

Julia Davis, Associate Provost At U of South Florida, Named CLA Dean

By Joyce Wascoe

Does Julia Davis do her homework?

When she decided to accept the job of CLA dean, she called Dianne Van Tasell, chair of the search committee, and "She sang the entire Minnesota Rouser to me over the phone," Van Tasell said. "She had all the words right, too."

Davis learned the words from a houseguest who knew the fight song of every major school. They sang the rouser at every opportunity for a whole weekend—much to the chagrin of her husband, David Reynolds.

With the rouser memorized, Davis turned to learning about the College of Liberal Arts before she began the dean's job June 17. She visited the campus in April and May to meet deans and department chairs, who offered reams of reading material on budgets and department evaluations.

Her five-year goal is to "have several programs among the top five in the country," she said. "I don't think that's an unreasonable expectation." The college may need more faculty to perform its mission, she added, but she sees the college as more compact with fewer departments. President Nils Hasselmo's reallocation plan calls for reallocating 10% of the college's budget, which means some programs "become smaller or are no longer offered," she said. Consequently, she supports CLA's Agenda for Action plan to consolidate units and majors.

Davis said that before setting priorities, she wants to compare each department's budget over the last few years to external and internal evaluations. She also intends to meet with chairs and faculty in each department.

Davis, 60, previously merged departments at the University of South Florida where she had been a dean and associate provost. Susan MacManus, chair of the newly-merged government and international affairs department at South Florida, said Davis "had the foresight and guts to do what was right and what would be better for the units involved." Davis strengthened each of the individual components, MacManus said, adding that most faculty are now pleased with the results.

Another of Davis' CLA goals is to further diversify the faculty and student body. Van Tasell said Davis had an excellent record in affirmative action at

her two previous institutions. Davis said institutions are fighting over qualified minority recruits, forcing the University of Minnesota to convince minorities that coming to Minnesota would help them professionally and personally. The university needs to work with minority students in the junior high and upper elementary grades to orient them toward college, she said. She speculated that a consortium of Big 10 universities might address the problem.

She also would like to see a better balance between excellent teaching and strong scholarship. "They tend to get out of balance," she said, with not enough emphasis on teaching. She said there is concern about the issue: the President is concerned about undergraduate education; students are concerned about it; and faculty say that good teaching is not rewarded.

Davis, who will be CLA's first woman dean, was hired at Florida in 1987 as Dean of the Social and Behavioral Sciences. Before that, she was associate dean for faculty in the College of Liberal Arts at the University of Iowa, where she spent 16 years. She also chaired Iowa's speech pathology and audiology department there.

She is a well-known expert on language acquisition by hearing-impaired children, said Van Tasell, a professor of speech and hearing disorders. Davis wrote a definitive text book on audiology and is committed to research as well as teaching, Van Tasell added.

Ironically, after working in the field for several years, Davis suffered a hearing loss from the disease bullous myringitis. She combats the effects with hearing aids and doesn't consider herself handicapped by it.

Davis said that when earning her Ph.D. in 1966 from University of Southern Mississippi, she learned that people diagnosed children's hearing impairment without doing anything about it.

"I started studying psycholinguistics and started looking at the language problem in these children and started to rehabilitate people. I changed audiology, which is mostly my claim to fame in my profession."

In 1980, she became a department



Julia Davis

CLA to Receive Largest Share of U Reallocation

By Joyce Wascoe

First, the good news. The College of Liberal Arts will get the largest share of funding—\$4.5 million—from the \$57.9 million internal reallocation approved by the Board of Regents in March.

Now, the bad news. The state budget shortfall will mean large cuts in the university's base budget—as much as \$64 million over two years. That translates into reduced funding for many colleges, although CLA hopes its budget won't get hit—at least not hard.

"The president will not allow budget reductions to derail reallocation," Acting Dean Craig Swan told the CLA Assembly in March. President Nils Hasselmo made it clear, Swan said, that the cuts will not be across-the-board, but will reflect academic priorities; undergraduate education and CLA are among the highest priorities. This doesn't mean, Swan added, that CLA will be exempt from "what we hope will be a short run budget

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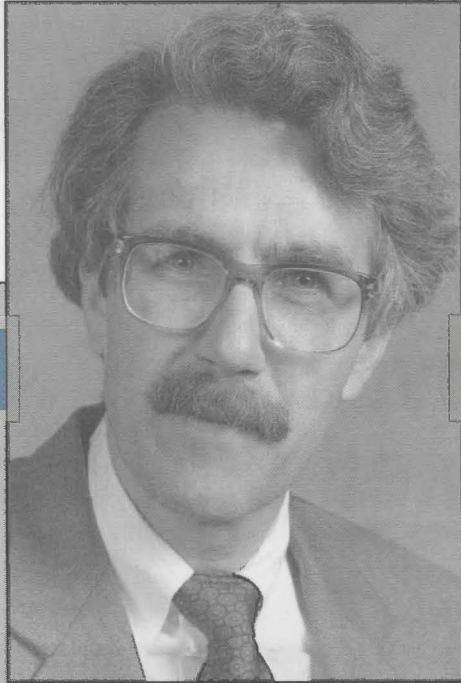
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Deans challenge Honors students to Quiz Bowl.

THE DEAN'S LIST

Acting Dean Craig Swan



This is my swan song as dean of the college. I will be assuming full-time responsibilities as a faculty member when Julia Davis becomes dean of the college in June. Some would talk of rejoining the faculty, but that is language that I reject as none of the deans ever leave the faculty. While serving in the Dean's Office, we all continue to teach, work with students, and carry on with our own scholarship and creative activities.

I've always considered service in the Dean's Office as a kind of stewardship. While the faculty have a stewardship responsibility to the citizens of the state for the quality of the college, the college would not exist without the students and the support of our alumni and friends. As I leave the Dean's Office, I would like to share some recent personal experiences that illustrate the quality of the college and some of the smaller joys of academic administration.

In late winter I was in St. Louis and able to visit with Glen Holt, director of the St. Louis Public Library. Before moving to St. Louis, Glen had been director of the college's Honors Program. The main Reading Room of the St. Louis Library had an exhibit of books on women's history. The most prominent book on display was *Born for Liberty: A History of Women in America* (Free Press, 1989) by Sara Evans, professor of History and a member of the college faculty. From the marks on the pages it looked as if her book had been read by everyone in St. Louis. It may not be surprising that Sara was named Scholar of the College this spring, the highest honor that the college faculty can bestow of its own members and an award made possible by the generous support of alumni. Later this spring on the recommendation of her colleagues Sara was appointed chair of the Department of History.

In early spring, two CLA students, Stephen Swanson and Tim Wolf, were named Truman scholars. The Truman scholarship grant is awarded after a very rigorous national competition. Each year only two Truman scholarships are awarded to students from the State of Minnesota. They join Johanna Reed, who was named a Truman scholar last year, in garnering three of the four Truman scholarships awarded in Minnesota over the past two years.

Last April, I was at a meeting of the National Bureau of Economic Research in New York. The bureau is the premier research organization of economists working on issues of macroeconomic policy. The board heard a report from Professor Richard Freeman of Harvard, director of the Bureau's program in labor economics. Prominent in his remarks were comments on the quality of the work being done by Prof. Rebecca Blank of Northwestern. It was with a great deal of pride that I remembered Rebecca as an undergraduate student at Minnesota.

In terms of larger issues, the college has made strong academic appointments and substantial progress on reallocation to strengthen the college. We have established important endowed chairs that will have a significant impact on teaching and research. We have worked hard to see that needed classes are available to students on a timely basis.

With the fiscal situation of the state like a dark cloud on a sunny day, the interested support of alumni and friends is more important than ever. With your help we can build an ever stronger college with more good news about students and faculty. The activities I mentioned here were made possible by the commitment of the faculty together with support of alumni and friends.

Dean Davis

continued from page 1

chair and discovered she liked administration. "I like problem solving.... You have to get satisfaction from making things possible for others," she said. "I like to see faculty flourish and students achieve."

The search committee was impressed by Davis' listening skills.

Vern Sutton, Music, said, "She didn't seem to have an agenda while she was listening."

Van Tasell said, "She is a very straightforward communicator. It is clear to me that if you address a question to her as a dean, you will get a clear answer. It may not be the one you wanted, but you will get one. There are no hidden agendas."

Davis' husband, a physiologist, will

join her at Minnesota to train residents in research in the Surgery department. She has three grown children: Mark, a professor of social psychology, Paul, an Air Force officer, and Anne, a musician.

But why would anyone leave a house with a swimming pool in Tampa, FL, to move north? "Minnesota is one of the finest public institutions," she said.

Besides, she added, "Once in the Big 10. Always in the Big 10."

Davis said she plans to meet alumni at such events as Homecoming weekend and athletic contests. "We won't be talking to them about athletics, because that's not we do," she said, "but 'it does give you entre.'" Besides, she already knows the Minnesota Rouser. ■

Reallocation

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situation."

The reallocation plan was the first major attempt after several years of planning to restructure the university. Closing the Waseca campus, the university radio station KUOM, and the dental hygiene program on the Duluth campus are some of the major changes that will fund the program. In the five-year plan, *Strategy to Improve the Quality of the University: 1991-1996*, Hasselmo said that CLA and the Institute of Technology, which will receive the second largest amount, carry out more than 75% of all lower division instruction on the Twin Cities campus and more than 60% of all undergraduate education.

"Strengthening the undergraduate experience—as outlined in the Undergraduate Initiative and the report of the Task Force on Liberal Education—is a major objective of the reallocation," Swan said.

The report added that nationally prominent departments are found in these two colleges. "Strengthening such departments—which are threatened by severe underfunding—is another major objective of the reallocation, which further supports the Undergraduate Initiative."

Rus Menard, acting associate dean, said the \$4.5 million—a 10% increase in the college's budget—will mean more faculty teaching classes, more student-faculty contact, smaller classes, fewer problems for students getting courses to graduate, more timely advising, and better laboratory and other instructional equipment. He also said students will have more work and more papers to write when there is a better student-faculty ratio.

"We will still have the lowest dollar expenditure per student in the university by a lot, but it's a big, big improvement and major investment by the university in its central mission," Menard said.

In addition to strengthening the general education curriculum and advising, more money will be used for adding faculty to core departments. The size of the faculty in some of CLA's top departments are half to two-thirds the size of departments in other Big 10 institutions. Specifically, Economics, Geography, Political Science, Psychology, English and Composition, and

modern languages are identified as possible recipients of new faculty.

The college will also try to increase diversity, by doubling the number of faculty of color and increasing the percentage of students of color. Additional resources will be used to strengthen the Martin Luther King program which advises disadvantaged students.

Of the \$57.9 million earmarked for the plan, \$21 million will actually move from one college or unit to another and \$36.9 million will be reallocated within units. CLA will be expected to reallocate \$4.7 million of its budget internally over the next five years, but the money will remain with the college.

CLA's Agenda for Action plan, which will streamline the college by consolidating majors and programs, will count for a significant portion of the \$4.7 million internal reallocation. Some departments have already reduced the number of majors they offer. For example, French and Italian, has gone from five majors, French, Italian, French-Italian, French Area Studies, and Italian Area Studies, to just three, French, Italian, and a combination French-Italian. Other programs, with no budgeted faculty or fewer than 10 faculty, Classical Civilization, Film Studies, Urban Studies, and Religious Studies, have been merged with other units or will serve students from the Individualized Studies program. Merging units should free faculty time from administrative duties and allow them to concentrate on teaching and research.

In addition to the \$4.5 million in reallocation funds which are directly targeted for CLA in the reallocation plan, an additional \$7.9 million will go to University-wide programs such as the Undergraduate Initiative, minority recruitment and retention, K-12 initiatives, research initiatives fund, international education, and telecommunications serving greater Minnesota. A portion of that money should also come to CLA for programs that carry out those goals. ■

CLA today

Vol. 13 No. 2

CLA Today will be published twice this year by the CLA Editor's Office, 203 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota 55455 for friends of the College of Liberal Arts.

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

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New Faces in CLA

The five directors appointed this year in CLA are (left to right) Gordon Hirsch, director, Honors Program, Carl Brandt, director, Special Learning Opportunities, Rich Portnoy, director, Accounting and Budgets, Stephen Klein, director, Career Development, Pamela Marsh Williams, coordinator, Upper Division College Offices. August Nimtz, Jr., Political Science, who is not pictured, has served as acting director of the Martin Luther King Program.

Reallocation Recommendations

Net increases through reallocations:

College of Liberal Arts	\$4,500,000
Institute of Technology	\$3,000,000
University of Minnesota at Duluth	\$1,000,000
University of Minnesota at Morris	500,000
Carlson School of Management	400,000
College of Pharmacy	250,000
School of Public Health	500,000
MN Extension Service and Experiment	\$1,500,000
University Libraries	\$1,000,000
Biomedical Engineering	500,000
Special system-wide initiatives	\$7,920,000
	\$21,070,000

Net decreases through reallocations:

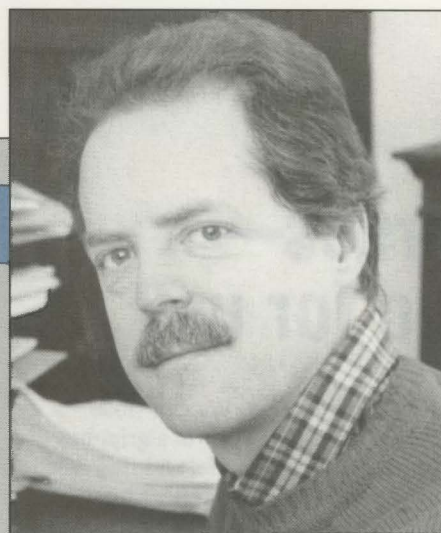
Central administration, services, operations	\$8,950,000
University of Minnesota, Waseca	\$6,430,000
Health Sciences Units	600,000
General College	510,000
College of Education	\$1,880,000
Continuing Education and Extension	\$1,760,000
Graduate School	210,000
Colleges of Agriculture, Natural Resources, and Human Ecology	530,000
University College	60,000
Special State Appropriations	140,000
	\$21,070,000

Internal Reallocation (within units):

College of Liberal Arts	\$4,740,000
Institute of Technology	\$4,890,000
University of Minnesota, Duluth	\$4,080,000
University of Minnesota, Morris	\$1,150,000
University of Minnesota, Crookston	720,000
Carlson School of Management	\$1,430,000
Health Sciences	\$8,800,000
Colleges of Agriculture, Natural Resources, and Human Ecology	\$5,640,000
University Libraries	\$1,360,000
College of Biological Sciences	\$1,090,000
Law School	250,000
College of Architecture and Landscape Arch.	240,000
Humphrey Institute	140,000
Information Services	\$1,200,000
Student Affairs	\$1,130,000
Graduate School	30,000
	\$36,890,000

Reallocation Summary:

Among major units	\$21,070,000
Internal (within units)	\$36,890,000
Total Reallocation	\$57,960,000



WHAT THE PROFS ARE DOING

Richard Leppert

■ **Richard Leppert**, Humanities, has received a 1991 summer fellowship from the National Endowment for the Humanities to work on his book, "The Sight of Sound." Leppert will trace the ways that sound and sight together produce musical meaning during a performance. ■ **Frederick Cooper**, Classical and Near Eastern Studies, has been awarded \$40,000 by the Getty Foundation for Volumes 2 and 4 of a 4-volume set, *The Temple of Apollo Bassitas*. Vol. 2, on the sculpture from the Greek temple, is co-authored with Brian Madigan, Wayne State University. Vol. 4 is a set of folio plates 17 X 24 inches. Vol. 1, on the architecture, and Vol. 3, drawings and photos to go with Vol. 1, are still being edited. Madigan received \$4,000 for the project from the Archaeological Institute of America's 1990 Menard Meiss Publication Fund, jointly endowed by the College Art Association. ■ Among the 23 National Science Foundation grants received since July are awards to **William Brustein**, Sociology, "The Political Geography of Early Nazi Party Membership"; **Ruth Kanfer**, Psychology, "Complex Skill Development"; **Geoffrey Hellman**, Philosophy, "Classicism vs. Constructivism: On the Indispensability of Abstract Mathematics"; and **Mei-Ling Hsu**, Geography, "Data Acquisition and Research in Contemporary Urban China." ■ **John Campbell**, Psychology and Industrial Relations, received the 1991 Award for Distinguished Scientific Achievement from the Division of Industrial and Organizational Psychology of the American Psychological Association at the April 27 conference of the Society of

Industrial and Organizational Psychology in St. Louis. ■ *The Aspern Papers*, a new opera by Regents' Prof. **Dominick Argento**, was performed in January and February by the Minnesota Opera, featuring the Saint Paul Chamber Orchestra, at the Ordway Music Theatre, St. Paul. ■ A poem by **Michael Dennis Browne**, English, is included on compact disk, "Songs" (Albany Records), composed by Stephen Paulus. ■ **Guillermo Rojas**, Chicano Studies, is among three from the university who are listed in *Who's Who Among Hispanic Americans, 1991-92*. ■ **Luther Gerlach**, Anthropology, was awarded a \$30,000 grant from the Weyerhaeuser Family Foundation, Inc., St. Paul, for research to examine how people manage conflict resolution over wet land and wild life issues. Gerlach will be on sabbatical 1991-92 for the project. ■ **John Archer**, Humanities, received a National Endowment for the Humanities Fellowship for University Teachers for research on his project, "Architecture and Culture: The 18th Century English Villa." The fellowship provides 50 percent salary and travel funds. Also, **Luise White**, History, received an NEH fellowship for her project, "Blood and Fire: Local History and Popular Culture in East and Central Africa." ■ **Nancy Armstrong**, Comparative Literature and English, received a 1991-92 fellowship from the American Council of Learned Societies, to work on her book, *English Fiction and the Social Life of Things*. In the book, she will examine the history of objects and their transformation into words and images.

Grants Continue Support Of International Programs

■ International studies programs in CLA have been selected by the U.S. Department of Education as recipients of major, highly competitive center grants that will support teaching, library holdings, student fellowships, and teacher training over the next three years.

The Institute of International Studies has been awarded a new three-year center grant, following successful completion of its first center grant program this year. In the first year, the award will provide \$151,088 for center programs, and an additional \$60,130 for graduate student fellowships. Part of the

grant will continue efforts to integrate foreign languages into international relations courses and will provide workshops and summer institutes for secondary and postsecondary teachers.

The Western European Area Studies Center received a three-year grant of \$145,152 for the first year, and another \$71,240 for fellowships. The Western European Center is designated as a National Resource Center in Western European Studies. It will pursue curriculum development, library acquisitions, bibliographic support, and foreign language instruction. ■

"Full of Lofty Meaning"

Humanities Courses— What can they do for us?

Editor's Note: Regents' Professor of English George T. Wright spoke to the students and their guests at the December CLA Commencement about why the humanities—literature, theater, the visual arts, music, philosophy, and history—are still part of the traditional curriculum. These excerpts from his speech (much compressed from the original) try to answer his question, "What in the world can they do for us?"

There are a lot of ways to answer the question, but I'd like to single out four and to give three of them rather strange names. I think the arts and humanities serve purposes of *insulation*, *inoculation*, *instigation*, and *imagination*, and by doing so they help us get through that part of life that you're just commencing today—namely, the rest of it.

First, *insulation*. We can "lose ourselves" for an hour in a gripping novel or play or movie, and find in a sonata of Mozart, a painting by Rembrandt, a novel by Virginia Woolf, an experience of form, of order, of elegant organization and arrangement, an image of how human frailty and insufficiency might be part of a truly satisfying moral or divine or just personal order.

Second, *inoculation*. The humanities and arts help sustain us in a world that is often chaotic, violent, and unpredictable; they remind us how easily and oft "The best-laid schemes o' mice and men" (and women) can go "agley" (like Robert Burns's mouse whose home in what looked like a safe field was uprooted by the farmer's plow). Poetry won't help the mouse, but it can fortify *us* against such turns of event, as



A. E. Housman's king fortified himself against poison by swallowing small doses in advance: prepare for the bad times by reading tragic poetry and you'll be ready when they come.

Third, *instigation*. The arts and humanities may call attention to social injustices and help to correct them, as the novels of Dickens often did and as Charlotte Bronte's *Jane Eyre* still does. Of course, this is an endless pursuit; social injustice is always with us, and literature and art can never point to every evil that needs correction. And, on the other hand, most artistic work has other fish to fry: it is addressing other aspects of human existence than those that cry out for immediate social reform.

Finally, *imagination*. Works of literature and art help to connect us with the lives of other people, by showing both how different we are and what is common to us all. They offer us images of ourselves and images of others. They turn a self-critical eye on our private feelings and on what we are as a society; they hold the mirror up to our private and public natures. But they

also let us imagine *other* people's lives, other ways of feeling, of making, of being in the world. And they give us the productive illusion that we are linked vitally and irrevocably with other shapes that life has taken, earlier or elsewhere.

To me, no work of literature makes this point more movingly than a story by the Russian writer, Anton Chekhov. It's called "The Student" (what title could be more appropriate for this moment?), and it tells of an aspiring but troubled young man who is studying for the priesthood. It's a cold, miserable day, and the village is suffering from "the same desperate poverty and hunger...ignorance, misery...desolation...darkness, the same feeling of oppression" as "in the time of Ivan the Terrible." But, stopping by the fire of two peasant widows, the student finds himself recreating for them the story of St. Peter and his three denials of Jesus—how when the cock crowed the third time "He remembered, he came to himself, went out of the yard and wept bitterly—bitterly." The two women are powerfully moved: one

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CLA books

Editor's Note: These books published recently by faculty and staff portray the rich diversity of scholarship in the college. The large number of book announcements received means that some books must be listed in a future issue of the newsletter.

Backstrom, Charles, Political Science, **Hanson, Royce**, Political Economy, University of Texas at Dallas, and **Patrick McCormack**, Minnesota Senate Office of Counsel and Research, *Tribune of the People*, University of Minnesota Press, 1990. The Minnesota Legislature and its leadership.

Ball, Terence, Political Science, *Transforming Political Discourse*, Blackwell, Oxford, England, 1988. The way in which politics is a linguistically or conceptually constituted enterprise and the way the concepts change over time and in different circumstances, such as the concept of political parties and the concept of power. Part of a trilogy in which Ball is coeditor.

Conley, Tom, French and Italian, *Film Hieroglyphs*, University of Minnesota Press, 1990. The ways in which writing bears on cinema.

Furia, Phil, English, *The Poets of Tin Pan Alley: A History of America's Great Lyricists*, Oxford University Press, 1990. Selected as one of the year's best books in its field by the American Library Association, 1991.

Haxthausen, Charles, Art History, and **Heidrun Suhr**, deputy director, New York office, DAAD (German Academic Exchange Service) and adjunct professor, New York University, *Berlin: Culture and Metropolis*, University of Minnesota Press, 1991.

King, Thomas, American Studies and American Indian Studies, *Medicine River*, Viking-Penguin Group, 1990. Novel about Will, a half Blackfoot and a photographer in Medicine River, a small town on the edge of a Blackfoot reserve in Alberta, Canada.

Knoke, David, Sociology, *Political Networks: The Structural Perspective*, Cambridge University Press, New York, 1990. Examines power relationships of influence and domination in such political processes as voting decisions, social movements, formal organizations, community power systems, national elites, and the world system of nations.

McClary, Susan, Music, *Feminine Endings: Music, Gender, and Sexuality*, University of Minnesota Press, 1991.

Reiss, Ira, Sociology, *An End to Shame: Shaping Our Next Sexual Revolution*, Prometheus Books, 1990. Exploration of why American society is so inept in handling sexuality, and a statement of how we can change this.

Simpson, Allen, Scandinavian Studies, *Cold Comfort*, Avon, 1991. Like Simpson's first mystery novel, this one features campus cop Peggy O'Neill and is written under the pen name M. D. Lake.

Tarone, Elaine, Linguistics, *Variation in Interlanguage*, Edward Arnold Publishers, London, 1988. Research to date on task-related variation in the language production of second-language learners. Integrates various models.

Tracy, James, History, *Holland Under Habsburg Rule: The Formation of a Body Politic, 1506-1566*, University of California Press, 1990. Analyzes political development in the province of Holland in the half century before the Dutch Revolt as an "apprenticeship in self-government."

Weisberg, Gabriel, Art History, and **Meech, Julia**, curator of the associated exhibition, *The Japanese Impact on the Graphic Arts, 1876-1925*, Harry N. Abrams (in conjunction with the Zimmerli Art Museum), New Brunswick, N.J., 1990.

White, Luise, History, *The Comforts of Home: Prostitution in Colonial Nairobi*, University of Chicago Press, 1990.

Yates, Gayle Graham, American Studies, *Mississippi Mind: A Personal Cultural History of an American State*, University of Tennessee Press, 1990.

Zahareas, Tony, Spanish and Portuguese, *A Synoptic Edition of the Book of True Love*, Vol. II, and *A Critical Commentary on the Art of the Book of True Love*, Vol. III, 1990, 600+ pages, coauthored with **Oscar Pereira**, Ph.D. candidate, Spanish and Portuguese, both volumes published by Medieval Seminary, University of Wisconsin, Madison. Volume II is a collation of the manuscripts by the medieval Spanish author, Juan Ruiz, who was the archpriest of Hita. Vol. I will be published in 1991. The three volumes, in Spanish, are a triptych entitled, *The Historical Function of Medieval Art*.

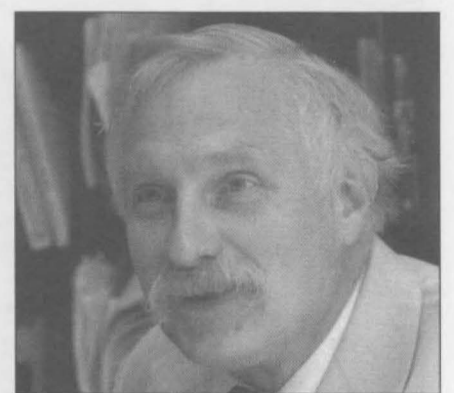
U and CLA Honor Professors

Six CLA professors were honored by the college and the university this spring with awards for their teaching, advising, and scholarship.

Frederick Cooper, Classical and Near Eastern Studies and Art History, and Carol Miller, chair of the American Indian Studies program and professor in General College, were among 10 university faculty to win the Horace T. Morse-Minnesota Alumni Association Awards for Outstanding Contributions to Undergraduate Education. They will each receive \$2,500 for three years and \$2,500 for three years for research purposes.

Joyce Lyon, Studio Arts, August Nimitz Jr., Political Science, and Jacquelyn Zita, Women's Studies, won the CLA Distinguished Teacher Awards. They will each receive \$2,000. The award is funded by alumni donations.

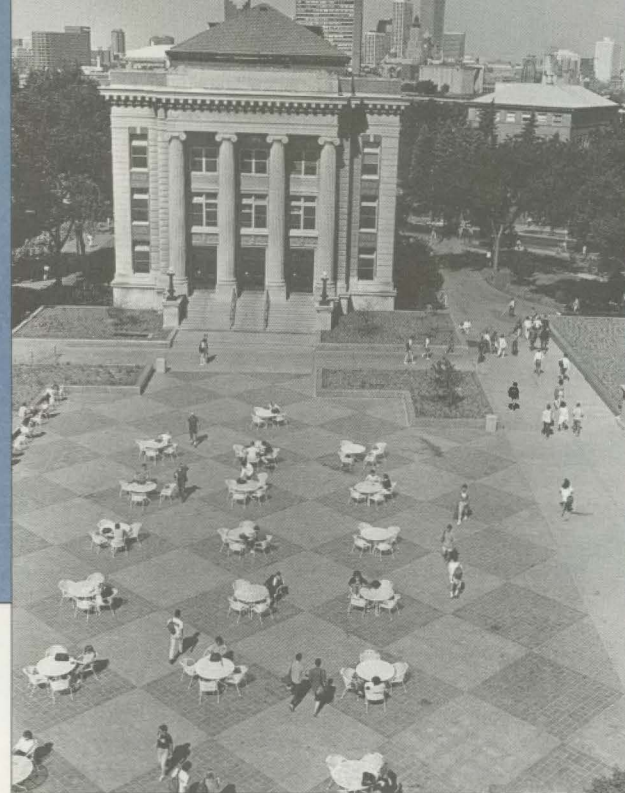
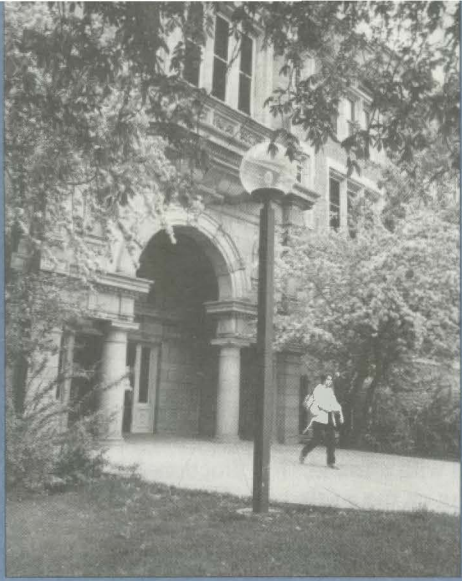
George Shapiro, Speech Communication, won the John Tate Award for Excellence in Undergraduate Academic Advising. He will receive \$1,000. ■



Frederick Cooper



Joyce Lyon



CLA *people* To CLA *people*

They Ease the Burden of High Tuition:



It's getting harder to be a student at the University of Minnesota. With tuition rates escalating more rapidly than inflation, the 15,700 students in

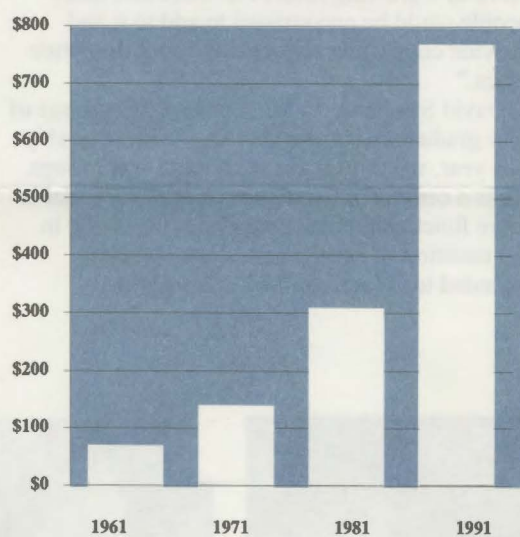
the College of Liberal Arts pay proportionately more for their education than students of the past paid for theirs. And increased tuition rates could force current students to work more hours per week, take fewer classes per quarter, and have more trouble getting their degrees.

Paying for college wasn't always this difficult. In 1961, full-time CLA juniors and seniors paid \$71 in tuition each quarter, according to the University's Management Planning & Information Services office. Although \$71 in 1961 is equivalent to \$392 in 1991, today's students pay twice that amount.

Full-time CLA students pay as much as \$773.75 in tuition each quarter, plus a \$115.78 student services fee. Recent statistics from the University Bookstores show that the typical student spends between \$200 and \$240 on text books during the

Tuition Increases Faster Than Inflation

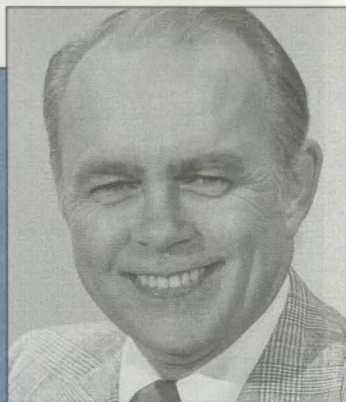
CLA Tuition Rates



school year. This adds up to nearly \$3,000 each academic year—that doesn't include living expenses.

To help finance their education, about 80 percent of University undergraduates hold jobs during the school year, according to a 1989-90 survey of 2,629 undergraduates, conducted by the Office of Senior Vice President & Provost for Academic Affairs. About 58 percent of the students surveyed said that their jobs interfered with their school work. And more than 44 percent said they registered for fewer credits to accommodate their jobs.

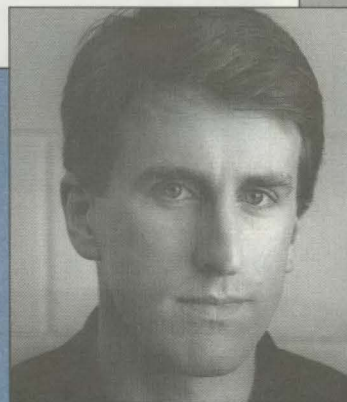
The College of Liberal Arts and its supporters are trying to ease the tuition burden by increasing the number of scholarships for CLA lower-division and upper-division students. The following stories describe how scholarships created by alumni and friends are helping current students get through the University in a timely manner and with fewer financial strains.



Stuart Lindman
1945 CLA Alumnus
Retired broadcast journalist

A scholarship was established by KARE-TV in honor of Lindman's 43-years with the company.

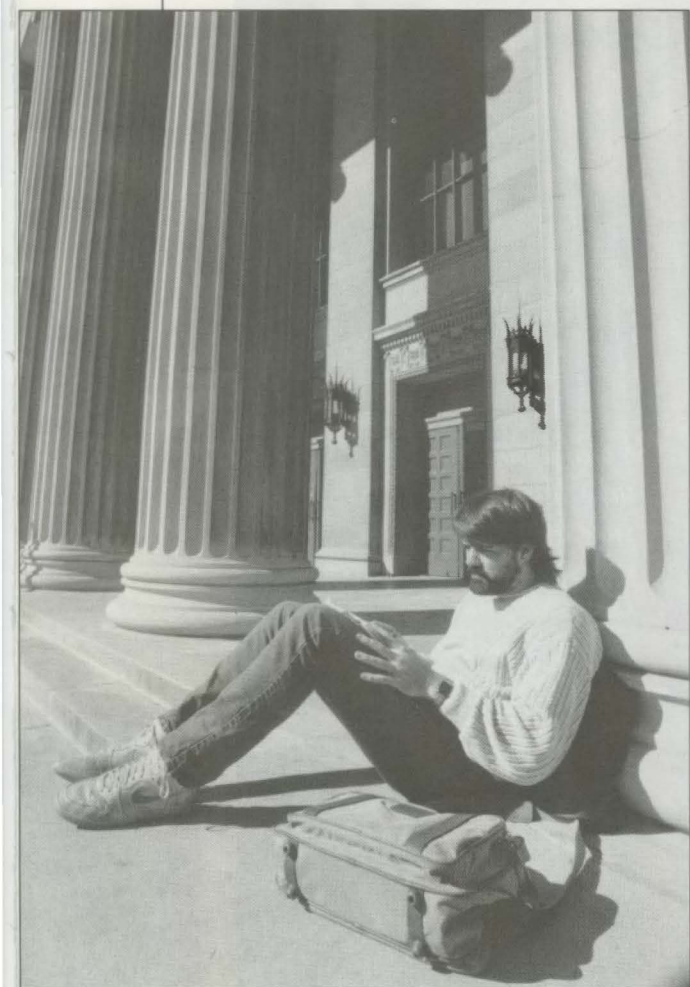
"So often people leave their employ with a watch or a cruise—how refreshing to be given something so worthwhile and to return to broadcast what was given to me."



John Anglim
CLA senior in radio and television

He is the first recipient of the Stuart A. Lindman Scholarship.

"I was honored to meet Stuart Lindman at the Speech Communication department's awards program last May. I grew up watching him on WTCN."



Donor and Student Share Broadcast Interest

CLA senior John Anglim and 1945 alumnus Stuart Lindman have many things in common: a broadcast background, a journalism scholarship, and a love of the Twin Cities.

Anglim, who grew up in Minneapolis a few blocks from Lindman, is the first recipient of the Stuart A. Lindman Scholarship, established by KARE-TV in honor of Lindman's 43-year career with the company.

Lindman climbed the ranks in the broadcast profession, starting as an announcer at WMTN-Radio. As the company's ownership changed several times, Lindman's stints were as varied as news director, weather reporter and movie host, culminating in the position of director of public affairs at KARE, which he declares is his favorite post.

"Lindman is an old media hand from the dawn of broadcast media," says Donald Browne, chair of the Speech Communication department.

"We're privileged to honor the type of work he did."

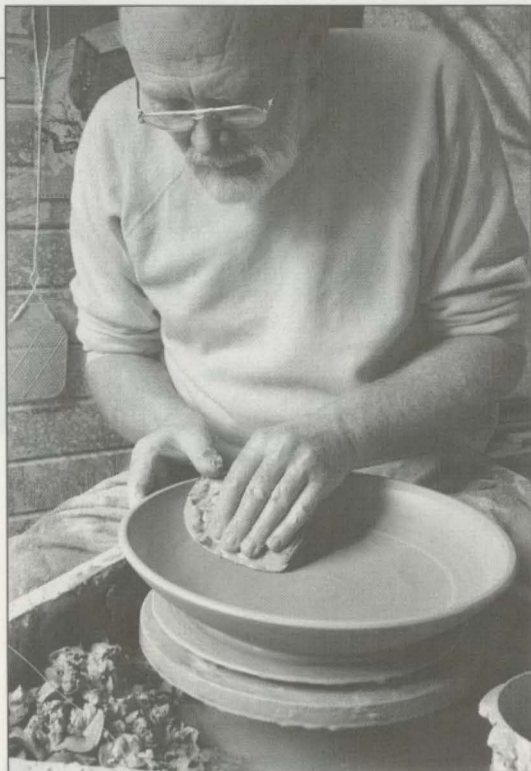
Lindman fondly describes television's early days. "There were no rules so we tried new things, making it a fun business," he recalls. "Today everything is bottom line."

"When I entered the market, I went to Chicago for a screening and immediately called the station here to ask if there was still a position open," says Lindman. "We have everything here in Minnesota."

Anglim, who like Lindman created a self-designed major, is using the scholarship to fund his major project, a short video adaptation of a John Updike novel. Anglim, who works part-time at WCCO, wants to work in this market in independent video and radio production.

Encouraging Artists

"Where in the world does an artist get some support unless from other artists? They can't," said Warren MacKenzie, Regents' Professor Emeritus of Studio Arts and internationally-recognized master potter. A long-time member of the art community, MacKenzie knows the



Potter Warren MacKenzie

experiences of artists first hand. He decided in 1985 to lend his support to other artists through a founding gift to the Brown-MacKenzie Scholarship. His co-contributors were his wife Nancy MacKenzie, fiber artist and assistant to the College of Liberal Arts dean; Joseph Brown, potter, lawyer, gallery owner, and real-estate investor; and Susan Brown, associate director of the University Art Museum.

After years of watching Studio Arts faculty and students raise scholarship money through auctions, bake sales, and even showings of old movies, MacKenzie was convinced that the department needed an endowment "in which the principal would never be touched, but would serve as a growing reserve as more and more people could be encouraged to add to it and provide continuing scholarships over the future years."

David Swenson, an MFA candidate and one of four graduate students receiving the scholarship this year, wants to teach studio arts at a college. He is a ceramic artist who creates pottery that is more functional than ceremonial, following in the tradition of MacKenzie's pottery. It is intended to be used in the kitchens and

diningrooms in which it resides. Swenson is working now on teapots that he dubs "anthropomorphic teapots, because of the human characteristics."

He also works in wood and photographic mediums. "I'm building a wardrobe out of wood that I milled with a friend. It's functional, but I'm concentrating on the aesthetic of its appearance. I've carved panels on the doors and sides, and I'm going to paint with oil paints in conjunction with oiling some of the woods to bring out the grain."

Swenson's work was on display in the annual scholarship exhibition this April in the Studio Arts Gallery.

Fellowship Helps Finish Dissertation

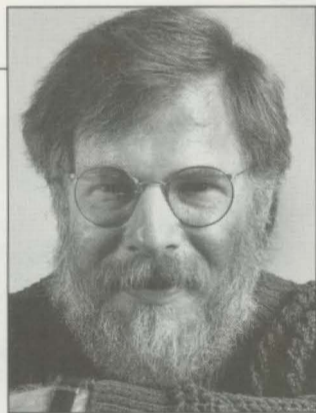
Harold Hardy lives in Sun City, Florida, with his wife Carolyn, but he remembered his roots in the Midwest when he made his donation to the University of Minnesota. Hardy was a graduate student at Iowa State before he transferred to the University of Minnesota for courses that he needed. As an economics doctoral candidate, he met Professor Roland Vaile, who was his faculty advisor and who had a profound influence on him.

Hardy graduated in 1948 and followed in his mentor's footsteps. He accepted a faculty position at the University of Massachusetts in Amherst, where he taught for 20 years. In 1987, he established a graduate fellowship in the Minnesota Economics department in memory of Professor Vaile.

Carlos Zarazaga, a student in public finance and public policy, is the third student to be a Hardy fellow. He is using the fellowship to help him complete his final project. After working a few years, the 35-year-old Zarazaga plans to return to his native Argentina with his wife and daughter.

Chair of the economics department Jim Simler wrote to Hardy, "This (the annual award) may seem like a small amount, but I assure you that it is very much appreciated by graduate students. It is very difficult to research and write a high-quality dissertation while working as a teaching assistant."

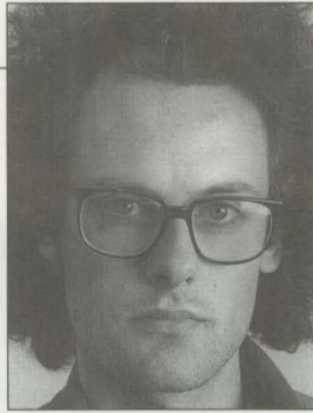
"Unfortunately, we have too few scholarships and fellowships," he continued. "Our greatest need is for more."



Joseph Brown

Gallery owner, lawyer, and real estate investor; one of the initial donors to the Brown-MacKenzie Scholarship in Studio Arts

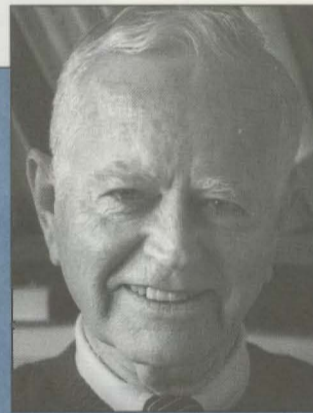
"I felt there was a need for encouraging art students. Art is a totally impractical field and you really have to be driven to do it. The odds of being a professional artist and succeeding in the financial sense are rather minimal. Artists can get very discouraged. This fellowship is a spiritual encouragement and a financial encouragement."



David Swenson

Graduate student in Studio Arts

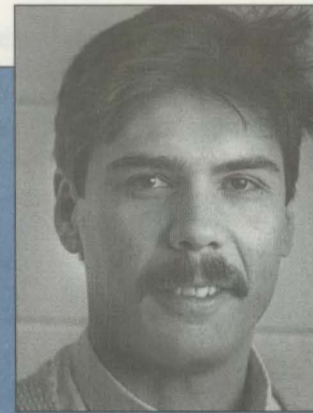
"The Brown-MacKenzie Fellowship is a nice kudo, a prestigious honor to receive. There aren't that many scholarships for arts people. And I think that it's even nicer that it comes from people who are working artists and realize how difficult it can be."



Jim Simler

Chair of the Department of Economics

"It is very difficult to research and write a high-quality dissertation while working as a teaching assistant. Unfortunately, we have too few scholarships and fellowships. Our greatest need is for more."



Carlos Zarazaga

Third recipient of the Harold E. Hardy Endowed Scholarship.

"The fellowship helps take some of the pressure off as I complete my research assistantship and final project, which examines issues relating to inflation and optimal fiscal policies."

Written by
Karen Roach
James Satter
Gwen Willems



Technically Speaking

Thanks to the financial assistance of the Scott-Norcostco Award, Theatre Arts Ph.D. candidate Paul Newman had more options for summer work. One summer he was a dramaturg intern at the Guthrie Theater and another summer he worked as designer and technical director with high school honors students who were taking Theatre Arts courses at the university.

After teaching English and speech and directing public high school theater for 13 years, Newman decided he wanted to become a college professor teaching theater arts. In his first year of graduate school, he landed a teaching assistantship with the design and technical program of the Department of Theatre Arts and Dance. During 1986-87 and 1987-88 the Scott-Norcostco Award helped him pay tuition and purchase books and food, he said. Newman is completing his dissertation, which examines Twin Cities' theater at the turn of the century, and is looking forward to graduation in June.

The Scott-Norcostco Fund was established by Tom and Loleta Scott for graduate and undergraduate theater students who concentrate in any of the technical fields, such as costuming, lighting, scenery, and design.

After graduating with a Theatre Arts degree in 1947, Tom Scott and a partner bought the Northwestern Costume House. Over the years, Norcostco expanded its supplies beyond costumes to include other theater items, such as lighting, stage drapery, makeup, and dancewear, as well as men's tuxedos. Norcostco branched from one shop to 22 in eight states.

"Since I got my education in the theater department," Tom Scott said, "I thought it was a place that I could help someone else. When I went to the university, I worked almost full-time for about two-and-a-half years and part-time the last couple years to get my degree. It's tough to do that, so perhaps with a little financial help someone who doesn't have enough money can get through."

Scholarship Supports Student Art

The Zelda Berman Fliegel Scholarship has a special meaning for Jim Baker, a graduate student in painting and drawing.

Zelda Berman Fliegel attended Baker's undergraduate exhibition at the Katherine Nash Gallery in 1989 with her daughter, Elayne Wolfenson. Wolfenson found her mother in a room immersed in Baker's work symbolizing his father's recent death. Zelda Berman Fliegel died that year and Wolfenson established a memorial scholarship that received contributions from family and friends nationwide.

"After I was awarded the scholarship, Elayne wrote to me recalling how her mother was moved by my work," says Baker, a St. Paul native and second recipient of the award. "I believe in a force beyond, that you can be influenced by someone even after death. The scholarship has given me a needed sense to carry on."

The first person to receive the Fliegel scholarship was Kirk Samuelson, who was also a Studio Arts student who graduated last year.

Wolfenson, who entered the University studio arts department in 1982 at age 47, is currently working on her master's degree. She and her husband, Marvin Wolfenson, support many University efforts, including the Hubert H. Humphrey Institute, the art museum, continuing education, and women's athletics.

"Elayne is a loyal friend to the department and has the unique ability to rally her friends in the community, says Wayne Potratz, chair of the Studio Arts department. "She is also a good artist, which makes her involvement doubly rewarding."

History Comes Alive

Allyson Poska's historical specialty is popular religion in seventeenth-century Spain. Until recently the impression has been that there was a gap between what literate and illiterate people of the time did and thought, Poska said. To the contrary, she believes that people who all come from the same place have much more in common, whether they're literate or illiterate,

because they all grew up in the same cultural milieu. "Whether you're a poor peasant or a bishop," said Poska, "you probably believe many of the same things."

The John B. and Theta H. Wolf Fellowship helped Poska pay the high cost of living expenses during seven months of archival research in Galicia, Spain.

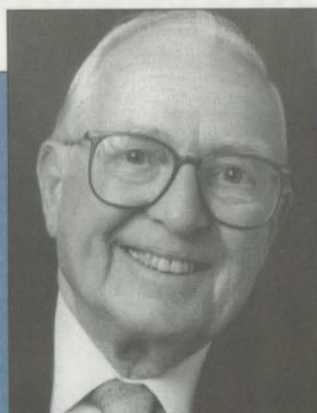
The fellowship was established by the Wolfs for students in European Mediterranean or Near Eastern history. Both Wolfs received their doctorates from the University of Minnesota and went on to long careers in teaching and scholarly publishing.

Theta Wolf taught child psychology at Hamline University while John Wolf taught early modern European history at the university. He guided nearly 30 graduate students through their doctorates. In tribute to their mentor, a group of Wolf's former graduate students call themselves the "Wolf pack" and still gather for discussions at professional conventions.

Clarke Chambers, history professor emeritus, praises John Wolf as lecturer, scholar, and graduate student mentor. "He was a spectacular dramatic lecturer," said Chambers, "who brought the past alive in ways that very few of us do in any discipline. He really had a sense for detail, a sense of imagination, and he knew his history thoroughly."

Support for dissertation research in history come from several other scholarship funds as well. Thomas and Ebba Schoonover established the Harriet Rislove Schoonover Fund in memory of his mother who worked at the university for many years and was supportive of her son's completion of his Ph.D. in history at the university. Dr. Schoonover said, "Ebba and I are both professors and know how difficult it can be for graduate students to get money."

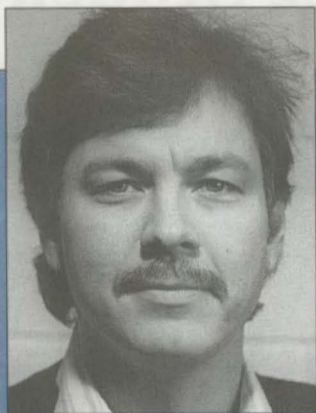
The Samuel Deinard Memorial Scholarship honors Deinard, who was a professor of Semitic languages and literature at the university, and who was also founder and editor of the *American Jewish World* and rabbi of Shaarai Tov (later named Temple of Israel) in the early 1900s. The scholarship was established by his son. The income from these funds are combined with the Wolf Fellowship to support graduate student's dissertation research.



Tom Scott

Former owner with this wife Loleta Scott of Norcostco, a theater supply firm now headed by their son, James Scott

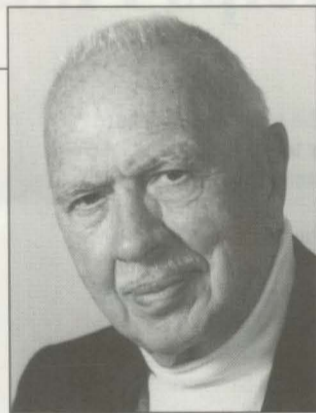
"The two of us have felt it was both an obligation and a privilege to be able to give something back to where we got a start."



Paul Newman

Doctoral candidate in Theatre Arts

"I was able to work for the department's Honors in Theatre program during the summertime, designing and building scenery for high school students who were earning college credits by taking theater classes and rehearsing and building scenery for a one-act play."



John B. Wolf

University of Minnesota History professor emeritus

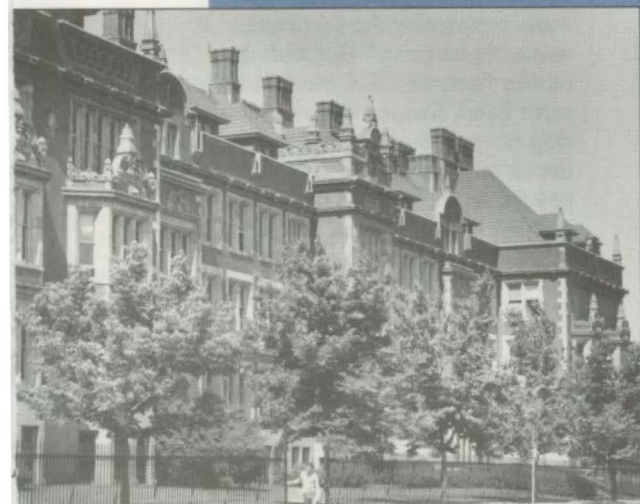
"We set up the fellowship because we wanted to help young graduate students. We were both helped by fellowships and we know there are never enough fellowships to help students write Ph.D. theses and travel to do their research."



Allyson Poska

Graduate student studying seventeenth-century Spanish history

"I think the Wolf Fellowship is great because there are fewer and fewer opportunities for graduate students to go abroad. It is incredibly difficult to be a European historian in that regard. You have to make elaborate travel plans and you need to stay for quite a long period of time. Fellowships like this give us the ability to do the kind of serious scholarship that our interests require."



Dear Alumni and Friends:

Financial contributions to support scholarships in the College of Liberal Arts are direct vehicles for alumni and friends to positively influence the students lives. Financial support, however, is only one of many ways alumni make a difference at the University of Minnesota. The CLA/UC Alumni Society sponsors many activities for the benefit of students and alumni:

SPECTRUM LECTURE SERIES

Each quarter our Alumni Society invites a CLA faculty member to speak to students and alumni. This year's series included Dr. Fred Lukermann, professor in the Department of Geography and former CLA dean, and Dr. Carol Miller, director of the American Indian Studies Program, and Dr. Arthur Caplan, director of the university's Center for Biomedical Ethics and nationally syndicated columnist on "Right to Live/Right to Die."

CAREER DEVELOPMENT

Several of our alumni help assist the CLA's Career Development Office staff. They plan to expand the networking opportunities between students and corporate alumni as well as assist students with career planning.

COLLEGE SUPPORT

Many CLA Alumni took the opportunity to attend receptions to meet the final five candidates for the CLA deanship and express their opinions during the selection process. This Sept. 28 we are planning a special event for you to meet with new dean Julia Davis. Our Alumni Society also voiced strong support for President Hasselmo's reallocation plan to the Board of Regents.

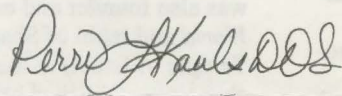
STUDENT SUPPORT

CLA Alumni are committed to improving each student's experience and seek out opportunities to make that happen. We phone prospective CLA students to encourage them to attend the U and we host a Dean's "A" list reception for students and parents.

ALUMNI SUPPORT

For the first time this year we mailed an alumni newsletter with the CLA Tomorrow calendar. We want to keep you informed of the latest happenings at the university and the college. Although our first newsletter arrived at many doorsteps late, the response from alumni was overwhelmingly positive.

Your contributions to the Alumni Scholarship Fund are important, and contributions of time are vital too! We encourage you to complete the enclosed form in this issue of the CLA Today indicating how you can support the College of Liberal Arts. We look forward to hearing from you!



Perri Kauls
CLA/UC Alumni Society President



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 eliminate 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 life-time 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.

Scholarship Fund Helps Finance Student Education

By James Satter

A unique, collaborative scholarship fund in the College of Liberal Arts is helping undergraduates finance their education. The CLA Student Scholarship Fund enables CLA alumni and friends to contribute to a fund to help students without having to establish separate scholarship programs.

Because all money donated to the fund is combined, smaller donations can be used together to pay for low-interest loans, internships, and scholarships for students. One of these scholarships, the Roger Page Award, is named after a retired CLA associate dean who advised many student

organizations. The scholarship awards \$1,000 each year to a sophomore who is involved in community or student activities.

Money from the fund also pays for the \$1,000 Alumni Society Scholarships that are given to 29 CLA undergraduates each year. Three of these scholarship recipients are Jenny Lee, Jeff Weis, and Mindy Swigert.

Lee, a freshman, said winning the scholarship made her more financially independent. "One of my roommates didn't receive any financial aid at all and she's always dependent on her parents" for money, Lee said. Lee also



Jenny Lee

works as a professor's assistant and is involved in a number of campus organizations.

A junior majoring in physiology, Weis is part of the University Medical School's early acceptance program. But Weis, who works part-time at the University of Minnesota Hospital & Clinic, said the high grades that got him into the program would have suffered if he had to work more hours to stay in school. "I'm glad I don't need to work more. In order to excel (academically), you have to devote a good amount of time to it," he said.

Swigert, a sophomore, is involved in the University YMCA and spends time being the "big sister" to a 9-year-old in north Minneapolis. Swigert said, "I wasn't expecting the scholarship. It was a big surprise." But with the money from the CLA Student Endowment Fund, Swigert and other scholarship winners could afford to take more than a full academic course load and to pay for their academic expenses without having to establish separate scholarship programs.

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.

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 _____

Inquiries should be mailed to:

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

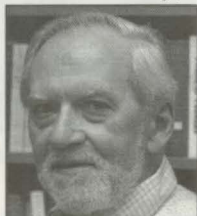
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of them weeps copiously. Soon the student leaves, but now his mood has entirely changed because he understands "that what he had just been telling them about, which had happened nineteen centuries ago, had a relation to the present—to both women, to the desolate village, to himself, to all people. The old woman had wept, not because he could tell the story touchingly, but because Peter was near to her, because her whole being was interested in what was passing in Peter's soul.... 'The past,' he thought, 'is linked with the present by an unbroken chain of events flowing one out of another.' And it seemed to him that he had just seen both ends of that chain; that when he touched one end, the other quivered." He returns home aware not only of the continuity of human suffering and misery from Ivan the Terrible's time to his own but certain that the "truth and beauty which had guided human life there in the garden...of the high priest had continued without interruption and had evidently always been the chief thing in human life and in all earthly life, indeed; and the feeling of youth, health, vigor—he was only twenty-two—and the inexpressible sweet expectation of happiness, of unknown mysterious happiness, took possession of him little by little, and life seemed to him enchanting, marvellous, and full of lofty meaning."

The student, in fact, is commencing, and Chekhov's ironic description—"he was only twenty-two"—makes clear that his present euphoric mood will be only temporary. He has far to go in his life, as you do, too, and his mood-swings are probably going to accompany him through much of it. But the insight he has is permanent—as it is for us. Whenever we read stories—Peter's or Chekhov's or anyone's—we are touching one end of a chain and making the other end quiver; we are recognizing, realizing bonds that join

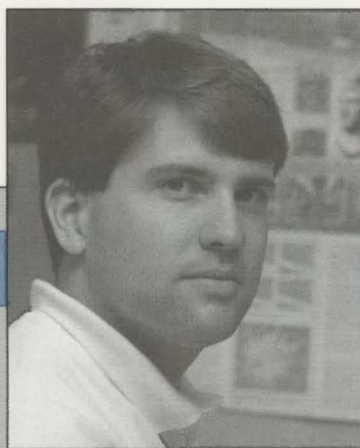
human beings together, that affirm our humanity. The very differences between us, between our cultures and lifestyles, emphasize the way certain human continuities—consciousness of misery, yearnings, instability of mood, passionate hope, responsiveness to stories—run through the lives of all of us who live on this planet.

The student may be an upwardly mobile male, but the insight is genuine and valid for all of us. The chain that links the present with the past, and the familiar with the remote, is one that all of you have touched in this university, whatever your field, whether you reached back to Plato or Sappho or the Upanishads, to French medieval architecture or Machiavelli's politics, to



George T. Wright

Shakespeare or Cezanne or Mozart or the ancient cultures of New Mexico or Greece or China: and whenever you touch that chain with your full attention it will quiver and quicken again. That is something your experience at the university has made available to you—almost as a by-product to all the specific things you've learned. And its yours for life—a practical resource, not only for you but for your state and your country: to be able to imagine the feelings not only of persons in power but of victims, outsiders, hostages, students. What I wish for you on this day of celebration is that you will keep expanding the imaginative powers you've been developing here at the University; that as you go on reading, thinking, commencing, you'll be insulated now and then, inoculated regularly, instigated often; and that, with the help of your imaginations, each of you, like Chekhov's student, will find most of your life, from this day on, enchanting, marvellous, and full of lofty meaning. ■



WHAT THE STUDENTS ARE DOING

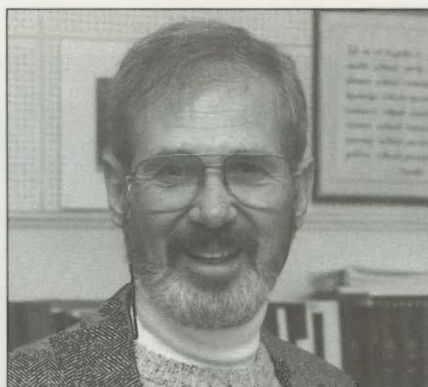
Michael Nelson

■Art History senior **Michael Nelson**, 25, Minneapolis, was awarded a 1991 National Endowment for the Humanities Younger Scholar Award. It provides \$1,800 for Nelson to continue his research project "A Reinterpretation of the Greek Bronze Age Palace of Nestor at Pylos, Greece." Nelson's project advisor is Guy Gibbon, Anthropology. Nelson is also doing field work on the site with Frederick Cooper, Classical and Near Eastern Studies. ■**Michael Slater**, 21, History and Anthropology senior from Plymouth, was awarded a National Endowment for the Humanities Younger Scholar Award. It includes \$2,200 for summer research on his project, "The Uses of Indigenous Knowledge in Colonial British Administration: The Trial of Warren Hastings." His advisor is Gloria Goodwin-Raheja, Anthropology. ■**Dorie Ransom**, a senior majoring in Japanese and Linguistics, won the 5th Annual Japanese Language Speech Contest, March 23, in Chicago, sponsored by the Consulate General of Japan, for her speech, "The Japanese Concept of Femininity (Onnarashisa)." Her prize was a round-trip ticket to Tokyo on Japan Air Lines. Ransom, from Minnetonka, also won the 6th National Speech Contest in Japanese, April 6, in Washington, D.C., sponsored by the U.S.-Japan Culture Center, for her speech, "Bridal Training (Hanayomeshugyoo)." Her prize was a round-trip ticket to Tokyo and \$800 provided by All Nippon Airways. "Both of my speeches centered around the fact that I am a far cry from what the Japanese consider to be an ideal woman," Ransom said. Her conclusion is that she wants to be more polite and more considerate of others the next time she visits Japan. ■**Kristina Youso**, 22, St. Cloud, a senior honors student majoring in Art History and French, received a \$400 Honors grant

to do research for her *summa* thesis "Problems of Iconography: The Kronos Meditating Bodhisattva Avalokitesvara." Youso recently consulted with a researcher and inspected the statue which is in a private collection in the New York area. The statue is approximately 2.5 feet high and its pose is considered "enigmatic." Youso also received a \$750 grant from the Office for Special Learning Opportunities (OSLO) for an internship as a curatorial assistant at the Dakota County Historical Society. Next year, Youso plans to attend graduate school in art history at Berkeley. ■**Jennifer Delton**, 26, graduate student in American Studies from St. Paul, received a five-year full scholarship to attend Princeton University, plus \$11,000 per year for study in the History Ph.D. program. Delton is doing research with Elaine Tyler May, American Studies. ■**Barrie Jean Borich**, South Holland, Illinois, won the \$1,350 Jean Keller Bouvier Scholarship for creative writing, sensitivity to literature, and overall academic achievement. Jean Bouvier (B.A. 1922) was the literary editor of the *Minnesota Daily* and a teacher for 30 years. Borich is a University College senior with a major in individualized learning. ■**Marilyn Bennett**, 29, Spokane, Wash., Honors senior majoring in English, received the \$500 Capt. Dewitt Jennings Payne Scholarship for outstanding achievement in literary studies. The fund was established by the late Olivia Payne Stover in memory of her brother Capt. Payne who was the first American aviator killed in World War I. ■**Rhonda Petri**, Minneapolis, a senior majoring in German and International Relations, is an intern in the Minnesota Studies in International Development program in rural Kenya where she is observing the school system and will teach.



Carol Miller



George Shapiro



August Nimtzt Jr.



Jacquelyn Zita

CLA facts

CLA remained the largest college at the University of Minnesota in fall 1990 with an enrollment of 15,705 students. A decrease was expected because of enrollment controls. Enrollment was down 1.4 percent compared with a year earlier. The proportion of women students in the college increased slightly, from 53.2 percent to 53.9 percent. Twin Cities campus enrollment declined .1 percent to 40,972. University-wide enrollment was down .1 percent to 53,294.



COLLEGE *news*

University Retention Rate Among Highest in State

University and CLA students are more likely to stay in school than students at other Minnesota public, 4-year colleges. One-year retention study from fall 1987 to fall 1988 showed a one-year retention rate of 84% for the Twin Cities campus and 81% for all university campuses, compared with 72% for state public, 4-year institu-

tions, according to a 1990 study by legislative analysts. Only six private schools, St. Olaf, Carleton, Macalester, St. John's, St. Thomas, and St. Benedict's, had better retention rates than the university. A more recent university study showed an 87.5% retention rate for students who took a full load of 15 or more credits per quarter.

The Liberal Education Task Force report was approved by the Twin Cities Campus Assembly in May. The report sets basic liberal education requirements for all undergraduate colleges of the university. Requirements now vary considerably from college to college. CLA has had several of the recommended requirements in place for several years. An addition would be a student colloquium that would introduce undergraduates to the university and explain the dimensions of liberal education and encourage educational planning. Specific recommendations include improved academic advising, a diversified core curriculum taught by faculty consisting of courses that provide introductions to fields of knowledge and ways of knowing, to critical thinking, to international, multi-cultural, environmental, and ethical issues, and writing and communication skills. The courses would extend throughout the entire undergraduate experience and would provide active learning.

The School of Music, the Minnesota Orchestra, Saint Paul Chamber Orchestra, Minnesota Opera, Minnesota Composers Forum, and the Dale Warland Singers announced the first conducting apprenticeship/residency

program in the country that will link major musical organizations with a music school conducting program. Directors of the music groups, including Edo de Waart, music director of the Minnesota Orchestra, Murry Sidlin, conducting studies director, and Karen Wolff, director of the school, made the announcement in March.

Journalism Professor Emeritus Mitchell Charnley died of heart failure in February. He was 92. Charnley, who joined the journalism faculty in 1934, advised Eric Sevareid, Harry Reasoner, and Garrison Keillor among hundreds of students. Charnley wrote a number of textbooks and his pioneering in broadcast instruction earned him the 1963 Distinguished Achievement Award of the Radio-TV News Directors Association.

Journalism Professor Walter Brovald died of a heart attack in January. He was 62. Brovald, who had taught at the university for 23 years, was an expert on community journalism. He was editor and publisher of the *Cadott*, Wis., *Sentinel* from 1954 to 1966 before he came to the university to study for his master's degree. A Charnley professorship and a Brovald Memorial Fund have been established in the Journalism School.



Stephen Swanson and Tim Wolf

Two CLA Juniors Win Truman Scholarships

By Joyce Wascoe

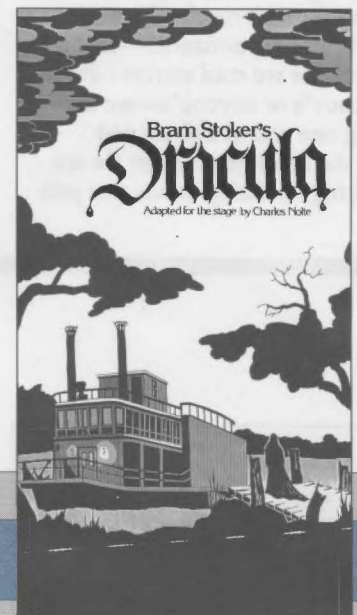
Two College of Liberal Arts juniors have won Harry S. Truman Scholarships, making the University one of a handful of schools in the country to claim two winners in one year.

Stephen Swanson, who is interested in child health and education and opens up his home to neighborhood kids, and Tim Wolf, who is student representative to the University Board of Regents, were honored for their outstanding leadership potential and their intention to pursue careers in public service.

The scholarships provide \$3,000 for the senior year of college and \$9,000 per year for up to three years of graduate study. Truman Scholarships were awarded to 82 college sophomores and juniors out of 1,100 students nominated by U.S. colleges and universities. This is the second consecutive year that a University of Minnesota student has been awarded one of these highly prestigious and

competitive scholarships.

Swanson, 23, and his roommates who live in the Phillips neighborhood of Minneapolis, which has a heavy concentration of black and Indian single parent, low income families, regularly open their home for group activities for neighborhood children. "We open up our doors and our hearts to them," he said. Swanson, who wants to work in the child policy area, said he doesn't have much patience with



CLA *tomorrow*

University Showboat

June Exhibits

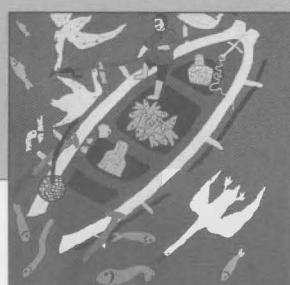
10-August 25 "Laughter in the Palace of the Dragon: Chinese Fisherfolk Paintings," boldly painted scenes by young men and women from the Chinese fishing villages of Shengsi Island; University Art Museum, Northrop Auditorium, 624-9876.

11-August 21 "Weaving Nets, Weaving Lives: Chinese

Fisherfolk Paintings;" Larson Gallery, St. Paul Student Center, 625-6254

July Performances

***11-September 1** *Dracula*, adapted from Bram Stoker novel, directed by Charles Nolte, Theatre Arts, *Dracula* played by



Fisherfolk

Thomas Ray, University Showboat, East Bank, Mississippi River, Tuesday-Saturday at 8 p.m., Sunday 2 and 7 p.m., reservations, 625-400

Workshop

8-13 Sacred Choral Repertoire Workshop, literature from all periods, workshop conducted by Philip Brunelle, nationally-known conductor, call 625-5813 for information

Exhibit

Through August 25 "Chinese Fisherfolk Paintings." See June 10 and 11 Exhibits.

August Performances

***Through September 1** *Dracula*, University Showboat, see July 11 Performances

Exhibit

Through August 25 "Chinese Fisherfolk Paintings." See June 10 and 11 Exhibits.

Workshop

12-16 "Summer Music Education Workshop," topics include Orff and Kodaly Process, Movement, Developing Creativity, Signing, Choral Techniques, Multicultural Materials, call 625-5813 for information

September Exhibit

6-October 6 "Masterpieces from the University Art Museum Collection," Northrop Auditorium, 624-9876

October Colloquium

3-5 Rise of the Habsburg Monarchy, sponsored by Center for Austrian Studies and

politicians who make policy decisions, but who live so far from the problem.

Children have been the center of his interest for years since he grew up in Taiwan, the son of a Lutheran missionary couple. After high school he worked in orphanages in Taiwan and with Mother Theresa in Indian and the Phillipines. He currently volunteers for the Red Cross and has a paid job teaching swimming to children. He helps Prof. Byron Egeland of the Child Psychology department, code his research on at-risk children.

Swanson, who is majoring in child psychology, plans to study child psychology or medicine. He wants to work on social policy issues for children internationally in UNICEF or in the United States.

Wolf, who is an older-than-average student, was driving a cab three years ago when he asked one of his fares, a University professor, about going back to school. The professor said, "Do it now," and in March 1988 he began classes in General College. After graduating from Patrick Henry High School in Minneapolis, he was a store manager for MacDonaldis and a photographer of family portraits.

Once at the U, his life was filled with "sleeping, work, and the U," he said. It was a "lonely" existence he said, so he got involved with the Student Organization Against Racism which led to a seat on the Minnesota Student Association. He is currently the chair of the Student Representatives to the Board of Regents.

He credits Joyce Weinsheimer, who taught a course called "Becoming A Master Student," as a real influence on his University career. She told him that the University of Minnesota has provided one Nobel Prize winner and he started in General College. That was one of the "inspiring messages that we all need," Wolf said. He soon became interested in urban studies where he feels he can make a difference in public policy to help reverse the "decay in our communities." Wolf is aiming for a Ph.D. and maybe a law degree and hopes to teach in college. ■

ALUMNI *news*

Baltimore Symphony Music Director Receives Honorary Degree at CLA Commencement; Arthur Ballet, David Lebedoff, and Stephen Paulus win Outstanding Achievement Awards

David Zinman, music director of the Baltimore Symphony Orchestra, was awarded an honorary degree of Doctor of Humane Letters for eminence in cultural affairs. It is the highest award conferred by the university. University of Minnesota Outstanding Achievement Awards have been awarded to Theatre Arts Professor Arthur Ballet, former Chair of the Board of Regents David Lebedoff, and Stephen Paulus, composer-in-residence, Atlanta Symphony Orchestra. The award is the highest given to university alumni and it honors those who have demonstrated outstanding achievement on the community, state, national, or international level. The four, all of whom attended the College of Liberal Arts, received their awards at the June 9 CLA Commencement.



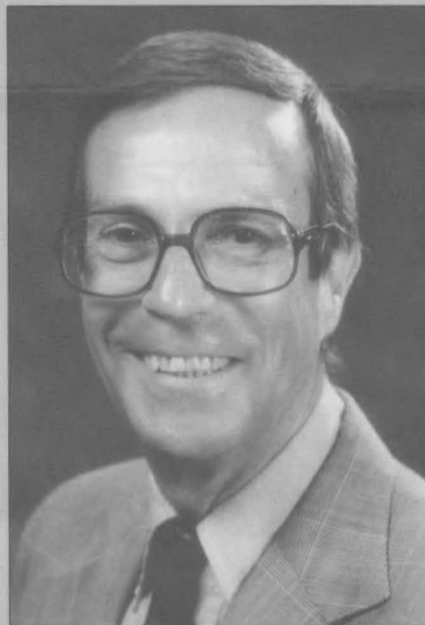
David Zinman



Stephen Paulus



David Lebedoff



Arthur Ballet

CLA Career Placement Individual Counseling Appointments Available For \$25; Workshops Free

There is now a \$25 fee for individual alumni appointments with counselors in the CLA Career Development Office, 345 Fraser Hall. However, there is a one-year grace period after graduation and there continues to be no fee for all group counseling programs. These include career counseling, job hunting workshops, resume writing, and interviewing, and use of all placement services such as job listings and the Career Resource Library. For information, call John Hennen, coordinator of special programs, at 624-7505.

Center for Early Modern Studies, call 624-9811 for information

Exhibit

18-Dec. 8 "Photojournalism Since Vietnam," definitive images of the people and events that have shaped contemporary portage; **Oct. 18**, reception and symposium, University Art Museum, 624-9876

Performance

***19** Wim Vandekeybus, Belgium dance troupe, 8 p.m., Northrop Auditorium, 624-2345

Conference

25-26 17th Annual Minnesota Conference on Language and Linguistics, celebrating 25th anniversary of the Department of Linguistics, call Kathleen Houlihan, 624-3806, for information

November Performances

***15-17, 21-24, 30, Dec. 1** *Cabaret*, University Theatre, musical set in pre-World War II Nazi Germany, Kander and Ebb, guest director Larry Whiteley, Whiting Proscenium Theatre, Rarig Center, reservations, 625-4001

***19** Maria Benitz Spanish Dance Company, flamenco dance, 8 p.m., Northrop Auditorium, 624-2345

***19-24, 26-27, 30, Dec. 1** *Wedding Band*, Alice Childress, directed by Lou Bellamy, artistic director, Penumbra Theatre Co., Stoll Thrust Theatre, Rarig Center, reservations, 625-4001

Conference

***7-9** "The Radical Right in Western Europe," sponsored

by Western European Area Studies Center and others, Radisson Metrodome, \$10 and \$5 students, 625-1557

December Performances

7 at 2 and 8 p.m., Dec. 8 at 3 p.m. Swan Lake, Bolshoi Ballet Grigorovich Company, Northrop Auditorium, 624-2345

***11, 12 at 7:30 p.m., Dec. 13 at 8 p.m., Dec. 14 at 2 and 8 p.m., and Dec. 15 at 3 and 7 p.m.** *Nutcracker*, Bolshoi Ballet Grigorovich Company, Northrop Auditorium, public sale for *Nutcracker* begins July 8, individual Northrop season ticket sales begin in September, 624-2345

*indicates admission charge

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College of Liberal Arts

CLA today

Summer 1991

Minnesota

University of

Memorable productions by students and faculty are recalled in a montage of playbills to mark this year's 60th anniversary of the University Theatre. Anniversary events included a May 31 alumni reunion and meeting with Theatre students, and award ceremonies with faculty, alumni, and students honoring Jean Congdon, Wendell Josal, and Robert Moulton on the eve of their retirements. On June 1, activities included a dinner reception and program at the Humphrey Center atrium.



The CLA deans held their own against the CLA Honors Student Association team in a Quiz Bowl in April, but found the university official College Bowl Team a real test. From left to right are, Rus Menard, associate dean and executive officer, Elaine Tyler May, associate dean for curriculum and instruction, Craig Swan, dean, Frederick Asher, associate dean for faculty affairs, and the College Bowl team, John Mingus, Brian Weikle, Chris Barger, and Ben Weiss.

Deans Challenge Honors Students to Quiz Bowl

It all started when Craig Swan, acting dean of the College of Liberal Arts at the University of Minnesota, wrote a memo challenging the Honors Program students to a Quiz Bowl. The event escalated, with two teams of four students prepared to take on the deans and the winner pitted against the student varsity College Bowl team.

When the teams met on April 23, two Honors teams of four students each played to see who would take on the deans. The deans made a good showing against the Honors Student

Association winning team, but when they faced the pros on the College Bowl team, they went down to defeat 535-30. The university College Bowl team, whose members won national championships in 1984, 1987, and 1989 and placed third this year, showed them how it was done. Anticipating the question and being quick on the buzzer are key to winning.

Associate Dean Rus Menard said, "When they asked the question, 'In 1836....,' and the other team rang and said 'Texas,' I knew it was all over."

CLA today

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Minneapolis, MN 55455

Penelope Krosch, Head
University Archives
10 Walter Library

U Marching Band Looking for Alumni To Help Celebrate Centennial

Former University of Marching Band alumni are wanted to help celebrate the U Band Centennial this coming year. Long time band director Dr. Frank Bencrisutto has been pouring over archival records and University data bases to come up with a complete list of former alumni, but he is having trouble finding current addresses. He asks that former band members call the Band Office, (612) 624-2008. The band plans a formal celebration Oct. 26-27 with a special half-time show at the Gopher football game followed by a Sunday performance. In honor of the centennial, the band is publishing a book and producing a video tape and compact disk and cassette of all the Minnesota school songs.