



Anyone Know the National Language of Pakistan?

By Jeanine Halva-Neubauer

■ Anyone know the national language of Pakistan? Even though it's spoken by more than 95 million people, chances are you didn't guess Urdu. Odds are that you also may not know that Urdu is one of the 33 languages taught at the University of Minnesota.

But just because the U offers everything from Dakota to Swahili doesn't mean you can major or minor in it, take it for more than a few quarters, or even find it in the Class Schedule. Nevertheless, about 20 languages are offered regularly enough that students have quite a

selection when it comes to fulfilling the College of Liberal Arts (CLA) second language requirement.

Beginning fall 1986, a more stringent language requirement went into effect. For many years prior to that, second language study could be satisfied through one of two routes—completing five quarters of skills work in a single language such as Italian 1101-5 or taking three quarters of one language such as Japanese 1011-3 in addition to three classes taught in English pertaining to the culture or society using that language, courses such as Japanese

literature, Far Eastern art, Japanese economy. The majority of students chose to complete the requirement through this latter route.

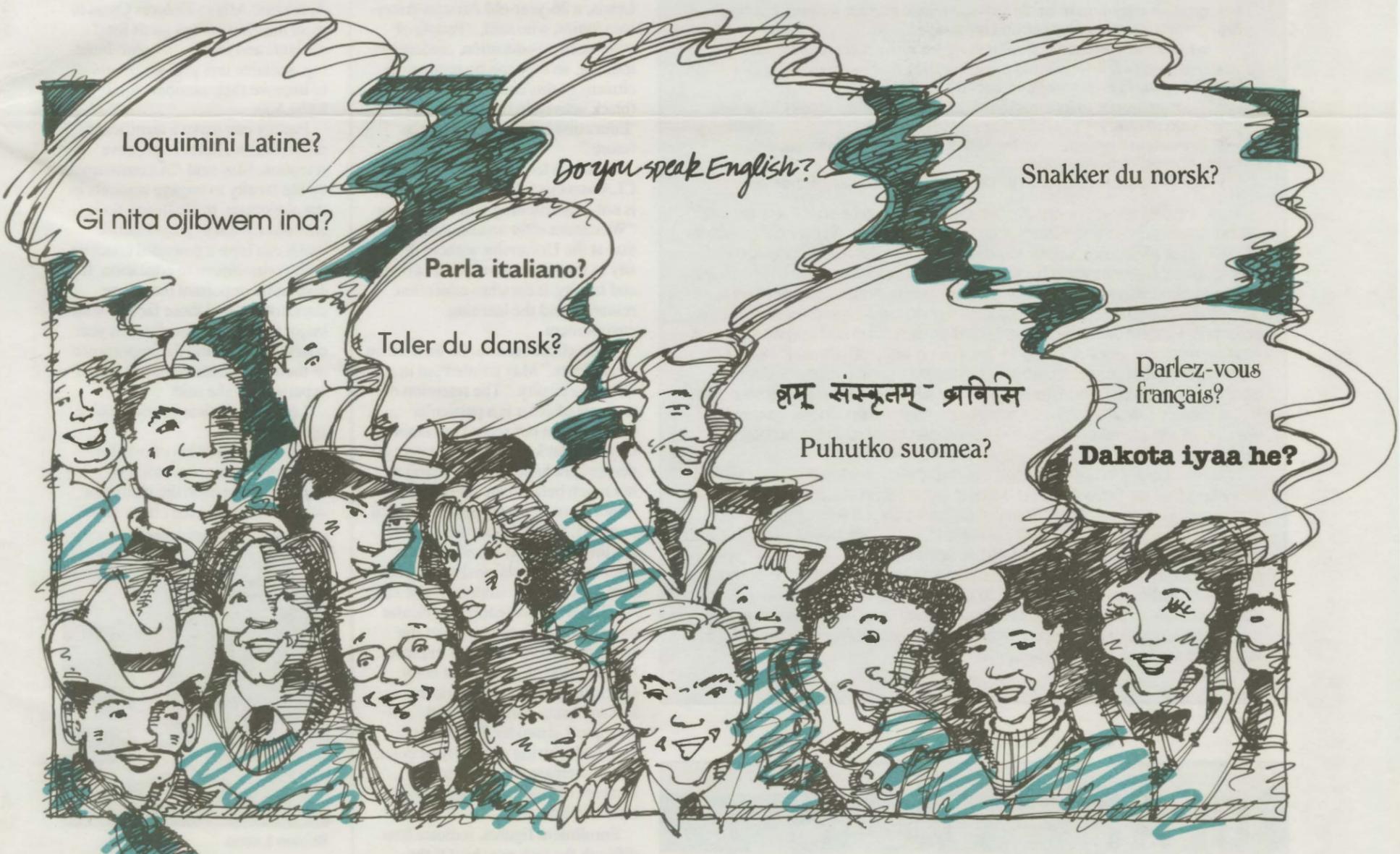
Since fall 1986, however, entering high school students have been required to take six quarters of skills work as well as pass a graduation proficiency test involving reading, listening, speaking, and writing skills in a second language. Some languages were granted additional time to develop such tests; all tests must be in place by spring 1992. In addition, introductory coursework in the most commonly taught

languages (French, German, and Spanish) are considered remedial, hence, graduation credit is not awarded. The rationale behind this decision is that college-bound students should have taken this preparatory work in high school.

What kind of impact has the new language requirement had in Minnesota?

First, more high schools are offering languages as well as more levels of those languages, and students seem to be taking language study more seriously. According to the 1988-89 CLA Student Factbook, 35 percent of students coming from high school had no previous language work before 1985. Since that time, more than 31 percent have 2-3 years of language study, with 24 percent having 3-4 years of such work, and only 1 percent having no previous language experience.

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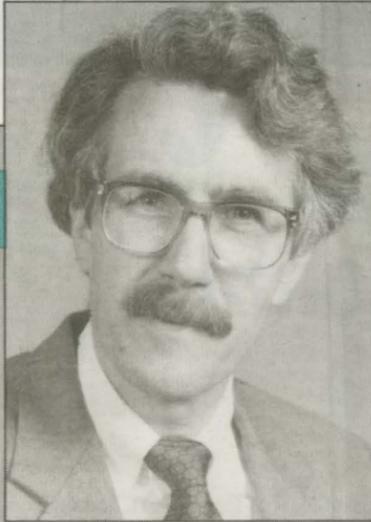
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THE DEAN'S LIST



Acting Dean Craig Swan

This January, President Nils Hasselmo announced a University Initiative for Excellence in Undergraduate Education, which is a challenge to both students and faculty. The challenge to students is to come to the University with appropriate preparation for participation in a community of scholars and a willingness to make a personal commitment to inquiry and discovery. The challenge to faculty is to renew its commitment to excellence in undergraduate teaching. We need to structure undergraduate educational opportunities to take advantage of and draw strength from the research and service missions of a land grant university. When discussing the undergraduate curriculum, the President emphasized eight themes:

- the centrality of the arts and sciences and the importance of a liberal education for all baccalaureate programs
- the integration of knowledge through interdisciplinary and thematic courses at all levels
- greater attention to basic skills in mathematics, writing, reading, oral communication and second languages
- a renewed emphasis of values, ethics and social responsibility
- multicultural educational opportunities that recognize the diversity of the world and American society
- a commitment to internationalize the curriculum across all levels and fields of study
- increased opportunities for active learning, internships, and study abroad opportunities
- better coordination with K-12 and post secondary schools.

In all of these areas the faculty of the college have been leaders on the campus and across the nation. I cite three examples: the college's Institute of International Studies, under the direction of Professor Michael Metcalf, has received major funding from the National Endowment for the Humanities to explore ways in which foreign language materials can be used across the curriculum with special attention to classes in the social sciences; Professors Sara Evans and Allen Isaacman have received major funding from the MacArthur Foundation for curriculum development in the area of international and multicultural education; and Professor George Shapiro, Associate Dean Elaine Tyler May, and Gerri Perreault, a member of the Dean's Office staff, have organized monthly meetings to explore ways in which issues of ethics and values can be introduced across the curriculum.

The President's initiative recognizes that the overextension and overcrowding that we have suffered have hit especially hard at undergraduate education. For example, studies that compare the CLA to other public research universities consistently show a 20% to 25% deficit in staffing and budgetary support at Minnesota. While addressing these problems will require money, money alone is not sufficient. As important is the commitment and dedication of the faculty to the quality of undergraduate education. The College of Liberal Arts welcomes the President's challenge and looks forward to the development and implementation of specific actions with confidence and excitement.

College Prepares for 1994 Minority Student, Faculty Goals

By Bill Hoffmann

■ "The U has to be willing to open up and listen—we're there and all over. It's like nobody's listening."

To minority students it often seems as though no one at the U is listening. Despite repeated promises, the numbers of minority students and faculty remain low, just as they are at other colleges and universities across the country.

But new goals in both CLA and the University are an indication that people are listening to students like Angela Cavender, a 22-year-old Native American junior, who is concerned about CLA's commitment to the recruitment and retention of Indian students, and to Shawn Lewis, a 26-year-old African-American junior, who said, "People of color need an education, credentials, training, so they can be productive citizens of this country. Malcolm X (black activist in the 60s) said, 'Education is the passport to the future.'"

Elaine Tyler May, professor and CLA associate dean for curriculum, is not only listening, but also acting. "We cannot offer an excellent education at the University without diversity in the curriculum, student body, and faculty. It enriches education, research, and the learning environment.

"Our effort needs to be focused on all students," May pointed out in a memo to faculty. "The retention of students of color is a particular concern. But our record on retaining majority students (approximately 40 percent graduate after 10 years) is not much better than our record on minority students (approximately 28 percent), so it is important that we see this as a broad-based effort to improve the educational experience here for all of our students," she said.

CLA is implementing curricular and faculty programs to meet the University's 1994 goals to improve the retention of students of color (African American, American Indian, Asian American, and Chicano/Latino) by 50 percent, to double the hiring of faculty of color, and to increase the number of students of color by 10 percent of total enrollment.

Enrollment figures, indicate how difficult the task may be. Of the 54,517 students enrolled at the University in the fall of 1988, 956 (1.8 percent) were African-American, 377 (0.7 percent) were American Indian, 1,803 (3.3 percent) were Asian American and 534 (1 percent) were Hispanic.

In the same quarter, of the 2,802 full-time faculty, 20 (0.7 percent) were African American, 5 (0.07 percent) were American Indian, 144 (5.1 percent) were Asian American

and 33 (1.2 percent) were Hispanic.

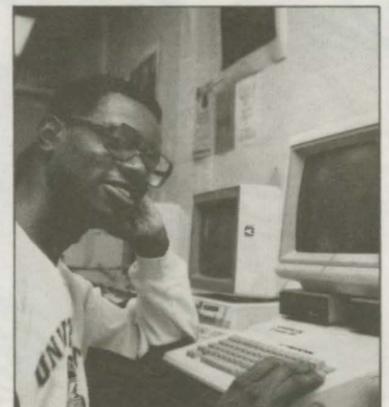
President Nils Hasselmo in his inaugural speech identified student retention as a top priority. "The College of Liberal Arts, with the largest numbers of undergraduates in the University, must play a central role in any successful effort," May said.

CLA is represented on the 30-member, three-year "University of Minnesota Task Force: Strengthening Excellence Through Diversity," established this academic year by President Hasselmo. The task force, chaired by Richard Skok, dean of the College of Natural Resources, will help Associate Provost and Associate Vice President for Academic Affairs Dolores Cross to meet the University's goals for students and faculty of color. Funding available this year for programs to improve their numbers totals \$720,500.

Faculty can make a significant difference in efforts to improve retention, May said. "A commitment by the faculty to engage students in the classroom, to challenge them and allow them to grow intellectually can have a powerful effect on their commitment to education. It is especially important that those departments and those faculty with major responsibilities for first year courses understand the importance of their contribution to the student experience," she said.

Lewis, a political science junior, agrees.

He has focused his efforts for academic change on "what is happening between the instructor and the student in the classroom."



Shawn Lewis

For instance, he said, he failed calculus the first time. The second time he did well because the instructor, Tom Ressler, was able to fill in the gaps. "The more interaction with faculty, the better I've done," he said. "I'm sure it transcends race."

The Taborn Report on minority programs proposed that "the entire University faculty has to be mobilized as much as possible," Lewis said. "It's sad to me that teaching is

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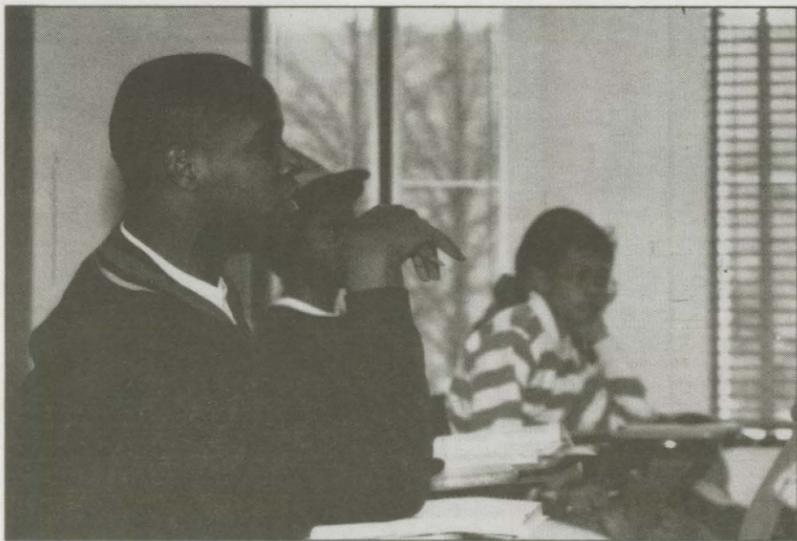
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Academic support is available to students through CLA's Martin Luther King Program. Robert Rogers (foreground) and Kumar Kesavalu were enrolled in the MLK section of American History 1302 during winter quarter.

viewed as somekind of charity thing. We're not willing to put money behind it," he added.

Lewis, the youngest of seven children from a Minneapolis family, attended college part-time, but then left. "I took time to smell the roses," he said. Coming back, he received two scholarships and switched from his physics major. He worked as an intern at the state legislature, Honeywell, and the National Weather Service. Lewis said he feels an obligation to give something in return for receiving his scholarships.

Lewis said students of color at the University, even though some may not have perfect academic records, still "are maturing intellectually . . . The University is a laboratory for the world—you learn to take the initiative," he said. "I challenge all students to experiment here, learning a bit about cultures and people."

However, students of color feel isolated, he said. They draw support from clustering in class, meeting at student centers, and creating a strong minority network. But even majority students on this large, commuter campus can feel isolated, he said.

Lewis noted that 70 percent of the workers entering the labor force in the next decade will be women, minorities, and immigrants. "Society won't have a white, male labor force to draw from," he said. The legislature and Minnesota industry should be involved in enhancing cultural and racial diversity, he suggested.

Those people replacing faculty after they retire also will be women, immigrants, and people of color, he noted.

Cavender, originally from the Upper Sioux Reservation near Granite Falls, majors in history and American Indian Studies and is president of the Dakota-Lakota Language Society. The 15 students and community people in the society teach the language on a volunteer basis.

What would improve Indian student retention? "I don't know how to ask it except to have the University change its attitude about Indians. Everything we have, we have to fight for."

Cavender is clear about the direction she hopes the University will take. "We definitely need more Indian staff and faculty at the University." But, over the years, the University has cut Indian programming, as well as faculty, she said, and pointed out that the number of faculty teaching Dakota and Ojibwe languages in the college has been reduced.

The Indian language teachers, she also noted, are not paid as much

because a PhD. is not available. "It's outrageous—it's a native language," she emphasized. As president of the language society, she presented a resolution to the college in February requesting that the salary and benefits of those language instructors be "comparable to that of a professor in any other CLA language program," and that the University assure that at least two language instructors be retained for each American Indian language sequence.



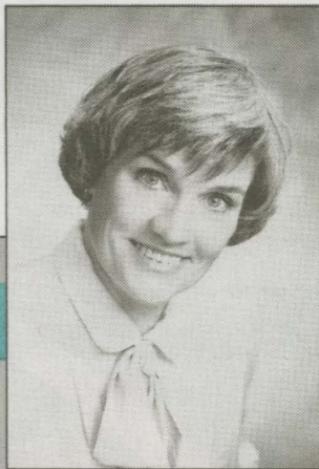
Angela Cavender

Cavender said her goal is to earn a PhD. in history and document the oral history of her tribes. The public schools should have the history, "so they will have an accurate curriculum that is supportive (and) so Indian kids can feel proud of where they come from," she said.

John Taborn, chair of Afro-American and African Studies who chaired the Special Committee on Minority Programs in Support of Commitment to Focus, said he thinks a Center for Research and Study of Racial/Ethnic Minority Studies would attract the critical mass of minority scholars who would help facilitate the recruitment and retention of students of color, especially graduate students.

Acting Dean Craig Swan, in a progress report to Vice President Dolores Cross, said the college was among the first in the nation to establish graduation requirements in cultural pluralism and world studies and that the college "continues its efforts to increase the recruitment and retention of faculty and students of color, improve the curriculum with specific attention to issues of cultural diversity, and make the environment in the college, inside and outside the classroom, a welcoming and engaging one for all our students, staff and faculty."

"We see these efforts as part of an integrated plan to improve the quality of research, undergraduate and graduate education, and the student experience in general. CLA is committed to the belief that excellence cannot be achieved without diversity in every area of our enterprise." ■



WHAT THE STUDENTS ARE DOING

Judy Ericksen

■ It may have taken three decades, but **Judy Ericksen** plans to complete her English major winter quarter. When she was entering her senior year 30 years ago, Ericksen's father died, leaving her with no funds to continue her education. She later married, raised two sons, and moved to Great Falls, Mont. She also opened a pottery studio, became part owner of Gallery 16—"one of the longest running women's cooperative art galleries in the country"—and is business manager for the Cascade String Quartet. Ericksen decided to return to the U after her sons began college. "I was a terrible student 30 years ago—so immature," said Ericksen. "But it was very important to me to prove to myself that I could finish what I had started and do a good job." (Ericksen's GPA has improved markedly since her return.) When Ericksen re-entered college, she put together a ceramics portfolio for which she was awarded 16 advanced-level credits. Currently, Ericksen is taking correspondence classes through the University's Independent Study division to complete her degree. As for the future, Ericksen plans to continue taking correspondence work. She also hopes to pursue a master's degree in administrative or human services. ■ **John Markve** defines "busy." He works fulltime at a group home, is president of the Student

Intermediary Board (SIB), and is taking three classes. Markve's role in SIB is to ensure that students' views are heard within the college. A political science major with minors in economics and East Asian studies, he spends about a dozen hours weekly in issue planning and organizing, delegating responsibility, motivating students to participate in college government, and facilitating discussions between college representatives and students. Current concerns are a proposed tuition hike, placing more students on college committees, and establishing a "dean's list" of the college's best teachers to recognize good instruction and, ultimately, improve undergraduate education. His one-year appointment ends this spring; the Buffalo, Minn., native then plans to travel to Asia. Upon his return, Markve hopes to enter law school (specializing in criminal law). ■ Music junior **Lori Kana**, Fargo, N.D., was named co-winner of the North Dakota District Metropolitan Opera auditions. Kana, a transfer student from the Cincinnati Conservatory of Music, received \$1,000 for her efforts and will go on to the regional competition at Northrop Auditorium. To participate, a student must be recommended by two musicians who are not his or her teacher and submit five arias in various languages.

Faculty Exchange with Polish University Finalized

■ The Department of Russian and East European Studies has received three grants to develop a faculty exchange, new courses, and an expanded international curricula in East European Studies, specifically Poland. Part of the program is aimed at the development of a Bachelor of Arts degree in East European Area Studies.

Last spring, President Hasselmo signed an agreement with the rector of Marie Curie Skłodowska University in Lublin, Poland, to maintain an active faculty exchange. Ten University faculty spent part of last summer in Poland on Fulbright-Hays grants to develop courses for the undergraduate major.

Leonard Polakiewicz, director of East European Studies, said the University will assist MCSU in developing an American Studies program.

Faculty members from the College of St. Thomas, St. Catherine's College, Augsburg College, Macalester College, Hamline University and St. Cloud State University will be involved. ■



Leonard Polakiewicz

Language...

continued from page 1

"The impact on high school teaching has been swift and salutary," said Hebrew professor Jonathan Paradise, adding that students can no longer just take a language—they must learn it.

"We've finally put language teaching on a proper base," he continued. "We're stressing learning language and not learning about language."

Spanish has experienced the biggest enrollment increase in high schools, with French remaining stable and German showing a decrease. Students with no previous language work may take one of the U's less commonly taught languages (something other than French, German, or Spanish) and receive full credit at the introductory level. Not surprisingly, these languages have seen an increase in enrollment; approximately 47 percent of students are taking language courses other than French, German, or Spanish, according to Lynn Scott, assistant to the director of CLA Student Support Services and a member of the Committee of Modern Second Language Education. The upswing seems most pronounced in non-Western languages such as Russian and Japanese.

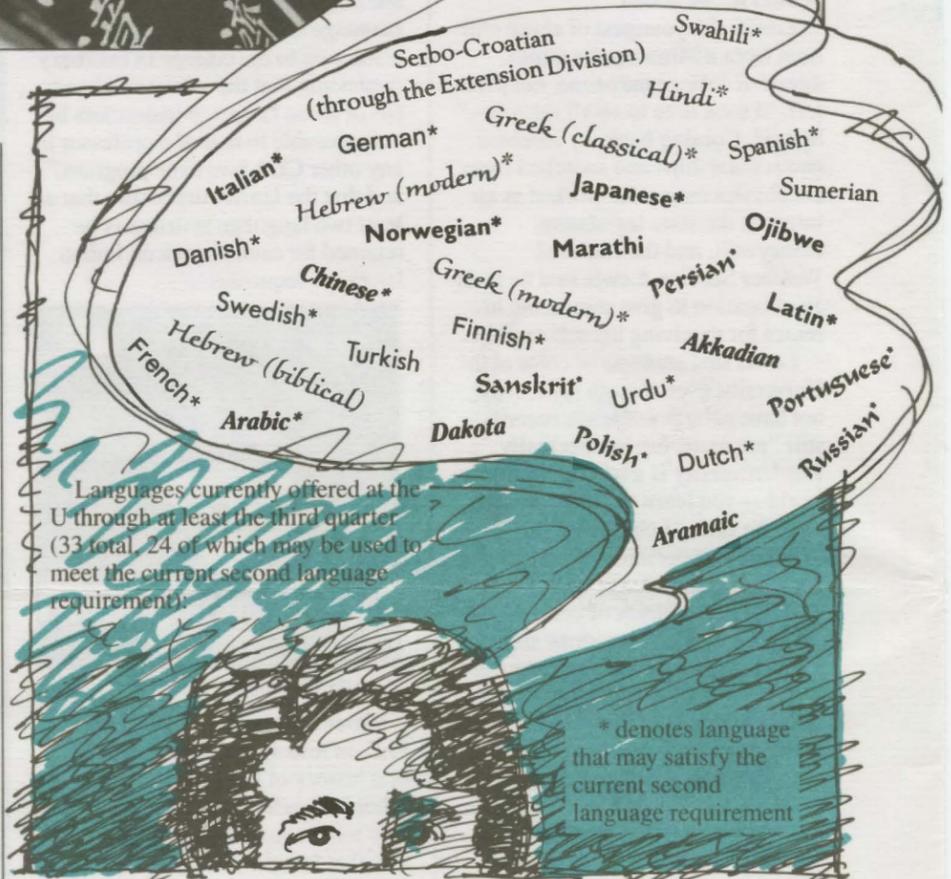
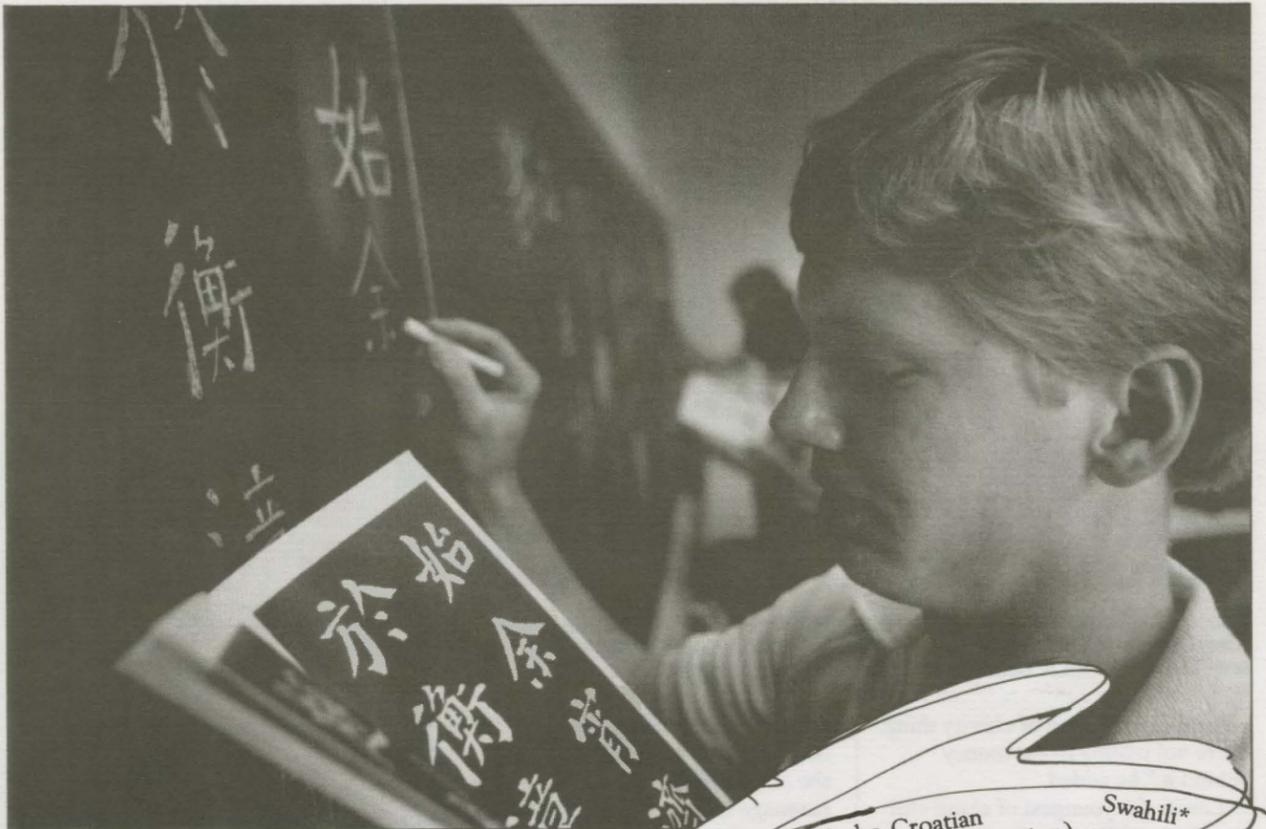
German professor Ray Wakefield, who heads the language committee, said the 1986 requirement "places the U of M in a clear leadership position nationally with regard to second language." Wakefield stressed that while many colleges have a two-year language requirement (equivalent to six quarters of study), "proficiency testing as quality control is what's novel."

Paradise agrees. "Minnesota is a pioneer with our new language requirement. Whenever I attend national meetings of professionals of language and literature, I get ques-

tions about our program and a great deal of respect and admiration for what we're trying to do. The profession is watching and waiting to see how our policy will work."

Chip Peterson, coordinator of the Foreign Study program, has noted an increase in study abroad interest since 1985. While the most frequent destinations for foreign study continue to be France, the United Kingdom, Mexico, Spain, and China, Peterson said that more students are seeking non-Western experiences. He predicts that more first- and second-year students will go abroad for intensive language study; he also believes that more juniors will participate in internships or non-classroom (i.e., field) study in one of 68 countries cooperating with the program, largely due to the language proficiency they will possess as a result of the new requirement.

Wakefield foresees more high school language work with an accompanying rise in proficiency for those entering college. He believes that students will seek ways to maintain their skills or apply these skills to other languages. As a result, he predicts the acquisition of a third or even fourth language will become more commonplace as will third-



year language classes. In fact, third-year Spanish classes recently added extra sections due to increased demand, according to Mary Blomquist, director of budget planning and data services.

Like Peterson and Paradise, Wakefield is concerned that funding continue and increase so individual section enrollments can remain as low as possible, ideally not above 20 (though an Arabic class fall quarter had nearly 50 students in one section). Proficiency suffers as class size increases, Wakefield said. The three believe additional languages such as Korean, Indonesian, Malay, Hungarian, Cambodian, Vietnamese, or Thai might be incorporated into the curriculum in the future. They also would like to see more opportunities available locally to use and maintain second language skills.

"We're so far from foreign language centers (except Spanish) that we need to be reminded of other languages constantly," said Paradise. "When 'CCO (a regional radio station) starts playing foreign language music, we'll join the rest of the world."

Peterson summed it up by saying, "It's disgraceful for a major power to be so monolanguage."

Interestingly, enrollment in the "culture and society" courses has dropped very little, even though this option no longer can be used to

satisfy the current language requirement. Wakefield and Paradise postulate that students are becoming more internationally minded and want to take classes related to their language.

Sometimes this additional work translates into a major or minor. Although the number of people with a language minor remained stable throughout the 1980s, language majors have experienced increases along with a rise in students pursuing area studies such as Russian and East Asian Studies.

Not all students are pleased with the new requirement. Language sections fill quickly. Some languages are not offered for a full six-quarter sequence (by spring's end, these languages are to announce whether they will expand to six quarters and offer a graduation proficiency test). Others are offered so infrequently that if students do not enroll in a particular level at a particular time, they must wait a year before that level is offered again. This can prove especially frustrating for transfer students who already may have a few years of college work behind them.

So while the new language requirement may seem Greek to you, to others it's Finnish or Polish or Portuguese. And, for a very few, it even could be Urdu. ■

CLA books

Editor's Note: This list of books written recently by faculty and staff reveal the rich diversity of scholarship in the college. Space won't allow us, however, to include reviews and chapters.

Firchow, Evelyn, German, and Grimstad, Kaaren, Scandinavian Studies, coeditors, edited translation of *Elucidaris in Old Norse Translation*, with English introduction, Arna Magnusson Manuscript Institute, Reykjavik, Iceland, 1989. Edited translation of Latin theological text.

Knoke, David, Sociology, *Organizing for Collective Action: The Political Economies of Associations*, Aldine de Gruyter, Hawthorne, N.Y., 1990. Study of American national associations, their resource requisitions and allocations and mobilization of their members for political influence activities.

McDonald, William A., Regents professor emeritus, Classical and Near Eastern Studies, and Carol Thomas, History, University of Washington, *Progress into the Past: The Rediscovery of Mycenaean Civilization* (2nd edition), Indiana University Press, 1990. History of the unearthing of Mycenaean civilization.

Miller, Frank, Anthropology, *Old Villages and a New Town: Industrialization in Mexico*, (reissue), Waveland Press, Prospect Heights, Ill., 1990. New chapter on effects of debt crisis on the new town.

Poole, Scott, Speech-Communication, Hal Angle, Andrew H. Van de Ven, Carlson School of Management, editors, *Research on the Management of Innovation: The Minnesota Studies*, Ballinger Division, Harper & Row, N.Y., 1989. Won honorable mention in the 1989 Professional and Scholarly Publishing Awards. Reports five-year multi-researcher project on the development of innovations in organizations and society.

Zahareas, Anthony, Spanish and Portuguese, *Juan Ruiz, Archpriest of Hita, the Book of True Love*, Vol. II, in Spanish, published by Hispanic Seminary of Medieval Studies, University of Wisconsin, Madison, 1989. Part of triptych on the historical function of Medieval art. Collected works of Ruiz, 14th century Spanish poet, with guide to reader and glossary. An English edition will be published.



CLA *people* To CLA *people*

**They Pass On the Tradition:
From Former CLA Students
To Today's CLA Students
And Faculty**

Scholarships: A Future for CLA Students



Last year, scores of College of Liberal Arts students received scholarship assistance: musical arts doctoral candidate Alison Feldt

studied in Austria, theater arts playwright Ross Willits enhanced his research by purchasing a computer, and French literature student Mary Skemp was able to increase her course load.

Most of these young scholars say that their studies would have been difficult, if not impossible, without the financial support of their scholarships. With the cost of higher education steadily rising, an increasing percentage of Minnesota students relies on some form of financial support. The criteria for most scholarships are a combination of scholastic ability and financial need.

The University of Minnesota Foundation, which manages private gift funds for scholarship programs at the University of Minnesota, has 518 endowed scholarship and fellowship funds, which provide a permanent resource for generations of deserving students.

Experience Behind the Stage



Each spring at awards day, theater arts scholars learn the legacy of the honors they are about to receive. Seated in the audience is Leonard Lindquist, who established the Elsie Kelley Lindquist Scholarship in Theater Arts in 1970 in honor of his wife.

The Lindquists attended the University of Minnesota as a young married couple in the 1930s. "We lived in Prospect Park, in two rooms with a bathroom that we shared with two other couples. We ate oatmeal every morning and chili con carne nearly every night," says Lindquist, recalling some lean years.

"Elsie was very active in theater and studied with Frank Rarig. We were very fond of him and called him 'Papa Frank,'" says Lindquist. Elsie Lindquist graduated from the College of Liberal Arts in 1940 and remained very active in the University Theater and other community and civic affairs.

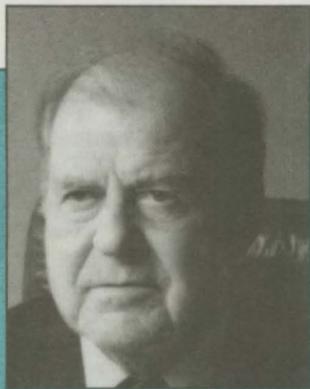
Lindquist, who graduated in law, cofounded and practices at Lindquist and Vennum, and has also been an active supporter of the University's Law School.

The current Lindquist scholar is David Ruebhausen, a graduate student in design and directing, from Leavenworth, Kansas. Ruebhausen says the scholarship helped him cut back hours at his second job and has helped him purchase equipment necessary for design classes.

Ruebhausen's college roommate, Ross Willits, received the award in 1988. Willits, who received his undergraduate degree from St. Olaf College and completed his masters degree at the University in 1989, is now a Ph.D. candidate in dramaturgy.

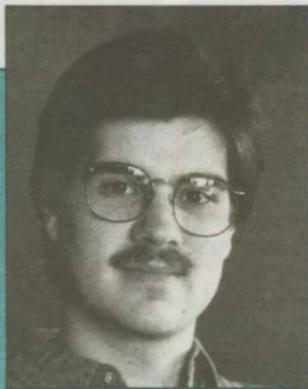
An Opportunity to Study Abroad

"I wouldn't have had the success I've had without the Voices of Vienna Scholarship," says Alison Feldt, a coloratura soprano and doctoral candidate in musical arts at the University of Minnesota. Feldt traveled to Salzburg, Austria, last summer to study at the Mozarteum International Summer Academy. She returned with the academy's top two singing awards, which she believes helped her win several subsequent national honors. In the Metropolitan Opera Auditions in January she was a first place winner in the Minnesota/Wisconsin District and will compete at the next level.



Leonard Lindquist
Partner, Lindquist and Vennum

Lindquist says that over the years he has received beautiful letters from Lindquist scholars expressing their gratitude and he has saved every one.
"When you give something, it comes back to you many times."



Ross Willits
Ph.D. Candidate in Dramaturgy

Willits focuses on text and script aspects of production, so he used part of his scholarship funds to purchase a computer.
"As a playwright, much of my time is spent researching and writing. The computer helped me develop a data base for my research projects."



Rebecca Raham
Graduate Student in German

Raham received the Rathert Graduate Fellowship in French and German.
"One of the reasons I stayed here for graduate school was this fellowship. I received a scholarship offer from the University of Massachusetts, but this award was more attractive because it allowed me to postpone teaching and concentrate on my studies during my first year of graduate school."



Albert Rathert
Alumnus

The Rathert Fellowship was established to help beginning graduate students become proficient in French or German.
"I had thought of the fellowship being an incentive at the lower end of graduate study to encourage undergraduates to register and take courses in the Graduate School at the University of Minnesota."

Feldt, the first student to benefit from the scholarship, says that awards of this type not only help defray students' traveling and competition costs but are essential to the field of music. For Feldt, the \$2,500 award covered airfare, the cost of her course, and general living expenses. "I wouldn't have been able to go without it," she says. The scholarship was funded by the Voices of Vienna, a local organization founded by Kathryn Keefer in 1987 for the purpose of performing Austrian and American Operetta from the turn of the century. Keefer created the organization's scholarship in honor of Dr. William E. Wright, recently retired founding director of the Center for Austrian Studies at the University.

To Encourage the Study of Language

Like Alison Feldt, first-year graduate student Rebecca Raham is interested in gaining experience abroad. Raham is the 1989 recipient of the Elizabeth Folsom Rathert Graduate Fellowship in French and German, an award she received, ironically, because of her limited experience in a German environment.

"I'm sort of unique because not many graduate students have as little experience and fluency as I do," explains Raham. The fellowship, established in 1981 by Albert Rathert in memory of his wife, is designed as an incentive for undergraduates to register for graduate school and become more proficient in the use of foreign languages. Raham feels fortunate to have received the award, the only one for graduate students in German, and has applied to an interdisciplinary program in Germany this summer.

Raham earned her undergraduate degree in English and German from Bryn Mawr, Pennsylvania, in 1984 and moved to Minneapolis to work at the University.

Languages have been a life-long influence for Albert Rathert, who was born in Atwater, Minnesota, and his wife Elizabeth Folsom, both of whom enrolled at the University of Minnesota. She earned her masters degree in Latin and French in 1933, and taught general language in the Minneapolis and San Francisco schools for 22 years.



Glenda Maurice, School of Music professor, Alison Feldt, coloratura soprano and recipient of Voices of Vienna Scholarship, and Kathryn Keefer, founder of Voices of Vienna organization and scholarship fund.

Rathert earned degrees in liberal arts and public administration, and for three years taught German at the University of Minnesota and at Columbia University.

Like Rebecca Raham, French literature major Mary Skemp says the award is helping her get a head start on her classes. "I'm taking three courses this quarter, which will allow me to take a lighter load next year while I'm teaching," she explains.

Public Affairs Internships

"Put Altruism on Your Resume" read the headline of the *Minnesota Daily* ad recruiting students for the A. I. Johnson Scholarship. The unique endowment was created in 1987 with a substantial lead gift from A. I. Johnson's son James A. Johnson and daughter-in-law Maxine Isaacs to honor A. I. Johnson, who was Speaker of the Minnesota House of Representatives and later a Regent of the University of Minnesota. The scholarship encourages students from all disciplines

who have real financial need to also consider careers in public affairs.

"On the tenth anniversary of my father's death, which was three years ago, we worked with the University to create the A. I. Johnson Scholarship," says Johnson, the focus of which "is to help people who have a strong interest in public service careers, whether it be in the more traditional areas like government service or a variety of less traditional areas, such as public health or environmental concerns."

James A. Johnson is vice chairman of Fannie Mae and former University of Minnesota student body president. He was chair of Walter Mondale's 1984 presidential campaign and Isaacs served as Mondale's campaign press secretary.

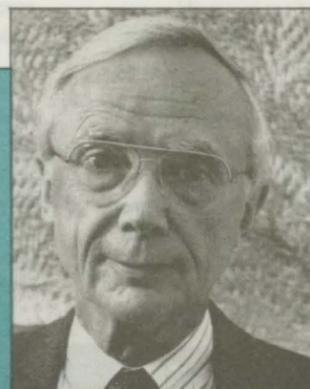
The scholarship provides \$6-7,000 support for two quarters of studies on campus and a one-quarter internship in Minnesota or Washington, D.C. Scholarship recipients to date have opted for internships in the nation's capital, starting with Kim Didier's stint with the National Organization for Women, and international



James A. Johnson
CLA '65, former student body president, and chair of Walter Mondale's 1984 presidential campaign



Erin Fatica
Current A. I. Johnson Scholar and political science major



Tom Swain
Retired executive vice president, the St. Paul Companies Inc.



Lillian Bridwell-Bowles
Director, Center for Interdisciplinary Studies of Writing

"On the tenth anniversary of my father's death, which was three years ago, we worked with the University to create the A.I. Johnson Scholarship program to encourage students who had real financial need to also look toward careers in public service."

"The experience and higher education I have had in the past five years have heightened my interest in public service and enhanced my awareness of my surroundings. At school and on the job, I have become aware of what the world can be like if you are a minority, or poor, or have a family affected by drugs, gangs, or abuse, or are a woman, or are handicapped."

Swain explained his involvement in raising funds for the Writing Across the Curriculum Program: "I was blindsided a couple times in my career when my confidence and expectations in people were subsequently shattered because sometimes I learned too late that their writing skills beyond doing business plans were woefully inadequate and not up to the kinds of assignments that we wanted them to handle. My feeling that writing competency is extremely important in terms of self-fulfilment and the ability to produce and be effective persuaded me that this was an effort that warranted some volunteer attention."

"Private support has allowed us to establish a center for research on writing across all academic fields that is unlike any other in the world. The gift was substantial enough to sustain research for many years; this allows us the luxury of long-term commitments and also allows the mission to evolve so that the center can best serve the needs of undergraduates at the University of Minnesota."



relations major Joan DeWitt's 1989 internship with the Washington Office on Latin America (WOLA).

Corporate/Non-Profit Scholarship/Internship

Creative alliance might best describe a new program involving cooperation between the Department of Studio Arts, the Dayton Hudson Foundation, and the non-profit arts community in the Twin Cities.

A \$36,000 grant from the Dayton Hudson Foundation on behalf of the Dayton Hudson Department Store Company and Target Stores will enable the Department of Studio Arts to provide financial assistance to two masters degree students throughout their entire graduate programs. Matching each student to an internship with a local non-profit arts organization forms the basis for this support.

It is a matter of joining corporate resources and the needs of non-profit arts organizations which operate on a limited budget, according to Tom Rose, studio arts professor and initiator of the program.

Associate Professor Patricia Hampl, recipient of the Scholars of the College program funded by alumni gifts to the CLA Fund, was able to travel to monasteries in California, Italy, and Switzerland for her latest book.



Patricia Hampl

"There's no question that the opportunities this fund gave me are still very much in active service. I can truly say I've been able to go where I needed and wanted to go for this book. . . . It's a most fortunate way to write a book."

Interdisciplinary Studies of Writing

Professor Roger Martin wondered whether more writing assignments in his landscape architecture classes would improve students' visualization and design conceptualization skills. After a one quarter trial, the results clearly were positive. The students liked the writing and said it enhanced their understanding.

History professor James Tracy also tried something different last fall in his western civilization survey course. He divided the 175 students into eight groups and used various writing projects, ranging from informal writing to more formal essays. After one quarter's results, his decision was to use informal writing, which Tracy felt improved student retention of course material.

Martin's and Tracy's research were two of thirteen proposals selected for funding by the Center for Interdisciplinary Studies of Writing. The center opened as part of the Writing Across the Curriculum Program in February 1989, thanks to a \$1 million gift from the Deluxe Corporation Foundation, a matching grant from the University of Minnesota Foundation, and funds from five colleges and several individuals, including Tom Swain and Lollie Plank.

Variorum Edition of Shakespeare's Coriolanus

Coriolanus, one of Shakespeare's Roman plays, "is a play of great importance and extraordinarily controversial," says English professor Thomas Clayton. "Caius Marcius is a noble warrior-hero whose prowess and uncompromising integrity make enemies whose cunning gets him banished and ultimately assassinated."

Clayton's variorum edition of *Coriolanus* is an exhaustive commentary on the play from beginning to end, from Shakespeare's day to our own. The book, which will take at least five years to finish, will be the most complete and scholarly resource on the play, and will serve as a critical reference for theaters, libraries, students, and scholars around the world.

Clayton's research is funded by the National Endowment for the Humanities and William B. Horn, a University of Minnesota economics graduate with a keen interest in the humanities.

Horn has also funded an especially creative faculty recognition, a half-page *Minnesota Daily* ad listing all the 1988-89 books and awards produced by faculty in the English department. Horn is vice president of the F. W. Olin Foundation, which funds new academic buildings and libraries at private colleges and universities, and former chair and CEO of Minneapolis-based Federal-Hoffman Incorporated.

International Excellence in Psychology

Milton D. Hakel and Lowell W. Hellervik, two former doctoral students of Marvin Dunnette's, are leading the fund drive to honor him through the establishment of the Marvin Dunnette Distinguished Professorship in Applied Differential Psychology. Hellervik describes Dunnette as "a major leader in all of industrial/organizational psychology."

The position will develop new knowledge in the psychology of individual differences with particular emphasis on applications of industrial/organizational and counseling psychology. The discovery of methods for describing and measuring behavioral differences among people is generally acknowledged to be psychology's most profound contribution to an understanding of human behavior.

Hellervik is chairman of Personnel Decisions, Inc., a firm of organizational psychologists specializing in assessment-based development of managers and organizations.

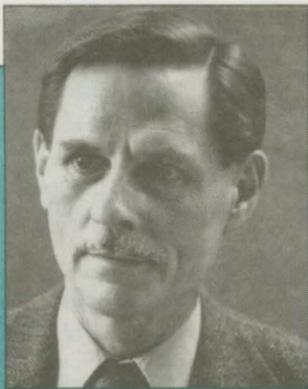
Fund drive co-chair Hakel, professor and chair of psychology at the University of Houston, said Dunnette "has had a tremendous impact on industrial and organizational psychology, as well as counseling psychology. He's been help, inspiration, mentor, and motivator to me."



William B. Horn
Vice President, F. W. Olin Foundation

Horn has a keen interest in education, particularly the humanities. He has helped fund Professor Tom Clayton's variorum edition of *Coriolanus*.

"It is a pleasure to assist, in some small way, the continuation of Tom's outstanding research."



Thomas Clayton
Professor, English

Clayton talked about alumnus William B. Horn, whose contribution helped fund his research on *Coriolanus*.

"Horn genuinely cares about literary works and scholarship, about humanistic values in general, in a way that may be unique in our environs. It is certainly rare, and even more rarely seen in action."



Lowell W. Hellervik
Chairman, Personnel Decisions, Inc.

Hellervik and Milton Hakel are leading a fund drive for the Marvin Dunnette Distinguished Professorship. Hellervik describes Marvin Dunnette:

"My mentor and colleague, a major leader in all of industrial/organizational psychology."



Marvin Dunnette
Professor, Psychology

"First, I am obviously overjoyed that such a Professorship is being established. As I see it, the primary research charter is to develop new ways of understanding and measuring all aspects of human individuality and to learn how such knowledge can be used to help persons make satisfying and effective contributions to the social and work institutions of our world. To a great extent, our present stature and reputation in applied psychology flows from the continuity of these efforts over time. Now, with this new Professorship, I believe our focus can be even sharper and their applications even more profound."



Written by
Karen Roach and
Gwen Willems

Dear Alumni:

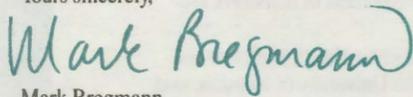
Being an alumni volunteer in the College of Liberal Arts/University College Alumni Society provides an opportunity for CLA people to serve CLA people in a personal way.

How?

- You can be of direct assistance by contacting prospective students to tell them about the University of Minnesota and the College of Liberal Arts or by being an information source in career development for students interested in your major or field of expertise.
- If faculty recognition is your interest, the alumni society arranges for CLA faculty to speak in the Spectrum Lecture Series. Volunteers also serve on committees for distinguished teaching awards.
- There is a need for alumni input in the areas of public policy and legislative networking at the university-wide level.
- The alumni society sponsors special events to showcase CLA programs and CLA students, such as the fall Honors and spring Dean's List receptions. These events can use volunteer expertise in event planning and execution or just a good dose of enthusiasm and a little bit of time.

How do you become a CLA/UC Alumni Society member? When you join the Minnesota Alumni Association (MAA), you are given the opportunity to designate an alumni society within MAA. Indicate to them that you are a CLA or UC graduate and you will be added to our mailing list. If you are interested in volunteering or would like more information, our staff liaison on campus is Frances Mims. She can be reached at (612) 625-4324 or 202 Johnston Hall, 101 Pleasant Street S.E., Minneapolis, MN 55455.

Yours sincerely,



Mark Bregmann,
President, CLA-UC Alumni Society Board



How You Can Help

The real wealth of our college resides in our students and faculty, and their everyday exploration of a vast and diverse world of knowledge and experience. The stories on these pages capture the excitement of their important teaching and learning efforts—opportunities that are immeasurably enriched by gift support from alumni and friends like you. With any kind of contribution you make, your dollars are invested directly and entirely to benefit CLA people.

Your choice to give to the College of Liberal Arts through the University of Minnesota Foundation is a personal decision that should be directed by your own interests and goals. There are many ways to make contributions, and planning your gift carefully can result in tax benefits and opportunities to maximize your gift's impact. Some gift options include:

Cash:

The most prevalent of all gifts, cash is often contributed annually by a donor to support a specific college, school, or program. As cash gifts are fully deductible for income tax purposes, they are immediately advantageous to most individuals.

Appreciated Property:

Contributions of common stocks, securities, or real estate that have grown in value allow a donor to elim-

inate capital gains tax payments, and thus make a more significant gift than might otherwise be possible.

Bequests:

The University may be designated in a will as a direct recipient or contingent beneficiary of a specific dollar amount or portion of a donor's estate.

Gift Annuity:

An agreement that provides a fixed lifetime income to the donor or beneficiary and the remainder to the University; payment can begin immediately or can be deferred for additional benefits.

Pooled Income Funds:

Combining assets from a number of donors, these funds provide a donor or beneficiary a proportionate share of the income generated.

Charitable Remainder Trust:

A flexible option that provides a lifetime income to a beneficiary and the remainder to the University.

Life Estate Contract:

The donor may deed personal property to the University for a tax deduction, retaining full rights until it is transferred.

Life Insurance:

By naming the University the owner of a policy, a donor receives a tax deduction for the approximate cash value of the policy.

Tell Me More!

- I am interested in making a gift to the College of Liberal Arts. Please send information on the following:
- Scholarship Endowments
 - Presidents Club
 - Life Income Gifts
 - Remembering CLA in my Will
 - Gifts of Appreciated Property

- I would like to be involved in the CLA/UC Alumni Society, please send more information.

Inquiries should be mailed to:

Enclosed is my (our) contribution of \$_____ to support programs for educational excellence in the College of Liberal Arts at the University of Minnesota.

Name _____
Address _____
City _____
State _____ Zip _____

Office of Development and Alumni Relations
202 Johnston Hall
101 Pleasant St. S.E.
Minneapolis, MN 55455

Alumni Society Board

The CLA/UC Alumni Society has more than 6,000 members—all alumni of the College of Liberal Arts and University College—and is governed by a twelve-member volunteer Board of Directors. Board members for 1989-90, like the membership of the society, represent a broad scope of study and career choices. When asked why they participate in the alumni society, they cite a desire for continued involvement with the university and the colleges.

Mark Bregmann

President
Bachelor of Arts, 1978, Economics and History
Master of Business Administration in progress
Senior forecaster for Honeywell's Commercial Buildings Group

Perri Kauls

President-elect
Bachelor of Arts, 1980, Biology
Doctor of Dental Science
Dentist in private practice

Mary Paidosh

Vice President
Bachelor of Arts, 1967, Germanic Languages and Literature Master of Arts and Ph.D., Germanic Languages and Literature
Vice President, American National Bank
Parttime language instructor

Mark Schroeder

Secretary
Bachelor of Arts, 1978, Geography
Juris Doctor
Attorney, Briggs and Morgan

Bruce Thorpe

Past President
Bachelor of Arts, 1984, Political Science
Advertising Agency Account Executive, John Ryan & Company

Mark Eckerline

Bachelor of Science, University College, 1978, Intercollegiate program with emphasis in finance, economics, speech communications
Assistant Branch Manager, Piper, Jaffray & Hopwood

Tom Lee

Bachelor of Arts, 1966, Mathematics
President, Tri-Tech Automation Services, Inc.

Jim Redman

Bachelor of Arts, 1969, History
Juris Doctor
Attorney, Collins, Buckley, Sauntry & Haugh

Wally Hilke

Bachelor of Arts, 1983, Political Science
Attorney, Lindquist & Vellum

Mary Jane Plunkett

Bachelor of Arts, University College, 1943
Retired

Mary Kleinhenz

Bachelor of Arts, 1947, Sociology
Retired

Jan Meyer

Bachelor of Arts, Interpersonal Communications
Bachelor of Arts, Minority Group Relations
Ph.D., Intercultural Conflict Management
Assistant Professor, College of St. Thomas
Owner, Meyer Human Resources, international management development consulting: Southeast Asian and Eastern Europe



The 1990 Symphonic Wind Ensemble

Wind Ensemble Packs Bags For Russian Trip

The University Symphonic Wind Ensemble will return this June to the site of one of its greatest triumphs 20 years ago. The band is returning to the Symphony Hall in Leningrad, Russia, with stopovers for concerts in Oslo, Stockholm, and Helsinki.

It was in 1969 that the concert band under the direction of Dr. Frank Bencriscutto was selected by the U.S. State Department and the Soviet government to be the U.S. group that would reopen the U.S.-Soviet cultural exchange program. It was the first U.S. cultural exchange in the Soviet Union since the Soviet invasion of Czechoslovakia the previous summer, which had caused the Johnson administration to suspend all such exchanges.

The band played 27 concerts to enthusiastic audiences in ten Russian cities. The tour was such a success that the band was asked to play in the White House Rose Garden for President Richard Nixon and Soviet Ambassador Anatoly Dobrynin upon its return. Bencriscutto called it "one of our greatest events in fine arts at the University of Minnesota."

It was the first day of class last fall, when Gintas Zaluys, vice president for musical affairs of the Leningrad Conservatory, and his colleagues came to the School of Music after visiting several eastern schools. He asked if he could attend a rehearsal of the wind ensemble. Bencriscutto said he knew it would be difficult for the band to make a good impression since it was the first chance to practice after summer vacation, but he put aside the usual first day organizational tasks and said, "Give me an hour."

After a short but furious rehearsal, the band played Shostakovich's *Festive Overture*. Zaluys jumped out of his seat, bursting with compliments. He invited the whole band to visit the Leningrad Conservatory and offered to pay all the expenses for the band while it is in Leningrad.

The Symphonic Wind Ensemble's visit to the Leningrad Conservatory will be the first venture in a new exchange program between the School of Music and the conservatory.

With the possibility of a Leningrad visit open, Bencriscutto began planning a two-week tour across Scandinavia with one performance each in Oslo, Stockholm, and Helsinki. The only problem was how to raise enough money to get all 54

band members to Scandinavia and Russia and back. "Many students have little or no money," Bencriscutto said. "I would like to see every one of these students go who deserves this opportunity despite their financial condition."

Steven Goldstein, vice president and general manager of WCCO radio and national president of the Minnesota Alumni Association, offered to help by having WCCO promote an alumni tour to accompany the band. A small part of the cost will help defray student expenses. Northwest Airlines has donated free airplane tickets for a band raffle and the students are selling a cassette of band performances in Russia, China, and the U.S.

With only \$50,000 left to raise, Bencriscutto is optimistic that all 54 students will be on that plane June 13. ■

HELP

the Band Go to Russia

The University Symphonic Wind Ensemble needs support to make it possible for all 54 student members to tour Oslo, Stockholm, Helsinki, and Leningrad, June 13-27. Here is what you can do:

- A few spots might be left on the trip for alumni and friends. A portion of the cost, \$3595, will help defray bandmembers' expenses. Call (612) 881-7811.
- Write a tax deductible check to the University of Minnesota Foundation; indicate band tour. Send to 120 Morrill Hall, University of Minnesota, 100 Church St. S.E., Minneapolis, MN 55455.
- Buy a \$10 cassette tape of the Symphonic Wind Ensemble in concert at home and in the U.S.S.R. in 1969 and in China in 1980. Call (612) 624-2008.
- Buy a \$1 raffle ticket for free airline tickets and a hundred other prizes. Drawing at the band's farewell concert May 20, 3:30 p.m., in Northrop Memorial Auditorium. Call (612) 624-2008.



WHAT THE PROFS ARE DOING

Carol Pazandak

■ **Carol Pazandak**, CLA Administration and Counseling Psychology, was awarded Iceland's Order of the Falcon for her activities in an exchange agreement and in developing a graduate program in counseling psychology and student counseling at the University of Iceland. Established in 1921, the award is given for achievement on behalf of Iceland or for international contributions. It is awarded by Iceland's president upon the recommendation of a five-member committee. The silver medal only can be worn on state occasions and returns to Iceland upon the recipient's death. Pazandak is a former CLA assistant dean and director of student personnel. ■ **Thomas Bouchard**, Psychology, was named the 1989 Minnesota Alumni Association Outstanding Friend. The award is given annually to a non-alumnus for volunteer contributions to that association as well as to the U. ■ **Robert Scott**, Speech-Communication, received the 1989 Douglas Ehninger Distinguished Rhetorical Scholar Award for demonstrating "intellectual creativity, perseverance, and impact on academic communities" with his various works. ■ **Gloria Rahejo**, Anthropology, received one of seven three-year McKnight-Land Grant Professorships. The award includes research grants and summer salaries in addition to a year's leave with salary. ■ **Russ Menard** and **Steven Ruggles**, History, received a \$1.4 million grant from the National Institute of Child Health and Devel-

opment to create and distribute a public use sample of the 1880 U.S. census. The sample will help provide information on the nature of social change in the 19th and 20th centuries. ■ A kinetic and electronic sculpture show by **Guy Baldwin**, Studio Arts, was exhibited at Wabash College in Crawfordsville, Ind., this winter. ■ Professor Emeritus **Norman Garmezy**, Psychology, was honored by the City College of New York, his alma mater, during the 50th anniversary celebration of the founding of that college's psychology department. Garmezy's award for "outstanding contributions to the advancement of psychology" was given for his studies on the psychopathology of children. ■ *Reflections on a Tradition and Concerto for Organ and Orchestra*, original works by **Lloyd Ultan**, Music, recently were performed by the New England Conservatory Youth Symphony and the National Chamber Orchestra, respectively. Orchestral works by Music professor **Paul Fetler** also recently were played by the Milwaukee and Indianapolis symphonies. ■ **James Butcher**, Psychology, was awarded the title of Doctor Honoris Causa by the psychology and education faculty of the Free University of Brussels, Belgium. ■ **Stanford Lehmborg**, History, has been awarded an honorary Litt.D. degree from Cambridge University, Tudor-Stuart, England, his alma mater, in recognition of his published works.

CLA facts

- Did you know that . . .
- 2% of incoming students have disabilities?
 - average credit load per quarter is 12 (most courses are 4 credits)
 - each quarter, about 8% of students make the Dean's List?
 - the average GPA for seniors is 2.9 (3.0 is a "B" average)?
 - 8% of students graduate with honors?



COLLEGE *news*

CLA To Remain One Unified College

The College of Liberal Arts (CLA) will remain one unified college, President Nils Hasselmo decided in February. Hasselmo had raised the possibility last fall of dividing the college into two colleges, a social science college and a humanities and fine arts college. The idea originated in the 1987 *Plan for Focus* document. At that time, the college assembly voted to split, but only if there was considerable new fund-

ing. Hasselmo promised no new funding and the proposal was strongly opposed by CLA faculty. In a straw vote of the assembly last fall, none of the approximately 60 members present voted in favor of a split; five abstained. A task force will be established to consider whether the School of Music should remain within CLA or whether it should be a separate unit.

CLA will apply to a \$200,000 central university fund to improve large classes. The instructional improvement funds for large introductory classes were provided by the legislature to assure that large classes meet, as much as possible, the goals of President Hasselmo's Initiative on Undergraduate Education. CLA has many large classes, including the largest, Psychology 1001, that had 602 students in fall 1989.

The MacArthur Interdisciplinary Program on Peace and International Cooperation, which is part of CLA's Institute of International Studies, has been awarded a \$750,000 grant from the USIA's Fulbright Graduate Student Program. Sixteen foreign students will receive scholarships to complete graduate work in CLA, College of Agriculture, Humphrey Institute of Public Affairs, or the Law School.

CLA faculty have received 56 grants during the first half of the fiscal year, 16 more than the number received by this time last year, for a total of \$3,454,321.

The 1989 Arts OLYMPIAD sponsored by the CLA Studio Arts department in October raised \$27,000 for graduate student scholarships. Money came from ticket sales, auction, raffle items, t-shirt sales, and contributions. Donations are still being received and t-shirts, designed by alumna artist Alex Boies, are still for sale. The design is also the subject of a mural on the back wall of the former Academy Theatre in Minneapolis, near 7th and Hennepin, which was painted by muralist Ta-coumba Aiken. For information or t-shirts call 625-8096.



Barbara Laslett and Ruth-Ellen Boetcher Joeres

U of M Awarded National Feminist Journal

By Jeanine Halva-Neubauer

Signs: *The Journal of Women in Culture and Society* is moving to the Center for Advanced Feminist Studies (CAFS) beginning July 1, 1990.

The quarterly interdisciplinary feminist journal, in its 15th year of publication, changes academic homes every five years. In a national competition held last summer, the U of M was chosen as the journal's newest residence. The decision was based upon a proposal written by several feminist scholars in the area with the help of materials provided by graduate students Amy Farrell and Susan Cahn.

The U is the first public as well as first Midwestern institution to house the journal. (Previous locations were

Duke University, Stanford University, and Barnard College.) Barbara Laslett, Sociology, and Ruth-Ellen Boetcher Joeres, German, also will be its first joint editors.

This is the first joint venture for Laslett and Joeres as well. Laslett, who specializes in the historical sociology of gender and family, and Joeres, whose primary interest lies in the sociology of and literary history of 19th-century German women, were brought together by a mutual friend, History professor Mary Jo Maynes, who believed the two would work well together.

Both women look forward to having the world's foremost feminist academic journal located here.

"Signs will keep us up-to-date in

CLA *calendar*

April

Performances

***20-21** Two Operas, by alumni composers, University Opera Theater, 8 p.m., Scott Hall Auditorium, for information call 625-4001

***21** Bill T. Jones/Arnie Zane & Co., segment of *The Last Supper at Uncle Tom's Cabin*, with 52 local dancers, 8 p.m., Northrop Auditorium, for information call 624-2345

***26-28** The Joffrey Ballet, 8 p.m., Northrop Auditorium, for information call 624-2345

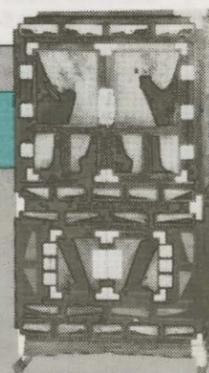


Joffrey Ballet

***27-May 13** *A Little Night Music*, by Stephen Sondheim, Vern Sutton, director, Robert Moulton, choreographer, University Theatre and University Opera Theater, Rarig Center, for information call 625-4001

Exhibit

8-May 24 Elegance and Tradition: Korean Furniture from the Edward R. Wright, Jr., Collection, University Art Museum, Northrop Auditorium, for information call 624-9876



Korean Furniture Exhibit

May

Lectures

9 "Chaucer's Concept of Gentility," Nigel Saul, History, Royal Holloway and Bedford College, Chaucer's England Series, Center for Medieval Studies, 3:15 p.m., 301 Walter Library, for information call 626-0805

15 "The Court of Richard II and the Promotion of Literature," Michael Bennet, History, University of Tasmania, Chaucer's England Series, Center for Medieval Studies, 3:15 p.m., 301 Walter Library, for information call 626-0805



knowing about and helping to shape innovations in feminist scholarship," said Laslett. Involvement in and exposure to current debates will place the center in the forefront of feminist developments, Joeres added. An annual *Signs* seminar and a dozen associate editors also will come to the U.

During their tenure, Joeres and Laslett will use their social sciences and humanities backgrounds to give the journal a more interdisciplinary and international focus. The two also plan to make the articles more accessible to those outside feminist academic circles. They will continue, however, to address the race, class, and gender issues emphasized by previous editors.

"Signs will keep us up-to-date in knowing about and helping to shape innovations in feminist scholarship," Laslett said.

Although Laslett labels the *Signs* relocation a coup, she is not surprised. "There is a truly collective and collaborative tradition of feminism at Minnesota," she said. The establishment of CAFS and acquisition of *Signs* are themselves signs of such efforts by the feminist community, she added.

For information about subscribing, call the center at 624-6310. A one-year subscription is \$29, students \$21. Of the journal's 5,700 circulation, 4,500 is domestic. The international perspective, and circulation, is being increased. The journal, which is juried, usually contains six to eight articles and book reviews. Each issue has a "viewpoint," an essay or editorial on a contemporary issue.

And until 1995, this community will represent *Signs* of the time. ■

ALUMNI *news*

Theatre & Music Collaborate on "A Little Night Music;" A Special Alumni Performance

For the first time in several years, the Department of Theatre Arts and Dance and the School of Music will collaborate on a production, *A Little Night Music*, written by Stephen Sondheim. A special alumni night, May 3, has been arranged for all alumni who are members of the Alumni Association.

Vern Sutton from Music will direct and Robert Moulton from Theatre will choreograph the production. The Broadway musical, which includes the famous score *Send in the Clowns*, runs April 27 through May 13. Tickets are \$8 and \$7 for seniors and students. Tickets are available from the University Opera Series, 625-4001.



The set design and model for *A Little Night Music* were created by graduate student Rick Reese.

Journalism & Daily To Celebrate Anniversaries

It was 90 years ago this year that the *Minnesota Daily* began publishing on campus and 50 years ago this year that the Journalism department moved to Murphy Hall. The two groups will celebrate their anniversaries together this year on May 4.

Speakers are being scheduled for seminars during the day and the School of Journalism and Mass Communications Alumni Society is

planning its annual dinner and Targets of the Media program for the evening program. The popular program invites people who have been subjected to intense media coverage during the past year to air their side of the story.

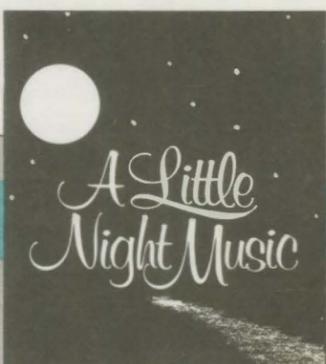
1940 Reunion

It will be back to class Oct. 11-13 for the CLA Class of 1940 when the alumni arrive on campus to celebrate their 50th reunion. They will have the opportunity to visit several classes and laboratory sessions.

They will be able to participate in the Homecoming festivities that weekend.

Spectrum Lecture

Regents' Professor Emeritus Tom Jones will give the CLA Alumni Spectrum Lecture, "History Can Be Addictive," at 7 p.m., April 23, in the West Bank Auditorium. Jones will talk about an historical event that occurred 300 years ago. The lecture is sponsored by the CLA Alumni Society and the Department of History.



Performances

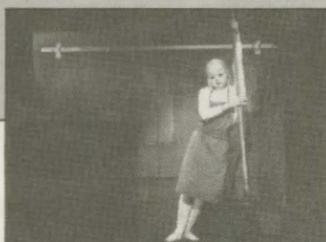
***3-13** *A Little Night Music*, by Stephen Sondheim, Vern Sutton, director, Robert Moulton, choreographer, University Theatre and University Opera Theater, Rarig Center, for information call 625-4001

***3** Alumni Night, *A Little Night Music*, with reception before the performance, 8 p.m., Rarig Center, for information call the CLA Alumni office, 625-4324

***4-20** *Measure for Measure*, by William Shakespeare, University Theatre, for information call 625-4001

***10-11** *Cinderella*, Lyon Opera Ballet, 8 p.m., Northrop Auditorium, for information call 624-2345

***14-16** Original One-Act Play Festival, winning entries in the original one-act playwriting competition, University Theatre, for information call 625-4001



Cinderella
Lyon Opera Ballet

***29-30** "The Rover," by Aphra Behn, University Theatre, for information call 625-4001

Campus Olympics

21-25 Second Annual Celebration of Campus Olympics Festival, sponsored by Minnesota International Students Association (MISA). Students, faculty, and staff invited to participate in soccer, volleyball, badminton, tug of war, relay races on the Mall and bowling, billiards, table tennis, chess and a geography quiz. Application

forms for individuals and teams available in the MISA office, 235d CMU. For information call 625-6119.

Reunion

4 50th Reunion of Journalism's Move to Murphy Hall and 90th anniversary of "Minnesota Daily" publication, includes seminars, Targets of the Media Program, and dinner, for information call 625-9824

June

Performance

***26-27** "Mlgawari Zazen" (The Substitute Mediator), "Narukami," the tale of a hermit priest, The Grand Kabuki Theatre, 8 p.m., Northrop Auditorium, for information call 624-2345

Exhibit

1-August 24 Getting and Spending: Consumerism in American Art, art from the U Art Museum and local collections, University Art Museum, Northrop Auditorium, for information call 624-9876
***indicates admission charge**



MIW
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College of Liberal Arts

Spring
1990

University of
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In 1969, the Symphonic Wind Ensemble rehearsed in Symphony Hall in Leningrad before performing one of 27 concerts in Russian cities. The 1969 tour reopened the U.S.-Soviet cultural exchange program and was "one of our greatest events in fine arts at the University of Minnesota," according to band director, Dr. Frank Bencriscutto. This summer the Symphonic Wind Ensemble has been invited again to play in Leningrad. The band will combine its Russian appearance with a tour of Scandinavia. See story on page 5.

Three CLA Faculty Win Extension Teaching Awards

Three CLA faculty were honored with the first Continuing Education and Extension Distinguished Teaching Award at a ceremony at Coffman Union last fall.

Philip Furia, English, Archibald Leyasmeyer, English and faculty director of the University College Program for Individualized Learning, and Wolfgang Taraba, German Language and Literature, each received a \$1,000 stipend and an engraved plaque.

The CEE Distinguished Teaching Award honors outstanding teaching, commitment to student growth and development, accessibility to students, and sustained excellence in CEE instruction. Winners were selected by a committee of faculty,

extension students and CEE administrators.

Furia began teaching in CEE in 1971. Over the years he has taught over 20 different courses in CEE. He earned his Ph.D. from the University of Iowa in 1970.

Leyasmeyer has authored two courses for CEE's Department of Independent Study and has taught eight courses, chiefly in drama. He earned his Ph.D. from Princeton University.

Taraba has taught at the University for 26 years, including time as chair of the German Department and as its director of undergraduate studies. He received a Ph.D. from Münster University. ■



From left to right, Phillip Furia, Archibald Leyasmeyer, and Wolfgang Taraba.

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