



Photo by Eric Miller



The annual Cinco de Mayo fiesta in west St. Paul's Chicano community featured a parade, mariachi music, dancing, and a festival queen.

U.S. Minority Cultures, Racism are Focus of New CLA Requirement

By Bill Hoffmann

Did you know:

- People from Japan could not become U.S. citizens until 1952?
- All Americans can be considered members of ethnic minorities?
- In 1915, Minnesota opened its doors to refugees from the Mexican revolution.

These subjects and themes are covered in several of the 25 to 30 courses approved to meet the College of Liberal Arts' new U.S. cultural pluralism requirement.

The requirement takes effect this fall for students beginning their college work who are seeking bachelor of arts (B.A.) and bachelor of individualized study (B.I.S.) degrees. Eighty-five to 90 percent of the degrees granted in the College are B.A. and B.I.S. degrees.

Students must complete at least two courses (8 to 10 credits) focusing on Afro-American, American Indian, Asian-American, or Chicano cultures so they may acquire, as the requirement states, "a greater appreciation for cultural diversity in the United States." The courses may also include comparative study of other minority groups.

The courses will cover the concepts of race and ethnicity, ethnocentrism and racism, and other social factors in those cultures.

The four minority groups were selected because they seemed to be in many instances "the most victimized by the racism and ethnocentric bias of the dominant culture," said Jacquelyn Zita, professor of Women's Studies and chair of last year's cultural pluralism committee which recommended the groups.

The committee found the selections "very difficult" to make, but took into consideration the fact that the four groups were already represented by units within the College, Zita said.

CLA is the first college at a major university to adopt a U.S. cultural pluralism requirement.

CLA is the first college at a major university to adopt a U.S. cultural pluralism requirement, according to Jean Cameron, curriculum coordinator

in CLA. Numerous colleges and universities around the country are considering similar requirements and many have asked CLA about the process it followed.

Cameron said the idea for the requirement came out of two self-evaluation studies done by the College in 1980 and 1981. There was concern about students' avoidance of ethnic departments and majors. Enrollments rose in the 1960s, but starting in the mid-1970s, fewer students majored in or took classes in ethnic studies.

After two years of committee work, the CLA Assembly adopted the requirement by a narrow 24 to 27 vote in May 1985.

Professors who teach courses meeting the requirement discussed what's included in cultural pluralism courses.

INSIDE

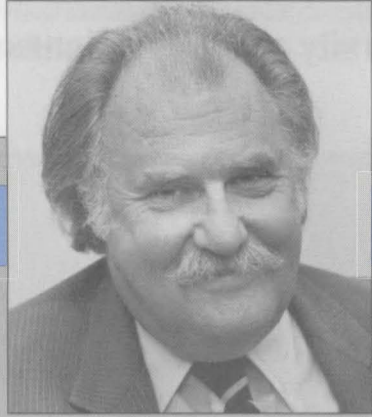
Two endowed chairs for CLA p.3
Part of Curt Carlson's \$25 million gift to the Minnesota Campaign will fund endowed chairs in political science and economics.

Cooper reconstructs Temple of Apollo p.4
After 16 years of sorting and identifying rocks from the ancient Temple of Apollo in Greece, archaeology professor Frederick Cooper is ready to publish.



Hmong project aids communication p.5
Linguistics professor Bruce Downing assists in mental health project to aid communication between refugee clients and counselors.

Photo by Tom Foley



THE DEAN'S LIST

Dean Fred Lukermann

Within the past month, two more national reports on the crisis in education have rolled off the presses, the Holmes report on teacher education and the Carnegie report on teacher certification. Almost daily the Secretary of Education issues pronouncements on what is not right with American education and American educators. If we would only preach and teach the verities of the American and western civilization ways of life, he says, all would be well. If one were cynical, one could mutter "publish and perish" and merrily go on one's way.

One can't. Other headlines illustrate a more important crisis in education: we as Americans are tragically unknowledgeable about the world and the world is equally unknowledgeable about us. There appears to be a total absence of international understanding. Our ignorance is manifested at the highest levels as well as at the norm. Obviously, it is the content of our education that is wanting, not how we teach. We seem to have taught our leaders quite well the wrong things.

What are the right things? Perversely, the Secretary of Education is right. The content of our education is the key, we don't learn the right things. It is the intellectual and conceptual content that is missing. But it is not only the verities of American and western civilization that must be learned, but the verities of all other cultures and civilizations as well.

But that is impossible you say. Truth is truth. We must separate the right from the wrong. If we don't do that, it is a morass. We are immersed in cultural relativism. If everything is true, there is no truth.

I agree, we can't teach everything, but we can teach conceptually. And we can avoid the dilemma of a cultural relativism that seems incapable of separating facts and values.

What is necessary, as Isaiah Berlin has pointed out, is to separate judgment of facts from judgment of values. If we accept the possibility of an objective knowledge of facts (which most of us do) separate from a pluralism of values in the world (which seems eminently sensible and self evident), then we have conceptually given ourselves a framework for understanding the world in its diversity. The crucial point in all this is an understanding of what we mean by a pluralism of values, and how that definition can be a useful mode of inquiry and information. Berlin gives us that understanding:

There are many objective ends, ultimate values, some incompatible with others, pursued by different societies at various times, or by different groups in the same society, by entire classes of churches or races, or by particular individuals within them, any one of which may find itself subject to conflicting claims of uncombinable, yet equally ultimate and objective, ends. Incompatible these ends may be; but their variety cannot be unlimited, for the nature of men, however various and subject to change, must possess some generic character if it is to be called human at all. This holds, *a fortiori*, of differences between entire cultures. There is a limit beyond which we can no longer understand what a given creature is at; what kinds of rules it follows in its behaviour; what its gestures mean. In such situations, when the possibility of communication breaks down, we speak of derangement, of incomplete humanity. But within the limits of humanity, the variety of ends, finite though it is, can be extensive. The fact that the values of one culture may be incompatible with those of another, or that they are in conflict within one culture or group in a single human being at different times—or, for that matter, at one and the same time—does not entail relativism of values, only the notion of a plurality of values not structured hierarchically; which, of course, entails the permanent possibility of inescapable conflict between values, as well as incompatibility between the outlooks of different civilizations or of stages of the same civilization.

What Berlin provides us with, in my estimation, is twofold: first, he disposes of the relativism that says that we can't make objective judgments of fact, and secondly, he makes possible a judgment of values if we have a comparative knowledge of the ways of the world. In doing so, he avoids the ethnocentrism of the Secretary of Education and stipulates the necessity of broad international and comparative study of cultures, both past and present. In short, he does not absolve us from making value judgments, but rather drives us to make judicious decisions within a broad knowledge of the cultural pluralism of the world.

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Photo by Dorothea Lange in National Archives



A Japanese family waits to be transported to a concentration camp. More than 100,000 Japanese-Americans were held in concentration camps during World War II, because the government considered them potential security risks.



Nobuya Tsuchida, 42, director, *Asian/Pacific American Learning Resource Center*, and adjunct faculty member in the *East Asian Studies Department* and

American Studies Program, has taught at the *University* for six years, and is originally from Tokyo.

For six years, Tsuchida has taught the History/East Asian Studies course, "Asians in America: Ethnic Perspectives."

The course focuses on what happened to Asian-American immigrants and their descendants, beginning with Asian and native workers on sugar plantations in Hawaii, seasonal farm workers in California, and Chinese immigrants who worked in California gold mines and who built the railroads. Tsuchida said the Chinese were not only victims of racism, but were severely affected by economic problems after the Civil War.

During the 1870s and 1880s, "Chinese were no longer welcome" in the U.S., and they "were forced to retreat to Chinatowns," Tsuchida said. Some fled to Minnesota, he added, to escape the "violent anti-Chinese movement in California."

California laws prohibited Chinese from being hired for public works jobs, and they were taxed more heavily than non-Chinese. Tsuchida said Chinese were not allowed to own land or to become naturalized citizens until 1943. They were "aliens ineligible for citizenship."

In 1948, the laws were repealed, allowing Japanese and Chinese to own land. However, Japanese were not allowed to become naturalized citizens until 1952.

In his course, Tsuchida discusses how the U.S. government and Constitution functioned during World War II in relation to ethnic groups, noting that German and Italian-Americans were not subject to curfews and incarceration without due process.

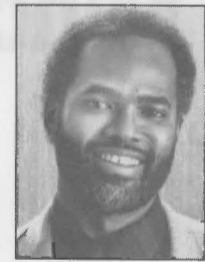
More than 110,000 Japanese-Americans in the western U.S. were interned in remote concentration camps. He said they were made scapegoats as a result of Japan's attack on Hawaii and also because they were physically different.

In 1943, the Supreme Court ruled in three cases that the evacuation was a

wartime necessity, he said. Recently, those Japanese-Americans convicted of wartime curfew violations reactivated their cases. It was found that the government withheld information; the Justice Department agreed to vacate the convictions.

Asian-Americans are the fastest growing racial group in the U.S. because of increased immigration, he said. There are now 5 million Asian-Americans in U.S. territories, including Pacific islanders. According to 1980 census figures, about 26,500 of the 4 million Minnesotans are Asian Americans.

Tsuchida noted that although changes are occurring in society, today's Indo-Chinese immigrants are going through the same pattern of discrimination as earlier immigrants. They are underpaid for the same jobs, called names, ridiculed on the street, their homes are vandalized, and they are physically threatened.



John Wright, 39, is an associate professor in *Afro-American and African Studies*, and in the *English Department*, as well as a member of the executive committee in

American Studies. Between 1971 and 1973, he was director of CLA's *Martin Luther King Program* and was a *Minnesota Student Association* senator. From 1973 to 1984, he taught at *Carleton College*, where he directed the program in *Afro-American and African studies*. He was born in Minneapolis.

"All Americans are members of ethnic minorities," Wright said, as he explained why he objects to the title of an English class he will be teaching, "American Minority Literature."

No nationality group constituted more than one-seventh of the total population that entered America, he said, observing that by the mid-19th century "even Yankees were a minority group." According to 1980 census figures, there were about 53,340 blacks in Minnesota.

Wright said his course titled "American Multi-ethnic Autobiography" begins with the "grandfather of all Yankees, Benjamin Franklin." It covers 19th century slave narratives, and autobiographies by American Jews, Chicanos, Chinese-Americans, Puerto Rican-Americans, native Americans, and women.



The spirituality and sense of brotherhood among Indians were themes in 10 paintings by Donald Little Big Blackhawk of St. Paul, which were on exhibit in Coffman Memorial Union during Indian Month in May.

"Our national fate has always been to be one and many simultaneously," he said, citing the Latin phrase used on the U.S. seal, "e pluribus unum," meaning "out of many, one" or "one composed of many."

The study of cultural pluralism is not just a domestic concern, but a global issue, he said. "Every state in the U.N. is a pluralistic state and those attendant problems and possibilities are before us every day."

Why was the University the first to adopt such a requirement?

It is the result not only of the "old Minnesota liberal tradition," Wright said, but also of the Twin Cities having the largest urban Indian population in the country. It also has a large Southeast Asian population.

There is also an activist tradition in the Twin Cities black community, he said, recalling that John Quincy Adams, editor of the *St. Paul Appeal* in the late 19th century, attracted national figures to Minnesota like W.E.B. DuBois, Booker T. Washington, and Frederick Douglass.

Zita and the Women's Studies program have been instrumental in developing the new requirement, he said. Nationally, women's studies departments have increasingly taken leadership roles in promoting the study of ethnicity, as well as gender, Wright noted.

CLA's American Studies program has provided additional stimulus through its own move away from the field's early emphasis on the study of "unitary American mythologies" toward the study of "American diversity," he said.



flo wiger (who uses no capital letters in her name), 44, is an American Indian and coordinator of American Indian Studies and the University Office of Minority and

Special Student Affairs. She was born in Fargo, ND, and has taught at the Twin Cities campus since 1978. She also taught for two years at the Crookston campus.

In her class, "Introduction to Indian Studies," wiger offers students a base of knowledge about American Indians. Last year, about 60 of the 75 students in the class were anglos. The class emphasizes that "there is more than one world view." She said most knowledge taught in the U.S. is from the Western European experience.

The course examines the sociology of the traditional Indian extended family and how it is changing. She said Indian

societies are still based on the extended family concept, but now the family may be on both the reservation and in the city.

As a result, she said, the tradition of separate tribal identity is being transformed into an "Indian identity" in the urban area, because the urban Indian community often is composed of several tribes. According to the 1980 census, there were about 35,000 American Indians in Minnesota.

Wiger said the cultural pluralism requirement is "long overdue." America is a young country and has little sense of tradition and heritage, she said. "We haven't developed who we are, because we're young and we grew so quickly and so intensely.

"We concentrated so much on the technology, we forgot about the humanity," she said.

Wiger views America as a pluralistic society, yet, "We still have the 'melting pot' albatross hanging around our neck... I think we're a mosaic."

America tends to assume that others in the world think the way it does, she said, but, "there are millions of people in the world who don't think like us."



Guillermo Rojas, 48, chair of Chicano Studies, has taught at the University since 1983. He taught at the University of California-Davis for 13 years.

He was born in Victoria, Texas.

Why is a cultural pluralism requirement needed in Minnesota? Rojas said two main reasons are very clear. The major proportion, 96.3 percent, of Minnesotans are considered part of the dominant society, while 3.7 percent are people of color, he said. According to 1980 census figures there are about 32,000 Chicanos in Minnesota, about 1.1 percent of the population.

Given those statistics, "How would a young person in Minnesota understand the dynamics of other ethnic cultures" in the major East Coast cities, or Chicago, or Denver, Albuquerque and Los Angeles?" he asked.

The second major reason, he said, is that, "Minnesota has a tradition of looking toward Latin America in its church-related missionary work," which underscores an interest in the study of a variety of cultures.

That tradition is one reason Rojas was drawn to Minnesota, he said. For example, Minnesota opened its doors in 1915 to a number of refugees from the Mexican revolution. Minnesota is known for its openness to a number of refugee groups, he added.

Minnesota is also known for a strong commitment to civil rights and an integrationist viewpoint, Rojas said.

"We've simply taken it one step further," he said, referring to the cultural pluralism requirement.

Zita said the new requirement means she and other faculty need to retool, retrain, and learn about other cultural perspectives and learn how to integrate them into teaching, research, and scholarship.

"I have to be aware that I come from a white, anglo perspective," said Zita. She wants to be sure she doesn't "make my perspective the norm, against which other cultures are devalued or erased—that would be cultural ethnocentrism." □



WHAT THE STUDENTS ARE DOING

■ **Joanna Johnston**, a 22-year-old Burnsville native and senior in the School of Music, captured the coveted first place award in the Metropolitan Opera Regional Auditions in February. Johnston earned more than \$3,700 in prizes and the opportunity to compete against 15 other vocalists in the national auditions in April at the Met in New York. She did not win, but said she was thrilled to sing in the competition. Opera celebrities in the audience included Luciano Pavarotti and Placido Domingo. Music has always been a part of her life. Her father was a music teacher, her mother is a professional musician, and her brother is a drummer in a band. Johnston said she began singing "in tune" at the age of 11 months. She has studied formally with only one vocal teacher, Music School Professor Clifton Ware. After graduation in June, Johnston plans to look at graduate schools or for apprenticeships with opera companies.

■ **Judy Grew**, a sophomore honors student from Duluth and political science major, has won a Truman Scholarship. It covers eligible expenses for tuition, fees, books, and room and board, to a maximum of \$5,000 annually for up to four years. The Harry S. Truman Scholarship Foundation, established by Congress to honor the former president, provides opportunities for outstanding students to prepare for public service careers. It is the

fourth year out of the last five that a CLA student has won a Truman Scholarship. ■ **Nathaniel Paradise**, an English major who graduated in January, has been awarded the Mellon Fellowship in the Humanities. The fellowship was established by the Andrew W. Mellon Foundation to attract exceptionally promising students into preparation for careers in humanistic teaching and scholarship. The fellowship covers three years. The stipend for entering graduate students is \$7,500 plus tuition and fees. Paradise, from Golden Valley and the son of Jonathan Paradise, professor in Ancient Near Eastern and Jewish Studies, has been admitted to Princeton, Yale, Harvard, and Pennsylvania, but he hasn't decided where he will attend school.

■ **Lisa Paul**, a senior Russian studies major, joined legislators in Washington, D.C., in April, to make a plea to the Soviet Union to release Ina Meiman, 55, a Soviet Jew dying of cancer who wants to come to the U.S. for treatment. Last winter, Paul's 25-day fast to draw attention to her friend's plight gained national press coverage. Paul met Meiman while she was working in Moscow; Meiman was her Russian tutor. Paul, a Catholic, received a human rights award in February from the Minnesota-Dakotas Action Committee for Soviet Jewry in recognition of her efforts for Meiman.

Minnesota Campaign Brings Two Endowed Chairs to CLA

■ A portion of Curt Carlson's \$25 million contribution to the University to launch the \$300 million Minnesota Campaign will fund two endowed chairs in CLA.

Carlson donated \$500,000 for the Arleen Carlson Land Grant Chair in Political Science, which Carlson gave in the name of his wife. Another \$1 million Carlson Chair has been designated for the Department of Economics.

The Minnesota Campaign is designed to make the University one of the top public institutions in the country, with strong, innovative, and nationally acclaimed departments and programs.

CLA already leads the University in the number of outstanding departments ranked among the top 10 in the country. For the past year, Julieann Carson, associate dean for institutional relations, has coordinated College efforts to identify more units which could benefit from outside funding and move into the top ranks.

The College is giving highest priority to the acquisition of endowed academic positions, which will attract the best scholars in the country, with higher salaries and research assistance. It takes a contribution of between \$500,000 and \$1 million to create an endowed chair.

To attract and maintain an outstanding faculty, the College wants to provide more resources for faculty travel, visiting faculty, and conferences.

CLA will seek funds to increase collaboration with high school teachers, particularly to better prepare students in writing and second languages. The College wants to expand advanced placement and accelerated learning opportunities, to offer more internships or research assistantships to undergraduates, and to strengthen the Honors Program.

Computers will play a big part in the future of education, and CLA wants funds to train faculty and students in their use.

Funds are needed to implement the strengthened foreign language and new cultural pluralism requirements.

A major study of writing instruction is currently underway, and more money will be required for that area as well. Several important library collections have been offered to the College in the last few years. They must be purchased and maintained.

The College will also seek more financial aid funds for students and a performance laboratory for the new music building.

Art Historian Fred Cooper to Publish 16-Year Study of Apollo Temple at Bassai

By Joyce Wascoe

For 16 years, art history professor Fred Cooper has spent his summers digging and sorting in the hills of Greece and additional time studying sites of ancient temples from hot air balloons. This year, he plans to publish a major monograph on his findings.

His subject is the Temple of Apollo at Bassai, a limestone and marble monument constructed by the Greeks around 420 B.C. to thank Apollo, the god of art and science, for having saved them from the Black Death.

Cooper, 49, has converted his careful drawings of 3,500 of the 5,000 stones that lie in the rubble surrounding the partially-destroyed temple into diagrams of the original.

Almost every summer, he camped at the site with his former wife, two daughters, and a crew of graduate students in architecture and archaeology. His Volkswagen van and pick-up sized, three-wheeled vehicles transported his camping equipment and surveying tools to Bassai.

Working at an archaeological dig in the warm Greek sunshine sounds very romantic, but Cooper laughs at that image. "The romance comes before and afterwards," he said.

The Temple of Apollo does not have a vertical, a horizontal, or a straight line.

In between, are long, hot days of tedious work moving each stone, some of them weighing several tons, so each side can be drawn, numbered, and recorded on a hand-held computer. Later the information is transferred to a cassette tape machine in a specially-outfitted briefcase.

Cooper's interest in the Apollo temple began with his first trip to Bassai as a student in 1962. Later he prepared a historical study for his Ph.D. dissertation, which he completed in 1970 and later published as a book. In 1970, he began his field work and catalogued most of the stones by 1975. Since then, he has been writing the text and preparing the final drawings.

He took time away from the Apollo temple to work on an underwater archaeological project at Halieis that contained an early Greek temple site, including banquet halls, two temples, a stadium, and an altar. Cooper also worked at the Franchthi Cave and at the Temple of Zeus at Nemea on a major study for reerection of the temple.



Art History Professor Fred Cooper with survey equipment is on the site of the Temple of Apollo.

He collaborated with other archaeologists in using a new technique for taking aerial photographs from a balloon floated above land and water sites. It allows the archaeologist to distinguish outlines of partially-covered buildings.

Devoting much of 16 years to one project is not unusual for an archaeologist.

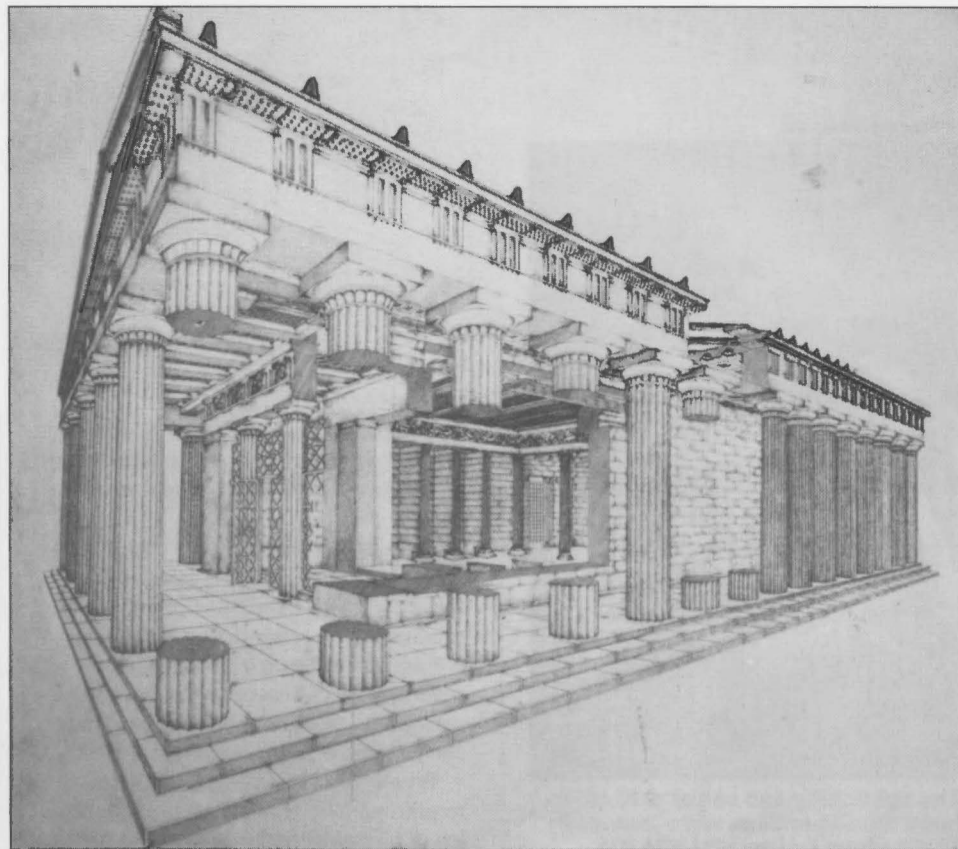
"When I speak with the Germans, they think my work is going lickety-split," Cooper said. "When I speak with Americans, it seems to be taking an incredibly long time."

Each school year, he came back to the University's art history department. He helped start the Classical Civilization Program in CLA in 1974. He is serving as its acting director this year. From 1982 to 1985, he was the Mellon Professor at the American School of Classical Greek Studies at Athens. One of his duties was to conduct graduate seminars at approximately 500 Greek archaeological sites.

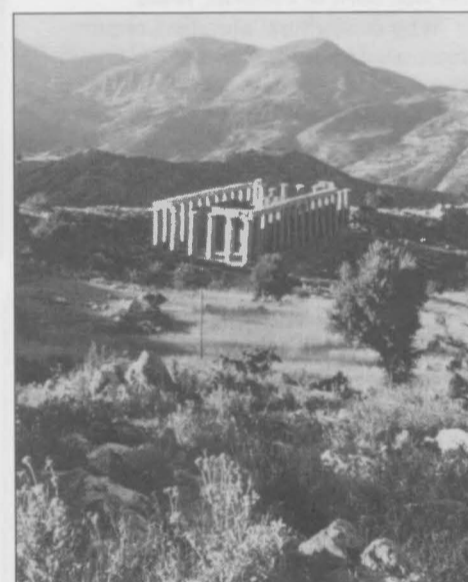
Next year, he will be back in Greece on sabbatical to write a handbook of Greek architecture commissioned by the University of Chicago Press. It will contain 10,000 new drawings of Greek archaeological sites. He hopes to work with the same team of architecture and archaeology students from the U.S., Canada, and Belgium that did the Apollo drawings.

The Apollo temple, which was designed by Ictinos who built the Parthenon a few years before, contains a number of architectural innovations:

- Its famous Bassai frieze depicting battle scenes is the earliest known indoor frieze in a Greek temple. It is now in the British museum.
- For the first time in Greek construction, the temple used half columns surrounding the inner chamber.



A cutaway diagram of the Temple of Apollo was prepared for the major monograph Professor Fred Cooper is writing. It depicts the inner chamber within the temple.



The partially-destroyed Temple of Apollo is nestled in the Greek hills at Bassai.

- The first-known Corinthian column at one time stood at the entrance to the inner chamber.

The temple was rediscovered by Turkish travellers to Greece in the 1750s. When it was excavated in the early 1800s, the elaborate capital atop the Corinthian column disappeared.

Cooper found it at the site, smashed to pieces. He was able to locate enough of the parts to reconstruct it.

Like the Parthenon, the Temple of Apollo does not have a vertical, a horizontal, or a straight line, Cooper said. These disparities are called "refinements" in Greek architecture and are not usually discernible to the naked eye.

"I think there were very elaborate theories of optics," Cooper said, which he doesn't think archaeologists may ever discover.

Archaeologists assumed for a long time that the Apollo temple was destroyed by earthquakes, but Cooper thinks otherwise.

His theory is that it was torn down during the Dark Ages by people who wanted to get at the metal in the stone building blocks.

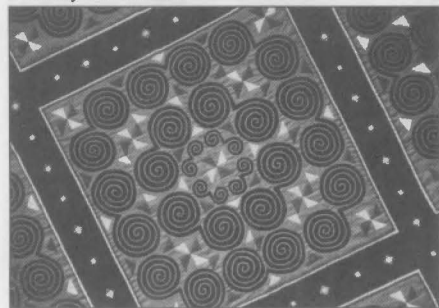
The temple seems to have been designed to withstand the shock of earthquakes, Cooper said. In the 1960s, a major earthquake leveled 22,000 buildings in the area, but didn't damage the temple. The elastic design allowed the pieces to ride independent of one another during seismic tremors.

The Greek Archaeology Service is currently studying the Apollo temple to determine how best to preserve it.

A group of European businessmen is trying to persuade Texas financiers to build a replica of the temple in the U.S.

Cooper says he doesn't know if that will happen. His major concern is preservation of the ancient monuments. During the next two years, he would like to lay the groundwork for a council for the preservation and construction of monumental stone architecture. In addition to archaeologists, members would include chemical engineers, mechanical engineers, geologists, and seismologists. □

Photo by Bill Hoffmann



Traditional, hand-sewn Hmong quilts and fabrics are available at Hmong Folk Arts, Calhoun Square, Minneapolis, and at other Twin Cities locations.

For South Asian Refugees, Language the Biggest Hurdle to Mental Health Care

By Jeff Litvak

Almost everyone who has traveled to a foreign country has experienced the exasperation of not being able to communicate. But it's a temporary problem. In a few days, you'll return home to a country full of English speakers.

For refugees entering the United States from Southeast Asia, there is almost no chance of going home. Language is a constant obstacle, not only in stores and schools, but at home as well, where young refugees grow up as Americans, mastering English, but becoming alienated from their parents who may speak only their native tongue.

Photo by Bill Hoffmann



Bruce Downing

CLA linguistics professor Bruce Downing has been conducting research on the acquisition of English by Southeast Asian refugees, particularly the Hmong, since they began arriving in Minnesota in 1976. For these mountain residents from Laos, language has been the principal barrier to their employment and social adjustment.

Downing is currently the associate director of the Refugee Mental Health Resource Development and Technical Assistance Center, a three-year project created this fall as part of a \$1.4 million grant to the University Hospitals from the National Institute of Mental Health. The center will provide support for state programs that deal with mental illness among refugees.

Some refugees developed mental illnesses while living in Southeast Asia, he said, but these problems are compounded by being forced to cope with life in the United States.

Communication between Southeast Asian clients and counselors of state mental health organizations is difficult, a problem the center will work to solve.

In addition, he said, the center will assist in designing a curriculum for the training of refugees to work in mental health centers. Currently, the center has a staff of 20, but Downing said this number will double in the second and third years of the project.

Generally, Downing said, the Hmong

have not been successful in America.

"Often what they can get to support the family from public assistance provides more money than what they can get with a job, and the kinds of jobs they can find with the lack of English and lack of education are mostly entry-level jobs that don't provide health benefits and pay minimum wage, or close to it, so that it's difficult to support a large family.

"The combination of having fairly liberal public assistance, welfare benefits, and having only low-paying jobs available have kept a lot of people on welfare here (in Minnesota)," he said. This phenomenon has been repeated in other states with readily available public assistance, such as Wisconsin and California, Downing said.

"The Hmong here have gotten a lot of support from the resettlement programs and having ESL (English as a Second Language) classes available, he said. "There have been so many Hmong here the ESL classes have been adapted pretty well to their particular needs."

However, the ESL classes often don't fulfill the expectations of the Hmong students, he said. Some Hmong are not literate in any language, so ESL instructors must occasionally start by teaching the alphabet. In addition, many of the students have had no formal experience in a school and don't know the proper way to act in a classroom. Hmong say the classes are offered on too high a level with little practical information offered about how to survive in American society, Downing said.

"The government's plan for resettling refugees was to disperse them as widely as possible so as not to make a big impact on one area," according to Downing. However, he added, the Hmong were unable to cope with the isolation of living in rural areas. They tended to gravitate to areas where they could congregate with other Hmong.

Large numbers of Hmong moved to California with the hopes of being able to return to farming. "I feel a little less optimistic about the Hmong who have gone to California," he said, "because they are the ones who weren't doing so well where they were before." He said many of the Hmong in California are living in "fairly squalid conditions" and are now farm laborers in competition with Hispanic farm workers.

In the home, language is also causing barriers between Hmong parents and their children, Downing said. Hmong children are growing up as Americans, he said, and there is little reason to stay proficient in the use of the Hmong language outside the home. Although the Hmong have managed to keep their identity for centuries, Downing said, "The circumstances are different enough here" that the young Hmong are being assimilated into America society. □

Photo by Bill Hoffmann



WHAT THE PROFESSORS ARE DOING

■ **Linda Hogan**, American Indian Studies and American Studies, was named the 1986 American Book Award poetry winner for her book, *Seeing Through the Sun*, published by the University of Massachusetts Press in 1985. The publisher describes the poetry as "portraying events of everyday life," but with "powerful undercurrents, a sureness of life's basic rhythm and a sensitivity to the pressures of survival." Hogan, who has taught in CLA for two years, also received a \$20,000 National Endowment for the Arts (NEA) grant to finish another book during the 1986-87 academic year. The current title of the book is *Solar Storms*. She was born in Denver and has taught in the all-Indian program at Colorado College, Colorado Springs. ■ **Tzvee Zahavy**, professor of Ancient Near Eastern and Jewish Studies, received a Centennial Rabbinic Award this spring from Yeshiva University, New York City. The award recognizes Zahavy's contribution to building the Jewish community and for dissemination of Jewish knowledge throughout the world. Zahavy, whose course "Introduction to Judaism" was the largest Jewish studies course in the country this winter with 230 students, was the only rabbi from the Upper Midwest to receive the award. ■ *Plants in Indigenous Medicine and Diet: Biobehavioral Approaches*, by **Nina Etkin**, Anthropology, was published this year by Redgrave Publishers, Bedford Hills, N.Y. Etkin, whose research interests include medical and nutritional anthropology, and ethnomedicine and pharmacology, also is editor of the journal *Reviews in Anthropology*. ■ **Dominick Argento**, Regents' professor of music and Pulitzer prize-winning composer, received a 1986 National Institute for Music Theatre award in New York City for his opera, *Casanova's Homecoming*. Following a Swedish premiere this winter, *The Voyage of Edgar Allan Poe*, an opera by Argento, received rave reviews. Haken Dahl in the *Goteborg Posten* said, "Almost

immediately, one was overwhelmed by the force and the richness." ■ **Kathleen Hansen**, professor in Journalism and Mass Communication, served as one of eight judges for the Upper Midwest finalists in the NASA Journalist-in-Space program. The judging took place at the University of Iowa, Iowa City, May 12 and 13. The judges selected eight journalists to go on to the national competition. ■ *The Economy of British America, 1607-1789*, coauthored by **Russell Menard**, professor of History, and **John McCusker** from the University of Maryland, was selected by *Choice* magazine as one of the Outstanding Academic Books of 1985. It was published by the University of North Carolina Press. ■ **Gabriel Weisberg**, professor in Art History, is director and curator of a major international loan exhibition for the Smithsonian Institution. "The Paris Style 1900: Art Nouveau Bing" opens at the Virginia Museum of Fine Arts in September prior to a national tour to Sarasota, Florida; The Joslyn Art Museum, Omaha, Nebraska; and the Cooper-Hewitt Museum of Decorative Arts and Design, New York. ■ History Professor **Josef Altholz** was elected first vice-president and president-elect of the American Catholic Historical Association. Altholz, who notes that he is Jewish, will become president in December. Altholz was born in New York City and has taught at the University since 1959. He said there have been other non-Catholic presidents of the association, although he will be the first Jewish president. His field of research, his dissertation and first book were on Catholic church history. ■ **Joseph Galaskiewicz**, Sociology, is the author of *Social Organization of an Urban Grants Economy: Study of Business Philanthropy and Not-For-Profit Organizations*, published by the Academic Press. It is a study of grant-making among 150 publicly-held business corporations in the Minneapolis-St. Paul metro area.

CLA facts



Photo by Bill Hoffmann

Johnston Hall, which houses the administration offices of the College of Liberal Arts, the Graduate School, and Summer Session was dedicated April 19, 1951, by President James L. Morrill. It was named in honor of Dr. John B. Johnston, a neurologist, who served as dean of the College of Science, Literature and the Arts (now the College of Liberal Arts) from 1914 to 1937. He joined the University faculty in 1907 and died in 1939.

The building cost about \$1 million and its construction was funded by the Minnesota Legislature in 1949.

ALUMNI *news*

Jean Bouvier Gives \$90,000 for Writers, Profs

For Jean Keller Bouvier, English major, class of 1922, education was the cornerstone of her life.

She held the University of Minnesota in the highest esteem, according to her attorney, and she extolled the virtues of her public education.

She taught school in the Los Angeles Unified School District for more than three decades. At her death in 1984, she left more than \$90,000 to the College of Liberal Arts.

She also left *The Innocent Years*, a book about her childhood, which she wrote when she was in her 80s. It's only 83 pages, but it is a captivating memoir of the first decade of the 20th century.

Jean Bouvier evidently cherished hopes of being a published writer. In her freshman year at the University she became a literary editor of the *Minnesota Daily*, which published several of her pieces. Later, after graduating and moving to California, she sequestered herself for a time in a mountain cabin to "clear her head" for writing.

She requested that half of her gift, \$45,195, be used for scholarships.

Beginning in spring 1987, the creative writing faculty will select two sophomore or junior students based on the merit of their creative writing in English courses for the \$1350 awards. The award recipients will also receive a copy of *The Innocent Years*.

CLA Alumni Help Welcome New Students and Their Parents

The CLA Alumni Board participated in the University Community Program, April 29, 30, and May 1, to welcome newly-admitted students and their parents to the University.

During each evening's program in Coffman Memorial Union, nearly 400 students who will be coming to the University next fall and their parents were greeted by University staff and alumni Harvey MacKay and Steve Goldstein. In addition to a video presentation, students met in small groups and advisers answered their questions. Parents heard panel discussions by alumni, faculty, and students.

Mark Eckerline, '78, who coordinated the CLA Alumni Board's participation in the event, and other board members, Scott Whelan, '76, and Roxanne Goertz, '77, staffed a CLA booth and took part in the panel discussions. □

Phonathon Surpasses Goal, Raises \$91,146

As of April 15, the CLA Annual Giving Campaign phonathon had raised \$91,146, surpassing the College's goal of \$90,000.

Student callers will continue working through June trying to reach 20,000 CLA alumni by phone or letter. The CLA Alumni Board, CLA deans, and staff held an afternoon reception for the student callers this spring.

The money raised in the drive will be used for undergraduate scholarships, computers and video cassette equipment for teaching second languages, and the Dean's Fund for Excellence. □

Correction

It was incorrectly reported in the last issue of the *CLA Newsletter* that a \$12,000 donation to the Music Library Fund was given by the estate of Donald J. Ferguson. It was given by Donald J. Ferguson, son of Donald N. Ferguson, for whom the new School of Music Building was named.



Jean Keller Bouvier, class of 1922, at age 16. She described a gentler time in a book about her youth, *The Innocent Years*.

She requested that the other half of her gift be given to the distinguished teacher program. The money will be used to establish an endowment for the CLA Distinguished Teacher Awards. The College gives three \$500 awards each year. For the last 26 years, the CLA Alumni Society Board has raised the funds. □

CLA Alumni Elect New Officers

Roxanne Goertz, '77, an advertising account executive with Campbell-Mithun, Inc., was elected president of the CLA Alumni Board at the May 12 meeting.

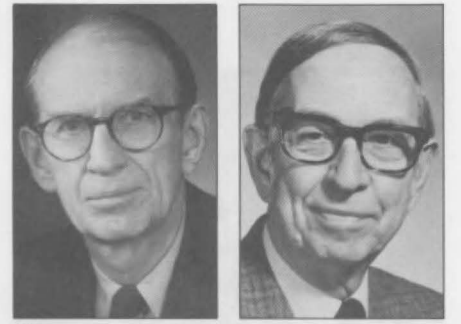
The other officers elected were Katherine Hystead, '77, first vice president; Bruce Thorpe, '84, second vice president; and Mike Bilski, '82, secretary-treasurer.

This year's outgoing president, Scott Whelan, '76, and last year's president, Jim Elert, '77, received certificates of appreciation at the meeting. □



Roxanne Goertz

Photo by Bachrach



Homer D. Hagstrum (left), and Jean H. Hagstrum

Hagstrum Brothers Win Honorary Degrees

The Hagstrum brothers went their separate ways in education and in their work, but they will team up again June 6 at the Institute of Technology Commencement to receive two honorary degrees, the first time two members of the same family have won honorary degrees at the same time at the University.

CLA graduate Jean Hagstrum received his B.A. degree, *summa cum laude*, in history and English in 1933. His brother, Homer, received his degree in physics.

Jean Hagstrum is currently the Senior Mellon Fellow at the National Humanities Center. He is also the John C. Shaffer Professor Emeritus of English and the Humanities at Northwestern University. Hagstrum's pioneering book, *The Sister Arts*, studied the relationship of poetry and painting from antiquity through the eighteenth century. His last book, *Sex and Sensibility: Ideal and Erotic Love from Milton to Mozart*, published in 1980, studied music as well as literature and painting. His first book, *Samuel Johnson's Literary Criticism*, first published by University of Minnesota Press, remains the standard work on its subject.

Homer D. Hagstrum received the B.E.E. with high distinction in 1935, the B.A. degree *summa cum laude* in 1936, the M.S. in 1939, and the Ph.D. in physics and mathematics in 1940, all from the University. He has been a member of the technical staff of AT&T Bell Laboratories since 1940 and head of its Surface Physics Research Department from 1954 to 1978.

After joining Bell Laboratories, he worked on the development of microwave magnetrons, and since 1946 has specialized in the study of surface phenomena. □

CLA *calendar*

JUNE

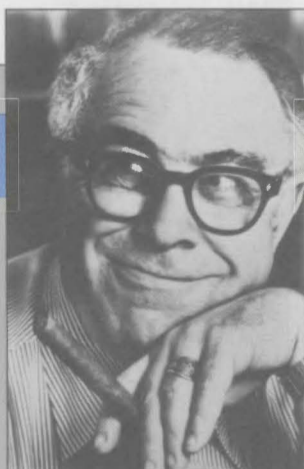
Lectures

- 2** "Influences of the Economy, Society, and Material Culture on Family Formation in Pre-modern Japan," Susan Hanley, historian, University of Washington, Noon-1:30 p.m., Ford Room, 710 Social Sciences Tower
- 5** "The East European Peasant Household and the Beginnings of Industry in Poland," Rick Rudolph, History, Noon-1:30 p.m., Ford Room, 710 Social Sciences Tower

- 6** "Time and Duration: In Search of a Model for the Decline of Spain," Carla Phillips, History, 12:15 p.m., Ford Room, 710 Social Sciences Tower

Annual Alumni Meeting

- 4** 82nd annual meeting of Minnesota Alumni Association, featured speaker Art Buchwald, nationally-syndicated columnist and author, agenda includes election of officers and presentation of annual Alumni Service Award, 6 p.m., University indoor football complex.



For information, call 373-2466

Conference/ Reunion

- 19-22** Finnish and American Women's Reunion, Earle Brown Conference Center, St. Paul Campus. For information, write Reunion of Sisters, 424

Morrill Hall, 100 Church St. S.E., Minneapolis, MN 55455, or call 373-5744

Commencement

8 CLA Commencement, 1 p.m., Northrop Memorial Auditorium. For information, call 373-2446

Performances

- 1** "The Comedy of Errors," William Shakespeare, University Theatre. For information, call 625-4001
- 2** University Wind Ensemble, featuring student soloists and premiere of "Suite for Flute, Piano,

Bass, and Drums," by Frank Benciscutto, Music, 8 p.m., Willey Hall

3 University Concert Band II/Jazz Ensemble II, 8 p.m., Northrop Memorial Auditorium. For information, call 376-9093

6 University Chamber Orchestra, Richard Massman, director, 8 p.m. Willey Hall. For information, call 376-9093

- 17-August 31** "Sherlock Holmes," William Gillette, Centennial Showboat, adapted, directed, choreographed by Robert Moulton, Theatre Arts, for information, call 625-4001





Left to right: John Wright, Karal Ann Marling, Anatoly Liberman, and David Noble.

Four Professors Selected for Special Research Funds

By Jeff Litvak

Thanks to grants from Dean Fred Lukermann, four CLA professors should have an easier time carrying out research projects for the next few years.

Lukermann has awarded the four professors, Karal Ann Marling, Art History and American Studies, Anatoly Liberman, German and Scandinavian, George T. Wright, English, and David Noble, History, \$1,500 in research funds for the rest of this year and up to \$3,000 per year for 2½ more years.

He said the four professors were selected on the basis of their scholarly work, the inter-disciplinary nature of their research, and their work with the community.

Lukermann said that because the work the professors do is often not in association with a particular department, they had to apply to the College for research and travel grants each time funding was needed. The dean's grants should eliminate much of the need for the continuous stream of applications, he said.

The money is from the Dean's Discretionary Fund, which comes from donations to the College's annual fund-raising campaigns. Lukermann said he would like some of the funds raised in the recently-announced Minnesota Campaign fund-raising effort to be used for this purpose.

He said he would like to have "eight or 10" professors in the college conducting research using this type of grant. Eventually, he said, a review committee will be established to oversee the selection of professors.

Lieberman said the dean's grant will pay for a research assistant to sort through source material, so he can better use his time. For a recent project,

he said, he looked through more than 200 books, borrowed through inter-library loan, for source material.

He is a Germanic philologist who studies German, English, Scandinavian, Old Norse, and other languages. He has done extensive research on fairy tales and folk tales and he translates Russian poetry into English.

Wright, who specializes in poetry, Shakespeare, and modern British literature, said it was often necessary for him to prepare papers as part of grant application procedures, even if they weren't going to be used for the conferences he was interested in attending. The papers were often hastily prepared and had little value outside of applying for funds, he said. Writing such papers "takes time away from other projects," he said.

Marling, who has written several books and articles on popular culture and public art, said it "takes a very modest amount of money" to do the kind of research she does, but that she had to go through "incredible contortions" to write grant proposals to fund her projects. She said writing of grant proposals is inappropriate for the scale of work she does, research that is "quiet and private."

She said she has already used the fund to pay for a week's trip to Washington, D.C. during spring break to observe people at the Vietnam Veteran's Memorial.

Nobel, who is a leading author of intellectual history of the United States, said he would use part of the grant to update his personal library, which would allow him to streamline much of his research and is nearly impossible to do without the funds. □

COLLEGE news

Six new humanists hired

After a mega-search that brought 1,500 applications from around the world, CLA has hired six new scholars in literature, culture, and the arts. Three will join the faculty in fall 1986, the rest in fall 1987. They are identified by their new home departments, but all six have strong interdisciplinary interests and will teach in more than one area: **Ann Waltner**, History, Ph.D., University of

California, Berkeley; **George Lipsitz**, American Studies, Ph.D., University of Wisconsin; **Gianna Pomata**, History, Ph.D., University of Florence; **Ellen Messer-Davidow**, English, Ph.D., University of Cincinnati; **Rey Chow**, Comparative Literature, Ph.D., Stanford University; and **Rose Rosengard Subotnik**, Music, Ph.D., Columbia University.

Peter S. Wells, associate professor of anthropology and associate director of the Peabody Museum, Harvard University, has been appointed director of the Center for Ancient Studies. Wells, who will assume his duties in September, is currently directing excavations in Bavaria in West Germany. His archaeological interests deal with the areas north and west of the Alps and range from Paleolithic to medieval times.

The University Symphony Orchestra made its debut at Lincoln Center in New York City in April. The University Wind Ensemble gave a concert in Winnipeg, Canada, April 9.

Reorganization of the Dean's Office will include a dean for curriculum and a dean for institutional relations.

Associate Dean **Julieann Carson**, who has been the curriculum and undergraduate education dean, has taken on the institutional relations duties of fund raising and alumni relations. An internal search has begun for the curriculum position.

Student attendance nearly doubled this year at the Career Information Fair, Feb. 20, cosponsored by the CLA Career Development Office. More than 2,100 students attended, compared with 1,250 last year. Employers at the fair included 24 from business, 11 from government and non-profit organiza-

tions, and six from professional associations.

A Center for Advanced Feminist Studies was approved by the CLA Assembly. The center will be a research and administrative unit overseeing the graduate minor in Feminist Studies.

If preliminary figures for next fall stay on their present course, 1986 will be a boom year for the number of applicants to CLA.

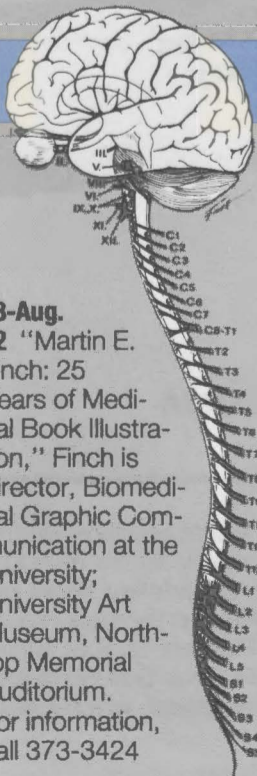
What's more, it looks like a bumper crop of high-ability students has applied to CLA.

According to figures released May 3 by **Larry Upton** of CLA's Prospective Student Services and Admissions Office, the number of applications from high school students was up 23.8 percent compared with the figure for fall 1985, from 4,296 to 5,317. Traditionally, 76 percent of applications from high school students are in by May 3.

Upton said it would mean a 10-12 percent increase in total CLA enrollment next fall.

As of March 1986, 500 students had been accepted into the Honors Program, compared with 392 at the same time in 1985.

It is estimated that between 650 and 700 students will finally be accepted, compared with 632 in 1985 and 441 in 1984. □



Film
5 "Bonnie & Clyde" (1967), Arthur Penn, 7:30 p.m., West Bank Union Bijou, Willey Hall

JUNE-JULY-AUGUST Exhibits

9-July 13 "Contemporary Norwegian Drawings," University Art Museum, Northrop Memorial Auditorium. For information, call 373-3425

13-Aug. 22 "Martin E. Finch: 25 Years of Medical Book Illustration," Finch is director, Biomedical Graphic Communication at the University; University Art Museum, Northrop Memorial Auditorium. For information, call 373-3424

SEPTEMBER Conference
12-13 "Linguistic Accommodation and Style-Shifting," 1986 Minnesota Linguistics Conference. For information, contact Elaine Tarone, Linguistics, 142 Klæber Ct., 320 16th Ave., S.E., Minneapolis, MN 55455

SEPTEMBER-DECEMBER Exhibit
25-Dec. 7 "American Abstract Expressionist Paintings," University Art

Museum, Northrop Memorial Auditorium. For information, call 373-3424



OCTOBER Conference
17-18 "Interpretation/ Translation/Performance," reevaluation of boundaries between fields of study, call for papers and performances by May 30. Send entries to Lectures and Events Committee, English Department, 207 Lind Hall, or call Haynes Horn, 373-2595

Arthur Rubinstein caricature, Norwegian Drawings exhibit

NOVEMBER Symposium
6-9 "A Century of European Migration, 1830-1930: In Comparative Perspective," international symposium, Spring Hill Conference Center. For information, call Thad Radzilowski, acting director, Immigration History Learning Center, 373-5581

*indicates admission charge

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College of Liberal Arts

Spring
1986

University of
Minnesota

CLA today

Photo by Per Breehagen



Approximately 100 American Indians from several states and Canada attended the second annual Marvin Red Elk Powwow in May at the U of M Fieldhouse.

Seven CLA Profs Win Teaching Awards

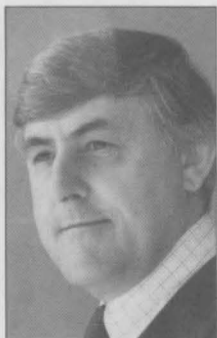
Seven CLA professors won top honors in CLA and the University for teaching and their contributions to undergraduate education. The CLA Distinguished Teacher Awards for 1985 will go to Ernest Bormann, Speech-Communication, Indira Junghare, South and Southwest Asian Studies, Gail Peterson, Psychology, and Peter Reed, English.

George Green, History, Janet Spector, Anthropology, and Connie Weil,

Geography, won three of the nine all-University Horace T. Morse-Amoco Awards for contributions to undergraduate education. They will each receive a \$1,500 prize.

The Distinguished Teacher Awards, which have been sponsored for the past 26 years by the CLA Alumni Society, carry honorariums of \$500 each.

The awards will be presented at the CLA Commencement, Sunday, June 8, in Northrop Auditorium. □



Left to right: Gail Peterson, Ernest Bormann, Peter Reed, Indira Junghare, Connie Weil, George Green, and Janet Spector.

Photos by Bill Hoffmann

Photo by Tom Foley

CLA today

College of Liberal Arts
203 Johnston Hall
101 Pleasant St S.E.
University of Minnesota
Minneapolis, Minnesota 55455



ADDRESS CORRECTION REQUESTED

Are you lost? The Department of Speech-Communication is looking for lost alumni. If you aren't currently on the mailing list and majored in speech-communication, let the department know your name, address, and the year you graduated. Write to the Department of Speech-Communication, 317 Folwell Hall, 9 Pleasant St. S.E., University of Minnesota, Minneapolis, 55455. Department Chair Bob Scott promises to send you the department's newsletter, *Commpost*, which includes all the latest department happenings.