

CLA *today*

Winter
1992

College of Liberal Arts



Endowed Chairs Enrich CLA Faculty

By Faith McGown

If you were anywhere near Minnesota in 1986 through 1988, you probably remember the University of Minnesota campaign that raised more than \$375 million. You may have received a phone call or a letter asking you to contribute to the university's first major fund raising effort.

Donors contributed more than \$20 million to the College of Liberal Arts and endowed a total of 18 new chairs for a total of 20 in the college. The most recent chair was formally presented just this August (see story page 8).

The final donations for major gifts have come in and the money has been put to work to provide income to fill those chairs. "CLA has been able to attract outstanding scholars to work with its graduate and undergraduate students," said Dean Julia Davis. "We expect to fill the remaining positions in the next year with some of the top people in the country."

Endowed chairs strengthen the college by attracting an increased number of top caliber students and outstanding faculty members. They enhance the stature and reputation of the department and the college and help secure outside funding.

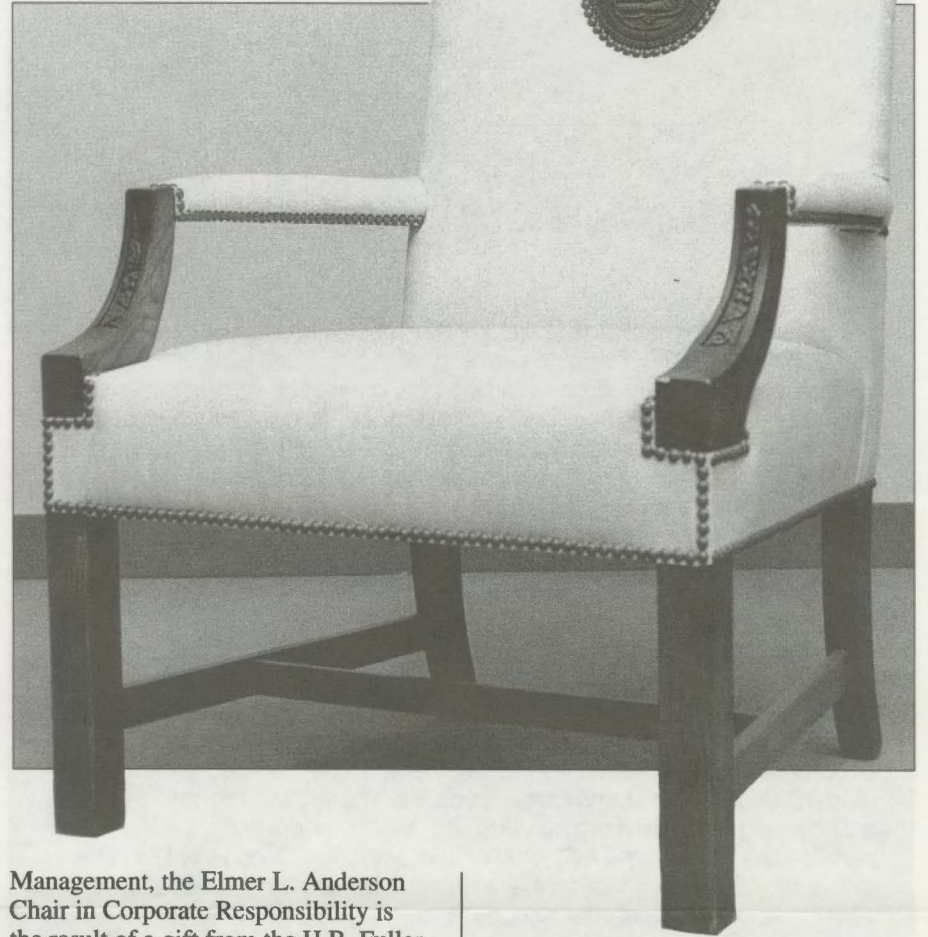
Eleven of the chairs are filled now and searches are in progress for the others. Here is an update on how the money has been used and what impact it has had on students.

Otto and Helen F. Silha Land Grant Chair in Media Ethics and Law
Otto and Helen Silha and the Minneapolis Star and Tribune Fund established the Silha

Center for the Study of Media Ethics and Law which houses an endowed land grant chair. Don Gillmor, who was appointed to the Silha chair in 1990, has been a popular professor of media law since he joined the faculty in 1965. The Minnesota Press Club twice awarded him its Distinguished Teaching Award. The endowment also funds several student fellowships which, according to Silha fellow Robert Jensen, help students get through graduate school "without enormous debts." Jensen also noted that the professors involved with the center have "established a reputation which helps students with future jobs and future connections."

Professorship in Dance
Maria Cheng is the first holder of the Professorship in Dance and acting chair of the Dance program this year. The recipient of four NEA Choreographer's Fellowships and adviser to numerous arts organizations and state arts councils, Cheng brings over twenty years of choreography, performance, and teaching experience to the university. Joanne Horn, an undergraduate in the Dance Program, said that Cheng is an "incredible teacher," as well as experienced in all aspects of dance. Horn also noted that Cheng's "wealth of knowledge comes through when she teaches."

Elmer L. Anderson Chair in Corporate Responsibility
A joint appointment between the College of the Liberal Arts and the Carlson School of



Management, the Elmer L. Anderson Chair in Corporate Responsibility is the result of a gift from the H.B. Fuller Company in honor of former Minnesota Governor Elmer L. Anderson. The chairholder is Norman Bowie, a nationally-known business ethics scholar. He has designed the university's first business ethics curriculum and has recruited an advisory board of university faculty and Twin Cities business people. Among Bowie's duties are the development of undergraduate courses which will appeal to a wide student audience and the supervision of Ph.D.

candidates. One of Bowie's assistants, graduate student Paul Jeffries, remarked that Bowie is "open to student input" and regularly available to students for consultation. Dennis Arnold, another graduate student who has worked closely with Bowie, added, "Bowie's work brings a great deal of prestige to the school."
(continued on page 4)

Budget Crunch Forces Closing of Humanities, Linguistics

Faced with the need to find \$1.5 million to fund salary increases for faculty and staff next year, the CLA Assembly and the Regents approved Dean Julia Davis' proposal to close the departments of Humanities and Linguistics.

All units in the university are being asked to cut at least 3% from their budgets to cover inflationary increases including salaries which were not funded by the legislature. Faculty and staff did not receive salary increases this year. A 9% increase in tuition will also be necessary.

Central administration mandated that colleges not do across-the-board cuts. Dean Julia Davis said CLA has done this too often in the past and that

"college resources are spread too thinly. Across-the-board cuts have eroded all departments across the college because such cuts are indiscriminate as to quality or need."

The two departments are expected to be closed by July, 1992, saving approximately \$170,000 in secretarial salaries, supply, equipment, and expense monies, teaching assistant support, and other administrative costs. The bulk of the \$1.5 million, which will be needed by July 1, 1992, will come from approximately 17 faculty positions which are currently vacant. As faculty in Humanities and Linguistics retire, leave, or move to other

units, the money from those faculty lines will be used to replace the vacant positions.

The Assembly vote was 46-17 to close Linguistics and 32-30 to close Humanities. Assembly members expressed concern about the need to maintain core courses which are needed by students.

"Among the criteria I used to select units for closure," Dean Davis said, "was whether core programs could be maintained in the absence of the departmental structures that now exist."

Several faculty members will be asked to join other units which are designated to be strengthened in the college's strategic plan, she said. They

will be able to continue to teach several of the humanities and linguistics courses offered now.

Students pursuing majors in these areas will be given the opportunity to complete their degrees. Admission of new majors will be suspended pending completion of an ongoing review of all college degrees. Humanities currently has 69 majors and Linguistics has 50 majors. Humanities has 8 faculty and 2 civil service employees and a budget of \$600,000. Linguistics has 12 faculty and 3 civil service employees and a budget of \$700,000.

The English as a Second Language program, which is currently part of Linguistics, will continue and will be housed in another unit. ■



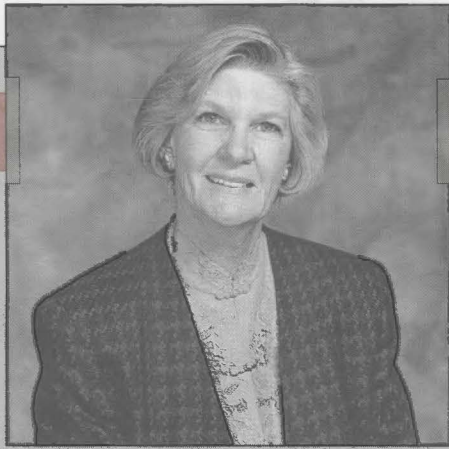
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THE DEAN'S LIST



Dean Julia Davis

Last summer I spent some time on an Atlantic Ocean beach, where I was fascinated as always by the shifting of the tides and the resulting differences in the shoreline. The rush and power of high tide often obscure the details of the beach, which become obvious only during the reduced immediacy and relatively calmer atmosphere of low tide. As I walked this beach, it occurred to me that universities also experience cycles of activity that can be compared to tidal behavior. The academic year is often rushed, from the excitement and renewal of early fall to the surge of effort required to complete final exams, defend theses, turn in grades, and prepare for summer jobs, travel, study, or spiritual renewal. The summer months represent low tide, in which university life changes its tempo, allowing more time and perspective from which to focus on the details of the academic terrain.

I was fortunate enough to arrive at the University of Minnesota at low tide, thus giving me the opportunity to examine and explore at a time when the atmosphere is at its calmest. I have read background materials on all the academic units of the college and discussed them with the chairs and directors of these units; I have met with faculty committees, alumni groups, student leaders, and community members. The last few months have been enlightening and exhilarating, and I'd like to share with you my early perceptions of the University of Minnesota and the College of Liberal Arts.

It is not possible to describe an institution of higher education today without acknowledging the serious financial problems they all face. The University of Minnesota is no exception. It has suffered budget cuts and retrenchment. However, its response to the current fiscal crisis promises to set it apart from many other institutions. Rather than viewing the current situation as a temporary disaster, one to be survived by hunkering down and trusting that good times will return, the leaders here have accepted the challenge by dealing with it as an exciting opportunity to evaluate the institution and determine what it is that we do well, what we need to improve, and what we must change in order to carry out the mission of the institution most successfully.

This can be a painful process. The college has undergone significant restructuring in the last two years. Several programs have been merged into confederations of units whose missions and intellectual interests are similar in order to cut down on administrative costs and program duplication. Under these circumstances, one might expect a level of demoralization that seriously interferes with the college's ability to plan, carry out, and support its many activities. Instead an astonishing sense of commitment and renewal permeates CLA. There is a strong sense of community here, one that is expressed by all constituents of the university. Students participate actively in the governance of CLA, attending committee meetings and raising issues of concern to the student body as a whole. The student leadership of the college is committed to improving instruction and providing an environment that will be attractive to students and that will contribute to a positive experience during their years here.

CLA has an outstanding faculty. Although most departments are less than half the size of their counterparts at comparable institutions, many of them are recognized as among the nation's best, excelling not only in the quality of their teaching and scholarship, but providing national leadership by their commitment to increased diversity and recognition of the legitimacy of individual differences in scholarly approach, lifestyles, and leadership. I believe that the success CLA has had in carrying out its educational mission in the face of serious financial restrictions is due primarily to the loyalty, commitment, and ingenuity of its faculty members. Even so, they are modest about their accomplishments. Many of my conversations have included discussions of how we can improve various aspects of our performance. How can we be more responsive to students' needs? How can we improve diversity in the college? How can we be sure that the University of Minnesota is a place where everyone feels safe, valued, and an integral part of the enterprise? How can we attract and keep outstanding students, staff, and faculty? The goal here seems always to be, "How can we do more?" and never "How can we get by with less?" This is a spirit worth nurturing, an attitude that must be supported and maintained.

Finally, CLA is blessed with the caliber of its alumni and friends. I have heard many expressions of loyalty, affection, and gratitude for the experiences provided here. I have also heard many suggestions for improving what we do in the college. The challenges are obvious, the resources limited, and the opportunities exciting. I hope we will be able to count on your good wishes and active support as the tide comes in for the 1991-92 academic year. And I hope to meet as many of you as possible in the coming months.

Police Work Isn't What You May Expect, Study Finds

By Bill Hoffmann

Although police brutality like that recently documented on videotape in Los Angeles has been the focus of much public debate in recent months, a major study on police-citizen interaction found that, unlike the dramatic media depictions of police, the police officer's main activity and responsibility is *talking*.

"Talking, together with just being there, is an officer's main job," observed Richard Sykes, professor of Speech Communication and Sociology, who directed the study on police-civilian interaction in the 1970s. "The better he or she is at it, the less she or he will need to resort to physical violence," Sykes said.

Police brutality has gone on throughout American police history and tends to follow two patterns, said Sykes, who teaches the graduate-level course "Policing in American Society." Sykes, 59, has taught at the university 27 years.

One set of circumstances that can lead to beatings occurs when a suspect leads police on a chase that gets the officers' adrenalin flowing and makes them angry and scared. The other happens when officers' authority is challenged. Police may feel peer pressure to conform, even committing violent acts they otherwise wouldn't do.

Sykes directed the study of police in the Upper Midwest from 1969 to 1974. Twelve observers rode in patrol cars and observed 300 officers in about 5,000 encounters with citizens. The encounters were high-speed chases, riots, demonstrations, accidents, a homicide case, and many routine events. The study, *Policing: A Social Behaviorist Perspective*, was co-authored by Edward Brent, a sociology graduate student at the time.

Beatings occur because of sustained frustration or defiance, while decisions to shoot are usually made in a fraction of a second, Sykes said. He speculates that beatings occur in a very small percentage of encounters. "But, with at least 3,200,000 police-civilian encounters every year with police in New York City alone, even one-tenth of one percent adds up to a lot." Sykes says there is never an excuse for

beating people who've already been subdued or handcuffed.

"Actually, the chief source of police stress is boredom," he said. "The average cop is not out to be a hero or an abuser. One of the chief motives is the security of the job." However, the public image of police work is skewed by the small percentage of police who are either the victims or perpetrators of violence, he said. Police are much more likely to be injured in an auto accident than in a confrontation, he said, since they're on the street all the time. The study showed, in fact, that police are far more likely to be victims of citizens than visa versa, he said. In addition, studies show that just three percent of uniformed police time is concerned with criminals' activities.

Sykes' study and other research found that "most police work involves peacekeeping and service activities in which interpersonal communication is an intrinsic and necessary part."

"His is the responsibility to discover precisely what kind of disturbance is occurring and what the roles of the principal actors are; to appeal to conscience or to prior agreements; perhaps to negotiate a new basis of order; to mediate, arbitrate, cajole, argue, persuade, convince, suggest, order, command, and, if necessary, threaten. If none of these is effective, then he must use force. If his time or patience is limited, he may use force. Often, though, his use of force will be correlated to his inability to talk. Often, cops who resort to violence may not be good talkers, or they like to be violent, or they handle the situation incompetently."

An officer initially plays his or her role as a supervisor almost unconsciously, Sykes said. "His weapon is neither a gun nor a club, but rather a technique almost Socratic. The officer takes charge in most encounters by merely asking a question.... It is difficult not to answer a question," he pointed out. Then, "by paying attention to the question, the civilian inevitably ends by committing himself to the cognitive domain that the officer asserts by merely asking it." For instance, a couple in a domestic dispute may be diverted from their dispute by

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Joyce Wascoe
Editor

Bill Hoffmann
Staff

Deborah Stika
Designer

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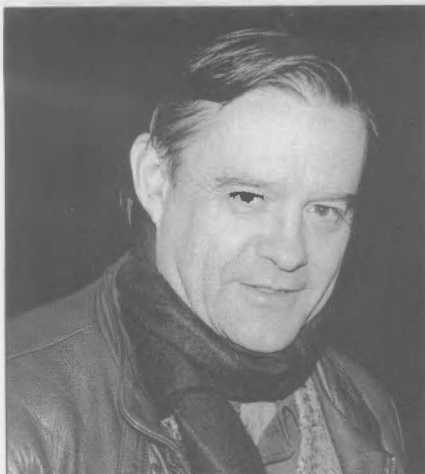
Tom Evans, Minneapolis 4th precinct police officer, meets and talks with neighborhood residents. A study by Sociology and Speech Communication Professor Richard Sykes found that police officers' main responsibility, contrary to their sometimes dramatic image, is talking.

having to answer questions.

Sykes explained, "An officer utilizes imperative supervision when he directs traffic; tells a group of complainants all talking at once to keep quiet and take turns; orders a fleeing suspect to stop; commands a civilian to be respectful; or threatens arrest if the civilian doesn't do 'so and so.'"

But, he said, "Sometimes neither a question nor a command is sufficient. The threat or actual use of force is necessary. 'Coercive regulation' or 'coercive supervision' is necessary. It includes the threat of force, restraining force...or active force, such as hitting someone."

Sykes suggested that the news media are probably the best means of educating people about how they should



Richard Sykes

behave when they're in contact with police and how police should behave with citizens. "It has to be made clear that both have to be civil to each other."

The news media serve as a forum to develop a consensus about what police brutality is, he said. Brutality has different meanings to different people. For instance, someone could consider a question asked in a harsh way as a form of brutality. News coverage is a way to develop community pressure about allowable limits on violence by both police and citizens, he suggested.

Clues about what can go wrong in a small fraction of police-citizen encounters are revealed in the *Community Cop Watch* newsletter, published by the Minneapolis Coalition for Police Accountability. It said the need to use force is defined by the circumstances, but pointed out, "Officers do not have the right to continue to use force if the person is not or has stopped resisting. Police officers do not have the right to call you names or use indecent, racist, or profane language."

The newsletter said, "Officers are not to shove flashlights in your mouth, beat you if you are not resisting, choke you, make you stand in the river, give

you the choice of going to jail or to the river for a beating, or threaten you with death."

Sykes said there has been a change in American attitudes toward violence over the last 25 years. Police lag behind, he said, but, "They're not alone." A substantial segment of society tends to disapprove of violence in almost any form, which is a paradox, because extreme forms of violence in the world are the norm, he said.

A different attitude toward police behavior that was tolerated or even encouraged in the past, he said, developed as citizens became better educated, more prosperous, and as formerly subordinated groups assumed higher status in society. However, some police officers were brought up with different values, so they and some citizens have a more traditional tolerance of violence.

Civilian review boards, such as the Minneapolis Civilian Review Authority created in 1990 to hear complaints about police conduct, have appeared because, "Many citizens have decided that police are incapable of policing themselves." However, "A lot of police don't like being second-guessed by armchair generals," he said.

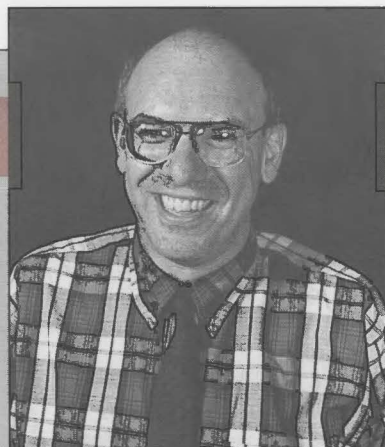
Sykes stresses, however, that police mistakes are sometimes made in dangerous situations, and that circumstances must be taken into account.

"I think police response should be proportional to the citizens'," Sykes said. Therefore, if citizens are threatening officers with a weapon, they have permission to shoot and may do so. In the past, however, if someone was fleeing and if there was a probable felony, police could shoot. Sykes remembers that someone in the 1960s was shot while they were fleeing with an electric typewriter.

The education level of police has changed. Only since the 60s have police generally had some college education. "Historically, they had no college education at all; policing was done by custom."

In the study, Sykes proposed a new 'social psychology of policing,' explaining that police coercion "should simply be recognized as a means that must occasionally and regrettably be used. Police should be specialists in its use, but they should be even better specialists at mediation and arbitration."

The study's findings and recommendations appear to be a major step in its goal to "demystify and secularize policing not only for scholars, but for most police and citizens." ■



WHAT THE PROFS ARE DOING

Gabriel Weisberg

■**Gabriel Weisberg**, Art History, received a Regents Fellowship for 1992 at the Smithsonian Institution in Washington, D.C., where he will be associated with the National Museum of American Art. At the same time, he hopes to complete work on his latest book about 19th century European naturalism. Weisberg received a Guggenheim fellowship in 1981 and came to Minnesota in 1985. ■**Lillian Bridwell-Bowles**, English, who directs the Center for Interdisciplinary Studies of Writing, has been elected to a four-year term as chair of the Conference on College Composition and Communication. ■**Mikhail Iossel**, the first writer of the Soviet baby-boom generation to become a success in this country writing in English, is a two-year visiting lecturer in the Creative Writing Program. Iossel (YO-sil) recently published a collection of short stories, *Every Hunter Wants to Know*, published by Norton. ■**Karlyn Kohrs Campbell**, Speech-Communication, received a fellowship from the Joan Shorenstein Barone Center for the study of press and politics, at the J. F. Kennedy School of Government, Harvard University, to study gender and public discourse. ■**Norman Fruman**, English professor and scholar of English Romantic literature, is president of the Minnesota chapter of the National Association of Scholars. The association is identified with its resistance to "political correctness." ■**Jack Zipes**, German, was elected to the Executive Council of the Modern Language Association for 1991-94. ■**Robert Poor**, Art History, was invited to participate in the first-ever joint China and United States archaeological expedition this year.

Poor's research speciality is Chinese bronze vessels of the Shang Dynasty (1,700-1,000 B.C.) ■**Richard McCormick**, German, was awarded a two-month grant by the German Academic Exchange Service (DAAD), to do archival research in Berlin for a project, "Misogyny in Weimar Cinema." ■**Joseph Schwartzberg**, Geography, was consultant to the six-hour Granada TV series "The Shape of the World," which featured a village in Java studied by Schwartzberg in connection with his research on the history of indigenous cartography in South Asia, Southeast Asia, and Tibet. ■**Professor Emeritus Malcolm Myers**, Studio Arts, was featured in a traveling exhibition, "A Spectrum of Innovation: Color in American Printmaking 1890-1960." The exhibit's catalog said Myers is, "one of the most outstanding teachers of intaglio printmaking in America." ■**Tom Conley**, French and Italian, has been awarded the 1991-92 Herman Dunlap Smith Center Fellowship of \$15,000 for a six-month residence at the Newberry Library in Chicago. ■**Marisha Chamberlain**, a lecturer in English, received the Best New Play produced in the Midwest in 1990 award by The Midland Authors' Society of Chicago for *The Angels of Warsaw*, produced by Victory Gardens Theater, Chicago. In addition, Chamberlain did the stage adaptation of Oscar Wilde's *The Canterville Ghost*, which was commissioned by The Children's Theater Company of Minneapolis which premiered at O'Shaughnessy Auditorium in St. Paul in October, the first stop on a national tour.



Congratulations were offered to the 1990-91 CLA Outstanding Civil Service Award winners by President Nils Hasselmo, Dean Julia Davis, and others. Standing are, left to right, Hasselmo, Bernadell Olson, English, Mary Achartz, Journalism, Carol Bashiri, Institute of Languages and Literatures, Gwendolyn Gmeinder, Sociology, Bill Hoffmann, Editor's Office, Jeanne Long, Humanities, and Davis. Seated are, left to right, Madonna Monette, Accounting and Budget Office, Valerie Duescher, Psychology, Debra Ingram, Economics, and Margaret Rasmussen, Geography.

Many Chairholders Already Teaching

continued from page 1



Paul W. Frenzel Chair in Liberal Arts

The Frenzel Chair was established through a gift from the Frenzel Foundation in memory of University Law School graduate Paul F. Frenzel. The chair, which carries a seven-year term, can be placed in any liberal arts department, providing critical flexibility for program development in the college. David Wallace, a distinguished scholar and teacher specializing in English and Italian literature of the 13th to 15th centuries, was hired last year. It was part of the college's plan to develop a nationally recognized program in medieval studies.

Wallace, who has studied and taught at Cambridge, Stanford, and the University of Texas, will use the resources of the chair "to pursue several large-scale research projects, support graduate students, enliven undergraduate teaching, and strengthen library holdings," he said. With his colleagues at the interdisciplinary

Center for Medieval Studies, he is "working to bring experts, gifted speakers, and talented performers, who will share their knowledge of medieval literature and history, art, and drama with the entire university community."



Edelstein-Keller Land Grant Chair in Creative Writing

Named for two men who met and became friends as students at the university, the Edelstein-Keller Land Grant Chair in Creative Writing has significantly strengthened the program in creative writing. The endowment from friends and family to honor David E. Edelstein and Thomas A. Keller has underwritten the visits of several internationally known writers to campus, including Nobel Prize winner Isaac Bashevis Singer, award winning poet Carolyn Forché, and most recently, poetry writer Joy Harjo.

Graduate student Georgia Sine, who received one of the Edelstein-Keller fellowships for creative writing, said

that the fellowship not only helped her financially, it also improved the creative writing program at the university by "bringing in higher quality students, which in turn makes for a better quality program."



Union Pacific Distinguished Professorship in Early Modern European History

French historian Yves-Marie Berce held the visiting professorship in early modern history for fall of 1991. The author of *Revolt and Revolution in Early Modern Europe*, Berce taught both undergraduate and graduate courses on the same subject, as well as gave public lectures and conducted seminars on early modern history.

The endowed chair was established by the Union Pacific Corporation and William C. Cook, former head of Union Pacific and university graduate. It has made it possible to bring in internationally known scholars. The Center for Early Modern History is one of the few centers in the country doing research in comparative world history from the 14th to the 18th centuries.



Curtis L. Carlson Chair in Economics

Leonid Hurwicz, a leading economic theorist, currently holds the Curtis L. Carlson Chair in Economics. In November 1990, President George Bush presented him with the National Medal of Science, one of only four economists to be recognized. The chair was established through a gift from Curtis L. Carlson, who was an undergraduate economics major at the university. Hurwicz is a Regents' professor emeritus who has taught at the university for 40 years. He was appointed to the chair in 1990.

Much of Hurwicz's research has related to centralized and decentralized systems of resource allocation, work that is especially relevant in light of recent changes in Eastern Europe and the former Soviet Union. As chairholder, Hurwicz is actively involved in teaching and working with students.



Stassen Chair in International Peace

In honor of former Minnesota Governor Harold Stassen and his distinguished career in public service, the Stassen Chair in International Peace has been established jointly by the CLA Political Science Department and the Humphrey Institute of Public Affairs. It is intended to address sources of tensions and stresses in the international community. Donors are Elmer L. and Eleanor Andersen, Kathleen Stassen Berger and Martin Berger, F.R. Bigelow Foundation, Katherine Binns, Karen Johnson Boyd, Curtis L. Carlson Foundation, John Deere Foundation, Fred J. Hughes, Hulings Family Trust, Mr. and Mrs. Samuel C. Johnson, Johnson Foundation, Inc., Johnson's Wax Fund, Inc., Martin and Esther Kellogg, Bernhard LeVander, Robert and Jane Matteson, Samuel Morgan, John and Elizabeth

Musser, Sally and George Pillsbury, Stanley and Martha Platt, Harold E. and Esther Glewwe Stassen, Glen and Dorothy Lively Stassen, Sweasy Foundation, UFE Thermoplastic Technologies, and the Irene Hixon Whitney Family Fund of the Minneapolis Foundation.



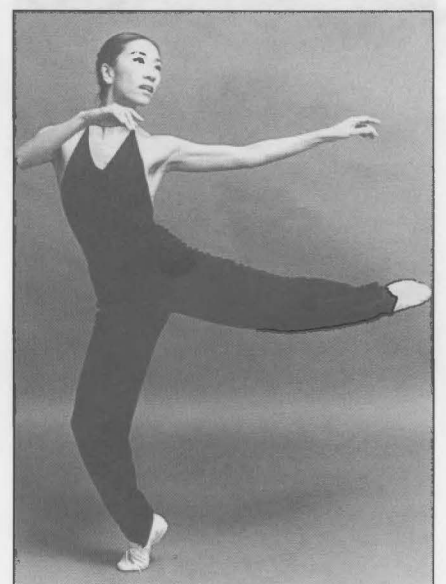
Arleen Carlson Chair in Political Science

The Arleen Carlson Chair in Political Science was established as part of the Carlson gift to the Minnesota Campaign. The chair honors Arleen Carlson, a graduate of the university's Department of Political Science. The chair is "fitting, since the couple met in an Introduction to American Government course here at the University," noted Ed Fogelman, department chair. The Arleen Carlson chairholder will have a strong interest in American government and politics. The chair will support active research and contribute to the graduate and undergraduate program in the Department of Political Science.

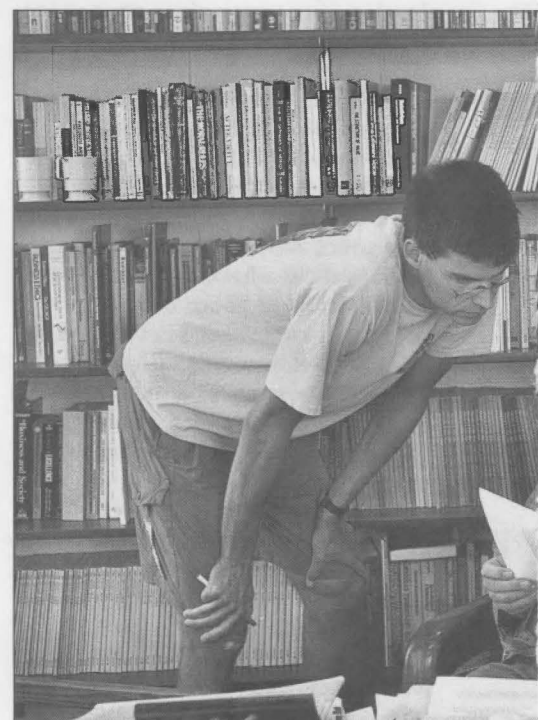


Ethel Alice Hitchcock Chair in Piano Accompaniment

The first chair in the country for piano accompaniment and coaching has been



Maria Cheng



Norman Bowie and student

CLA authors & artists

Editor's Note: This selection of recently performed or exhibited art work, and books recently published reflect the diversity of scholarship by faculty and staff in the college. The large number of works means that some must be listed in future issues of the newsletter.

Argento, Dominick, Regents' Prof., Music, *The Aspern Papers* (score), Boosey and Hawkes, Inc., New York, 1991.

"*The Aspern Papers*" (performances, sold out), European premiere, Royal Opera, Stockholm, Feb.-April 1991.

"*The Mask of Night*" and "*Te Deum*" (compact disk), Virgin Classics, 1991

Damschroder, David, Music, *Foundations for Music and Musicianship*, Schirmer Books, New York City, 1990.

Dicken-Garcia, Hazel, Journalism, *To Western Woods....*, Fairleigh Dickinson University Press of Associated University Press, 1991. Communication behavior and role in the westward movement 1769-1793 through newspaper and letter excerpts.

Evans, John, History, *War, Women and Children in Ancient Rome*, Routledge, London, 1991.

Hart, John Fraser, Geography, *The Land That Feeds Us*, W. W. Norton, 1991. A geography of agriculture in the eastern United States.

Jensen, Vernon, Speech-Communication, *Thomas Henry Huxley: Communicating for Science*, Delaware Press, London and Toronto, 1991. Rhetorical biography analyzes Huxley's public rhetoric in connection with the conflict between science and theology in Victorian England.

Lee, Chin-Chuan, Journalism, and **Chan, Joseph Man**, Chinese University of Hong Kong, *Mass Media and Political Transition: The Hong Kong Press in China's Orbit*, Guilford, 1991. How the ideologically polarized press in Hong Kong reacts to the imminent reversion of the colony to China in 1997, how the press aligns itself with the new power structure, and how it shifts journalistic paradigms in line with political transformation.

Lehberg, Stanford, History, *The Peoples of the British Isles, From Pre-Historic Times to 1688*, Wadsworth, Belmont, CA, 1991.

Marling, Karal Ann, Art History, and

Wetenhall, John, curator of painting and sculpture, Birmingham Museum of Art, *Iwo Jima, Monuments, Memories, and the American Hero*, Harvard University Press, Cambridge, Mass., 1991. Study in cultural iconography and remembrance in honor of the soldiers who fought.

Maurice, Glenda, Music (mezzo-soprano), "*Songs of Wolf, Vaughan-Williams, Chanler, and Marx*" (compact disk), with **Graham Johnson**, pianist, Etcetera label (Germany), 1991

McCormick, Richard, German, *Politics of the Self: Feminism and the Postmodern in West German Literature and Film*, Princeton University Press, 1991.

McNaron, Toni, English, *I Dwell in Possibility*, The Feminist Press, 1991.

Menard, Russell, History, *Robert Cole's World: Agriculture and Society in Early Maryland*, University of North Carolina Press, 1991. Farm-building process behind the rise of a slave society along Chesapeake Bay.

Nash, Elizabeth H., Theatre Arts, *The Luminous Ones: A History of The Great Actresses*, Peter Lang publishing, 1991.

Phillips, William, History, *Historia de la Esclavitud en Espana*, Editorial Playor, Madrid, 1990.

Roberts, Nancy, Journalism, *American Peace Writers, Editor's, and Periodicals: A Dictionary*, Greenwood Press, Westport CT, 1991

Sikkink, Kathryn, Political Science, *Ideas and Institutions: Developmentalism in Brazil and Argentina*, Cornell University Press, 1991. Traces effects of developmentalism on two Latin American countries.

Waltner, Ann, History, *Getting An Heir: Adoption and the Construction of Kinship in Late Imperial China*, University of Hawaii Press, 1990.

Zipes, Jack, German, *Spells of Enchantment. The Wondrous Fairy Tales of Western Culture*, Viking, New York, 1991. Introduction and translations of best literary fairy tales in Western culture.

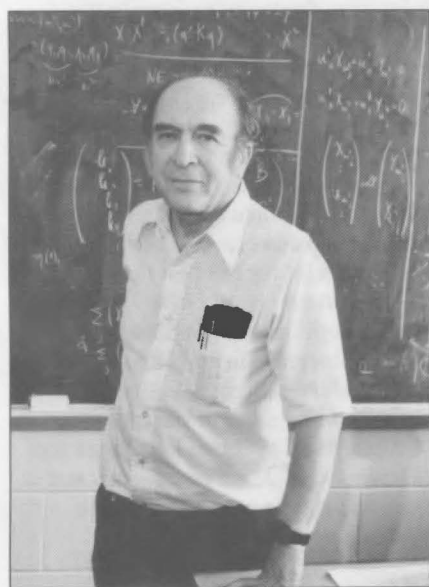
established with the bequest of the Ethel Alice Hitchcock estate. Margo Garrett, internationally acclaimed piano accompanist, will become the first Hitchcock chairholder beginning September 1992. Garrett previously established the only other programs in piano accompaniment at the Julliard School of Music and the New England Conservatory of Music. As she explains, it is often difficult to find quality pianists who are willing to "share the spotlight" with other musicians and singers. "It is important that the School of Music now take this step toward specializing the program. By doing so, the school joins the few elite schools around the country offering similar programs."



David and Penny Winton Land Grant Chair in Liberal Arts

A gift from David Michael and Sarah (Penny)

Rand Winton has established the Winton Chair in the Liberal Arts. The search is now in progress for a fall 1992 appointment which will be awarded to a scholar whose work challenges traditional patterns of thought. This is a highly innovative approach for an endowed chair because the scholar can come from any discipline. The chair will provide flexibility for the college and allow the professorship to be placed where it can do the most good.



Leonid Hurwicz



Frederick W. Thomas Professorship in the Interdisciplinary Study of Law and Language

Recognizing that

language is an important tool of lawyers, an endowment in memory of Frederick W. Thomas will bring a distinguished visiting scholar who is an expert on the relationship between language and the law to campus each year. The professorship, which was given by the law firm of O'Connor and Hannan and other friends of Mr. Thomas, is a joint venture of the Law School and the College of Liberal Arts.

The role of the professorship is to enhance the teaching, scholarship, and research of the role language plays in the interpretation and establishment of laws. The search is currently in progress for a fall 1992 appointment. Throughout his 45 years in the legal profession, Mr. Thomas was known for his love of and ability to use language.



Sage Cowles Land Grant Chair in Dance

The University's Dance Program has been revitalized through the instruction and guidance made possible by the chair established by John and Sage Cowles. Designed to bring five or six internationally-known choreographers to the program each year, the chair will make the university a major force in dance theory, education, and performance. Six guest artists are expected to visit during the 1991-1992 academic year, including world-renowned performer, choreographer, and teacher of modern dance, Marcus Schulkind; modern dancer with the Jump Rhythm Jazz Project, Billy Siegenfeld; dancer, choreographer, researcher, and diplomat, Clyde Morgan; one of the foremost teachers and choreographers of Chinese classical and minority dances, Liou You Lan; and internationally-known performer, choreographer, and teacher of modern and jazz technique, Woody McGriff. The residencies of these guest artists range from two weeks to three months. "The Cowles chair provides an invaluable opportunity for students to work with distinguished artists and dance scholars," commented Maria Cheng, acting director of the Dance Program.



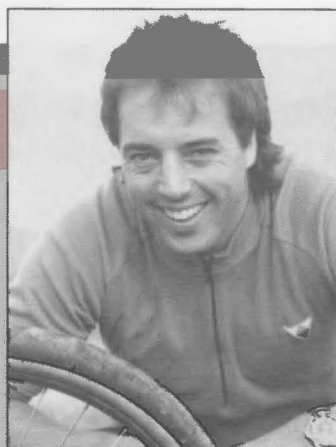
Hathaway-Meehl Chair In Clinical Psychology

Named for two professors from the Department of Psychology, Starke

Hathaway and Paul Meehl, the chair is highly visible and adds intellectual excitement to the program. Regents' Professor of Psychology Paul Meehl, former president of the American Psychological Association and recipient of many awards for his work in the fields of philosophy, science, and psychology, is the current Hathaway-Meehl chairholder.

The royalties from the Minnesota Multiphasic Personality Inventory, which were bequeathed to the university from the Starke and Virginia Hathaway estate, is the base for the endowed chair. Hathaway and Meehl developed the MMPI in the 1940s and it continues to be used worldwide.

continued on page 7



Dan Buettner

WHAT THE STUDENTS ARE DOING

■**Dan Buettner** went to Spain in 1982-83 as a Student Project for Amity Among Nations (SPAN) student. "Two months with SPAN doubled my awareness of the world and our relation to it and it easily doubled my liberal arts education." He hasn't stopped much since then. In 1986-87 he set a world record by bicycling 15,536 miles between Alaska and Argentina. Last year he biked around the world, 12,888 miles to be exact, starting and finishing in St. Paul. It took 239 days. He also biked with his brother, Steve, and two bicyclists from the Soviet Union. It was the first joint Soviet-American sport venture. Buettner has formed Africa Trek, a company to plan his next trip, a bike expedition across Africa starting in December 1992.

■**Scott Allard**, a Political Science senior from Minneapolis, was awarded the \$6,000 A. I. Johnson Scholarship. It was established five years ago by the family of A. I. Johnson, who was a speaker of the Minnesota House of Representatives and later a Regent at the university. It is awarded to a student who is interested in public affairs. The student usually participates in a one-quarter internship with a state or federal legislator or with an interest group involved in public service. ■**Ann Basting**, a doctoral candidate and playwright, has been awarded the Arle and Billy Haeberle Memorial Scholarship. The \$3,000 scholarship is awarded each year to students in theater, journalism, and communications. Recipients must have shown academic excellence and made contributions to their departments. Basting, from Minneapolis,

wrote *In Between Dreams*, which was produced last year by the University Theatre, and *The Frida Kahlo Story*, which will be produced this winter.

■Theater graduate student **Monica Scott** has also received the Arle and Billy Haeberle Memorial Scholarship. Scott, from Minneapolis, has performed in university productions, helped with a high school one-act play festival and worked with high school students and professionals in productions at South High School.

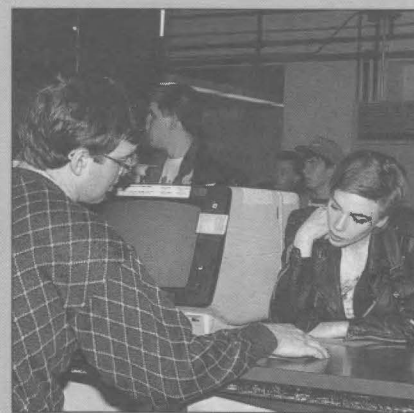
■**Steve Rohde** is also receiving the Arle and Billy Haeberle Memorial Scholarship, as well as the University Century Council-Theater Award from the Theater department. Rohde, a graduate student from Little Canada, MN, received the Century Council award for his lighting design for current theater productions. ■**Bill**

Sonnega has been awarded the Dorothy Magnus Scholarship from the Department of Theatre Arts and Dance. The \$1,500 scholarship is awarded by the Theatre Arts faculty each year to a deserving graduate student. Sonnega, who has had plays written by him produced in seven states, is a teaching assistant this year teaching "Contemporary German Observation in Drama and Theater." ■**Jennifer Hegle**, freshman majoring in International Relations, received the Roger Page Award for her extra-curricular service to the campus and the community. Hegle, from Melrose, MN, received \$1,000.

■**Jen Chieh**, a senior completing a Bachelor of Individualized Studies with an emphasis in Chinese, English, and Arabic literature, received a \$750 grant for her internship with the Minnesota Museum of Art.

CLA facts

Registration in Fraser Hall is a breeze these days. The average "wait time" to register for classes was down to a mere six minutes in winter 1991. Some alumni may recall the days before 1982 when the estimated time was 73 minutes. The current computerized registration system began operation in spring 1982. The rapid six-minute registration was achieved last winter even with one day less in the registration period and a power outage on the third day.



COLLEGE *news*

Indian Remains, Artifacts Reburied in Ceremony

The remains of more than 200 American Indians and 1,870 objects that have been in the collection of the Department of Anthropology were reburied in a ceremony in September at Grand Mound Historic Site in northern Minnesota. It is the first phase of a five-year collaboration between the university, the Indian Affairs Council, the Science Museum of Minnesota, and the Minnesota Historical Society to rebury all artifacts and remains that were excavated from American Indian cemeteries over the last 100 years.

Political Science Professor Frank Sorauf, who was CLA dean from 1973 to 1978, has been named a Regents' Professor. The professorship, which is given to only 20 faculty members, is the university's highest faculty honor and carries an annual \$10,000 stipend. Sorauf has been on the faculty since 1961 and chaired the Political Science department from 1961 to 1969. He is the author of several books on political parties. His new book on campaign finance will be published this spring.

CLA faculty attracted more funding dollars than ever before. Money for research, curriculum development, and training increased 34.76% to \$7,788,162. This represents an increase of 13.5% in the number of awards given over the previous year. The increase is due both to increased success with proposals and to success in obtaining most of the funds requested for successful proposals.

The university admitted nearly 20 percent fewer freshmen for fall quarter 1991. As part of the U's controlled enrollment program, on the

Twin Cities campus, 1,171 fewer new freshmen were admitted, a decrease of nearly 16 percent from last year. CLA admitted 3,494 students, compared with 4,326 last fall. On the Twin Cities campus, men were 53 percent of new freshmen; the average age was 18.4 years; high school rank figures are up this year.

Two \$500,000 endowed professorships in American Indian Studies have been funded for the Twin Cities and Duluth campuses. The Twin Cities' professorship will receive \$250,000 from the Permanent University Fund and an additional \$250,000 in income from a McKnight Foundation gift. The funding will support visiting faculty appointments.

The MAHADH (Mary A. Hulings and A.D. Hulings) Foundation recently made a \$44,000 grant to the Department of Theatre Arts and Dance M.F.A. Acting Internship program. The foundation also pledged over \$100,000 for future funding of the program. The funds support fellowships and tuition for masters of fine arts students.

Dance Instructor David P. Voss died in June after a long illness with AIDS. Voss was 53. In 1959, Voss and Loyce Houlton and other performers formed a group called Contemporary Dancers. He choreographed more than 60 works for companies including the Harbinger Company in Detroit. He also taught at the National Ballet School in New Zealand and the Victorian College of the Arts in Melbourne, Australia. He became a dance instructor at the university in 1972.

CLA Will Entice Students With Language Credit

By Joyce Wascoe

Learning a second language is going to be as important a requirement for CLA students as it always was, but from now on the college will use a carrot, instead of a stick, to entice them into language classes.

The carrot is the credit students will receive for high school work or for language training obtained elsewhere if they pass the next higher level class or if they prove their ability through testing. Theoretically, students could earn as many as 30 credits if they have the knowledge to test out of all six quarters of required language courses. Many students are expected to earn 15 credits after taking three years of language in high school.

With the extra credits on their transcripts, students may graduate sooner or spend their time taking more language classes or other courses.

This year, the CLA Second Language Task Force recommended simplifying the 1986 language requirement, which was viewed as complex, hard to explain, and difficult to implement. The 1986 requirement encouraged students to enter college with at least three years of a single second language, a much more rigorous requirement than in past years. The requirement had an impact. Nearly 51 percent of all students admitted to CLA today have had three or more years of language in high school, compared with 35 percent in 1985. Almost 91 percent of the students meet the university's entrance requirement of two years of language in high school.

What made the 1986 requirement hard for students to understand was that it did not give credit for high school language work and students who wanted to take French, German, or Spanish, and had not completed the required three years of high school language when they entered the

college, did not receive credit when they took the first three quarters of those languages in CLA. Students could get credit for the first three quarters of college work in other languages, however. Even students who took the beginning work in French, German, or Spanish at another college and then transferred to CLA lost that credit.

The rationale was that French, German, and Spanish were offered in almost every high school and students should take this entry-level coursework in high school, rather than waiting until college.

University requirements that went into effect this fall may provide an even stronger incentive for students to take language in high school, and will eliminate the need for such stringent requirements for CLA. Students applying for admission after high school will be required to have completed two years of high school language to be admitted to any undergraduate college on the Twin Cities campus. In fall 1993, this will also apply to students who transfer in from other colleges. Strong students who are admitted even though they don't have the language requirement will have to make it up once they get here, two quarters if they enter this year and three quarters if they enter next fall or later.

The 1986 requirement also encouraged students to take the less commonly-taught languages such as Russian, Japanese, and Arabic because they got credit for the first three quarters. As a result, the less commonly taught languages have seen a dramatic increase in enrollment, said Lynn Anderson Scott, CLA senior adviser and member of the task force. CLA teaches 38 second languages and 27 have a graduation proficiency test in place and can be used to fulfill the language requirement.

Noakes, Reed, Borgida Appointed Associate Deans

Following a search last summer, Dean Julia Davis appointed three associate deans for the new CLA administration.

Susan Noakes is associate dean for Faculty. She began her three-year term this fall. Noakes, originally from Chicago, is a professor of French and Italian and interim director of the Center for Advanced Feminist Studies. She studies the late medieval and early Renaissance periods in French and Italian literature, concentrating on cultural change from medieval to the early modern political and economic systems. She is interested in feminist theory and hermeneutics, a methodology of



Susan Noakes

interpretation. She would like to devote her energies to creating an increasingly diverse and lively academic community in CLA in a time of budgetary restructuring.

Noakes was director of the Women's Studies Program at the University of Kansas between 1983 and 1988. She received a Ph.D. in comparative literature from Yale University in 1975. Her publications include *The Comparative Perspective on Literature: Essays in Theory and Practice* (in collaboration with Clayton Koelb).

Peter Reed, who has been chair of the Department of English since 1988, begins his term winter quarter as associate dean for Academic Programs. He is a professor of 20th century British and American literature and has written extensively on Kurt Vonnegut. Reed, born in the United Kingdom, received a Ph.D. from the University of Washington in 1965. He received a

CLA Distinguished Teacher award in 1986.

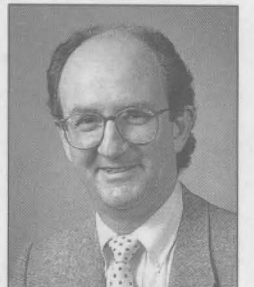
Reed said he has a particular interest in making undergraduate education user friendly for students with a curriculum that serves students well. One of his tasks will be to begin implementation of the recommendations from the Task Force on Liberal Education.



Peter Reed

Eugene Borgida will begin his term as associate dean for Planning and Fiscal Management next fall. Borgida is a professor of social psychology and studies decision making and social judgment. One of his interests in the new position is to develop a plan for the use of building space.

Borgida, born in New York City, received a Ph.D. from the University of Michigan. He received a CLA Distinguished Teacher Award in 1989. His current research project, with S. D. Penrod, is "Assessing the Effects of News Media in the Courtroom: A Field Experiment," for the National Science Foundation.



Eugene Borgida

Rick Asher, the previous faculty associate dean, is now chair of Art History. Elaine Tyler May, the associate dean for curriculum, will become chair of the American Studies Program. The current associate dean for planning, Rus Menard, will return to the History Department next fall. □

Credit Now Awarded for Language Preparation

"For students graduating from CLA fall 1991 or later, credit will be awarded for all first-year language courses including French, German, and Spanish. However, students should begin their second language study at the highest level their ability permits. Those who begin and successfully complete a higher level language course (second quarter or higher) will automatically earn credit for all courses below the level at which they began language study in CLA. Students who plan to take no further language courses may take a special exam to earn credit for as many quarters of language as their skills permit."

There is some concern that students may drift back toward taking French, German, and Spanish now that they can get credit for the entry-level classes, but the task force recommends that the college carefully manage enrollments in those languages so that "less commonly taught languages are still vigorous," said Phil Shively, the Political Science professor who chaired the task force. This may not be much of a problem because more students are beginning to recognize the benefit of having a less-commonly taught language on their resume when they graduate, Scott said.

The change was "partly a desire to work more closely with the K-12 system," Shively said. It will give positive feedback to high schools when their students can get credit for work done there. This incentive will encourage high school language teachers to make students aware that if they keep on with language in 11th and 12th grade, they can continue at a higher level when they reach college. Students who quit language after 9th or 10th grade forget so much that they must start at ground zero, he explained. "Language training can go very

smoothly from high school to here," Shively said.

Another advantage is that students who start their language training early, will have time in college to take more advanced training in language and literature and culture, Shively said. One thing discovered since the 1986 requirement was approved, Shively said, is that more students are pursuing a more advanced work beyond the second year or sixth quarter of the language.

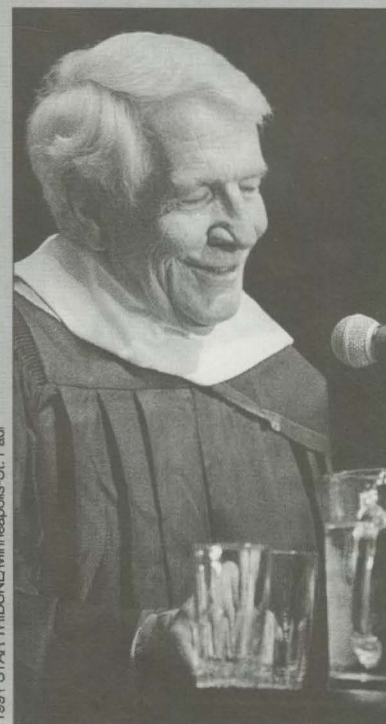
There has been dramatic improvement, Scott agreed. More students are going beyond the six-quarter requirement (two years) to take a third year. "They are hooked on it," she said. They actually find it "enjoyable. That didn't happen before."

Once students begin thinking in another language, Shively said, "it is a great liberating exercise for the mind." Also, students cannot really understand another culture unless they know the language. In addition, Shively said, "No one teaches English grammar anymore," and when you learn a second language, the grammar makes you aware of your own English grammar. ■

ALUMNI *news*

CLA Alum Harry Reasoner Dies

Harry Reasoner, who graduated from CLA with the class of 1989, died in August. Reasoner first majored in journalism at the university in the 1940s and returned for a few classes in the 1950s, but never graduated. After submitting his books to professors for his remaining classes, he was given credit for his work and delivered the commencement address in June, 1989, to the students he addressed as "Classmates." Reasoner was best known as the first "60-Minutes" co-editor with Mike Wallace in 1968. He continued with the program until his death, winning three Emmy Awards during his career. He left CBS to anchor "The ABC Evening News" with Howard K. Smith and Barbara Walters from 1970 to 1978. In the 1940s he worked for the Minneapolis Times and in the 1950s, he wrote news for WCCO Radio.



1991 STAR TRIBUNE/Minneapolis-St. Paul

18 Chairs Endowed and Still Counting

continued from page 5



Government of Finland and David and Nancy Speer Visiting Professorship in Finnish Studies

The Government of Finland and David and Nancy Speer created the first Finnish Chair in the United States. The chair will support a new visiting Finnish professor each year. The scholar can come from any discipline. These yearly visitors will bring new perspectives on teaching and research to the university and community.

Three Finnish professors have accepted invitations from the University and are expected to visit during the

1991-1992 academic year. The first to hold the visiting professorship is Aulus Aarnio, a professor of law at the University of Helsinki. He will teach about the Finnish legal system with emphasis on how the legal system reflects and impacts on Finnish society.



Raymond O. Mithun Land Grant Chair in Advertising

An active search is beginning for a fall 1992 appointment to the Mithun Land Grant Chair in Advertising. The Chair was donated to the School of Journalism and Mass Communication by

Raymond Mithun, who is one of the founders of the Campbell-Mithun Advertising Agency. The chair will expand the existing strengths of the advertising program and accelerate the school's movement toward national distinction. Daniel Wackman, director of the School, said, "We are looking for a top-notch researcher who will teach graduate as well as undergraduate students."



Lowell W. Hellervik/Personnel Decisions Inc., Professorship in Organizational and Counseling Psychology

A gift from Lowell Hellervik and Personnel Decisions Inc. has established the Hellervik Professorship in Organizational and Counseling Psychology. The Professorship is intended to support distinguished scholars who work to understand factors affecting individual and organizational performance and change. The search for a Hellervik chairholder is now in its final stages, and an appointment is expected for fall of 1992. ■

(For the 18th chair, see page 8.)

CLA *tomorrow*

January Exhibit

Through March 24
"Presswork: The Art of Women Printmakers," 65 prints by women printmakers from the 1980s from the Lang Communications Corporate collection, University Art Museum, NMA, 624-9876



Performance

***21** Susan Marshall & Company, her dance-dramas resonate with engaging, unsentimental emotion and wit, 8 p.m., Northrop Auditorium, tickets, (612) 624-2345, 105 Northrop

Women Printmakers

February Lecture

12 "Ethnic Conflicts and Power Dynamics in Northeast Africa," Muhammed Ali, International Studies, sponsored by Conflict and Change Center, 3-4:30 p.m., 215 Humphrey Center, (612) 625-0362

March Lecture

2 "Growth, Decline and the 'Quality of Life' Within Not-for-

Profit Organizations," Joseph Galaskiewicz, Sociology, sponsored by Conflict and Change Center, 3-4:30 p.m., 215 Humphrey Center, (612) 625-0362

Performances

***6, 7 at 8 p.m., March 8 at 3 p.m.** The Joffrey Ballet, Northrop Auditorium, tickets (612) 624-2345, 105 Northrop

***23** Mark Morris Dance Group, a choreographer of rare ingenuity, 8 p.m., Northrop Auditorium, tickets, (612) 624-2345, and 105 Northrop



Mark Morris Dance Group

Conference

26-28 Sixth National Conference on Undergraduate Research, undergraduates from over 200 colleges and universities, (612) 625-5813 or 625-6358

*Indicates admission charge



Murry Sidlin, Music, conducted a rehearsal by the University Chamber Orchestra and Chorus at Ferguson Hall before their performance on Nov. 21 at Alice Tully Hall, Lincoln Center, New York. Approximately 125 students participated. The School of Music was invited to perform as part of the Mozart Bicentennial. The appearance was part of a year-long Masses-in-Concert that combines concerts with reconstructions of masses performed in the 1770s. Sidlin is director of graduate conducting studies, including the conducting apprenticeship.

Photo by David Rae Morris, Minnesota Daily



Dean Julia Davis, Leaetta Hough, Marvin Dunnette, and Regent Elton Kuderer

Marvin Dunnette Honored With Endowed Chair

The college's newest endowed chair was formally presented in late August when Psychology Professor Marvin Dunnette was honored with the Marvin Dunnette Distinguished Professorship in Applied Differential Psychology.

This is the first chair endowed by former students. Together they raised \$250,000 which was matched by the Permanent University Fund.

Dunnette, who founded Personnel Decisions Inc. (PDI), works extensively in the field of individual and group differences. A university graduate, he is best known for his work in personnel selection and investigation of human performance at work.

The endowed chair will support a new faculty position in industrial/organizational psychology and individual differences.

The nationwide fundraising for the chair was led by Dunnette's former

students Lowell Hellervik, chief executive officer of PDI, and Milt Hakel, psychology professor at the University of Houston.

The Dunnette chair was funded by the following donors: Don and Carol Birkeland, David Campbell, John P. Campbell, Howard C. Carlson, Marvin Dunnette, Sheryl Dunnette, Milton D. Hakel, Lowell and Cay Hellervik, Michael and Judith Hopp, Leaetta Hough, Robert F. Silzer, George and Carolyn Milkovich, Richard Arvey, Karen Grabow and Keith Halperin, James C. Johnson, Steven E. Mayer, Andrea Molberg Basford, Walter Borman, James E. Champion, John Darley, Brian L. Davis, Robert W. Eichinger, Timothy Gartland, Thomas D. Hollmann, Geula Lowenberg, Norman Peterson, Lance Seberhagen, and Personnel Decisions Research Institute. ■

CLA *today*

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

Penelope Krosch, Head
 University Archives
 10 Walter Library