

# CLA today

Summer  
1989

University of Minnesota

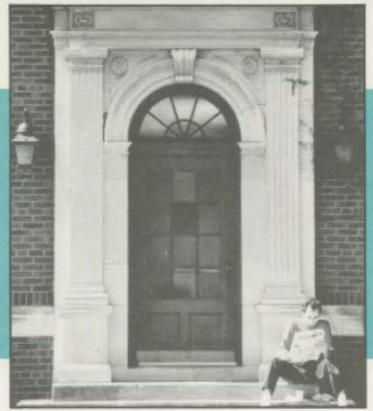


Photo by Gerald Gustafson

University President Nils Hasselmo and Guthrie Theater Foundation Board President Pierson Grieve signed the agreement March 31 that linked CLA's Department of Theatre and Dance with the Guthrie Theatre for training masters in fine arts students.

## Guthrie Theater, University Sign First-in-Nation Masters Program Agreement

*In time, it is our hope that the Minnesota Theatre Company may develop a distinctively Minnesota style. This cannot come about quickly. It may take 10 years or even 20. The progress will, we hope, be aided by the inclusion in each season's company a group of graduate students from the University of Minnesota. This is a taproot into the soil.*

Tyrone Guthrie, *A New Theater*, 1964

### By Mark Neuzil

Tyrone Guthrie's dream of a theater enhanced with talented students from the University of Minnesota will be realized through the Masters of Fine Arts Professional Actor Training Program agreement signed on March 31 by University President Nils Hasselmo and Guthrie Theater Foundation Board President Pierson Grieve.

The idea joins the Guthrie Theater and CLA's Department of Theater Arts

and Dance in a three-year program designed to offer students an opportunity to work with professionals from the Guthrie. In turn, theater staff members and actors will teach at the school.

The agreement is believed to be the first of its kind in the nation. The theater department and the Guthrie will select a class of six students annually at nationwide auditions. Each student will receive a fellowship for the first year of training and a teaching assistantship for the second and third year of the program. After completion of the degree, at least half of the students will be offered Actors Equity contracts as professional theater interns and will work at the Guthrie for 26 weeks, covering at least two main-stage productions.

Hasselmo said the plan "promises to attract the brightest and most talented students from across the nation, and unites the Guthrie and the University in an important collaborative mission: to nurture, to nourish and shape the artistic talents of emerging artists and the future growth of acting companies."

The program answers a concern issued by the 1987 League of Professional Theatre Training Programs Task Force, which called for the identification of "practical ways to link training programs with resident theaters for the benefit of emerging artists and the future growth of companies."

Guthrie Artistic Director Garland Wright will become an adjunct professor in the Theater Arts department beginning in Spring Quarter, 1990.

Barbara Reid, chairwoman of the Department of Theater Arts and Dance who spearheaded the drive for the program, said: "People are very excited. I've got nothing but a good response, particularly from the alumni and especially from the students."

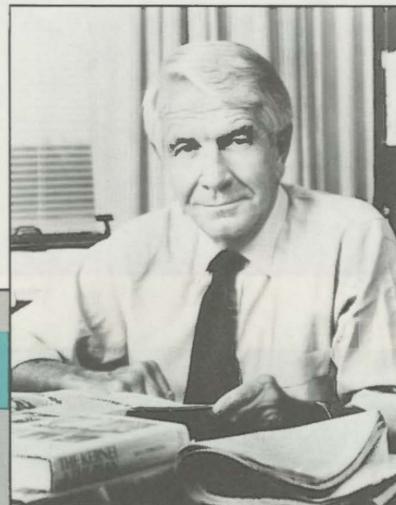
The majority of the funding comes from the University. The school will hire guest artists and provide fellowships and teaching assistantships for students. The Guthrie will fund the internships.

The University and the Guthrie have committed funds to the program until 1992-93, Reid said. The University is beginning a \$3.5 million endowment drive to support the program in the years to come.

As Tyrone Guthrie's writings indicate, the idea for a University-Guthrie exchange isn't new. A similar, but less extensive, arrangement was in place in the 1960s and 1970s. Initially sponsored by the McKnight Foundation and later funded by the Bush Foundation, the original program was credited with helping produce such talent as actors Peter Michael Goetz, Linda Kelsey, Richard Ramos, James Lawless and Tovah Feldshuh. Playwright Emily Mann and directors Gary Gisselman, Jon Cranney and William Partlan also were involved in the early project.

"The affiliation has never been completely discontinued," Reid said. "Guthrie members have often lectured here and we've sent students there."

Other cooperative arrangements between regional theaters and actor-training programs exist in San Francisco, New Haven, Conn., and La Jolla, Calif., said Edward Martenson, managing director of the Guthrie. The Minnesota program is the only one which involves the theater in the entire process, from student auditions to beyond graduation, he said. ■



## More Liberal Arts Grads Are Taking Care of Business

### By Mark Neuzil

From her desk at Cargill, Inc., in the Twin Cities, Chris Boik gets a good look at promising liberal arts graduates from all over the country. As manager of college programs for the multi-faceted agricultural firm, Boik also makes it her business to watch the competition. She sees an increase in both areas: more liberal arts graduates prepared for business careers and more businesses ready to hire them.

"Frankly, we're starting to get a little annoyed," Boik said with a chuckle. "Other companies have caught on. We used to be able to be selective in recruiting liberal arts graduates. The competition wasn't as great."

Cargill has been hiring liberal arts graduates for years; it has supported a college recruitment program since 1929. In a typical year, the company will interview 3,500 people from 150 colleges and universities, including the University of Minnesota. The majority of those hired, particularly in sales and commodities trading, are liberal arts graduates.

Nationally, the figures support Boik's conclusions about increased competition for liberal arts graduates. A recent survey by the Corporate Council on Liberal Arts found that 25 percent of America's major corporate executives polled explicitly encourage the hiring of liberal arts graduates. More than half of the 535 large and mid-sized corporations included in the study actively recruit liberal arts graduates. Half of the companies manage internships open to liberal arts students before graduation and two-thirds conduct training programs for recent hires. The typical company now hires about three liberal arts graduates for every five business graduates, according to the study.

Lisa Heiser, director of the CLA Career Development Office, confirmed the trend. "We are seeing an increase in recruiters on campus and they tend to be businesses," she said.

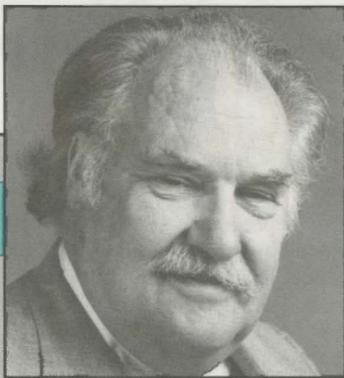
One of those recent hires is Les Bolstad, who received his degree in June with a major in political science and a minor in history. He's beginning a career *continued on page 2*

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CLA faculty and staff write about everything from computers to Edina.

Harry Reasoner gets B.A. degree . . . . p.7  
Almost 50 years late, but Reasoner was determined to get journalism degree.

Honors go to professors and adviser . p.8  
Outstanding professors and adviser win top awards for work with undergraduates and graduate students.



## THE DEAN'S LIST

Dean Fred Lukermann

In summarizing an academic year's activity it is easy to say it was a critical year, a tumultuous year, a turning-point year in the history of the college. And in many ways it was. Looking back, 1988-89 was a year of continuing recovery in attempting to redress the imbalances between enrollment and budget that dominated college fortunes in the early and middle eighties. You will recall from previous columns and news items that those were the pressure years of increasing enrollment and declining budget resources. Cuts in faculty and teaching assistant numbers meant increasing student-faculty ratios, larger classes and increasing probation and drop-out rates until 1986. That ominous trend bottomed out in several ways.

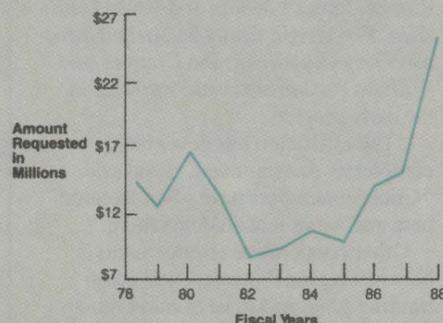
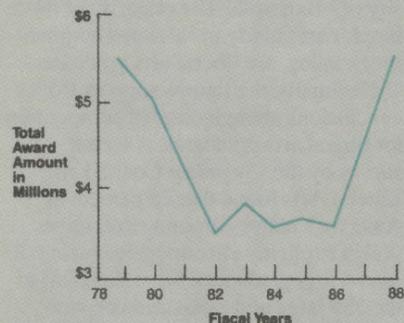
- Beginning in 1987, under Commitment to Focus guidelines adopted by the legislature, CLA freshman enrollment has been controlled, and as of September 1989, we expect some 2100 freshmen as against 3100 freshmen admitted three years earlier. Thus, in future years smaller classes, particularly in skills and introductory subject matter classes, will improve both instruction and retention.

- Proof: Retention of new high school students (NHS) has improved by 6 percentage points (76% to 83%) over the last five years.

While budgeted resources from the legislature have not significantly improved since the early eighties, the decline characteristic of that period (from \$39.4 million to \$31.7 million) bottomed out at \$32.3 million last year and this year rose to \$33.8 million. That remains a "standstill" budget but we expect the Liberal Arts to be favored in expected reallocations within the University in the coming year.

- More importantly, from both a research and scholarly perspective, the faculty has increasingly helped itself by obtaining outside contracts and grants despite the decline in federal and state support.

- Proof: A ten-year study of CLA-sponsored research and training proposals and grants shows a steady trend upward after a sharp decline in the early 1980s. In fiscal year 1988, awards totaled \$5.5 million, a 24 percent increase over the previous year. The proposals submitted in 1988 totaled \$25.5 million, a 76 percent increase from the previous year. There were only three more proposals submitted in 1988, but the size of the grant requests increased significantly.



The college over the past several years has enhanced programmatic curricular development and research through new centers and study groups. The introduction of the second language program several years ago and the impending writing across the curriculum program now under experimental development have meant more integrated efforts by collegiate departments to improve the quality of undergraduate liberal education. Efforts to internationalize the curriculum and introduce cultural pluralism sequences have meant more interdisciplinary and cross-credited programs. This increased interaction between departments and more coordinated curricular offerings in turn suggested a review of the college constitution structure and a larger role for department chairs in both the budgetary and appointment processes in the college.

This spring, a new constitution, which was drafted by a faculty, staff and student committee, was approved unanimously by the Assembly after several years' discussion. The new constitution will be in effect next fall after approval by the Board of Regents in July.

1988-89 may not have been a "crisis" year in itself, but it was a year of turning and improving. A better college and an improved liberal education is underway. And that's a promise.

## Taking Care of Business

continued from page 1

with North Star Steel Corporation, a subsidiary of Cargill. "I think a liberal arts degree forces you to think in a lot of different ways," Bolstad said. "You learn new ideas, and to do well, it takes a lot of work. It did a lot for my confidence."

The development office has compiled statistics on several aspects of interviewing and hiring, including the following:

- On-campus recruiting has increased from 37 companies in the 1985-86 school year to 69 in 1987-88. More than 60 companies were scheduled to interview graduates in 1988-89.

- Participation in the CLA Career Fair, which features employers from businesses, government and human services providing information about job opportunities, increased 59 percent from 1988 to 1989.

- The CLA Job Board, which lists employment opportunities, is getting five to eight notifications of openings per day, up from two to three a few years ago.

- The CLA Resume Referral Service, which pulls graduates' records for companies upon demand, received about 100 requests for resumes in 1988-89, up from 42 in 1985-86.

Emphasis on career development has increased in recent years in the CLA. Counseling programs, seminars, a resource library, interest testing, and job hunting workshops are a few of the programs available to CLA students.

Employers hiring CLA grads in the last few years have included Northwestern Mutual Life, Pillsbury, Sprint, EMC Corporation, Long Distance Business, Merck Sharp & Dohme, Frito-Lay, State Farm Insurance, Businessland, IDS and Century 21. Among the jobs accepted by University graduates included commodity trader, financial planner, sales representative, underwriter, retail management, real estate sales, marketing, and administrative assistant.

Christina Motis, who graduated in 1987 with a double major in Speech Communication and French, accepted a sales job at Northwestern Mutual Life. "Being able to talk to different people was a huge help," Motis said. "And in an indirect way, the French major helped,

too. I spent my junior year in France on my own, and when I didn't know the right (French) words, I had to improvise. You run into the same kind of thing in sales."

The Corporate Council on Liberal Arts study reveals liberal arts graduates are more likely to work for corporations with consumer rather than industrial products. CLA graduates are also more likely to take marketing and sales jobs, rather than financial or accounting work.

Interestingly enough, the survey also noted that liberal arts graduates become more actively involved as company representatives to the community; CLA grads also participate more frequently in voluntary activities outside the corporation.

"Sixty percent of CLA graduates go into business-oriented careers," Heiser said. One of the reasons is salary: Business employees tend to average 10 to 20



Lisa Heiser

## IDEA Helps Students Choose Careers

By Mark Neuzil

The CLA Career Development Office uses a four-step model to help students prepare for careers. The plan is called the IDEA model, an acronym for Investigate, Decide, Experience, and Act.

Each step of the plan is based on a timeline in the student's academic career. For example, the first step, Investigate, should be undertaken when the student has earned fewer than 90 credits. The second step, Decide, is recommended when the student is between 45 and 100 credits. The third step, Experience, is scheduled between 80 and 160 credits, and the final step, Act, is done from 125 to 180 credits.

Each step contains several goals. In the Investigate stage, a student a) learns about majors; b) learns about himself or herself; and, c) learns about career options. Several resources are available to assist the student in setting goals, including academic advising, workshops, student organizations, and interest tests.

In the Decide step, a student is asked to make a tentative career option, using resources such as career counseling, the Career Resource Library, and interviews with professionals in the students' fields of interest.

Following the Decide stage, the student is urged to Experience fields of

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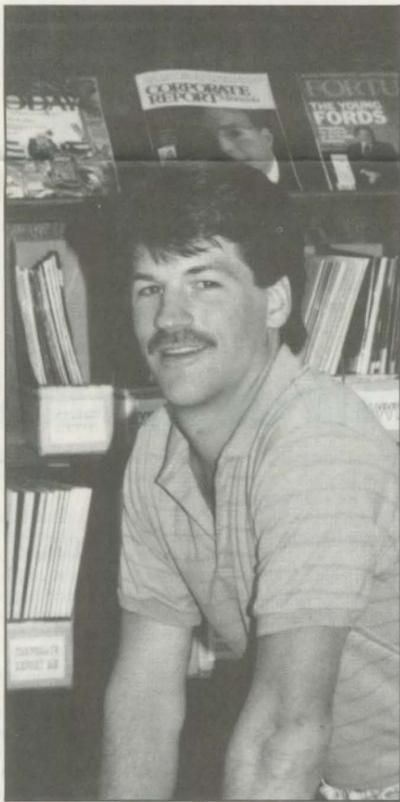
The University of Minnesota is an equal opportunity educator and employer.

percent higher pay than non-business people.

Employers are attracted to liberal arts graduates because of their communication skills, speaking abilities and writing abilities. Frito-Lay began recruiting CLA graduates in 1988 after hiring business graduates for several years. "Our employees have to have good thought processes, which liberal arts students tend to have," said Frito-Lay personnel manager Steven Jewell. "They don't necessarily need business skills. We can teach them those."

The importance of good communication skills cannot be underestimated, according to employers. The employers surveyed for Michigan State University's publication "Recruiting Trends 1986-87" listed communication abilities, interpersonal communication skills, speaking abilities and writing skills among the qualities they always or almost always consider when screening recent college graduates.

"We're attracted to liberal arts graduates who have a broad base. We can give them (additional) training," Boik said. "We're looking for leadership ability and teamwork."



Les Bolstad

interest with internships, volunteer work, and research opportunities.

The Act step helps a student find a job by providing interviewing workshops, resume services, networking, and internships.

The Development Office wants students to begin the IDEA plan early. A booklet detailing the idea model called "The Big Question: What Are You Going to Do After You Graduate?" is available from the Career Development Office, College of Liberal Arts, University of Minnesota, 345 Fraser Hall, 106 Pleasant St. SE, Minneapolis, Minn., 55455. Phone (612) 624-7505. ■

Many companies look for CLA students who have taken a sequence of business courses. "Employers want (potential employees) to have a few courses in business," Heiser said. "You don't need a degree or even a minor in business, but you do need a concentration of business courses, such as one or two economics courses, one or two accounting courses, an upper-level marketing course and a quantitative course."

Heiser surveyed the companies which recruited on campus in 1987-88 and did not return in '88-'89 to find out why. Their biggest complaint was they felt the students did not have enough "business orientation."

"If I had to do it over again, I may have taken a few more business courses," said Bolstad, who took an introductory business course and a general computer course. He also worked in a grocery store for 11 years. "They liked the idea I had dealt with people," he said of his employers.

Cargill's Boik said any business course or experience can be a plus. "It's not uncommon for us to hire an individual in liberal arts who's taken a marketing course and a computer class. That just makes them more valuable." Particularly important are computer skills, she added. "I can't imagine what jobs in the future will not require some interfacing with a computer at some point. It's getting to be so much of a given."

Heiser also noted an upward trend in the number of internships available in businesses. The companies hiring interns in recent years include Proctor & Gamble, Northwestern Mutual Life and Dayton-Hudson Corp. "That was something we didn't see as much of in the past," Heiser said. "It is a way for students to see if business is something they want to pursue and it gives them good contacts."

Frito-Lay's Jewell said a combination of scholarship and business experience is important. "We typically look for academic or work experience, initiative and leadership skills," he said.

Jewell also noted that CLA students often have a more realistic view of the types of jobs available to them in business than do business school graduates. "When we go to business schools, a good chunk of them have very high expectations," Jewell said. "But in our organization, you start from the ground up. Once you learn how we operate, we look at you as a management candidate. It's very much learning by doing."

In recent months, Frito-Lay has hired liberal arts graduates with degrees in psychology, mass communications and individualized study, Jewell noted.

"We're looking for people with a sense of vision, yet a realistic view," he said.

Motis, who was hired by Northwestern Mutual through an on-campus interview arranged by the Career Development Office, credits her Speech Communication training with assisting her career. "I cannot think of a better major than Speech Communication to get into sales," she said. ■



## WHAT THE STUDENTS ARE DOING

### College Bowl Winners

■ The University College Bowl team won the National College Bowl Championship Tournament held at the College of DuPage in Glen Ellyn, Ill., in April. Team members are (left to right) **Pete Nickitas**, St. Paul, School of Law; **Bruce Simmons**, Alexandria, Va., Theatre Arts; **Matt Marta**, Hinsdale, Ill., a double major in English and Economics; and **Brian Weikle**, St. Paul, Institute of Technology. The University played eight games during the double elimination tournament, taking the lead against Georgia Tech in the final game with only 45 seconds to go. Minnesota, which won the tournament in 1984 and 1987, is the only team to repeat as champions. Marta also was named to the tournament's all-star team. ■ Owatonna native **Darrin Roshia**, Political Science, is the new University Board of Regents student representative. Roshia replaces former student regent **Wally Hilke**. ■ M.F.A. acting student **Kelly Bertenshaw** won first place and \$2,500 in the Irene Ryan national acting competition at the Kennedy Center for Performing Arts in Washington, D.C. The Albuquerque, N.M., native was selected from more than 1,600 candidates. Bertenshaw may be seen in *Harvey*, now playing at the Guthrie Theatre. ■ *The Minnesota Daily* placed second in daily student publications in a Society of Professional Journalists regional competition. *Daily* staff did particularly well in individual categories, winning 20 of 25 awards. ■ The University forensics team captured sixth place at the National Forensic Association's National Individual Events Tournament held at Upsala College in East Orange, N.Y. Thirty teams competed in the event. ■ International Student Identity Card scholarships for fall 1988 include **Matthew Knopp**, Fergus Falls, French and Mass Communication, to research the impact of radio in rural Senegal; **Lynne Marek**, Minneapolis, Political Science honors, to study economic programs for women

in India; and **Ann Moormann**, Minneapolis, French and Microbiology, to conduct a case study of the role Senegalese mothers play in their children's health care. Students planning overseas projects or study in developing countries the first half of 1989 were eligible for this scholarship. The University received half of the awards given nationwide. ■ The Office of Special Learning Opportunities has awarded eight students alumni-funded grants for spring quarter internships. Winners receive \$750 to offset tuition, fees, and book costs. **Jennifer Bacon**, Minneapolis, Art History, is writing and producing an instructional tape on elevator etiquette and helping to produce a live children's program to air over Abbott-Northwestern Hospital's closed circuit station; **Lehn Benjamin**, Brooklyn Park, Speech-Communication, is interning at CHART, a career counseling service for women in Minneapolis; **Rebecca Cuningham**, Minneapolis, Spanish honors, is teaching Spanish at Centro Cultural Chicano and tutoring students at Washburn High School, both in Minneapolis; **Ann Dunn**, Grand Forks, N.D., Music honors, is helping the St. Paul Chamber Orchestra in its marketing and public relations efforts; **Joyce Gable**, Minneapolis, Speech-Communication honors, is developing programs for the Minnesota Worksite Wellness Resource in Minneapolis, a non-profit group providing health-related resources and training to businesses, schools, and agencies; **Ben Schulte**, Madison, Wis., Child Psychology honors, is working with chronically ill children and their families at the University of Minnesota Hospital and Clinic; **Chris Stark**, Minneapolis, a double major in Philosophy and Psychology, is interning at the Amnesty International satellite office in Minneapolis; and **Kenneth Ulmer**, Erie, Pa., Mass Communication, is assisting the Children's Theatre Co. in Minneapolis with its marketing work.

## MS Volunteers Needed for Study

■ Alumni attending the University between 1953 and 1963 and who have since contracted multiple sclerosis (MS) are needed for an ongoing Psychology study. Patience Dirx, recent Counseling Psychology Ph.D., is conducting research on "Predictors of Adjustment in MS."

Psychological assessment tests administered at orientation during 1953-63 may provide data on adjustment variables prior to disease onset. Test information will remain confidential. An interview may also be conducted.

Dirx, who herself has MS, hopes to identify factors that help people cope with the disease. Findings will be used to design a program to reduce the debilitating aspects of MS.

The Kennedy Foundation has awarded Dirx \$10,000 toward this project.

If you are a former University student with MS and would like to participate in this study, send a letter to Patience Dirx, Institute for Disabilities Studies, 2221 University Ave. S.E., Suite 145, Minneapolis, Minn. 55414, or call (612) 627-4504. ■



Authors of *Interpreting Women's Lives: Feminist Theory and Personal Narratives* are: (back row, left to right) Mary Jo Maynes, Riv-Ellen Prell, Susan Geiger, Joy Barbre, Ginney Steinhagen, and Amy Farrell, (front row) Shirley Garner, Ruth-Ellen Joeres, Pamela Mittlefehldt, and Sue Lyons.

## Faculty Interviews, Books Reflect Diverse Scholarship

**Editor's Note:** *Starting with this issue, "CLA Today" will highlight a selection of books written recently by faculty and staff. Space won't allow us to include all the edited books, translations, reviews, and chapters written by our faculty, but we think the list reflects the rich diversity of scholarship in the college.*

The story behind Jeffrey Brooks' *When Russia Learned to Read, Literacy and Popular Literature, 1861-1917* is a detective tale of its own.

When Brooks, who joined the history department in 1988, was doing research at the Lenin Library in Moscow in 1973-74 on popular literature in pre-Revolutionary Russia, he had a problem finding the books in the catalogue. "They weren't considered real books," Brooks said. They were like America's dime novels. He found only 50 or 60 copies.

In 1979-80, Brooks went back to Moscow because he wanted to see what popular literature looked like in the 1920s, after the revolution. He mentioned his research on pre-Revolutionary Russia to a bibliographer at the library. The bibliographer asked, "Do you know that the censor's catalogue exists?" However, he added that it was located in an area off-limits to foreigners. "You should ask for it," the bibliographer said. Brooks was allowed to see

the catalogue and discovered that no one had read the books since the 19th century.

"So, instead of 50 titles, I had 2,000 titles," Brooks said. About 20 percent of the books still existed, but even that many was far more than he could read. But, he said, "I began to read furiously," because at that time library users weren't allowed to photocopy fiction.

Back at the University of Chicago, he found a loophole. He could order microfilm copies of the books on exchange. "Then, I basically had to start my book again," Brooks said. He also found copies through the immigrant press.

In *When Russia Learned to Read*, Brooks uses tables to show the changing popular imagination in Russia by charting topics, such as war and romance. Education increased rapidly and popular literature developed quickly. Brooks said that the newly literate peasants and urban poor didn't suddenly start reading Russia's major writers such as Pushkin, Dostoevsky or Tolstoy, but preferred stories that were adaptations of folk stories, tales of travel, crime, adventure, sentimental romances, as well as occasional adaptations of West European and American thrillers.

Brooks, Jeffrey, History, *When Russia Learned to Read: Literacy and Popular Literature, 1861-1917*, Princeton University Press, paperback edition, 1988. Awarded the Vucinich Prize of the American Association for the Advance-

ment of Slavic Studies for the best book about Russia or East Europe by an American in 1985.

Sara Evans, professor of history and director of the Center for Advanced Feminist Studies, said her 1989 book *Born for Liberty, A History of Women in America* doesn't make predictions, but it provides an historical context for current women's realities and issues. These include where women are located in the labor force, the wage gap between women and men, and the intersections between gender and race. She noted, for instance, that the experience of black women in America is "simultaneously black and gendered."

Evans said *Born for Liberty*, which covers the period from before European contact to 1988, is a result of her research and synthesis of the "enormous literature that exists," she said. The research made it clear to her that "when you make women the center of inquiry, you have to redefine politics and power to (include) individual activities previously ignored."

For instance, in the 19th century women developed modes of public action that were extensions of their domestic responsibilities. Barred from electoral politics and organizations predominately male, Evans said, women created "a vast number of voluntary associations, ranging from missionary societies to temperance, labor, and suffrage associations. As they battled for autonomy within churches, reform associations, and labor unions, they used their vantage point to critique the male world and force local political structures

to support institutions such as schools, libraries, orphanages, YWCA boarding homes for working women, and settlement houses."

Evans, Sara M., History, *Born for Liberty: A History of Women in America*, Free Press, New York, 1989. An alternate selection for the History Book Club, Quality Paperback Book Club, and Book-of-the-Month Club. Also by Evans, *Wage Justice: Comparable Worth and the Paradox of Technocratic Reform*, co-authored with Barbara J. Nelson, Humphrey Institute, University of Chicago Press, 1989. Addresses the history and theoretical arguments around comparable worth.

*Interpreting Women's Lives: Feminist Theory and Personal Narratives*, which presents works by 22 women scholars in various disciplines from a number of countries, is the first attempt to apply feminist theory in an interdisciplinary way to the interpretation of personal narratives, said Ruth-Ellen Boetcher Joeres, professor of German, and member of the Personal Narratives Group, which edited the book.

The articles study how a number of fields of research use personal narratives—biographies, autobiographies, and life histories—in their scholarship. Joeres said the book is "the first theoretical attempt to deal in an interdisciplinary fashion with all forms of personal narratives," by using a feminist perspective. One topic of interest to feminist theory is women's history, which emphasizes the historical and cultural context of women's lives.

Joeres and the center conducted an



Ackerman, Phillip, Psychology; Sternberg, Robert, Yale University; and Glaser, Robert, University of Pittsburgh, *Learning and Individual Differences: Advances in Theory and Research*, W. H. Freeman and Co., New York/Oxford, 1989.

Adams, John S., Geography and Humphrey Institute, *Housing America in the 1980s*, Russell Sage Foundation, 1988. Recent history of housing in America, including analyses of over 50 urbanized areas.

Anderson, Ronald, Sociology, and David Sullivan, *The World of Computing*, Houghton Mifflin, Boston, 1988. How computer systems are developed and what their role is in society.

Anson, Chris, English and director of Composition, editor, *Writing and Response: Theory, Practice and Research*, National Council of Teachers of English, Urbana, Ill., 1989. Articles by prominent theorists and researchers in the field of written communication.

Armstrong, Nancy, English, *Desire and Domestic Fiction: A Political History of the Novel*, Oxford University Press, New York, 1987. The book contends that the formation of a woman-centered domestic sphere during the 18th century in England provided a basis of affiliation that produced the modern middle class.

Armstrong, and Tennenhouse, Leonard, visiting professor, English, editors, *The Ideology of Conduct: Literature and the History of Sexuality*, Methuen, New York, 1987. Essays track the history of female conduct books from the late middle ages to the present.

Armstrong, and Tennenhouse, editors, *The Violence of Representation: Literature and the History of Violence*, Routledge, New York, 1989. Essays investigate the relationship between words and political power in writing from 14th

century humanism to modern bourgeois humanism and the contemporary theory revolution.

Bamford, Paul W., History, *Privilege and Profit: A Business Family in Eighteenth-Century France*, University of Pennsylvania Press, Philadelphia, 1988. Enterprises of a group of business people who carried on... exploitations and the manufacture of iron and steel products, especially anchors, for the French navy, merchant marine and colonies in the period 1720-1781.

Bensaïa, Reda, Comparative Literature and French and Italian, *The Barthes Effect*, University of Minnesota Press, 1987. History and criticism of the essay as a reflective text.

Regents' Prof. Borchert, John R., Geography, *America's Northern Heartland: An Economic and Historical Geography of the Upper Midwest*, University of Minnesota Press, 1987. J. B. Jackson Prize for the best professional geographic book of popular interest, Association of American Geographers, 1988. Selected by *Choice* magazine as one of the best academic books, 1988-89. Describes a century of transformation in the Upper Midwest, 1870s to 1980s.

Browne, Donald R., Speech Communication, *Comparing Broadcast Systems: A Study of Six Industrialized Nations*, Iowa State University Press, Ames, 1989. The broadcast systems of Japan, The Netherlands, France, the Soviet Union, East Germany, and West Germany.

Brustein, William, Sociology, *The Social Origins of Political Regionalism: France, 1849-1981*, University of California Press, 1988. An innovative model of political behavior: different modes of agricultural production shape regional politics.

Campbell, Karlyn Kohrs, Speech Communication, Vol. 1, *Man Cannot Speak for Her: A Critical Study of Early Feminist Rhetoric*,

Vol. 2, *Man Cannot Speak for Her: Key Texts of Early Feminism*, Greenwood Press, Inc., June 1989. A two-volume study of the rhetoric of the U.S. woman's rights/suffrage movement.

Dietz, Mary, Political Science, *Between the Human and the Divine: The Political Thought of Simone Weil*, Rowman and Littlefield, Totowa, N.J., 1988. Taking issue with the conventional view of Weil's writings as only "spiritual," this study offers not only an alternative approach to Weil's ideas, but also provides the most systematic analysis of her political thought to date.

Eaton, Marcia, Philosophy, *Basic Issues in Aesthetics*, Wadsworth Publishing Co., Belmont, Calif., 1988. Contemporary issues in analytic philosophic aesthetics, e.g., definition of "art," aesthetic experience, artistic activity, language and art, and evaluation and interpretation.

Fang, Irving, Journalism, *The Computer Story*, Rada Press, 1988. A history of the computer written for high school students.

Farmer, Edward L., History, contributor among seven authors, principal author is Ross Dunn, president, World History Association, *A World History: Links Across Time and Place*, McDougall Littell, Evanston, 1987. Tenth grade world history text.

Fine, Gary Alan, Sociology, *With the Boys: Little League Baseball and Preadolescent Culture*, University of Chicago Press, 1987. 1988 Opie Prize, American Folklore Society, Best Work on Children's Folklore. Ethnographic study of the leisure activities of preadolescent males, focusing on Little League baseball.

Giere, Ronald, Philosophy, *Explaining Science: A Cognitive Approach*, University of Chicago Press, 1989. Examines patterns and mechanisms of scientific development. Emphasizes role of individ-

ual scientists as both cognitive and social agents.

Hampel, Patricia, English, *Spillville*, Milkweed Editions, Minneapolis, 1987. Minnesota Book Award, 1988. Poetry and etchings about Spillville, Iowa, where Anton Dvork wrote *The New World Symphony*.

Hesterman, Paul, CLA Student Academic Support Services, *From Settlement to Suburb: The History of Edina, Minnesota*, Burgess Publishing, Edina, 1988. Focuses on the processes which changed Edina from a rural farm community in the 19th century to an affluent suburb before the suburban boom years of the 1950s.

Hirsch, Gordon, English, and Veeder, William, English, University of Chicago, editors, *Dr. Jekyll and Mr. Hyde After One Hundred Years*, University of Chicago Press, 1988. Essays, including those by the editors, that attempt to apply traditional and modern critical methodologies to a classic of popular fiction.

Isaacman, Allen, History, *The Life History of Raul Honwana: An Inside View of Mozambique From Colonialism to Independence*, Lynne Rienner Publishers, Boulder, 1988. Life history of a prominent Mozambique nationalist, based on oral history and archival material.

Kennedy, Robert, Sociology, *Life Choices: Applying Sociology*, Holt, Rinehart, and Winston, New York, second revised edition, 1989. A supplementary textbook that relates sociological principles to everyday life at various ages.

Knoke, David, Sociology, *Organizing for Collective Action: The Political Economics of Associations*, Aldine De Gruyter, Hawthorne, N.Y., 1989. A theory of collective action organizations that seeks to account for variations among them.

Lehmberg, Stanford E., History, *The Reformation of Cathedrals: Cathedrals in English Society*,

1485-1603, Princeton University Press, 1988. Study of English cathedrals during the 16th century, emphasizing the changes associated with the Protestant Reformation.

Leppert, Richard, Humanities, *Music and Image: Domesticity, Ideology and Socio-cultural Formation in Eighteenth-Century England*, Cambridge University Press, 1988. The place and practice of musical life in eighteenth-century England among the upper classes.

Lincoln, Bruce, Humanities and Religious Studies, *Discourse and the Construction of Society: Comparative Studies of Myth, Ritual, and Classification*, Oxford University Press, May 1989. The ways in which myth, ritual, and classification hold human societies together—and how, in times of crisis, they can be used to take society apart and reconstruct it.

MacLeish, Andrew, English, *The Medieval Monastery*, 1988. North Star Press, St. Cloud. Essays and illustrated papers on the ways the medieval monastery reflected changes in society through art, architecture, literature, business, as well as religion.

Marling, Karal Ann, Art History, *George Washington Slept Here: Colonial Revivals and American Culture, 1876-1986*, Harvard University Press, Cambridge, 1988.

Martin, Judith A., Urban Studies, and Goddard, Antony, Ph.D. candidate in Geography, *Past Choices/Present Landscapes: The Impact of Urban Renewal on the Twin Cities*, Center for Urban and Regional Affairs, April 1989. Argues that urban renewal in Minneapolis and St. Paul was not the exception that it is generally thought to be and links early urban renewal to current development.

May, Elaine Tyler, Associate Dean and American Studies, *Homeward Bound: American Families in the Cold War Era*,

Basic Books, New York, 1988. A look at the impact of the Cold War on family life.

May, Lary, American Studies, editor, *Recasting America: Culture and Politics in the Age of Cold War*, University of Chicago Press, 1989. Fourteen essays based on a conference on postwar culture.

McNaron, Toni, English, *Women Reading, Talking, Writing, Changing*, Iris Graphics, Minneapolis, 1988. Introductory essay by McNaron about the empowerment of writing in virtually anyone's life. Poems, stories, journal entries, letters, and travelogues by women who studied with McNaron over the past nine years.

Menard, Russell, History, and Hoffman, Ronald, McCusker, John, Albert, Peter, editors, *The Economy of Early America: The Revolutionary Period, 1763-1790*, University Press of Virginia, Charlottesville, 1988.

Metcalf, Michael, History and Scandinavian Studies, editor, *The Riksdag: A History of the Swedish Parliament*, St. Martin's Press, New York, 1987. Articles on Swedish parliament from the 13th century to unicameralism.

Noble, David, History, and Carroll, Peter, former University faculty member, History, now independent scholar in San Francisco, *The Free and the Unfree*, Pelican Edition, Penguin Books, second revised edition, New York, June 1988. A new history of the United States.

Noonan, Thomas, History and Russian and East European Studies, *The Monetary History of Kiev in the Pre-Mongol Period*, Harvard Ukrainian Studies, 1987.

Pankake, Jon, CLA Student Academic Support Services, and Pankake, Marcia, Wilson Library, *A Prairie Home Companion Folk-song Book*, Viking Penguin, New York, 1988. Folk songs sent to Garrison Keillor by listeners of A



Jeffrey Brooks



Sara Evans



international working conference in 1986 dealing with personal narratives of women. Following that, the Personal Narratives Group formed and decided to produce a book.

Maynes, M.J., History; Geiger, Susan, Women's Studies; Joeres, Ruth-Ellen B., German; Garner, Shirley, English; Prell, Riv-Ellen, Anthropology and American Studies; Barbre, Joy, graduate student in American Studies; Steinhagen, Virginia, graduate student in German; Farrell, Amy, graduate student in American Studies, Mittlefehldt, Pamela, American Studies, St. Cloud; Lyons, Sue, graduate student in English, editors, *Interpreting Women's Lives: Feminist Theory and Personal Narratives*, Indiana University Press, Bloomington, June 1989.

"It is a story that came and found me," George Lipsitz, professor in American Studies, said about the event that led him to write *A Life in Struggle: Ivory Perry and the Culture of Opposition*.

In 1982, Lipsitz prepared a photo exhibit for the Missouri Commission for the Humanities on the history of protests in St. Louis. On the last night of the exhibit, Lipsitz held an open forum. Toward the end of the evening, "a powerfully built black man stood up in the back of the room," he wrote in the book.

"I'm in half of those pictures out there," the man said, "and I want to talk about the things that I did." He was Ivory Perry. The photos showed him physically blocking auto traffic, symbolically burning newspapers and lying chained to a parking meter during civil rights demonstrations.

Perry believed that real social change came from the bottom up. He said the civil rights movement was the mobilization of an entire community, not just a few leaders. Social protest was the main resource for oppressed groups, he said, and appealed to "any historians here" to "write this up because a lot of young kids and a lot of older people out in the community don't know nothing about all that's gone on." Lipsitz was one of the historians there and decided to respond.

"He seemed tuned into the essential part of that whole movement," Lipsitz said. Perry had devoted 30 years to street work. "He was an ordinary person who did extraordinary things. He was always someone who could feel for the have-nots. To him these were not general social problems, but immediate needs," he said.

Then in February this year Perry was stabbed to death after a confrontation with his son, who was a drug user. Ironically, it was at a time when he was feeling "a new confidence," Lipsitz said, and when Perry was going to run for alderman in St. Louis. People thought he could win. He would have been 59 in May.

Lipsitz, George, American Studies, *A Life in Struggle: Ivory Perry and the Culture of Opposition*, Temple University Press, Philadelphia, 1988. It is a 1989 winner of the Anisfield-Wolf Book Awards, which were announced by author and social biologist Ashley Montagu, Princeton University, who heads the judges' panel for the awards. The awards were established in 1934 to recognize recent books that shed light on racism or contribute to a greater appreciation for the diversity of humankind. ■



## WHAT THE PROFS ARE DOING

Luther Gerlach

■ An incorrect photograph of **Luther Gerlach**, Anthropology, (pictured here) appeared in the winter issue of *CLA Today* with the report of Gerlach's receipt of a \$30,000 grant to study the social and cultural responses to the 1988 drought. Gerlach and his associates plan to publish their findings in a book, funded in part by the grant. Gerlach said responses to the study on issues of managing water resources on the upper Mississippi River are part of his on-going and expanding study of human response to global environmental change. ■ **Paul Gassman**, Chemistry, and **Christopher Sims**, Economics, have been elected into the National Academy of Sciences, the country's top scientific honorary society. The academy, with more than 1,500 members, selects new members by secret ballot based upon their original research. ■ "Decaf or Regular; Americans on the Side; A Bacon Waffle; Hash Browns with Ketchup; and AI's Forever, featuring the Greasy Tabernacle Choir" are the five movements of **David Baldwin's** latest brass quintet, *Music for AI's Breakfast III*. The Music professor has been a regular customer at the Dinkytown diner since 1981. ■ Regents' Professor of Psychology **Paul Meehl** is the 1989 recipient of the Gold Medal Award for lifetime achievement in applications of psychology. The honor is given by the American Psychological Foundation. ■ **John Anderson**, Music, conducted master classes and performed recitals while in China, Hong Kong, and Taiwan this spring. The China Center sponsored the three-week tour. ■ **William Wright** has stepped down as director of the Center for Austrian Studies to edit the *Austrian History Yearbook*, published at the center. In April, Wright received the Commander's Cross for Meritorious Service—one of Austria's highest honors—from

Austrian counsel general **Clemens Coreth**. **David Good**, who previously taught in the economics department at Temple University in Philadelphia, Pa., will assume directorship duties in spring 1990. A specialist in economic history, Good will be on the History faculty. Until his arrival, the center will operate under two History interim directors: **Kinley Brauer** (until June 30) and **Richard Rudolph** (beginning July 1). ■ **Oliver Nicholson**, Classics, has received a Howard Foundation fellowship for his study on issues dividing Christians and pagans during the Age of Constantine. The fellowship includes an \$18,000 stipend. ■ The Gordon L. Starr Award for Outstanding Service to Students winners for 1989 include **Archie Leyasmeyer**, English. Given by the Minnesota Student Association, the honor recognizes "efforts to help create a better environment for students." Candidates are nominated by faculty, staff, and students; winners are chosen by a student selection committee and receive a certificate and recognition dinner. ■ **Don Gillmor**, Journalism and Mass Communication, will spend the next academic year studying free expression theories and how they are applied to professional journalism situations as a Senior Fellow at the Gannett Center for Media Studies at Columbia University in New York City. ■ Voice professor **Glenda Maurice** received a summer research fellowship to examine the unpublished works of composer Erich Korngold. ■ **Barbara Reid**, Theatre Arts and Dance, had the lead role in the St. Paul Actors Theatre production, "The Road to Mecca," South African playwright **Athol Fugard's** depiction of individual and artistic freedom in his homeland. ■ Psychology professor **Mark Snyder** received the James McKen Cattell award to study the social psychology of stereotypes while on sabbatical next year.

years. One hundred and thirty letters.

Ruggles, Steven, *Prolonged Connections: The Rise of the Extended Family in Nineteenth Century England and America*, University of Wisconsin Press, Madison, 1987. Annual Allen Sharlin Memorial Award, Social Science History Association, for best publication in the field. Economic and demographic influences on family structure in the 19th century.

Samaha, Joel, History, *Criminal Justice*, West Publishing Co., St. Paul, 1988. Explores the formal and informal dimensions of the criminal process.

Savage, C. Wade, Philosophy and Philosophy of Science Center, and Anderson, C. Anthony, Philosophy, editors, *Rereading Russell*, University of Minnesota Press, 1989. Original essays on Bertrand Russell, including essays by the editors, dealing with all of Russell's metaphysics and epistemology, not only his mathematical logic.

Simmons, Roberta, Sociology, and Dale A. Blyth, American Medical Association, *Moving Into Adolescence: The Impact of Pubertal Change and School Context*, Aldine De Gruyter, New York, 1987. Analyzes the transition from childhood into early and middle adolescence.

Simmons, and Susan Klein Marine, and Richard L. Simmons, University of Pittsburgh, *Gift of Life*, Transactions Books, New Brunswick, N.J., 1987. Organ donors and their families: ethical issues related to kidney transplants.

Snyder, Mark, Psychology, *Public Appearances/Private Realities*, W. H. Freeman & Co., New York, 1987. How and why you act as you do in a wide range of social situations.

Soley, Lawrence C., Journalism, *Radio Warfare, OSS and CIA Subversive Propaganda*, Praeger Publishers, April 1989. The first

book-length treatment of World War II radio propaganda and its impact on U.S. postwar strategy.

Sonkowsky, Robert P., Classical and Near Eastern Studies, *Johannes Trithemius, De Origine Gentis Francorum Compendium: An Abridged History of the Franks*, Dudweiler-AQ Verlag, 1987.

Vecoli, Rudolph, History, editor and contributor, *Italian Immigrants in Rural and Small Town America*, American Italian Historical Association, Staten Island, N.Y., 1987. Essays from the 14th annual conference of the American Italian Historical Association.

Wallace, Neil, and Prescott, Edward, both in Economics, editors, *Contractual Arrangements for Intertemporal Trade*, University of Minnesota Press, 1987. Papers presented at a University conference.

Ward, Jean, and Hansen, Kathleen, both in Journalism, *Search Strategies in Mass Communication*, Longman Inc., White Plains, N.Y., 1987. A model of the information search process as it applies to mass communication.

Weinsheimer, Joel, English, *Gadamer's Hermeneutics: A Reading of Truth and Method*, Yale University Press, New Haven, 1985, paperback edition, 1988. Study of the theory of interpretation that shows how Gadamer answers the question: how is understanding possible.

Wright, George T., Regents' Professor of English, *Shakespeare's Metrical Art*, University of California Press, 1988. Study of Shakespeare's plays and poems.

Zahavy, Tzvee, Classical and Near Eastern Studies, *The Mishnaic Law of Blessings and Prayers*, Brown Judaic Studies, Scholars Press, Atlanta, 1987. Analysis of tractate Berakhot in Mishnah and Tosefta emphasizing the theoretical framework of the redactors.

## CLA facts



Currently, the dozen most popular CLA majors are (according to rank): Journalism and Mass Communication; Psychology; Economics; English; Political Science; Speech-Communication; International Relations; Sociology; History; Studio Arts; Music; and Theatre Arts.

Although minors are not required in order to graduate, the most common liberal arts minors are (according to rank): International Relations; English; History; Child Psychology; Psychology; and Sociology (fourth-place tie); French, Political Science, and Statistics (seventh-place tie).

*Prairie Home Companion* radio show.

Phillips, Carla Rahn, *Six Galleons for the King of Spain: Imperial Defense in the Early Seventeenth Century*, The Johns Hopkins University Press, 1986. Leo Gershoy Prize of the American Historical Association, 1987; selected by *Choice* as part of the list of outstanding academic books. Awarded the "Spain in America" Prize for 1988.

Prell, Riv-Ellen, Anthropology and American Studies, *Prayer and Community: The Havurah in American Judaism*, Wayne State University Press, Detroit, 1989. A study of the Jewish religious community in the 1970s; examines how American Judaism responds to cultural and historical changes.

Rabinowitz, Paula, English, and Nekola, Charlotte, English, William Paterson State College, Wayne, N.J., editors, *Writing Red: An Anthology of American Women's Writings, 1930-1940*, The Feminist Press, New York, 1987. Introductory essays by the editors and a collection of short stories, poetry, theory, and reportage by women writers on the left politically in the 1930s.

Reyerson, Kathryn, History, and Chiat, Marilyn, Ancient Near Eastern and Jewish Studies, editors, *The Medieval Mediterranean: Cross Cultural Contacts*, North Star Press of St. Cloud, 1988. Interdisciplinary articles look at the interaction among religious groups in the Mediterranean world in the Middle Ages.

Roberts, Nancy, Journalism, and Roberts, Arthur, English, State University of New York College at Morrisville, editors, "As Ever, Gene," *The Letters of Eugene O'Neill to George Jean Nathan*, Fairleigh Dickinson University Press, New Jersey, 1987. The Nobel Prize-winning playwright and the dean of drama critics built a friendship that grew ever closer over 30

## COLLEGE *news*

### Wackman Appointed Journalism Director

Daniel Wackman agreed to take the directorship of the School of Journalism and Mass Communication after the college promised increased support in an effort to win back full accreditation for the school. The college will try to guarantee a total of \$400,000 for new equipment and upgrading of old equipment over the next four years and \$260,000 over the next five years for instructional support. The Accrediting

Council on Education in Journalism and Mass Communications voted for provisional accreditation because of the school's low budget, poor equipment and facilities and faculty dissension. The school has one year to regain accreditation. Wackman, an 18-year member of the faculty, teaches courses in media management, advertising and research methods.

**Mulford Q. Sibley**, professor emeritus of Political Science and American Studies, died April 19, in Minneapolis following a heart attack the previous week. Sibley was 76. Dean Fred Lukermann said, "Mulford, and everybody called him Mulford, was my teacher, colleague, and surely one of the great citizens of this university and college. We will miss him sorely, but remember him always." Sibley's primary field was the history of political ideas. He also studied civil rights, civil disobedience, pacifism and parapsychology. He began teaching at the university in 1948. He retired in 1982, but continued to teach at Hamline University Law School and Macalester College in St. Paul and at Augsburg College in Minneapolis until last year.

The Ford Foundation has awarded a \$330,000 three-year grant to the College of Liberal Arts to revise or create new social sciences courses. The project, directed by **Edwin Fogelman**, chair, Political Science, will help to develop courses that establish an intellectual foundation for social scientific thinking and examine practical applications of social scientific analysis.

The State Legislature will allow the U to proceed with planning for the performance lab addition to Ferguson Hall using funds it has raised to match the legislative allotment. The U will request funding to build the addition during the next session.

CLA expects to enroll its target enrollment of 2,100 new high school students for next fall's freshmen class. Last year the target was 2,400. There is no longer a set admission deadline for students; CLA admits students until its target is reached. This year that was Jan. 27. CLA actually admitted 4,000 new high school students with the expectation that 2,100 will actually enroll in the fall. Qualified students who applied after Jan. 27 were offered alternate status. They could be admitted for fall if fewer students than expected pay their tuition deposit, which was due May 1, or they could be offered admission winter quarter. The overall application rate has declined this year, which **Matt Dion**, director of Prospective Student Services, said reflects the declining number of high school seniors. It is too early to project the number of current students who will continue next year and the number of transfer students.

## Internship Grant Program May Fold Due to Funding

By **Jeanine Halva-Neubauer**

Journalism honor student Debra Wheeler found her sales and marketing internship at St. Paul's Ordway Music Theatre, which was made possible by an internship grant, a valuable experience this year.

Unless other funding sources are located soon, however, students like Wheeler and the seven other undergraduates who had internships this spring may not be able to take an internship next fall.

The college is seeking additional monies from corporations and private individuals to supplement alumni donations. Presently, available funds will allow for only two grants fall quarter.

"I felt like I was an integral part of operations at the Ordway," said Wheeler. "Without me, some things just wouldn't have been done. I cleaned out a lot of files, but I also organized media lists, and prepared news releases, wrote letters to patrons. I even suggested a new promotional idea and carried it out."

Wheeler may not have been able to follow through on her idea without the Undergraduate Internship Grant Program. Administered by CLA's Office for Special Learning Opportunities (OSLO), the program has been supported by alumni donations since it began in January 1987. Each quarter, grants of \$750 are awarded to deserving undergraduates to offset tuition and related expenses during a volunteer internship.

"Many organizations offering top-quality internships cannot afford to pay students a stipend or salary," said Emma Freeman, OSLO coordinator. "This presents a problem for students who would benefit from the experience but

cannot afford to put aside their part-time jobs."

To qualify, students must be in CLA. They are selected according to financial need, proximity to graduation, academic record, internship quality and responsibility, reasons the internship will enrich the student's educational program, related coursework and experiences, and contribution potential to the sponsoring organization.

Internships enhance the quality of education because students can draw on resources beyond traditional classroom settings, Freeman said. They also benefit students and community members alike because students supplement their educational programs with knowledge gained from community mentors and "real world" encounters while future employers can see that these individuals have had off-campus work experiences, she added.

Interest in the program has increased steadily. Grant applications have doubled over time. More than 330 students have applied for grants; 74 have been awarded. Recipients represent 22 departments; about one-fourth of the grant winners are in the Honors Program.

OSLO tries to offer 10 single-quarter, nonrenewable grants three times a year.



**Lehn Benjamin**

Although fewer than 25 percent of applicants receive grants, Freeman said this reflects the limited resources available, not the quality of students.

This quarter, limited funding reduced the number of internships to eight. Lehn Benjamin and Ben Schulte are two of these grant recipients.

"I didn't want to graduate because I thought, 'The real world is so scary,'" said Benjamin, a Speech-Communication senior. "But internships get you out



**Emma Freeman**

## CLA *tomorrow*

### June

#### Exhibits

**5-Aug. 23** "Chinese Calligraphy," prints by Wang Dong Ling, visiting professor in Studio Arts from the People's Republic of China, St. Paul Student Center, Paul W. Larson Gallery, for information call 625-0214



**27-Oct. 29** "The Language of Wood," Finnish exhibit celebrating the importance of wood in that culture, Bell Museum of Natural History, West Gallery, for information call 624-3367  
**Thru July 31** "Anglers All," which explores fly-fishing, and "The Net Result: Minnesota's Late Great Commercial Fishing Industry," Bell Museum of Natural History, West Gallery, for information call 624-3367

### Performances

**\*13-Sept. 3** "Captain Jinks of the Horse Marines," University Centennial Showboat, for information call 625-4001



### July

#### Conferences

**\*13-15** "Use and Care of the Human Voice," featuring Clifton Ware, voice professor, hosted by the School of Music, Ferguson Hall, for information call 624-1069  
**\*27-30** World Clarinet Conference, hosted by the School of Music, Ferguson Hall, for information call 624-1069

### Exhibits

**5-Aug. 20** "Recaption: Recontext," explores the relationship between writing about photography and photography itself by pairing images with quotations, University Art Museum, Northrop galleries, for information call 624-9876



### Performances

**6** American Classic Jazz Orchestra, Concert on the Mall Series, noon-1 p.m., Northrop Mall, for information call 624-2345  
**11** Wolverines Big Band, see July 6 listing for time and place  
**13** Norwegian Song Trio, see July 6 listing for time and place  
**\*18** Pilobolus Dance Theatre, 8 p.m., Northrop Auditorium, for information call 624-2345

"If your pictures aren't good, you're not close enough."



## ALUMNI *news*

### Harry Reasoner Speaks at Graduation; Receives BA Degree

Harry Reasoner, CBS News correspondent and co-editor of "60 Minutes," received his bachelor of arts degree in Journalism and gave the CLA commencement address, "Can We Survive This Century?" June 11 in Northrop Memorial Auditorium.

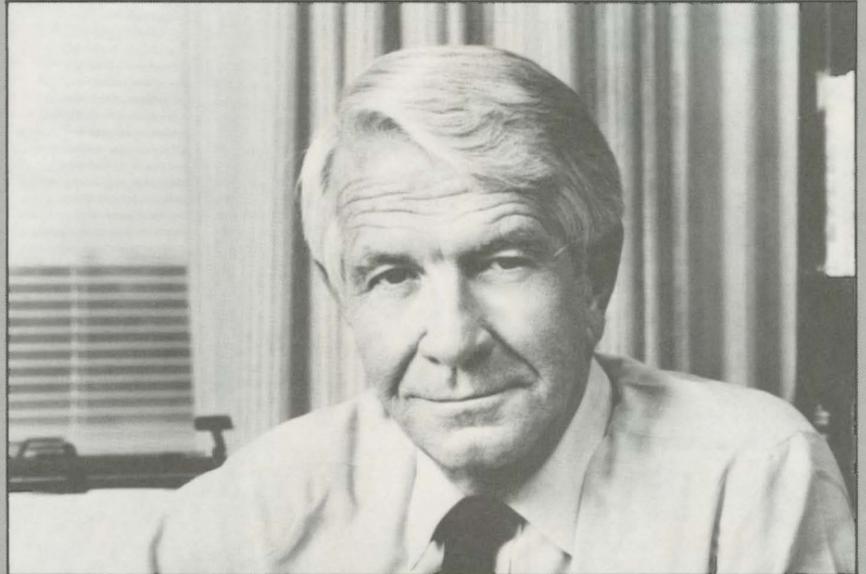
Reasoner, attended the university from 1940-1942 before beginning his journalism career on the *Minneapolis Times*. After Army service in World War II, he returned to the *Times* as drama critic and then went back to school briefly in 1950 while he was a reporter for WCCO. To receive his degree this June, he submitted work which was graded for his uncompleted classes.

He was awarded an Outstanding Achievement Award by the university in 1970.

After reporting for WCCO in Minneapolis in 1950, he spent three years with the United States Information Agency in Manila and returned to Minneapolis as news director of station KEYD-TV. In July 1956, Reasoner joined CBS News in New York.

From 1970 to 1978, Reasoner was anchorman of the "ABC Evening News." While at ABC, he served as chief correspondent in Peking for the Emmy Award-winning coverage of President Nixon's trip to the People's Republic of China. He also co-anchored ABC News special coverage of President Nixon's summit sessions in the Soviet Union in 1972. He anchored ABC coverage of the Democratic and Republican Conventions in 1972 and 1976 and election nights in 1972, 1974 and 1976. In addition to Emmy awards for two television documentaries in 1981 and 1983, he was honored with an Emmy as News Broadcaster of the Year in 1974.

Reasoner rejoined CBS News as a correspondent in 1978 after an eight-



Harry Reasoner

year absence. The 1988-89 season marks his 13th season with "60 Minutes," on which he and Mike Wallace served as the original co-editors beginning in 1968. Reasoner resumed his "Reasoner Report" on the CBS Radio Network in 1979.

Reasoner was born in 1923 in Dakota City, Iowa.

### Class of '39 Holds 50th Reunion

The Class of 1939 held its 50th Anniversary Reunion on the campus May 19. Associate Dean **Elaine May**, American Studies, **Clarke Chambers**, History, **Robert Silberman**, Art History, and **Philip Furia**, English, gave sample lectures. The class members also saw "The Three Sisters," a University Theatre production.

### Alumni Tour Sculpture Garden With Studio Arts Profs

Nearly 100 CLA alumni and their guests took part in the Spring Spectrum Lecture at the Walker Art Center and Sculpture Garden, May 20.

The event, sponsored by the CLA/University College Alumni Society included a buffet in Gallery 8 of the Walker Art Center and a tour of the Sculpture Garden. Ruth Humleker, public relations consultant for the Minneapolis Park board, talked about the origin of the garden.

Studio Arts professors **Tom Lane**, **Diane Katsiaticas**, **Wayne Potratz**, and **Tom Rose** conducted tours of the sculpture garden.

in the real world applying skills you hear about in class." The honors student admits that she feels more comfortable about entering the work force now, thanks to the contacts she has made at a career counseling service for women through the internship program. She may even have a job awaiting her there after graduation.

Schulte is a child-life specialist trainee at the University of Minnesota Hospital and Clinic. For the past 18 months, the Child Psychology major has performed volunteer work at the hospital. The internship has given him much more responsibility than he had as a volunteer; he said.

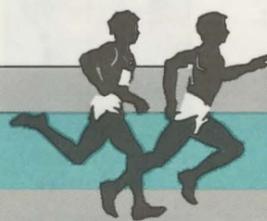
Typically, Schulte works with sick children and their families, designing play therapy and locating needed services. The senior honors student enjoys being child-focused, concentrating on patient and family needs rather than on the disease itself.

He also feels the internship has helped him further refine his career goals. He notes that "hands-on" experience complements what is said in the classroom. "After all," Schulte said, "theory isn't all that useful until you can apply it."

If you would like to assist the internship program by providing funding or internships, call the OSLO office at 624-7577. ■



Ben Schulte



### August

#### Performance

**8** University Brass Choir, Concert on the Mall Series, noon-1 p.m., Northrop Mall, for information call 624-2345

### September

#### Exhibit

**18-Oct. 20** Photographs by Rosalind Solomon, who attempts to break cultural barriers through her black-and-white photos of ordinary people in developing nations, St. Paul Student Center, Paul W. Larson Gallery, for information call 625-0214

**21-Dec. 7** Warren MacKenzie, Potter: A Retrospective and Warren MacKenzie, Teacher: Followers in the Functional Tradition, University Art Museum, Northrop Auditorium, for information call 624-9876

### October

#### Conferences

**\*13-14** Minnesota Conference on Language and Linguistics, sponsored by Linguistics, Cowles Auditorium, Humphrey Center, for information call 624-3528

**14** "Propositional Attitudes: The Role of Content in Logic, Language, and Mind," sponsored by Philosophy, for information and location call 625-6563

#### Exhibits

**Thru November** 1990 Minnesota Duck, Pheasant, and Trout Stamp Show, featuring top 60 designs in migratory waterfowl, pheasant habitat, and trout/salmon stamps, Bell Museum of Natural History, Jaques Gallery, for information and starting and ending dates call 624-3367

### Performance

**\*10-15** American Ballet Theatre, Northrop Auditorium, for information and times call 624-2345

**\*28** American Indian Dance Theatre, Northrop Auditorium, for information and times call 624-2345

### Inauguration

**20** Inauguration of President Nils Hasselmo, Northrop Auditorium, 2:30 p.m., for information call 624-6868

### Studio Arts Fundraiser

**\*21** "Arts Olympiad," fundraiser for graduate scholarships, featuring art, music, sports, and an auction at the Northwest Racquet, Swim, and Health Club, 5525 Cedar Lake Road, St. Louis Park, 6 p.m.-midnight, for information call 625-8096

### November

#### Conference

**\*8-10** "Escape from the Holocaust: The Jews in Scandinavia," sponsored

by the University, Scandinavian Studies, Center for Finnish Studies, and Continuing Education and Extension, held at Radisson University Hotel, for information call 625-9023 or 625-9887

\*indicates admission charge

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College of Liberal Arts

# CLA today

Summer  
1989

University of  
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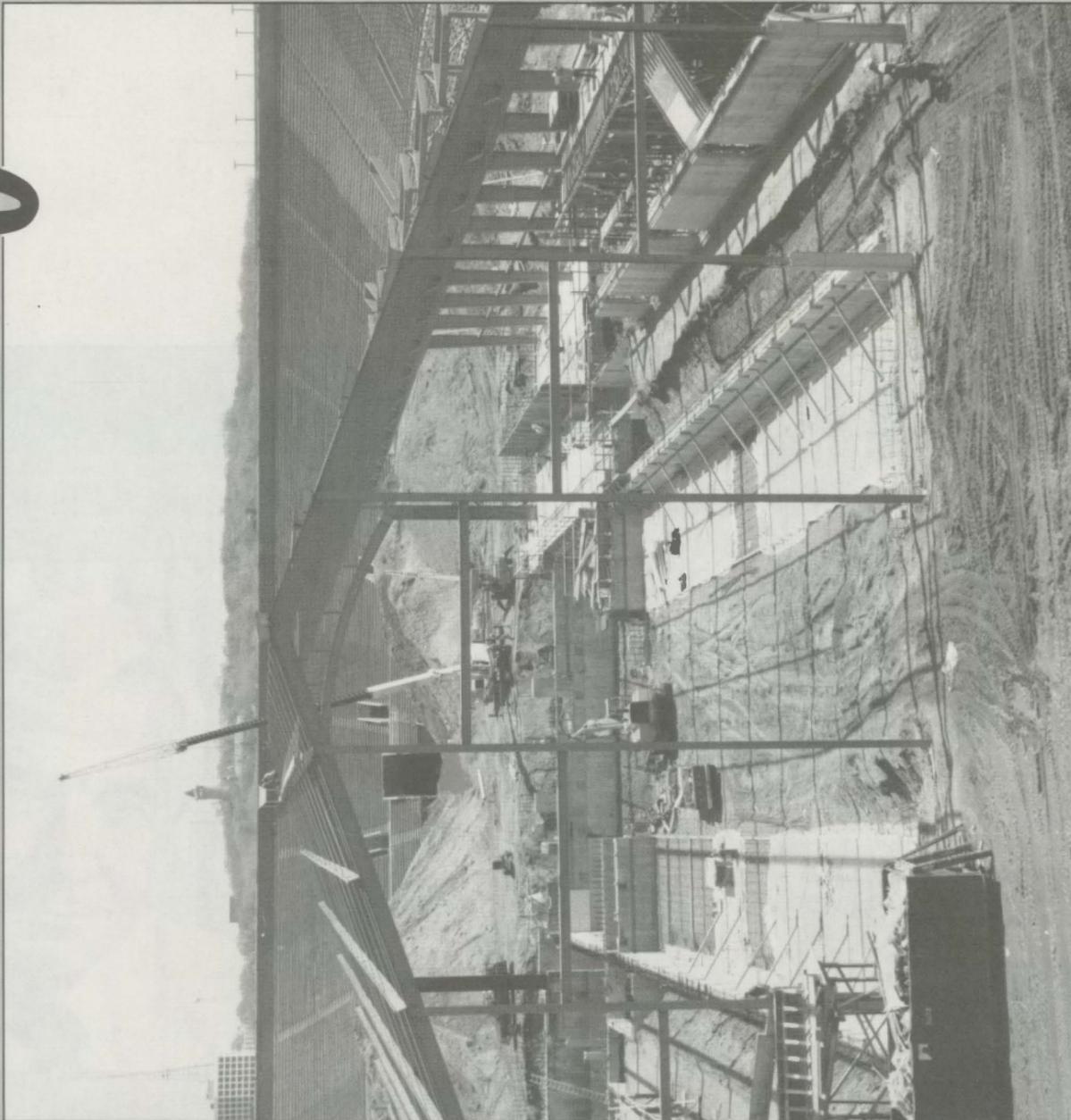


Photo by Bill Hoffmann

Construction of the Olympic Aquatics "natatorium" swimming center and diving well in the open end of Memorial Stadium is expected to be finished by mid-1990. It is part of the \$35.4 million first phase of construction of new and renovated University Recreational Sports facilities. The projects also include a recreation center connecting the natatorium with Cooke Hall and renovations of Cooke Hall, Peik Hall, and the St. Paul Gym. The second phase involves possible remodeling of Williams Arena and the Mariucci Arena Ice Rink. Alumni may use recreational facilities as guests of faculty, staff, or students. It is hoped that when the projects are completed, alumni will have direct access to the facilities.

## Profs and Adviser Honored For Teaching and Advising

Five faculty members and one adviser were honored this spring for their contributions to teaching, advising and undergraduate education.

CLA faculty members won four of the nine all-University Horace T. Morse-Minnesota Alumni Association Awards for Outstanding Contributions to Undergraduate Education: Eugene Borgida, Psychology, Lillian Bridwell-Bowles, English, Edward L. Farmer, History and East Asian Studies, and W. Phillips Shively, Political Science. The winners received a limited edition sculpture by late artist and faculty member Katherine Nash and a check for \$2,000.

Borgida and Michael Dennis Browne, English, were awarded the CLA Distinguished Teacher Award. They were honored for their distinguished teaching and scholarship. Each will receive a \$2,000 check.

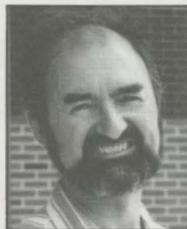
Katherine Simon Frank, student personnel worker in Sociology, received one of the all-University John Tate Awards for Excellence in Undergraduate Academic Advising for her contributions to undergraduate advising. The award carries a \$1,000 honorarium. Frank also won the Gordon L. Starr Award for Outstanding Service to students sponsored by the Minnesota Student Association.



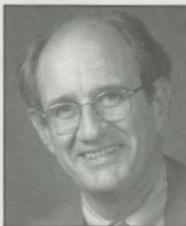
Lillian Bridwell-Bowles



Eugene Borgida



Michael Dennis Browne



Edward Farmer



Katherine Simon Frank



W. Phillips Shively

## CLA today

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

University Archives  
10 Walter Library