively, at the annual American Psychological Association meeting. Professor Emeritus **Norman Garnezy** also garnered an award for his work on mental health and human competence and its resultant influence on public policy. ■ **Hank Rowan**, Studio Arts, was in Jakarta this summer to exhibit works he painted from 1981 to 1985 after a trip to Bali and to present lectures and workshops.

## CLA facts

**Maria Sanford** (1836-1920), who taught rhetoric, composition, oratory, and elocution at the University from 1880 to 1909, was the nation's first female professor, though she herself was not a college graduate. Previously a professor at Pennsylvania's Swarthmore College, Sanford was hired as an assistant professor with a \$1,200 stipend. Within a year, she became a full professor and later was head of Rhetoric and Elocution. Sanford Hall, the first female dormitory on campus, was named in her honor in 1910.



Photo from University Archives

Maria Sanford (1888)

## COLLEGE *news*

### Craig Swan Named Acting CLA Dean

**Craig Swan**, associate dean and executive officer of CLA, was named acting dean of the college in September, following the resignation of Dean Fred Lukermann. (See story, page 4). Swan, an economist, joined the faculty as an assistant professor in 1969. He became an associate professor in 1974

and a full professor in 1986. He has been associate dean and executive officer of CLA since 1983. Swan has a bachelor's degree from the University of California at Berkeley and a master's degree and a doctorate from Yale University. **Russell Menard**, former chair of History, was named associate dean.

**George Wright** was named a Regents' Professor last spring. Wright, who has taught modern British literature at the university since 1968, is an expert on Shakespeare's versification. His book, *Shakespeare's Metrical Art*, published last year by the University of California Press, looks at the metrical keyboard Shakespeare developed over the course of his career and the expressive and dramatic way he used it.

CLA has seen a steady increase in the proportion of women on the faculty from 16-17 percent 10 years ago to 25.9 percent today. The 1989-90 CLA faculty has 16.5 percent female full professors, 31.7 percent female associate professors, and 43.4 percent female assistant professors.

Nationally-known business ethics scholar **Norman Bowie** was named to the **Elmer L. Anderson** Chair in Corporate Responsibility, a joint appointment between the Carlson School of Management and the CLA philosophy department. Bowie, a philosophy professor at the University of Delaware and

director of its Center for the Study of Values, was chosen from 70 applicants after a two-year search.

**Robert Penn Warren**, first poet laureate of the United States who taught English at the University between 1942 and 1950, died at the age of 84 on Sept. 15 at his summer residence in Stratton, Vt. Two years ago, the Board of Regents voted to give Warren an honorary degree, Doctor of Letters. He won three Pulitzer Prizes, one for *All the King's Men* (1946), one of his ten novels, and two for volumes of poetry in 1957 and 1979. In 1986 he became the nation's first poet laureate, and in 1987, he received the National Medal of Arts.

CLA enrollment fall quarter is 15,935, down 3.5 percent from a year ago. Twin Cities campus enrollment is 41,016, a decline of 3.7 percent. University-wide enrollment is 53,339, down 2.2 percent. Minority enrollment was down 22 students, although the number of black students increased by four. Twin Cities campus minority enrollment was down 1.5 percent.



Yer Xiong Stewart

## First Hmong Woman Graduate Will Write Her Laos Memories

By **Bill Hoffmann**

Yer Xiong Stewart, a June CLA graduate who was the first Hmong woman to graduate from the university, has started her autobiography, even though she's only 22.

"It's my goal, for the next 10 years, to get the draft done!" Stewart said. She calls it a long autobiography. It will include a chronicle of her family's survival during war and poverty in her native Laos. Her family surrendered to the Communists there, but escaped during a long walk to jail with hundreds of other Hmong prisoners.

"Sometimes the memories make me chilly. Some days I'm not ready for those memories," she said. "I was little, but I've seen my share of war. You have to be there to understand it, I think. That's why I'm anti-war."

There are fewer than 10 Hmong women in the United States with college degrees, according to Dao Yang, a Hmong counselor and adviser in the University's General College. Yang said that although most Hmong parents encourage their children to go to college, some think their daughters should be married between the ages of

18 and 20. Therefore, marriage begins to have a higher priority than education.

Yang pointed out, as a measure of progress, that in 1939 there were only nine male Hmong college graduates in Laos. Since 1975, in the United States

**"Sometimes the memories make me chilly. Some days I'm not ready for those memories," she said. "I was little, but I've seen my share of war."**

about 100 Hmong have earned undergraduate degrees, almost 45 have earned master's degrees, and 12 have achieved doctorates or advanced degrees in medicine, pharmacy or law, he said.

Since arriving in this country nine years ago, Stewart has not only learned the English language, but decided to major in English literature. One of her favorite authors is Shakespeare, and his "Othello" is one of her favorite plays.

## CLA *tomorrow*

### January Lectures

**11-12** "Agricultural Transformation in Africa: Debating the Crisis," Michael Watts, Geography, California-Berkeley, noon, Jan. 11, St. Paul Student Center; noon, Jan. 12, West Bank Union Auditorium, for information call 624-0832

**12** "Geographic Consequences of Economic Reform and Restructuring in the People's Republic of China," Clifton W. Pannell, Geography, University of Georgia, 445 Blegen Hall, 3:30 p.m., for information call 624-6080



**25** "Andy Warhol's Factory," Caroline Jones, University Nordfeldt Fellow, 7 p.m., Northrop Auditorium, for information call 624-9876

**26** "Models of Economic Development and Human Rights," Marcello Cavarozzi, CEDES (Argentina), 12:15 p.m., West Bank Auditorium, for information call 624-0832

**26** "The Yellow River (Huang He) Problem," Shui-hung Luk, Geography, University of Toronto, 445 Belgen Hall, 3:30 p.m., for information call 624-6080

### Exhibits

**Thru Jan. 28** "Tell Us: We Want to Know What You Want to Know," audience participation exhibition, University Art Museum, Northrop Auditorium, for information call 624-9876

**Thru Jan. 28** "From the Printer's Workshop: Four Centuries of European Graphic Arts," from the University Art Museum Collection, University Art Museum, Northrop Auditorium, for information call 624-9876



### Performances

**7** Michael Supple, trumpet recital, 3 p.m., Ferguson Recital Hall, for information call 624-1069

**9** Summit Hill Brass Sextet, 8 p.m., Ferguson Recital Hall, for information call 624-1069

**28** University Brass Choir, David Baldwin, conductor, 4 p.m., Plymouth Congregational Church, for information call 624-1069

"I could identify with the character," she said, because although Othello was successful, he was not part of his society and was considered unusual, as she sometimes considers herself.

Stewart also likes memoir writing. She cited Ann Moody's "Growing Up in Mississippi", and Maxine Hong Kingston's "Woman Warrior," which she found hard to read. "Her imagination is fascinating." Stewart also enjoys Alice Walker, who wrote "The Color Purple."

In 1981, she moved from Wisconsin to St. Paul because her oldest sister lives there. Also now in the Twin Cities are her parents, four brothers and six sisters. One sister, married and in Laos, writes about the changes going on there.

In St. Paul she got married at 16 to her high school English tutor, Nathaniel Stewart. He is now a second-year medical school student at the University.

While searching for a job, she wrote an article for the "Neighborhood Justice Quarterly," published in St. Paul, about lawyers who volunteer to help low income and disadvantaged people.

She hopes to write a three-part story about justice in the Hmong community that will detail the common problems that Hmong people traditionally deal with on their own, rather than in the legal system. They are divorce and civil disagreements. For instance, if there is a rumor or gossip about someone, that person will demand an apology. Americans, she said, generally don't demand an apology.

Stewart would also like to write a story about cases of injustice and discrimination against Hmong people, who, as the newest refugees, have been targets. There has been name-calling and bullying by American-born students at Como High School, she said.

She is planning to start graduate school next year in English, "even though it is very competitive." Her goal is to teach creative writing or literature in college.

Her undergraduate English professors in creative writing were Alan Burns and Michael Dennis Browne. "They're both really great," Stewart said. Her undergraduate writing, however, is gone. The hard disk on the computer broke down. "I'm still shocked. All my undergraduate work!" ■

## ALUMNI *news*

### ARTS OLYMPIAD Attracts 900 Arts-Athletes

Fine arts and low-impact athletics joined forces Oct. 21 at the Northwest Racquet, Swim and Health Club in St. Louis Park for the first ARTS OLYMPIAD. Department of Studio Arts faculty and volunteers sponsored the event to raise funds for the Department of Studio Arts' endowed scholarship fund. Guests were invited to play racquetball, tennis, swim, weightlift, or do aerobics, eat, and dance for the cause.

Final tabulation is not in, but \$8,261 was raised from the art auction of works by professors and former students.

Former Viking Bob Lurtsema, WCCO-TV's Mark Rosen, KARE-TV's Tom Ryther, and University Vice President Rick Heydinger publicized the event by participating in a competition earlier on the Nicollet Mall. The local personalities huffed and puffed their way

through a triathlon featuring aerobicycle, a rowing machine contest, and a basketball shooting competition.

Money from the Olympiad and other fundraisers will be combined with two already-existing endowments totaling \$42,000. The income from the money will be used for scholarships for art students, who do not have many places to turn for support.

### Alumni Win Outstanding Alumni Society Award for 1988-89

The CLA-University College Alumni Society has received the Minnesota Alumni Association's Award for Outstanding Alumni Society of 1988-89. The CLA-University College Alumni Society is one of 25 collegiate alumni societies and this is the first time it has received the award.

Among the activities during the past year were a reception for CLA students on the "All-A" Dean's List; phonathon for recruiting high ability high school students; student-faculty interaction project; publication of IDEA brochure for Career Development office; funds for four undergraduate students to enhance their learning experience; \$750 Internship grant to a senior to participate in field learning project; recruiting 35 members into the MAA legislative network; lobbying for CLA and the University legislative support; and Spectrum Lecture Series featuring faculty speakers.



This year's alumni board members posed at a recent meeting: seated, Mark Schroeder, treasurer, Bruce Thorpe, past president; standing, left to right, Eric Swain, Student Intermediary Board member, Mary Kleinhenz, Jim Redman, Wally Hilke, former Regent, Mary Paidosh, vice president.

### February Lectures

**16** "Redemocratization and Models of Political Development," Manuel Antonio Garretón, sociologist, FLASCO, Sanitago, Chile, West Bank Union Auditorium, for information call 624-0832

**16** "Urbanization in China: The Small Town Development," Mei-Ling Hsu, Geography, 3:30 p.m., 445 Belgen Hall, for information call 624-6080

### Conferences

**10-11** President's Club Reception, Feb. 10, Ocean Reef Club, Key Largo, Florida; Feb. 11, Naples Florida, for information call 625-5541

**15-16** "Designing for Development: Faculty Potential in the Academic Community," sponsored by the Office of Education Development Programs, for information call 625-0088

### Exhibit

**Feb. 11-March 22** "A Stronger Soul Within A Finer Frame: Portraying Afro-Americans in the Black Renaissance," University Art Museum, Northrop Auditorium, for information call 624-9876



### Performances

**\*2-4, 8-11** *A Flea in Her Ear* by Georges Feydeau, Lee Adley, director, 8 p.m. on Feb. 2, 3, 8-10, 3 p.m. on Feb. 4, 11, University Theatre, Whiting Proscenium Theatre, Rarig Center, for information call 625-4001

**\*3** Paul Taylor Dance Company, 8 p.m., Northrop Auditorium, for information call 624-2345

**\*16** ISO and The Bobs, 8 p.m., Northrop Auditorium, for information call 624-2345



Paul Taylor Dance Company



ISO and The Bobs

### March Exhibit

**9** "An Evening of Rare Musical Film from the Black Renaissance," Bob DeFlores, film collector, and John Wright, Afro-American and African Studies, 7:30 p.m., Bell Museum, for information call 624-1852.

\*indicates admission charge

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College of Liberal Arts

# CLA today

Fall  
1989

University of  
Minnesota



Photo by Kate Horgan

President Nils Hasselmo addressed staff, faculty, guests, and radio and television audiences during his inauguration as 13th president of the university on Oct. 20 in Northrop Auditorium. A colorful academic procession up the mall preceded the program. In his address, Hasselmo named his agenda for the 1990s "Access to Excellence." The ceremonies included the University Symphony Orchestra and the University Men's Chorus singing a traditional Swedish song. Lt. Gov. Marlene Johnson presented Hasselmo with the University Mace.

## Nine CLA Staff Members Win Outstanding Service Awards

■ Nine CLA civil service employees won the CLA Civil Service Outstanding Service Awards for 1988-89. President Nils Hasselmo attended the presentation ceremony to congratulate the winners. CLA deans presented each person with an award certificate and \$500.

The awards are intended to recognize employees who have gone beyond consistent high performance to make innovative and outstanding contributions to the objectives of their department and college.

This year's winners are Ruth Anne Allen, Philosophy, Barbara Burkholder, Comparative Literature, Lana Cusick, Prospective Student Services, Paul Escen, CLA Administration, Ramona French, Classical and Near Eastern Studies, Betsy Handlson, Composition and Communication, Barbara London, Communication Disorders, Andrew Luebker, Psychology Vision Laboratory, and Mary Beth Moen, English. ■



Left to right, President Nils Hasselmo, Mary Beth Moen, Ruth Anne Allen, Lana Cusick, Barbara Burkholder, Paul Escen, Betsy Handlson, Ramona French, Barbara London, and Andrew Luebker.

## CLA today

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