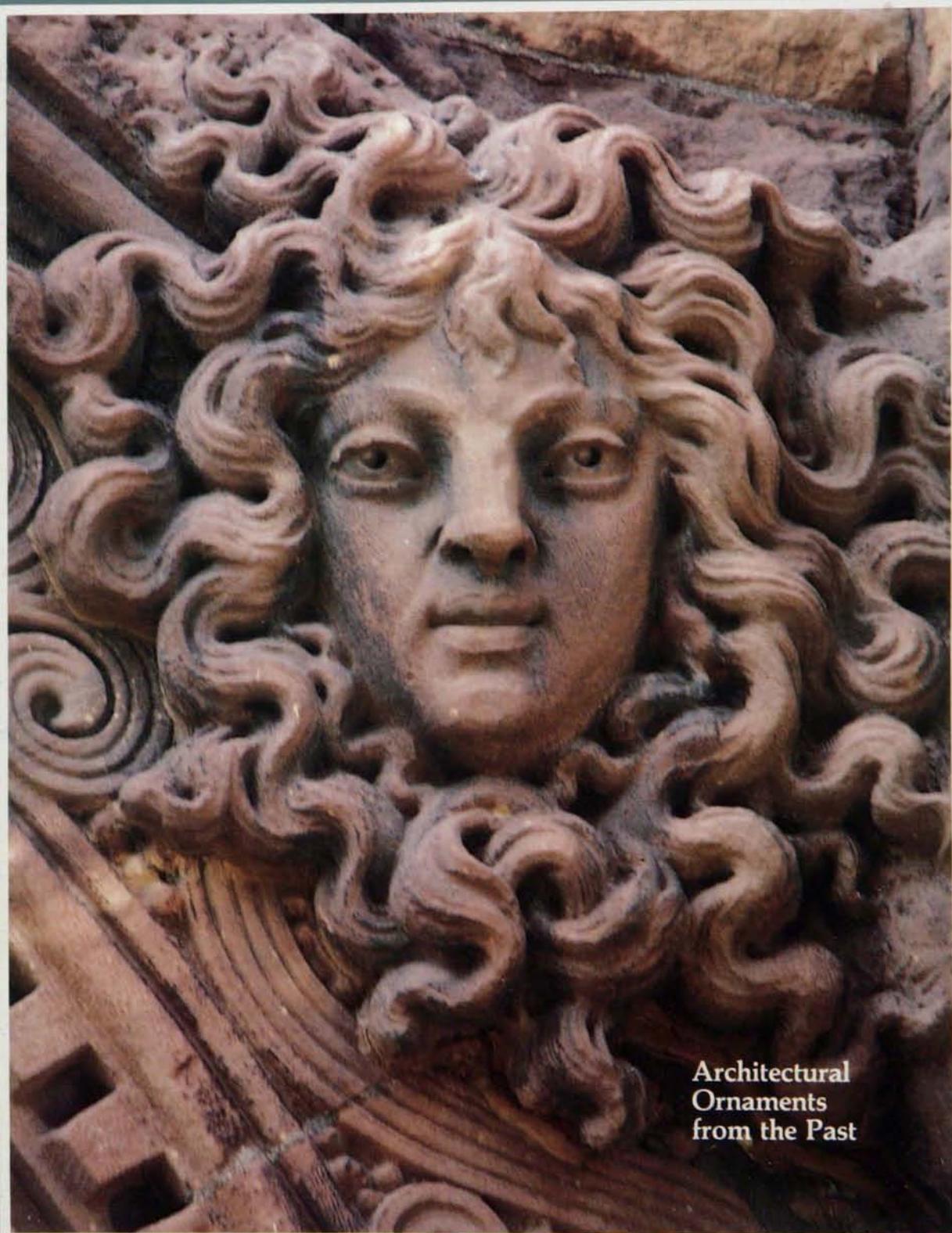


NOVEMBER•DECEMBER 1986

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University of Minnesota Alumni Association



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"It was a summer trip, made in those marvelous months of light coming early and lasting late. When the colors stay clear from 5:00 a.m. to 9:30 in the evening. When the world poses for the photographer and pleases his lens.

"Our objective was to see America, not just the blur of 55 on same-speed interstates that only let you stop for gasoline: but to see, instead, the small towns and the big cities, the front porches and the roadside strips, the Ma and Pa Ketch-a-bites, and the franchised Burger-land Kings."

The words are architecture professor Roger Clemence's as he describes his travels down U.S. Route 20, which we have chronicled in this issue. Clemence uses a place journal to record his observations, a way of looking at architecture and our environment that was developed by University lecturer and Minneapolis architect Sarah Suzanka.

Connections, hopscotching sequences, pairs of Dubuques, repeating traditions, symbols of pride and caring, honky-tonk desecration, reinforcements, messages conveyed, memorable mixes, dominant forms, a sense of belonging. All come alive in Clemence's story because he is a master at mixing novice and expert and at making both perceive their environments and discover their relationships to it.

We wanted to do our best on Clemence's story because all of us—editor, writer, and designer—have been challenged, befriended, enlightened, cheered, and taught by Professor Clemence. Mathews Hollinshead, author of "Romancing the Road," was interviewed by Clemence in 1980 when he was applying to be a student in the School of Architecture. Designer Shannon Churchward was a student in one of his landscape architecture classes in 1978. I was a student of his in Urban Journalism in 1972, a class that in the days of brave new worlds of "new towns in town" brought together students from architecture, journalism, social work, and other areas to study the urban environment as a whole. I was a member of a team whose job was to help the Payne Avenue neighborhood in St. Paul match its environment to its remarkable sense of place.

It seemed like a gift then to be able to look at a place—or a job, or a manuscript, or a work of art—with an understanding of someone else's perspective and to appreciate it for that, and it seems like a

gift today, a gift for which three of us say thanks.

It's October 6 and this is absolutely the last column, department, or feature to be written for this issue. All the other material was written and turned in by September 1 and was planned at least six months before that. The holidays and New Year are long gone at *Minnesota* magazine, and we are planning our May/June issue.

That means that John Gutekunst has made his season coaching debut and that the Gophers have beaten Bowling Green, lost to Oklahoma and Pacific University, and beaten Purdue. It means that before we are finished proofing this issue for the last time, homecoming will have come and gone.

It also means that the Minnesota Alumni Association (MAA) has hosted "The Great Minnesota Rouser Leadership Day," attended by 250 alumni and friends. Kenneth Blanchard, coauthor of *The One Minute Manager*, was the guest speaker, donating his time, talent, and copies of his book. Lutheran Brotherhood donated its beautiful building, and dozens of other companies and individuals helped make leadership day a success.

In *Minnesota* this issue we were able to profile David Eckholm, who received the MAA's National Volunteer of the Year Award because we knew early enough that the selection committee had chosen him for the honor and we held a spot for the story. We weren't able to report on the other honors of the day: the College of Biological Sciences Alumni Society was named constituent society of the year; the Washington, D.C., chapter was named alumni chapter of the year; Everett Dale, '49, of the Institute of Technology (IT) Alumni Society was honored for his long-time service to the University, MAA, and IT; the Detroit, Boston, and Martin County, Minnesota, chapters were named honor chapters; the Medical School, College of Liberal Arts, and Institute of Technology were honored for their 1985-86 alumni programming. But we plan to cover these honors more completely in our year-end summary issue.

We could complain that we don't have time to do the day justice, but Ken Blanchard alerted us and all those who attended that we have all the time there is—24 hours. Can't have more than that.

Let's just say, in November/December we haven't got the space.

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University of Minnesota Alumni Association

NOVEMBER/DECEMBER 1986

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What's a Parent to Do?

Margaret Sughrue Carlson

Occasionally my professional responsibilities mesh closely with my personal life, and the Minnesota Alumni Association's role in student recruitment is one of those times. On the one hand, I am a salesperson for the University of Minnesota, encouraging students and parents to consider the academic benefits of our fine institution. On the other hand, I'm a consumer as my sixteen-year-old daughter, Julie, and I consider the vast array of higher-education options—more than 5,000—available to her.

Until the past decade, recruitment of students was almost foreign to the admissions department at the University of Minnesota. In 1985, in spite of enrollment decreases that left 56,076 full-time day enrollments and 110,707 part-time and night enrollments, the Twin Cities campus is still the largest in the nation.

With such astronomical enrollment figures, why has student recruitment become an issue? The answer lies with University President Kenneth H. Keller's plan to elevate the University from its status as one of the top ten public universities in the country to one of the top five. As an integral part of his plan, "Commitment to Focus," the quality of education will improve as the natural decline in the number of college-age students and higher entrance requirements bring falling enrollments—and the dollar value of resources remains constant.

Two years ago, the University decided to actively seek out high-ability students. As primary recruiters, the Office of Prospective Student Services and the individual collegiate units teamed up to recruit high-ability students, and the Alumni Association was invited to join the effort.

In explaining the art of recruiting, John Printz, assistant director of the Office of Prospective Student Services, talks of an admissions funnel. "At the large end of the funnel, you start with a large number of prospects, some of whom become inquirers, some of whom become applicants, some of whom are admitted, and finally, some who enroll." According to Printz, once students get into the funnel, the decision-making process comprises a number of factors: familiarity with the college or university; reputation of the institution; availability of selected academic programs; location of the institution; choices made by social friends; and

cost of the educational experience. The University of Minnesota, says Printz, scores high in a number of these areas.

The University's location is unique. Few major universities are located in a large metropolitan area with unlimited cultural, business, and recreational opportunities. The cost of tuition, room, and board at the University is approximately \$4,300 per year for in-state or reciprocity students from Wisconsin and North and South Dakota. Out-of-state cost is approximately \$7,100 per year. Compared with most private colleges, with costs of \$14,000-\$16,000 per year, the University offers an excellent return on investment.

Despite these strengths, the University faces a major problem as it recruits high-ability students: it is taken for granted. Few students in the top 20 percent of Minnesota high schools even apply to the University; fewer actually enroll.

During the past year, Peg Peterson, director of the association's alumni chapter program, has joined forces with the University to address this problem by helping to familiarize prospective students with the University—to influence them to enter the "admissions funnel" of the University. More than 500 student recruitment alumni volunteers contacted more than 2,000 high-ability high school juniors and seniors in Minnesota, Wisconsin, and Illinois. All National Merit Scholars who named the University of Minnesota as their first choice were contacted by the alumni office, and telephone contacts were made to more than 160 state high school counselors reminding them of scholarship information and deadlines.

Although we can be proud of our recruitment efforts, a big challenge can be met only by you, our 38,000 readers of *Minnesota*. "We identify students using test scores, but we don't find out the names of these students until the spring of their junior year," says Printz of the Office of Prospective Student Services. "That's too late. We need to start working with sophomores, but we don't have a systematic way of identifying them."

You can help recruit high-ability students for the University in a number of effective, informal ways:

- Scan your local newspaper for news of outstanding prospective students and forward their names to the Alumni Association. We will include them in the



Margaret Sughrue Carlson is executive director of the Minnesota Alumni Association.

admissions system. When a student has received an award or honor, send a congratulatory note and encourage the student to consider the University.

- Identify yourself as a University graduate in your dossier, press releases, and social and business conversations. Doing this might motivate students to consider the University because of admiration for your achievements.

- Promote the University to parents and students in your community. In one-to-one conversations, share your University experience. Remind Minnesotans that the University offers a \$1,000 grant to any entering freshman in the top 5 percent of his or her high school graduating class. For other students, financial aid is available in grants, loans, and work study.

- Familiarize junior and senior high school education professionals with the University by volunteering to speak to groups of prospective students or to serve in a referral capacity, answering questions that individual students might have.

Why should alumni take on these responsibilities for the University? The answer is simple: you enhance the value of your degree by helping recruit quality students and by contributing private and corporate dollars for excellent instruction and research. The value of your degree is assessed not by the prestige of the institution when you graduated but by its current reputation and standing.

In your role as an alumni recruiter, you will meet students who are certain that the University of Minnesota isn't among their preferences. I tell those students what I tell my daughter Julie: keep the University of Minnesota on your list of college choices. You'll be doing yourself a favor by comparing your choices with the best of the best.

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The Challenge of Membership

Harvey Mackay



Harvey Mackay, '54, is the 1986-87 national president of the Minnesota Alumni Association. He is president of Mackay Envelope Company of Minneapolis.

Minnesota: Who is Harvey Mackay and why does he care about the University?

Mackay: My parents taught me a sense of responsibility about becoming involved and taking an active part in institutions I believed in. The University met that criterion perfectly. I'd gotten so much out of the University, I wanted to give something back. So it was a natural progression.

Minnesota: How and why did you choose to attend the University?

Mackay: I was a hero worshipper. People I admired, like Hubert Humphrey, Eric Sevareid, Max Shulman, Tom Heggen—and my sister—had all attended the "U." There it was, just a few miles from my doorstep, and I wanted some of the magic to rub off on me.

Minnesota: How important were your parents in your decision? In your attitude toward education?

Mackay: My mother was a schoolteacher. My father was a journalist . . . and very active in many community and University events. My mother drummed the importance of a "U" education into me, and my father supercoated it with a sense of the excitement of the place. It was an irresistible assault on my teenage psyche, and I bought in completely.

Minnesota: What sort of experience did you have as a University student?

Mackay: I've always thought of my four years at the "U" as the best three and a half years of my life. (Chemistry 101 in my junior year was not a joyous life experience.) I was exposed to people like Harold Deutch. Though I've long forgotten the specifics of modern German history, I haven't forgotten his enthusiasm, his intellectual curiosity . . . and his character. Those are lessons I try to draw from every day.

Minnesota: How does your experience relate to what you see happening at the University today?

Mackay: The opportunities today . . . both in the University and in the world outside the University . . . have increased explosively. There are more choices, there are better choices. There are better students, better facilities, a better morale, and a greater sense of pride in the University.

Minnesota: Why did you formally join the Minnesota Alumni Association (MAA)?

Mackay: I was proud to be a Univer-

sity graduate. It had been a great experience, and I wanted to extend it.

Minnesota: What did you think you could accomplish by being part of an association that you couldn't as an individual?

Mackay: There's no substitute for teamwork.

Minnesota: What is your top priority as the national president of the MAA?

Mackay: Broadening our alumni support. Right now, only about 13 percent—32,000 out of 250,000—of Minnesota alumni are members of the MAA. Fully one-third of all Michigan and Ohio State graduates are members of their alumni associations. It's no coincidence that the two schools often regarded among the most powerful, popular, and successful institutions in the Big Ten also happen to be the two schools with the largest and most active and visible alumni associations. The University of Minnesota needs its alumni—just as we each once needed the University. We're needed to augment our numbers and show our concern in order to continue to improve upon the fine support we get at the Minnesota legislature. If we don't care that much about our school, why should we expect the legislature to care?

Minnesota: Can you give some examples from your past experiences of working for the University when a group can accomplish something that an individual can't?

Mackay: There are countless examples of the power of the collective vision. A few years ago, Dr. Frank Bencrisutto and the University of Minnesota Concert Band were honored with an invitation, the first issued to a United States university band, to perform in China. This incredible, once-in-a-lifetime experience seemed like a \$200,000 impossible dream. Not so—an appeal for financial help mobilized a task force, and within 30 days, the "Minnesota Rouser" was bound for Beijing, China.

Minnesota: Is there a danger of getting too many nonpassionately involved MAA members, instead of a core of those truly committed to the University?

Mackay: No. We're all nonpassionate members of some organizations and passionate members of others. Every organization needs a variety of member types: worker bees, queen bees, even a few drones just to sit around and fertilize the

place.

Minnesota: What are the major obstacles to increasing membership?

Mackay: There's only one: apathy, the attitude that it can't be done, so why bother? It can be done—and it will be.

Minnesota: Can you increase membership without increasing benefits?

Mackay: You can increase membership while decreasing benefits—the minor perks—because you're always going to retain the major benefit—the sense of pride and participation in the growth and well-being of a great University.

Minnesota: How can MAA members help?

Mackay: By personally asking their friends and associates to join. By seeking the level of participation that coincides with their individual needs.

Minnesota: How can you present the hard issues facing the University but still be effective?

Mackay: It's a lot easier to get good people involved when there are hard issues than when there are a lot of mushy ones. When you get good people, you get good results.

Minnesota: What's the toughest challenge facing the association right now?

Mackay: Making nonmember alumni aware of how important their membership in the MAA is to the future of the University.

Minnesota: What's the toughest challenge facing the University right now?

Mackay: Exactly what it should be: meeting the goals that President Ken Keller has laid out in "Commitment to Focus." The fact that the goals are clearly articulated—and that the "U" and all its support groups like the MAA are on board—is a major plus in achieving this program.

Taking the Lead

National leaders of the Minnesota Campaign were introduced October 8 at the National Leadership Homecoming at the Radisson Hotel.

Chairing the West Coast Area is Elbert S. Hartwick, '30, former senior vice president of Carnation Company. Aiding Hartwick is Jan Goergen, '57, chair of International Capital Corporation. The West Coast Area is headquartered in Los Angeles and has been in operation since January 1986.

Irving Shapiro, '41, attorney and senior partner of the Delaware firm of Skadden, Arps, Slate, Meagher, and Flom, is the chair of the Northeast Corridor. Shapiro is a former chair and chief executive officer of DuPont. Joining Shapiro are George Piercy, '38, retired senior vice president for Exxon Corporation; Melvin Steen, '29, a New York attorney and partner and founder of Cleary, Gottlieb, and Steen; and Erick O. Schonstedt, '41, in Washington, D.C.

The goals of the nationwide network, says Russell Bennett, Minnesota Campaign executive committee chair, are to raise the visibility of the University in regional areas, create a core of sophisticated fund raisers, and introduce University supporters to the larger community. Each region is opened by introductory contacts with key volunteers, followed by the establishment of an office that is staffed for up to six months while initial calls and solicitation plans are made.



Opening, intermediary, and closing events are planned featuring Minnesota Campaign Chair Curtis L. Carlson, University President Kenneth H. Keller, and Russell Bennett. Area volunteers carry out campaign solicitation.

Regional offices are scheduled to open in Houston in March of 1987, and Chicago in September of 1987.

Count Down

Since September several more faculty positions have been created with private gifts matched by Permanent University Fund dollars. That brings the total number created since the campaign began to 49.

The 3M Foundation and 3M employees have donated up to \$3 million spread over the years 1987-1991. The gift includes \$2 million from the 3M Foundation for two endowed academic chairs. Another \$1 million could be gathered from a three-for-one matching fund of foundation and employee contributions: the 3M Foundation will give \$3 for every \$1—up to \$250,000—donated by employees and retirees. The company will also accelerate payment of \$400,000 due on a previous pledge for a chair in human systems management.

The Cargill Foundation has given \$1

million to the University. The Department of Agricultural and Applied Economics will receive \$500,000 of the gift, the Medical School will receive \$400,000, and \$100,000 is undesignated.

Other new chairs and professorships include the following:

- The Arthur Andersen and Company-Duane R. Kullberg Chair in Accounting and Information Systems for the School of Management. Kullberg, '54, is managing partner and chief executive officer of Arthur Andersen and Company, a leading international accounting firm.

- The Sage Cowles Chair in Dance in the College of Liberal Arts established by John and Sage Cowles to cultivate a new era of dance at the University. Sage Cowles, a dancer and choreographer, attended the Spence School in New York. John Cowles is a director of Cowles Media, which founded the *Minneapolis Star and Tribune*.

- The Jay Phillips Chair in Surgery, Medical School. Phillips, president of the Phillips Foundation, member of the New York Stock Exchange, and founder, retired chair, and current director of Ed Phillips & Sons, is a longtime supporter of the University and Medical School. The chair will be occupied by the person who at any time holds the position of chair of the Department of Surgery. John S. Nait-



tion is the current recipient of the chair.

• The Shell Distinguished Chair in Chemical Engineering, Institute of Technology, in the department of chemical engineering and materials science. The chair was established to recognize the need for major research support in the nation's leading research universities. Other chairs have been established at Stanford, Princeton, the University of California, Berkeley, and the University of Texas, Austin.

Kay Slack

Kay Slack, '49, member of the Minnesota Campaign executive committee representing the Duluth campus and chair of the Duluth campaign committee, is also a Duluth Hall of Famer.

She received the honor in 1983 after a career of community service that continues today. She has served as a founding member of the Duluth-Superior Area Community Foundation and was its first president, the Duluth Clinic Education and Research Foundation, the Bayfront Park Association, St. Louis County Heritage and Arts Center, United Way of Duluth, the Area Mental Health Board of Northeast Minnesota, the Duluth-Superior Symphony Association, and the Junior League of Duluth.

For her service to the community, the Junior League of Duluth named her Volunteer of the Year and Sustainer of the Year.



Michael W. Wright

Michael W. Wright has agreed to chair the Minnesota Campaign endorsement gifts committee. Wright graduated from the University with a B.A. in history in 1960 and was captain of the Gopher football team in 1959. He earned national all-academic team honors and was an all-pro tackle for the Winnipeg Blue Bombers of the Canadian Football League.

After graduating from the University's Law School with honors in 1963, he joined the Minneapolis law firm of Dorsey, Windhorst, Hannaford, Whitney, and Halladay and became a corporate law specialist for the firm. In 1977 he joined Super Valu and became chairman in 1982.

Wright is a longtime supporter of both men's and women's athletics and the Law School at the University. He has served as a member of the Minnesota Foundation's board of trustees since 1981, chaired the University's annual giving drive in 1984-85, was president of the M Club, and is a member of the Minnesota Alumni Association.

As chair of the gifts committee, Wright will oversee the solicitation of up to 250,000 University friends and alumni. Their gifts will compose approximately \$15 million of the \$300 million goal.

Correction

William "Jerry" Shepherd, chair of the faculty/staff drive of the Minnesota Campaign and recipient of the University of Minnesota Regents Award in 1974, was incorrectly given the title of Regents' Professor Emeritus in the September/October 1986 issue of *Minnesota* due to an editing error. Shepherd, who was University vice president of academic affairs from 1963-73, was also not associated with the Pierce-Shepherd Tube while he worked at Bell Telephone Laboratories.

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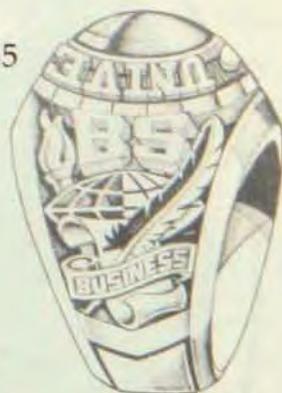
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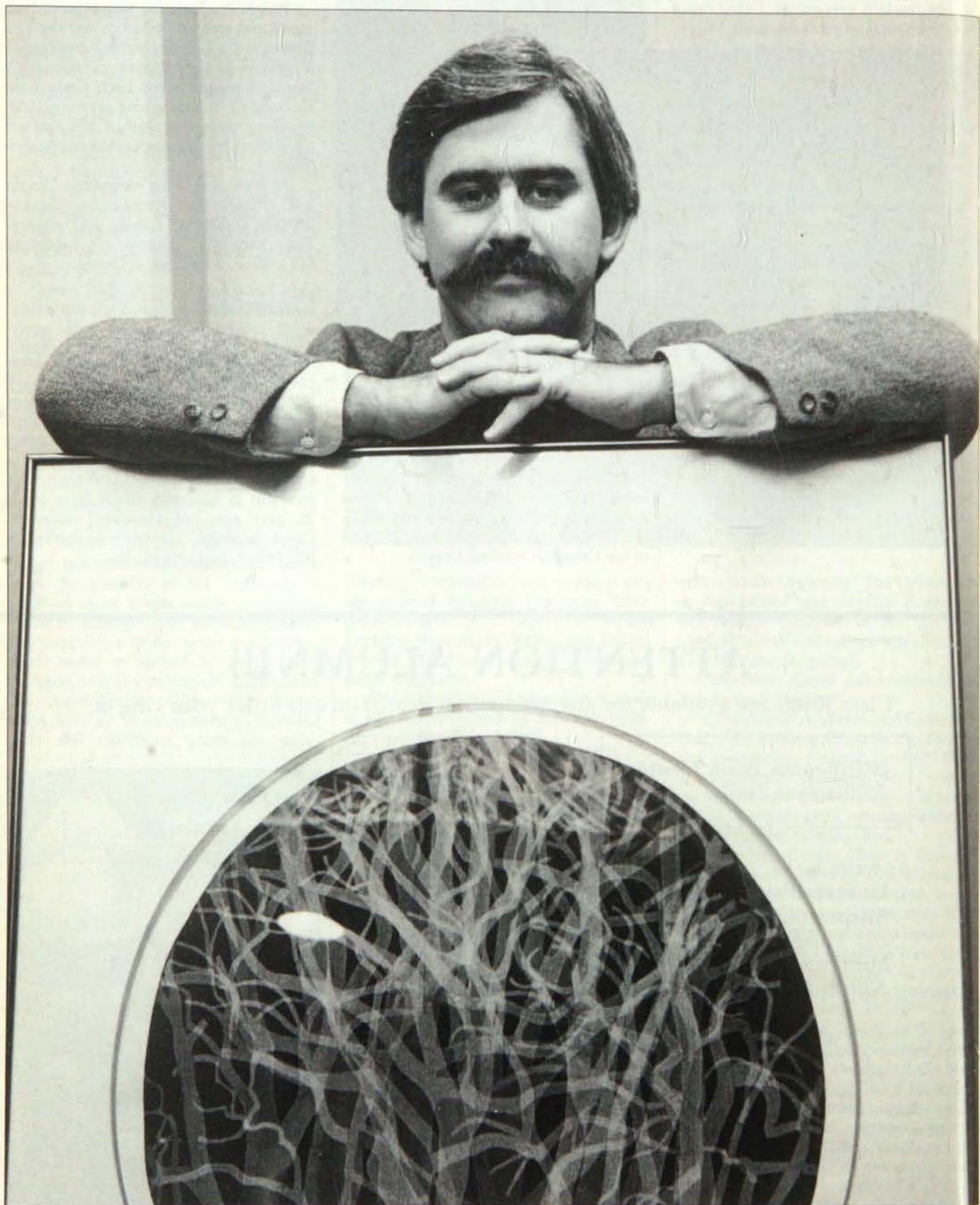
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DOWN TO A SCIENCE



National Volunteer of the Year David Eckholm holds an original print by University faculty member and noted artist Eugene Larkin, a gift from the Alumni Association.

In a sparsely furnished office with moving boxes sandwiched between a long bureau adorned with family portraits, and a bookcase filled with financial, mathematical, and managerial reference books, David Eckholm laughs softly as he admits he's hardly in his office long enough to notice the disarray caused by a recent office switch. His job as director of management services at Land O'Lakes demands at least 25 percent travel time, he devotes as much time as he can to his family, and in between he makes time for the flurry of alumni volunteer activities that have earned him the National Volunteer of the Year Award of the Minnesota Alumni Association (MAA).

Eckholm, 1985-86 president of the Biological Sciences Alumni Society (BSAS), was honored at the MAA's "Great Minnesota Rouser" Leadership Day in September and was awarded an original print by artist and Minnesota faculty member Eugene Larkin.

His leadership is the backbone of the phenomenal year of BSAS, which was selected as MAA Outstanding Alumni Constituent Society of the Year. But Eckholm says he's just part of the team effort. "It's partly my nature that I think this honor needs to be put in its proper perspective," he says. "If we started making a list, we could come up with several pages of people who donated a substantial commitment of time and energy and exceeded their own personal expectations. That needs to be recognized."

Concentrating on a yellow plastic Land O'Lakes coffee mug while collecting his thoughts, Eckholm says the managerial nature of his work carries into his volunteer activities. He sees his leadership position as "investing time up front in an organization to figure out what we want to do and to get people interested, enthusiastic, and wound up to do it."

Eckholm speaks softly, often pausing to carefully choose his next words. His large salt-and-pepper mustache seems to further soften his well thought out phrases as he talks about his involvement in the Alumni Association. "I do like working with other alumni. The University was an important factor in the development of my career as well as my personal interests," he says.

An MAA member since graduating with a Bachelor of Science degree in biology in 1973, Eckholm says he became more involved in the association when the College of Biological Sciences (CBS) organized its constituent society in 1980. He completed his Ph.D. in administration in the College of Education in 1981, with a major part of his program taken through the Institute of Public Affairs—now the Hubert H. Humphrey Institute of Public

The Minnesota Alumni Association's 1985-86 National Volunteer of the Year, David Eckholm of the College of Biological Sciences Alumni Society, has mastered the art of volunteering

Affairs. He joined the BSAS board of directors in 1983 to fill out the term of a member who left and was accepted to the board for the full three-year term the next year.

Jane Porterfield, who has worked with Eckholm on the board since he began, describes his leadership strength: "Dave brought to the group a businessman's mind. He took a larger look at projects—budgets and all. He's good at delegating duties and responsibilities and makes you feel needed."

Porterfield says that Eckholm, as a member of the nominations committee, wrote BSAS's first annual report. The report, which covered the organization's past five years, increased enthusiasm in the society and resulted in more nominations for board positions than ever before.

Porterfield also credits Eckholm with the enormous success of the College of Biological Sciences' twentieth anniversary celebration, which included a lecture by Jane Goodall, author and primatologist. Working with a low budget, Eckholm managed to overcome expenses of at least \$6,000 for the lecture and obtain "phenomenal advertising in the cheapest manner," Porterfield says. The lecture drew 3,180 and the project earned about \$4,000 for BSAS, which went toward its Merit Scholarship Fund.

As usual, Eckholm balks at taking individual credit for the project but instead stresses the team effort. "The real success of the advertising was the organization. We set some guidelines . . . and did some very early-on planning on what our promotional strategy should be."

BY ANN MUELLER

One outcome from the anniversary celebration of which Eckholm is proud are the contacts that were made for the college. "It couldn't have been done without the participation of the Bell Museum," he says. By having the museum cosponsor the Goodall lecture, BSAS met another goal of developing a working relationship with that organization. Eckholm says he is also pleased with the interaction between faculty, students, alumni, organizations, and companies outside the college during the event. "These contacts will, I think, make the difference in the years to come."

Eckholm also helped BSAS further develop the Undergraduate Research Grants Program—a program that, after a little prodding, he admits that he initiated. "One major hurdle that we did get over this year was to get the program to the point where it can sustain itself," he says. A CBS phone campaign to potential donors raised \$40,000 in endowment funds to match a \$13,000 challenge grant by a donor.

Porterfield says that Eckholm also helped raise the Merit Scholarship Fund from a few hundred dollars to the \$10,000 required to create an endowment account, from which at least three \$500 scholarships are awarded annually.

Through BSAS's education committee, the traveling exhibit, "Understanding Life's Connection—A Biological Perspective," was created and sent to secondary schools. The connections made with this program and other educational ventures have resulted in more contacts in the education field and helped lure some of the state's top education leaders to serve on the BSAS board next year.

Eckholm credits the overall success of the year to "a lot of people who beat themselves. I think I did, too. I didn't expect to get the kind of participation that we did from all the different science organizations."

Eckholm admits he has a hectic schedule but says, "I find that I get more done when I have a lot to do. I don't see myself as someone with the personality where I can sit still."

One area he always makes time for is his family.

He and his wife, Mary Ellen, and their two young daughters live in Shoreview, where they are finishing a house east of White Bear Lake. Eckholm says that spending time with his family "doesn't leave a lot of time for time-consuming personal interests outside of my job or organizational activities." And family matters take priority over outside interests because "with family activities, you don't get a second chance."

Ann Mueller is a senior majoring in journalism and political science.



ATHLETIC CONUNDRUM

To most alumni who completed a recent survey, academics and athletics aren't mutually exclusive.

The role of athletics at the University has been discussed by everyone from regents to professors to students since the arrest of three former Gopher basketball players for an alleged sexual assault in January. The three players were acquitted of charges, but the incident started a ball rolling through the University that mushroomed into a wide-ranging discussion of academic standards of athletics.

How did problems in the men's basketball team come about? Who is responsible for seeing that athletes make satisfactory progress in personal development and class work? What role should athletics play at the University? How can graduation rates be improved? Should the University set higher standards for athletes than it does now? Would higher standards be the kiss of death for winning teams?

Those were the types of questions posed to 304 alumni in a June survey commissioned by the Minnesota Alumni Association (MAA). Of those respondents, 90 percent said the University could be competitive in athletics while maintaining academic standards for student athletes.

Most of those polled didn't think athletic records were very important in determining the University's overall reputation. Forty-two percent indicated team records were somewhat important, but only 19 percent said they were very or extremely important. And an overwhelming majority—94 percent—said that their monetary contributions to the University were not affected by the performance of men's athletic teams.

University President Kenneth H. Keller agrees that it's a myth that overall donations to universities hinge on their athletic teams' performances. "No study that has

Do polls on complex issues such as University athletics help or hinder? They help, says University President Kenneth H. Keller

By Gwen Ruff

ever been done has shown a correlation between winning athletic teams and contributions to anything other than athletics," he says. "It does not turn out, in accordance with any of the half-dozen studies that have been done, that contributions to the rest of the university are improved by winning teams."

Keller says results of the MAA poll on winning and losing suggest "a good attitude on the part of our alumni, that put in proper perspective, they want exciting athletics but not necessarily athletics that are going to get us to a bowl game every year. Of course, the implication is that we shouldn't judge our coaches or our players entirely by their win-loss records."

But survey opinions on winning teams also contradict Keller's experience.

"We've also found in the past the reality that when the win-loss record hasn't been adequately high, the public—and indeed many of our alumni—have written and complained and argued that we should change the coach, even though that coach may be developing these youngsters as adequate students and developing them in good personal terms. . . . It's important that [alumni] recognize and respond to that proper set of values when we're not winning a lot of games."

Although the University has a part to

play in ensuring student athletes' academic success, most of the onus falls on the young people themselves, poll respondents said. Eighty-eight percent said athletes were responsible for problems in the men's athletic department; 73 percent said coaches were also responsible.

Student athletes *should* also benefit most from intercollegiate competition, 53 percent of alumni said, but many of those polled were confused about who *does* benefit. Only 18 percent of the respondents indicated that student athletes get the most benefits; 28 percent said fans, donors, and the public benefit the most; and another 30 percent didn't know who benefits.

A little more than half—57 percent—said the University should set its own standards for student athletes regardless of what the Big Ten or National Collegiate Athletic Association does. But 51 percent of the alumni polled were against freshman ineligibility, an idea favored by Keller.

"There's an interesting contradiction in many parts of the responses between what alumni seem to say they want to accomplish and the ways one might go about doing it," Keller says.

Although the poll indicates alumni would like to see more emphasis on academics for athletes, Keller thinks not allowing freshmen to play would be one of the best ways to improve athletes' "academic orientation."

"There would be a year in which athletes could adjust to the University, could meet students outside their athletic environment, and could catch up in areas in which they may have deficiencies," he says. "Yet the poll appears to reflect that many alumni don't think freshman ineligibility is necessary or appropriate."

Making freshmen ineligible to play is one of the recommendations made by a



ALUMNI POLL

task force on intercollegiate athletics that delivered a report to Keller in May. Another group of University and athletic department administrators is responsible for determining how many suggestions can be carried out, and then implementing those plans.

Nearly half of the alumni polled—44 percent—said they don't think the University is committed to student athletes' educational development.

Keller says it's easy to draw that conclusion based on the University's record. "I think that the general sense that we haven't paid enough attention to that is accurate," he says. "However, with the recommendations of the task force I appointed, we are changing that. We want to be responsive to that concern because we share it."

More than half of those polled said athletic department boosters contributed to the problems in the men's athletic programs. The media also have to share some of the blame, 56 percent of the respondents said.

"I was pleased to see alumni aware of that," Keller says. "At the same time, we all have to recognize that while the press can create a certain amount of public interest in a situation, they also are responding to a public interest. The people who edit and publish newspapers find that their readers have a tremendous and intense interest in intercollegiate athletics, and so they provide a great deal of press coverage of those events."

Indeed, most alumni polled knew about problems in the men's athletic department. In the Twin Cities area, 86 percent of respondents were aware of problems; 60 percent of alumni in outstate Minnesota and 42 percent of alumni in other states said they had heard of problems.

Troubles in men's athletics were linked to the broader issue of student graduation rates after news stories were published about the low graduation rates among University basketball players. The Board of Regents spent several meetings discussing graduation rates and how Keller's plan to improve the University, "Commitment to Focus," might affect those rates.

Most alumni polled thought the University's graduation rate was higher than the actual 17 percent who graduate in four years. Only 9 percent indicated the correct category in response to that question.

In a follow-up question, 84 percent of

alumni polled said that lack of money accounted for the 17 percent graduation rate; 35 percent attributed it to a lack of student commitment to studies.

Keller agrees somewhat with those opinions but sees things a little differently. "If you look at the number dropping out after the first year . . . they're dropping out because they're unprepared or because they're in a school that wasn't what they expected because they really hadn't thought all of that through," he says. "I'm not a devotee of people having to graduate in four years, but I do believe if you come to the University to get a degree and you don't do that, you haven't achieved what you want or what we want."

Keller says that's where preparation requirements can help. Regents voted 10-2 in July to approve increased entrance standards for high school students who will begin classes in 1991. Students will be expected to have completed four years of high school English, three years of mathematics, three years of science, two years of social studies, and two years of a foreign language. Students who don't meet the requirements can make up courses before their junior year at the University.

Most alumni surveyed—57 percent—didn't agree with raising the requirements.

Keller argues that preparation standards will give prospective students a better idea of what will be expected of them. "The people who come to the University will be those who are challenged even knowing that we have a rigorous program," he says. "Those people are just simply more likely to finish and to do well. That self-selection is probably a better way of selecting students than our attempt to choose some arbitrary grade point average and test scores."

Keller maintains that polls give him a picture of what alumni are thinking. They are also valuable because they provide a measure of how well he has communicated ideas—a problem at the University with about 250,000 living alumni, he says.

"It becomes clear from a poll like this that there's confusion about the facts. It makes it clear where the gaps in communication have been, and it grades us on communication. It gives us a job to do, and that job is to communicate better."

Gwen Ruff is a University News Service writer.

In June of 1986, the Minnesota Alumni Association commissioned a telephone poll on athletics and academic standards at the University of Minnesota. The poll was conducted by N. K. Friedrichs & Associates, an independent polling firm. Half of the 304 people surveyed were men, half were women. Of the total surveyed, 145 lived in the metropolitan area, 67 were Minnesota residents outside the metropolitan area, and 92 were residents of other states. Of the total surveyed, 185 had never made a donation to the University of Minnesota, 71 were current donors, and 47 were previous donors. A summary of the results follows. Numbers have been rounded off to the nearest percentage point. The margin of error is plus or minus 5 percent.

RESULTS

Are you aware of any problems in the University's men's athletic programs?

- Yes 67%
- No 33%

Who may have contributed to the problems? (Options given by poller.)

- Athletes themselves 88%
- Coaches 73%
- University administration 57%
- Press 56%
- Donors who contribute money to athletic programs 53%
- Alumni 44%
- Fans 42%
- Alumni Association 31%
- Student body 19%

Who should assume responsibility for the conduct of student athletes? (Options given.)

- Student athlete himself 98%
- Coaches 89%
- Athletic director 86%



University president 51%
Board of Regents 44%

Is there anyone else who should assume responsibility for the conduct of student athletes?

No other person 81%
Miscellaneous others 6%
Parents of athletes 5%
U. administration 5%
Fans/Boosters 3%

Who should benefit most from intercollegiate athletics at the University? (Options given.)

Student athletes 53%
University, as an educational organization 32%
Fans, donors, and general public 13%
Student fans/Student body 1%
Don't know 2%

Who does benefit the most?

Don't know 30%
Fans, donors, and general public 28%
Student athletes 18%
University, as an educational organization 17%
Others 1%

Can the University be competitive in athletics if it maintains academic standards for student athletes?

Yes 90%
No 9%
Uncertain 2%

Is the University committed to the educational development of its athletes?

Yes 42%
No 44%
Uncertain 14%

Should the University set its own academic standards for its athletes, independent of the "NCAA" or the "Big 10"?

Yes 57%
No 38%
Uncertain 5%

Should coaches be held accountable for the academic progress of their athletes?

Yes 65%
No 32%
Uncertain 3%

Should athletes be required to make progress toward a degree?

Yes 98%
No 1%

Should student athletes be paid for their athletic performance, in addition to their tuition, room, and board?

Yes 12%
No 84%

Uncertain 4%

Would you favor the proposal that all freshmen be declared ineligible to compete in men's basketball and football?

Yes 43%
No 51%
Uncertain 6%

Would you favor this change if Minnesota was the only school in the "Big 10" to do this?

Yes 69%
No 28%
Uncertain 3%

Currently no tax dollars support men's athletics. Is some tax assistance a good idea?

Yes 25%
No 70%
Uncertain 5%

How important is a win/loss record in determining overall reputation of the University?

Somewhat important 42%
Not at all important 20%
Slightly important 19%
Very important 17%
Extremely important 2%

How important is the win/loss record to you personally?

Not at all important 41%
Somewhat important 30%
Slightly important 22%
Very important 6%
Extremely important 2%

Have you contributed any money to the University in the past?

Yes 63%
No 36%
Uncertain 1%

Have your contributions been affected by the performance of men's athletic teams?

Yes 4%
No 94%
Uncertain 2%

Should the University raise entrance standards for students in general?

Yes 24%
No 57%
Uncertain 19%

Should all students be enrolled as full-time students in order to participate in student activities such as the Daily or the marching band?

Yes 32%
No 64%
Uncertain 4%

What percentage of freshmen would you

estimate graduate from the University in four years? (Options not given.)

75% or more 6%
50% - 74% 38%
25% - 74% 39%
10% - 24% 9%
Don't know 8%

About 17 percent of all freshmen graduate in four years; about 50 percent in eight years. Do you think this reflects lack of student commitment to college studies?

Yes 35%
No 60%
Uncertain 6%

A lack of University concern for undergraduate students?

Yes 28%
No 66%
Uncertain 7%

A lack of University expectations of students?

Yes 27%
No 66%
Uncertain 7%

A lack of financial resources for students?

Yes 84%
No 14%
Uncertain 2%

What is the main reason for the graduation rates? (Options not given.)

Lack of financial resources for students 46%
Lack of student commitment to college studies 12%

Students don't know what they want / Have a change in goals / Decide they don't need the degree / Decide they need more time 10%
Lenient entrance standards 5%

Unprepared / Unprepared by the high school 5%
Students attend part-time 4%

Lack of University concern for undergraduate students 3%
Others 11%

Don't know 8%

In which of the following areas does the Alumni Association have impact? (Options given.)

Fund raising 93%
Men's athletic department 80%

Providing alumni with a voice in University affairs 74%
Social functions 72%

University academic programs 64%
University policy development 57%
Don't know 3%

N = 304
Margin of error ± 5%

Internationalism at the University:

A New Interpretation

The University is "internationalizing." Structures are changing, offices are being moved, programs are being integrated, and the University is slowly achieving a more international nature—sometimes at the expense of old traditions and in spite of people's objections.

The process of internationalization has not always been easy, says Assistant Vice President for International Education Robert Kvavik, because the term *internationalization* means something slightly different to everyone.

To some it implies quantity: to become an internationalized campus, the University must increase the number of its international students, exchange programs, and intercultural interaction. To others it implies qualitative improvements: improving students' language proficiency and the quality of international interaction.

The truth may be, as Kvavik says, that internationalization is all of those things and more.

The term *internationalization* can be traced back to the task force on the international character of the University that was appointed during C. Peter Magrath's tenure as University president. Some of its recommendations form the basis for the internationalization now taking place.

President Magrath's task force recommended that the University establish a new Office of International Education and appoint a new assistant vice president for international education. That office's key role was to be organizing all of the University's international activities, with the new vice president acting as catalyst and forerunner for these efforts.

Since Kvavik's appointment to this position last winter, he has been busy working on one of the task force's major recommendations: integrating the international programs at the University under his new office. This integration should facilitate student access to different international programs. Instead of being scattered throughout campus, all offices will be housed in the same building—giving international programs more impact at the

University and in the community, creating a dynamic synergism between them, and enabling the different international offices to better utilize each other's resources.

Kvavik likes to use the term *focus* to describe these integrative activities, and he sees his work as a part of the larger "Commitment to Focus" agenda of University President Kenneth H. Keller. "We are focusing," says Kvavik, "in the sense that we are getting rid of duplication. We are getting better management of our resources and are ultimately going to produce a better-quality operation in terms of the student experience, the faculty experience, and the community's relationship with the University.

"This office is a merger of an office that was primarily set up to serve faculty—the Office of International Programs [OIP]—and one that was primarily set up to serve students—the International Student Adviser's Office [ISAO].

"Over time," Kvavik continues, "both of these offices became multifunctional units. A lot of the time at ISAO is spent helping faculty get visas, orienting faculty to help them understand how to interact and advise foreign students and how to undertake research abroad. At the same time, the OIP—the faculty program—is trying to help students find money or scholarships for studying abroad, and trying to set up conferences to understand the student experience. You end up with a unit that has three receptionists and two accountants and all kinds of duplicative activities that have come about in response to problems.

"What we want to construct—and we are very excited about it—" Kvavik says, "is an ideal structure for supporting international education: a nationally recognized model that can be duplicated elsewhere and conforms to President Keller's 'Commitment to Focus'."

Kvavik is also attempting to utilize a formerly neglected resource at the University—a resource both obvious and abundant: the international students themselves. The administrators forming the University's international agenda widely recognize the potential of interna-

tional students as a learning resource for American students, and vice versa.

International students realize that they are a resource for American students and that better communication between them and their American peers will contribute to a better University experience for both. They have voiced concerns, however, that internationalization, particularly when viewed mainly as an effort to focus and integrate international programs, will hurt counseling programs and student activities. International students fear that in the University's quest for improved standing, student problems will be pushed aside in favor of a research agenda.

University administrators face the international students' qualms with commitments to not only maintain the counseling programs but also improve them the same way that they want to improve the rest of the international programming. "This integration will not affect what [counseling and student programs] currently do," says Kvavik. "I hope that this structural change will just make the service better, because I don't see how you can run quality educational programming without first-class counseling.

"I think an equal amount of weight is going into the instructional endeavor at all levels. Our clientele is [made up of] undergraduates, graduates, and faculty, and I don't think there will be any priority established on one or the other."

Whatever the concerns may be, and whatever the replies are, internationalization is progressing. And as changes are being made, viewpoints differ about the feasibility and desirability of those changes. Promoters of "Commitment to Focus" see the successful completion of Magrath's task force agenda as a key element in achieving Keller's goals. Promoters of international student concerns watch with mixed feelings as programs are being changed and services are being integrated.

Those from both sides of the issue seem to agree, however, that if internationalization at the University continues to imply pluralism, excellence in international education is within reach.

FOREIGN EXCHANGE

International students. ■ They are ambassadors of their countries, carriers of traditions, philosophies, and customs incongruous to the American way. They become teachers of alternatives, ideas, humanity. ■ They reside within a world power, a country loved by many but hated by some. They become pieces in the international power game, affected by currency exchange rates and foreign wars and long-lived ignorance. ■ They cannot always visit their countries or their loved ones, but they love their countries more because of it. They have had experiences that their friends have never had and hope they never will. ■ They have become adults in a world of youth. ■ Here are two of their stories. **BY BJØRN SLETTØ**

HEETAIK CHUNG

Scholar
for a
New
World

Even if the scholar is cold, he will not go to another person's fire if it is not lit for him.

In the historic Korean class society, the greatest status was given to the scholar, followed by the farmer, manufacturer, and merchant. The scholar was highly respected for his integrity and uprightness. He did not look for fame or wealth or other worldly values but ceaselessly searched for the ideal truth.

Heetaik Chung wants to become such a scholar. He embraces the values of

Bjørn Sletto is a Minnesota intern and former editor of International Student magazine.

personal integrity, respect for age, and faithfulness in friendship.

He calls himself a traditional Korean.

But unlike the historic scholar, Chung is an open-minded, curious, and outgoing young Korean who has come to the United States not only to learn about his field but also to search for new ideals.

He is a traditional Korean scholar turned international student.

Chung is a 28-year-old South Korean doctorate student in economics. He works as a teaching assistant (TA), lecturing on basic macro-economics to freshmen, economics majors, and students filling prerequisites. He has been in this country since August of 1983, and graduation is still a couple of years away.

For several reasons, he chose this University over the numerous other American institutions that were open to him. "This

school is very famous for its economics," says Chung, "especially for some of the new areas such as the rational expectations studies by Thomas Sargeant and Christopher Simms [department professors]. I studied rational expectations for my master's degree in my home country, and then I used a book by Sargeant. This school is also known for being more technical and using more math than many other American schools. They think about economics with very exact models."

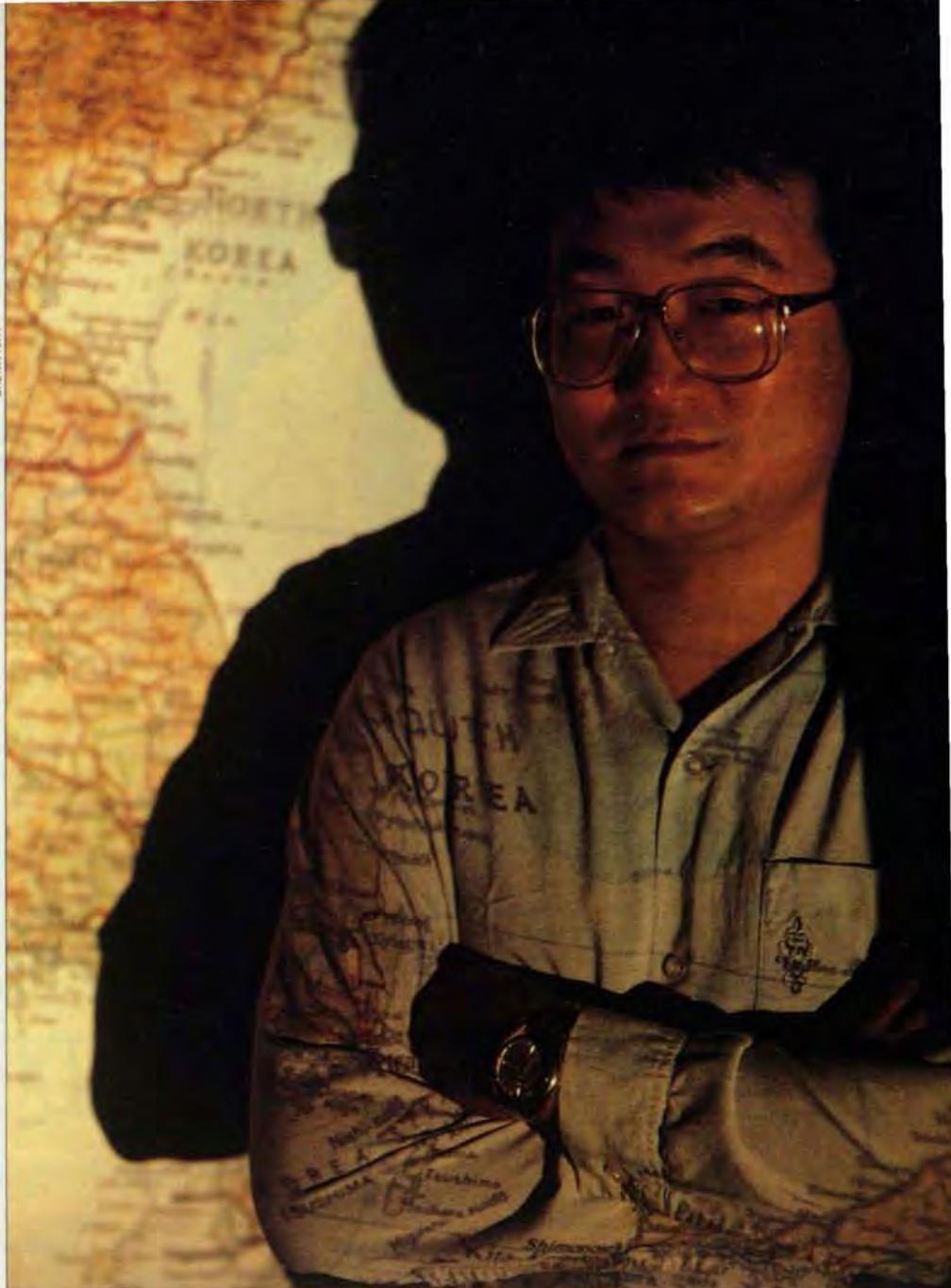
Besides his work, Chung has two other passions in life. His greatest is his wife, Jeongla Han, whom he met on a trip back to South Korea in December of 1984. Chung drained half of his already meager TA income on phone calls from Minnesota to Seoul the following winter. They married in South Korea last summer, then flew to Minnesota, where Jeongla started studying for her doctorate in philosophy.

Although she holds some of the same conservative values as her husband, Jeongla is a modern woman accustomed to Western values—a position that has frequently led to conflicts with her parents-in-law, she says. Disagreement with her own parents' values has also created conflicts. When Heetaik finishes his doctorate, he might return to Korea before Jeongla has received her degree. Both Heetaik and Jeongla want her to stay in the United States to finish her education, but her parents believe that where the man goes, the woman should follow.

Chung's second passion is his country. Like many other international students, however, he is not here only to study economics and learn about American culture; he is here to help his friends understand his own country and its values. Whenever the Far East or Korea comes up in conversations, Chung tries to correct people's misconceptions and remove stereotypes.

"I think Americans do not know Korea," he says. "They just know Japan and China. They think Korea is just a part of China, that the culture is the same as in China. Actually, Korea has its own culture, it has a very long history. I think Americans only know recent history, when Korea was invaded by Japan before World War II, the Korean War, and things like that."

Chung's openness and curiosity have made him succeed in teaching his friends about his native culture. The same quali-



ties have also won him many friends, both Americans and foreign students.

"Heetaik is more outgoing than other Koreans in the department," says Steve Cassou, a doctorate student in economics from California who has known Chung since he came to the United States. "He has put more effort than they have into learning English. He is very open-minded; he is interested in being a part of the whole crowd; and he has benefited greatly from being outgoing and curious."

"Heetaik likes to go out and explore the city and Minnesota," Cassou says. "He has a very good perception of things. He knows quite a lot about American lifestyles, and I guess that is because he looks around for himself."

But curiosity prevents him from becoming the rational scholar he wants to be, Chung says. He'd like to be analytical

and concentrate only on economics, but too often his diverging interests distract him. His traditional self makes him feel guilty when he enjoys things other than economics; his modern self makes him leave his studies in the first place.

Chung's conflict is rooted in his traditional Confucian upbringing, he says. "The basic structure of our thinking is centralism. There's only one king, only one big person in the house. This emphasizes loyalty. You are loyal to your parents. You respect your elders."

Although this value is the most important one in Confucianism, Chung is more liberal in his interpretation. "A traditional man will want to have authority in his family over his wife," he says, "but I think that men and women should be equal. Since I have been brought up in that culture, I have a tendency to rule over my wife—but she doesn't want to obey. I have some quarrels with her because I have seen my father and my grandfather be like this."

"The way I think I'm a traditional Korean is that I respect my father and that I tend to rule over my wife," Chung says.

Chung hopes to obtain a research job and stay a few years in the United States after completing his degree program, he says. But he doesn't want to settle here permanently. As a traditional Korean, he abhors American society's lack of respect for the elderly, he says. In South Korea, when a person has established his family and has lived a long, fruitful life, he is highly respected and well cared for by his children.

"The Ph.D. is not the final goal; it is a start," Chung says. "It means you can start to study by yourself. I would like to study some more here in America, if I can. It depends on what kind of job I will get here. I don't want to take any job just to stay here in the United States. I don't want to be just a teacher; I want to be a researcher."

"I am also worried about my future children," Chung says. "I have seen that most of the Far Eastern immigrants have problems educating their children. It is hard for the parents to understand the youngsters. The cultural gap is very large."

From behind Chung's immovable Korean façade come many faces. He is a rational, traditional scholar with an aura of integrity and formality. He is an international student who explores distant cultures and new ideals. And he is an artist who plays *Chung-Son-Kok* on his fragile little flute—a song about days long ago when the people had a generous king and everybody was happy.



KIANDOKHT BEYZAVI

To Be an Iranian
in This World
at This Moment

She used to call herself "Nazi"—"somebody who is small and sweet"—just as her sister still does.

She came to the United States from a country in turmoil, in the wake of a revolution she had resisted. She found her dream in the West, in a country she had heard and read so much about. She was blessed with a brilliant smile, a sharp, probing mind, and a close older sister as her travel companion.

She was only nineteen.

Now Kiandokht Beyzavi is 21, and she has lived her dream. She has made friends, and her studies have been successful. She has inspired her acquaintances and taught them that Iran is more than ayatollahs and hostages and children fighting holy wars.

And she wants people to call her "Kian," the short form of her real name.

Beyzavi left her hometown of Teheran in 1984 after being denied acceptance to the University of Teheran. On her entrance exam she received one of the highest scores of all applicants but failed the second part of her entrance requirements: a pro-Khomeini political back-

ground check. In high school, she had expressed her antigovernment feelings and supported the opposition by distributing flyers. A university that accepts students mostly on the basis of their progovernment activities had no room for her.

She decided to study at the University of Minnesota because her uncle lives in Mankato and she had friends living in Minneapolis. After being here for two years, she has already decided to brave the Minnesota winters and mosquitoes for some years to come. As soon as she has finished her undergraduate degree in electrical engineering, she plans to begin graduate work in biomedical engineering and eventually receive a doctorate from the University.

She has decided to stay, she says, because she enjoys the University. "What I really like," she says, smiling, "is that if you really know what you want to do, there are a lot of opportunities to accomplish your goals. If you are confused about your career, you start thinking that the University is too big and that nobody here knows anybody, and so on. But if you are clear about your interest and career, then I think you can just go ahead and take advantage of all these opportunities."

Beyzavi shares everything, from her lunchtime orange to her mathematics class

notes, but what she wants to share the most is her love and pride for her country. "I'm still Iranian—it's my country, and I love it," she says. "Americans have the wrong impression about our way of living in Iran. Some of them are really surprised when I show them pictures of our cities. I talk with them about the way we live, that we have TVs and microwaves. We have everything, and they can't believe that."

"I knew that there was some ignorance of countries far away. The news media doesn't always cover everything that is going on. I think it is really helpful for Americans to learn about my country."

"I feel I am doing something important for my country."

But Beyzavi is not here only to combat American ignorance about her country: she is here to learn. She is an impassioned student of life and has boundless curiosity for the intricacies of the world's different cultures. If such creatures as "citizens of the world" exist, Beyzavi is growing into one.

"I used to think that people from different countries have different attitudes and that they are different people," she says. "But then, when I came here, through interaction with Americans and other international students, I found that people are pretty similar all over the world. That is something I think helps to increase international understanding."

Being a foreign student can be arduous enough; being a foreign student from Iran can be even harder. Luckily for Beyzavi and her sister, they arrived here after the worst fervor surrounding the hostage crisis had settled. Still, Beyzavi says, she has sometimes felt that she has been an innocent victim of the apprehension toward the Iranian government. "I don't blame people," she says, "because they can't forget that [the hostage crisis]. But at the same time, they have to know that I'm not representing my government."

Still, these infrequent hostile encounters have been among the few culture shocks Beyzavi has experienced. When she grew up in her parents' home in Iran's capital, American movies and television shows taught her the American way of living, for better or worse. Finding her place in American society was easy—it might be harder to find room in the Iranian society she left behind.

"I didn't have any problems adjusting to American culture because I kind of knew what to expect," she says. "We had American movies, and I had met American people at home. I wasn't surprised when I came here. But I was only nineteen when I left. I hadn't been much exposed to Iranian society, and I hadn't had much experience. And your perceptions of society will form right at the time when you are nineteen or twenty, so because I came here at that time,

all my perceptions are of American society. It will be hard to go back and live in my old community—my old way of living. But the major problem will be that I probably will not be able to find a job under this government. I might even get in trouble when I return."

Because of her fear of government punishment, Beyzavi cannot return to her country as long as the current regime is in power. Even if she were not punished, she fears that she would not be allowed to leave Iran for a second time. Returning is a gamble, and the stakes are too high.

Her hostile government not only has raised insurmountable travel obstacles but also has made Beyzavi's survival in the United States a constantly tenuous matter. Teheran has stopped all valuta transactions from Iran to the United States, effectively denying her parents' right to support her and her sister as long as they stay in the United States. During her entire education, she has to rely on her own means to support herself.

The nineteen-year-old woman who came penniless from a country openly hostile to the United States learned about survival at its grittiest level, in a way no college education could have taught her. She learned about political dilemmas when the politically "right" choice can offer a worry-free, maybe wealthy, future—but one without freedom—while the "wrong" choice results in a life of struggle, isolated from your home country, your government, and your family.

She is aware of the lessons she has learned, and she will save the memory of them all her life because she believes what she has learned about life should also be a lesson for others.

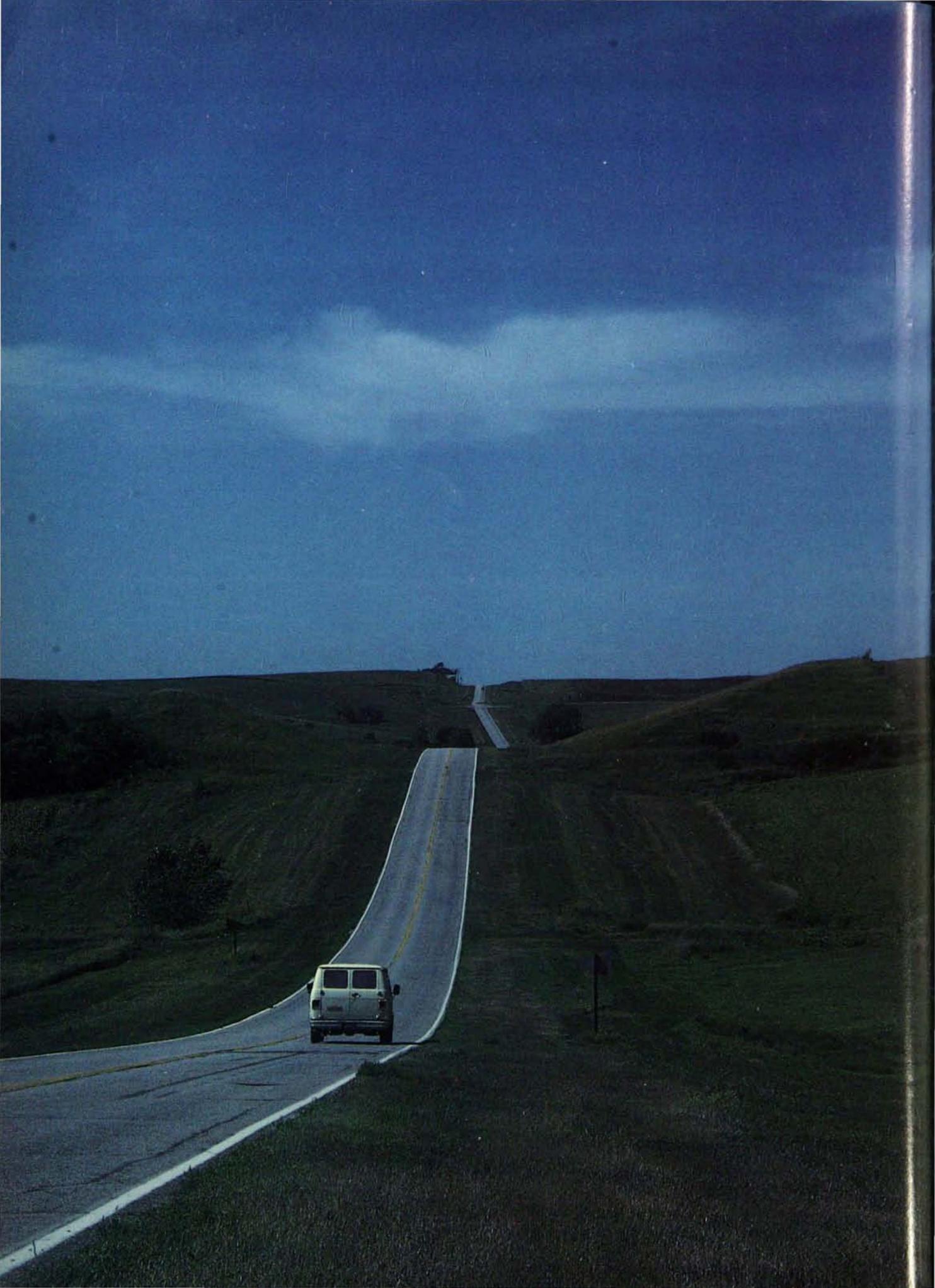
Beyzavi's eyes grow moist when she is reminded of her parents, who are still living in Teheran. They visited Minneapolis last July, but she will not see them again for a long time.

"I'd like to see my parents again," she says quietly. "But because of the policy of our government, they are putting more limitations on travel so that my parents can't leave [Iran] because they can't get tickets. They don't think they can visit next summer, either."

"It's really hard. I was thinking about this the other day. I was thinking about my parents. I had just received a letter from them, and they are really upset, and everything is going really bad over there, and I was thinking, It's really hard to be an Iranian in this world at this moment."

"You know, school is my priority, but besides that, I have all my friends in Iran, and I have my parents in Iran. I am thinking about them all the time."

"But that's just life, you know."



U.S. Route 20, west of Willis, Nebraska. "In Nebraska, there's a special quality about the sense of arrival. Federal highways in most eastern states offer greeting when you approach a community. But for hundreds of miles west of the Missouri River, arrival happens when you leave a town, or when you brush an edge in passing."

Roger Clemence

She was strangely unaware that she could look and see freshly for herself, as she wrote, without primary regard for what had been said before.

—Robert Pirsig, *Zen and the Art of Motorcycle Maintenance*

"She" is a composition student with writer's block. The assignment was to describe the town of Bozeman, Montana. She didn't know how to begin. Hadn't everything been said before? Pirsig finally told her to start with a single brick in a building. He knew she'd realize no one had ever written about that particular brick before.

Pirsig was a Minnesotan, with a past connection to the University, when he wrote his book about a road trip. Today another Minnesotan, landscape architecture professor Roger Clemence, is writing a book about a road. His road, U.S. Route 20, at one point comes to within a few miles of part of Pirsig's route, Highway 212, in Yellowstone Park.

At first it seems that's all the two authors have in common. Pirsig's book is famous, brilliant, obsessed, tense, moralistic. If personality is any guide, Clemence's book will be relaxed, conversational, outgoing, and unpretentious. Pirsig's road is metaphorical, and it leads, in one fast motorcycle ride, straight to the center of the Western psyche. Clemence's road is literal and, he says, shouldn't have to lead anywhere.

"We're a nation of people oriented to getting there fast. The target at the end is, for most of us, more attractive, it seems, than the experience of going from here to there.

"It would probably be overstating the case to say that I'm scared of a society that has to take the freeway to wherever it's going, that contributes in doing so to its own deprivation. I'm not saying that every inch of Route 20 is interesting—there are some parts of it that are god-awful boring. But I am saying that if you take Route 20, at any point along it, I can guarantee you it will be a far richer, fuller experience than taking any freeway would be."

Clemence travels his road by car, with his wife, Gretchen, in many separate trips, documenting with slides and in notes every physical detail that catches his fancy. He hopes to publish the results in 1987. Pirsig aspires to reconcile Aristotle and Plato. Clemence, with disarming modesty, says he just wants to teach people to see.

But Clemence is doing other things as

well. He and urban studies professor Judith Martin have created an educational TV series called "Meanings of Place," and he teaches a unique class in perception, using a concept developed by Minneapolis architect and University lecturer Sarah Suzanka. The book, the series, and the class add up to more than the sum of their parts: they express a philosophy. Roger Clemence believes that whether or not we observe and remember our surroundings affects our character, and the more we know about them, the richer our lives will be.

"Each one of us is the product of a specific set of circumstances and the place

Romancing the Road

Travel down Route 20 with professor Roger Clemence as he practices what he teaches: a new way of studying architecture that is reintroducing the humanistic perspective to the profession

or places we come from. When you ignore these memories and details, you ignore the things that make you who you are," says Clemence. Americans especially are not heeding this lesson.

Clemence is practicing his own principles in the case of U.S. Route 20, which begins at Boston and traverses the mid-northern tier of the country until it hits Newport, Oregon, 3,163 miles to the west. In between it crosses twelve states at the leisurely pace of an old-fashioned arterial, largely intact from the time there were no freeways.

Route 20 is important for Clemence not only for the type of road it is but also for the role it has played in his and Gretchen's lives. Both were driven on 20 to the hospital to be born, he near Boston and she in Cleveland. Later they both went to school along the route, he at Amherst and she in Syracuse. Still later, in deliberate curiosity, they took Route 20 instead of the interstate on their trips to visit relatives "down east," one trip to

By Mathews Hollinshead
Photography by Roger Clemence



Above, row house, Albany, New York; below, barns, central Iowa. "It's Albany in New York; then it's Albany again in western Oregon. Federal Route 20 is a magnificent lineal mix of symbols and experience. It's a potpourri of place. It is, quite marvelously, America in microcosm."

Roger's father's funeral. In 1983 and 1984, aided by a grant from the Bush Foundation, the Clemences explored the western parts of the road.

Roger Clemence and Route 20 seem to be made for each other. For one thing, the coast-to-coast road knits the country together in a symbolic, almost holistic way that could not fail to appeal to a practicing Unitarian, which Clemence is. For another, the road begins where Clemence's ancestors began on this continent—in Massachusetts. For yet another, observing and recording the road is the act of a classic naturalist, even if what occurs along it is not strictly "natural," and Clemence looks, speaks, and apparently thinks like a nineteenth-century New England naturalist. Indeed, he comes from old Yankee stock; his weathered features, tousled hair, and curly gray beard fit the part perfectly. The oratorical resonance and cadence of his voice heighten the impression. Nothing could be more appropriate than a book about a road when both author and subject originate where so much American philosophy and culture began.

From Boston's Kenmore Square, Route 20 runs west past Worcester, through Springfield, and through the Berkshires to New York, crossing the state line between Hancock's Shaker Village and New Lebanon, New York. West from Albany, it skirts the southern rim of the Mohawk Valley, dances across the tops of the



Finger Lakes, and hits Lake Erie at Buffalo. Passing down the shore through Erie, Pennsylvania, it arrives at Cleveland, Ohio, where it ducks south of the shoreline, passes just below Toledo, and heads across Indiana through South Bend and Gary to Chicago, Illinois. From there it angles a little northwest through Rockford ("the world's largest collection of time-keeping devices") to Dubuque, Iowa. In Iowa, for the first and second of only four times in its entire length, Route 20 commits the sin of being a freeway. But it makes up for that in Nebraska, where it is "Nebraska's Highway to Adventure" and has its own brochure, published by the National Highway 20 Association.

The Nebraska stretches of the road were all gravel until at least the 1920s; blue rings painted on poles at turning places along the way served as guideposts. Hence the first name for the road in Nebraska was the Blue Pole Road.

In Nebraska, according to the brochure, Route 20 passes through River Country (the Missouri River), Fun Country, Hay Country, Cattle Country, Mari Sandoz Country (a Nebraska historian, novelist, and teacher), and finally Butte Country.

In Wyoming, Route 20 again betrays itself for a short 50 miles as a freeway, but makes up for it by being a prime scenic parkway inside Yellowstone. At this point, Route 20 also forgets its goal of reaching the Pacific Ocean, jogging due north for about a hundred scenic miles. Near here Pirsig passed with his late son, Chris, sitting behind him on the motorcycle. After twenty miles in Montana, Route 20 enters Idaho, where it shows what a transcontinental road can do, twisting northwest and southeast, combining with one and then two other roads for a way, and finally lapsing into freeway status on either side of Boise. Eastern Oregon is full of twists and bends as well. For one stretch of 46 miles, there is no sign of human habitation. Finally, it crosses two mountain ranges and meets the Pacific at Newport.

That's an armchair tour—the kind that Clemence discourages. To know a place and to be your full self, he says, you have to be there, stop wherever you want for whatever reason, notice the plants and the houses or other structures.

Ironically, Clemence's class in perception also depends on a certain vicariousness. Students are assigned the task of keeping "place journals," Sarah Suzanki's concept, which involves picking out images—photographs, mostly—from



Above, gas station west of
Cody, Wyoming; below
right, Oregon Cascades;
below left, grain terminals,
Osmond, Nebraska. "This is
an old road—a road with
visual texture. Read the
language and the images of
the federal roadscape, and
you find the personalities of
America's regions."



magazines or newspapers, pasting them in the journal, and writing commentary on them. Another exercise involves writing an essay about a childhood memory of a place. The task sounds elementary, but Clemence says several students have told him it has been a milestone experience for them. One student, who fled her native Vietnam as a boat person at the age of ten, wrote about the house of her grandmother, who still lives in Vietnam and would not leave her "place" even if she could.



Amish laundry, LaGrange, Indiana. "It was a grand experience, a direct and persistent contact with the country's markings. It was also a great education because it let us see what landscape artifacts say about our individual and collective sense of self. By choosing a federal highway, we were able to find those links between people and place that define our culture."

Clemence recently led a workshop on place recollection at Unistar, an annual Unitarian retreat in northern Minnesota. There, too, workshop members experienced something like epiphanies, persuading them to return to places they grew up in—a discovery of the value of roots.

"It's like carrying a camera around," says David Fey, an architect with Hammel, Green, and Abrahamson of Minneapolis who was in the 1985 Housing and Values class where place journals were first taught. "It trains you in observing things. Once you have done that for a while, it makes you a better observer for good."

The place journal, Clemence's book, and the television series are all part of a movement of sorts that is occurring in the architecture, landscape architecture, and physical planning fields. The movement doesn't have a name—at least not yet—but is a potential successor to postmodernism. In any case, it is reintroducing broad humanistic perspective in the teaching and practice of design, after several decades in which a hard, theoretical orthodoxy reigned. That orthodoxy was called modernism, and it dictated simplicity and

concentration on line, form, and mass above all else.

"Ten years ago," says Fey, "design was this kind of glorious puzzle, but it wasn't about experience at all. We ended up with these buildings that weren't worth experiencing." Learning the modernist way meant starting off with design problems of almost pure abstraction, manipulating line, form, and shape with only conceptual, abstract acknowledgment of the requirements of a given physical site. Place journals teach a different skill—the skill of deriving design principles from observation.

"The experiencing of architecture is an activity that employs all of the senses and engages the mind. The richness of this experience depends on how much of a stir the architecture creates on its way through [the mind]. One thing is clear: architecture that engages the mind, in whatever way, is more powerful and more memorable than that which does not," says Fey.

Architects like Charles Jencks in London and Christopher Alexander in San Francisco are in the vanguard of this new emphasis. For Jencks, it is the rehabilitation of symbolism in architecture. For Alexander, it is recognizing "pattern language"—existing images of light, color, shape, and space that attract the eye.

Many possible precursors are at hand: America's Frank Lloyd Wright, William Morris of the arts and crafts movement in nineteenth-century England, the art nouveau and Jugendstil movements in Europe at the turn of the century—all valued perception and sensitivity in a way the modernists have not.

But in the final analysis, the emphasis on places, their meanings, and the ways in which we perceive our surroundings transcends design itself. It's a philosophy of knowledge or life, and here is where Roger Clemence and Robert Pirsig meet on something greater than a strip of trunk highway. Both are concerned about merging the romantic and the classical, the intuitive and the rational, the destination and the route, into a harmonious whole.

That Clemence's own place journal should become his book is most appropriate. "I was thinking not too long ago about what I would list if I were asked which five books most influenced me. Pirsig's book has had perhaps a greater influence on me than any other," says Clemence.

Mathews Hollinshead is associate director of alumni communications and a former University architecture student.

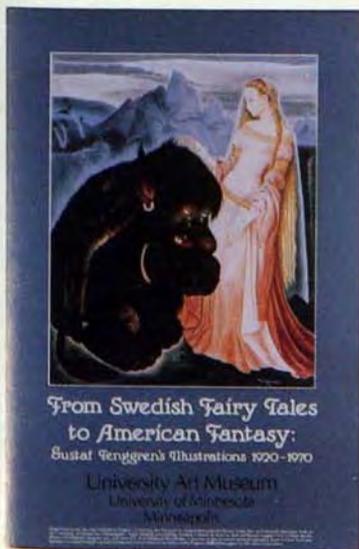
POSTERS



A

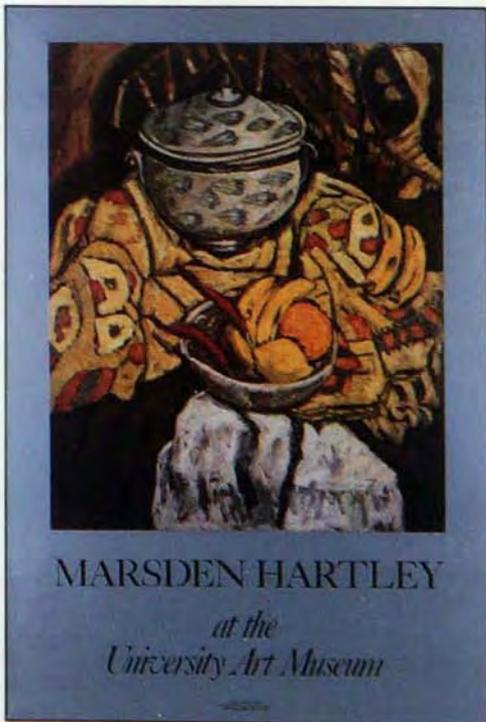
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C



MARSDEN HARTLEY

at the
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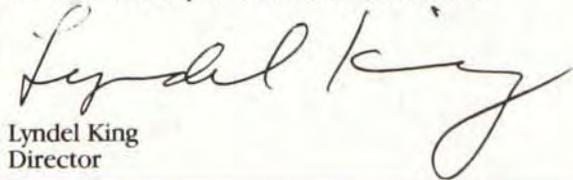
C. *Still Life*. Marsden Hartley. 26" x 40"
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B

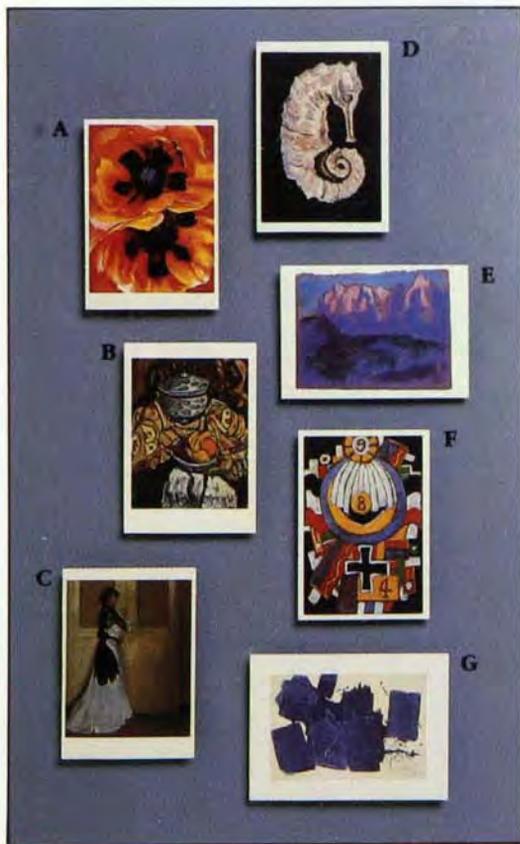
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Lyndel King
Director



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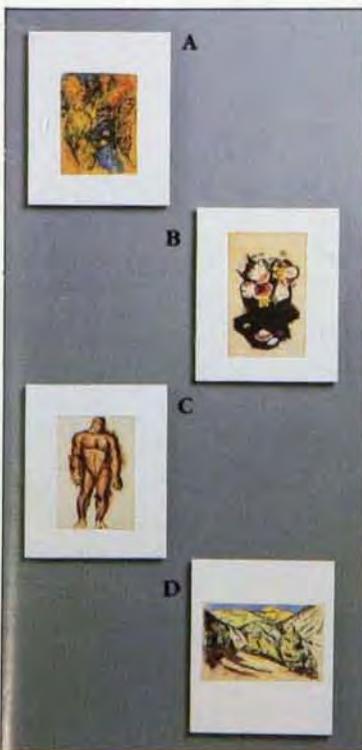
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WHERE
THE
WILD
THINGS
ARE



Pillsbury Hall



Pillsbury Hall



Folwell Hall

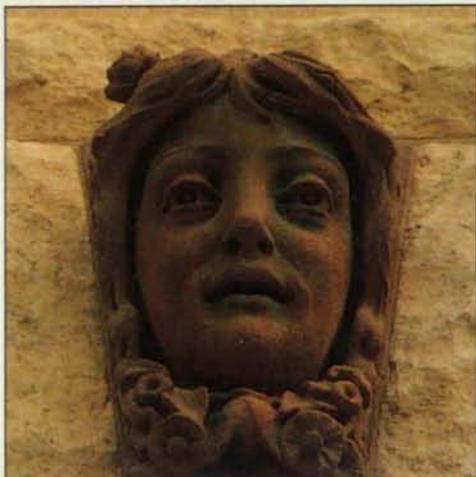
These are the creatures that survey the University in stony silence, atop, aside, and against Folwell, Pillsbury, the Bell Museum, and other haunts. Perhaps this is a beast-god from a pre-Christian era or the mythical water-dwelling monster, *Gargouille*, who guarded the waters of the Seine. Is that a replica of a medieval monk sculpted into stone under papal order to tell the illiterate a tale of good and evil? Is the fox that guards the Bell a symbol of the devil or just a simple Minnesota fox? Could the strange figure atop Folwell be a



Folwell Hall



Bell Museum of Natural History



Folwell Hall



Folwell Hall

chimera, a she-monster from ancient Greece, or is it a gargoyle, a way to drain rainwater from the roof? Perhaps these grotesques are mere mimetic ornaments grown from a universal human reaction to technological change, reproduced here in the familiar forms of days past. Maybe they are only ornaments chosen to visually unify a building. Could their makers have reproduced them in frigidly correct interpretations? We will never know. Unless, of course, they choose to speak—and put our minds at ease?

PHOTOGRAPHY BY RANDALL EATON

Something Old, Something Nouveau

BY GABRIEL P. WEISBERG



Since the opening of his store in Paris at 22 Rue de Provence in December 1895, the name of Siegfried Bing (1838-1905) has been closely associated with all developments of art nouveau, the international design movement that swept Europe and America at the turn of the nineteenth century. At his shop, numerous artists first exhibited their works, and through his design firm, Bing supported artisans with commissions for the production of furniture, entire room interiors, tapestries, ceramics, utilitarian objects, and eventually all aspects of a completely unified designed interior.

Undeniably, Bing was a fervent advocate of a new style—a modern style—in the decorative arts, which became well established through Bing's own workshops and by especially selected artists from 1895 to 1904. But despite the general awareness that Bing was of seminal importance for the evolution of the art nouveau style, and despite a few studies on aspects of his patronage, he has remained a mysterious figure whose life and full contributions have been extremely difficult to identify from the haze of history.

Bing is the subject of a current exhibition touring the United States under the auspices of the Smithsonian Institution Traveling Exhibition Service, for which I was curator. The exhibition opened at the Virginia Museum of Fine Arts September 15 prior to a national tour to three other museums in just over a year. The exhibition is composed of more than 200 objects (prints, ceramics, tapestries, rugs, jewelry, furniture, glass, metalwork, and drawings), as well as numerous specific objects that Bing sold to decorative arts museums throughout the world to forcefully propagate the art nouveau aesthetic worldwide. Objects have been obtained from Norway, Denmark, Germany, France, and the United States to reconstruct the enthusiasm for Bing's sponsorship and to demonstrate his active patronage and innovativeness.

Bing's earliest interest in the appreciation of Japanese art (a new phenomenon during the nineteenth century) was an early manifestation of his willingness to tackle new areas. Bing's passionate commitment to all things Japanese, to objects that he could readily sell to collectors from his shop, was quickly captured by



cartoonists at the turn of the century. They saw Bing as a power behind the throne, a major force intent on making European artists aware of the new ideas and new aesthetic language inherent in Japanese prints, ceramics, and bronzes. Bing's advocacy of this craftsmanship helped establish Japanese artwork as a model that French artisans could emulate when they began to create their own versions in ceramics and tapestry under the banner of art nouveau.

As a major promoter of the Japanese taste, and as a figure with considerable drive, energy, and enlightened vision, Bing made Japanese art the first source for art nouveau by publishing magazines such as *Artistic Japan*, which exposed the middle class to superb facsimiles that created appreciation for the genuine examples. Bing, however, was not willing to remain only a dealer of Japanese objects; he saw himself in a more demanding light. Following a trip in 1894 to the United States—where he studied examples of American ingenuity and enterprise that harnessed industry to the visual arts—Bing returned to France even more determined to revolutionize the world of interior design. He redesigned his gallery by transforming it into a salon where examples of the newest taste in prints and decorative arts by artists from all over the world were exhibited. Bing's shop became a mecca for newness, and when he named

his gallery with the title "art nouveau," he helped identify—even immortalize—an art movement that took its existence from the exhibitions and artists that Bing showed in his shop. Everyone came to Bing's store to be amused, intrigued, excited. Indeed, he became the center of considerable controversy in the art world—no small achievement for someone who has started his career as simply a dealer in orientalia.

His most consuming passion remained the creation of room environments that could reflect modern taste through a unified interior space. With the rooms that Bing commissioned in 1895 (from designers such as Belgian Henry van de Velde), he had an extremely good start. However, Bing envisioned something more complicated than isolated room interiors; he wanted to orchestrate the entire modern home down to the smallest furnishings and the dress of the occupants. To realize this dream, Bing organized workshops in late 1898, staffed with artisans who made objects according to Bing's specific wishes and tastes. The result was the organization of a diversified atelier where jewelers, furniture makers, weavers, and ceramic decorators congregated and were paid for their designs, and where Bing passed judgment on what pieces would be created and marketed through his shop.

Bing's amazing practicality allowed him to organize not only a workshop

where designs would be visualized but also a system whereby these pieces could be marketed to a clientele of wealthy individuals eager to obtain the newest well-designed pieces of furniture or carrying cases for themselves.

The culmination of Bing's achievement was the development of his own showroom—his pavilion—named Art Nouveau Bing for the Paris World's Fair of 1900. An example of private enterprise and initiative, the building and the unified room interiors had no peer in the Western world at the time. A modern home of six model rooms was constructed. The rooms—sitting room, living room, dining room, bedroom, dressing room, and music room—were designed by craftsmen working solely for Bing, including designers Eugene Gaillard, Edward Colonna, and Georges de Feure. Each man submitted designs to Bing, who selected the best examples to be manufactured by his workshops. The task was long, arduous, and expensive, but the final result attracted considerable attention.

Artists and collectors came from all over the world to see what Bing had accomplished. He was among the first to have created a beautifully integrated interior where colors, furniture lines, and small objects were blended to create a pleasant, cheerful interior that provided air and space in which to live. His commitment to the handcrafted object, to the molding of wood into unusual shapes, was also one of the last gasps of this tradition. It was soon to be outmaneuvered and outclassed by artists and artisans who adapted more fully than Bing could to the utilization of the machine. In effect, Bing's objects, while espousing the commitment to something "new," were among the last manifestations of the love of precious objects that has emanated from the Middle Ages to the modern period. Bing could do this so well, and could enlist so many talented craftsmen in his cause, because of his amazing proselytizing abilities and his interest in promoting art for the betterment of society.

Although Bing's success in 1900 was triumphant, his reign as a dominant force in the decorative arts was short-lived. The entire art nouveau movement, with which he is inextricably linked, disappeared by 1905 (the year of Bing's death) to be subsumed in other, modern tendencies outside of France. The Bing ateliers disappeared, the records of Bing's shop were destroyed, and his personal life forgotten. His place in the art world was all but lost to future generations uninterested in looking more closely at the career of an art dealer-promoter-collector rather than at an artistic creator in his own right.

Bing's name was kept alive in only a few of the basic books on the art nouveau period, but no one had done anything

further until now.

The Smithsonian's Bing exhibition will go far toward clarifying what Bing accomplished and toward providing a new focus for the complex art nouveau tradition.

Gabriel P. Weisberg, professor of art history at the University of Minnesota, is the author of Art Nouveau Bing, distributed by Harry N. Abrams, New York, available at bookstores throughout the country. He is the curator of the Smithsonian's Bing exhibition and has organized several international exhibitions, including "The Realist Tradition: French Painting and Drawing, 1830-1900" in 1980-81 for the Cleveland Museum of Art. He has previously held positions with the National Endowment for the Humanities as assistant director for museums and historical organizations and has taught at the University of Pittsburgh, Case Western Reserve University, the University of Cincinnati, and the University of New Mexico.

Siegfried Bing championed art nouveau. Among the items he sold to museums and shops were this card case, left, designed by Edouard Colonna, ca. 1898-99; dessert fork and spoon, below, by Georges de Feure, ca. 1901; and, bottom, a walnut and leather chair, 1900, by Eugene Gaillard.



A Fairy-tale Career

BY MARY MORSE

Writing for children is not easy. And not particularly profitable, either. Advances for children's books are seldom large, royalties are split between authors and illustrators, and strong commitments to keeping any books in print—much less those written for children—tend to be a thing of the past. Even some established children's classics, such as Felix Salten's original *Bambi*, are now out of print.

Writing for children is not a matter of scaling down vocabulary, simplifying plots, or censoring emotions and topics considered more suitable for adults. It is more a matter of understanding and balancing what children like, want, and need—a matter of recalling childhood, of being able to apply that childlike intensity to issues that may seem insignificant to adults, and perhaps, finally, of catharsis.

Jane Resh Thomas, who earned a B.A. from the University in 1967, summa cum laude, and an M.A. in 1971, published her first children's book, *Elizabeth Catches a Fish*, in 1977. Since then, she has published *The Comeback Dog*, *Courage at Indian Deep*, and the just-released *Wheels. Fox in a Trap*, a sequel to *The Comeback Dog*, is slated for publication in mid-1987.

Thomas, now 50, did not begin writing for publication until she was 33. She was teaching composition at the University of Minnesota and had just begun writing reviews of children's books for the *Minneapolis Tribune* when her first book came out. Although her professional life placed her in closer proximity to adults than children, writing for children was never a "second-best" alternative to writing for adults, but an urgent need.

"I am haunted by memories of my own childhood and impelled to tell others what haunts me," she says. "My feelings about childhood are so intense that I want to talk about them. I don't have stories to tell to adults. As a result, my writing falls into children's literature. But I seek to write about complex, deep perceptions."

Her topics are the stuff of childhood memories—and not always the warm, fuzzy ones. In *The Comeback Dog*, Daniel rescues an abandoned, abused dog named Lady but has difficulty accepting Lady's skittish personality. In *Courage at Indian Deep*, twelve-year-old Cass fiercely resents his parents' move from Minneapolis to the North Shore and consequently alienates himself from his new classmates



Authors Jane Resh Thomas, Ellen Stoll Walsh, and Emilie Buchwald are represented in the Kerlan Collection of children's literature at the University. Thomas has donated all materials, from original manuscript through subsequent revisions, of her published books to the collection's reference section. Illustration by Ellen Stoll Walsh from *Brunus and the New Bear*, © 1979, Doubleday.

and his father.

Thomas is convinced that children are not too young to examine such complicated emotions. Indeed, the recent wave of juvenile literature focuses on formerly taboo subjects such as death, rape, racism, and genocide. "Today, nothing in children's literature is taboo," she says. "But then, children have always known that nothing need be."

"Children have finer perceptions than they are given credit for," she insists. "I found the crayfish claws I describe in *The Comeback Dog* when I was a child, and I remembered them all my life. The incidents in my books are things I remember from my childhood, not trumped up from adult intents. After reading one of my books, my mother was shocked. 'I had no idea you had seen all these things,' she told me. As adults, we tend to discount how deeply children react."

Like the childhood world she remembers, Thomas's books are distinctly and deliberately midwestern. "When I began writing, the children's books I was reading tended to have urban or ethnic settings. There were many about New York chil-

dren, but not enough that reflected my world and that of the children I knew. I wanted to give those children stories about their worlds."

Ellen Stoll Walsh, who earned a B.F.A. from the Maryland Institute of Art in 1964 and attended the University from 1966 to 1969, also roots her picture books in commonplace milieu. Her son Benjamin, now thirteen, served as the real-life model for the little-boy protagonists of *Brunus and the New Bear* and *Theodore All Grown Up*. Benjamin's toys, rendered in the pale-colored inks Walsh favors as a medium, inspired the plots of both her published books.

Walsh says she didn't know, until Benjamin was three, that she wanted to write and illustrate children's books. "Ben was curled up in my arms, and we were reading *Alexander and the Wind-Up Mouse* by Leo Leonni. And all of a sudden, I realized that I wanted to write and illustrate children's books more than anything else."

Even though Walsh considers herself an illustrator first and a writer second, she restrains herself from beginning illustra-

ons before writing at least a draft of the accompanying story. "I learned that the hard way," she says. "I have done many illustrations that were no longer appropriate once the story was written. I have a tendency to fall in love with certain illustrations even when they don't quite fit."

Unfortunately, that self-imposed restraint means a longer incubation period for any work in progress. "I thought writing these stories would be easy, but it is incredibly difficult for me. I am too wordy and too heavy-handed at first. I worked for months on *Brunus* before it finally fell into place as a story."

The 1986 recipient of the annual Ezra Jack Keats Memorial Fellowship Award by the University of Minnesota Kerlan Collection, Walsh is currently working on a story that represents a radical departure from her previous books. Although those depict humans and are set inside homes, her work in progress uses outside settings and features Viking piglets as protagonists. She plans to use her fellowship to study how other illustrators have handled landscapes.

Emilie Buchwald earned a B.A., magna cum laude, from Barnard in 1957, an M.A. from Columbia University in 1960, and a Ph.D. from the University of Minnesota in 1971. She examines real emotions and human relationships in her two novels for children, *Gildaen: The Heroic Adventures of a Most Unusual Rabbit* and

Floramel and Esteban, but fantasy provides her genre. "I love the freedom and the ability to use fantasy in children's books, the sense of joyfulness and the range of imagination they can have," she says.

Floramel and Esteban, designated a Notable Book by the American Library Association, is the story of an unusual friendship between a cow and a cattle egret. Unlikely alliances also form the core of *Gildaen*. In that tale, which received the 1973 *Book World* Spring Festival Award, Buchwald pits a rabbit, a mysterious shape-changer, a woodsman, and a young girl against an evil sorcerer. By the end of the book, the rabbit is definitely a hero, but not because he found adventure. He discovers his heroism only in a genuine altruism.

"I wrote this book while I was working on my doctoral thesis," Buchwald recalls. "I was bored with secondary source materials and intrigued with an illumination I had found called a 'rabbit physician.' I wanted magic in this story, a palace, and adventure, and I wanted a rabbit hero.

"The problem was deciding what would turn a rabbit into a hero. I finally realized that a rabbit would not become a hero for glory, but to help his friends."

Buchwald, like Thomas and Walsh, has drawn upon the experiences of her own four children and those of her neighbors, but she does not think her books

directly mirror those observations. Instead, her knowledge of children's interests and emotions has led her to respect their world and needs. "Writing fiction for children is not writing down to them at all," she says. "Their world is every bit as complete and intense as that of adults."

Buchwald writes for children because she wants to. As editor and publisher of the *Milkweed Chronicle*, a Minneapolis-based literary quarterly, she works with some of the region's finest writers. Her own adult writings, numerous short stories, articles, and essays have appeared in *Kenyon Review*, *Harper's*, *American Quarterly*, and other publications. One of her short stories was anthologized in the 1959 O. Henry Awards Collection.

She is currently writing another children's fantasy but has no completion date in mind. Next year, however, she plans to start her own children's publishing imprint, the Gryphon Press, specializing in books that she believes are undeservedly out of print. By making these books again available in paperback editions, many with new illustrations, she hopes a new generation of children will discover and love them.

Mary Morse is a publications editor at the University of Minnesota, Duluth, and a free-lance writer whose work has appeared in *Savvy*, *New Age Journal*, and several other publications.

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Strategic Command

BY BLAISE SCHWEITZER

Jean Freeman has always tested limits. As a Gopher swimmer, before rules were written to stop people like her, Freeman took advantage of the momentum of her racing dive by swimming as far underwater as she could before surfacing. Sometimes it looked as if she was never going to come up. As the coach of the University of Minnesota women's swimming team, Freeman has been testing the limits of her swimmers' capabilities for the last thirteen years. On the way, her Gopher swimmers have been named all-American 26 times, and she has taken the team to the runner-up position for the Big Ten crown for the last three seasons.

While a Minnesota swimmer, Freeman agreed to take over as coach for a \$50 per year salary when Marge Cowmeadow, the team's first coach, became ill. Freeman gradually increased workouts from twice a week to seven days a week, with five days of additional morning practice. Each practice was two hours long, grueling, and monitored by an unforgiving pace clock.

Freeman says that if she had not made the increases in practices gradually, she might have lost all but one or two of her swimmers. As the progression of increased practices continued, the distances the women swam each day also increased. The team finally reached an all-time peak in mileage on a training trip to Hawaii in 1977. The women swam 8,000 meters a practice, nearly 16,000 meters per day—a distance that translates to nearly ten miles of hard swimming each day. Most people training for marathons don't run that far daily.

The swimmers worked hard to raise money for the Hawaii training trip, but that was just the beginning. The incredible mileage began to take its toll on the swimmers. "By the second week, they were just dropping like flies," Freeman says. "A nurse that worked with the University of Hawaii started coming to our practices because we kept sending so many kids to her. I was kind of a young coach then, and I didn't make the connection that they were all getting sick because they were so overtired." Freeman winces as she recalls the strenuous training period. "You see, I had kind of wiped that out," she says. "Our kids would never swim that now."

Recently Freeman hosted a wedding shower for a woman who swam during



Women's swim coach Jean Freeman is a master strategist who scores each meet in advance. Her swimmers have been named all-American 26 times.

that overtraining period, and seeing so many ex-Gophers there brought back a flood of memories.

"I was sitting there thinking every one of these kids was in that group that was so dog tired," she says. "I think I would never look that coach in the eye." Freeman says that group of swimmers was one of the hardest-working teams she has ever had.

The swimmer voted "animal of the year," or hardest worker on the fateful Hawaii trip, Maureen Thielen, says she can still remember what it's like to be completely wrung out. Today Thielen is a high school physical education teacher and coaches swimming and track. She says she uses Freeman as a guide, having learned the same lesson that Freeman has learned from overtraining: it isn't desirable. Thielen says she respects Freeman as a coach and a friend and tries to emulate her methods of motivation. "As a coach, she's able to encourage you and let you challenge yourself to the limit," she says, "whereas some coaches I've known pretty much crack the whip and tell you this is the way it's going to be."

Freeman has been told that if she demanded more effort from her swimmers, she might get more results. But that's not her style. "I think it's a negative influence on someone to learn by fear," she says. "I know it works; there are some

kids I know I could get more out of if I did that, but I refuse. I just don't think it should be done that way."

Laughing, Thielen says Freeman is someone she has "put on a pedestal as the coach goddess." Apparently the Big Ten conference swimming coaches agree: they voted her Big Ten Coach of the Year in 1985-86 and 1983-84.

Freeman watches team interaction to see which swimmers are the leaders with the best work ethics, and then positions them carefully. She tries to arrange the leaders in the pool lanes so that the other swimmers will feel out of place if they slough off. She says she tries to make each swimmer believe she is important and useful, to feel "OK, I am worthwhile." "Maybe it isn't speed that is her talent," she says, "maybe she can do fewer strokes per 50 yards or something like that."

Last season one swimmer made an effort to boost the team's grade point average, Freeman says. She wasn't the most talented swimmer on the team, but she tutored the other swimmers on road trips in hotel rooms and helped them out academically. "That was her claim to fame," Freeman says. "I thought it was great, she thought it was great, and everyone on the team thought it was great."

Even as a swimmer on the Minnesota team, Freeman began thinking as a coach.

says Marge Cowmeadow, the team's first coach. She helped her teammates with technique and worked on strategy for meets. Today, Freeman scores each meet in advance to figure the places and times her swimmers will probably get. Cowmeadow says Freeman's ability to project meets is her forte, and her long background in swimming gives her insight. "Swimmers are crazy people," says Cowmeadow. "Anybody who spends that much time in the water has got to be a little bit weird. I think Jean is tolerant of that because she was a swimmer. I think she understands them."

The swimming program at the University has come a long way since the day Freeman came to Minnesota in 1969 as a wide-eyed freshman. Like most people, she had never heard of the Gopher women's swimming team and assumed her swimming career was over. Under Freeman, that changed as women hawked T-shirts around campus and at football games to raise money to send competitors to national meets.

Some men who had not learned of the women's swimming team through the fund raisers discovered the team existed upon entering the pool room in Cooke Hall. Once the domain of men only, the hallowed hall allowed only women secretaries inside the upstairs offices of Cooke. When the women Gopher swimmers finally gained access to the pool in Cooke, the men needed some time to adjust. Accustomed to wearing little or no clothing in the building, men were often jarred to awareness when they walked from the shower room to the pool. "They would come to jump in the pool—just standing there stark naked," Freeman recalls dryly, "and I'd go, 'I'm sorry, this is our pool time. Why don't you get a towel on at least?'"

Freeman becomes animated when she talks about the problems women athletes faced in the early years of women's sports at Minnesota. "I feel like I was born in the Stone Age," she says. When the women were first granted practice time one day a week in Cooke Hall pool instead of tiny, antiquated Norris pool, Freeman says she was grateful. "But now I think, what the devil, one night a week from 7:00 to 9:00—give me a break! I can't believe I was happy about that."

In 1974 when the federal law Title 9 was passed, the women were finally assured equal access to athletic facilities and the team was given respect, enforced by law. Today the team has fourteen scholarships and a large enough traveling budget to ensure that the Gophers will not have to sell T-shirts at football games to pay their way to national championship competitions. Freeman was one of the coaches who benefited from the Rajender sexual discrimination lawsuit against the

University. She was given an award to cover back pay she should have received, and her salary has been increased to \$30,000—a far cry from the \$50 she was given her first year.

Assistant coach Terry Ganley-Nieszner has observed Freeman from both sides of the gutter. Under Freeman, she was Minnesota's first woman all-American and has coached with Freeman for nine years. Swimming is an individual sport, and if the team aspect is not nurtured, it can too easily be forgotten, she says. From the first day of practice, Freeman promotes team feeling, says Ganley-Nieszner. It doesn't "just happen."

Swimmers are not taken to the point

of breakdown as often as they once were. "We just developed a sense of learning when the kids are breaking down and just prior to when they're going to break down," says Ganley-Nieszner. The program has evolved away from swimming ten miles a day, but limits are still tested. Every year more records are broken and more Gophers move from all-conference to all-American.

Perhaps this is the year the refined Jean Freeman will take the new and improved Gophers to win the Big Ten Championship.

Blaise Schweitzer is a senior in the School of Journalism and Mass Communication.



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Committed to Focus, Too

BY DREW DARLING

Roger Benjamin, vice president for academic affairs and Twin Cities campus provost, fills the last of the vacancies in Morrill Hall created two years ago when President C. Peter McGrath left for the University of Missouri. As second-in-command, Benjamin joins President Kenneth H. Keller in his efforts to make the University of Minnesota one of the top five public universities in the country.

Benjamin's acceptance of the newly created provost position is a homecoming. He served as a political science professor at the University for seventeen years, and as associate dean of the College of Liberal Arts (CLA) for his last three, but left in 1983 to become provost at the University of Pittsburgh, in part, he says, because he was dissatisfied with the way Minnesota was preparing for the future.

Five years ago when the University was suffering both record-high enrollments and funding cuts from the legislature, Benjamin was already urging CLA consolidation. "The college was too thinly spread," he says. He suggested that it "emphasize what we do well and not try to do everything."

Now that the University is financially on the upswing, with the legislature and corporate community more supportive, continuing these decisions is difficult but equally important, says Benjamin. Human nature what it is, he says, people expect expansion during good times. But the wisdom of concentrating resources during retrenchment holds equally true in times of strength. "In order to use these funds as wisely as possible," says Benjamin, "we have to make choices. We are not faced with immediate, dramatic necessities to cut anything. But the University can achieve its goals only to the degree that it can focus its resources."

Benjamin is a natural ally for President Keller's recent efforts to heighten the University's research capabilities and industry ties as outlined last fall in his report entitled "Commitment to Focus." In 1983, Seoul National University included an essay by Benjamin in its book *Universities in Mass Society*, which outlines an expanded, more advanced role for universities in the coming century. The paper deals, in part, "with the breakdown between foreign and domestic affairs, strengthening the university-industry relationship, and the interdependence of the world." The logic of the monograph "is



Roger Benjamin returns to the University from the University of Pittsburgh to become vice president for academic affairs and Twin Cities campus provost.

captured eloquently in Keller's 'Commitment to Focus,'" says Benjamin.

"I'm here for the 'Focus' part of it."

In September a retreat for the University's college deans concentrated on where the University should target its efforts. "I wanted to underline the importance of comparatively evaluating our resources and then meeting head-on the necessity of making choices," says Benjamin.

Benjamin calls the task of educating large numbers of people for a democracy that land-grant universities accomplished "an astonishing story." It made the Jeffersonian ideal of a democracy of an educated populace possible and was largely responsible for the country's progress from the end of the Civil War through World War II. Yet he is quick to add that the 21st century is going to be different. The United States won't be in the industrial game. The competitive edge in large industry will have shifted to Japan, Korea, and Taiwan. For this country to retain its world presence, it will have to excel in the areas of science and technology and research and development. To make that possible, the large universities must concentrate on their strengths and not duplicate the role of junior colleges, says Benjamin. The move will limit the scope of the University—contrary to the original intent of the Morrill Act, which established the land-grant universities. But that

legislation couldn't have foreseen the current array of community and junior colleges and Minnesota's system of state universities that exist today.

"Our task," says Benjamin, "is to differentiate the various missions through the spectrum of higher education."

No university—with the possible exception of the University of California, Berkeley—has the resources and the possibility of excelling in all that it does, says Benjamin.

In the year 2000, the United States will account for only 2 percent of the world's population. "And we had better be depending on our intellect, because we won't be in the industrial game."

Benjamin is also concerned with the rapid change in the demographics of the country's graduate students. In 1980, 70 percent of the students at Berkeley were white. By this year the percentage had fallen to 45, and 80 percent of the engineering students were Asian-American. By the end of this decade, white students will account for less than one-third of Berkeley's graduate students. The great majority of the remaining students will also be Asian-American.

These figures are remarkable, says Benjamin, because Berkeley is probably this country's greatest university, and the demographics of its graduate program will strongly influence the upcoming ranks of

the country's most prestigious professions. Achieving a balance of the population groups, says Benjamin, will require an increased educational thrust throughout the country. "It would be a tragedy if we didn't move in this direction for improving the quality of life across the state."

What's needed, he says, is a more active educational environment where smaller student numbers allow closer interaction between students and faculty. "But the focus has to be on both quality and access," says Benjamin. "I wouldn't be here if this program didn't have those twin goals. The American experiment will have failed if we arrive at a two-tiered economic and social structure where the country has a permanent class of underemployed and undereducated that are beneath a class of privilege, education, and wealth. If the University is to progress with its plan, it will have to advance excellence and access throughout the state's higher education network."

"The program can have a dramatic impact," says Benjamin. "It will be very exciting if we can pull it off."

Benjamin returns to the University with his wife, Alison Stones, an art history professor specializing in the medieval period, who will take a position in the classics department.

Drew Darling is a University News Service writer.

IN BRIEF

"Commitment to Focus" received strong endorsement in September from the Citizens League, which conducted a yearlong study of its effects on the state and on education. The league urged the University to take even stronger measures than those recommended and challenged the legislature to reform the state's higher education system. Among its recommendations were these: The University should reduce undergraduate enrollment by 8,000 by 1995, eliminate General College completely, cut marginal programs, institute application and tuition policies that make it harder for students to drop in and out of the University, and give admittance preference to those who have completed the upgraded entrance requirements over those who have not. It also urged that state universities should not be allowed to offer doctorates.

Jorge J. Yunis, professor of laboratory medicine and pathology in the Medical School, has been named visiting professor of the year at Dana-Farber Cancer Institute, Harvard Medical School, Boston. He will give a series of lectures on the biological and clinical importance of chromosomes, oncogenes, and fragile sites in human cancer.

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Making Professorship Fit the Crime

BY BLAISE SCHWEITZER

With the dry delivery of a comedian, Joel Samaha rocks his classes with ideas. Radical ideas. Conservative ideas. Ideas that make students wake up and think.

Samaha teaches classes on criminal justice topics in the history and sociology departments, and his flair for inciting excitement in his classes is renowned. Sometimes he will take a far-right or far-left hard-line stance on an issue in class—a stance designed to enrage—and then call out casually, "Ann, what do you think about that?" knowing full well, as one former student puts it, "that that person is now in a heated state." Nancy Heitzeg, Samaha's teaching assistant for the past four years and a sociology Ph.D. student, says, "Joel Samaha is a great performer—and only because the performance is himself."

Spirited debate on issues and easy laughter keep Samaha's classes alive. He brings out multiple sides to arguments, preferring that students take their own positions on issues and support them rather than subscribe to any single "right" answer. In his Criminal Procedure class, Samaha's students write their own laws, balancing the rights of individuals against the rights of the state to enforce order. Usually knowing at least half the names in each class, he will peg people with their perspectives on issues and play them against each other.

During his fifteen years at the University, Samaha has developed a reputation as a "students' professor" with a loyal following. He conducts his classes with a cynical sense of humor that he will use against any target, especially the president of the United States.

Former students rank Samaha among the most influential professors they have had. John Sheehy, a lawyer at Meshbesh, Singer, and Spence, a prestigious Twin Cities criminal defense law firm, says he appreciates the way Samaha treats his students as if they all have important things to say. "He wasn't always necessarily trying to teach them something," he says, "but to help them develop their views and to be able to state them before a group of people." Sheehy says that arguments he learned from Samaha in undergraduate classes help him in the courtroom even today.

Appointed in 1985 by Rudy Perpich to the Workers' Compensation Court of Appeals, Karen Shimon gives Samaha



Students in Joel Samaha's highly popular classes on criminal justice topics in the history and sociology departments can't get by on bumper-sticker answers. He insists they think.

most of the credit for where she is today. His class discussions helped her to open up and fly intellectually, she says. Shimon calls herself "one of Joel Samaha's biggest fans. I took everything he taught," she says, "plus three or four independent study courses."

St. Paul police sergeant Richard Gardell says that the debates in Samaha's classes ten years ago widened his views. "It began to open up the idea that, 'gee, there really are a lot of perspectives on this,'" he says, "that my rather conservative law enforcement view was not necessarily the only view in the world."

Colleagues take note of the wonders Samaha works on students. David Ward, chair of the sociology department, has Samaha step in to teach segments of his Introduction to American Criminal Justice class and is always impressed by what he sees. "Joel's ability to get discussion going in a class of 200 or more students is unmatched by anyone else I know," he says. "I respect him as a scholar and greatly admire his ability to communicate with the undergraduates. It's a good thing that a few people are really seriously committed to it and are good at it. We have other people who are committed, but they are not as able or don't have the special talent that Joel Samaha has."

The man who influenced Samaha most

during his education at Northwestern University—"the country club on the North Shore," as Samaha refers to it—was an unconventional professor who wrote the television program "The \$64,000 Question." "His colleagues didn't respect him very much because of it," Samaha says, "but he cried all the way to the bank."

Samaha completed his history degree and went on to Northwestern Law School. For him, law school was more intense than the television series "The Paper Chase" made it out to be. "Law students really were the big drag. They were just so compulsive," he says, "and to me, most of them for the wrong reasons. They just wanted to climb and scramble over anybody."

After practicing law and teaching high school for several years, he went back and completed his Ph.D. in history at Cambridge University. From there he taught at UCLA for a while but was bored with the climate. "I missed the seasons," he says. When he heard of a position open at the University of Minnesota, he jumped at the chance.

Minnesota is good for him, he says. "I've loved every minute of it here." He was warned that students at Minnesota would not be as enthusiastic or excitable as UCLA students. They told him that "these Scandinavians are going to just sit

ere. You're not going to get any response out of them." They were wrong, he says. "It has never been a problem."

In 1978 Samaha took part in a series called "Issues in Criminal Justice," which aired twice weekly on KTCA public television. As in his Criminal Procedure class, Samaha discussed topics with students. Teachers approached him asking where he got his wonder students who actively participated in discussions and made intelligent observations. They were undergraduates, he says. "I just got them out of my summer school classes."

People who watched his program, as well as former students, approach Samaha on the street to talk. "Rarely do I go out in public when someone doesn't come up to me and say, 'I had your class.'" Samaha often remembers names for years after students have graduated. "They're always forever shocked when they come back three years later and say, 'You probably don't remember me,' and I say, 'Well, sure I do, John,' and they just get flabbergasted."

And the positive feedback is a big perk. "I don't know if students know how much it means," he says. In 1974, when he received the College of Liberal Arts Distinguished Teacher Award—an award based on student nominations—it was, he says, "one of the biggest thrills" of his life.

Sometimes the Samaha style offends. He says he has been reported to the dean for his anti-Reagan comments in class. "My own kids think that I am totally out of line," Samaha says, laughing. One of his two teenage sons has told him that he should be fired for his remarks.

Often, while discussing a criminal justice topic, Samaha will comment on Ronald Reagan or his administration's policies and then will attempt to force himself back onto a safe topic. But then, shoving his reservations aside, he will plunge into a brief tirade. He then apologizes—a trifle insincerely—and gets back to the class discussion as if relieved of some burden.

One of Samaha's current students, Tim Carpenter, says that these tirades add spice to classes. "He's a lot more personal with you—telling you how he feels instead of this kind of generic 'this is how we teach things,'" he says. And Samaha will slice liberals as well as conservatives, says Carpenter. "When he throws in his own views, he tells us they're his own views."

Sociology department chair Ward says there is nothing wrong with Samaha voicing his feelings. "The students never have to wonder how Samaha stands on issues," he says, "unlike some professors, who really want to pussyfoot around and pretend that they are objective. I think that Joel's style is much to be preferred."

Samaha says of his political slashes, "If I shouldn't do this, I consider it a minor misdemeanor—certainly not something

that justifies serious punishment.

"I can't believe that I am supposed to give equal time to what is, first of all, the crushing, smothering, overwhelming attitude amongst the public that cascades down over us in even the sacra-liberal publications," Samaha says passionately. "And then I'm supposed to give equal time to those ideas in the classroom? I would think that if we're trying to balance something, we should be spending all our time trying to counteract that. We couldn't begin to balance that."

"I was never a great lover of Jimmy Carter and certainly not of his wife," he says, "but she [Roselyn Carter] said a great thing, which was that people love Reagan because he makes them feel comfortable with their prejudices. That's not my job."

Samaha has established himself as a solid researcher. One of his books on Elizabethan law is highly acclaimed, but he has since turned his attention from research to undergraduate teaching. Research is made difficult for Samaha because of a neurological dysfunction that makes it hard for him to hold his head straight and to use his right arm. The condition causes him much pain, but he shuns painkillers and seldom talks about the problem. "I can't just sit down and pick up a book and read," he says. "I mean, my head's going all over. I've got to work just to keep my eyes in the right place."

He has written the biggest-selling undergraduate criminal law textbook in the country and is now working on another book: *Introduction to Criminal Justice*. Writing textbooks usually doesn't give professors much prestige, but Ward says that Samaha deserves a lot of credit for his work. "It's probably a good thing for the undergraduates that some faculty members choose to do that," he says. "Students are reading texts, and it's a good thing that people who are serious scholars in their own rights also turn some of their talent and effort to undergraduate instruction."

Samaha says that opening students' minds is more vital to him than research. He loves to see perspectives evolve and watch students take off intellectually but hates simplistic, bumper-sticker answers. He will always prod students, "to make them ask what is it that they really think," he says. "To look at a spectrum and to realize that there is merit in more than one point on that spectrum, and maybe even to say that they'd like to move to a different point on that spectrum: that's my job," Samaha says. "My job isn't to bolster people's prejudices."

Blaise Schweitzer is a student in the School of Journalism and Mass Communication.



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Recruiting Honors

BY JERRY GRANT

Judy Grew remembers the garbage bag full of form letters she collected when she was Duluth Central High School's valedictorian in 1984. She says that the University was the only school that personalized its efforts to attract her to the school.

"I received a number of personalized letters from the College of Liberal Arts [CLA] Honors Program," says Grew, now a University junior majoring in political science. "This really touched me because no other collegiate honors program sent me personalized letters."

To attract more high-ability students like Grew, the University has implemented a number of scholarships and programs, of which the CLA Honors Program's efforts are a part. Teaming up with the Office of Prospective Student Services and individual collegiate units, the Minnesota Alumni Association (MAA) has become actively involved in the enterprise. Peg Peterson, director of the alumni chapter program, is organizing alumni efforts to recruit students who rank in the top 5 percent of their classes.

"The University has really never had to recruit scholars," says Peterson. "It's a new business for us."

During the 1985-86 school year, more than 500 MAA student recruitment volunteers contacted more than 2,000 high-ability high school juniors and seniors in Minnesota, Wisconsin, and Illinois. They also made contacts with more than 160 state high school guidance counselors, offering their services as references for the University and alerting the counselors to scholarship deadlines. The Alumni Association contacted all National Merit Scholars who named the University their first choice, and hundreds of follow-up letters were sent to students and parents who attended recruiting events. More than 2,000 1986 calendars with color photographs of the University were distributed to students throughout the year, as were more than 500 University campus map posters.

Specific events included high-ability student recruitment breakfasts, chapter program recruitment dinners, August send-off picnics for new University freshmen, and recruitment test-market programs in Chicago and in Milwaukee and Green Bay, Wisconsin.

All of the MAA's in-state chapters were involved in student recruitment. Chapter



alumni invited students in the top 20 percent of their classes to attend dinners or receptions, which featured University speakers and guests, such as University President Kenneth H. Keller, MAA Executive Director Margaret Sughrue Carlson, Medical School Dean David Brown, James Connelly of the rhetoric department, staff members of the Office of Prospective Student Services, and students from the University Student Alumni Association.

Tim Olcott, '70, a New Ulm attorney, organized the recruitment effort in Brown County. Olcott says he and other alumni want to share their "wonderful" University experiences with area high school scholars, and student recruitment gives them a chance to give something back to the University. "The alumni here decided to come together once a year with the purpose of recruiting students for the University," Olcott says. "Our motive for doing this is very altruistic, and there is nothing for us to gain. Our enthusiasm for the University carries through to the students."

Part of the task of alumni is relaying information to potential students regarding the many benefits that the University offers. A number of scholarships are available to assist high-ability students. During the 1985-86 academic year, the University awarded nearly \$500,000 in merit scholarship money to more than 350 University

scholars.

For the 1985-86 academic year, the University—with 68 merit-based freshman scholars on campus—ranked among the top twenty universities in the nation. Barbara Pillinger, director of Academic Honors Programs, believes that academic strength and diversity attract high-ability students to the University and that this academic foundation can then be further strengthened by various financial awards. "Students should not be counseled to select schools on the basis of a scholarship," Pillinger says. "Rather, I would encourage students to choose a school that best meets their academic needs, goals, and aspirations. However, these scholarships certainly help affirm the student's ability and let these students know of our interest as a university in having them come here."

Statistics prove that the University/MAA collaboration on high-ability student recruitment is a successful venture. Of the 128 students who attended recruitment breakfasts, where they were matched with alumni who shared similar interests, 14 became University National Merit Scholars, 9 were named 1986 Presidential Scholars, and 1 received the Morton S. Katz Minority Scholarship. Of the 160 high schools in which counselors were contacted, 156 sent in Presidential Scholarship applications, and 65 students received awards. In the Milwaukee and

Green Bay test markets, attendance at recruiting events broke all records, with 1,000 students attending in Green Bay and 600 in Milwaukee. Applications to the University from Wisconsin students increased 55 percent.

Jerry Grant is a free-lance writer and a University senior in the College of Education.

IN BRIEF

Ten Student Leaders Honored

Ten students received the Minnesota Alumni Association Student Leadership Award for 1986 and a \$500 stipend. They are **Brigetta Allen**, Minneapolis, School of Nursing, University Women's Crew Club, Alpha Tau Delta professional nursing fraternity, Coffman Memorial Union Board of Governors; **Paul Bernstein**, Golden Valley, Minnesota, School of Management, Sigma Alpha Mu fraternity president, Emerge Program mentor; **Thomas Daniels**, White Bear Lake, Minnesota, College of Liberal Arts (CLA), Minnesota Student Association executive committee, Black Student Cultural Center vice chair, chair of student representatives to the Board of Regents, and member of the senate committee on educational policy and the task force on minority programs for "Commitment to Focus"; **Jill Guadette**, Maple Grove, Minnesota, CLA, speech communications, Minneapolis Freshman Council chair, CLA senator, Student Senate chair, *Openline* managing editor, Omicron Delta Kappa national leadership honor society president; **Paul Nelson**, Afton, Minnesota, Institute of Technology, ROTC color-guard commander, drill team commander, Campus Carni officer, public affairs officer, University of Minnesota Blood Drive coordinator; **Beth Miguel**, Columbia Heights, Minnesota, CLA, sociology, Philippine Students Association, member of the task force on minority programs for "Commitment to Focus," Asian-American Student Cultural Center president; **Andrew Seitel**, Minneapolis, CLA, economics, 1985-86 student body president; **Gary Sloan**, Plainview, Minnesota, School of Agriculture, St. Paul Freshman Board treasurer, St. Paul Board of Colleges president, Agriculture Ambassador; **Linnea Solem**, Brookings, South Dakota, CLA, prebusiness, Comstock Hall Council president, Residence Halls Association president, Student Leadership Development Program; **Janet Taylor**, St. Paul, CLA, School of Journalism and Mass Communication, Welcome Week 1984 publicity director, coordinator Welcome Week 1986.

CONSTITUENT SOCIETY EVENTS

NOVEMBER

10 **Third Annual Black Alumni Society Brunch**
Call MAA for details: 612-624-2323.

12 **Black Alumni Society Board Meeting**
Call MAA for details: 612-624-2323.

DECEMBER

11 **College of Biological Sciences Executive Committee and Board Meetings**
Executive committee meeting, 6:30 p.m.; board meeting, 7:30 p.m., 127 Snyder Hall, St. Paul campus.

CHAPTER EVENTS

NOVEMBER

1 **Boston Alumni Chapter Annual Meeting**
Speaker: Joy Viola, "Foreign Students at U.S. Colleges." For more information, contact the MAA: 612-624-2323.

8 **Gopher Pregame Football Party**
Featuring Gopher coach John Gutekunst, Gopher cheerleaders, and the alumni band. 10:30 a.m.-12:45 p.m., Wisconsin Union South, 227 N. Randall Avenue, Madison, Wisconsin. For more information, contact the MAA at 612-624-2323.

13 **Martin County Alumni Chapter Annual Meeting**
Speaker: Thomas Bouchard, genetics expert specializing in twins research. For details contact Norma Paulson: 507-238-1485.

15 **Pregame Gopher Football Party**
Evening will include cheerleaders, door prizes, and Gopher football coach John Gutekunst. 10:30 a.m.-12:45 p.m., Sheraton University Hotel, 3200 Boardwalk, Ann Arbor, Michigan. For more information, contact the MAA: 612-624-2323.

20 **Grand Rapids First Annual Chapter Meeting**
Speaker: Joe Bloomer, liver

transplant surgeon at University Hospital. For more information, contact the MAA: 612-624-2323.

DECEMBER

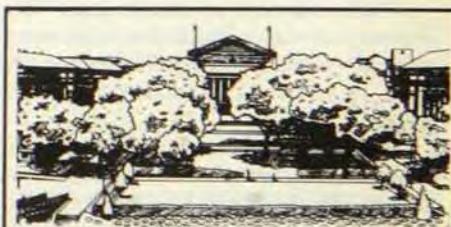
2 **Sun Coast Christmas Luncheon**
For more information, contact the MAA at 612-624-2323.

OTHER EVENTS

NOVEMBER

1 **Pregame Football Buffet**
4:30-6:00 p.m., Minnesota Alumni Club, 50th floor, IDS Tower, downtown Minneapolis. For information and reservations, call 612-349-6262.

20 **MAA Executive Committee Meeting**
7:30-9:00 a.m., Minnesota Alumni Club, 50th Floor, IDS Tower, downtown Minneapolis.



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Heart to Heart

Three generations of N. L. (Larry) Bentson's family have been coming to the University of Minnesota. One trip helped save a life.

Bentson, 65, is executive vice president of Midcontinent Corporation, a Midwest-based, family-owned company that over the years has reflected the evolution of the entertainment industry—from motion pictures to radio and television and, most recently, to cable and video.

Bentson's association with the University of Minnesota began in 1939 when he was a student. He graduated in 1943 with degrees in petroleum engineering and geology, served on the first Union Board of Governors as a student, and was alumni adviser to the board for several years.

Bentson, whose family owned a radio station in Minneapolis, grew up in the broadcasting business. In 1946 he married Nancy Ruben, whose father, Edmond (Eddie) R. Ruben, had attended the University in the 1920s and made a name for himself in the motion picture industry.

"With television on the horizon," says Bentson, "it was a logical move for me to join the partnership of Eddie Ruben and Joe L. Floyd [who had teamed with Ruben in 1935]."

In 1962, Bentson's twelve-year-old daughter, Jan, developed a serious heart ailment. Physicians at St. Joseph's Hospital in St. Paul were unable to diagnose the problem and called on Robert A. Good, a world-renowned immunologist who was on staff at the University of Minnesota.

"Jan's heart was enlarged, her lungs were filled with fluid, her joints were swollen, and she had trouble breathing," recalls Bentson. "Tests ruled out lupus and rheumatic fever, but the prognosis was not good."

Good suggested that she be transferred to the Variety Club Heart Hospital at the University for further testing. "During those early years," says Bentson, "the Variety Club Heart Hospital was treating the most serious cases in the country."

In 1935, Bentson's father-in-law, Ruben, was one of the original founders and first chief barker (president) of Variety Club of the Northwest, the fund-raising organization primarily responsible for the construction of the Variety Club Heart Hospital in 1951. Ruben, who is 88, is still a member of Variety Club.

While at the Variety Club Heart Hospital, Jan became "the subject of weekly



Support for the Variety Club Heart Hospital is a family tradition for N. L. (Larry) Bentson, left, and his father-in-law, Edmond (Eddie) R. Ruben.

medical conferences," says Bentson. "Because there was no known cause for her ailment, she was treated primarily through observation."

A final diagnosis came after Jan's release from the hospital—five months later. The diagnosis was pericarditis (inflammation of the outer lining of the heart) and pleural effusion (inflammation of the outer lining of the lungs). In addition, she had fluid collection between the outer lining of the heart and the heart itself.

Jan Bentson went on to study communication at the University and earned an engineering license from Brown Institute in Minneapolis. Today, Jan, 36, is married, lives in Madison, Wisconsin, and is an avid tennis player.

During his daughter's illness, Bentson became interested in Variety Club and its charity, the Variety Club Heart Hospital. "I was at the hospital every day for five months and saw all the good work that was accomplished," he says. Bentson joined Variety Club of the Northwest in the 1960s, and has been a member of its board of directors for many years. He served as president in 1980-81.

"That was an exciting time for Variety Club. In 1982, when the Jimmy Stewart Research Laboratories were completed

through Variety Club contributions, Jimmy Stewart came for the dedication ceremonies," he says. Besides the laboratories, the most recent addition, other facilities include the Variety Club Heart and Research Center (formerly Variety Club Heart Hospital), Ray Amberg Clinic and Laboratory, and Dwan Variety Club Cardiovascular Research Center.

Bentson has been an integral part of the "changing" Variety Club over the years. "The club is making bigger commitments to fund bigger projects," he says. One of those projects is the new Variety Club Children's Hospital, a wing of the new University Hospital complex.

In 1985, Variety Club pledged to the University of Minnesota Hospital \$8 million over the next ten years. A major portion of this money will support the Variety Club Children's Hospital.

This most recent commitment brings Variety Club contributions to the University to nearly \$35 million. "Everyone in Variety Club has a sincere concern for children and children's health problems," Bentson says. "I'm pleased to be part of an organization that actively supports health care for children with all kinds of medical needs."

Bentson has living proof of just how important that support is.

COLLEGE OF BIOLOGICAL SCIENCES

'79 **Craig Chambers** has completed graduate training in internal medicine at the Mayo Graduate School of Medicine in Rochester, Minnesota, and is practicing medicine at Chicago Health Services in Lindstrom, Minnesota.

SCHOOL OF DENTISTRY

'78 **Stephen Gulbrandsen** has completed graduate training in oral and maxillofacial surgery at the Mayo Graduate School of Medicine in Rochester, Minnesota, and has entered private practice in the Minneapolis area.

'83 **Deborah Lien** has completed graduate training in orthodontics at the Mayo Graduate School of Medicine in Rochester, Minnesota, and has entered private orthodontic practice in Rochester.

COLLEGE OF EDUCATION

'70 **Jay Fishman** has been named assistant professor of music at Denison University in Granville, Ohio. Fishman previously served as music director and conductor of the Minneapolis Chamber Symphony.

COLLEGE OF FORESTRY

'53 **William Magnuson** of Polson, Montana, has retired as forester for the northern region cooperative forestry and pest management staff of the U.S. Department of Agriculture Forest Service.

GRADUATE SCHOOL

'21 **Ezra B. Curry**, **Ernest G. Booth**, '28, and **George M. Booth**, '78, were passengers aboard Southern Railroad Business Car Number Nine for a 26-day journey to join 8,500 graduates and their families of the Agricultural College of the University of Saskatchewan in Saskatoon, Saskatchewan, Canada, for the college's diamond jubilee homecoming in July. Ernest Booth was the senior graduate present at the event and was presented with the university's Distinguished Graduate in Agriculture Award for his extension work in the province of Saskatchewan and for distinguished service to the economic development of the Upper Midwest states. Booth is a 1984 recipient of the University's Outstanding Achievement Award, the highest award the University bestows on its alumni.

'57 **Robert Atwell** of Washington, D.C., president of the American Council of Education, has been named to the President's Council at St. Mary's College of Maryland. The council serves an advisory role to the college's president and board of trustees on matters of curriculum, strategic planning, and resource allocation.

'59 **Marcus Alexis**, dean of the College of Business Administration at the University of Illinois at Chicago, has been elected to a four-year term on the Board of Governors of Beta Gamma Sigma, the collegiate scholastic honor society for students of business and management.

Richard C. Kirby of Geneva, Switzerland, has been reelected director of the International Radio Consultative Committee, the radio communications advisory committee of the International Telecommunication Union. A recipient of the University's Outstanding Achievement Award for his contributions to radio research and telecommunications, Kirby has served as director of the Institute for Telecommunications Science, U.S. Department of Commerce, and as associate director of the U.S. Department of Commerce Office of Telecommunications.

'63 **Curtis Carson** of St. Paul, University professor of agricultural engineering, has been elected a fellow of the American Society of Agricultural Engineers.

Jeannie Seaton of Richmond, Virginia, has been named assistant dean of the School of Allied Health Professions of the Medical College of Virginia, Virginia Commonwealth University. Seaton, formerly an associate professor, previously headed the school's Continuing Education Program and was coordinator of the Veterans Administration/Medical College of Virginia Center for Allied Health Education.

'67 **Stephen Margulis** has been appointed Eugene Eppinger/Business and Institutional Furniture Manufacturers Association Professor of Facilities Management in the F. E. Seidman School of Business, Grand Valley State College in Allendale, Michigan.

'69 **Ernest Forester** of Paxton, Massachusetts, has been named second vice president and associate actuary for the Paul Revere Insurance Company.

'72 **William Boernke** of Lincoln, Nebraska, has been appointed to full professor of biology at Nebraska Wesleyan University. Boernke, previously associate professor, is head of the college's biology department.

Steven Sundre of Dublin, Ohio, is the creator of School Match™, a computer service that matches families with public school systems that meet their needs and preferences. Sundre is executive vice president for operations of Public Priority Systems, which markets the new service.

'73 **Mona Casady** of Springfield, Missouri, has received the Burlington Northern Teaching Excellence Award at Southwestern Missouri State University, where she is professor of office administration and business education.

Michael Shuler of Ithaca, New York, has received the American Chemistry Society's 1986 Marvin J. Johnson Award in Microbial and Biochemical Technology. Shuler, professor of biochemistry and acting director of the School of Chemical Engineering at Cornell University, was

cited for his research in mathematical models of microbial systems.

'74 **Thomas Courtice** has been named president of West Virginia Wesleyan College. Courtice served as president of Westbrook College in Portland, Maine, for nearly ten years.

'75 **Jean Forster** of St. Paul has been awarded a fellowship in the W. K. Kellogg Foundation's National Fellowship Program. Forster is a scientist in the division of epidemiology at the University's School of Public Health.

Eddie B. Robertson of Waleska, Georgia, has been appointed associate professor of biology at Reinhardt College.

Ellen D. Schultz has been appointed assistant professor of nursing at Metropolitan State University in St. Paul and Minneapolis.

'76 **Janet Henquet** of Roseville, Minnesota, has been named associate professor at Metropolitan State University in St. Paul and Minneapolis.

James L. Warner of Roseville, Minnesota, has been named manager of the solid waste section of the Minnesota Pollution Control Agency.

'77 **Hugo Caram** of Allentown, Pennsylvania, has been promoted to full professor in the department of chemical engineering at Lehigh University.

Paul Chewning of Morgantown, West Virginia, has been named executive director of university development at West Virginia University. Chewning was previously director of development of the university's foundation.

Gerald Niemi of Duluth, research associate with the University of Minnesota, Duluth, Natural Resources Research Institute, has received a grant from the U.S. Environmental Protection Agency's Environmental Research Laboratory in Duluth. The grant, titled "Factors Controlling the Recovery of Aquatic Systems from Disturbance," enables Niemi to compile information from across the country on lakes, rivers, and ponds that have been disturbed by both man-made and natural causes. Niemi will use the information to identify why some water areas recover from a disturbance while others are severely damaged or irrevocably changed.

'79 **Genevieve Cramer** of Springfield, Missouri, is recipient of the Excellence in Teaching Award given by Southwest Missouri State University. Cramer is associate professor of elementary education, reading, and special education at the university.

Jennifer Hamlin has been named director of public relations at Ohio Wesleyan University. Prior to this appointment, Hamlin served as director of publications and information at Adrian College in Michigan.

Fannie Primm has earned a doctorate in education from Atlanta University.

'80 Cynthia Howarth of Seattle has been promoted to senior associate of the executive search firm Korn/Ferry International.

Robert Strachota of Edina, Minnesota, president of the real estate firm Shenehon & Associates, has been awarded membership in the American Society of Real Estate Counselors.

'82 Michael D. England has received an M.D. degree from Mayo Medical School and has begun postgraduate training in general surgery at the Mayo Graduate School of Medicine.

Mary E. Norvitch has completed graduate training in biochemistry and molecular biology at the Mayo Graduate School of Medicine in Rochester, Minnesota, and is researching molecular biology of the central nervous system in Mahwah, New Jersey.

Stewart Stender of Minneapolis has been named a partner of Trammell Crow Minnesota.

Andrew Kanter has been appointed assistant professor in the language and literature department of Ferris State College in Big Rapids, Michigan.

'83 Katherine Pedro Beardsley of Ellicott City, Maryland, has been appointed assistant provost for the division of behavioral and social sciences at the University of Maryland at College Park. Beardsley was previously director of student services at the University of Maryland at Baltimore.

'84 Kenneth Cooper, former faculty member in the School of Management at the University of Minnesota, has been named dean of the College of Business Administration at Ohio Northern University.

'85 Ada Lou Carson of Big Rapids, Michigan, has received Ferris State College's 1985-86 Distinguished Teacher Award. Carson is associate professor of languages and literature in the School of Arts and Sciences.

Paulette Joyer of Robbinsdale, Minnesota, has been elected member of the board of the Minnesota Justice Foundation, a student organization at William Mitchell College of Law in St. Paul. Joyer is a second-year law student at the college.

Alayne Schroll has been named assistant professor of chemistry at St. Michael's College in Winooski, Vermont. Prior to her appointment, Schroll was assistant professor of chemistry at the State University of New York College at Plattsburgh and for five years had served as teaching and research assistant at the University of Minnesota.

Michael VanNorstrand has received an M.D. degree from Mayo Medical School in Rochester, Minnesota, and has begun postgraduate training in internal medicine at the Mayo Graduate School of Medicine.

LAW SCHOOL

'73 Jeffrey M. Smith of Atlanta, Georgia, partner in the law firm Arnall, Golden & Gregory, has been reappointed chair of the American Bar Association's standing committee on lawyers' professional liability. Smith was the 1984 recipient of the American Law Institute's award for merit in writing and lecturing on legal ethics and malpractice.

'81 David Vanney of St. Paul, attorney with

Felhaber, Larson, Fenlon & Vogt, has received the Minnesota Lawyer Advocate Award from the U.S. Small Business Administration for his analysis of the impact of federal tax reform bills on small business in Minnesota.

COLLEGE OF HOME ECONOMICS

'83 Ann Overbye Burbridge of St. Paul has been promoted to account executive for Naegele Outdoor Advertising Company of the Twin Cities.

INSTITUTE OF TECHNOLOGY

'66 Jon Tolle has been named chair of curriculum in mathematical sciences at the University of North Carolina at Chapel Hill.

'67 Michael Ellenbecke has been appointed associate professor of mechanical engineering at the University of Lowell in Lowell, Massachusetts.

UNIVERSITY COLLEGE

'82 Timothy Hawley of Minneapolis has been promoted to account executive at Campbell-Mithun Advertising.

DEATHS

Helen Canoyer, '40, San Francisco, February 25, 1984.

Harold D. Caylor, '26, Bluffton, Indiana, June 16, 1986.

Merrill K. Cragun, '31, Minneapolis, January 8, 1986. Cragun was a professor and acting director of the Nolte Center for Continuing Education at the University from 1949 until his retirement in 1972. Founder of Cragun's Pine Beach Lodge and Conference Center on Gull Lake near Brainerd, Minnesota, Cragun was active in promoting state tourism and was a charter member and past president of the Minnesota Resort Association and a past president of the Governor's Tourist Advisory Committee. He was developer and copyright owner of the Paul Bunyan Legend and Playground Association, which he established to promote tourism in central and northern Minnesota. Cragun also founded the Upper Midwest Hospitality Show, a food and equipment show held annually in Minneapolis for hotel and restaurant businesspersons. Cragun was active in several community, professional, and religious organizations.

Harry C. Dinmore, '23, Cheshire, Connecticut, date unknown. Dinmore served as industrial sales manager for Tire Rubber Company in Andover, Massachusetts, for more than 30 years prior to his retirement. He was involved in the Lowell, Massachusetts, Historical Society and the International Institute and served in several church offices.

Arne Halonen, '44, Forssa, Finland, April 14, 1986. Halonen emigrated from Finland to the United States in 1920 and found work at a Finnish newspaper in Massachusetts. After moving to the Minneapolis community, he worked in the insurance business and attended night school at the University. He graduated summa cum laude with degrees in economics and political science. A pioneer in bringing Finnish language classes to the University of Minnesota, Halonen taught lan-

guage and political science at the University for twelve years. During World War II he organized the Finnish Relief Fund, which raised funds and distributed packages of food and clothing to Finnish war victims, and he received the Order of the Finnish Lion First Class from the Finnish ambassador to the United States for his service. Halonen was active in the Finnish-American Society and the Finnish-American Historical Society.

Marjorie Howard, '24, Excelsior, Minnesota, June 1986.

Francis Pledger Hulme, '47, Asheville, North Carolina, May 5, 1986. A former instructor in the department of English, Hulme was director and professor emeritus of graduate English at the State University of New York, Oswego, until his retirement. A former Fulbright professor, Hulme was the author of two volumes of verse, *Come Up the Valley* and *Mountain Measure*, and his poetry won both the Thomas Wolfe Literary Award and the Arnold Young Cup for best volume of the year. His last volume of verse, *A Dancing Fox*, is scheduled for publication in 1987.

Glen M. Kohls, '37, Hamilton, Montana, August 3, 1986. Kohls, an entomologist, performed research in the identification of disease-bearing ticks, including ticks bearing Rocky Mountain spotted fever. In 1966 he was awarded an honorary doctorate degree of science from Montana State University, and in 1968 the U.S. Public Health Service awarded him the Meritorious Service Medal in recognition of his work. Kohls was the author of more than 180 scientific papers.

Rowe B. Million, '53, Lake City, Minnesota, October 3, 1985.

Theodore "Ted" Nydahl, '31, '42, Mankato, Minnesota, June 24, 1985. Nydahl taught for more than 40 years at Mankato State University, where he served as chair of the social studies division and also had served as dean of the School of Arts and Science. The recipient of two Fulbright appointments, Nydahl taught in Greece in the 1950s and 1960s. Along with fellow University faculty member Theodore C. Blegen, he coauthored *Minnesota History: A Guide to Reading and Study*. Nydahl was active in several educational, religious, and community organizations.

Reuben Thorson, '24, West Palm Beach, Florida, July 20, 1986. Thorson was an investment banker, stockbroker, and former chair of the board of Paine, Webber, Jackson & Curtis. He began his career as a stockbroker in Chicago in 1924 and joined the investment firm Jackson & Curtis in 1936. Upon the merger of that company with Paine, Webber & Company in 1942, Thorson became a general partner in the new firm and served as chair of the policy committee from 1955 until his retirement from management in 1968. Under Thorson's direction, Paine, Webber & Company expanded to become a nationwide banking and securities firm. Thorson was active in the financial communities of Chicago and New York, serving as governor and chair of the board of governors of the Midwest Stock Exchange and as chair of the Chicago Association of Stock Exchange Firms. He held memberships on the Chicago Board of Trade, Chicago Mercantile Exchange, the Investment Bankers Association, as well as other professional organizations.

Maurice J. Weinberger, '42, Washington, D.C., April 30, 1986. Weinberger served for more than 30 years as superintendent of various Minnesota school districts before moving to the Washington, D.C., area, where he became principal of Leland Junior High and then of Broadacres Elementary, from which he retired in 1970. He then started a career as a stockbroker with the Prudential Insurance Company, where he specialized in tax-deferred annuities. He retired a second time in 1980. Weinberger was active in several professional and community organizations.

DULUTH

Is There a Doctor on the Set?

On the specially built set, the evening's guests take their places. Above, in the darkened control room, a final check is under way. As the minute hand on the wall clock nears the hour, a switch is thrown and music fills the air. An electrocardiogram appears on the screen, its beat in sync with the beat of the music.

Live from Duluth, it's "Doctors on Call."

A creation of Paul Royce, B.A. '48, M.A. '52, dean of the University of Minnesota, Duluth (UMD), School of Medicine, "Doctors on Call" was the eighth most-watched program in the WDSE-TV viewing area last year, sharing top rating with major productions such as "Nova" and "National Geographic." The secret of the program's success can be traced to the pioneering days of television, when live shows such as "Playhouse 90" filled the airwaves. Just as then, the show represents television at its best: live, interactive, unpredictable.

During the half-hour, unrehearsed program, three area physicians—one from the Iron Range, one from St. Louis County, and one from Wisconsin's Douglas County—join Royce in the discussion of a medical topic. The viewing audience calls in questions for the physicians to answer that are taken, off camera, by UMD School of Medicine student volunteers, who write the questions down and pass them on to Royce.

Using medical students to field the questions has been a real advantage. Because of their medical knowledge, the students are able to take long questions and make them more concise, not only expediting the speed and flow of the show but also eliminating crank calls.

"We're a call-in show, but we avoid the pitfalls of most call-in shows by fielding questions off camera," Royce says.

Marty Anderson, the show's director, is one of those who thrive on live television. "You saw me tonight: high anxiety, too much adrenalin. I put on the appearance that I'm very uptight and nervous. Actually—I am!" he jokes.

He compares working under pressure to a roller coaster ride. "When you are on your way up a roller coaster, you think,



Behind the scenes of "Doctors on Call," the University of Minnesota-Duluth's popular call-in television show on channel WDSE-TV. The program was created by Paul Royce, dean of the UMD School of Medicine.

What am I doing here? But then, when all the loops and turns come, you enjoy it."

In 1984, Anderson directed the station's UMD hockey coverage. With three cameras at his disposal, he says, it was just like playing a video game. "Way in the back of my mind was the thought that 50,000 to 60,000 people were watching. But I was really just doing what I was doing for me. Because of that, I don't get stage fright—not for hockey games or 'Doctors on Call'."

Throughout the show, Royce plays the devil's advocate, coming across as a layperson or reporter asking questions. He sees his major role as getting the evening's topic to unfold in a logical way, sorting through the questions as they're handed to him, mentally prioritizing them. At the same time, he continues to interact with the panel and monitor what's being discussed on camera.

He makes a point of avoiding some types of questions, however. "Questions about chiropractors, physicians-versus-lawyers, that type of thing," he says.

The popularity of "Doctors on Call" comes from giving people who are worried about a health problem the chance to ask about it. "It allows people to get answers to health questions that they feel may be too trivial to ask their doctors," says director Anderson. Besides, some

people can't afford to walk into a doctor's office to ask a question.

Even from the program's start in 1982, Royce was never concerned that the phones wouldn't ring. "I had no apprehension on that," says Royce. "Since I'd been involved in a similar show in Pennsylvania previously, I was certain that the phones would ring. In fact, I was confident it was going to work. I just didn't know that it would work this well."

Contributing to the show's success is careful planning. A planning committee made up of physicians from the Iron Range, St. Louis County, and Douglas County medical societies determines each season's topics. Committee members include doctors Joseph Leek and William Jacott from the St. Louis society, Ben Owens from the Range, and a representative from Douglas County.

In the four years the show has been on the air, not one guest physician has failed to appear. "We've never had a no-show," Royce says proudly.

In the final analysis, however, UMD professor of English Wendell Glick may have the reason for the show's success: "Doctors on Call" is both entertaining and enlightening, Glick says.

"The two are the same for me. The pursuit of knowledge is more fun than anything I know."



The Institute of Technology's new \$45-million building will be four stories above ground and two stories below and will house the Schools of Electrical Engineering and Computer Science and a new microelectronic facility.

INSTITUTE OF TECHNOLOGY

High Tech Goes Underground

A new headquarters for the Institute of Technology (IT) is expected to be completed by the summer of 1988. The \$45-million building will house the Schools of Electrical Engineering and Computer Science and a new microelectronic facility.

The building is part of a ten-year program aimed at improving all the schools within IT. It is under construction where the old experimental engineering building used to be and will be four stories above ground and two stories below ground.

IT Dean Ettore (Jim) Infante says the building is a necessity. Besides providing more space for faculty and teaching assistants (TAs), who are now scattered throughout various buildings, IT will have modern labs and other facilities that will provide more research opportunities for graduate students and faculty. "Most of the present labs were built in the smokes-tack days," says Infante. "They can be hazardous. We need clean, efficient labs."

The building will also include a student lounge. "The shortcoming of a commuter school is that students have little opportunity to interact," Infante says. "In other places, people live in dorms and can exchange ideas. That is important, and the lounge will allow these students to do that."

Students echo Infante's sentiments. "Now the lab equipment is obsolete," says Dave Christopher, an electrical engineering student. "Plus, there are not enough computers. TAs are all over the place. It

will be nice to have them all in the same place."

FAMILY SOCIAL SCIENCE

Telling It Like It Is

No one really listens to what I say. You treat me like a child. You don't care what I think. Nobody understands me.

We have all heard these great battle cries from teenagers. Most of us probably remember yelling them ourselves. That, however, has never made it easier for older generations to comprehend youth.

The Minnesota Youth Poll, developed in 1977 and funded by the state, may change that.

"We wanted something different from the usual stats," says Diane Hedin, associate professor in home economics administration, who directs the poll. "We wanted to learn about the issues facing youth from a youth perspective—not an adult perspective."

Unlike surveys, the poll asks open-ended questions. Usually conducted as part of a social studies class, a discussion group of youths is formed, with one group member acting as the data collector. No adults are present.

This self-administration approach is not only cheaper than interviewing but also leaves the responsibility for making the poll work with the kids, says Hedin. The one-hour discussions are held in various schools throughout the state, with about 1,200 youths participating each time. It's conducted twice a year, with a different issue discussed each time. "People like doing it," Hedin says. "It's an educational act for kids. Teachers like it.

It's a new activity for students when they get restless on the last few days of school."

Hedin says that negative images adults have of youth—and vice versa—is a shocking fact in a society so child oriented. "They feel a lot of hostility. This is not a society that likes adolescents much. We are fearful of them," she says.

But Hedin says that kids are not as self-centered as we perceive them to be. "Kids are complex, multifaceted. You can't just say they are irresponsible," she says. She points to a poll that found youths saying that nuclear war and the economy were crucial issues without being told what issue choices there were.

The poll has also found that teenagers are no more a uniform lot than adults. For example, a poll on teen pregnancy showed that youth were no more for or against abortion than adults. Kids from upper- and middle-class families were more likely to support abortion than children from the lower class.

Poll results have been used by both public and private organizations. A 1984 poll on future hopes and plans of youth was used as a background paper for the Conference on the Economic Future of Girls and Young Women. Subsequently, the Dayton-Hudson Corporation began a program to help young females "at risk" find jobs in the company.

In the future, Hedin would like to do polls on religion and spirituality, stress, and the place of sports and athletics in kids' lives. She would also like to redo some past polls to see what changes have taken place over time.

The Minnesota Youth Poll is the only one of its kind in the United States, and Hedin is proud of its success. "People being more informed about kids: that's really my goal."

MEDICAL SCHOOL

Stuart Jamieson: At Home at the Top

In April, Ken Jones, 37, a family man with six kids, had two months to live. He was suffering from a rare case of primary pulmonary hypertension, a slow degenerative disease affecting the heart-lung system.

In May, he underwent surgery at the University of Minnesota Hospital that gave him the heart and lungs of a man who had lived in Cottage Grove, Minnesota. Five weeks later, Jones left the hospital with an undetermined lease on life.

The man who gave Jones his second chance was Stuart Jamieson, who came to the University of Minnesota from Stanford University this year to head cardiothoracic surgery and direct the University's Heart and Lung Institute. At 39, Jamieson is a world-renowned surgeon.

Noting that Minnesota is the home of heart surgery, Jamieson says he sought the challenge of building a new program. He not only believes that the University is more centrally located than Stanford, which will make it easier to get donor organs to patients in time, but he also expects the University to become the world center in transplants. "By virtue of the people who are here, we will be a leader," he says. "In the last four months, we have done 24 heart transplants. That makes us one of the busiest transplant centers."

Jamieson hopes to recruit "the best brains and hands" to the University.

Jamieson has earned his reputation as a surgeon. Raised in Rhodesia (now Zimbabwe), Jamieson, the son of an eye surgeon, studied medicine at the University of London, where his goal was to be the world's best surgeon. When his family's wealth was locked in Rhodesia, Jamieson put himself through school.

One of the founding fathers of the heart-lung transplant, Jamieson performed his first such operation five years ago on a middle-aged newspaper employee, who still lives a normal life today. The operation has a 60 percent success rate at keeping patients alive for more than two years. In 1979, monkeys were the first to undergo this operation. They, too, are still alive today. "You can say they are our key to success," Jamieson says.

Jamieson is the president of the International Society for Heart Transplantation, a worldwide organization whose journal is published in Minnesota. He was the recipient of the European Congress of Cardiology Young Investigator Award in 1976. Jamieson also wrote the first Amer-



Stuart Jamieson

ican paper on cyclosporin, the antirejection drug that is now widely used in transplants.

Though he, like other newcomers, says Minnesota's climate is less than the best, he believes the support the hospital receives from institutions such as Variety Club of the Northwest makes opportunities endless here. In fact, that is why he turned down the chair at the University of London.

A surgeon's follow-up care with a heart-lung transplant patient is minimal. But yesterday, Jones stopped by to give his family portrait to Jamieson. It sits framed on a coffee table in Jamieson's office. Asked if there is anything Jones cannot do, Jamieson replies, "What can't he do? He jogs five miles a day. That's more than I can say."

But then, Jamieson would find it difficult to spare the time to jog five miles a day. He puts in about 100 hours a week at the hospital.

DENTISTRY

The Big Picture —And We Mean Big

You always knew sugar was bad for your teeth; now you can see why. The proof is in a photograph of streptococci bacteria making inroads on tooth enamel—enlarged 700,000 times—taken with the help of the School of Dentistry's electron microscope.

The electron microscope boasting this amazing magnifying power validates old wisdom and pushes the boundaries of

dental research far beyond what was possible only a few years ago. A new world for research and teaching has been opened by enabling scientists to see what they couldn't see with a regular microscope.

Charles Schachtele, professor of dentistry and microbiology, researches the streptococci bacteria's ability to stick to teeth and cause dental caries—tooth decay. He has found that bacteria take sucrose from a patient's diet and produce, with the help of certain enzymes, a sticky polysaccharide film. These enzymes are the real foes of dental health. Without them, bacteria would not be able to convert sucrose into the sticky film that causes tooth decay.

The not-too-distant goal of Schachtele's research is to understand more fully the mechanism by which bacteria stick to the teeth, in order to ultimately formulate a vaccine against these enzymes. Schachtele predicts that in a couple of years, researchers around the country will start clinical trials of a vaccine that will neutralize the enzymes, which will then be swallowed by users.

In the future, you may have the choice between tooth decay and this somewhat unappetizing solution.

BAND

Flash Back 25

The University of Minnesota Marching Band celebrates its 25th year of indoor concerts this November.

To mark the anniversary, the 250-member band's performances will highlight its most popular selections, including the "Sound of Music" medley and other tunes from popular musicals and favorite marches.

This year the band will also produce an album of University of Minnesota tunes, which will be sold commercially. The last album was produced in 1964. "We didn't even have stereo sound then," says Frank Bencriscutto, director of concert bands and jazz ensembles.

This year's concerts will help pay for the album and other band expenses. The concerts will be held the Sundays of November 9, 16, and 23 at 3:00 p.m. Tickets cost \$7 for adults and \$6 for students. Tickets can be purchased at the Northrop Ticket Office, 612-624-2345, and from the band department, 612-624-5056.

This column was compiled by Carole Jaworski, UMD science editor, and Alia Yunis and Bjørn Sletto, Minnesota interns and students in the School of Journalism and Mass Communication.



EDINBURGH-LONDON. December 22, 1986-January 1, 1987. Our holiday trip to the British Isles includes four nights in Edinburgh and five nights in London. Beginning with a Christmas Eve celebration—carols, dinner, and an evening of dancing to Strauss waltzes—and an extravagant masked Christmas ball. You'll enjoy sight-seeing in the Scottish countryside and shopping at the after-Christmas sales in London before the tour's grand conclusion on New Year's Eve. A relaxed pace and lots of leisure time are perfect complements to all the holiday festivities.

THE LESSER ANTILLES. January 17-24, 1987. All aboard the four-masted *Wind Star*, the largest sailing yacht ever built, for a seven-day luxury cruise through the warm waters of the Caribbean. Sight-seeing, swimming, shopping, and sailing. A relaxing tropical adventure that includes visits to Antigua, Barbuda, St. Kitts, St. Barthelemy, St. Martin, Virgin Gorda, St. Johns, and St. Croix. The new *Wind Star*, with 75 outside cabins, pool, library, casino, and dome-covered lounge, is outfitted for a smooth and even ride powered by huge, computer-assisted triangular sails. A voyager's delight.

nights in Cannes, truly the jewel of the Cote d'Azur, with optional trips to Nice and Monte Carlo; six nights on the new *M.S. Arlene*, a specially designed deluxe river cruiser with the atmosphere and amenities of a private club; traveling through historic Provence, land of Roman ruins, castles, and some of the world's finest wines; overland train passage on the high-speed, high-tech TGV; and three nights in the incomparable city of Paris.

BLACK FOREST-SWISS ALPS. June 10-23, 1987. A hiking adventure! Spend six nights each in Freiberg, West Germany, and St. Moritz, Switzerland, two of Europe's most beautiful and scenic health resorts. Our tour features six scenic day hikes through fairy-tale forests, past Old World villages, along sparkling mountain lakes, and into breathtaking alpine scenery, complete with picnic lunches and castle and museum tours along the way. On alternate days, motorcoach and boat excursions take you to the Rhine Falls, the tiny resort island of Mainau, the French city of Strasbourg, historic Fribourg, the Swiss lake resort of Lugano, through Zurich, and into Italy's spectacular lake country. This carefully planned itinerary

AUSTRALIA-NEW ZEALAND. March 19-April 4, 1987. Our enticing winter tour of the South Pacific features an excursion to the astounding Great Barrier Reef, nature's "Eighth Wonder of the World." Exploration of the "Land Down Under" includes three nights in beach-bound Cairns; a stop in Brisbane, home of the Lone Pine Koala Sanctuary; two nights in Auckland, dazzling "Queen City" of the South Pacific; three nights in Christchurch, gateway to the spectacular South Island Southern Alps; three nights in the financial and fashion capital, Melbourne; and three nights in Sydney, Australia's oldest and largest city, situated on one of the most beautiful harbors in the world. Many optional day excursions and three-night options in Hawaii and Fiji are offered before or after the trip. An unusual and unforgettable journey.

FRANCE. May 15-28, 1987. Springtime on the French Riviera, and a luxurious cruise on the romantic Rhone River. This is an exciting and incomparable two-week journey through the best of France: three

highlights often-missed attractions and flexibility for individual sight-seeing, shopping, and relaxing if you choose not to participate in all of the hikes.

ALASKA. July 15-27, 1987. It's America's last frontier. The midnight sun, spectacular fjords, glaciers cascading down mountainsides, majestic Mount McKinley, moose, caribou, and soaring eagles. This tour of our 49th state includes four nights on land, including two days in Vancouver and seven days at sea aboard the spacious ocean liner *Regent Sea*. From Vancouver, British Columbia, ports of call are Ketchikan, Endicott Arm, Juneau, Skagway, Yakutat Bay, Hubbard Glacier, Columbia Glacier, College Fjord, and the fishing town of Whittier. Traveling on the Midnight Sun Express, visit Anchorage, Denali Park, and Fairbanks for extensive sight-seeing of the interior's equally impressive sites. Bonus: \$150 discount for reservations made by December 31, 1986.

SCANDINAVIA-RUSSIA. August 12-23, 1987. Copenhagen, Stockholm, Leningrad, and Helsinki. A marvelous tour around the Baltic Sea to visit three of Scandinavia's gem capital cities and the artistic and intellectual capital of Russia. After three nights in Copenhagen, board the *Ocean Princess*, flagship of Ocean Cruise Lines, and enjoy the richly diverse cultural, historical, and architectural highlights waiting for you in each port of call. Fine shopping, a Russian ballet, concert, or folklore show, and a final stop on the Swedish island of Gotland, where Visby, the beautifully preserved island

capital, nestles inside its thirteenth-century city walls punctuated with 44 watchtowers.

AFRICA. September 17-30, 1987. The unsurpassed adventure and natural wonders of a two-week safari in Kenya made this one of our most popular alumni tours ever. We return to the magnificent wilds with first-class accommodations throughout and also offer three optional extensions: a three-night pretour in Amsterdam; a week-long walking trek preceding the safari in Kenya's northern frontier—with expert guides directing the traveling camp transported by camel; or a posttour to Kenya's Indian Ocean coast, including overnight passage on the first-class Iron Snake locomotive and three nights at an oceanfront resort on twelve-mile Diani Beach. The safari itself features travel by bus in small groups with top-notch driver/guides who lead you on game runs, through native villages, and across tribe lands into forest and desert national parks. Highlights include Kilimanjaro, Nairobi, the premier Mt. Kenya Safari Club, Samburu's phenomenal bird life, Lake Nakuru, and the Maasai Mara.

ADVENTURE TRAVEL

Minnesota Alumni Association (MAA) members are eligible for a 10 percent discount on any trips listed below; groups of ten or more receive an additional 5 percent discount. Prices listed are projected prices for 1987, and youth rates



are available. Proof of membership is required. Direct all inquiries to ECHO: The Wilderness Company, 6259 Telegraph Avenue, Oakland CA 94609, 415-652-1600.

IDAHO
The Main Salmon. The "River of No Return." Big water, quiet water, wilderness, and beauty; it is an experience to treasure. \$748. MAA members: \$673.
Middle Fork. The classic mountain whitewater run in America. The canyon is spectacular. \$829. MAA members: \$746.

OREGON
Rogue. The rapids, the charm of the canyon, and the long, warm days bring people back again and again. Three-, four-, and five-day camping trips; three-day lodge trips. \$309, \$397, \$476. MAA members: \$278, \$357, \$428.

CALIFORNIA
American. Plenty of whitewater action for beginner and veteran alike. One- and two-day trips: \$66, \$144. MAA members: \$60, \$130.

American North Fork. A superb one-day trip near Auburn, California. A narrow, fast river with exceptional rapids. \$82. MAA members: \$74.

California Salmon. A classy river—cold, clear, fast, and surrounded by steep canyon walls of evergreens. Two- and three-day trips: \$218, \$311. MAA members: \$196, \$280.

Tuolumne. No river in America can claim better rapids or a better river experience than the Tuolumne. One-, two-, and three-day trips: \$103 to \$342. MAA members: \$93 to \$308.

Pictured are Australia's Sydney harbor, left; the Roman ruins at Orange, France, far left; and the *MV Regent Sea*, above.

INTERNATIONAL TOURS

For prices or more information about any of our tours, call 612-624-2323 or write to: Travel Director, Minnesota Alumni Association, 100 Morrill Hall, 100 Church Street SE, Minneapolis MN 55455.

SINGAPORE-BALI-HONG KONG. November 6-19, 1986. An in-depth look at the fascinating and exotic Southeast Asia, where Eastern cultures and traditions flourish amid thriving and dynamic Western development. The itinerary includes four nights in Singapore, a tropical island with a rich Indian and Chinese history that today is part of the British Commonwealth; four nights in Denpasar, the capital city of beautiful Bali, haven for the arts, rituals, and classics of the Eastern islands; and four nights in Hong Kong, gateway to the Orient and to China that includes 235 islands and the most cosmopolitan marketplace in the world. City tours and air travel throughout with many optional excursions are included.



Faculty Team Controls Athletics

BY BRIAN OSBERG

A requirement of being a member of the Big Ten Conference is that a school has "full and complete" faculty control of its athletic program. Each university is given discretion as to the method of fulfilling this provision. The University of Minnesota complies with the requirement through the Assembly Committee on Intercollegiate Athletics (ACIA), a standing committee of the faculty-governed Twin Cities Campus Assembly.

The ACIA is responsible for all policy matters relating to intercollegiate athletics. "The main purpose of the committee is to set standards of athletic performance," says Mariah Snyder, Ph.D., a professor in the School of Nursing and chair of the ACIA. The eighteen-member committee provides direction on budgeting, facilities, and athletic awards, sets athletic schedules and ticket prices, and investigates infractions of NCAA rules. The committee is also involved in the process of selecting coaches and athletic directors, though it was not included in the hiring of Lou Holtz and Clem Haskins—a "bone of contention," according to Snyder.

The ACIA is continuing its review of the University's athletic task force report issued earlier this year. It has implemented the task force recommendations calling for a minimum grade point average of 2.0 after a student athlete's freshman year and has adopted a proposal requiring athletic recruits to be interviewed by academic counselors before being offered a scholarship. "We want to make sure that they [athletes] can make it academically so they will not be exploited," says Snyder. The committee "barely" adopted the task force recommendation to the Big Ten to prohibit freshman athletic eligibility, according to Snyder.

Key issues being addressed by the committee are academics, drug education programs, athletic injuries, and financing of athletics.

Though the committee is composed primarily of faculty members, students and alumni also serve on the ACIA. The women's and men's athletic directors are active ex-officio members of the committee. "The athletic department is very cooperative with our committee," says Snyder. Snyder expects the ACIA to become more proactive in NCAA and the University athletics policies. "The answer is not necessarily more rules," she says. "What we need is a good balance between academics and athletics."



Bobby Bell

Men's Basketball Preview

With only four lettermen returning from last season, it will be a rebuilding year for coach Clem Haskins's Gophers.

Leading this year's squad are junior Tim Hanson and seniors Ray Gaffney and Kelvin Smith, who, along with Marc Wilson and John Shasky, gave a valiant effort during the last half of the 1986 season as the "Iron Five." Also returning are Dave Holmgren, a junior recovering from off-season knee surgery, and senior Terence Woods, who saw limited action last year. Joining the team are freshman recruits 6-7 Willie Burton, 6-4 Melvin Newbern, and 6-9 Jim Shikenjanski. Newbern will not be eligible until the 1987-88 season. The Gophers have also recruited an army parachuter, 6-6 Richard Coffey from North Carolina.

Haskins's philosophy on defense is to have full-court pressure and use multiple defenses. "Our defense will carry us," he says. "We will have to rely on our quickness." On offense, Haskins likes to play a high-post; however, with Holmgren out, the Gophers may have to rely on their running game. "The key to offensive success is maturity in the backcourt with a good point guard," says Haskins.

Before coming to Minnesota, Haskins

coached four years at Western Kentucky where he had a record of 101-73. He was an all-American at Western Kentucky and a professional player in the NBA. Haskins turned down the Minnesota position twice before accepting the challenge. "The fan support is what excited me about this job, despite the problems and turmoil of last year," he says.

Haskins hopes to bring back the Pillsbury Classic Tournament in a few years—perhaps at the Metrodome. Though he would like to play a few games at the Dome, he wants to keep the games on campus at Williams Arena. "The game is for the student body," he says. "We need strong student involvement and support." Haskins looks for Michigan, Iowa, Purdue, and Indiana to be the teams to beat.

Gopher Notes

The women's basketball team, hoping to improve on last year's 8-20 record, opens its season with the Dial Classic, November 28-29 at Williams Arena. The other tournament teams are Auburn, Clemson, and Northern Illinois. The Gopher hockey team has scheduled a "Skate with the Gophers" day December 7 in Mariucci Arena, which will be open to the public. The men's and women's gymnastic teams will host a Japanese All-Star team December 6. The Gopher Football Banquet and awards presentation is Monday, November 24, at the Minneapolis Athletic Club. For tickets or more information, call 612-379-3655.

Alumni News

Former Gopher player John Shasky, '86, who was drafted in the third round by the Utah Jazz, signed a contract to play basketball in France. Football greats Bobby Bell, '69, Ed Widseth, '37, and Clayton Tonnemaker, '50, were among many former Gophers honored at this year's NFL Alumni Charity Golf Tournament. Three ex-Gopher basketball stars played on NBA teams that were in the final four of the NBA championship playoffs. Jim Peterson is the sixth man on the Houston Rockets, Randy Bruer plays center for the Milwaukee Bucks, and Kevin McHale starts for the world champion Boston Celtics.

Brian Osberg, '73, '86, is a Twin Cities free-lance writer.



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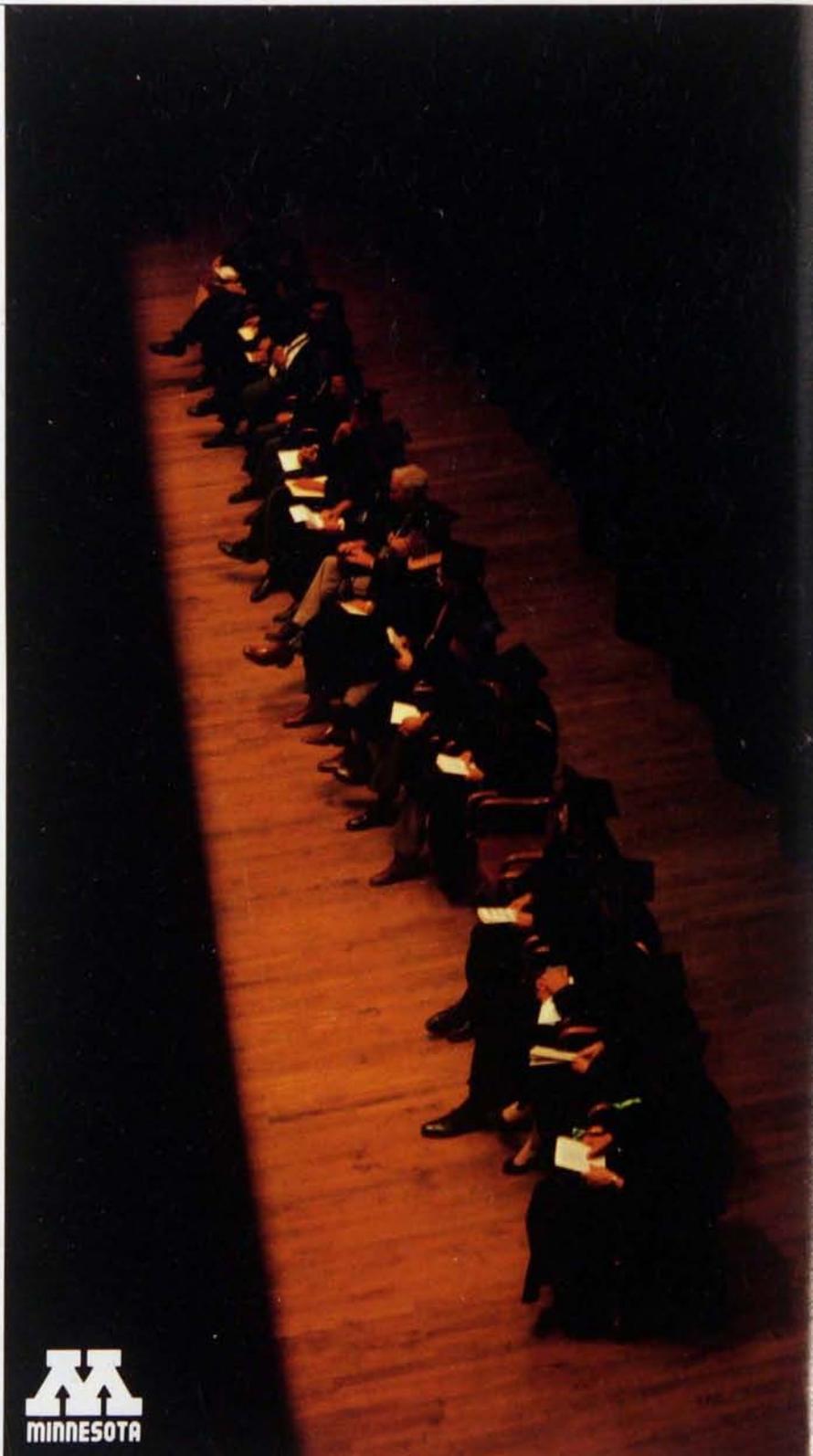
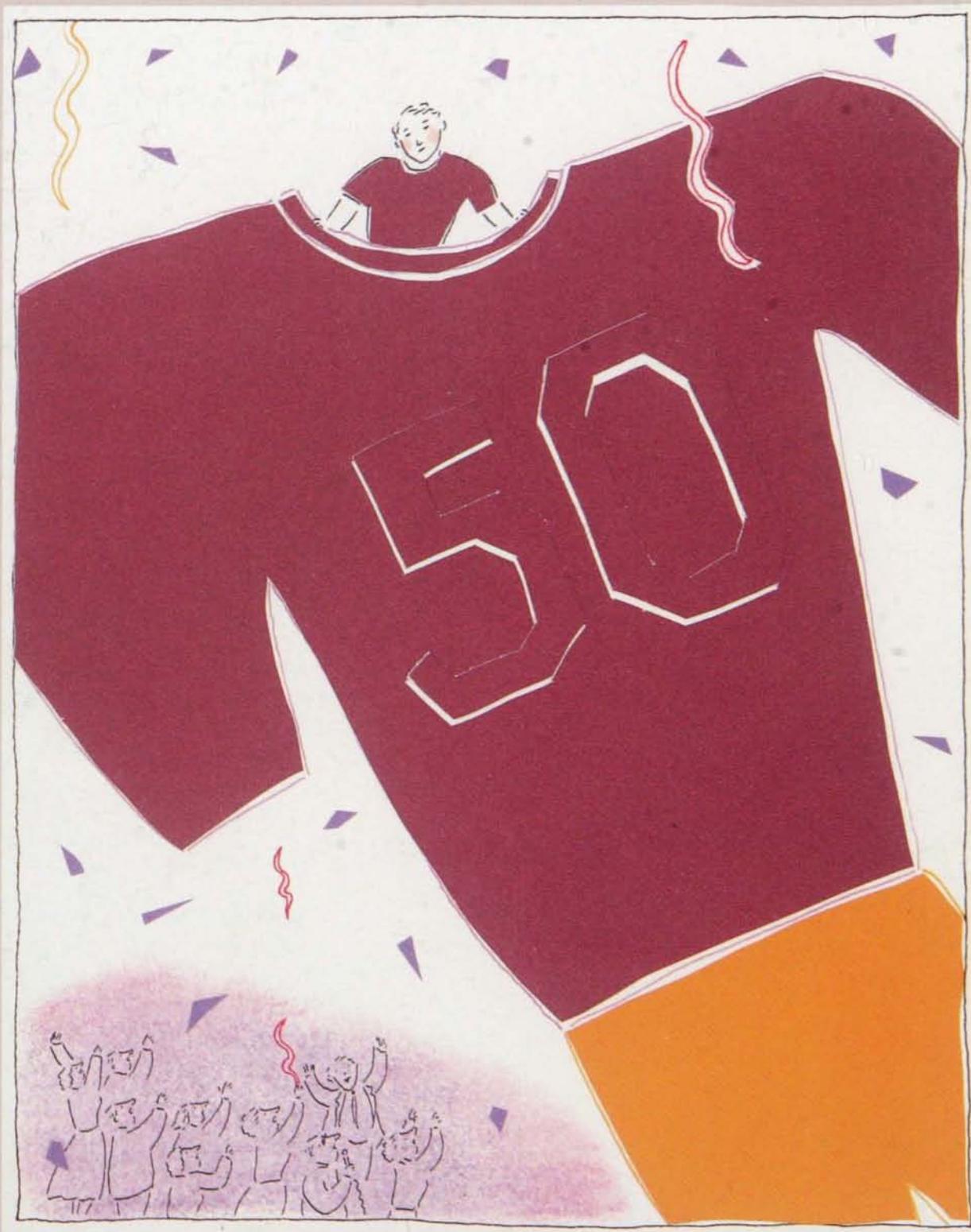


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MINNESOTA

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Athletics at Issue

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The Fifth Quarter

The subject is men's revenue-producing intercollegiate athletics, and we begin with a confession.

We watched Michigan State defeat the Gophers 52-23 and swore we'd never go to another game. We yelled at the cheerleaders for not knowing when to cheer. We berated the fans around us who sat like lumps even while the game was close. We left the game early. When those assembled lamented that Coach John Gutekunst was a poor strategist—after only eight games—we nodded in agreement. We "lusted in our hearts" that Notre Dame would never win another game. We tried to impress our friends by pointing out columnist Sid Hartman and Coach Gutekunst at the bagel shop. We saw Rickey Foggie on campus and said hi to him and were thrilled when he returned the greeting. We visited football headquarters in Bierman Athletic Complex, designed to keep Lou Holtz in perpetuity, and were amazed that it seemed more elegant than President Kenneth H. Keller's office. We wondered why athletes are required to be academic, but academics are never required to be athletic.

Our attitude toward athletics sets the stage for contradiction. We all want to be winners, but when someone wins, someone loses.

In this issue, we ask what's the matter with men's intercollegiate revenue-producing athletics and question what they mean to you and the University. We asked hundreds of people and found them willing to give their views. For answers, we even looked through University history books to the career of Bernie Bierman, assuredly the winningest coach in University history and head coach from 1932 to 1941 and 1945 to 1950.

What we found is that men's athletics have changed—perhaps not as much as we would suspect. Bierman, a University graduate and football player who lettered in three sports, was forced to drop basketball because his studies were suffering. He recalled that when he was ready to go to college, no alumni recruiters were after him. "Now if any youngster shows the slightest ability in sports," wrote Bierman in a *Minneapolis Star* article about his career, "old grads from a half dozen institutions are trying to sell" their alma maters to the "stars."

After taking his team to the Rose Bowl, Bierman left (some would say deserted) a coaching job at Tulane to fulfill a lifetime

dream of returning to his alma mater. He was disappointed, he wrote, in his "material" at Minnesota and wished at times he'd stayed at Tulane. Things didn't start to improve until two years later when the Gophers were undefeated—but tied four times.

Throughout his career at Minnesota, Bierman lost some players to injury, some to ineligibility. He reveled in the "tremendous kick it is to recall the many fine players" he had under his wing and to think of the "splendid spirit they showed day in and day out." He saw the pressure on his team build as they played 21 games without a loss, and he pleaded with fans to let his players "return to normal responsibilities as students and not be looked upon as idols."

He came to understand the chancy nature of winning, the special spirit that developed when his boys knew "that they had what it takes to develop into a great aggregation." And he experienced the let-down of not being able to rekindle the winning spirit after World War II.

Today football and basketball are facing the same problems Bierman's teams faced, compounded to be sure, as well as many more. But as we examined those problems in this issue, we found the opposite of hopelessness and disillusionment. We challenge our readers to read Chuck Benda's story, "No Pain, No Gain," and not believe that alumni, athletes, fans, coaches, and policy *can* make a difference.

This is still a university, and athletes are still students. An athletic team is still led by a coach who sets standards, makes sure those standards are followed, and disciplines fairly. A university and an athletic director still set policy.

Even with the best facilities and coaches, the most outstanding athletes, and lots of hard work, developing a winning team still takes a little magic. Even the great Bernie Bierman knew that.

Perhaps we have learned an even bigger lesson. In spite of what we vowed, we went to another football game, at Madison, and watched the Gophers defeat the Badgers. In spite of their team's loss, the Wisconsin fans stayed, not through the third quarter, but through the fifth quarter. They stayed outside in the stands, sang, and celebrated the game.

A winning team, we learned, is not necessarily the team that wins. Perhaps we would even go to the Michigan game.

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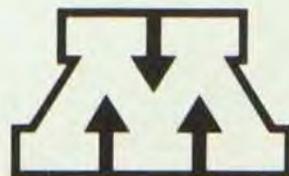
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How We Play the Game

Margaret Sughrue Carlson



Margaret Sughrue Carlson is executive director of the Minnesota Alumni Association.

Could what happened at Maryland (death of a basketball star due to cocaine), Tulane (point shaving), the University of Georgia (changing substandard grades for athletes) happen in the Big Ten? Have the relationships between an alumni association, a college athletic program, and athletic boosters changed? Who should be responsible for athletic programs at a university? Can you have a winning team that meets academic standards? What are we doing about the major problems facing university athletics—the pressure to produce revenue, recruitment policies, drugs, racial pressure, discipline?

These are just a few of the hard issues facing university athletics today. As we began to focus on men's revenue-producing intercollegiate athletics for this issue of *Minnesota*, I began asking these tough questions to dozens of concerned friends and administrators. Some willingly answered the questions; many did not. I was informed by some that although my intentions were honorable, it was unwise for an alumni director to involve herself in such controversial issues.

While in Chicago on an alumni chapter visit, I arranged an interview with Wayne Duke, commissioner of the Big Ten Conference, to discuss these issues. With Duke seated across the table, I turned on my tape recorder fully expecting a perfunctory 30-minute interview. Three hours later, I turned off the recorder impressed by the openness, honesty, and long-range concern the commissioner expressed. Not only had Duke shared his insights and vision, he arranged interviews with his associates John Dewey and Clarence Underwood, Jr.

It's no secret that college athletics is facing major problems caused by the pressure to win, to generate revenue at all costs. *Business Week*, *U.S. News & World Report*, the *Chronicle of Higher Education*, and many other national publications have pointed out the problems in this area. I asked Duke to speculate on what the Big Ten Conference would be like in the future. He responded by saying that he expects that—because of the intense pressure to generate revenue and the need to cut athletic costs—presidents of the Big Ten are going to take the lead and assume stronger roles in the leadership of our athletic programs.

Duke, a veteran of many athletic con-

troversies and cycles, was not shy to point out that he believes that the scrutiny athletics endures sporadically is not necessarily bad, because from time to time "we need a reawakening to what college athletics ought to be all about."

As Duke talked about the new areas the Big Ten has been forced to become expert in because of the pressure to generate revenue—television contract negotiations, the intricacies of forming a television network—he pointed out with a bit of sadness that as more time is spent on revenue, a rift grows between conferences and colleges over who gets what television dollars, and other problems are forced to the sidelines.

Duke seemed convinced that if colleges and schools in the country can't work cooperatively on the revenue problem and move on to other issues facing athletics, then presidents of universities, led by the Big Ten presidents, will provide the direction college athletics needs at this time.

Duke pointed with pride to the Big Ten calling Big Ten football America's most popular spectator sport. The Big Ten has the highest football and basketball attendance, largest undergraduate enrollments, and more living alumni than any other conference in America. Its athletic programs are the focus of a seven-state area with a population base in excess of 50 million people, nearly one-quarter of the nation's television sets, and one of the greatest concentrations of press.

The Big Ten operates in a fishbowl, said Duke. And through that fishbowl the public has become aware of some major controversies. The Big Ten has been forced to deal with the problems of racial prejudice, academic standards, and many others before other conferences in the country have been faced with them. It has adopted many measures and taken many stands that it believed were important for the future of athletics—freshman ineligibility, stringent scholarship standards—before the rest of the country was willing to adopt them, and in a few cases has abandoned them when national standards changed after too little debate.

It's important, Duke told me, that alumni and boosters realize their responsibilities. We need their support, said Duke, but we can't let them control programs.

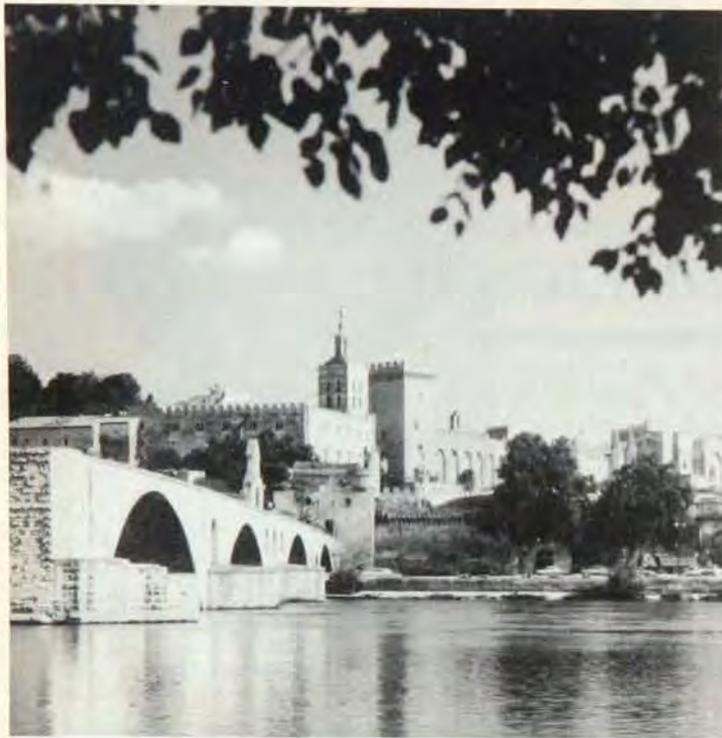
"I don't think that there are a handful

of coaches or administrative personnel in college athletics who would out and out violate the rules," said Duke. "I do think that most of the violations occur when the outside person wishing to be influential goes the extra mile and does something on behalf of what he perceives to be the best interest of the university. When an institution has a compliance problem, it not only affects that institution itself, it reflects throughout the conference—financially, in public relations, in recruiting. If only the people who become involved in that sort of activity would realize the tremendous far-reaching consequences of their actions."

As Duke spoke about the future of the Big Ten and the problems facing it, he spoke about the strength of the Big Ten as a unit that shares not only its profits but a common philosophy regarding athletics.

We have much to learn from each other in the Big Ten. Michigan not only has one of the strongest athletic programs in the nation, it's tops in academics. Wisconsin has a Fifth Quarter Program that builds school spirit whether its team wins or loses. Iowa, as its state faces some very tough economic problems, represented the Big Ten in the Rose Bowl last year. In fact, while other conferences are dominated year in and out by the same teams, the Big Ten has sent four different teams to the Rose Bowl in the last five years.

When you live in a glass house or play in a fishbowl, a lot of "family problems" pass by the public. You don't lose respect by having problems—you lose only when you don't tackle them openly and honestly. A lesson well learned by the Big Ten. One the rest of the nation needs to learn as well.



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Big Ten Prospectus

Wayne Duke



Wayne Duke is the commissioner of the Big Ten Conference. Prior to joining the Big Ten in 1971, Duke served as commissioner of the Big Eight and on the staff of the National Collegiate Athletic Association. He is a graduate of the University of Iowa.

Minnesota: Drug use, point shaving, corruption, payoffs: these are just some of the problems in men's revenue sports that made the headlines last year. Could what happened at the University of Maryland, Tulane, Clemson, Southern Methodist University (SMU), or the University of Georgia happen in the Big Ten?

Duke: We are not immune to anything. Athletics is a reflection of modern-day society. We have all kinds of problems, as evident elsewhere in our society, but once you are an athlete, you are in a different arena, literally, and additional attention is directed to that activity. We pride ourselves on our efforts to conduct an education program—we have guides for incoming athletes, a recruiting pamphlet, an NCAA publication, educational materials related to drugs, spot checks of Big Ten recruitment—but we're still not immune. It's not what we know that concerns us, it's what we don't know.

Minnesota: With the high ratio of staff that surrounds a team, particularly a basketball team, how can coaches not know what's happening? Is it a question that we don't know what's out there or that we just hate to come to grips with it?

Duke: I don't know how to answer that, but there's no question that we are going to have to do more about it. The coach goes far beyond just trying to teach young men how to play football or basketball—at least it used to be that way. Somewhere along the line, we will have to revisit them and rekindle a desire to eradicate our problems.

Minnesota: What happens to the credibility of the NCAA when it sets rules and regulations, as well as punishment for breaking those rules, and everyone from coaches to presidents protests them when they are disciplined and uses the media to get the punishment changed? If those at the top don't abide by the decisions of the NCAA, how can players be expected to do so?

Duke: We are the NCAA. We make the rules, we assign the people to enforce the rules, and we ought to observe them and support the effort to make sure the rules are enforced. I decry the comments of

people who are caught in infractions, who say, Everybody is doing it, why pick on me—I'm innocent. I don't think that should be a cop-out. Maybe that's because I was an NCAA staff person for eleven years, and I'm the chief enforcement officer of the Big Ten.

Minnesota: Is there a need to make an example? If you discipline someone as powerful as Nebraska, doesn't it have more impact than if you disciplined, for example, Western Michigan?

Duke: I suspect that there is always the thought that why should players be expected to observe and abide by decisions when others don't. It's unfortunate. Persons at the top should be expected to abide by the rules. In the compliance and enforcement business, you are always going to have that kind of a reaction. It goes with the territory. People who place you in those positions ought to realize the tremendous consequences to a program just because some alum wants to make sure his team is ahead of the class.

Minnesota: What effect does professional athletics have on Big Ten sports? What would happen if Minneapolis were to get an NBA team, for example?

Duke: The influence of professional sports on all aspects of college athletics is much greater than anyone realizes, not only in terms of finances and the diffusion of support but also in philosophies. We ought to be telling it like it is, but we don't. Our own coaches try to relate their success to how many players they've produced for the pros. Some of the problems we have in the matter of academics and making sure the kids graduate relate to professional athletics. We're living in a modern-day society where people think the purpose of high school athletics is to prepare players for college athletics, and the purpose of college is to prepare players for the pros. The kids do. And they don't tend to business like they should. So many of them have objectives of getting into pro athletics. The facts show that very few ever make it on to the pros, so a lot of them wind up without a degree and without a professional sports career.

Minnesota: At the University of Minne-

sota, the faculty committee that controls athletics has recommended that freshmen be made ineligible to compete. Will the Big Ten consider the proposal?

Duke: Archie Griffin competed at Ohio State as a freshman, and there have been many other freshmen that have been able to compete. I'm not so certain that the facts are really in place to show that participation as a freshman reduces capabilities for transition from high school to college. There is no conclusive evidence one way or the other. This conference and most others in college athletics up to a few years ago were opposed to freshman eligibility, and we only let them play after the rest of the country did because we played at such a tremendous disadvantage. I'm well aware of President Keller's views on this, having been at the Council of Ten meeting of the Big Ten university presidents where Dr. Keller presented the University of Minnesota's viewpoint. As a result of the meeting, press statements emanated that indicated that the presidents philosophically were in favor of freshman ineligibility. There was also a feeling reflected in a report to them from representatives of the athletic directors and faculty that we couldn't go it alone. We couldn't be an island. I don't foresee freshman ineligibility, and I think it would be a mistake for the conference to do it unilaterally. But I do foresee the conference, even though the joint group of faculty and athletic director representatives voted against it, supporting it when the balloting takes place on such a proposition at the NCAA level.

There are a lot of ramifications of the

proposal—financial ramifications. Would you have to increase the number of grants now to maintain freshmen? Would you permit them to practice? Actually, practice is more time demanding than playing the games. Philosophically, I think it's better if freshmen have that transition, but I think times have changed considerably since that thinking.

Minnesota: Who would even bring the proposal to the floor? Doesn't it need to be a path breaker, someone who has loftier ideals than a pragmatist?

Duke: There are indications that the president's NCAA commission will attempt to formulate plans for a special NCAA convention during the summer months, a cost-containment convention, and that freshman ineligibility might be on that docket.

Minnesota: What does the athletic funding picture look like today? What will it look like in five years?

Duke: If you've got financial problems, you either have to generate additional revenue or cut back on expenses. I personally think our sources of revenue are rather limited at this stage. I don't see an increase of any monumental nature in ticket prices or an increase in revenue from football and basketball. The one thing that you are going to see more than anything else is much more involvement by the chief executive officers of our Big Ten universities and institutions across the country in athletic affairs in the area of cost reduction. I personally happen to think that's a good move. I hope the presidents who have such great time demands made on them now will still be able to provide the direction that college athletics sorely needs at this time. I'm not one of those who feels the scrutiny that intercollegiate athletics has endured sporadically is necessarily bad. I welcome it because I think that from time to time, we need a reawakening to what college athletics ought to be all about. That's happening now, and the presidents are becoming more involved. In December they will probably formalize plans for incorporating a conference that will have legal ramifications and objectives and will place the presidents in a more assertive and controlling role in the conference. I think the presidents will be in a position to interject cost-cutting measures.

Minnesota: Can you give some examples of these cost-cutting measures?

Duke: This week the directors of the Big Ten talked about certain measures that had been advanced by an ad hoc committee of the American Council of Education,

such as the elimination of spring football practice, reduction in the number of grants, reduction in the size of the coaching staff, reduction in the length of playing seasons. Interestingly, our Big Ten athletic directors said that if such measures were adopted at the national level, and we wouldn't be forced to do it unilaterally, they would be in favor of supporting such cost-reduction measures.

Minnesota: Since the NCAA deregulated football broadcasting, allowing schools to individually negotiate their own contracts, statistics show that overall revenues from television have been dropping. How has this affected the Big Ten? What are the implications for these policies in the future?

Duke: The Big Ten and Pacific Ten conferences were the only major entities in the NCAA that supported continuation of the NCAA football television plan. It was members of the College Football Association led by the universities of Oklahoma and Georgia that filed the lawsuit that resulted in negating the NCAA football plan. One would have to query them as to their motives, but one view is that they felt they could generate more football television revenue, and that has not been the case. The result has been a drastic reduction in total television revenue for universities across the country. While we at the Big Ten in particular were always at the head of the class, so to speak, in the amount of television revenue dollars we received under the NCAA football television plan, this was not the main reason for our support for it. We feel that if the experience of participating in athletics is good for the young player at the University of Georgia, it's just as good for the young player at Drake University, which has curtailed its football program because of lack of revenue.

The Big Ten did experience some very debilitating times. We had to work with syndicators who promised everything but were not able to deliver. We had some abortive television arrangements. But, even though most of the country has suffered, the Big Ten actually has received more football television revenue than it has in its history. The most money we ever received was in the fall of 1982, and that year we received \$7,431,313. The first year away from the NCAA plan we received a gross figure of \$6,107,938, and last year we received \$8,847,998.

The fact that we have made more money isn't necessarily good, because we have overexposed our product. The television networks have come more in control in terms of dictating starting times, much to the deep chagrin of the Big Ten and to the people in the stands. We run the risk of alienating our fans by changing

the starting times, playing at odd hours, and putting too few games on television.

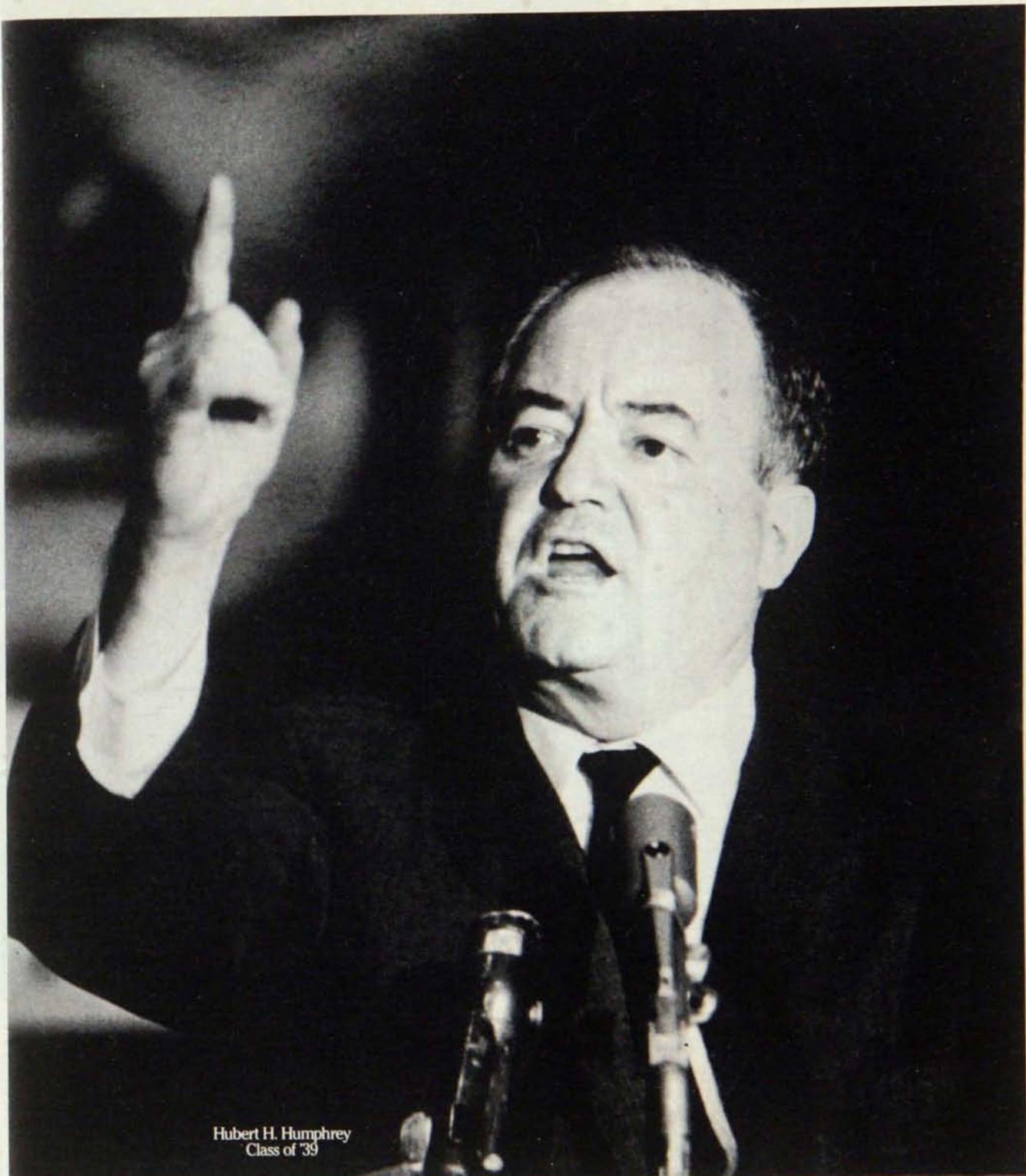
Minnesota: Who did suffer from the loss of television contractual money?

Duke: Most everyone did. The lawsuit goes beyond television. There are real ominous signs ahead for college athletics. Our own Big Ten institutions do face serious financial consequences. There are three very obvious financial signs directly as a result of the lawsuit that are evident. One, deregulation has already reduced football television revenue. Two, deregulation has created a very soft marketplace for football and basketball. Three, post-season games are now suffering. Some [bowl] organizations have obtained corporate sponsorship; several don't have television contracts at this moment.

We've had situations where conferences are fighting other conferences for the television dollar, and there has been a rift in feelings among colleges and universities of the country and not the cooperative spirit in matters that we ought to be concerned about, such as compliance with rules and regulations, academic standards, the drug problem. We spend more time fighting each other, working for the television dollar.

I see not only conferences fighting each other everywhere, but I see people within conferences at odds. Some conferences have changed their football gate settlements to keep their own gate at home. The Southwest Conference is doing that. What's going to happen to Houston, Rice, and SMU that have difficulty drawing people to football games when Texas A&M and Arkansas keep their own gate? Fortunately, the Big Ten has shared its television money equally. We share our Rose Bowl money equally. And while we might have some disdain for the Ohio States and Michigans that have traditionally beaten up our teams on the football field, were it not for them and their views of being a conference and sharing their television bowl money, this conference would lose one of its real coercive strengths.

I don't want to shroud the fact that the Big Ten does experience some real financial difficulties. Projections show that in a few years, we'll be in the red, just because of the ever-increasing costs of education, athletic grants, maintenance of the program, travel, equipment, facilities. Television money is not going to offset that. It may not always be there, and we can't count on it to generate a financial base for our programs. The solution is going to be either involvement by the presidents to assure effective cost-cutting methods or some entity within the college or educational structure that makes certain that those are accomplished.



Hubert H. Humphrey
Class of '39

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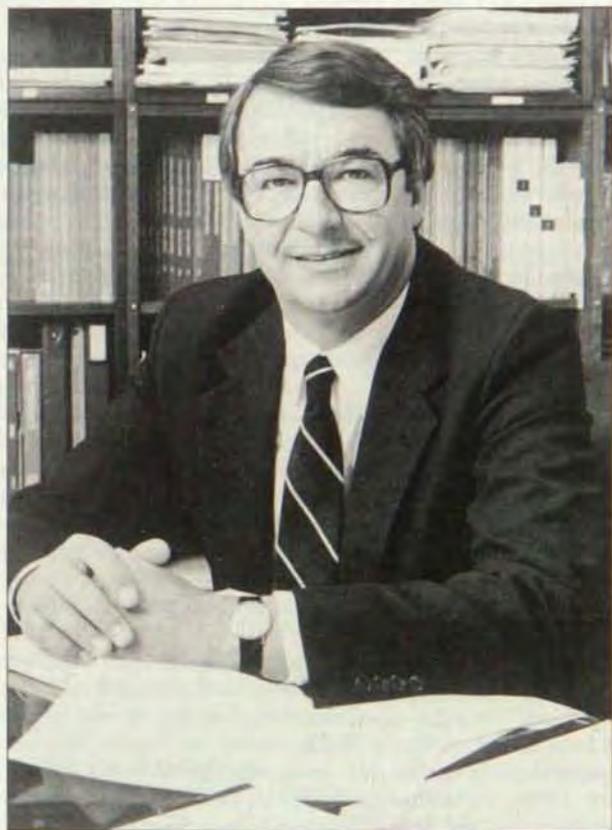
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UNIVERSITY OF MINNESOTA FOUNDATION
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The Federal Reserve Board, regulator of the nation's twelve reserve banks and ultimate arbiter of banking and economics in America, welcomes H. Robert Heller, '62, to its august ranks



THE BUCK STOPS HERE

By Caroline Grannan

The furnishings in H. Robert Heller's once impeccably decorated high-rise office are shoved askew to make room for a jumble of packing boxes, and he jumps up from an interview to take an urgent call from the moving company.

Another move is no big deal to a man who emigrated from 1950s' Germany to study at the University of Minnesota and since then has followed his career from the West Coast to the East Coast to Hawaii. But this move is different: Heller is going to Washington.

The U.S. Senate last summer confirmed President Ronald Reagan's nomination of Heller, a 1962 University of Minnesota M.A. in economics who was most recently a senior vice president at Bank of America in San Francisco, to the Federal Reserve System's Board of Governors, the seven-member body that oversees the U.S. banking system.

It's an influential board, and one that sometimes attracts the power-hungry. Heller stepped in at the end of August to fill the unexpired term of Preston Martin, who resigned from the Fed when his four-year term as vice chair expired and he couldn't get

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the White House to promise that he would succeed Paul A. Volcker as chair. And Heller was offered the job after a Texas bank economist, William E. Gibson, refused to accept it unless he was named vice chair.

But Heller, a quietly affable 46-year-old with the faintest of European accents, good-naturedly brushes off ideas about ambition and stepping-stones to top administration posts. He takes a break from packing files at the office he has now left behind in San Francisco's imposing Bank of America building, where his windows face out across Chinatown's Grant Avenue to Nob Hill, to talk about his new post. His concern, he says, is shoring up the troubled American banking system—a task that gives him plenty to worry about.

"Among the top 25 banks 30 years ago, fifteen of them were American banks. Today, only two are American," he points out, displaying two lists. The 1956 ranking shows his last employer, Bank of America, standing proudly at the top. In 1986, Tokyo's Dai-Ichi Kangyo Bank is number one. In fact, in 1986, fourteen of the top 25 banks are Japanese; in 1956, none were.

"It's absolutely vital to improve our position," Heller says. "Next time we want to build a really big project, such as the Alaska pipeline, do we really want a world where to finance it we have to go to the Japanese or French or the Germans?"

International issues are Heller's particular interest and a prominent point on his résumé. The *New York Times*, reporting last May on his nomination for the Fed post, said, "His international experience is thought to have been a major plus for his candidacy because of the high current importance of trade and currency issues and because the Fed's top specialist, 71-year-old Henry C. Wallich, has been seriously ill."

And *Business Week* recently pointed out that "with growth sagging in the industrial economies, the Third World debt situation still perilous, and the drive for international monetary reform in trouble, Heller will have his work cut out for him."

Heller's background in international economics includes four years—1974 to 1978—as chief of Financial Studies Division for the International Monetary Fund. At Bank of America, he was director of international economic research.

It was his interest in international studies that brought Heller to the University some 27 years ago. "I wouldn't be here without the University of Minnesota," he says. "They really gave me the chance to go to graduate school in this country."

Heller, whose first name is Heinz, came to the United States from Germany at

twenty with a girlfriend who was going to college in the Midwest. He liked that part of the country anyway, he says—"New England was kind of like the old England. In the Midwest, I thought I'd be able to experience the true America." He attended now-defunct Parsons College in Fairfield, Iowa, graduating with a B.A. in political science, and then looked for a graduate program in international relations. "Minnesota was one of the few universities in the country that had one," he says.

But partway into his graduate studies, he discovered an interest in economics and decided to switch his major—a risky proposition, since he had no economics background whatsoever. He recalls appreciatively that former department chair John Buttrick took a gamble on him. "I'm really grateful that they let me do that," Heller says. "Buttrick's attitude was that either you're going to make it or you're not going to make it, and it's up to you. It was a totally free-enterprise attitude."

Graduating in 1962 with his M.A., Heller decided to go on for his Ph.D. in economics, and he cast a critical eye on the available programs. The University of Minnesota lost out. "The Ph.D. program there was mathematically oriented—too tough for me. I was interested in policy issues," he says. Besides, "a sunny climate looked awfully good. Eight o'clock classes on mornings when the forecast was -20° were a little tougher than I thought they'd be." He wound up at the University of California, Berkeley, where he earned his Ph.D. in 1965.

Long after getting his United States citizenship, Heller has no regrets about his decision to leave Germany. The Europe of his youth was a continent devastated by war, and it was struggling to recover throughout the 1950s. "The Europe I left was a very different Europe from what it is now," he says. "There was a lot of destruction and a lot of rebuilding going on. You really didn't do a lot of fun and fancy things.

"The differential in living standards between the United States and Germany was enormous," he adds. "Now it's not that different." Still, he says, going back holds no attraction. "It's like going to a museum. You like it, but you wouldn't want to live in one."

After Heller got his Ph.D., he realized that he could teach college—something that wasn't done at age 25 in Germany, with its old-world academic standards. For the first nine years of his career, Heller stayed in academia. He taught international economics at the University of California, Los Angeles, from 1965 to 1971, and then at the University of Hawaii in Honolulu from 1971 to 1974. In 1974, he went to Washington, D.C., in his post for the International Monetary Fund, and he joined the private sector in 1978 when

He took his Bank of America job. Along the way, he married Californian Emily Mitchell, a sociologist, in 1970. The Hellers have two children, Kimberly and Christopher.

Heller won't have any trouble finding his way around the halls of Congress. He has testified before U.S. House and Senate subcommittees more than a dozen times—the first time because of a prescient study he and his wife coauthored in 1973 on the economic and social effect of foreign investment, particularly Japanese.

The study resulted in two books: *The Economic and Social Impact of Foreign Investment in Hawaii* (by H. Robert and Emily Heller, Economic Research Center, Honolulu, 1973) and *Japanese Investment in the United States* (by H. Robert and Emily Heller, Praeger Publishers, New York, 1974). Heller has written three other commercially published books and produced three for the International Monetary Fund, and has published articles nearly too numerous to count.

His career has built him a solid, if not flashy, reputation. "The California economist is not widely known, but is well respected within the profession," the *Washington Post* said of him. It quoted C. Fred Bergsten, head of the Washington, D.C., Institute for International Economics, as calling him a "pragmatic, balanced economist."

Heller joins the "Reagan majority" on the Fed—the four-member faction that believes that the Fed can afford to drive down interest rates even more without touching off renewed inflation. He also has strong concerns about the faltering U.S. banking industry and the "patchwork quilt" system that regulates it. "There are overlapping state and federal regulations, plus several regulatory agencies, all trying to step on the same turf," he says. "All of them are regulating away. That is not a prescription for a healthy banking system."

In some states, for example, banks can operate at only one location, without branches. That's especially a problem in some areas with a nondiversified economy, such as the farming and oil states, Heller says. "The idea is to keep the money at home and not have the money from, say, farm communities sucked out to urban areas," he explains. "As long as there's plenty of money in the farm communities, that's fine, but at the present time, the reverse is true."

In Texas, he notes, where the economy is reeling from oil-industry troubles, legislation is being considered to allow the once staunchly independent banks to participate in interstate mergers. "They've just got to have some outside help," says Heller.

Banks need to be allowed to grow and diversify to keep the industry healthy,

Heller maintains. The ban on interstate banking is largely what hampers U.S. banks in competition with institutions from nations that have no such regulations. "We're in an internationally competitive system," he says. "If we have 15,000 American banks, they can't compete successfully."

And approval of mergers shouldn't be limited to faltering institutions, he contends. "It doesn't make a lot of sense to allow interstate bank acquisitions only if one of the partners is mortally sick. That's like saying you can only allow marriage if one of the partners is on his deathbed."

Not, Heller adds hastily, that he doesn't support small banks. "I don't want to give the impression that here's a big money center / bank-type guy and he wants to crush the little guys. A lot of these small banks are fiercely independent." He points to successful examples of small, specialized banks—those that cater to doctors and set up shop next to hospitals, for example.

"Big banks offer diversification, greater stability," he says. "But small banks can prosper very nicely in the niches that will exist. The proof is in California, where the small banks do really well"—in a climate where some big banks, including Bank of America, are having serious troubles.

Will Heller's move to Washington have a major impact on campaigns to allow interstate banking and encourage diversification? "Basically, it's Congress that has to take the lead," he demurs. "But the Federal Reserve is one of the key regulators."

His move will, however, have a major impact on his family's life. The Hellers have been living in the Marin County suburb of Mill Valley, a pleasant, quietly upscale town. With much regret, they sold the sailboat they had enjoyed year-round on San Francisco Bay. Heller hopes to be able to pursue his other hobbies, skiing and tennis—"though there won't be that much leisure time. I'll be doing a lot of foreign travel."

The Hellers will miss the San Francisco Bay area, he says. But "Washington is my favorite city on the East Coast," he adds. "The D.C. area has its attractions—museums, more social life."

And, even if he doesn't mention the word, power. Heller's expertise in international economics will make him an important figure at the Fed, and he's not afraid of controversy.

"I'm surprised that so many of the board's decisions are taken unanimously, like [last summer's] discount-rate cut," he says. "You're supposed to speak your mind. That's why you're there."

Caroline Grannan is a San Francisco freelance writer.

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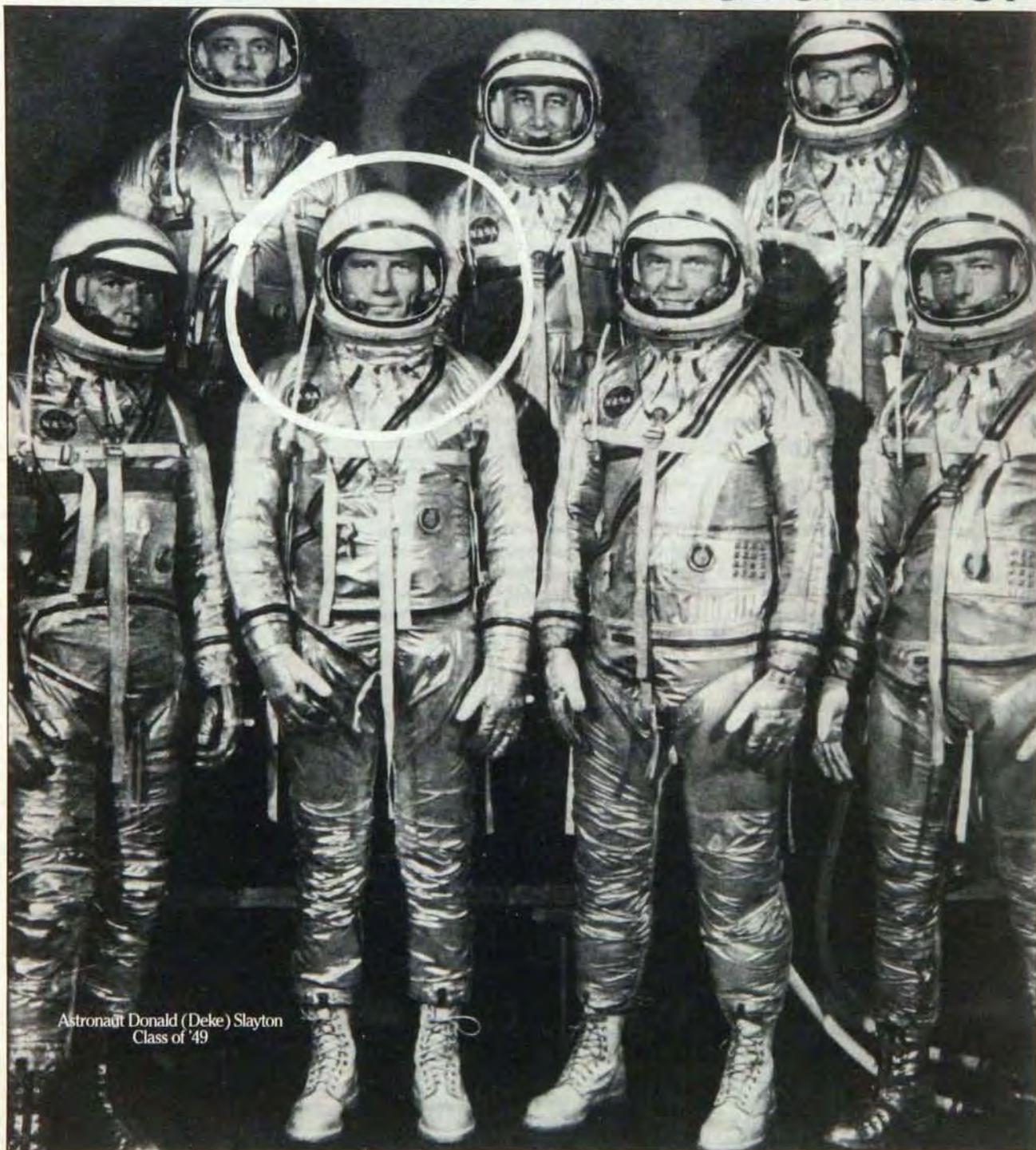
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SOME OF OUR GRADUATES TURNED OUT TO BE SPACE CADETS.



Astronaut Donald (Deke) Slayton
Class of '49

Donald "Deke" Slayton was one of the original seven astronauts. He was also a University of Minnesota graduate. Class of '49, to be exact.

More importantly, however, he is just one of the 'U' graduates who turned out to have the right stuff.

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THE LEADING EDGE

Leaders are

- a) made
- b) born
- c) visionary
- d) ethical
- e) powerful
- f) organized
- g) all of the above
and more

BY ROBERT TERRY

STUDY LEADERSHIP? FIND OUT WHY A nation followed Hitler, why Napoleon met his Waterloo, why Ronald Reagan is "the Great Communicator"? Build leaders? Train a new generation of Humphreys, Dirksens, O'Neills, and Kings? ¶ Leadership is a critical and human endeavor. It opens a window on the depth and breadth of human experience and offers hope for a sustainable and fulfilling human future. But today, leadership is in danger of becoming a fad, a passing fancy, a search for a new workable technique or gimmick, a new label for old content, or even worse, a hope for a quick societal or organizational fix. ¶ And leadership courses often sit precariously on uncritically supported intellectual foundations. Challenge their framework, and the edifice crumbles. ¶ The problem is not that definitions of leadership are unavailable. A look through the research that has accumulated over the years reveals more than 100 versions. But to build a leadership curriculum, a leadership program, we must first seek some criteria for judging those definitions and develop a willingness to look beyond existing formulations. So fundamental and so critical to leadership education development is this quest that we at the Education for Reflective Leadership Program of the Hubert H. Humphrey Institute of Public Affairs are creating a Center for Advanced Leadership Studies to undertake it. ¶ Probing the nature of leadership, we have sought to capture the distortions and insights of previous investigations while laying a foundation of new theory that will give leadership its due. ¶ After surveying the literature, as well as observing many leadership programs, we have sorted leadership definitions and theories into the six schools of thought briefly described here.



Former Philippine President Ferdinand Marcos

POWER

THEORIES

Power theorists contend that the essence of leadership is power; it may or may not be positional. We all know people who passively occupy positions of authority, while people without impressive titles are moving mountains. Leadership as power involves making something happen. The something can be what the leader wants for him- or herself or it can be what others want.

One who focuses on the leader's goals is Barbara Kellerman, associate professor at the Institute for Leadership Studies at Fairleigh Dickinson University. In *Leadership: Multidisciplinary Perspectives*, she defines leadership as follows: "Leadership is the process by which one individual consistently exerts more impact than others on the nature and direction of group activity. Or, more simply, the leader is the one 'who makes things happen that would not happen otherwise'."

If leadership is defined as making a difference, then leadership education would include the skills of persuasion, conflict analysis, resolution, strategizing, organizing, manipulation, assessment of opponents' vested interests, and development of winning strategies.

A second type of power theorist focuses more on empowerment of the followers than on accomplishing the will of the leader. Ronald Heifetz, creator and teacher in the midcareer program at the Kennedy School of Public Affairs at Harvard, defines leadership as the marshaling of resources so people can do their own work. Heifetz, a psychiatrist, objects to concepts of leadership that offer people an escape from responsibility for their own actions. The search for a magical leader to solve other people's problems is disastrous for society, he believes. Leadership empowers people to do their own work, not the work of "a leader."

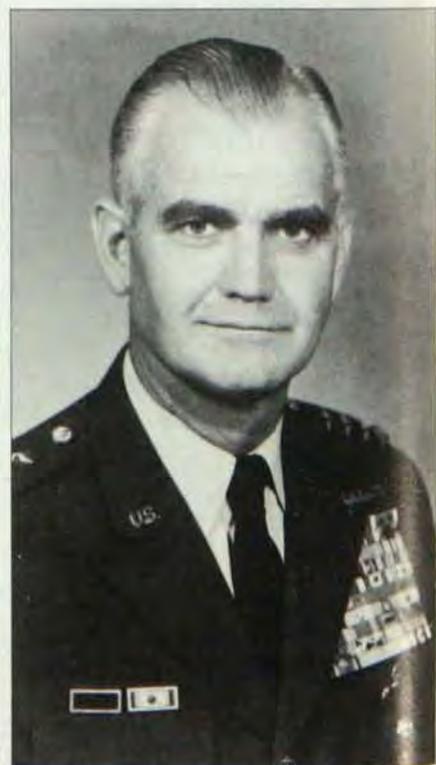
This perspective links leadership to such skills as community organizing and coalition building. The content of the work is to be filled in by the empowered actors. Thus, in a curious way, empowerment becomes both the end and the means for human action.

ORGANIZATIONAL

THEORY

According to organizational theory, leadership is a function of position and role in a hierarchical organization. To teach leadership in a complex organization, you must first define the skills and responsibilities for each level in the hierarchy and teach those skills at the level above a person's current position so the person is prepared for promotion. There are two camps regarding this theory.

The U.S. Army, in a 1976 monograph entitled "Leadership for the 1970s," designed an organizational leadership development scheme that is held by the first camp. After an extensive review of organizational literature, the army team isolated nine dimensions of every well-functioning bureaucracy: communication, human relations, counseling, supervision, technical, management science, decision making, planning, and ethics. Plotting these nine activities against the military



U.S. Army General William Westmoreland

hierarchy—lieutenants through generals—the authors developed an organizational leadership matrix and filled the boxes with the responsibilities at each level for each function. For example, in the ethics function, lieutenants were expected to recognize the need to be punctual, discreet, fair, and honest in dealing with people, practice good personal hygiene, and recognize the impact of role modeling. Generals, in contrast, were to articulate appropriate organizational value systems, focus on organizational integrity, develop ethical frameworks consistent with corporate goals and policies, and so on.

Lest you think this model applies only to military bureaucracies, we should mention that a team of us applied it to an urban public school. The military hierarchy was replaced with teachers, assistant principals, principals, assistant superintendent, and superintendent. We had to change only about ten words on the matrix.

The second camp in the organizational view of leadership includes a large number of writers who, while appearing to describe leadership in a variety of ways, actually use an organizational theory as their orienting framework. Perhaps the best case in point is the volume by Warren Bennis and Burt Nanus entitled *Leaders: The Strategies for Taking Charge*.

On the face of it, Bennis and Nanus are talking about visionary leadership or even ethical leadership. For example, they write, "'To manage' means 'to bring about, to accomplish, to have charge of or responsibility for, to conduct.' 'Leading' is 'influencing, guiding in direction, course, action, opinion.' The distinction is crucial. Managers are people who do things right, and leaders are people who do the right thing."

However, whom did these authors study? Sixty chief executive officers, more than half of whom were from the *Fortune* top 500 list. In other words, they studied positional leaders. In fact, they were filling in one column of boxes on the military chart. They were defining the skills and activities of a corporate positional leader equivalent to a general.

The media make a similar identification of position and leadership. Almost every use of the word *leadership* in the media refers to the head of some group or organization. Interestingly, the first use of the word *leadership* in English was in 1834 and referred to "the head of the House of Commons."



The Joseph P. Kennedy family

TRAIT THEORY

According to trait theory, leadership is rooted in biology. Leaders are born, not made. Salient leadership characteristics can be identified early in life and nurtured into full flower. Leadership is a natural endowment; it cannot be created. This view supports the "great person" notion of leadership.

The theory has two versions. One says that some are born leaders, others are not. Those who are not, we might conclude, should have a course in followership! The task of leadership educators, then, is to figure out how to identify those natural leaders and attract them to leadership programs.

The other view suggests that everyone can lead, but individuals will lead differently. The most popular articulation of this view is the leadership development philosophy based on the Myers-Briggs Personality Type Indicator (MBTI). The

Leadership hopes. It is confident that involvement in life makes a worthwhile difference for the human community. Hopeless leadership is an oxymoron.



Pope John Paul II

Courage is power that is driven by a noble purpose. Aristotle locates courage between cowardice and rashness. Courage is the commitment to face and do what authenticity requires.

MBTI allows people to discover and nurture their own leadership traits as well as understand and relate effectively with other differing types.

VISION THEORY

The vision theory recognizes that power may have a place in any definition of leadership but maintains that the critical ingredient is vision. Leadership articulates directions for human action. Leadership scans current trends and points people toward a meaningful future.

Robert Tucker, in his volume *Politics as Leadership*, makes his point clearly. What looks like a power volume really is a vision theory:

Leadership is not the exercise of power for power's sake, nor is it the simulacrum of statesmanship that the rhetorician may produce by flattering the populace with his art of persuasion. It's an activity with utility for the polis, the activity of giving direction to the community of citizens in the management of their common affairs, especially with a view to the training and improvement of their souls.

Harlan Cleveland, dean of the Humphrey Institute, is similarly concerned about the direction of the society. Five years ago, Cleveland created the Education for Reflective Leadership Program. The original idea was to convene practitioners and theorists to think about the major societal trends and critical policy issues generated by those new trends. Participants would identify different scenarios for the future and within those varying contexts, take responsibility to act.

Another organization teaches visionary leadership in a different mode. Innovation Associates of Boston, Massachusetts, in its Leadership and Mastery Program, actually teaches visionary skills. These skills include the use of intuition, holistic systems thinking, and future imaging.



Former U.S. President Jimmy Carter

ETHICAL ASSESSMENT THEORY

Leadership, in the ethical view, is not only visionary but intrinsically involves ethical reflection and action. In *Politics as Leadership*, Tucker proposes that leadership "is not an ideal form of political rules; it is what we factually find when we study closely the political process. Consequently, in what follows we shall analyze leadership as a valued neutral phenomenon." However, he also says, "The problem of moral evaluation of political leadership will, however, arise for us at various points in the study." Advocates of this view would say, Of course! Ethics is at the center of human action, and hence, at the center of leadership.

The most widely read advocate of this view is James MacGregor Burns in *Leadership*. For Burns, leadership is a subset of power. Naked power wielders seek to accomplish their own will.

Leadership seeks to meet the needs of both leaders and followers:

Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in compe-

tion or conflict with others, institutional, political, psychological, and other resources, so as to arise, engage, and satisfy the motives of followers. This is done to realize goals mutually held by both leaders and followers Naked power, on the other hand, admits of no competition or conflict—there is no engagement.

Burns was unique in his insistence that leadership is inherently ethical. Leadership, he contends, must be ethical on two counts: the character of the leader-follower relationship and its vision of human need. For Burns, the test of the leader-follower relationship is how the leader exercises power. A person who tries to impose individual will on another becomes a tyrant. A leader, on the other hand, engages in dialogue and conflict with followers. He or she affirms the followers as independent energy centers, not simply objects to be acted upon.

For Burns, this ethical use of power must be combined with a vision of human need tied to basic human aspirations. Burns uses two need hierarchies—one from Abraham Maslow and the other from Lawrence Kohlberg's research on moral reasoning. Ideally, human beings move from lower levels to higher levels in the hierarchies. From Burns's view, leaders take followers up the hierarchies, while tyrants take them farther down them.

Burns pioneered in arguing that ethics is at the heart of leadership. He was, and continues to be, criticized for doing so. Yet, in our view, he opened exactly the right door but hesitated at the threshold.

Furthermore, Burns did not discuss in depth the ambiguities and unforeseen consequences of the most high-minded ethical intent. Burns's theory does not explore the relationship between meaning and existence. In other words, he does not have a view of human evil that deepens the perplexities of leadership in a complex, morally ambiguous world.

Public policy questions produce many gray areas, often forcing leaders to make poor choices among poor options. Full-blown ethical thinking about leadership, therefore, requires clarity and attention to the real world, even as it transcends the real world. This type of comprehensive thinking leads to a reflective view of leadership.

SITUATIONAL

THEORY

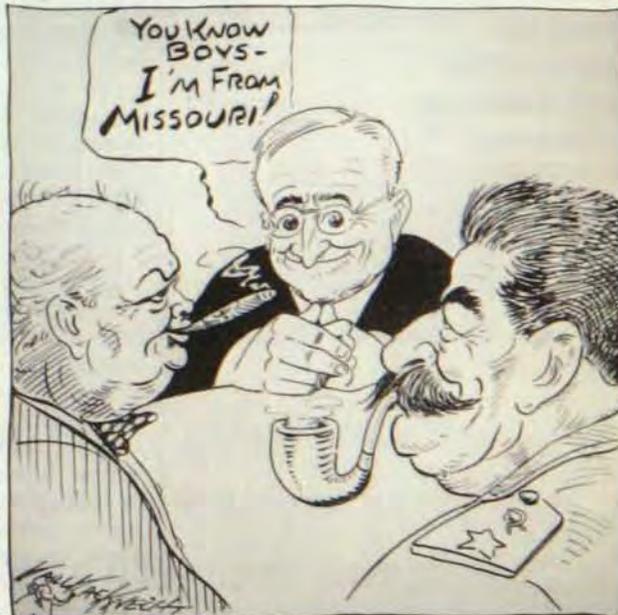
The situational theorists contend that leadership is not biologically determined but is teachable to all who want to learn. The leadership problem is the leader's lack of understanding and training in matching appropriate skills to changing conditions. As situations change, so should styles. A leader's basic mistake is to use one approach in all situations.

Two camps exist here.

The first, less structured, is grounded in small-group research. Leadership moves around in a group depending upon who is doing what group function. For example, John might lead as he initiates a definition of the group task, Alice would assume leadership as she offered a piece of information, Allen would move into the lead as he tried to include everyone in the discussion.

In this version, leadership shifts; all can lead and likewise all can block group process and task accomplishment. Leadership is dynamic and situational, requiring different skills as a group progresses toward its goals.

The second, and more structured, view tends to focus on one person as leader or manager, engaged in motivational activities. The most current rendition is *Leadership and the One Minute Manager*, by Kenneth Blanchard and Patricia and Drea Zigarmi. The authors contend that the wise leader knows when to direct, coach, support, or delegate. "Leaders need to do what the people they supervise can't do for themselves at the present moment." The leader has to know when the group needs direct intervention and when the group is working well on its own. Leadership education thus involves training to diagnose situations and apply appropriate skills.



Former U.S. President Harry S. Truman

Leadership is more a calling forth than a setting out to be. If people set out to be leaders, there is always the danger that followers will be manipulated to accomplish the leader's will. Leadership is evoked by issues in the world that require action and demand our involvement.

THE SEVENTH VIEW

Each of the six schools described so far makes an important contribution to understanding leadership. Each standing alone, however, is inadequate. All six are needed and can best be understood and appreciated when organized, evaluated, and supplemented from a seventh view.

To sort the six schools of leadership, we use a framing tool identifying six features of human action: meaning, mission, power, structure, resources, existence. Each uses one feature of human action as its primary organizing focus.

Mission is a *direction* term that *toward* which human action moves. Power is an *energy* term that *by which* human action moves. Structure is a *form in process* term that *through which* human action moves. Resource is a *material* term that *with which* human action moves. Existence is a *limiting* term that *from which* action moves. Meaning is a *significance-giving* term that *for which* human action moves. All six features combined lead to fulfillment, an *embodiment* term that *into which* human action moves.

Perhaps the best way to illustrate the meaning of the terms is to apply them to a real situation. A recent report, "Letters to the World," on the CBS "Sunday Morning" program showed videotapes made by teenagers who were dying from cancer. The segment permitted us to view how the teenagers were making sense out of their shortened lives.

Cancer sends your cells out of control (power). To have some control (power), the teenagers made tapes in which they totally mastered (power) the process. The young people said that they could not tell their parents about the significance (meaning) of their death, because when they looked in their parents' eyes, all they saw was deep sadness. Thus, the taping was a process for young people to exert control (power) in the face of a disease that had

wrenched them (existence) out of control (power). It brought their life experience (resources) to bear as they searched for meaning and significance (meaning) of their lives and the lives of loved ones. Existence as finitude (existence) interacted with ultimate meaning (meaning) and significance as they sought ways to find fulfillment (fulfillment) in their final days.

This vignette embodied in microcosm the relation of ultimate limits and ultimate meaning as the context for human action.

We can use the six features of action as the organizing principle to illustrate how each school of thought focuses on a particular aspect of human action. They match as follows: meaning-ethical actions, mission-vision, power-power, structure-organizational, resource-situation, and existence-trait.

Each view is thus partially true when tied to one feature of action, but each view alone distorts a total picture. A seventh, comprehensive view is required. Leadership, then, is a subset of human action. It encompasses all six views of leadership described earlier, yet reaches beyond each.

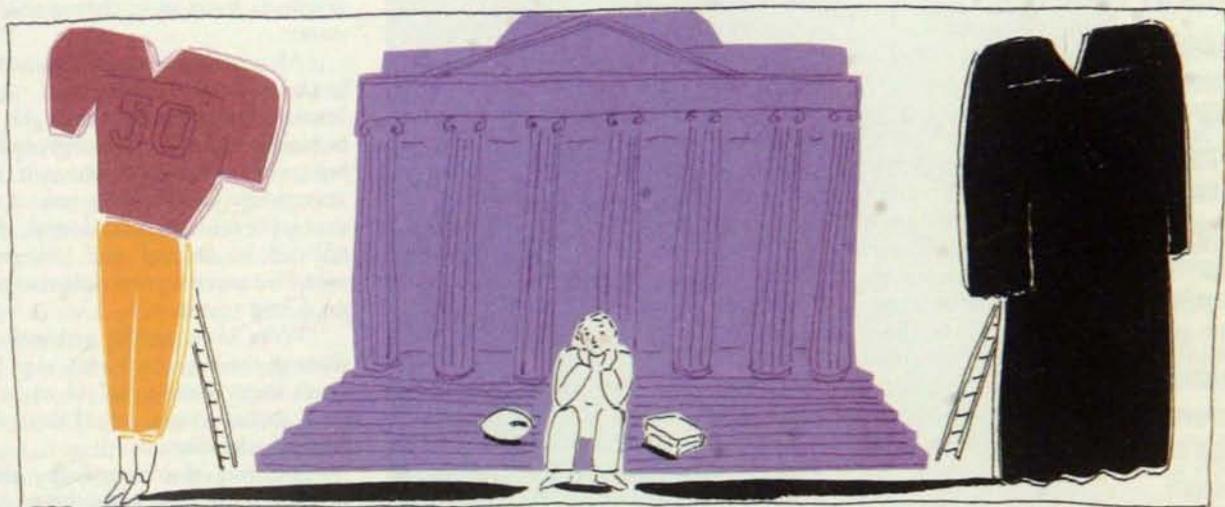
It is grounded in traits, yet the required skills are not exhausted by traits. It is sensitive to shifting situations, yet it recognizes complexities beyond situational theory's reach. It is shaped by roles and position, yet is greater than any organization hierarchy. It is activated by power, yet challenges the primacy of power. It is driven by vision, yet is not satisfied with just any direction. It is ethical, yet tempered by an awareness of existence, ambiguities, and unforeseen consequences.

Leadership is a particular kind of social ethical practice. It emerges when people in communities, grounded in hope, are grasped by inauthentic situations and courageously act in concert with followers to make situations authentic.

Skills in the seventh view include all those views of the six theories, with more attention to ethical reflection, courage, and human ambiguity and dilemmas.

Leadership empowers human beings to claim ultimate fulfillment. Thus, leadership is not reducible to traits, skills, organization, power vision, or even ethical vision alone. It is a fundamental and profound engagement with the world and human condition.

Robert Terry is director of the Hubert H. Humphrey Institute of Public Affairs Education for Reflective Leadership Program.



No Pain, No Gain

Controversy and media attention are forcing universities to rethink the role of men's intercollegiate revenue-producing sports. Key players at the University of Minnesota take a personal look at the issues facing athletics and find hope in answers based on leadership and policy • By Chuck Benda

The recent problems in the University's men's athletic department—particularly the Madison, Wisconsin, incident and the report on low graduation rates among athletes—focused a great deal of attention on intercollegiate athletics. University President Kenneth H. Keller created a task force to study intercollegiate athletics at the University, the Minnesota Alumni Association surveyed 304 alumni to determine their attitudes about the role of athletics and academic standards, and the local media conducted what

amounted to a minor inquisition into the athletic department.

The intense scrutiny applied to any organization during a crisis often distorts the picture. It is like examining someone's face under a magnifying glass. Even the most handsome features can be seen as grotesque parodies of all that is human. Nevertheless, the problems in University athletics are real and substantial. To come up with answers that go beyond addressing the immediate, symptomatic nature of the current problems, two questions were

asked of people who have had an insider's look at the men's intercollegiate athletic program: What does intercollegiate athletics mean to you personally; what is its value? What is the real problem or crisis in men's revenue sports at the University of Minnesota?

The people asked were University President Kenneth H. Keller; Men's Athletic Director Paul Giel; a contingent from Gopher football teams, past and present: head football coach John Gutekunst; football players Ray Hitchcock and Roselle

Richardson; and former football player Paul Ramseth, now senior vice president and director of marketing with Lutheran Brotherhood in Minneapolis; and LeRoy Gardner, Jr., former basketball player and college basketball coach, currently an academic counselor for the athletic department.

KENNETH H. KELLER

President Keller, 52, was a rower as an undergraduate at Columbia University in the mid-1950s. Describing himself as "not bad, but never terribly good," Keller still claims to have reaped substantial benefits from his participation.

"The physical conditioning alone was worth something," says Keller. "But more than that, there was a sense of accomplishment, that you could develop and discipline your body to do its very best, in the same way you develop your mind.

"There was also a sense of teamwork and camaraderie that went with sharing the pain and the excitement together. And there was a sense of status. I liked it. It was an ego-fulfilling activity."

Keller says that he views intercollegiate athletics as an important part of a university education, but as an extracurricular

activity—not an essential part of that education. Minnesotans ask the University to provide athletic entertainment, according to Keller, and that is compatible with the University's mission as long as it doesn't interfere with academic development.

"I think the overriding problem [with men's revenue sports at Minnesota] out of which all the problems arise is the professionalism of college athletics. What I mean by 'professionalism' is the level of money spent on athletics, the intensity of interest, the single-mindedness of people who are interested in athletics.

"Intercollegiate athletics has become an industry in and of itself. It has a budget that approaches \$10 million a year. We do not use state money for that, which means we must operate a business that must have an income of \$10 million a year."

The pressure that arises to win—both to keep the business viable and to satisfy public desire—creates many of the problems we then see in the newspapers, according to Keller. And it creates a different kind of pressure on student athletes: pressure to develop into mature young adults in a world where the rules

that apply to gifted athletes encourage them to do otherwise.

"These young people grow up hearing that they are very good at athletics, and that makes them very, very special," says Keller.

"Long before you are a mature adult, you are a very special person who has privileges because of that special circumstance.

"All other students in high school have to take these courses, but you don't because you play ball well. All students in high school have to worry about applying to universities . . . but you don't; the universities will come to you. And when you score a lot of touchdowns, the media will all be around you, the way they won't be around your classmate who gets an A in a course.

"We're skewing the personal development of the young athlete," says Keller. "I don't know how many of us, even in a more mature state, could deal with that kind of adulation.

"It distorts their personality, their character. I think that is the great danger in the professionalization of college athletics."

Keller believes reducing the level of competition, the level of professionalism, is the only way to begin to solve the problems disrupting college athletics. And this is a step, says Keller, that has to be made in concert with a group of universities so that these universities can still have competitive contests at a level where the pressures are not so great.

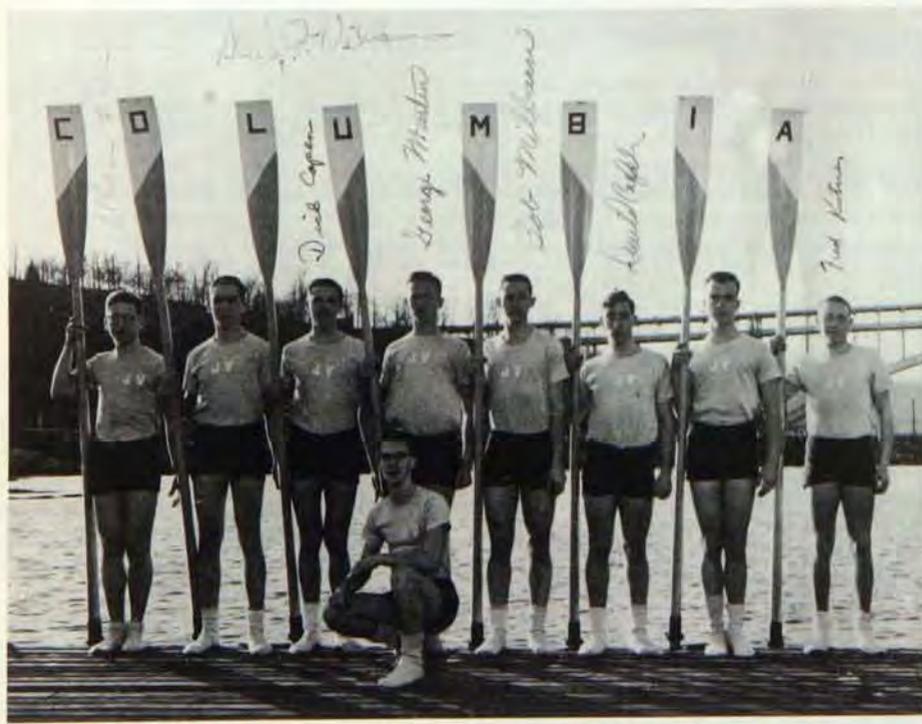
Keller also believes a new basis for evaluating coaches is needed. "We should back our coaches primarily on the basis of how they serve the missions of educating our students and helping them to develop personally. Secondly, but not insignificantly, we should look at winning and losing. We won't indefinitely support a coach who loses every game, but frankly I think a 50-50 record is respectable.

"I think the university presidents in this country realize it is possible to become organized and move away from the professionalism in college sports. In a huge organization such as this [the NCAA], with so many schools, change can only be made slowly and methodically and thoughtfully. It can only happen if the schools join forces to affect the whole sports system, but I think it is possible."

PAUL GIEL

For a man with such an impressive string of athletic achievements, Paul Giel is surprisingly low-key when he talks about what athletics means to him.

"I think the university presidents in this country realize it is possible to become organized and move away from the professionalism in college sports."



University President Kenneth H. Keller, second from left, was a rower at Columbia University.

Giel, 54, was an all-American baseball and football player at the University. He was the conference medal winner for academic and athletic achievement, captain of the 1953 football team, the Big Ten Most Valuable Player two years in a row, United Press International Player of the Year—the list goes on and on. But these big successes are not the ones that stick in his mind.

"My senior year, we were to play Michigan," says Giel. "They were rated number one in the country and were the heavy favorite coming in. I remember thinking, If we don't win any other game this year, we're going to beat Michigan."

"We beat them 22-0 that day. I had my best all-around day, but what made me feel good was that in that game I couldn't remember a time when I had let up. It was a tremendous feeling."

Giel's eyes still sparkle as he remembers those days, and he smiles. The small victories are still the ones he values most.

"To me, it meant something to put on the maroon and gold. I had my heroes, like Bruce Smith, the only Heisman Trophy winner from the University of Minnesota. I'd always dreamed of playing here.

"I was always appreciative of the opportunity I was given here. As corny as it may sound, I like to see other kids get that same opportunity."

Giel may sound a little corny at times when nostalgia gets the upper hand, but he believes that his athletic career at the University gave him opportunities that would have come no other way.

Before he became athletic director in 1971, Giel played both professional football (New York Giants) and baseball (San Francisco Giants, Pittsburgh Pirates, Minnesota Twins). He also worked for the Minnesota Vikings as WCCO Radio sports director.

For Giel, working in sports still provides him with tremendous satisfaction. "There is value in sports, the things you commonly hear about—teamwork, bouncing back, taking the bitter with the sweet—but for me, it is the success of some of the fine people that go through here that makes it worthwhile."

Giel speaks of former football players Peter Najarian and Tony Dungy, who is now an assistant coach in the National Football League. He also speaks of the enjoyment of working with the coaches hired at the University—such as Jerry Noyce, who has made great strides in men's tennis, and John Anderson, the baseball coach.

In one sense, collegiate athletics is Paul Giel's life. The almost consuming commitment to sports that has given him the rewards of which he speaks so highly also



Men's Athletic Director Paul Giel was an all-American football and baseball player at the University in the 1950s. He was Big Ten most valuable player two years in a row and United Press International Player of the Year.

"The unfortunate thing is, when I go to a game now, it's no fun. I'm dying when the Gophers are behind at halftime. I get to thinking, What if we lose this game?"

changes the game for him.

"The unfortunate thing is, when I go to a game now, it's no fun. It's too much of a business for me. I'm dying when the Gophers are behind at halftime. I get to thinking, What if we lose this game? How can we end the season with a winning record?"

"The biggest problem is, always has been, the fact that men's intercollegiate athletics is 100 percent self-supporting. This puts tremendous pressure on football and basketball to win and produce the

kind of revenue to support themselves and eight other sports. Hockey is a break-even sport.

"The average fan has no idea what a John Gutekunst goes through, a Clem Haskins or, before that, Jim Dutcher. There is tremendous pressure to win.

"The pressure causes you to recruit all over the country. Sometimes you bring in marginal student athletes. Right now, all you need at some schools is a C average, a warm body, and if you can slam dunk, you can get in immediately and compete.

ATHLETICS AT ISSUE

"We put our coaches in a position of competition with other schools. Say we turn someone down because we're afraid he might be a risk academically or socially, and another school signs him. If he creams us on the basketball court, the fans are screaming, 'Fire the coach!'"

"Now if we sign that young man, it is our job to do a fantastic job with him academically and socially as well as athletically."

"Reducing pressure is not the end-all. You could give somebody all the money in the world and some people would still violate the rules. But reducing the pressure on sports to win is imperative. We need funding and support for the coaches."

"There are many fine young people involved in athletics at the University. The change has to start with recognizing that men's and women's athletics has a right to exist as part of the mission of the University of Minnesota—as education, as public service. And that the athletic

program should be funded like any other department at the University."

JOHN GUTEKUNST RAY HITCHCOCK ROSELLE RICHARDSON

Football is the number-one revenue-producing sport at the University of Minnesota, as it is at most colleges and universities in America. The size of college football stadiums around the country—some seating more than 100,000 people—and the lucrative television contracts produce the kind of revenue that keeps an athletic department operating. Still, it isn't the big numbers and the large crowds that make football meaningful to head coach John Gutekunst; it's the individuals.

"My satisfaction comes from seeing young people get better at something," Gutekunst says, adding that he enjoys teaching the fundamental skills the most.

"You can have all the athletic ability in the world, but if you don't have the fundamentals, you have no freedom to be creative. You have to spend all your time worrying about those fundamentals."

Gutekunst recalls his experience with a football player he coached at Virginia Tech: "Jesse Penn was an outstanding individual athlete. At first, though, he was just a kid who could run. He preferred hitting people when they weren't looking. He wanted the image of being a tough guy, when he was really a cheap-shot artist. Inside, he was constantly worried about getting beat by the guy across from him, about being embarrassed."

"All of a sudden he realized that if he learned some techniques, he could be devastating. He'd never have to worry about being embarrassed again. All that athletic talent became usable because he became a thinker on the field. He ended up being a number-two draft choice for the Dallas Cowboys."



DAILY PHOTOGRAPH BY ERIC MILLER



"We make them into heroes. It disturbs me. We expect them to help solve the drug problem . . . but they're not ready to be something for somebody else yet. They're trying hard enough to be something for themselves."

ATHLETICS AT ISSUE

Two of the athletes Gutekunst coaches at the University—Ray Hitchcock, a senior from St. Paul, and Roselle Richardson, a sophomore from Warren, Ohio—find football rewarding just because they are getting to play at a Big Ten school like the University of Minnesota.

"Not too many people make it to this level," Richardson says. "There are a lot of sacrifices involved, but it helps you set priorities. You really have to improve your work habits, too."

Hitchcock concurs: "I've been challenged, more so than I've ever been in my life. We have three hours of conditioning practice every day, winter and summer. And during the season and spring practice, I leave for practice at one o'clock and don't get home until eight."

Hitchcock also values the education that his football playing is paying for. A political science major with ambitions of someday being a lawyer or perhaps an FBI agent, Hitchcock says getting a degree

is his number-one priority.

"I really mean that. I'd like to play pro ball; I think that's the ambition of everybody who plays. But I could blow my knee out tomorrow. The degree is something to fall back on. I've seen too many guys talk about pro ball, then when draft day comes, they wait and wait, but nobody calls. It'd be ridiculous to leave here without my degree."

PAUL RAMSETH

Although he played more than twenty years ago—on the 1962 Rose Bowl team—Paul Ramseth found some of the same values in football as Richardson and Hitchcock. He talks of his childhood dream to play for the Gophers and his pride in wearing the maroon and gold at a time when Vikings were still fierce Norse seamen. But he also speaks of lessons learned that he has come to appreciate over the years.

"Football is not really life," Ramseth says, "but it is a metaphor for so many of life's realities. If you want to be successful, if you want quality in your life, you have to exercise some discipline. You have to meet the competition. You also have to deal with failure on a regular basis."

"I don't know how I would have experienced that without athletics. For me, there was something in the physical pain and striving that really brought home the message of sacrifice. You keep your eyes on the goal, in spite of the pain."

"If you do that, you start to become a real cheerleader for everybody else's success, too. In football, there's no way to be successful on your own."

Everyone in this group seemed reluctant to talk about problems in the athletic department, in part because they thought that too much emphasis had already been placed on the negative aspects of the sports program.

Richardson and Hitchcock seemed most reluctant. Richardson spoke only of the problem of adjusting to a new way of life when he came to Minnesota.

Hitchcock also spoke only of problems in terms of what he has gone through in his own career at the University. "There's pressure everywhere. Pressure to win. When I came in, I discovered that the things that worked in high school football didn't work here. So I really concentrated on football and let the classroom stuff slip. But I found out that didn't work either. I got two C's and an N the first quarter. I had to buckle down in the classroom. Winter quarter I got two A's and a B."

"There are always problems that arise, but I think sometimes things are blown out of proportion. When something happens, people keep picking at it."

Even with the wider perspective that he has, Gutekunst sees personal problems as the number-one problem in college sports. Athletes have the same problems as the rest of society, according to Gutekunst, but they have to deal with those problems while living in a glass house. And they are encumbered with extraordinary expectations.

"We make them into heroes," says Gutekunst. "It disturbs me. We expect them to help solve the drug problem—which is good, to make them think about things and make those hard decisions—but they're not ready to be something for somebody else yet. They're trying hard enough to be something for themselves."

"Athletics, on a major college level, is like being in graduate school. The kids apply themselves with the level of intensity of a law student or someone in med school. And yet they have an undergraduate education to take care of, too."



DAVE PHOTOGRAPH BY ERIC MILLER

Just playing in the Big Ten was a goal for senior center Ray Hitchcock, left, and sophomore fullback Roselle Richardson, far left. Gopher football coach John Gutekunst, left center, was captain of both the football and baseball teams at Duke University.

For Ramseth, the number-one problem exists on a broader scale.

"If we have a crisis, I think it is a vision crisis," says Ramseth. "What are our standards? What kind of behavior are we going to accept? Do we really want to have a scholar athlete? Do we want to create a Northwestern, or do we want an Oklahoma?"

"With the task force, I think the administration is trying to determine what our values are, what we stand for. That gives

us someplace to start from.

"I think winning athletics are critical to the University. They create emotion on campus, they create identity and loyalty. They are the foundation upon which alumni associations are built. Universities are big, and I think athletics bring people together. I don't see people getting emotional about the English department. And there's a need to get emotional. I think the University needs to build another winning tradition."

LEROY GARDNER, JR.

"My education is what made sports valuable to me," says LeRoy Gardner, Jr. "My parents were not financially able to provide a college education for me. I decided in the seventh grade that I was going to get a basketball scholarship at the University. My objective was to become the first one in my family to earn a degree."

By the time he graduated from St. Paul's Central High School, Gardner was an all-city, all-state, all-everything basketball player. He was offered an athletic scholarship to attend the University of Minnesota. There his education began in earnest, much of it in the locker room and on the basketball court.

"As a young person, I played athletics as a game, because a game was fun. It is a moment of revelation, and in some ways a moment of betrayal, when you discover that [at Division I level] it is a business, a very serious business that demands your full attention.

"Playing basketball [at the University] was a full-time job. We practiced seven days a week during the season. If you throw in taping time, meetings, and watching film, we spent four or five hours a day on basketball."

In addition to the time consumed, Gardner says that basketball demanded tremendous concentration and physical exertion that often left him exhausted. The emotional roller coaster that accompanied winning and losing helped to keep his head spinning.

"The only way I could come to grips with it was to look at it as a job—a job that was paying for my education."

When he played basketball at the University in the late 1960s, Gardner didn't make all-anything. He was just an average Big Ten basketball player. Two out of the three years he played, the team had a losing record. His senior year, they broke even.

Despite the hard work and somewhat less-than-phenomenal results, Gardner treasures his days as a college athlete.

"It was a real struggle, but it has meant a lot to my life. It gave me a sense that what I did as an individual affected more people than myself, that I was really part of a group and that group was part of a society. It made me understand that relationship in a different way than I had ever done before.

"It also taught me how to handle pressure—the pressure of athletic performance and of academic performance. And it taught me that when you have certain goals, you never give up on them, no matter how painful or difficult or how much criticism you receive."

"For me, there was something in the physical pain and striving that really brought home the message of sacrifice. You keep your eyes on the goal, in spite of the pain."



Lutheran Brotherhood executive Paul Ramseth played defensive end on the Gophers' 1962 Rose Bowl team.

Gardner earned a bachelor's degree in psychology in four years, graduating in 1969. He went on to teach high school, then coach junior college basketball, before returning to work at the University. In 1980 he received his master's degree in educational psychology from the University, and in 1984 he took a position as an academic adviser with the men's athletic department. The problems facing men's athletics at the University are problems he faces every day.

"The problem is our society," Gardner says. "Our society's values are confused. When an athlete can make millions of dollars and a doctor can only make thousands of dollars, something is out of whack. We glorify athletes and make them larger than life.

"Some people's sense of happiness on Monday morning is determined by whether the team they identify with won or lost on Saturday or Sunday. Tremendous pressure is put on coaches and players to win."

The false sense of importance placed on sports drops a tremendous burden on the young athlete's shoulders, according to Gardner. How would any of us react to having our every movement analyzed in the newspaper?

"If you do not perform well, you are open to extreme criticism from many sources. It is difficult for an eighteen- or nineteen-year-old to accept that. On the other hand, the false adulation you receive for a good performance dehumanizes you. Your whole sense of identity, competency, and mastery in the world is based on your athletic competency, not your competency as a human being."

The inflated salaries of professional athletes and the false adulation of our college heroes lead many youth to pursue a career in professional sports and ignore their educations, Gardner says. The way to win is to become the best athlete you possibly can.

"It is a great tragedy and a great loss when our young athletes do not clearly see the dream and the vision of what education is about," he says. "The winning game I try to play is to capture these young people's minds and get them back on track—not just about graduating, but the whole process of becoming an educated person.

"Our athletes are nothing more than a reflection of our society and its values. Our problem of underprepared athletes is no different than the problem of other underprepared students. The problems with drugs in sports are no different than the problems with drugs in our high schools and junior high schools.

"In a sense, athletics are giving us a message about ourselves. Why don't we

LeRoy Gardner, Jr., academic adviser with the men's athletic department, played forward for the Gophers from 1967 to 1969.



"Our athletes are nothing more than a reflection of our society and its values In a sense, athletics are giving us a message about ourselves. Why don't we all take a look at ourselves . . . ?

all take a look at ourselves and start doing something about it?

"I know that the University of Minnesota is doing that, in terms of drug testing, in terms of emphasizing the importance of education, in terms of personal conduct. I see changes in my students' lives—attitude changes and behavior changes, not the kinds of things that make it into the newspaper. That's where the substance is.

"What happened in the last year hurt all of our young people. It made them

take a look at what they're doing. We've got to give some of them credit where credit is due. We've got to encourage our good role models to continue.

"I think people sometimes forget that our big hero, the jock, is not a god, not an animal, but a human being struggling like the rest of society. That's a real important message to understand."

Chuck Benda is a free-lance writer and former editor of Minnesota.

Making the Grade

The University initiates steps to put the student back in athletics and take some of the pressure out • By Blaise Schweitzer

Action "providing both a symbolic and a real shot in the arm" for athletes trying to graduate is being taken as a result of recommendations made by a task force formed to study problems in the University's athletic departments, says John Clark, former chair of the Assembly Committee on Intercollegiate Athletics (ACIA).

The task force is the fifth such group formed since 1959 to study problems in men's and women's intercollegiate athletics at the University. A task force formed in 1977 by University President C. Peter Magrath had goals similar to the latest force: to improve graduation rates and recommend needed improvements to be made in the athletic departments. Little real action ever emerged from the report, however, critics charged.

This time the same issue is being treated differently, says Richard Heydinger, senior assistant to University President Kenneth H. Keller. "I don't think it's been 'task forced to death,'" he says. "This [task force] is a different group. I think that there is a degree of commitment with regard to implementation that may not have existed before."

This task force was formed last February by President Keller after three Gopher basketball players were charged with raping a Madison, Wisconsin, woman and a Big Ten conference report revealed Minnesota male athletes to have the lowest graduation rates in the conference. The University is now putting in place changes ranging from better analysis of recruits before scholarships are granted to fifth-year scholarship extensions for athletes who have completed eligibility.

Perhaps the most significant change under way is the fifth-year-aid plan announced by President Keller in Septem-



"Realizing that athletes have to operate within a set of rules that makes an assumption of four years puts an athlete in at least a time bind."

ber. Central administration funds will be used to provide fifth-year scholarships for athletes who have completed their four years of eligibility to compete. Athletes who are redshirted, who do not compete, in one of their first seasons, have always received scholarships from the department their fifth year because they still compete that year. According to Elayne Donahue, director of academic counseling for men's and women's intercollegiate athletics and task force member, this change "certainly is one that is of the greatest benefit directly to the student athlete."

Clark, who is also a member of the

task force, supports fifth-year aid. "The style of this University's undergraduate life essentially is on a five-year plan or a little longer," he says. "Realizing that athletes have to operate within a set of rules that makes an assumption of four years puts an athlete in at least a time bind. Therefore, it seems to me justified that we do what we can at the end of that four years to contribute to that person polishing off his or her degree."

Heydinger adds, "In other words, we don't use them and then cut them adrift sort of like gladiators."

President Keller says that only athletes making good progress toward a degree will be eligible for scholarships. The extension is designed to "help people who are trying to help themselves," he says.

According to Merrily Dean Baker, women's athletic director, the scholarships will go to athletes in both minor and major varsity sports who are in good academic standing and have already been on an athletic scholarship. Both Baker and men's athletic director Paul Giel have granted some fifth-year scholarships in the past from their own budgets, but on a limited scale. Baker says she is delighted that the money for the program will come from the central administration. Knowing that major portions of her budget won't be "erased" by requiring her to pay for the additional scholarships is an obvious plus, she says. "We're not going to have to sacrifice two teams in order to give fifth-year aid to those who are left. It's the first time there's been any central administration infusion of dollars specifically for intercollegiate athletics," Baker adds. "I think that's an important milestone."

Up until now, Giel says, "men's intercollegiate athletics has always been 100 percent self-supportive." He stresses that

ATHLETICS AT ISSUE

the administration is stepping over this line specifically to help the graduation rates of the athletes. Giel says 50 male athletes will probably be involved, and Baker says more women than men will probably receive the fifth-year aid.

Unlike the fifth-year-aid plan, many of the other changes are more involved with who reports to whom and who will be held accountable for what. Coaches will be assessed on the performance of their athletes in the classroom as well as in competition. Giel says, "I think that what I am doing now I have done before, only a little more informally. I'm doing it a little more structurally now."

Some of the changes in recruiting practices being made in the men's athletic department are patterned after the women's department. Baker says she has already had a structure in place to evaluate coaches yearly on the academic and athletic performance of their athletes. "What I need to do now," Baker says, "is to perhaps filter in some of the objectives that were stated in the task force."

To tie the athletic department more closely to the rest of the University, the director of academic counseling for men's and women's athletics will now report to the vice president of student affairs rather than to Giel and Baker. Heydinger says that is a positive step: "I think they've always been accountable to the central administration anyway. All we did was say in a formal sense that Elayne Donahue reports to vice president Frank Wilderson."

As men's athletic director, Giel's role has been redefined to clarify what his responsibilities are. When asked if he feels more accountable now, he responds, "I always felt accountable." The low graduation rates of his athletes do bother him, but, says Giel, "I've never felt that I was responsible that Keven McHale [Boston Celtics] goes to the pros and doesn't come back for his degree, or Randy Bruer [Milwaukee Bucks] . . . but I've felt that even then there should have been more emphasis on academics with our coaches."

A recruiting program has been in place for several years in the women's athletic department that assesses the background of recruits before they get scholarships, and now the men's athletic department is in the process of putting a similar program in place. The women's program requires that ACT or SAT test scores and academic histories of recruits be filled out on a form to be signed by the academic advising department and the coach before the athletic director grants a scholarship. The men's program will be similar. Donahue says problems have arisen in the past because "frequently the academic record of the prospective student athlete was basically self-reported." Now, official

transcripts will be gathered and the advising department will rate students on how likely they think the prospective student is to succeed at the University, she says.

Heydinger says that to remain eligible, Minnesota athletes will need to maintain higher grade point averages (GPAs) than they currently do. The ACIA recommended and approved the change, and it is expected to be passed by the Twin Cities Assembly. Athletes will need to keep a cumulative 2.0 GPA (C) rather than the 1.7 GPA required by the Big Ten rules. Yet to be decided is whether the stricter standard will be "grandfathered" in or put in place in a single quarter.

As recommended by the task force, President Keller has lobbied the Big Ten Conference officials to declare football, basketball, and possibly hockey players automatically redshirted as freshmen so that they can get acclimated to college life before competing. Big Ten Conference officials are now taking the question to the National Collegiate Athletic Associa-



"In other words, we don't use them and then cut them adrift sort of like gladiators."

tion (NCAA). The NCAA is also considering a proposal to eliminate spring football to give athletes more time to study, to reduce the number of scholarships for football and basketball, and to reduce the number of coaching positions in those sports. Giel says the University will probably support the recommendations. "I'm not speaking for John Gutekunst or any other coaches," says Giel.

The task force also stresses the need to pare down the number of classes missed by athletes, especially men's basketball players. Because the men's basketball schedule is concentrated at the end of fall quarter, says Donahue, preparing for final exams is difficult for the athletes.

To try to help the situation, Giel says the athletic department will possibly charter some flights to and from games. Not always, he says, "but in some cases, to try to cut down from ten or eleven missed class days to somewhere around eight or nine if we possibly can." Minnesota's location on the perimeter of the Big Ten Conference makes travel harder for the University, Giel says. "Unless the schedule is cut way down to fourteen games, for example, or unless we drop out of the Big Ten," he says, "I don't know if we'll ever be able to cut it down much in terms of class days missed."

Both Giel and Baker say they are pleased with the task force and the changes under way. However, the recommendation they both voiced the most concern about was that of implementing a community program to help minority athletes become acclimated to the University. The subject is so touchy, Giel says, because in trying to help athletes the proposed program could end up jeopardizing their eligibility. NCAA rules forbid that any "extra benefit" be given to athletes that is not given to students in a school in general (beyond allowable academic and financial aid).

By the time this issue of the magazine is out, details of the University's new drug testing and education program will have been made public and Gopher athletes will have joined the wave of the nation's drug tested. The new program is sure to raise controversy, and Giel says athletic department lawyers have worked out the legal kinks of confidentiality and procedure. Baker says the program isn't out to "get" athletes for drug use. "Number one, we're out to find if we have a problem;" she says, "number two, who it is that has those problems; and number three, how to help them."

Scattered drug testing has been done at the University in the past, but not on this scale. Under coach Lou Holtz, the football team was tested. Other coaches also had the option to require some of their athletes to undergo tests, though few did.

According to Heydinger, the actions being taken by the University are consistent with the purpose that President Keller set out for the task force when he started it. The "overall thrust" is to "deprofessionalize" intercollegiate athletics.

"What does 'deprofessionalize' mean?" asks Heydinger. "When travel schedules are as long as they are, when traveling squads are as big as they are, the student part of the athlete takes a backseat."

That, he says, is changing.

Blaise Schweitzer is a student in the School of Journalism and Mass Communication and a Minnesota intern.



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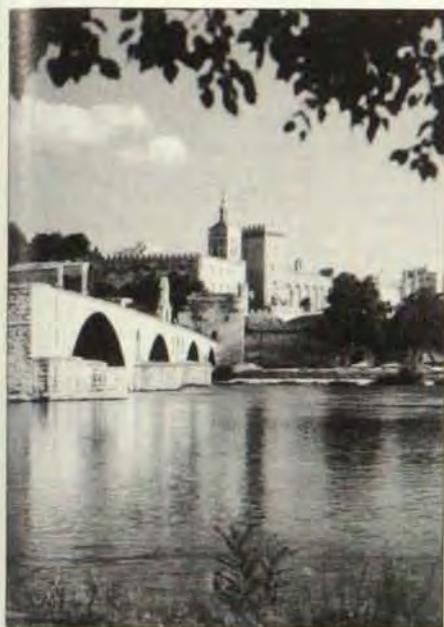
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ALASKA. July 15-27, 1987. It's America's last frontier. The midnight sun, spectacular fjords, glaciers cascading down mountainsides, majestic Mount McKinley, moose, caribou, and soaring eagles. This tour of our 49th state includes four nights on land, including two days in Vancouver and seven days at sea aboard the spacious ocean liner *Regent Sea*. From Vancouver, British Columbia, ports of call are Ketchikan, Endicott Arm, Juneau, Skagway, Yakutat Bay, Hubbard Glacier, Columbia Glacier, College Fjord, and the fishing town of Whittier. Traveling on the Midnight Sun Express, visit Anchorage, Denali Park, and Fairbanks for extensive sight-seeing of the interior's equally impressive sites. Bonus: \$150 discount for reservations made by December 31, 1986.

SCANDINAVIA-RUSSIA. August 12-23, 1987. Copenhagen, Stockholm, Leningrad, and Helsinki. A marvelous

tour around the Baltic Sea to visit three of Scandinavia's gem capital cities and the artistic and intellectual capital of Russia. After three nights in Copenhagen, board the *Ocean Princess*, flagship of Ocean Cruise Lines, and enjoy the richly diverse cultural, historical, and architectural highlights waiting for you in each port of call. Fine shopping, a Russian ballet, concert, or folklore show, and a final stop on the Swedish island of Gotland, where Visby, the beautifully preserved island capital, nestles inside its thirteenth-century city walls punctuated with 44 watchtowers.

AFRICA. September 17-30, 1987. The unsurpassed adventure and natural wonders of a two-week safari in Kenya made this one of our most popular alumni tours ever. We return to the magnificent wilds with first-class accommodations throughout and also offer three optional extensions: a three-night pretour in Amsterdam; a week-long walking trek preceding the safari in Kenya's northern frontier—with expert guides directing the



Kenya safari

traveling camp transported by camel; or a posttour to Kenya's Indian ocean coast, including overnight passage on the first-class Iron Snake locomotive and three nights at an oceanfront resort on twelve-mile Diani Beach. The safari itself features travel by bus in small groups with top-notch driver/guides who lead you on game runs, through native villages, and across tribe lands into forest and desert national parks. Highlights include Kilimanjaro, Nairobi, the premier Mt. Kenya Safari Club, Samburu's phenomenal bird life, Lake Nakuru, and the Maasai Mara.

COLLEGE OF LIBERAL ARTS

'24 John Schmoker of Black Mountain, North Carolina, has been honored by the Young Men's Christian Association for his service to international students in the United States through the establishment of the John Benjamin Schmoker Award, which will be presented annually to an individual or organization that "exemplifies the principles, spirit, and commitment of the award's namesake." Schmoker served as director of the Committee of Friendly Relations among Foreign Students for 23 years and was instrumental in expanding programs and services to foreign students. After retiring from his position in 1969, he served for five years as executive director of the Institute of World Affairs.

'34 Harriet Premack Soll of Falls Church, Virginia, has retired from her position with the U.S. Small Business Administration. Soll was the first woman elected fellow of the Small Business Directors Association.

'47 John W. Johnson of Irving, Texas, has retired from his position as vice president of advertising for the LTV Corporation. Johnson is a past national director and past president of North Texas Industrial Advertisers Association and has served on the executive committee of the Public Relations Advisory Council of the Aerospace Industries Association. An ordained Episcopal minister, Johnson has also served on the Commission on Ministry of the Episcopal Diocese of Dallas and on the diocesan executive council, has served as chair of the diocesan department of communications, and has directed several diocesan institutions.

'56 Harry Butler of Lancaster, Pennsylvania, has retired from his position as professor of French at Franklin and Marshall College.

'59 Wayne Anderson has been appointed president of Illinois Wesleyan University. Prior to his appointment, Anderson had served for nearly ten years as president and professor of political science at Maryville College in Tennessee.

Marjorie Austin of Duluth has retired from her position as assistant dean for student affairs at the University of Minnesota, Duluth, School of Business and Economics.

'60 Munier "Kade" Kadrie of Glen Ellyn, Illinois, has been named vice president of the anti-infective business group of Smith Kline & French Laboratories, pharmaceutical division of Smith-Kline Beckman Corporation.

'62 Robert Lindsay of Plymouth, Minnesota, has received the Pillsbury Leadership Award, given annually to Pillsbury employees who "exemplify excellence, have a significant effect on a major function of the company, and who demonstrate business leadership." Lindsay is vice president/general manager of bakery and sweet foods, Pillsbury U.S. Foods.

'64 Cheng-Khee Chee of Duluth is the recipi-

ent of several awards and honors at several recent national and regional art exhibitions. A renowned watercolorist, Chee is a librarian and assistant professor of art at the University of Minnesota, Duluth (UMD). His *Winter Pleasure* was awarded first prize in the national art exhibition of the New Orleans Art Association, and *Along the Li River* won the Elliot Liskin Award at the annual exhibition of the New York Salmagundi Club. *Hangzhou Alley* received the Winsor and Newton Award at the annual exhibition of the Georgia Watercolor Society, and *Goldfish '85 #2* won the Award of Excellence at Northern Lights '86, a regional exhibition for artists from Minnesota, Iowa, Wisconsin, and the Dakotas. Chee, currently on leave from UMD, is studying and teaching painting at the Zhejiang Academy of Fine Arts in the People's Republic of China.

'66 Roger A. Blais of Tulsa, Oklahoma, has been named chair of the physics department at the University of Tulsa.

'67 Richard Gilleland has been named chief executive officer and chair-elect of Intermedics, a developer of implantable biomedical devices and materials. Gilleland is former president and chief executive officer of Kendall McGaw Laboratories, a subsidiary of Colgate Palmolive.

Patrick Nolan of Dayton, Ohio, head of archives and special collections for the Wright State University Library, has taken a leave to accept a temporary position with the National Endowment for the Humanities. During the one-year assignment, Nolan will serve as a grants management officer in Washington, D.C., coordinating research grant proposals from universities, museums, and other institutions.

'70 Stephen Gordon of Minnetonka, Minnesota, was promoted to the position of senior vice president of Campbell-Mithun Advertising.

William T. Hamilton has been named vice president for academic affairs at Western State College of Colorado. Hamilton was previously vice president and dean of the faculty at Davis and Elkins College in Elkins, West Virginia.

'71 John R. Bort of Ayden, North Carolina, a faculty member in East Carolina University's anthropology department, has received a Fulbright Scholar grant for 1986-87 to research the potential for marine resource development in southeastern Costa Rica. Bort's study will consider the feasibility of lessening the area's economic dependency on banana production and developing a seafood industry in the gulf area, utilizing existing port and railroad facilities, machine shops, airport, and road network.

'73 Arthur Sorenson has been promoted to assistant personnel manager at the Perry, Iowa, plant of Oscar Mayer Foods Corporation.

'75 Lorraine Bissonett of Duluth has retired from her position as reference librarian for the University of Minnesota, Duluth, Library.

'79 Gregory A. Boyd has been appointed

instructor in biblical and theological studies at Bethel College and Seminary in Arden Hills, Minnesota.

'80 Donn Dexter, Jr., has received an M.D. degree from Mayo Medical School in Rochester, Minnesota, and has begun postgraduate training in neurology at the Mayo Graduate School of Medicine.

'81 Sandra Buettner of Minnetonka, Minnesota, vice president of finance for K. Charles Development Corporation, has earned a certificate in management accounting from the Institute of Certified Management Accountants.

Christopher Heck of San Francisco has been awarded the 1985-86 Julius R. Krevans Prize for Clinical Excellence by the University of California-San Francisco (UCSF) for "outstanding performance in primary care at the UCSF-affiliated teaching hospital." Heck is in his second year of surgery residency at San Francisco General Hospital.

'82 Harold Katz has received an M.D. degree from Mayo Medical School in Rochester, Minnesota, and is in postgraduate training at the University of Iowa Hospitals and Clinics.

'83 Charlotte Andrist of Lawrenceville, Georgia, has joined the Atlanta office of public relations counseling firm Hill and Knowlton as assistant account executive.

Debbie Hunter of New Brighton, Minnesota, has been named women's basketball coach at Bethel College. As a University basketball player, Hunter set thirteen team records and became the all-time leader in steals, assists, and field-goal percentage and the fourth-leading scorer in University women's basketball history.

MEDICAL SCHOOL

'79 Bradley Doeden has completed graduate training in endocrinology/metabolism at the Mayo Graduate School of Medicine in Rochester, Minnesota, and has entered private practice in Minneapolis.

'81 Robert L. Brown has completed graduate training in orthopedic surgery at the Mayo Graduate School of Medicine in Rochester, Minnesota, and has joined Northern Orthopedics in Brainerd, Minnesota.

Charles N. Marvin, Jr., has completed graduate training in general surgery at the Mayo Graduate School of Medicine in Rochester, Minnesota, and has begun a two-year fellowship in plastic surgery at the University of Rochester Medical Center in Rochester, New York.

Bruce Orkin has completed graduate training in general surgery at the Mayo Graduate School of Medicine in Rochester, Minnesota, and is a research fellow in gastroenterology at the Mayo Clinic.

From Pulitzers to Pottery

BY KIMBERLY YAMAN

Robin Berry, '70, of Minneapolis was a state hospital program coordinator who dabbled in pottery—until 1975, when she decided to quit and become a full-time potter. Now the owner of her own porcelain manufacturing studio, Porcelain Designs, Berry is a successful porcelain artist who has won accolades from her peers and from collectors. She has also been represented twice at the National Craft Showroom in New York and has had her work selected for exhibition at the Smithsonian Institution's "Made in Amer-



Robin Berry's porcelain designs have attracted the attention of porcelain collectors, craft museums, and the Smithsonian Institution.

ica" show sponsored by the American History Museum.

Berry's pieces, most of which are white on white, have delighted porcelain collectors and interior decorators, who like the translucence and sculptural light and shadow. Demand for her work has resulted in several one-woman gallery showings and more than 80 wholesale accounts for her Porcelain Designs studio. "For me, there will be no more living in the country and throwing pots for a few arts fairs in the summer," says Berry.

Two of the Twin Cities' leading public relations firms, Mona & McGrath and Dorn Swenson Meyer, have announced the merger of their firms, making three University graduates executives of the largest public relations consulting firm in the Midwest. David L. Mona, '65, '67, chair and chief executive officer of Mona & McGrath, has been named chief executive officer of the new firm, which will be called Mona, Meyer & McGrath. Scott D. Meyer, '72, president and chief executive

officer of Dorn Swenson Meyer, will become chair and chief operating officer. Dennis B. McGrath, '63, president of Mona & McGrath, will serve as the firm's president. With 63 employees operating from two locations, the new firm will provide public relations consultation in a variety of areas, including corporate and investor relations, publications, sports marketing, public affairs, community relations, agriculture, and employee communications.

Pulitzer Prize-winning journalist George Lockwood, '57, has been named Gannett Distinguished Professor by the W. Page Pitt School of Journalism at Marshall University in Huntington, West Virginia. Lockwood, former managing editor for the *Milwaukee Journal* and adjunct professor of journalism at the University of Wisconsin, Milwaukee, won the Pulitzer Prize in 1967 for meritorious public service.

Frank McDonald, '55, of College Park, Maryland, chief scientist for the National Aeronautics and Space Administration (NASA) since 1983, received the University of Minnesota's Outstanding Achievement Award at commencement ceremonies for the University's Institute of Technology. McDonald was the head of NASA's Goddard Space Flight Center's laboratory for high-energy astrophysics from 1959 to 1983 and brought the laboratory to the forefront of the x-ray, gamma-ray, and cosmic-ray astrophysics fields.



Thomas Arndt, artist-in-residence of Regents Park, a Chicago high-rise community, as captured by fellow photographer Jean Moss, above. At left is Arndt's photograph of a winter scene in Durand, Wisconsin, in 1982.



PHOTOGRAPH BY JEAN MOSS

Photographer and University alumnus Thomas Arndt of Minneapolis was named 1986-87 Artist-in-Residence at Regents Park, a high-rise community in Chicago's Hyde Park. During his residency, Arndt will study Chicago neighborhoods through community festivals, high school sporting events, city-sponsored fairs, parades, ethnic restaurants, jazz clubs, and other gathering spots that attract "a unique cast of characters." "My primary objective," says Arndt, "is documenting the rituals and traditions of American culture by producing images that serve as insightful windows gazing on the commonplace scenes of American life." Arndt recently exhibited at Chicago's Art Institute and the Edwynn Houk Gallery, and his photographs are in collections nationwide, including the Museum of Modern Art in New York.

Kimberly Yaman is editorial assistant for Minnesota.

\$185,490,814 and Going Strong

The Minnesota Campaign has reached—and passed—its halfway goal of \$150 million. The campaign, which seeks to raise \$300 million for the University by 1988, raised \$185,490,814 as of the end of October. Since January 1985, 68 endowed faculty positions have been created with private gifts matched by Permanent University Fund dollars. Some of the new chairs and professorships include the following:

- The Cecil J. Watson Chair in Medicine. The Minnesota Regional Health Associates Foundation, comprising 65 faculty members of the department of medicine, has contributed \$500,000 to fund a land-grant chair named in honor of Watson, department and Medical School head from 1943 to 1966.

- The Mertie W. Buckman Professorship in Design Education. Buckman, an instructor in the College of Home Economics from 1930 to 1935, created this position to assist research and graduate education in the department of design, housing, and apparel and to further the objectives of the Goldstein Gallery, a nationally recognized design teaching collection.

- The Jack F. Rowe Chair in Engineering. The first endowed faculty chair at the University of Minnesota, Duluth (UMD), the chair was established with a contribution from Minnesota Power. Rowe, chair and chief executive officer of Minnesota Power, is a recent recipient of the University's Outstanding Achievement Award, the highest citation the University gives its alumni.

- The F. B. Hubachek, Sr., Chair in Forestry. Hubachek, a director of Household Finance Corporation from its incorporation in 1925 until 1967, was active in the development of consumer finance law. An avid conservationist, Hubachek was active in efforts to preserve the Quetico Superior area of Minnesota and founded the Wilderness Research Foundation to conduct studies in northern Minnesota in forest conservation, ecological research, and tree genetics. In 1968 Hubachek was the recipient of the University's Special Commendation for Outstanding Achievement.

- The Pillsbury Company-Paul S. Gerot Chair in Marketing. The Pillsbury Company, a diversified international food and restaurant company, named the chair to honor Paul S. Gerot, a former chair, president, and chief executive officer, who



Patricia and Edward LaFave, Jr., were instrumental in the establishment in 1960 of the University of Minnesota-Morris (UMM) campus and are now helping UMM achieve its capital campaign goals.

directed Pillsbury's growth in consumer foods after World War II and its entry into the restaurant market in the late 1960s. Partially funded in 1981 as a ten-year position and now completely funded with a Permanent University Fund match, the Pillsbury chair has been occupied since September 1983 by Kenneth Roering, professor of marketing.

- The George and Orpha Gibson Chair in Hydrogeology. George Gibson, a former captain of the University football team and an all-American guard in 1928, is a self-employed geological consultant working primarily in New Mexico and Texas. Orpha Gibson, a full-time homemaker, has been employed with the Visiting Nurses Association.

Edward and Patricia LaFave

Edward LaFave, Jr., '47, and Patricia LaFave, '47, members of the Minnesota Campaign's senior advisory cabinet, were active leaders at the University of Minnesota-Morris (UMM)—even before UMM existed. Ardent supporters of their alma mater, the LaFaves organized the first Morris alumni chapter in 1950 and then were instrumental in the establishment of the University of Minnesota's Morris campus in 1960.

Edward LaFave, who was president of Citizen's Bank in Morris until his 1985

retirement, is president and owner of the Citizen's Insurance Agency and is involved with the Citizen's Realty and Business Development Agency. He is also founder and a director of the Villa of St. Francis Nursing Home, and organizer and director of Barnes Aastad Soil and Water Conservation Association. Edward was the recipient of the University's Services Award in 1978 and of the Soil Conservation Society of America's Distinguished Services Award in 1980.

As President's Club members, the LaFaves have established two scholarships at UMM. Edward's President's Club contribution established the LaFave Citizen's Bank Business Economics Scholarship, available to business economics students at UMM.

Patricia, who successfully directed most of the family businesses while Edward was president of Citizen's Bank, established the Patricia Paul LaFave Scholarship, a scholarship for nontraditional female students at the Morris campus.

"The LaFaves have been a phenomenal resource to the Morris campus," says UMM Chancellor John Q. Imholte. "From fund-raising to entertaining dignitaries in their home on behalf of UMM, they have always given 110 percent to the University. No one provides a better example of commitment to the University and the Minnesota Campaign than the LaFaves."

LAW SCHOOL

The Importance of Being Earnest

The applause echoes in the Willey Hall 125 auditorium as the well-known Minnesotan walks in, smiling and nodding at the audience. Walter "Fritz" Mondale seems glad to be home.

Taking his place at the table before the overcapacity crowd, Mondale looks relaxed as he prepares to discuss "The President's Lawyer" at the University of Minnesota Law School.

As the spirit of homecoming week reaches its peak on Friday, October 8, Mondale is reminded of a similar time three decades ago. This weekend is the 30-year reunion of Mondale's 1956 Law School class, points out Dean Robert Stein in his welcoming remarks.

The distinguished panel is introduced: Fred Fielding, until recently President Ronald Reagan's lawyer; Lloyd Cutler, personal counsel to former President Jimmy Carter; law professor Fred Morrison, counselor of international law at the State Department; and Mondale, University adjunct professor of law since 1981 and former Minnesota attorney general, and U.S. senator, vice president, and 1984 Democratic presidential candidate.

After only a few questions, the almost 500 law students and alumni gathered feel as though they are listening in on a gab session among old friends.

Mondale refers to leaving the White House by chiding Fielding. "When I reapplied to the Bar Association, a letter was sent to the White House to make sure I had worked there. He [Fielding] replied that I had worked there and did not steal any of the furniture when I left." The audience laughs, Fielding grins widely and chuckles.

Mondale, who organized a similar panel last year on terrorism, stresses, "I hope students will consider this type of position despite the cut in pay compared to private practice. Our profession isn't for ourselves but for our country."

With that, the discussion turns serious. "The president's lawyer may well be the most powerful position in the country today—including that of attorney general," says Mondale. "A gifted and seasoned lawyer, as the president's counsel,

can change history."

Mondale elaborates on why a president needs a personal lawyer. "Proximity," he says. "In the White House pressure cooker, when literally every second counts, a president wants his lawyer now. The attorney general has many other responsibilities."

As Mondale talks about confidentiality, individual loyalty, and knowing and understanding the power of a president's wishes, other panel members nod in agreement.

It's important, adds Cutler, to protect executive privilege. "So much of the advice is in written form. Every president has been taught to defend the confidentiality of that advice. If Congress feels strongly that it is entitled to have it, then you question them on it."

The audience is attentive as the panel tells stories about high-tension talks at the White House. "One thing you have to grapple with constantly," says Fielding, "is that you and your client are ultimately responsible to the American public." He elaborates by telling of the pressure at the White House during the Philippine election and afterward when President Ferdi-

nand Marcos was accused of election fraud.

Sympathizing with Fielding, Cutler talks about the Iranian hostage situation. "Five weeks after I was on the job, the attention went from domestic to foreign affairs. The question was where to go—the United Nations Security Council or the World Bank—or whether to freeze Iranian assets as bargaining chips."

Mondale ends with a story all too familiar to Minnesotans. He tells of the time when then-President Carter called him to tell him he was ill and thought he would have to be sedated. "I got up to prepare for the position—and that's the closest I'll ever come."

The audience groans.

Mondale says he organized the discussion to "work out a unique, nontraditional way of trying to get legal words to tell of life and death. To make this stuff live for the students." Judging by the reaction of students milling around him at the reception afterward, he was successful. After answering questions and signing thick law books, "Fritz" was invited by the enthusiastic lawyers-to-be to a saloon for "another time-honored law tradition."



PHOTOGRAPH BY DANIEL KIEFFER

Why the U.S. president needs a good lawyer was the topic of a recent seminar at the Law School featuring former presidential lawyers and organized by adjunct law professor Walter Mondale.

New Year's Resolutions

Mary Ann Yodelis Smith, new director of the School of Journalism and Mass Communication, has three goals for the coming year: rebuilding the faculty, raising funds, and improving the school's professional contacts.

"Our emphasis is to search for faculty members and rebuild the faculty," she says. "We have been hurt by the death of Gerald Kline [former director of the school] and several retirements. My job will be to beat the bushes and work really hard at finding high-quality, energetic applicants.

"We cannot manage on our state budget. We have relied very heavily on alumni to support the Eric Sevareid Library, and hope to continue to rely on them for that. We will also be working very hard with Daniel Wackman, the executive director of the College of Liberal Arts [CLA] capital campaign, to try to raise money for endowed professorships so we can continue to maintain high-quality faculty in key positions.

"A third goal of mine is to try to improve our contacts with the professional community. Because the professional community in the Twin Cities area is so large and diverse, it really does take a major effort to make sure the school becomes well acquainted with all of these different members of the profession."

Yodelis Smith was chosen director last spring from a field of candidates that included professor Wackman, who served as acting director of the school during the search, and professor Sidney Krause of Cleveland State University. Yodelis Smith's experience includes eight years as the associate vice chancellor for academic affairs at the University of Wisconsin-Madison, where she administered a budget in excess of \$1 million and 34 full-time positions. She has a master's degree in journalism and a doctorate in mass communications with concentration in history and law from the University of Wisconsin-Madison.

Maintaining good contacts with professionals lies at the heart of Yodelis Smith's philosophy of journalism education. She talks enthusiastically of the need for balance between theory and practice in order to prepare students for the day after graduation, as well as for the more distant future when the communication industry might be very different from what it is today.

"While we do not want to become a purely theoretical school, we also do not want to become a vocational school," Yodelis Smith says. "We have to remem-

ber that what we are is a professional school in CLA, and that means we have the best of all worlds. Our students have a good liberal arts background and some solid theory of communications. This I hope will keep our students thinking about the future—planning for the kinds of communications jobs they will eventually have, not just the first entry-level positions they will get when they graduate. We also have some very practical courses that will help them get that first entry-level job."

COLLEGE OF EDUCATION

Analysis of Excellence

The J. E. Wallace Wallin Award, among the nation's most prestigious education awards, is given to educators who have made significant contributions to the education of handicapped children. The award has been granted only 22 times in its history—three of those times to educators in the University's College of Education, department of educational psychology, a record unmatched by any other college in the country. Those honored from the department include professors of educational psychology in the special education unit: Evelyn Deno, Maynard Reynolds, and Frank Wood.

The tradition of excellence in the department of educational psychology is not confined to special education. The department is a national leader in its three other units as well: psychological foundations of education, counseling and student personnel psychology, and psychology in the schools.

The department's aims are to provide a sound base of knowledge of psychology as it relates to education and human services, to develop research techniques and concepts for the study of education, and to develop programs for children, youth, and adult students with special needs. Over the past decade, almost 300 doctoral-level professionals completed their training in educational psychology, and about 900 special educators, school psychologists, counselors, and other professionals were trained in the four programs. Faculty members in the department have made extensive contributions over the years to national and local government agencies, community agencies, and schools; have produced more than 500 publications distributed nationally to practitioners, trainers, and researchers; and have developed training models used locally, nationally, and internationally.

The special education unit originally contributed more than its share to the department's reputation for top-quality faculty and ground-breaking research. But

the unit's success in latter years can largely be attributed to the general excellence of the department as well as to former coordinator Maynard Reynolds's leadership and national renown in special education.

Says Bruce Balow, coordinator of special education and professor of educational psychology, "Reputation of faculty groups across the country primarily comes from research publications and from the number of doctorate student graduates that move into positions of influence at other colleges. Minnesota has done outstanding work in both areas, and has managed to keep its reputation."

Another reason for the excellence of the unit is Reynolds's early leadership, Balow says. Reynolds, former director of the department and coordinator of special education, is internationally known for his work as a problem solver. He is perhaps the most influential person in special education in the country and has contributed significantly to special education's national reputation. Says Balow, "With quality leadership, you get better-quality work out of people who are affiliated with that leadership."

Jack Merwin, professor of educational psychology and newly appointed chair of the department, speaks warmly of the early start of Minnesota's leadership in educational psychology, particularly special education. To him, the department is a prime example of the truth of the adage that excellence breeds excellence.

"Historically, some of the earliest developments in important research work in the department were done in special education," says Merwin. "We had one of the earliest and still very prominent programs in training counselors and other pioneer research programs.

"But the college has always been strong in the educational psychology area," Merwin says. "The college was one of the leaders when educational psychology was still building. Four of our deans have been educational psychologists: Melvin Haggerty, Walter Cook, Marcia Edwards, and myself. Our school psychology program is now in its 30th year of federal funding. The measurements and statistics aspects have also always been strong. Measurement, going back to the 1920s, was always a strength, since it was started when few people were working with this. It was one of the professors from our department, Palmer Johnson, that was instrumental in organizing the campus-wide approach to the teaching of statistics that ultimately led to the School of Statistics.

"I think this department represents the synergy you often look for. If you have outstanding faculty, you attract outstanding graduate students.

"It grows," Merwin says. "We have the momentum, and that has been going on for a long time."



SCHOOL OF NURSING

A Change for the Nurse

In the early morning light, a woman is helped out of a car and to the hospital entrance. At the front desk, where admittance papers are waiting for her, a nurse awaits to answer the family's questions and help with the paperwork. In a few minutes, a different nurse appears with a wheelchair to take the woman to her room. There, the nurse checks her blood pressure, takes a blood sample, and prepares the woman for her surgery later that morning.

A few years ago, that woman may have come to the hospital two or three days in advance of surgery. But when Congress passed an amendment to the Medicare Bill in 1983, payment for Medicare health services were made prospective—that is, a set amount is paid for a certain medical condition (referred to as Diagnosis Related Grouping or DRG). Consequently, hospital stays were shortened to reduce costs, thus increasing the intensity of the work load for nurses in the hospital and also increasing the need for nursing in the home.

Margaret A. Newman, professor in the School of Nursing, has just completed a yearlong study of nursing in the metropolitan area entitled "Nursing in a Prospective Payment System Health Care Environment." The research was jointly

funded by the Center for Urban and Regional Affairs, the Office of the Vice President for Academic Affairs, and the School of Nursing.

Newman explains that the abundance of health maintenance organizations in the Twin Cities area, which also use the prospective payment plan, is adding to the effect the DRG legislation has had.

"What we found is that nurses are so involved with carrying out the medical regimen—the medical treatments, observation of their patient's condition—and the mechanisms of this very acute care that there is little time left for the psychosocial needs of the patient," Newman says. Psychosocial needs include telling the patient about what is happening to him or her and teaching and preparing the patient for going home.

Newman elaborates, "The nurses are very frustrated by this. They feel as though the thing that they went into nursing for is being cut out, that they're just there to get all these tasks done. I don't want to imply that the patients aren't being taken care of well—they are. I think the nurses are knocking themselves out to get the care done that has to be done in that period of time."

Because of the changes, a new role for nurses is being created, Newman says. "Nurses are being employed to fill in the gap that's being created by this very rapid, acute care in the hospital." She calls this position the patient-care coordinator.

"It's also a consultative role, because

they're consulting with the patients and patients' families in terms of what their needs are and what the situation is. It's a position that calls in all other kinds of sources that might be needed in terms of training or other therapies—such as physical therapy."

On a positive note, Newman says, "this is the kind of role that we in baccalaureate and master's education have been teaching students to fulfill, but very often they haven't been able to [fulfill it] when they take positions in hospitals. I am very encouraged to see that this role is emerging."

In Newman's paper, she and graduate assistant Sharon Autio interviewed directors of nursing and nursing staffs in three hospitals chosen for their size, location, and ownership. They included a large urban public hospital, a medium-sized private suburban hospital, and a smaller community private hospital.

Newman concludes that the work of staff nurses in a hospital is based primarily on technical education. The responsibilities of nurses working in a coordinating role are more suited to the baccalaureate program.

As the need for taking care of patients in the home increases, Newman predicts, there will be additional demand for nurses skilled in technical care in the home. Newman says that she sees "the professional role as patient-care coordinator, because the nurse in that situation is free to do more where the patient is—in the hospital, home, or nursing home."

INDUSTRIAL RELATIONS CENTER

IRX for Intern Relations

Eric Simmerman didn't join Iota Roa Chi (IRX), the Industrial Relations Center's graduate student organization, to get an internship, he says, but it helped. He spent his summer break working at Honeywell's Defense Systems Division in Minnetonka, after having chaired IRX's internship committee since February of 1986.

Simmerman joined a long list of Industrial Relations Center (IRC) graduate students who every summer obtain internships in local, statewide, or national companies. IRX has successfully coordinated IRC's internship and part-time job placement program for close to 30 years, every year helping 60 to 70 students get a couple of months of hands-on experience in their respective fields.

Every winter the IRX collects résumé books of students who are interested in summer internships and sends them to companies in the Twin Cities, the rest of

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Minnesota, and some out of state, inviting the potential employers to return descriptions of future internship openings. After the student group has collected and posted these descriptions, the students have to make direct contact with the companies.

Because of the strong activity of the part-time market in the Twin Cities, many employment opportunities are available for IRC graduate students. In the Twin Cities, companies that need part-time employees contact the IRC faculty or the IRC coordinators directly, who will then post the positions.

The internship program and part-time positions "give graduate students the opportunity to apply skills learned in the classroom in a professional human relations setting," says Simmerman. "Often these internships lead to offers of employment upon graduation. Students have learned how a corporation works—they have in a sense already fulfilled their orientation and training, so they will be ahead of other students when they apply."

Simmerman and his student colleagues have helped keep alive an old and well-established IRC tradition. The student group was started in 1956, and the placement program became a formal activity of IRC in 1963.

"The summer internship program grew like any other program," says John Fossum, IRC director of graduate studies. "It was proposed; a few companies wanted to try it. Other people saw that it worked, and the program started growing. There was strong faculty involvement from the beginning—the program was originally started by Herbert Hedeman, the director at the time—but still, it couldn't have succeeded if the students hadn't been capable."

"Employers see this as a good opportunity to assess in detail at relatively small cost the capabilities of the particular students and the likely capabilities of others in the program," Fossum says. "The programs also provide for the employers an opportunity to get an important project done that they otherwise would not be able to do, and it also gives the company a lot of positive visibility to IRC students in general."

The job placement program not only helps students become acquainted with the job market and get practical experience—and businesses assess the qualities of potential future employees—but also helps further one of the IRC's main goals: to help its students feel valuable. Says Fossum, "The students should feel they are central parts of the department. We are not only concerned with their educational progression, we are interested in their long-run career progression."

This department was compiled by Minnesota interns Björn Sletto, Lisa Ray, and Ann Mueller.

Ours for the Asking

BY KIMBERLY YAMAN

Of the University's nearly 250,000 living alumni, only 32,000, or 13 percent, are members of the Minnesota Alumni Association (MAA).

That's far too few, says MAA National President Harvey Mackay, who believes that many of the other 87 percent would become association members—if only the right person would ask them.

Mackay has set a goal of doubling membership by the end of 1987 and is challenging alumni to introduce the benefits of an Alumni Association membership to friends and associates by personally inviting them to join the Alumni Association. "You know the level of participation that coincides with their individual situations. You know their interests and skills," says Mackay.

But the most important thing to know, says Mackay, is that their memberships will be helping the University. "Our toughest challenge right now is making nonmember alumni aware of how important their MAA memberships are to the future of the University," says Mackay. University President Kenneth H. Keller's 'Commitment to Focus' has called for the University to assemble its entire library of resources—and every alumnus is a needed resource of the University."

What difference would an expanded Minnesota Alumni Association make to the University?

A big difference, says Mackay.

"Not every member is going to be a passionate member, but that's okay," says Mackay. "Every organization needs a variety of member types: active, nonactive, leaders, followers. Even if they do nothing else besides pay their dues, they have given their affirmation to the University, have given it a stronger voice, just by becoming a member."

Active alumni show their concern for the University in several ways, says Mackay. "Right now there is a great need for improvement of the student experience. Students need career guidance from people who have been there. They need journalism mentors and business internships. Because of the size of the University, students don't feel connected, and they need someone with whom to share views on the value of a University education. The Alumni Association is the vehicle for providing these resources."

There are other roles for active members as well. "Alumni can show their



During his visit to the Minnesota Alumni Association office in September, actor Eddie Albert, left, became an Alumni Association member at the invitation of MAA National President Harvey Mackay, right. At center is MAA Executive Director Margaret Sughree Carlson. Edward Albert Heimberger attended the University of Minnesota in 1927-29.

concern to improve upon the fine support the University receives from the Minnesota legislature," says Mackay. "The University's 'Commitment to Focus'—any improvement, as a matter of fact—is not possible without alumni support at the legislative level.

"And there is always a need," he adds, "for constituent society and alumni chapter board members—people who will create directions for our collegiate units and chapters and strengthen the MAA in the process."

One response to Mackay's call for increased membership has been the creation of a new direct-mail membership solicitation directed at nonmembers. The first mailing, featuring the slogan "Exercise Your Mind," was sent in October and November to 140,000 nonmembers of the association. The advertising exhorts alumni to take advantage of the Alumni Association's "mindpower package": an association membership accompanied by an autographed copy of Kenneth Blanchard's best-selling book *The One Minute Manager*, a year's subscription to *Minnesota* magazine, University library privileges, and other benefits.

Other mailings are being developed and will be sent out over the next year.

"If we get a good response to the

mailing," says Mackay, "that's fine. But I think our strongest membership tool is that we are a vehicle for alumni to get involved in the University. We are touching on University issues that alumni care about—public policy, athletics and education, regents selection—and when you tackle hard issues, you get good people involved. And that works both ways, because when you get good people, you get good results."

Mackay will be on the road for some of his one-year presidency, talking to constituent societies and alumni chapters about ways they can increase membership and alumni involvement.

In the meantime, Mackay is ardently practicing what he preaches. When actor Eddie Albert—who attended the University in 1927-29—visited the Minneapolis campus in September to tape a testimonial for the University's capital campaign, Mackay invited him to join the Alumni Association. Albert accepted the invitation, adding that he was delighted to have a chance to give something back to the institution that gave him his start.

Why hadn't he become a member before? Mackay asked. Albert replied that he'd received countless form applications in the mail throughout the years but that "the right person never asked me before."

"You may not know an Eddie Albert," says Mackay, "but chances are that you know quite a few people who respect you enough to accept your suggestion to join the MAA."

"Alumni know the value of their University education," says Mackay. "And now they need to know that the University needs them. All we have to do is ask."

Kimberly Yaman is editorial assistant for Minnesota.

IN BRIEF

Deborah Cammack Muller joined the Minnesota Alumni Association staff September 22 as assistant director of constituent societies, serving as staff liaison for the band, education, biological sciences, journalism, M Club, and Gold Club alumni societies. Muller is a 1979 graduate of the University of Colorado. She served as a public relations affairs specialist for Peace Corps Recruitment from 1983 to 1986 and was a Peace Corps volunteer in Kenya from 1979 to 1981.

Muller takes the staff position formerly held by Chris Mayr, who was promoted to director of special events, advertising, and the University of Minnesota Alumni Club.



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**CONSTITUENT SOCIETY
EVENTS**

JANUARY

- 12 **Alumnae Society Board Meeting**
5:30-6:00 p.m., Women's Club, 410 Oak Grove Street, Minneapolis.
- 14 **Education Alumni Society Board Meeting**
5:30 p.m., Campus Club, Coffman Memorial Union, Minneapolis campus.
- Black Alumni Society Board Meeting**
6:30 p.m., Center for Urban and Regional Affairs, 330 Humphrey Center, West Bank campus.
- 15 **Medical Alumni Society Board Meeting**
6:00 p.m., Campus Club, Coffman Memorial Union, Minneapolis campus.

College of Home Economics Alumni Society Board Meeting
6:00-8:00 p.m., 46 McNeal Hall, St. Paul campus.

- 20 **Nursing Alumni Society Board Meeting**
5:00 p.m., Campus Club, Coffman Memorial Union, Minneapolis campus.

Band Alumni Society Board Meeting
7:00 p.m., B-12 Morrill Hall, Minneapolis campus.

- 22 **Gold Club Board Meeting**
6:30-8:00 p.m. Call MAA for location: 612-624-2323.

- 26 **College of Liberal Arts/University College Alumni Society Board Meeting**
6:30 p.m. Call MAA for location: 612-624-2323.

FEBRUARY

- 1 **Alumnae Society: Tribute to Libby Larson**
6:30-8:00 p.m., Ordway Studio Theatre, 74 West Fifth Street, St. Paul.
- 7 **Veterinary Medicine Alumni Society Annual Meeting**

Noon, Radisson South Hotel, 7800 Normandale Boulevard, Bloomington, Minnesota.

- 9 **Alumnae Society Board Meeting**
5:30-6:00 p.m., Women's Club, 410 Oak Grove Street, Minneapolis.
- 16 **Gold Club Board Meeting**
6:30-8:00 p.m. Call MAA for location: 612-624-2323.
- 17 **Band Alumni Society Board Meeting**
7:00 p.m., B-12 Morrill Hall, Minneapolis campus.
- 19 **College of Biological Sciences Alumni Society Executive Committee Meeting**
6:30-7:30 p.m., 127 Snyder Hall, St. Paul campus.
- College of Biological Sciences Alumni Society Board Meeting**
7:30-9:00 p.m., 127 Snyder Hall, St. Paul campus.

MARCH

- 9 **College of Liberal Arts/University College Alumni Society Board Meeting**
6:30 p.m. Call MAA for location: 612-624-2323.
- Alumnae Society Board Meeting**
5:30-6:00 p.m., Women's Club, 410 Oak Grove Street, Minneapolis.
- 11 **Black Alumni Society Board Meeting**
6:30 p.m., Center for Urban and Regional Affairs, 330 Humphrey Center, West Bank campus.

CHAPTER EVENTS

FEBRUARY

- 5 **Phoenix Alumni Chapter Event**
Call MAA for details: 612-624-2323.
- 6 **Sun City Alumni Chapter Annual Event**
Call MAA for details: 612-624-2323.

OTHER EVENTS

JANUARY

- 8-9 **University Board of Regents Meeting**

Jim Petersen Talks Pros and Cons

BY HARVEY MEYER

The fans' boos that at one time accompanied 6'10" Jim Petersen of St. Louis Park, Minnesota, as a Gopher basketball player did little to feed his fantasy of someday playing in the National Basketball Association (NBA). Today, Petersen, drafted in the third round by the Houston Rockets, is living out his dream as a substitute for Akeem Olajuwon and Ralph Sampson. He has emerged as a crowd favorite, a "super-sub," dubbed the "Ivory Tower" by fans. In October he signed a three-year, \$1 million contract with the Rockets.

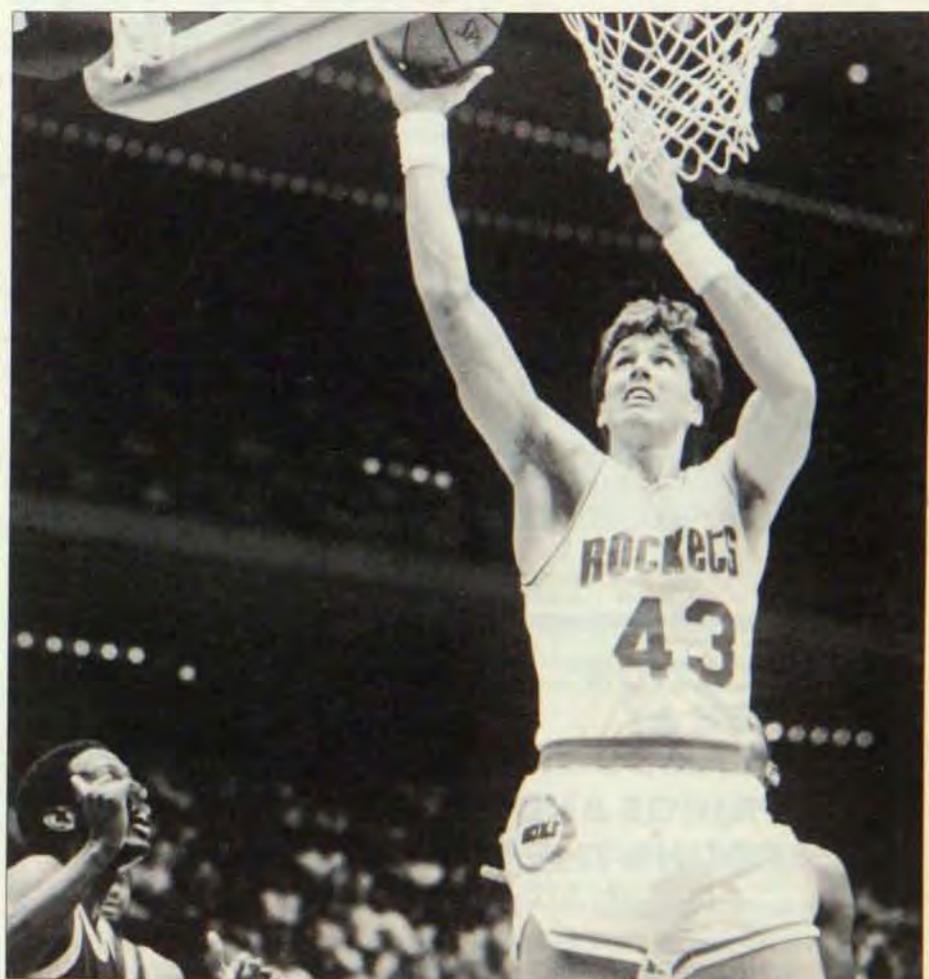
Even though his playing days with the University ended in 1984, the University athletic program's ill fortunes shadowed him on the NBA circuit last season. He recalls, for instance, being ashamed at times of donning his University of Minnesota sweatshirt at practices. "It's still a reflection on me somewhat because I went there, and I don't care how far away you are, it's still a reflection on you," he says.

Twenty-four-year-old Petersen has his own view of what misfired with the Gopher men's basketball program.

Coaches, Petersen says, hold considerable sway over student athletes. Properly exercising their influence, he says, is up to them. "It's the way the coach enforces the rules, the way he lays down the rules when a guy messes up and does something wrong," Petersen says. "Does he enforce it the way he said he was going to when he first implemented it? A coach has everything to do with how his players do academically because he's the motivating force. He's the reason they're there. And if he's not behind the student athlete 100 percent, the athlete can find excuses not to do things, not to go to the training table, not to go to the study table, not to do his homework. The coach is not only a basketball coach, he's an academic adviser. That's part of his job."

Coaches were lax about encouraging him and his teammates to hit the books, Petersen says. "I felt the coaching staff didn't put enough emphasis on studying, on academic excellence. . . . As far as the University of Minnesota and the student athlete, the coach has the most interaction between the student athlete and the college, and he should be the one who sets the standards for academics. That was one thing I was worried about when I was there—that the coaching staff didn't seem to care whether students graduated."

Petersen himself fell 24 credits short of



Former Gopher Jim Petersen, forward for the Houston Rockets, believes that not playing his freshman year would have helped him adjust more easily to school and basketball.

graduating. He says he intends to obtain his degree eventually, however, and downplays reports about problems within the University's men's athletic department, saying that given enough scrutiny, that kind of "dirt" would surface at any major university. An enormous amount of attention was brought on by the reactions to the Madison, Wisconsin, incident from President Kenneth H. Keller and former basketball coach Jim Dutcher, he says.

"I would say two different sides overreacted," Petersen says. "President Keller overreacted . . . convicting somebody who wasn't proven guilty yet, and I thought Coach Dutcher overreacted when he resigned. Both situations caused a great deal of attention to be focused upon the University of Minnesota basketball program, which brought out a lot of things. It brought out every reporter in the Twin Cities area . . . wanting to see how much

smut they could dig up. And not only did President Keller's statement and Coach Dutcher's resigning bring all those things up, but it opened the door for other questions—academic excellence, recruiting, cheating, what other things have been wrong with the University of Minnesota program.

"And then it was, Who can dig up the most dirt? They opened the door for all those reporters to come in and rummage through the different things and possibilities that there are to find out. If you went to every major college, you can find something if you just open the door and start asking questions and expect to get answers."

In a player's defense, Petersen says, academic performance sometimes suffers because of the pressures to perform as an athlete. "Basketball is a three-quarter sport. It starts in the fall, goes all through

the winter, and ends in the spring. It's a very time-consuming sport because you travel every other week from Wednesday through Saturday. And it's very difficult to take a college course and play a major college sport. At least it was for me. And when you have some instructors who are unwilling to be flexible, it makes it doubly difficult.

"It's mentally and physically draining to play the game of basketball at a major college level when you're eighteen years old, when you're away from home, and you're trying to figure out what all this means. It's very intimidating at first. Not everybody is prepared to handle it. Not everybody has the same tools to be able

to deal with campus life. Even the students that don't participate in a varsity sport find it difficult to get things under control. And then just think about the added pressure of having to perform in front of 17,000 people and practice every day and be physically and mentally exhausted. I don't know if people realize how mentally and physically draining it is to get psyched up and psyched down after a basketball game and practice. Then you have to go study calculus or do a twenty-page English composition or read four chapters for your history class. I think you're asking quite a bit from an eighteen-year-old just out of high school, which is a far cry from the academic standards of college. . . ."

Petersen endorses the academic counseling program for athletes at the University, though he says his grades were such that he rarely used the program. "But a lot of guys got something out of it. Once it became implemented, where it was mandatory and people got more used to it, it was more helpful. Plus, the coach has a lot to do with it, the way he presents it and lives it day to day."

But even beyond the academic counseling program, perhaps the best way to improve student athletes' academic performance and graduation rates is to ban freshmen from playing on varsity teams, Petersen says.

"Freshmen should probably sit out their first year of varsity athletics because it takes a year to get adjusted to that kind of academic life," says Petersen. "It's a good idea if it's across the board and everybody's doing it. I don't think it would hurt the individual very much. . . . It's important for freshmen to learn the [university] system first and get the academics down. If that were to happen, you'd find academic standards would rise quite a bit. I think it would be incredible, in fact. If freshmen were allowed to assimilate into campus life without having to travel, without having the pressure of having to perform on their shoulders at an early age, you would find that not only would graduation rates rise but the athletes would learn quite a bit more."

"And I think you'd get a lot of support [for banning freshmen from playing varsity sports]. Maybe some of the coaches wouldn't like it, because sometimes freshmen are important for rounding out the starting lineups. I don't see anything wrong with redshirting or not letting freshmen compete. . . . I wish I would have sat out my freshman year and had been redshirted to gain a year of eligibility, because I didn't play that much and yet it was very frustrating to me because I didn't get to know the system and I was expected to perform. It was a very, very difficult transition. . . ."

Higher grade point averages would, no doubt, improve student athletes' standing with the public. So would winning more, Petersen says, only half joking. But possibly another way of enhancing the image of student athletes is for them to attend a training course to remind them of their personal, university, and societal responsibilities, he says.

"Some guys can't handle the pressure of being in the public's eye and aren't responsible enough to deal with that. But it's up to the coach to be able to discipline his players and recruit the kind of individual he wants and who he knows can handle that sort of responsibility."

Harvey Meyer is a Minneapolis free-lance writer.



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Slow Road to Discovery

BY ASHLEY T. HAASE

This is a complex and exotic story with a cast of unusual and nefarious infectious agents. It is also a tale of contemporary microbe hunters discovering links between diseases of animals and man.

It is a story that has taken decades to develop, a story that has relevance to two epidemics that threaten to become the plagues of this century and beyond: Acquired Immune Deficiency Syndrome (AIDS) and Alzheimer's disease (AD).

It is the story of a curious collection of infections that have been dubbed "slow infections" because of the years that separate the onset of illness from the time the offending agent enters its host.

The opening chapters of this story resonate among Iceland, North America, and the remote highlands of New Guinea. During the 1930s, Iceland imported from Germany apparently healthy sheep, which were in fact carriers of viruses and virus-like organisms. The introduction of these agents in the native herds caused outbreaks of a number of diseases, such as visna and scrapie (so named because the afflicted animals rub off wool during the excitable phase of the disease).

A young Icelandic physician, Bjorn Sigurdsson, found that he could transmit visna and scrapie to other sheep, but symptoms did not appear until one or two years later (the incubation period). To capture the novel time frame of infection, Sigurdsson introduced the term *slow infection* in 1954, more than a decade before the significance of slow infections for human diseases would be recognized—a chapter of the story set in New Guinea.

It was in New Guinea during the 1940s and '50s that many of the inhabitants of the remote highlands were victims of a disease called kuru. Carleton Gajdusek, a pediatrician and virologist from the United States, joined an Australian medical officer in investigations of kuru and concluded that it was a degenerative condition unrelated to infection. Fortunately, Gajdusek's description of the pathological changes in the brains of the kuru victims struck William Hadlow, a veterinarian who was familiar with slow infections, as similar to the changes in the brains of sheep succumbing to scrapie. Hadlow's prophetic letter to the medical journal *Lancet* pointing out these similarities stimulated Gajdusek and his colleagues to reinvestigate kuru as a slow infection, an effort that led to the discovery that kuru



could be transmitted to chimpanzees with the long incubation period typical for slow infections. (It led, too, to a Nobel Prize in 1976.)

In the succeeding two decades, other human slow infections have been uncovered, mainly through successful transmission of disease to primates (because of the greater susceptibility to disease and symptoms resembling those recognizable in humans). These slow infections in humans are relatively rare conditions and include presenile dementia or Creutzfeldt-Jakob disease (CJD), which claimed the life of choreographer George Balanchine. There is no evidence that the far more common form of dementia, Alzheimer's disease, is transmissible. Nevertheless, the latest chapters on the story of slow infections are relevant to AD because of some analogous features in the pathology in the AD brain to those seen in scrapie. These parallels sustain the hope that understanding the common basis for these pathological changes will provide insights into origins of disease, whether they are the result of infection or some other cause.

The pathological change shared by AD, scrapie, CJD, and kuru is the development of the neuritic plaque. In AD the



The trail of the slow infection has led from scrapie in sheep in Iceland to kuru in natives in New Guinea to Alzheimer's disease and AIDS in patients here. Finding the link between these diseases and the viruses that cause them could be the medical breakthrough that helps end our most serious modern-day epidemics.

nerve processes carrying electrical signals in the brain degenerate, particularly in the areas of the brain that serve memory. With special stains and illumination, the two most prominent changes appear as bright patches called plaques, or as tangles of filaments in individual nerve cells. The center of the plaque frequently contains a brightly staining proteinaceous substance called amyloid. Plaques and tangles are found in older individuals who are not demented, but as their number increases, there is a good correlation with loss of memory. Plaques and amyloid are also found in the brains of individuals succumbing to kuru and CJD, and in scrapie under some experimental conditions.

Differences are present between the plaques in AD and those associated with slow infections, but the parallels are also close enough to lead researchers to search for common denominators.

In the search for a link, investigations of the shared elements of pathology have proceeded along two lines. One approach involves purification and characterization of the infectious agents in scrapie and material associated with them in the brain. These studies have led to the isolation of a protein currently enveloped in contro-

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versy because of the heretical proposal, championed by Stanley Prusiner at the University of California, San Francisco, that this "prion" protein is itself the infectious agent, even though it lacks nucleic acids considered essential for all living organisms. More important than the resolution of this controversy is the observation that the prion protein has the properties of amyloid: the studies of scrapie and the prion protein may provide insight into the development of a plaque.

The other approach to AD that is based on shared pathological features posits alterations in the expression of genes in the brain as the basis for the development of plaques and other pathological changes in AD, CJD, kuru, and scrapie. By using recombinant DNA technology, one can identify genes from a diseased brain whose activity is altered. These genes can then be localized by a procedure called *in situ* hybridization, which resembles a microscopic photograph in which clustered grains of silver in the tissues highlight areas of heightened gene expression. One such gene whose expression increases in scrapie is also found in increased abundance in the AD plaques. The initial success of this approach encourages further analysis of this gene and a search for others like it.

This research may identify the action of genes associated with the pathological changes of AD. This is a prerequisite to the rational design of methods to diagnose, treat, and prevent a disease whose emotional, medical, and financial costs are staggering (currently \$20 billion a year and increasing).

The trail leading to the AIDS-slow virus connection also has its origins in Iceland. In addition to scrapie, Sigurdsson investigated a paralytic condition called visna. Visna is caused by one member of a large family of retroviruses best known for those associated with cancer in a variety of species. Visna virus is the prototype of a subfamily group called lentiviruses (slow viruses), which do not cause cancer but are responsible for slow infections of sheep. The causative agent of AIDS turns out to be a distant relative of visna and the newest and first human member of the lentivirus subfamily. Because of this relationship, much of the behavior of the AIDS virus is predictable from the experience with the animal lentiviruses. For example, infection of the nervous system is now recognized as an important feature of AIDS. Perhaps the most important implication, however, of the AIDS-lentivirus relationship is the covert nature of infection.

Most of the cells infected with lentiviruses harbor virus in a silent state. Virus gene expression is dormant or so minimal that the immune surveillance and defense systems cannot detect and eradicate the

virus. The infected white blood cells can be thought of as a Trojan horse capable of spreading infection to distant sites within the host despite immune defense, or between individuals in the population through secretions containing infected cells. The ability of latently infected cells to perpetuate and spread infection in the face of immunity, either natural or vaccine-induced, is a vexing and worrisome aspect of lentivirus infections.

On a more optimistic note, the restriction in virus gene expression responsible for its persistence also explains the largely inapparent and subclinical nature of the majority of lentivirus infections, including AIDS. This gives some grounds to hope that lifelong lentivirus infections might be tolerated without adverse effects. And it has stimulated efforts to exploit knowledge about lentivirus to maintain slow infections in a dormant state.

The rationale for this approach is the following.

Visna, AIDS, and other lentivirus infections cause illness because of the cumulative damaging effects of virus gene expression. Most but not all infected cells are slightly infected, but in some, virus gene products and the virus itself are produced. This process is directly or indirectly responsible for the death of cells, which ultimately leads to symptoms reflecting the type of cell that dies. In the nervous system, the result is paralysis and dementia. In the immune system, the result is impaired host defenses and life-threatening opportunistic infections and tumors.

What triggers lentiviruses into active reproduction is not understood in detail, but may involve interactions between the environment and the state of the infected cell, which allows expression of newly discovered lentiviral genes. These have been dubbed "tat" and "art" by William Haseltine and his co-workers at the Harvard University School of Public Health. When these genes are "on," the production of virus increases several hundred fold and the infected cells die.

These genes are currently under intense investigation here and in other laboratories because of the exciting possibility that by interfering with their function, the lentivirus-infected cell could be maintained in a dormant state and the progression of disease could be prevented. If successful, it would provide another telling example of the unpredictable but substantial contributions that may at times appear to be obscure problems with little relevance to major human diseases.

If successful, the investigation could perhaps lead to the last chapter in the microbe mystery of slow infections.

Ashley T. Haase is head of the University of Minnesota microbiology department.

Truth or Flair

BY MARK SNYDER

Not surprisingly, advertising is big business—in 1980, a \$54.6 billion business. And in this business, according to Stephen Fox, author of *The Mirror Makers*, advertisers seem to belong to one of two schools, known within the industry as the “soft sell” and the “hard sell.”

Members of the “soft sell” school typically create ads that appeal to the images consumers may gain and project by using a product. Adherents to this image-based tradition believe that how a product is packaged by its advertising is as important as the product itself. Therefore, they create ads that are visually striking and pay attention to the finer details of color and form. Typically, the written copy in these ads conveys, explicitly or implicitly, the images associated with the product. Rarely, if ever, do image-oriented ads mention the quality of the product. One of the best-known contemporary instances of image-oriented advertising is that for Marlboro cigarettes, revolving as it does around the Marlboro man, who projects the rugged, masculine image of the man who smokes Marlboros.

Members of the “hard sell” school typically create rather different ads, ones based on claims about the inherent quality, intrinsic merit, and functional value of the product. Their ads inform consumers about how good the product is, how well it works, or, in the case of things to eat and drink, how good it tastes. Here, it's the “matter, not the manner” that counts. Recent ads for Total cereal, which have emphasized the nutritional benefits of the cereal, as well as ads featuring the “Pepsi challenge” taste tests clearly are members of the same category of quality-oriented advertising.

Without a doubt, these two schools of advertising have flourished throughout the history of the industry, and both have produced their “great masterpieces.” The fundamental question to be asked, though, concerns the basis of the effectiveness of either type of advertising. What is it that makes appeals to images and claims about quality succeed in engaging, motivating, and persuading consumers? For several years now, my co-workers and I at the University of Minnesota have been trying to answer these and other questions about the psychology of advertising. Among our findings is that when it comes to advertising, there are two types of people in the world: some people are

What does it feel like to play ball with a 37-ft. monster?

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University researchers believe that advertisements like this one for the *New Yorker* have a big impact on low self-monitors, who prefer images reflecting economy, function, and quality. The advertisement for *Sports Illustrated* would probably garner a better response from high self-monitors, who respond favorably to images of personality, power, and prestige.

receptive to image-oriented advertising appeals, others are most susceptible to quality-oriented advertising messages.

Who are these two types of people? The answer has something to do with the desire to control the impressions made on others.

It is practically a truism of contemporary psychology that what people say and do may be the product of deliberate attempts to create images appropriate to particular circumstances, to appear to be the right person in the right place at the right time. This creating of images in the minds of others, this acting to control the impressions conveyed to others, is no doubt practiced to some extent by all people. But for some, it is almost a way of life. These people are particularly sensitive to the ways they present themselves in social situations—at parties, in job interviews, at professional meetings, in circumstances of all kinds where they might be motivated to create and maintain an appearance. Indeed, such people have the ability to carefully observe their own performances and to skillfully adjust these performances to convey just the right image of themselves. These people literally act like different individuals in different situations and with different people. It is as if they are actors for whom life itself is a drama in which they play a series of roles.

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NEW YORKER

I call people of this type *high self-monitors* because of the great extent to which they are engaged in monitoring or controlling the images of self they project in social interaction.

In sharp contrast, other people—known as *low self-monitors*—think of themselves as consistent beings who value congruence between “who they are” and “what they do.” They are not so concerned with constantly assessing the social climate around them. People of this type can be expected to speak their minds, vent their feelings, and bare their souls, even if doing so means sailing against the prevailing winds of their social environments.

These self-monitoring propensities have far-reaching consequences. In almost fifteen years of research, I have seen how self-monitoring influences people's view of the world, their behavior in social situations, and the dynamics of their relationships with other people. In studies of the psychology of advertising and consumer behavior, Ken DeBono (then a Minnesota graduate student, now on the faculty at Union College) has found that high self-monitors are particularly responsive to image-oriented advertising; low self-monitors, to quality-oriented advertising.

For our research, we created ads that, in pictures and words, represent image-based and product-quality-based messages

to consumers. Reactions to these ads revealed that high self-monitors thought the image-oriented ads were better, more appealing, and more effective. Moreover, they were willing to pay more money for a product if its ad appealed to considerations of image, and were more likely to try a product if it was marketed with an image orientation. By contrast, low self-monitors reacted more favorably to product-quality-oriented ads, were willing to pay more money for a product if its ad stressed the product's quality, and were more willing to try a product if claims were made about its quality.

The differential appeal of image-ori-

ented and quality-oriented messages is not limited to the domain of consumer products. With the help of Russ Nettle (then a Minnesota undergraduate honors student, now pursuing a career in marketing), DeBono and I have also created a series of ads whose purpose, rather than to encourage people to consume a product, is to encourage them *not* to consume it—in this case, not to smoke. We developed three sets of "be a nonsmoker" ads, each containing two ads with the same pictorial content but differing verbal messages.

When college students indicated which ad in each set was, in their judgment, better, high self-monitoring students were

more impressed with the image-oriented ads, and low self-monitoring students were more favorable to the health-quality-oriented ads. Moreover, when other students chose which ads to use to persuade a fellow student to be a nonsmoker, high self-monitors featured the image-oriented messages; low self-monitors, the health-quality-oriented messages.

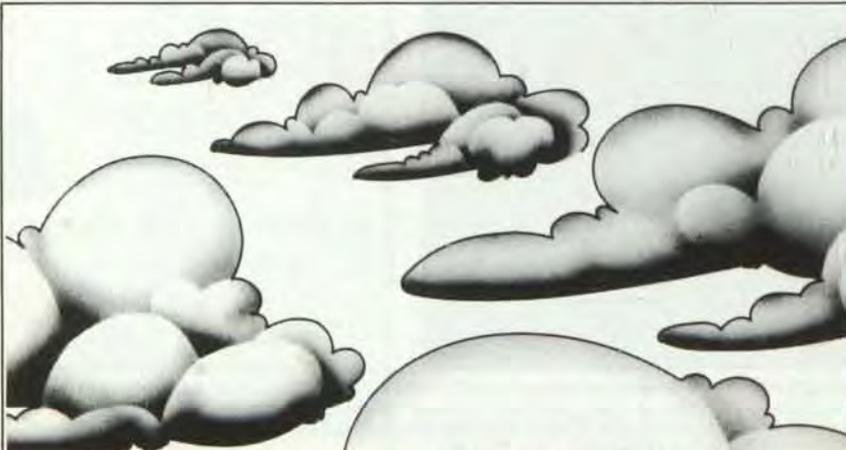
In addition to its help in understanding the psychology of advertising, our research offers some practical hints as well. It hints that the most potent image-oriented ads will promise images that, if conveyed, will increase the chances of fitting into important life situations. It also hints that the most effective quality-oriented ads will imply that, by using the advertised products, people will gain opportunities to be true to their attitudes and values. Another intriguing implication of our work is that some products may contribute primarily to exterior appearances and public images. As such, the natural target population of advertising for such products may be high self-monitoring consumers, who may look to advertising when choosing products to use for image-making purposes. Thus, high self-monitoring consumers may be the ones who purchase the sleek, flashy, sporty-looking car (even if its performance and handling characteristics are far from sports car caliber).

Other products may contribute primarily to interior well-being. For these products, the natural target population may be low self-monitoring consumers, who may look to advertising when choosing products to use for the intrinsic functions they perform. These consumers may be the ones who purchase the nutritious breakfast cereal (even if it isn't the one endorsed by the Olympic Gold Medal winner).

Advertising guru William Bernbach once observed that "advertising is persuasion, and persuasion is . . . an art. Advertising is the art of persuasion."

As a psychologist, I have found that advertising messages provide an excellent laboratory within which to study persuasion and social influence. Where to now? My current goal is to discover whether the approach that has told us so much about advertising can also reveal the dynamics of persuasion and social influence in other important arenas of people's lives—including, to name but two examples, their reactions to information concerning health maintenance, wellness, and fitness as well as their decisions concerning jobs, careers, and professions.

Mark Snyder is professor of psychology at the University of Minnesota. Portions of this article are excerpts from his new book, Public Appearances/Private Realities. Copyright © 1987, W. H. Freeman and Company. Reprinted with permission.



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Understanding Art, Understanding Artist

BY LISA RAY

Charles Hauxthausen spent two of his college years wandering through German art museums. As an aspiring artist, he was naturally attracted to other artists' work. But while he was in Germany, a transformation took place. His intellectual curiosity took over and his love of German art—and history—grew.

Last fall, Hauxthausen—now a master in the field of twentieth-century German art—became the newest addition to the University of Minnesota's art history department. His work is now focused on research and writing and has made him a highly respected lecturer and a published scholar.

"There is a range to German art," says the 44-year-old Hauxthausen, sitting at his desk in his office in the basement of Jones Hall. "It addresses issues that have great currency today—the function of art in the modern world, human relationships, the art of politics—that make it seem very meaningful to us. Somehow it can help us understand our own situation."

Hauxthausen's expertise in the field prompted the St. Louis Art Museum to ask him to select paintings and write the catalog for an upcoming tour. In June, the American Association of Museums announced at its convention that the catalog, *Modern German Masters*, had received its Award of Distinction.

"The award came as somewhat of a surprise," says Hauxthausen, confessing that "when I was writing it, I was more concerned with finishing it."

Hauxthausen was asked to choose 30 paintings from the St. Louis Art Museum's permanent collection and write a catalog. Feeling somewhat limited, he instead chose 40 works ("40 favorites") and began the hours of research and writing. He finished in only two and a half months.

Marion Nelson, chair of the art history department, read the catalog. "It gives such an original interpretation of each artist, based on lengthy research," he says. "It is excellent."

Hauxthausen's great-grandfather emigrated from Germany in the 1800s. His family settled in Texas, where they ran a series of German language newspapers. Hauxthausen's interest in German art, however, did not stem from his German ancestry. "It was an adult phenomenon," says Hauxthausen. "I was attracted to Germany because I was very interested in music. Through traveling, I became inter-



Art history professor Charles Hauxthausen's career has gone from painting to studying German art. He's written an award-winning catalog for the St. Louis Art Museum.

ested in German artists. It was never out of a sense of ethnic identity."

Before entering college, Hauxthausen had decided he wanted to become an artist. He spent two unsuccessful years studying at St. Thomas University in Houston, Texas, and a year at Byam Shaw School of Painting and Drawing in London before moving to Germany. Once back in the United States, however, he found his interests turning in another direction. "By the time I got back from Germany, even though I talked about going to art school in New York, I think I was already beginning to feel that my own interest would lead me elsewhere," says Hauxthausen. Asked why he changed his career plans, Hauxthausen answers, "Because I found other people's paintings more interesting than my own."

Hauxthausen says his background as an artist enriches his work as an art historian. "It was extremely good experience—having been in a studio and having dealt with the problems of painting. Having looked at other people's painting as a painter has been invaluable to me." He does not regret the decision he made.

Currently, Hauxthausen is working on his first book, a series of essays on the history of art criticism.

Hauxthausen came to Minnesota last year with his wife, Mary Ann, and his

children, Eric and Christa. He wanted to get back into full-time teaching after being an associate professor and curator of the Busch-Reisinger Museum at Harvard University. Although he had other opportunities, the University of Minnesota was his first choice.

"The primary reason I came here was because I really wanted to train people in my special field," he says. The Midwest has the highest concentration of younger specialists in the field of twentieth-century German art. And his image of the Twin Cities was positive. Minneapolis has a good reputation in the east because of the Walker Art Center and the Minneapolis Institute of Arts. Plus, corporations in the area are among the most generous in the country for supporting the arts. Hauxthausen is especially pleased with the Humanities and Social Sciences (O. Meredith Wilson) Library. He believes that it is one of the best he's seen and that the active German department gives the library its strength.

Even the size of the University is a positive force, says Hauxthausen. "I love the size of this place. The variety of students you find in an institution like this—it's like a microcosm of the world."

Lisa Ray is a senior majoring in English in the College of Liberal Arts.

To Fight for Liberty

BY BRIAN OSBERG

The 1986 Gopher football team, posting its second straight winning season with a 6-5 record, earned a bid to the Liberty Bowl in Memphis, Tennessee. The Gophers played the Tennessee Vols December 29.

Highpoint of the year was the Gopher's 20-17 upset of the Michigan Wolverines, then ranked number two in the nation and unbeaten. The team was inspired by a pregame talk delivered by longtime assistant coach and former Gopher football player Butch Nash on the tradition of Golden Gopher football.

During the 1986 season, Minnesota defeated Bowling Green 31-7, Purdue 36-9 at West Lafayette, Northwestern 44-23 (homecoming), Indiana 19-17, Wisconsin 27-20 at Madison, and Michigan 20-17 at Ann Arbor. The Gophers lost to Oklahoma 0-63 at Norman, to the University of the Pacific 20-24, to Ohio State 0-33 at Columbus, to Michigan State 23-52, and to Iowa 27-30. The Gophers tied with Iowa for third place in the Big Ten.

At the 68th Minnesota Athletic Club Gopher team banquet before a sellout crowd, senior center **Ray Hitchcock**, senior outside linebacker **Mark Dusbabek**, and senior offensive tackle **Norries Wilson** were named honorary captains. Freshman running back **Darrel Thompson**—who set a school single-season rushing record with 1,240 yards in eleven games, breaking Marion Barber's 1978 record—was named the team's most valuable player and outstanding offensive player. Other players awarded honors were Dusbabek, outstanding defensive player; Wilson, for unselfishness and dedication; senior defensive tackle **Anthony Burke**, for competitiveness on and off the field; and junior kicker **Chip Lohmiller**, outstanding special teams player.

Thompson was also named to the United Press International all-Big Ten first team and named newcomer of the year by conference coaches. Also named to the first team were Lohmiller and senior linebacker **Bruce Holmes**.

Wrestling with Success; in the Swim

Tom Press and Jane Simmons have two things in common: athletics and fundraising.

Press, an all-Big Ten and all-American wrestler at the University of Minnesota, has established a \$5,000 annual scholar-



Freshman running back Darrel Thompson.

ship for Gopher wrestlers with the help of his company, Salomon Brothers. Press, who earned a bachelor of science degree in business from the University in 1979 and an M.B.A. from St. Thomas College, is an institutional broker with Salomon in Chicago. His annual contribution of \$2,500 is matched under a scholarship program established by Salomon. "I encourage other employers and alumni to do the same," says Press, who served as a Gopher wrestling team graduate assistant and assistant coach. "I feel that I owe something to the University athletic program."

Simmons, a member of the women's swimming team in 1978 and 1979 and aquatics director at Marsh, a Minnetonka, Minnesota, fitness center, has swum more than 75 miles for charity.

Inspired by a family member with a hearing disability, Simmons, a native of Bismarck, North Dakota, first raised money on behalf of a charity for the multihandicapped by swimming the length of Lake Mille Lacs in central Minnesota. She made the 26-mile swim during a thunderstorm in 1983. In 1984, she swam around Lake Minnetonka—a distance of twenty miles—on behalf of the Minneapolis Boys and Girls Club. Most

recently, she swam across Lake Mead near Las Vegas, for the benefit of Opportunity Village, a program for mentally retarded adults.

Alumni News

Herb Brooks, '59, former Gopher hockey player and 1980 U.S. Olympic coach, is now head coach at St. Cloud State University. Brooks hopes to quickly develop the program at the Division III school and join the Gophers in the Western Collegiate Hockey Association in a couple of years.

• Former Gopher hockey star **Neal Broten**, '81, became the first American-born player to score more than 100 points in one season in the National Hockey League. Broten, center for the Minnesota North Stars, accomplished the feat in 1985-86. Neal's brother **Aaron**, '81, plays for the New Jersey Devils.

• Both **Osborne Lockhart** and **Mychal Thompson**, who led the 1976-77 Gopher basketball team to a 27-3 record, are playing professional basketball—Lockhart with the Harlem Globetrotters, Thompson with the San Antonio Spurs after eight years at Portland.

Gopher Notes

Gopher men's tennis coach **Jerry Noyce** was named NCAA coach of the year. His team posted a 27-4 record in dual matches and 12-0 in the Big Ten during the 1985-86 season.

• The women's track and field team will host the Frank Shorter Invitational at the newly remodeled field-house January 31.

• After coaching wrestling for 34 years, **Wally Johnson** has retired. Johnson is succeeded by **J Robinson**, formerly assistant and interim coach at Iowa University.

Correction

Mariah Snyder, chair of the Assembly Committee on Intercollegiate Athletics, was misquoted in the Sports Page in the November/December 1986 issue of *Minnesota*. The main purpose of the committee is to set standards of academic performance, not athletic performance, as misquoted.

Brian Osberg, '73, '86, is a Twin Cities free-lance writer.

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SAMPLE LEASE RATES	MONTHLY RATES	TOTAL OF PAYMENTS
• CHEVROLET S - 10		
BLAZER 4 X 2	\$188.00	\$11,280.00
• PONTIAC GRAND AM	177.00	10,620.00
• DODGE CARAVAN SE		
7 PASSANGER	203.00	13,800.00
• HONDA ACCORD DX		
4 DOOR 5 SPEED	183.00	10,980.00
• TOYOTA CAMRY	177.00	10,620.00
• OLDS CIERA LS	199.00	10,940.00
• MAZDA 626	169.00	10,140.00
• HONDA PRELUDE 5 SPD.	196.00	11,760.00
• PONTIAC 6000 LE	190.00	11,400.00
• TOYOTA CELICA GT	185.00	11,100.00
• MAZDA RX7 5 SPD.	224.00	13,440.00
• '87 FORD CHEV & DODGE		
CONVERSION VANS	399.00	20,340.00
• CADILLAC DEVILLE	328.00	19,680.00
• PORSCHE 944	459.00	27,540.00
• PORSCHE 928 2 DOOR		
COUPE, 5 SPEED	801.66*	48,099.60
• MERCEDES - BENZ 300 E		
4 DOOR SEDAN, 5 SPD.	523.71*	31,422.60
• JEEP CHEROKEE 4-DOOR		
4-WD, AUTO, AIR, P.S.	244.92*	14,695.20
• ACURA INTEGRA LS		
5 DOOR 5 SPEED	196.39*	11,783.40
• SAAB 9000 S 5 DOOR		
TURBO 5 SPD.	423.97*	25,438.20
• JAGUAR XJ6 VDP 4DR. SD.	588.33*	35,299.80

All rates based on 48 & *60 months closed end lease. Lease rates based on '86 prices. 15,000 miles annually, tax & license extra. Example: '87 S10 Blazer, 60 mos. at \$188.00, total cost \$11,280.00
PRICES SUBJECT TO CHANGE WITHOUT NOTICE

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“The
university
exists
to find
and to
communicate
the
truth.”

Robert Maynard Hutchins

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